

CHAPTER – ONE

INTRODUCTION

The current study is about "Independent Learning Strategies Adopted by Higher Secondary Level Learners". In this study I want to find out learners independent learning practice. This topic consists of general background, review of related literature, objectives of the study and finally, the significance of the study.

1.1 General Background

There is general consensus in the literature that the goal of education is to increase the students' capacity to learn, and provide them with analytic skill and to increase their ability to deal with new information and draw independent conclusions (Lyn Gow and David Kember, 1990, p. 307). The concept of the independent learning is not new; however, it is being crucial in the language learning. Following Broad (2006, p. 118), independent learning is presented as something of value that is expected to take place at university. Independence is a goal not a starting point. Race (1996) identifies a range of independent learning practices, both formal and informal that could take place specifically at university. But then concedes essentially most learning is, when we really think about independent learning. It appears therefore, that at a time when students in higher education are being criticized for failing to lie independent learners (Shepherd, 2006, p. 30) there is a need to reflect upon the term of reference and ask what is meant by the term Independent learning in the context of university study.

The concept of independent learning is associated with or part of a number of other educational concept and wider policy agenda of contemporary relevance such as 'personalization; 'student centered learning' and ownership' of learning. It is a feature of important issues such as pupil-teacher roles and relationship, and the role of information and communications technology (ICT) in learning. Theoretical study and practical application of the principles of independent

learning are perhaps most advanced, but the concept is of increasing significance for language learning. Kesten (1987) as cited in Faraday, 2008, p.16 says: “It is one of the essential elements of personalization which government sees as vital to the continuing development of a system of school education that promotes high quality and lifelong learning social equity and cohesion. It is not however, only the process that matters”.

Nepal began its planned development intervention in 1950s; with the first education development plan in 1956. The second major planning exercise came only in 1971 in the form of National Education System Plan (NESP). Then came 1990s and after words, with series of major education interventions with donor support .All those project/programs had national coverage aiming to bring improvement in the existing school system. (SSR Plan, 2005-2015)

The Ministry of Education (MOE) has developed a national Framework and Guidelines for Capacity Development Plan for the education sector, which represents a step in right direction .The very existence of a sector wide plan and progress achieved in times of political and institutional transaction is commendable. The absence of a comprehensive education policy creates risk since, when there is no education sector-wide policy, there can emerge multiple vision, strategies and implementation systems. As result government make different policies conduct collaborative learning and inclusive/exclusive learning practice in the school and +2 level students. (Source; Government of Nepal, Ministry of Education. School Sector Reforms Plan 2005-2015).

1.1.1 Defining Independent Learning

Independent learning is a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops

the ability for enquiry and critical evaluation. (n.d. <http://www.independentlearning.ac.uk>). Essentially in promoting independent learning we are encouraging and enabling our students to become self-directed in their learning experiences and to have more autonomy and control over their learning. An understanding of how learners learn, both in terms of theories of cognition and their practical application, is crucial to developing strategies aimed at improving the capacity for independent learning. In practice, most learning involves independent elements such as:

-) Finding and collecting information
-) Making decisions about what to study and when
-) Carrying out investigations or projects.
-) Learners learning at their own pace using ICTS.
-) Completing homework, extension work or courses work assignments.

However, even within these independent elements there is a great deal of range over the degree of true independence a learner has. There is consensus in the literature that independent learning does not merely involve pupils working alone. The important role teachers can play in enabling and supporting independent learning is stressed. There are a number of different ways of defining and describing independent learning, but not a shared understanding of how these different definitions and descriptions relate to one another. Candy (1991) suggests that independent learning is a method and educational philosophy in which learners acquire knowledge by themselves and develop the ability to undertake enquiry and critical reflection.

Students who are encouraged to take responsibility for their own work, by being given some control over what, how and when they learn, are more likely to be able to set realistic goals, plan programmes of work, develop strategies for coping with new and unforeseen situations, evaluate and assess their own work and generally, to learn how to learn from their own successes and failures in

ways which will help them to be more efficient learners in the future. (as cited in Phyak, 2007, p. 15-16)

In support of these definitions there is a consensus in literature that independent learning is a process during which learners develop the values, attitudes knowledge and skills needed to make responsible decisions and take appropriate actions in regard to their own learning (Bates and Wilson, 2002). Kesten (1987) defines, “Independent learning is that learning in which the learner, in conjunction with relevant others can make it. Learning needs decisions necessary to meet the learner's own” (p. 3).

There is also a consensus that independent learning is fostered by creating opportunities and experiences that encourages learner motivation, curiosity, self-confidence and self-reliance, and is based on the understanding by learners of their own interests and a valuing of learning for its own sake. However, it is important that independent learning does not involve simply giving pupils more independence. Instead, it involves teachers thinking clearly about learning outcomes and learning stages. Independent learning might mean within its description of how learning can be personalized:

Learners are active and curious: they create their Own hypotheses; ask their own questions, coach one another, set goals for themselves, monitor their progress and experiment with ideas for taking risks, knowing that mistakes and 'being stuck' are part of learning. (Billmeyer, 2008, p.16)

Hence, independent learning takes place when a learner gets access of self learning materials. Independence refers to learners' strategies, materials, pacing, time, and place learning which enables learners to design and organize the materials independently. Independent learning resources can be inside or outside the school. Those inside schools include libraries, self access centers, teachers and friends. Nepalese EFL language learners may not have such

opportunities of access of self-access context even libraries in all contexts. However, they have the access of books, newspaper articles and journals inside or outside the schools. Their access of materials and use of them automatically influence their linguistic ability. In most of cases, the collection of English newspaper, books, articles, poems, novels, dramas are found most of the schools in their library. Independent learning does not involve pupils merely working alone. Instead, the important role teachers can play in enabling and supporting independent learning is stressed.

Other terms which are used as synonymously to describe independent learning are autonomous learning, self directed learning and student centered learning are discussed in the following sections.

1.1.2 Autonomous Learning

The concept of learner autonomy has been the centre of much discussion in the language education field. There are other concept denoting to learners autonomy such as self regulation, open learning, self management, self learning and self directed learning. It also includes independent study self instruction, self education and autonomous learning. Learner autonomy simply refers to learners' ability of taking one's own responsibility. The definition of autonomy is broad concept and can range from taking responsibility for one's own learning to having total control of own self.

A brief review of the literature of adult education reveals that this perspective results in thought being given to the learning activities that develop the autonomous learner. However, Boud does more than provide a check list, for in identifying the common characteristic of all such approaches to learning, namely, requiring students to take 'some significant responsibility for their own learning over and above responding to instruction (Boud, 1988, p. 23). He identifies the key challenge of higher education and does much to overcome the problematic variation in terminology. But this is not all. He also observes that in all writing on how autonomy in learning is to be achieved in practice, 'no

absolute standard of autonomy is manifest. What is important is the direction of change towards students self reliance.

Learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning. We recognize it in a wide variety of behaviours as a capacity for detachment, critical, reflection, decision-making, and independent action. Holec (1983, p. 3) defines it as "the ability to take charge of one's learning" by:

- Determining the objectives
- Defining the contents and progressions
- Selecting methods and techniques to be used
- Monitoring the procedure of acquisition by properly speaking and
- Evaluating what has been acquired.

(as cited in Benson and Voller, 1997, p.1).

