

# **LEARNER AUTONOMY: A CASE OF M.ED. STUDENTS**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfillment for the Master's Degree in English Education**

**Submitted by  
Khem Raj Joshi**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2010**

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## **RECOMMENDATION FOR ACCEPTANCE**

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## **DECLARATION**

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

Date: 2066-11- 03

.....

**Khem Raj Joshi**

## **DEDICATION**

Dedicated to

My parents whose everlasting care, love and support can not be exaggerated with some incomplete words here; and

The Guru - Mr. Nari Narayan Kandel, without whom, I doubt very much that I would have ever had what I've had this moment.

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February 14, 2010

**Khem Raj Joshi**

## **ABSTRACT**

The renewed interest of the last forty years in learner autonomy has added new taste in the field of SLA. Since the term 'Learner Autonomy' entered the arena of ELT in 1981; it has been watched so curiously by several scholars and researchers. Many studies have shown that autonomous learning is inevitable in this era where humanistic trend in learning has become the day demand.

Taking a mixed- methodological design, the current study aims to make a survey of autonomous learning activities of the subjects. Besides, it explores what their perceptions are of the roles of their own and that of their teachers in learning. The attempts have also been made to find out how it has been watched from the teachers' view point, particularly as a part of their experience. For these purposes, a sample of 80 English major students and 6 of their teachers was selected from the Department of English Education, University Campus, T. U. Kirtipur. Analyzing the data collected through the learner autonomy survey questionnaire and the semi-structured interview; it has been found that the learners make good practice of autonomous activities. They undertake various plans and activities so as to learn and improve their English language in learning. Moreover, they view their role as an important factor in such learning; also take their teachers' role equally important too. From the analysis of the responses of the teachers, it has been found that autonomous learning is very important for the learners. So, they have suggested the learners to be autonomous. These all findings imply that the teachers and the learners both are highly positive towards autonomous learning.

This work comprises of four chapters. The first chapter presents the general background, definitions of learner autonomy, its brief history, the versions, the teacher and learner roles in such learning, and the factors that influence it. Further, the chapter deals with review of the related literature; the objectives of the study and the definitions of the specific terms used in the study. The second chapter is about the methodology used in the process of this study. Namely, they are: sources of the data, population of the study, sampling procedure, the

tools adopted, the process of data collection and the delimitations of the study. The third chapter is the presentation of the analysis and interpretation of the data. It has been done so using various suitable devices. The analysis of the learner responses and the teacher responses has been done under various suitable and inclusive themes. Based on the analysis and interpretation of the chapter three, the findings have been presented under chapter four. Furthermore, it also encompasses some of the suggestions to promote autonomous learning and also for the further researches from the researchers' side. The final chapter is followed by the references consulted to carry out and facilitate this study, and finally the appendices.

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## **ABBREVIATIONS AND SYMBOLS**

T.U	-	Tribhuvan University
M. Ed .	-	Master in Education
Prof.	-	Professor
Dr.	-	Doctor
p.	-	page
pp.	-	pages
i.e.	-	id.est / that is
LA	-	Learner Autonomy
etc.	-	et cetera
CRAPEL	-	Centered Recherches et d' Applications en Language
EFL	-	English as a Foreign Language
TL	-	Target Language
SL	-	Second Language
SLA	-	Second language Acquisition
AAU	-	Addiddas Ababa University
LOTE	-	Languages Other Than English
L <sub>2</sub>	-	Second Language
TESOL	-	Teaching English to Speakers of Other Languages

MELTA	-	Malaysian English Language Teachers' Association
e. g.	-	for example
TV	-	television
BBC	-	British Broadcasting Corporation
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
Nos.	-	Numbers
S. N.	-	Serial Number
f	-	frequency
%	-	percentage
I <sub>1</sub>	-	Interviewer
I <sub>2</sub>	-	Interviewee

# **CHAPTER ONE**

## **INTRODUCTION**

The current study is about the “Learner Autonomy: A Case of M. Ed. Students”. This chapter deals with general background, definitions of autonomy, its history, the relationship with other dominant aspects such as: philosophy and the factors promoting it. Further, it includes the review of related literature, objectives of the study and finally, the significance of the study.