Learner autonomy is achieved through strategic training. We can enable each individual to come with autonomous stage in his/her circumstances. Students learning profiling have been show to be influenced by learners' autonomy. Autonomous learning influences English proficiently of the students. There are differences of achievements among the learners who are autonomous.

1.1.3 Self-directed Learning

A perspective that acknowledges the need for interaction is that offered by Knowles (1975) who proposes the term, self-directed learning. This is fundamental concept in adult education and a theoretical tradition can be readily identified for which knowledge gives the seminal definition:

In its broadest meaning 'self-directed learning' describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulation learning goals,

identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluation learning outcomes. (Knowles nd <<http://infed.org/archives/e-text>>)

Although the term itself involves the synthesis of both self-direction or self-directedness and learning with the former including dimensions of self-management, self-monitoring and motivation, it is the inter-relatedness of such learning activities which Knowles chooses to draw alternation too. He argues that self-directed learning should be adopted as the preferred way to describe autonomous, independent learning because, 'the trouble with most of these labels is that they seem to imply learning in isolation, whereas self-directed learning usually takes place in association with various kind of helpers, such as teacher, tutors, mentors, resource people and peers' (Knowles, 1975, p.18). Following Knowles, self-directed learning involves autonomous activities but is clearly an inter-dependent process. To provide for the kind of learning it is necessary for schools to be transformed into a house of study. In which teachers activate pupils and teach how to learn by guiding and coaching their learning process. According to the Korotov (1992) self-directed learning allows learners to become self-disciplined and creative.

Higgins et. al. (2005, as cited in Sally 2008, p.18) define, "learning to learn as a process during which pupils discover about learning". This involves a set of skills that allow pupils to learn more effectively and therefore become learners for life. Similarly, he emphasizes on the concept of 'learning to learn' therefore holds at its heart the belief that learning is learnable.

1.1.4 Student-centered Learning

Student centered learning is a widely accepted and highly effective approach to teaching and learning, which is based on high quality teaching that is tailored to each individual pupil's need. Student-centered learning can be achieved allowing pupils to design their own learning path with the support of

community advisers and mentors. Engaging pupils in learning is therefore possible if classroom activities centre on the lives, knowledge, interest and energies of pupils also, teachers should use a flexible range of pedagogical and curriculum approaches that consider a range of individual differences among pupils. The aim of student-centered learning is to create 'engaged and independent learners' (Black, 2007 p.6)

Cole (2001, as cited in Black, 2007) cites various approaches to student centred learning as outlined below.

-) Learning based on the notion of multiple intelligences - this approach considers deep and challenging learning, problem-solving and decision-making in authentic situations. In addition, this approach involves high levels of pupil decision making, a cooperative classroom culture, supportive relationship and assessment as an intrinsic part of learning.
-) Learning based on the authentic curriculum, which involves teaching and learning being personalized as much as possible - this is made possible by the teacher taking on the role of coach for the pupil's active, self-directed learning.
-) Learning based on constructivism - this suggests that teachers should tailor their instruction to pupils' needs and interests. In addition, this approach involves assessment of pupils' learning in the classroom context rather than in separate formal tests. Cole states that this approach recognizes that the more relevance pupils see in the curriculum, the more interested they will be in learning.

1.1.5 Important Aspect of Independent Learning

The successful promotion of independent learning will require careful attention to the learners. To meet my objectives independent practice and perception of learner, I have found some aspect of independent learning that will be beneficial to the students as follows:

Niemivir (1997) in “Gender differences in motivational cognitive pattern of self regulated learning” defines, “Independent learning may comprise aspects which are internal and external to learners. The external aspects are the development of a strong relationship between teachers and pupils, and the establishment of an enabling environment”. The core aspects are the skills that individual pupils have to acquire .similarly, the strong relationship pupils have to acquire. Pupils involves trust and a mutual responsibility for learning, which is based on teachers providing explicit messages about learning, teachers being attentive and responsive to pupils' interest and needs and schools developing a greater consistency in their approach to learning.

Jemes et.al, (2006) carried out a research on “Learning how to learn in classroom school and network”. To understand the relationship between teachers and pupils it seems important to consider pupils' experiences in their family and local community since this allows pupils to relate learning occurring in school to their everyday lives, thus serving as a powerful motivator for pupils to engage in their own learning and 'enabling 'environment' includes the physical environment and material. (James et.al. Research Paper 21.2:101-18), (2006). Importantly it also includes social interaction and support from teachers and peers. However, there is an implicit assumption in the literature that information and communications technology (ICT) has success or useful role to play and can be an important part of the enabling environment.

1.1.6 Models of Independent Learning

Models of independent learning build on the theoretical notion of learning style. Of the many theories of learning styles, some suggest that individuals have different ways of learning, such as through written text or through imagery. This conceptualization of learning has provided a useful basis for teachers and pupils to talk about learning.

1.1.6.1 Learning Styles Theory

There are numerous learning styles theories while these are not explicit models of independent learning, the claims made by learning styles theorists suggest that learning styles may have a role in enabling learners to understand how they learn and thus improving their learning and making them more independent learners. The concept of learning styles may allow teachers and pupils to explore learning and provide a common vocabulary in which strategies, motivation, and the processes particular learning experience can be discussed. Hall suggests that the learning style debate could therefore be used for constructive dialogue between teachers and pupils. It seems that this aspect of learning styles theory may be of particular importance when considering independent learning:

By offering learners a vocabulary for understanding both how they learn and why they learn more effectively in different context at different times, learning styles may help students to become more autonomous, more motivated and more self-regulate. (Hall, 2005, p.56)

1.1.6.2 Pintrich's Model

Pintrich (2000) proposed a model that aims to classify and analyze the different processes that play a part during self-regulated learning. In Pintrich's model the processes of self-regulation are organized according to four phases: planning, self-monitoring, control and evaluation. These four phases represent a general sequence, which pupils complete as they carry out tasks. Within each of these phases self-regulation activities are in turn structured into four areas: cognitive, motivational/affective, behavioral and contextual.

The process of self regulation begins in the planning phase, where activities such as goal setting occur. The self-monitoring phase includes activities that help pupils become aware of their state of cognition, motivation and emotion. In

response to the self-monitoring phase, control activities are put in to place, such as regulating time and effort. The evaluation/reflection phase includes Judgments and evaluations that pupils make regarding this task execution. These judgments and evaluations influence the planning phase of subsequent learning tasks.

Pintrich (2000) proposes a theoretical model of self regulated learning that emphasizes the importance of individuals planning, self monitoring, controlling and evaluating their learning activities.

1.1.6.3 Zimmerman's Model

Extending Pintrich's model, Zimmerman (2002) proposes a model of the phases and sub-processes of self-regulation, which demonstrates the important role of motivation. This model suggests that self-regulated learners are proactive learners who incorporate various self-regulatory processes (e.g. goal setting, self observation and self evaluation) with task strategies (e.g. study, time-management and organizational strategies) and self-motivation beliefs.

This model proposed by Zimmerman (2002) is cyclical because self-reflection from previous efforts to learn influence subsequent for thought process. For example, Zimmerman and Bandura (1994, cited in Zimmerman 2004) found that self-dissatisfaction leads to decreased level of self-efficacy and reduced effort during subsequent learning.

Zimmerman (2002) extends Pintrich's model by emphasizing the importance of motivation within self regulation. Zimmerman suggests that motivation influences the three phases of self-regulation: Forethought, performance and self-reflection. Zimmerman (2000) extends this model, detailing the sub-processes involved during the phases of independent learning. Zimmerman's model further highlights the important role of motivation, indicating that pupils must be motivated for independent learning to occur.

1.1.7 Learning Strategies in Independent Learning

A common observation is that not only are some language learners more successful than others, but also that good language learner sometimes do different things than poor language learners. The term is commonly used in the second language acquisition literature to refer to what learners do that underlying these differences is learning strategies (Gass and Selinker 2008, p. 439).

Self-reaction is a feeling of satisfaction and position emotions concerning one's performance. This increases motivation, whereas a reduction in self satisfaction leads to a reduction in further efforts to learn. Self-reaction also includes defensive and adaptive reactions. Defensive reactions are those that involve the protection of one's self-image by declining from further opportunities to learn one performing defensive reaction would be a pupil dropping out of a course or being absent for a test (Sachdev, 2008, p.27).

According to Tarone (1983, p. 67), it is "an attempt to develop linguistic and sociolinguistic competence in target language to incorporate these into one's inter language competence" (as cited in Lan 2005, p. 16). This definition particularly focuses on linguistic arena rather than learner autonomy.

Oxford (2003) makes the distinction between learning styles and strategies. According to her, the former refers to "general approaches to learning a language and the latter to the specific behaviours or thoughts learners use to enhance their language learning." Thus, the learning strategies refer to the specific action, behaviours, steps or techniques that the learners use for learning language.

Despite a number of varieties in the definitions and classifications, it has been agreed that strategies are vital conditions to autonomous learning. Learners need to be aware of different learning strategies so that they can become autonomous language learner (Wenden 1987, as cited in Tunku Mohtar 1991, p. 13).

Larsen-Freeman (2000) focuses on training of such strategies for this reason and put: "in order to maximize their potential and contribute to their autonomy, language learners-and especially those not among the group of so-called good learners-need training in learning strategies" (p.159).

Like the classification of learning strategies has proved to be a difficult Endeavour. Bailystok (1978) presents a model with four types:

- I. Functional practicing : strategies used for functional purpose;
- II. Formal practicing; strategies employed for language practice in the classroom.
- III. Monitoring: strategies used for language practice: and
- IV. Inferencing: strategies for guessing meaning from contexts.

Naiman et. al. (1978)'s taxonomy contains five broad categories of strategies used by all good language learners:

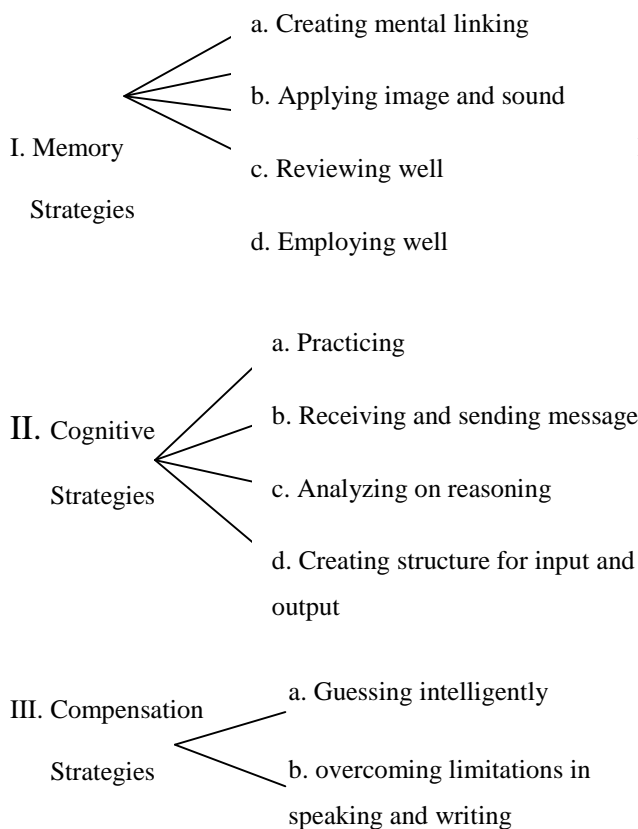
- a) An active task approach
- b) Realization of language as a system
- c) Realization of language as a means of communication and interaction.
- d) Management of affective demands and
- e) Monitoring of second language performance

(as cited in Lan 2005, p.20).

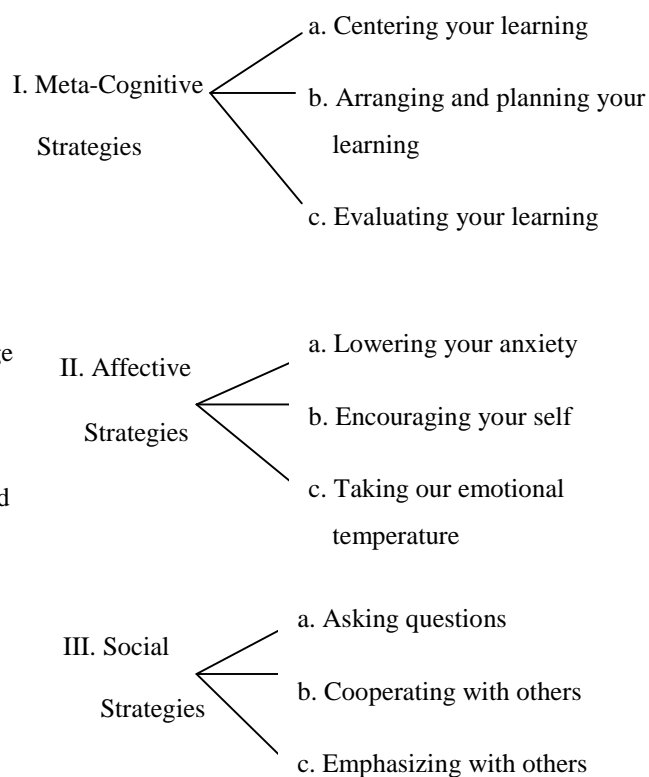
Tarone (1980) makes the classification under strategies of language use containing two sub-types namely, production and communication, and learning strategies. In his model, Rubin (1981) proposes the 'direct' and 'indirect' strategies on the basis of their direct or indirect contribution to learning.

Chamot and O'Malley (1990, 1996) put a three part strategy taxonomy based on their researches. They are meta-cognitive, cognitive and social/affective strategies. Making a broad taxonomy of strategies, Oxford (1990) has summed up all the learning strategies under the following diagram, showing a system with two classes, six group and nineteen sets (as cited in Joshi, 2010).

DIRECT STRATEGIES



INDIRECT STRATEGIES



(Oxford 1990, p. 17 Cited in Williams and Burden 1997, 153)

1.1.8 Teachers' Strategies to Promote Independent Learning

There is an abundance of literature concerning strategies that teachers can use to cultivate this understanding of learning and promote independent learning. Generally these approaches focus on teachers scaffolding the learning of pupils until pupils are able to accomplish tasks independently.