### **1.1 General Background**

Every normal human child irrespective of the existence of several variabilities, at least, acquires a language. One does not need much conscious efforts and attentiveness. He/ she naturally acquire it. It is like one of the fundamental needs of our life. As one needs food to survive; he/she needs languages to communicate. Indeed, it is the 'species specific' feature of human life.

However, having more than a language is a matter of choice i.e. one may get out of there. Furthermore, it is not as easy as the first one to have the another. Learning a foreign or second language requires quite a great deal of effort and consciousness. Besides the formal learning, one needs extra practices and self-decisions of learning. For the better access to such languages, several attempts are to be made not only inside the classroom but also outside of it.

#### **1.1.1 Defining Learner Autonomy**

The term autonomy comes from the ancient Greek term "autonomos" where "auto" means "self" and "nomos" the “law”. So, autonomos (autonomy) refers to "one who gives oneself his/her own law". The concept is found in moral, political and bio-ethical philosophy. The Oxford Dictionary of English Etymology (6<sup>th</sup> ed.) (2006, p.70) mentions it as "the ability to act and make decisions without being controlled by anyone else". The term learner, on the

other hand, refers to the one who gains / learns something by one or another means. Thus, the phrase "learner autonomy" (hence forth, LA) simply refers to learners' ability of taking one's own responsibility. Since the term learner autonomy entered the field of ELT in 1981, several definitions since then have been given. Some are mentioned here:

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)

Little (1991) stands at the same pole and defines it as follows:

Essentially, autonomy is a capacity– for detachment, critical reflection decision-making, and independent action. It presupposes, but also entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts (p. 4).

Both the definitions mentioned above focus on learner autonomy as the characteristics of being free from external constraints i.e. take it as a 'capacity'.

Dickinson (1987) also goes to the same direction, and views autonomy as "a mode of learning; one in which the individual is responsible for all the decisions connected with her learning, and undertakes the implementation of these decisions" (p.27). For him, it is the complete responsibility for one's

learning carried out without the investment of a teacher or pedagogic materials. The definition represents high degree of autonomy, the one where the learner chooses what, how and when of learning without the constraints of formal education. Crabbe (1993, p.443) presents the matching argument that "the individual has the right to be free to exercise his or her own choices as in other areas, and not become a victim (even an unwitting one) of choices made by social institutions". These two definitions take autonomy as a "situation" where the learner is totally free for all the decisions concerned learning.

For Trim (1976), "autonomy is an adaptive ability allowing learners to develop supportive structures within themselves rather than to have them erected around them" (as cited in Esch, 1996, p.37). Candy (1989, p.101, as cited in Köse, 2006, p.30) concludes that "autonomy is an innate capacity of the individuals which may be suppressed or distorted by institutional education". Thus, he defines it in the context of formal education drawing upon the risk that formal education can impact into the learners' freedom in making their own choices. Young (1986, p. 19) follows the similar path stating that "the fundamental idea in autonomy is that of authoring one's own world without being subject to the others". Pennycook (1997) also takes it in the similar way defining it as "the struggle to become the author of one's own world, to be able to create own meaning, to pursue cultural alternatives amid the cultural politics of everyday life" (p.39).

Friere (1997) takes autonomy as the learners' capacity and freedom to construct reconstruct the taught knowledge. Although the concept of freedom is still an important issue, Friere does not regard the importance of the teachers, whose role in his view, is not to transmit knowledge, but to create possibilities for the students' own production or construction of knowledge.