) Scaffolding

Scaffolding is based on the Russian scientist Vygotsky's (1978) notion that cognitive development is based on children following the example of a more capable other, such as parent. This allows children to gradually develop the ability to achieve certain tasks without help or assistance. Therefore scaffolding refers to the supportive structure provided by more capable others, which aids

pupils in their learning. Scaffolding may involve teachers initially guiding pupils in their practice, the objective during this practice brings the gradual transfer of responsibility from the teacher to the pupil. It is important that taking away this scaffold is accomplished step by step, moving from more directive instruction in the initial stages to increased independence.

The notion of scaffolding suggests that children learn by making links with what they have previously learnt. This suggests that teaching is most successful if teachers determine the mental 'books' within children's previous mental schemes that new learning can be attached and brainstorming to determine what pupils already know and encourage pupils to access their previous knowledge. Similarly, Wallace (2002) suggests:

Teachers can use brain storming to determine what pupils already know and encourage pupils to access their previous knowledge can be drawn to encourage pupil to link new information to what they know. A mind map is a diagram used to represent words, ideas, tasks and other items that are linked to and arranged around a central key word or idea. (p. 33)

) **Modeling Behaviour**

Several authors focus on the social nature of independent learning, and suggest that independent learning can be promoted by allowing pupils to model the behavior of teachers (Torres 2004). This allows pupils to solve problems similar to the ones they previously observed other doing. It is therefore proposed that modeling may allow pupils to assimilate the step taken in planning, controlling execution, distributing cognitive resources and reflecting on what has been done. In addition to observing teachers, pupils could also be encouraged to observe other expert models such as more experienced peers.

) **Self-Monitoring**

Different authors propose that teachers should provide pupils with opportunities to self-monitor since this process is a key element of self-regulation. Ley and Young(2001,cited in Montalvo and Torres,2004) state as “ Self-Monitoring depends on two processes that establishes goals and feedback from others and from oneself pupil can therefore be encouraged to self-monitor by helping them use internal and external feedback to oversee to what extent goals are being fulfilled and whether strategies in use are effective or not.”

) **Establishing a Language For Learning**

Allan and Lewis (2001) stress the development of a language of learning. The purpose being of a language of this language of learning is to help pupils become more aware of their learning styles and to foster communication between pupils and teachers. Importantly, this verbalization may also ensure that pupils attribute improved performance on a task to the use of effective strategies, an importance that has been pointed out. This verbalization of learning may allow teachers to reduce pupils' misconceptions about their learning.

) **Feedback on Homework**

A further important aspect related to how teachers can promote independent learning is the provision of relevant and appropriate homework. The Allan and Lewis (2001) suggests that home work supports Pupils 'learning if it is relevant, rational and based on tasks that they can relate to during their everyday lives. Moreover it seems important for teachers to provide pupils with adequate feedback on their homework since this improves pupils' confidence in working independently and may allow pupils to develop the reflective aspect of independent learning.

1.2 Review of Related Literature

A number of researchers have tried to study and investigate on various aspects of Independent learning. Among different aspect of learning process independent learning is crucial. Effective learning takes place only when the learners can play effective learners roles. In other words, learning will be effective when student can take their responsibility of learning themselves. Some of such research related to mine is reviewed in this section.

Poon (1986) conducted a research entitled "Developing Materials for Independent Learning". His objectives were to link materials with independent learning and to find out perceptions of foreign learners towards independent learning. He found that teachers set various activities and linked them to the different activities of the students. Student uses of self access centre's resources included doing exercise assigned by teachers previewing the next class and preparing for language test.

Similarly, Bronkhorst (1997) highlights that there are two tendencies present in Dutch education: 'the tendency to stimulate independent learning for learners, and the tendency to diminish the educational independence of the teachers' (p.142). Bronkhorst suggest that therefore 'learners can learn independently, but teachers have to be standardized and put under control. It could be expected that, from this contradictory situation, tensions will arise for the future. (p.143)

In addition Black (2007) conducted a research on 'effects on independent learning by social in equalities'. He found that there were large differences in the level of home support that was available to the learners. There is danger that independent learning may increase social inequalities since learner from a lower socio-economic background who are less likely to have the support of their parents than learners from a more advanced socio-economic background.

Moreover, Hesieh (2010) conducted a doctoral research entitled 'Self-Access Centre (SAC) and Autonomy learning: EFL college student' motivation,

Activities and perceptions at learning Effectiveness'. The objective of his study was to investigate EFL students' Learning expires at a self-Access Centre. He explored students' independent learning at the SAC by investigating the relationship between students autonomy.

Similarly, Schunk (1994) presented a research on 'how providing learners with feedback on their performance affects their self-efficacy and achievement'. The research suggested that instruction in self regulated learning strategies promotes self-efficacy and achievement, in part through its effects on attributions. Strategy instruction gives learner a sense of control over achievements outcomes, which promotes their learning capabilities.

Zimmerman (2002) conducted a research and address how individual differences in Pupils' learning are related to some Pupils lacking adequate self-regulation strategies. The teaching and emphasis on independent learning may therefore make pupils more aware of their limitations and manage these limitations.

Nunan (1997) claims that most learners do not know what is best for them at the beginning of the learning process: while they do in the latter phases. In a programme aiming to increase the degree of learner autonomy, he proposes five levels for encouraging it:

- a) Awareness : Making learners aware of pedagogical goals and content of the materials they are using
- b) Involvement: Involving in selection their own goals from a range of alternatives on offer.
- c) Intervention: Involving in modifying and adopting the goals and content of the learning program.
- d) Creation : learners creating their own goals and objective; and
- e) Transcendence: Learners getting beyond the classroom and making link between the context of learning and the world beyond.

Amini (2008) has also done a research to find learners' beliefs about language learning and the language learning activities that they regularly use outside of the classroom. The results showed that learners exhibited many of the behaviours thought to be important in autonomous language learning. (For example setting goals for improving their English, asking the teacher for help, noticing own mistakes).

Joshi (2010) carried out a research entitled, "Learner Autonomy: A case of M.Ed. students ". His quantitative case analysis of M.Ed. students aimed to investigate the autonomous activities of students in learning English. He used questionnaires for students of M.Ed. and interviews for teachers who taught them as the tools for data collection. He found that more than 80% of the learners were aware of their learning goal and learning in English and around 70% of the learners do a lot of self-effort to improve and enhance their learning. Learners used other activities rather than classroom learning to promote their learning English. Majority of the learners used reference books and few learners used modern technology while enhancing their learning in English.

In the Department of English Education, T.U, there are no studies done on Independent Learning so, this is my attempt to study students' independent learning strategies in the department.

Though the several studies have been done on some related areas like learner strategies and learners' autonomy, none of them have been even touched the arena of this study.

1.3 Objectives of the Study

The following will be the objectives of the present study:

- i. To find out perception of learners towards independent learning.
- ii. To find out learners independent practice in learning English.
- iii. To suggest some pedagogical implications on the basis of the findings.

1.4 Significance of the Study

The study will be beneficial for those teachers who are teaching in the colleges to develop their style of teaching in their professional life. My research may set that teachers need to support independent learning how they can acquire the necessary skills and build them into classroom practice. This study will equally be useful to both teachers and other second language learners. It is expected that the research will be useful especially to the people who are interested in doing research in any field of independent learning.

CHAPTER - TWO

METHODOLOGY

In order to achieve the objectives of study a mixed-designed methodology was used. This study investigated the EFL students Independent Learning activities which help learning to the students of our contexts. So, to accomplish the objectives of this study, I adopted the following methodologies.

2.1 Sources of Data

I mainly used primary sources of data to accomplish the intended objectives of this study; however, data were collected by using both primary and secondary sources. To collect the intended data, I used both the primary and secondary sources.

2.2.1 Primary Source of Data

The primary source of data of the study were the students of Ashiyaan International College Sitapaila, Kathmandu, Laboratory Higher Secondary School, Kirtipur, Shahid Smarak College, Kirtipur, British Gurkha Academy (higher secondary), Maharajgunj.

2.2.2 Secondary Sources of Data

Various books, articles, journals like Holec, (1983), Race(1996), Zimmerman (2002), Shephard (2006), Bill Meyer (2008), Sachdev (2008), Harmer (2008), Lazar (2009), Joshi (2010), etc. In addition to them, I used various articles, reports, the websites, Google search engine related to independent learning and practice.

2.1.3 Population of the Study

The population for the study consisted of eighty students from four different higher secondary level students in the Kathmandu valley.

2.1.4 Sampling Procedure

I selected four higher secondary schools and eighty students adopting purposive non-random sampling procedure.

2.1.5 Tools for Data Collection

Regarding the use of tools for data collection, questionnaire with close ended question were administered to collect data. Questionnaires were administered to the students to find out their activities for independent learning.

2.1.6 Process of Data Collection

The following processes were used for the collection of primary data.

- I went to the field and asked for the consent from the people concerned.
- Then, I explained them the purposes and key terms required.
- I distributed the questionnaire to the students and limited time allocated.
- I collected questionnaires from the students.
- Finally, I thanked to the informants and school authority for their kind cooperation.

2.7 Limitations of the Study

This study had the following limitations.

- It was limited to four higher secondary schools in Kathmandu.
- It was limited to Higher Secondary School English Stream students.
- The study was limited only to 80 students.

A questionnaire designed for the present purpose was the only tool for data collection.

CHAPTER - THREE

ANNALYSIS AND INTERPRETATION OF DATA

I collected information about students' perception of learning in independent learning and students practice in independent learning. This information was drawn from the students. And information collected from the teachers as well as secondary source of data asking data were analyzed by using quantitative and qualitative approach.

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

- (i) Perception of learners' towards Independent learning
- (ii) Independent practice in learning English.

The heading consists of various questions in which the informants were requested to provide their response. Under both heading there were some close-ended questions. Students were asked to tick the option the data collected through the questionnaires are analyzed and interpreted under the above mentioned two headings.

3.1 Perceptions of Learners towards Independent Learning

I assigned questionnaire as the tools to collect the students' perception of independent learning. The questionnaire was related to my first research objectives. I used close ended questions to collect the intended objectives from the students who were studying in the selected school question number 1 to 10 are for the perception purpose; are close ended questions. Their responses of the questionnaire had been described and analyzed in the subsequent section

3.1.1 Capable to Learn English Well

The respondents were asked whether students are capable to learn English or not. In this regard, the respondents' views are presented in the table 1.

Table No. 1
Capable to learn English Well

S.N.	Response	Respondent	Percentage
A	Never	4	5
B	Rarely	1	1.25
C	Sometimes	11	13.75
D	Always	57	71.25
E	Often	7	8.75

The above table shows that the majority of the students 71 (i.e. 71.25%) always thought that they had the ability to learn English well. Only an insignificant number 7 (i.e. 8.75%) thought that they often lacked the ability. While 1 out of 80 students (i.e.1.25%) of them rarely learnt English well thought they had this ability, where 11 respondents (i.e.13.75%) were sometime taught. In contrast 4 (5%) were never aware or learn English well. Here, I concluded that the majority of the students were capable to learn English well.

3.1.2 Decision Making

Regarding the question to measure the participant's degree of decision making the respondents were asked on learners' decision making and setting their learning is presented in table no 2 below.

Table No. 2
Decision making of Respondents in Learning

S.N.	Response	Respondent	Percentage
A	Never	1	1.25
B	Rarely	3	3.75
C	Sometimes	9	11.25
D	Always	39	48.75
E	Often	28	35

Analyzing the response of item no 2, here out of 80 students 39 (i.e.48.75%) of the learners made decision and set their learning frequently. In contrast 1.25%

of them did not do so. And 3.75% rarely made their decision where 28 (i.e. 35%) were conscious and often took their decision in learning English. Similarly, I found 11.25% students were positive in self decision making and setting in independent learning English. It shows that most of the students were positive in self decision making and setting their independent learning.

3.1.3 Utilizing Free Time in Learning English

This statement was given to the respondents to find out whether learners utilize their free time in learning English or not. The following table shows their view.

Table No. 3

Utilizing free Time in Learning English

S.N.	Response	Respondent	Percentage
A	Never	5	6.25
B	Rarely	4	5
C	Sometimes	33	41.25
D	Always	29	36.25
E	Often	9	11.25

Table no 3 shows that how often they made good use of their free time. The data of above table shows that out of 80students, 29 (i.e. 36.25%) of them always used their free time. Greater number 33 (i.e. 41.25%) students sometimes used their free time. Similarly, 5 (i.e.6.25) of them utilized their free time similarly 5% rarely used their free time in learning English. And 9 (i.e.11.25%) of them often used their free time in learning English. It means that they were not utilizing free time in learning English. Instead of they were ignoring utilizing free time for their learning.

3.1.4 Preparing the Course before the Class

This statement was given to the respondents to find out their preview on preparing the course before the class. The responses of the students regarding this question have been shown in the following table.

Table No. 4

Preparing the Courses before the Class

S.N.	Response	Respondent	Percentage
A	Never	13	16.25
B	Rarely	9	11.25
C	Sometimes	13	16.25
D	Always	24	30
E	Often	21	26.25

Regarding the table no 4 that 24 (i.e. 30%) out of 80 students prepared their lesson before the class. Similarly 13 students (i.e. 16.25%) only did so sometimes while 13 (i.e. 16.25%) of them did not prepare the course equally. Meanwhile 26.25% of them often prepared the course and 11.25% rarely prepared the course before taking the class. I came to the conclusion that the majority of the students i.e. 58 in number prepared the course before the class.

3.1.5 Grab the Chance Participating in the Activities

The respondents were asked to find out whether the learners put effort to grab the chances participating in the activities or not. Regarding this question the respondents' responses show in the following table.

Table No. 5

Grab the Chance Participating in the Activities

S.N.	Response	Respondent	Percentage
A	Never	1	1.25
B	Rarely	3	3.75
C	Sometimes	26	32.5
D	Always	36	45
E	Often	14	17.5

The result shows in the above table that 36 (i.e. 45%) of them put great deal of efforts. On the other hand, very few number 1 (i.e. 1.25%) out of 80 respondents

did never do so. Meanwhile, 26 respondents (i.e. 32.5%) sometimes grabbed the chances to participate in the activities. In contrast 3.75% rarely did it. And 17.5% often put effort to grab the chances of participation in the classroom activities. It was found that good number 76 (out of 80 respondents) of students responded positively to the above statement.

3.1.6 Preparing Notes and Summary

I have been asked this question to know that how many students made their notes and summary after completing the unit. The responses are analyzed in following table.