Littlewood (1996) says this statement about autonomy:

We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her

actions. This capacity depends on two main components, ability and willingness. Thus, a person may have the ability to make independent choices but feel no willingness to do so (e.g. because such behaviours is not perceived as appropriate to his or her role in a particular situations). Conversely, a person may be willing to exercise independent choices but not have ability to do so (p.428).

Boud (1988, p. 23) illustrates autonomy as an approach to learning. According to him, "the main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction". In the similar vein, Legutke and Thomas (1991, p. 270, as cited in Finch, 2000) state it as " the ability to assume responsibility for one's own affairs - the ability to act in the situation in which he (the learner) is totally responsible for all the decisions concerned with his learning and the implementation of the decisions".

Allwright (1990) views autonomy as a constantly changing but at any time optimal state of equilibrium between maximal self- development and human interdependence (p.12). For him, LA is the phenomenon that goes on changing, where the change is towards self- development and less dependence.

Cotterall (1995), on the other hand, defines it as "the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning" (p.195). She describes it as the behaviours that the learners use to establish independence. Kenny (1993, p. 436) gives a broader definition and sees it as the "opportunity to become a person", not only the freedom to learn. It refers to all the decisions and activities of independent learning.

According to Hedge (2000, p. 410), 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". She correlates the concept mainly to the area of formal instruction in this sense.

Observing all the definitions above, we can have a common point: they refer to a concept that the learners are involved in their own learning process.

Autonomous learning, thus, reaches beyond a social context. It is a very broad topic, hence has succeeded to achieve a variety of definitions. To conclude, the term LA comes to be used at least in the following five ways:

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

(Benson and Voller, 1997, pp.1-2)

#### **1.1.1.1 Rise of Learner Autonomy: A Brief History**

The origin of autonomy goes back to some centuries. The concept of individual autonomy has been central to European liberal-democratic and liberal humanist thought since the 18<sup>th</sup> century and was identified by Kant "as the foundation of human dignity" (Benson, 2001, p. 22). The philosophers like Galileo, Rousseau, Dewey and Kilpatrick highlighted the importance of autonomy in the paradigm of education in different times. Galileo states "you can not teach a man anything; you can help him find it within himself". Rousseau, in his model of learning, takes learners as the persons 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. Like them, several other educationists (for instance: Marcel, Jacotot, Payne, Quick) undertook it. Further, the humanistic trend of 1960s and 1970s by various socio-linguists helped it to rise in language learning. It was in 1971, the term



autonomy got first adopted in the field of language teaching through Council of Europe's Modern Languages' Projects. The project aimed to establish 'the Centered Recherches et d' Applications en Language (CRAPEL)" at the University of Nancy in France. It was Yves Chalon who established CRAPEL, which is why, is regarded as the father of autonomy in language teaching. After his death Henri Holec is taking the responsibility of the project. Holec published his first seminal report on autonomy in 1989. Some researchers take him as the father of autonomy in language learning for this reason. The then issue gave birth to different authors and researchers. LA became associated with different learner-centered approaches, learner-based approaches, resource-based approaches, curriculum-based approaches, technology-based approaches and even in the development of teacher-based approaches through out 1980s and 1990s. Numerous educators, then have produced a great many books on it in the respective field, for instance; Allwright (1988), Dickinson (1992), Little (1995), Barefield and Brown (2007), Lamb and Reinders (2007) etc. Now, the field of learner autonomy is growing so rapidly that it is difficult to bound.

#### **1.1.1.2 Learner Autonomy: A Complex and Ambiguous Concept**

Learner autonomy is found to be quite a complex notion. It is complex not only from the semantic view point, but also for several other reasons. The term encompasses concepts from different domains which will be mentioned in the later sub-headings. It is also ambiguous with many other terms. In literature, there are a number of synonymous terms for it. For some writers, the terms: learner autonomy, autonomous learning, learner responsibility, self-directed learning, life-long learning and learning to learn are synonymous. As Gardener and Miller (1999) state:

Approaches which assist learners to learn are described in various terms, the most common are: self-directed learning, self-instruction, independent learning and self-access learning. Although proponents of these approaches may argue for differences between them, there are

more similarities than differences. Each of the approaches encourages learners to set and pursue their personal language learning goals (p.8).