Table No. 6

Preparing Summary and Notes of my Lesson

S.N.	Response	Respondent	Percentage
A	Never	7	8.75
B	Rarely	11	13.75
C	Sometimes	7	8.75
D	Always	33	41.25
E	Often	22	27.5

The result of the respondents' show that a great number of students 33 out of 80 students (i.e. 41.25%) agreed that they made note and prepared summary. In contrast 7 respondents (i.e. 8.75%) students never made notes whereonly 11 respondents (i.e. 13.75%) rarely adopted preparing summary and notes. On the other hand 8.75% agreed to make sometimes notes and summary and 22 students (i.e.27.5%) often did it .In conclusion, out of 80 respondents' average number of students made their notes and summary.

3.1.7 Interaction to the Teacher and Friends

The students were asked this statement whether they did interaction with teachers and friends in English outside the college or not. Regarding this

question respondents' response show the multiple results as shown in the following figure.

Table No. 7

Interaction to the Teachers and Friends in English outside the Class

S.N.	Response	Respondents	Percentage
A	Never	4	5
B	Rarely	17	21.25
C	Sometimes	28	35
D	Always	23	28.75
E	Often	8	10

Above table shows that out of eighty respondents 28 (i.e. 35%) students talked to their teachers and friends outside the class in English. It can also be seen that out of 80 respondents 23 (i.e. 28.75%) always talked outside the class. And only 4 students (i.e. 5%) never talked to the teachers and friend whereas great number (i.e. 21.25%) of the respondents interacts sometimes with teachers and friends. I became clear that good performance means the learning which is not confined inside, but also the self effort at great to practice English outside the class as well.

3.1.8 Practicing English through ICTs

I asked this question to respondents that how they used their cell phone to practice English through the means of ICTs. In this regards the respondents' views are presented in the table no 8.

Table No. 8

Practicing English through ICTs

S.N.	Response	Respondents	Percentage
A	Never	29	36.25
B	Rarely	8	10
C	Sometimes	31	38.75
D	Always	6	7.5
E	Often	6	7

The table shows that 31 students out of 80s (i.e. 38.75%) of the population sometimes practiced and on the other hand only 6 out of 80 students (i.e. 7.5%) always practiced English outside the class through recording their own voices. Whereas 29 (i.e. 36.25%) the majority never practiced it, while 7.5% always did it. In contrast, out of 80 students only 8 (i.e.10%) population rarely agreed to record their own voice in cell phone. After analyzing this data, I reached at conclusion that most of the students, i.e.43 (52.80%) used their own recorded voice in their cell phone which is positive aspect of independent learning.

5.1.9 Use of Supplementary/additional books

I wanted to know whether students have habit of reading out of course book like fiction, novel, journal or not .The result is presented in the following table.

Table No. 9

Reading out of course books like fiction, novel, journal are in English

S.N.	Response	Respondents	Percentage
A	Never	4	5
B	Rarely	10	12.5
C	Sometimes	15	18.75
D	Always	35	43.75
E	Often	16	20

Table shows that out of 80 students 35 (i.e. 43.75%) always read supplementary/additional books like fiction, novel, journal which are in English. But, out of 80 students (i.e. 5%) never read where 10 respondents (i.e.12.5%) rarely read. While 18.75% sometimes read. Similarly 20% population often read out of course book like novels, fiction and Journals. Finally,It was found that most of the students use the out of course books like fiction, novel, journals as references in Independent Learning.

3.1.10 Access on E-mail and computer Learning English

The respondents were asked this statement to find out how they were accessed on E-mail and computer in learning English. The aim of this statement was to find out students access on ICTs in independent learning. The finding is presented in following table.

Table No. 10

Access on E-mail and computer learning English

S.N.	Response	Respondents	Percentage
A	Never	9	11.25
B	Rarely	6	7.5
C	Sometimes	18	22.5
D	Always	18	22.5
E	Often	29	36.25

The table shows that learners' responses were as regarding their use of internet and computer in learning English, The results of this statement respondents were 18 out of 80 (i.e.22.5%) always used such technology in learning. Equally number 18 (i.e.22.5%) used sometimes but 29 students (i.e.36.25%) the majority of the respondents used rarely. On the other hand out of 80 students 9(i.e. 11.25%) never used and 7.5% rarely used the internet and computer to study English. Analyzing above data I reached conclusion that most of the students 65 (i.e.81.25) were used ICTs while learning independently.

3.1.11 Production Sheet for Practice

This area required students' true practice of their learning English.

Table No. 11

Using Self-study Materials in Independent Learning

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	2	2.5
B	Disagree (D)	2	2.5
C	Agree (A)	51	63.75
D	Strongly agree (SA)	25	31.25

Above table shows that high majority 51 students out of 80 (i.e.63.75%) of the students agreed and 25 (i.e. 31.25%) strongly agreed that students should use self study materials. Very few number 2 (i.e.2.5%) students were disagreed and strongly disagreed respectively. It shows that the greater number students emphasis on using self study materials.

3.1.12 Learning Without Teacher

The respondents were asked whether they can learn without teacher or not. The response from the students regarding this statement was sown in the following table.

Table No. 12

Learning without a Teacher

S.N.	Response	Respondent	Percentage
A	Strongly Disagree (SD)	1	1.25
B	Disagree (D)	31	38.75
C	Agree (A)	24	30
D	Strongly Agree (SA)	24	30

Analyzing the data of above table it shows that the great number out of 80 students 31 (i.e. 38.75%) disagreed and 30% were agreed on learning without teacher. Similarly 24 (i.e. 30%) strongly agreed where as 1.25% were strongly disagreed. I found that for most of the students a lot of learning cannot be completed without a teacher and they had one perception that teacher are learners' motivator and instructor in learning English.

3.1.13 Selection of the Learning Materials in the Classroom

The statement was asked to the respondents whether they agreed or disagreed with selecting materials that were used in the class; what they used what do not use.

Table No. 13

Selection of the Learning Materials in the Classroom

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	4	5
B	Disagree (D)	9	11.25
C	Agree (A)	34	42.50
D	Strongly agree (SA)	33	41.25

Above table clearly shows that among 80 respondents 34 (i.e. 42.50%) were agreed with the statement where 41.25% marked strongly agreed and out of 80 students 4 (i.e. 5%) were strongly disagreed. And 9 students out of 80 (i.e. 11.25%) were disagreed. It indicates that the majority of the students were agreed. If we view the agreeing percentage (i.e., 83.75%) the respondents were strongly agreed and agreed with the statement it means independent learning enables one to understand what they have learnt what they not in the class.

3.1.14 Selecting the Books in the Library

Respondents were asked this statement to find out either they need teachers support in selecting books in the library or not. The findings were shown in table no 14.

Table No. 14

Selecting the Books in the Library

S.N.	Response	Respondent	Percentage
A	Strongly Disagree (SD)	5	6.25
B	Disagree (D)	18	22.25
C	Agree (A)	39	48.75
D	Strongly agree (SA)	17	21.25

Regarding this statement the table above shows that among 80 respondents 39 (i.e. 48.75%) were agreed and 17 respondents (i.e. 21.25%) were strongly agreed. Only 5 students (i.e. 6.25%) were strongly disagreed meanwhile 22.25% were disagreed. I came to conclusion that teachers have their vital role selecting the books in the library.