Benson (1997) makes announced distinction between 'self-directed learning' and 'learner autonomy'. For him, 'self-directed learning' is learners' global capacity to carry out learning; while 'autonomous learning' is the particular personal characteristics associated with such a capacity. But the term learner autonomy has been viewed as synonymous with individualization. According to Benson (2001), there are a number of terms related to autonomy, which can be distinguished from it in various ways. Most people now agree that autonomy and autonomous learning are not synonyms of self-instruction, self-access; self-study, self-education, out-of-class learning or distance learning. These terms describe various ways and degrees of learning by oneself; whereas autonomy refers to the abilities or attitudes. The point is then that: learning by oneself is not the same thing as having the capacity to learn-by oneself. Thus, the complexity exists at the semantic level. The other reason is that it is a multi-faceted concept. It consists of a number of elements.

Paiva (2005) concludes autonomy as a complex socio-cognitive system, subject to internal and external constrains which manifests itself in different degrees of independence and control of one's own learning process. It involves capacities, abilities, attitudes, willingness, decision-making, choices, planning, actions and assessment either as a language learner or as a communication inside or outside the classroom. As a complex system, it is dynamic, chaotic, unpredictable, non-linear, adaptive, open, self-organizing, and sensitive to initial conditions and feedback. Because of this complexity, there have been several misconceptions about the definitions of autonomous language learning. To make aware of this, Esch (1996, p.37) explains what autonomy does not mean:

1. Autonomy is not self-instruction learning without a teacher;
2. It does not mean that intervention or initiative on the part of a teacher is banned;
3. It is not something teachers do to learners;

4. It is not a single and easily identifiable behaviour;
5. It is not a steady state achieved by learners once and for all.

### **1.1.1.3 Learner Autonomy and Dominant Philosophies**

Learner Autonomy is said to have been connected with three dominant approaches or philosophies of knowledge and learning. These three approaches namely 'positivism', 'constructivism' and 'critical theory' are dealt in this section.

**Positivism** views knowledge as objective reality that knowledge is given, whether it is known or still awaiting discovery. Learning, according to this theory, occurs as the transmission of knowledge; and knowledge to be acquired is predetermined, but withheld from the learners in the belief that it will be discovered. It views autonomous learning as something which exists outside formal learning institution where learners take charge of the directions of their learning, without intervention from the teacher or institution, leaving the classroom, as the scene for the transmission of knowledge from the teacher to the learner (Benson, 2001). Further, it associates learner autonomy with self-access, where an institution provides resources for learners to access of their own volition and needs. The classrooms are seen as the context of promoting autonomy through training and strategic awareness for outside learning.

**Constructivism**, in contrast, represents knowledge as the construction of meaning, and can not be taught. It is constructed by the experience of learner that is 'built up' by the learner. So far learning is concerned; this theory holds that every learner brings his or her own system of personal constructs to bear on learning tasks. It is the result of their reorganization and restructuring of experience, not the internalization or discovery of predetermined knowledge. According to Benson (1997), it views development of autonomy as an innate capacity of individual, and supports the versions of autonomy which promote individual responsibility. An institution might suppress or distort the learners' capacity for autonomy.

**Critical theory** shares with constructivism that knowledge is constructed through experience; but emphasizes on the social context and constraints in which such construction of knowledge takes place. Within this approach, learning concerns issues of power and ideology, and is seen as the process of interaction with social context which can bring about social change.

Furthermore, linguistic forms are concerned with the power. Autonomy is also manifested in the relationship between different social groups, which can be called dominant and dominated, where the learner has to be more critically aware of such contexts.