3.1.15 Responsible for Making Students Understand English teachers

The respondents were asked this statement to find out how the teachers are responsible for making student understand English. The finding has been displayed in the following table

Table No.15

Responsible for Making Student Understand English

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	3	3.75
B	Disagree (D)	11	13.75
C	Agree (A)	33	41.25
D	Strongly agree (SA)	33	41.25

The above table shows that out of 80 students 33 (i.e. 41.25%) respondents agreed and equally 41.25% strongly agreed, where only 3 students (i.e. 3.75 %) strongly disagreed and 11 students (i.e.13.75%) disagreed. It clears that 66 (i.e. 82.50%) beyond the teachers suggestion for making students understand English well marked with agreed and strongly agreed.

3.1.16 Watching English Programme than Other Language

This statement was very crucial to find out students interest watching television either English programme or not. Response of this statement was analyzed in following table.

Table No.16

Watching English Programme, serial, news, rather than Other Language

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	1	1.25
B	Disagree (D)	10	12.5
C	Agree (A)	49	61.25
D	Strongly agree (SA)	20	25

Above table show that 49 responded (i.e. 61.25%) agreed to the statement. On the other hand very view 1 (i.e. 1.25%) strongly disagreed and 10 (i.e. 12.5%) disagreed that students liked to watch English programme, serial, news rather than other language. Similarly, 20 (i.e.25%) respondents were agreed strongly. I met in conclusion that 86.25% i.e. 69 students (out of 80) in total population had their positive response watching English programme, serial, news rather than other language.

3.1.17 Styles and Strategies bring Changes in Learning English

The teachers asked whether the different styles and strategies bring changes in learning English or not, which is shown in the following table.

Table No.17

Styles and Strategies of Students Bringing Changes in learning English

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	2	2.5
B	Disagree (D)	5	6.25
C	Agree (A)	34	42.5
D	Strongly agree (SA)	39	48.75

Different learning styles and strategies of students one brings changes in learning English. In the table above, it shows that out of 80 respondents 39 (i.e.48.75%) strongly agreed with the statement where only 2 out of 80 students (i.e. 2.5%) strongly disagreed and 6.25% were disagreed in the statement. On the other hand, remain 34 (i.e. 42.5%) respondents agreed in the statement i.e. different learning styles and strategies of students one bring changes in learning English.

3.18. Absence of the Teacher learner learn a lot

The students were asked this statement to know whether student can learn English absence of the teacher or not. The result of this statement is analyzed in table no 18.

Table No; 18

Absence of the teacher learners learn a lot

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	12	15
B	Disagree (D)	20	25
C	Agree (A)	26	32.5
D	Strongly agree (SA)	22	27.75

Analyzing the data of above table, it has been seen that great number of students 26 (i.e. 32.5) agreed to the fact that a lot of learning activities can be done without teacher. Among them 20 out of 80 (i.e. 25%) disagreed to the statement while 12 respondents (i.e.15%) strongly disagreed positively. Out of 80 respondents 22 (i.e.27.75%) strongly agreed to the statement. Here, I can conclude that most of the students can learn a lot without teacher.

3.1.19 Feedback in using Library for Language Learning

The students were asked this statement to find out teachers feedback in using library for language learning. The result is shown in table no 18.

Table No. 19

Feedback in the use of Library for Language learning

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	2	2.5
B	Disagree (D)	11	13.75
C	Agree (A)	50	62.5
D	Strongly agree (SA)	17	21.25

Above table shows that greatest number out of 80 respondents 50 (i.e. 62.5%) agreed and 17 (21.25%) were strongly disagreed. Where 11students (i.e.13.75%) disagreed in the statement feedback in the use of library for language learning. To conclude, it can be said 83.30 % (i.e.67) out of 80 respondents were strictly positive in teachers' feedback in using library for language learning.

3.1.20 Interaction between Friends and Teacher

The students were asked whether interaction between friend and teacher help to improve their English. Regarding this question the respondents' responses show the multiple results as displayed in the following table.

Table No. 20

Interaction in English between Friends and Teachers

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	3	3.75
B	Disagree (D)	4	5
C	Agree (A)	19	23.75
D	Strongly agree (SA)	54	67.5

Table shows that out of 80 respondents 54 (i.e. 67.5%) strongly agreed and only 3 out of 80 students (i.e. 3.75%) strongly disagreed. Where only 4 students (i.e. 5%) disagreed in the statement. But 19 students (i.e. 23.75%) agreed that interaction in English between friends and teachers help to improve English. It is found that most students are agreed on the statement interaction between teacher and friends helps to improve their English.

3.1.21 Pointing at Students' Error

The students were asked this statement whether teacher should point out their errors or not. Respondents marked with multiple results as displayed in following table.

Table No. 21

Pointing at Students' Error

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	4	5
B	Disagree (D)	5	6.25
C	Agree (A)	31	38.75
D	Strongly Agree (SA)	40	50

Above table shows that out of 80 respondents 40 (i.e. 50%) students strongly agreed where only 4 (i.e. 5%) marked strongly disagreed and 5 students (i.e. 6.25%) disagreed with the statement that teacher should point out students ' error. On the other hand 31 out of 80 students (i.e. 38.75%) students agreed in the statement. Finally, I reached in the conclusion that student are highly agreed with the statement that teacher should points out students error so that students find out their error and can improve for further learning aspect.

3.1.22 Learn How rather than what

The respondents were asked this statement whether what to learn and how to learn to the students including content and process. The result is presented in following table.

Table No. 22

Learn How rather than What Teachers

S.N.	Response	Respondent	Percentage
A	Strongly Disagree (SD)	Null (0)	0
B	Disagree (D)	2	2.5
C	Agree (A)	39	48.75
D	Strongly Agree (SA)	39	48.75

Above table shows that majority in equal number 39 (i.e.48.75%) strongly agreed and agreed respectively where null (0) strongly disagreed mean that no one were for the strongly disagreed in the statement teacher not only have to teach 'what' but should also teach 'how' of English. Very few 2 students out of 80 students (i.e. 2.5%) disagreed. Here, I reached in conclusion that teachers have played an important role in their learning.

3.1.23 Using Different Teaching Module while Taking English Class

Regarding the question to measure the participant's agree and disagree about teacher used different teaching module while taking English class. The result of whether teachers used teaching module in the class or not is shown below.

Table No. 23

Using Different Teaching module Taking English Class

S.N.	Response	Respondent	Percentage
A	Strongly disagree (SD)	4	5
B	Disagree (D)	8	10
C	Agree (A)	39	48.75
D	Strongly agree (SA)	29	36.25

Above table shows that the majority of respondents 39 (i.e. 48.75%) agreed while only 5% were strongly disagreed with the statement. On the other hand 29 (i.e.36.25%) marked strongly agreed in teacher used different teaching module while talking English class. And 8 students (i.e.10%) of respondents disagreed with the statement. To conclude, it can be said that teacher should use different model while taking English class to the students.

3.1.24 Motivation and Self-monitoring Phase helps to Learners

Respondents gave surprise and positive response as displayed in respondents was asked this statement whether motivation and self-monitoring phase helps to the learners or not. The findings is shown in given table.

Table No: 24

Motivating and Self-monitoring Phase helps Learning English well

S.N.	Response	Respondent	Percentage
A	Strongly Disagree (SD)	2	2.50
B	Disagree (D)	3	3.75
C	Agree (A)	42	52.5
D	Strongly Agree (SA)	33	41.25

Above table shows that the majority of respondents 42 out of 80 students (i.e. 52.5%) were agreed but very few populations 2 (i.e. 2.50%) strongly disagreed in the statement motivation and self-monitoring Phase helps to learn English well and 33 (41.25%) strongly agreed. On the other hand out of 80 respondents 3 (i.e. 3.75%) disagreed on the statement i.e. motivation and self-monitoring phase helps to learn English well. To conclude, It can be said that out of 80 students, 75 (i.e. 93.30%) respondents agreed on motivation and self-monitoring phase helps to learn English well.

3.1.25 Behavior or Thoughts Enhance Students Learning Language.

The respondents were asked whether behavior or thoughts enhance students learning language or not. The aim of the statement was to find out teachers perceptions towards students' behavior or thoughts enhance students learning language. The finding is presented in the following table.

Table No: 25

Specific Behavior or Thoughts Enhance Students Learning Language

S.N.	Response	Respondent	Percentage
A	Strongly Disagree (SD)	1	1.25
B	Disagree (D)	6	7.50
C	Agree (A)	41	51.25
D	Strongly Agree (SA)	32	40

Regarding above table shows that out of 80 respondents 41 (i.e. 51.25%) agreed but strongly disagreed by 1.25% where 32 (i.e. 40%) respondents strongly agreed and 6 (i.e. 7.50%) disagreed in the statement specific behavior as thoughts used to enhance students learning language. I came to conclusion that majority of the students favor the specific behavior as thoughts enhance students' learning language.

3.1.26 Relationship between Students and Teacher

Regarding the question to measure the participants' degree of agreement and disagreement about the relationship between students and teachers find out students responses. The result is presented in table no 26.

Table No. 26

Relationship between Students and Teachers

S.N.	Response	Respondent	Percentage
A	Strongly Disagree (SD)	15	18.75
B	Disagree (D)	8	10
C	Agree (A)	32	40
D	Strongly Agree (SA)	25	31.25

The final questionnaire was to investigate how the learners viewed teachers and learners relationship in the process of learning. Above table shows that the majority number 32 out of 80 students (i.e. 40%) agreed on the statement. In contrast 10% disagreed with the relationship between teachers and students while 25 students (i.e. 31.25%) strongly agreed but 15 students (i.e. 18.75%) strongly disagreed. In conclusion majority of the students 57 (out of 80 respondents) had the positive thought at students and teachers' relationship.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

Though a number of different terms are used to describe independent Learning, independent learning to be realized there must be conscious decision by responsible authority to see establish an independent learning programme and consequent provision of teachers education and resources and school leadership.

The major concern of the study was to analyze perception and practices in independent learning. I used questionnaire for the students to collect the data. I presented and interpreted the data in chapter three taking the objectives in the centre. The conclusion of the interpretation and recommendation is given in this chapter.

4.1 Findings

On the basic of rigorous analysis and interpretation of the collected data the following findings have been extracted.

- Most of the students, i.e. (80%) were very conscious and capable to learn English independently.
- Learners were aware of making decision and using free time learning independently.
- Majority of students (i.e. 72.50%) prepared their English course before the class in the form of independent learning.
- Students were interested to take part the activities in their co-curricular activities which was very positive to develop their independent practice.
- Most of the students used to work with course related to literary text materials and making summary of lessons through Independent practice centre.

- Students were very good in talking with teacher and friends in English i.e. tendency of independent learning practice of the students.
- Teachers encouraged their students to take responsibility of their own learning. Students also took their responsibility recording their own voice in cell phone reading a lot of books (out of course) like novel fiction and students had different journals independently.
- Students were different ways to learn in Independent learning practice internet and computer and other different learning tools.
- All the students said that Independent practice was useful for promoting classroom learning.
- Independent learning (i.e. 95%) enabled students to understand what they have learnt and which was very beneficial for them in their learning process.
- The teachers always provided feedback to the students for their independent learning when they found the students were confused in selecting the books.
- Students had their own habit to improve their English language watching different English programmes, news and serial (i.e. 86.25%) through Independent practice.
- Students were conscious of error and their expectations were teachers should point out students' errors so that they can learn well.
- It is found that teacher focused on function rather than form in the class. The data 97.50% students agreed that teachers not only had to teach how of English in the class.
- Teacher should know students specific behavior or thought to enhance students learning language keeping the good relationship as how materials between students and teacher to enhance good expectation in teaching and learning English.

➤ **4.2 Recommendations**

On the basis of the findings the following recommendations have been made.

- Students were so curious to learn new things, so it is recommend that teachers need considerable support for change over to independent learning students need careful guidance on information skills therefore teachers should be trained in information skills and resource use.
- Most of the students used work with course related and literary text materials. So it is recommended that the teachers of English and ELT manager should manage beneficial materials for learners.

Last but not least, independent learning is very beneficial though there is main challenge in implementing learning. It is recommended that teachers do not focus on only on curriculum delivery and whole class teaching which conflicts with the role of the teacher in fostering independent learning. Teaching's perception should of how learner learn may not correspond to the conceptualization of independent learning posing a barrier to the introduction of independent learning a barrier that may be overcome by providing teachers with the necessary advice and support.

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Appendix -I

Questionnaire for the Students

Name of the College:

Class:

Name of the students:

Sex:

Age:

Level: Please give a tick (✓) the answer according to your true cases.

Questionnaire for perception

A = Never

B = Rarely

C = Sometimes

D = Always

E = Often

S.N.	Independent Perception/Learning Activities	A	B	C	D	E
1.	I think I am capable to learn English well					
2.	Me, myself make decisions and set my learning					
3.	I generally use my free time in learning English					
4.	I very often prepared courses before the class					
5.	In the class, I mostly try to grab the chances to take part in the activities where and when I can speak English.					
6.	I practice English recording my own voice in cell phone.					
7.	I talk to the teachers and friends outside class in English					
8.	I practice English recording my own voice in cell phone.					
9.	I read many out of course looks like novels, fictions, and journals which are in English					
10.	I use internet and computer to study English.					

Production Sheet for Practice

This area requires your true perception of the role of you in learning English.

Could you please circle the answer that you think is the best.

1 = Strongly disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly agree (SA)

S.N.	Independent Perception/Learning Activities	SD	D	A	SA
11.	Students should use much self-study materials to learn English.				
12.	A lot of learning can be done without a teacher.				
13.	Independent learning enables one to understand what they have learnt and what I cannot do in the classroom.				
14.	Teacher helps us to select the books in the library.				
15.	Teacher helps us to select the books in the library.				
16.	I would like to watch English programme, serial, news, rather than other languages.				
17.	different learning styles and strategies of students' own bring changes in learning English				
18.	A lot of learning can be done without teacher.				
19.	My teacher always gives us feedback in the use of library for language learning.				
20.	Interaction in English between friends and teacher helps to improve English.				

21.	Teachers should point out students' error if it occurs.				
22.	Teachers not only have to teach 'what' but should also teach 'how about English language.				
23.	Teachers should use different teaching module while taking English class.				
24.	Motivation and self-monitoring phase helps to independent learners English well.				
25.	Specific behavior or thoughts used to enhance students' learning activities.				
26.	The students and teachers' relationship would like as friend.				