### **1.1.2 Versions of Autonomy**

A number of scholars have presented different versions of autonomy in different ways, which will be presented here in nutshell.

Benson (1997) puts forward three versions of autonomy:

1. **Technical autonomy:** the act of learning language outside the framework of an educational institution and without the intervention of teacher;
2. **Psychological autonomy:** a capacity which allows learners to take more responsibility for their own learning; an internal transformation within the individual that may be supported by situational autonomy without being dependent on it;
3. **Political autonomy:** control over the process and content of learning.

These three versions of autonomy roughly correspond to the three approaches to knowledge and learning namely: positivism, constructivism and critical theory (as mentioned in 1.1.1.3 above) respectively.

Based on Benson (ibid), several writers have described versions of autonomy under various topics such as: dimension of autonomy, types of autonomy, components of autonomy, and so on.

Ribe (2003, as cited in Benson, 2007, p.24) modified them as 'convergence', 'divergence- convergence' and 'convergence- divergence' models of autonomy. He associates 'convergence' model of autonomy with a movement towards shared, other directed curriculum goals; while 'divergence' models are associated with more open approaches to language curricula in which autonomy lies in the wide range of choices around the process affecting almost all the levels of control, management and strategic decisions.

Oxford (2003) expands the versions of 'Benson model' and includes the following components under her model:

1. Technical perspective: focus on physical situation.
2. Psychological perspective: focus on characteristics of learning.
3. Socio-cultural Perspective: focus on mediated learning.
4. Political- critical perspective: focus on ideologies, access and power structure.

Smith (2003) makes more general distinction between the 'weak' and 'strong' pedagogies of autonomy. 'Weak pedagogies' is associated with the idea of autonomy as a capacity which students currently lack (and so need training towards). 'Strong pedagogies', on the other hand, are based on the assumption that students are already autonomous to some degree and focus on co-creating with students' optimal conditions for the exercise of their own autonomy.

Kumaravadivelv (2003) makes similar distinction between 'narrow' and 'broad' views of autonomy. The ideas are similar to the 'weak' and 'strong' pedagogies by Smith respectively.

According to Macaro (1997), the following are the three aspects of learner autonomy:

### **1. Autonomy of Language Competence**

It refers to the development of ability in the learner to deploy all the skills achieved from the teaching/ learning. The main development in the learner here

is the ability to communicate having acquired a reasonable mastery of the L<sub>2</sub> rule system (p.170).

## **2. Autonomy of Language Learning Competence**

The main development in the learner here is the reproduction and transference of L<sub>2</sub> learning skill to many other situations including possible future L<sub>3</sub> (ibid). It, thus, refers to the development of competence for wider situations.

## **3. Autonomy of Choice and Action**

For Macaro (ibid), it refers to the development of the abilities to:

- develop coherent argument as to why they are learning;
- perceive their immediate or short-term language learning objectives;
- perceive their long-term language learning objectives;
- perceive the range and type of TL materials and have access to the range and type of materials; and
- come to an understanding of the ways in which they learn best.

These three '**functional divisions**' of autonomy are also called the '**aspects of learner autonomy**' or '**developmental types**'.

Littlewood (1997) proposes similar categories, which are interrelated. Learners, according to him, can demonstrate three types of autonomy:

- 1. Autonomy as a Communicator:** The autonomous communicator is able to express personal meanings through linguistic creativity and through the use of effective communication.
- 2. Autonomy as a Learner:** The autonomous learner takes responsibility for his or her own learning has developed useful and effective learning strategies, and is able to work independently.

3. **Autonomy as Person:** The autonomous person, who has the ability to express personal meanings, can create personal learning contexts which in turn will help her to take charge of her own learning (Littlewood, 1990, p.83).

### **1.1.3 Contexts for the Application of Autonomy**

Learner autonomy is such a broad area that it not only encompasses the classroom situations but also the out-of-class situations. Regarding the context in which it is applied; Benson (2007) mentions them under the two broad topics:

#### **1.1.3.1 Autonomy Beyond the Classroom**

Autonomous learners can practice it in a number of ways. To enhance their learning, they can use the various ways and modes.

Benson (2007, p.26) encapsulates the followings modes of autonomy beyond the classroom:

- a. **Self-Access:** To foster autonomy, various self-access centers have been established around the world. These centers provide necessary materials where the learners work on their own to learn. Self-access is an approach to learning not an approach to teaching.
- b. **Computer Assisted Language Learning (CALL):** Computers and the internet technology has played a vital role in learning. CALL as the product of these instruments has facilitated autonomous learning. It is a program where the learners can learn independently using computers.
- c. **Distance Learning:** Distance learning, the independent learning mode without formal constraints, also reflects the characteristics of autonomous learning.

- d. Tandem Learning:** Tandem learning, in which two people are learning each others' language work to help one another, has long association with autonomy (ibid).
- e. Study Abroad:** In study abroad programme, students spend time in target language communities. Although many of the programmes involve classroom instruction, their main purpose is usually for the students to learn independently through interaction with the native speakers.
- f. Out-of-Class Learning:** Several studies have shown that students tend to engage in out-of-class learning activities more frequently than their teachers know. It clearly portraits autonomy in learning.
- g. Self-Instruction:** It refers to the use of printed or broadcast self-study materials independent of the teachers and thus, becoming itself a factor of autonomy beyond classroom.

### **1.1.3.2 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 decisions made by learners for their own learning. So, all the activities, plans and actions that the learner chooses of oneself, help to promote it. According to Schluchlenz (2003), it involves three different levels of control: learning management, cognitive processes and learning content. It can be reflected in group works, co-operative learning, innovative learning or other classroom actions and activities. This can be clear from Kumaravadivelv (2003), on narrow view of autonomy that: the chief goal of learner autonomy is 'to learn to learn' (p.133). To sum up, it can be said that classroom is also the context where learner autonomy is practiced at least for '**learning to learn**'.



#### 1.1.4 Significance of Learner Autonomy

In the world, where the significance of autonomy is growing day by day, its significance can not be limited through some words. The saying: “you can bring the horse to the water, but you can not make him drink" can mark why it is important. In language teaching, teachers can provide all the necessary circumstances and input; but learning can only happen if learners are willing to contribute, and if only they do (Scharle and Szabö, 2000, p.4). Their passive presence will not be enough, just as the horse would remain thirsty if he stood still by waiting patiently for his thirst to go away. Moreover, as stated by Scharle and Szabö (ibid), “success in learning very much depends on learners having a responsible attitude”.

Little (1995) mentions two reasons as to 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 reflective 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.

McGarry (1995, p.1) concludes the significance of autonomy as follows:

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, pp.15-16).

It becomes clear from the above statement that learner autonomy, at the present where interests are increasingly growing towards humanistic learning, is essential to make learners the real learners. Janne (1997) emphasizes, with having such capacity from the idea of man "product of this society", one moves to the idea of man "producer of his society". It implies that autonomy helps to lead to the development of life-long learners. The value is also reflected in Harmer (2008) 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 and requires a lot of effort. So, only autonomous learning can make students learn in the real world.

### **1.1.5 Fostering Autonomy**

This section will deal with the different roles that the teacher and the learner themselves can play to promote autonomous learning. Besides the two agents, several other concerned people and institutions are responsible in such learning directly or indirectly. The two direct roles are presented under the following two headings:

#### **1.1.5.1 The Teacher: Role**

In autonomous learning, the exact nature of role of teachers like learners, varies according to context and personalities involved. According to Kohonen et al. (2001), the teacher in such learning is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of learning atmosphere and learning space (p.40).

For Camilleri (1999), the most important role includes 'awareness' of self.

Furthermore, the teacher of autonomous learner has these characteristics:

- is aware of her own personal influence on the learning process;
- understands pedagogy;
- is skilled in management (p.36).

Camilleri (ibid) states the following three roles of such teacher:

**a. The Teacher as a Manager**

The teacher as a manager is able to map out the most likely paths available to the students and also the consequences of following any particular path. He/She is the manager of activities not the source of facts.

**b. The Teacher as a 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 (p.37).

**c. The Teacher as a Counselor**

The teacher as a counselor is able to accompany individual learning process and to respond meaningfully to learning problems often in advance of a student perceiving a need (p.38). He has to diagnose symptoms of learning distress.

Little and Hans-Peter (2007) state that:

The teachers who want to promote the development of learner autonomy must do three things: first, they must involve their learners in their own learning, giving them ownership of learning objectives and the learning process. Secondly, they must get their learners to reflect about learning and about the target language. Thirdly, teachers must engage their learners in appropriate target language use, which includes the language of reflection and assessment (p.15).

These three things that language teachers must do can be summarized as the pedagogical principles of 'learner development', 'learner reflection' and 'appropriate target language use' (ibid). These all the things imply that, to develop the responsibility on the part of the learners, teachers' have vital roles in the learning process of the students.

### 1.1.5.2 The Learner: Role

It is the learner, who is most responsible for autonomous learning. It necessitates a new role for the learner, a role in which he/she is described as: 'the good learner', 'the responsible learner' and 'the aware learner'. According to Holec, '**a good learner**' makes decision regarding:

- choice of objectives;
- choice of content and materials;
- methods and techniques to be used; and
- how to assess progress and outcomes.

(Holec, 1979, p.3, as cited in Kehrwald, 2005, p. 10)

'**The responsible learner**' is the one, who accepts that his/her own efforts are crucial for effective learning and co-operates with the teachers monitoring own progress through the use of opportunities available. Likewise, '**the aware learner**' is the one, who sees the relationship to what is to be learnt, how to learn and the resources available in order to take charge or control of learning.

For Omaggio (1978), the following are the main attributes characterizing such learners:

1. have insights into their learning styles and strategies;
2. take an active approach to the learning task at hand;
3. are willing to take risks i.e. to communicate in the target language at all costs;
4. are good learners;
5. attend to form as well as to content, i.e. place importance on accuracy as well as appropriacy;
6. develop the target language into separate reference system, and are willing to revise and reject hypotheses and rules that do apply; and
7. have a tolerant and outgoing approach to target language.

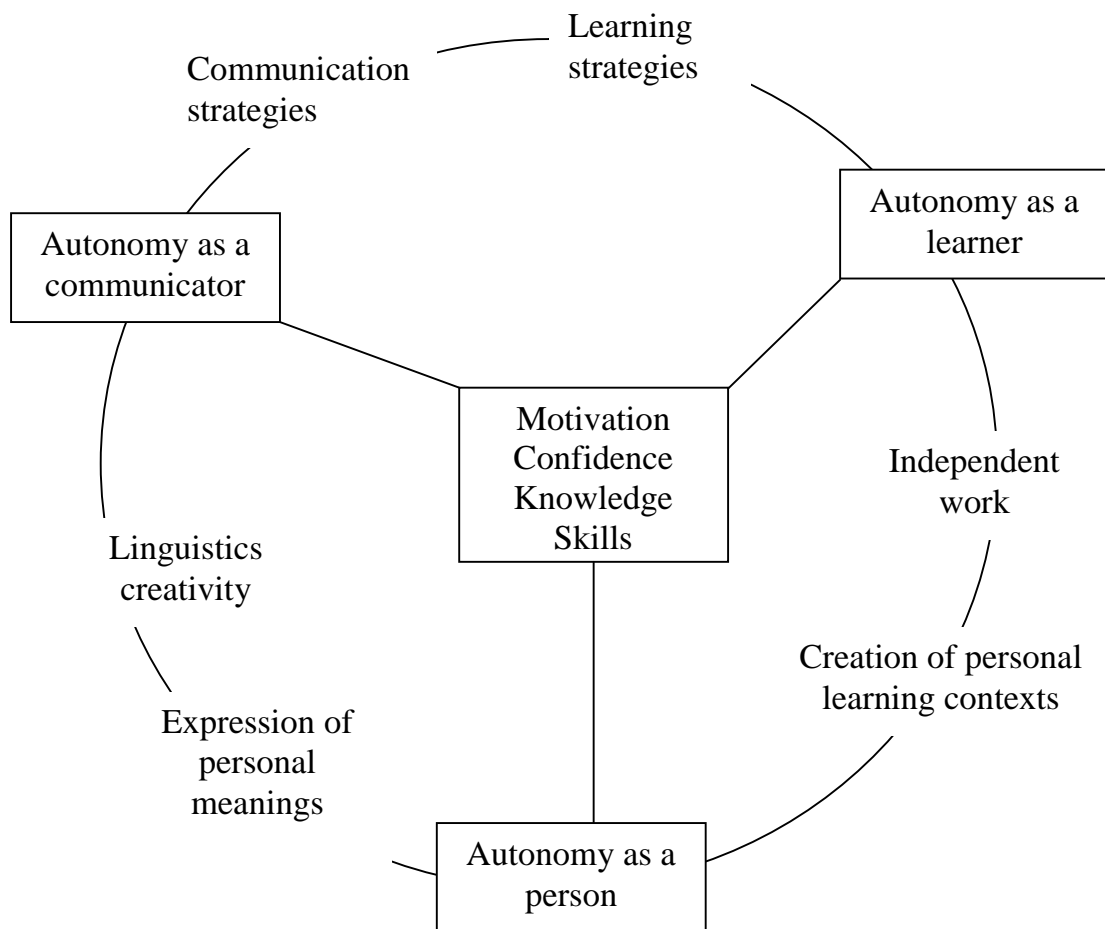
Kupfer (1990) defines an autonomous learner as “the one who chooses for himself what to think and what to do” (p.2). In the same vein, Rathbone (1971) views such learner as a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world.

Betts (2003, p.38) states, “an autonomous learner, by definition, is one who solves problems through a combination of divergent and convergent thinking, and functions with minimal external guidance in selected areas of endeavour”. This does not mean that the learner can do all in isolation, that is, he needs to seek the world himself. He has to develop such capacities for this. As Kohonen et al. (2001) focus, autonomous learners need to develop confidence, curiosity, self-control, relatedness, communication and co- operation for autonomous learning. According to Dam (1995), learners take first step towards autonomy when they accept responsibility for their own learning. They need to change attitudes, develop capacities of decision making and take independent action.

Thus, the development of autonomy needs the significant roles of both the teacher and learners. But, for this, again the learner needs to have readiness. It can be clear from the following framework by Littlewood (1996, p.432), for the development of autonomy in language learning that the learner needs to co-operate with several aspects, which will be dealt in detail later.

**Figure No. 1**

**Development of Learner Autonomy in Language**



**1.1.6 Conditions for Learner Autonomy**

Several scholars have presented different views and factors responsible for developing autonomy in learning. Harmer (2008) takes 'learner training' as the first step to promote autonomous learning. Dam (2007), on the other hand, focuses on the initial teacher training for this purpose. For Scharle and Szabö (2000), the following are the building blocks of responsibility and autonomy.

- motivation and self-confidence;
- monitoring and evaluation;
- learning strategies;

- co-operation and group cohesion;
- sharing information with the learner.
- consistent control; and
- delegating tasks and decisions (pp.7-8).

Further, they take it as a three-stage process, and claim 'raising awareness', 'changing attitudes' and 'transferring roles' as such stages.

There are not fixed ways in which we can promote the autonomous learning. The job of the teachers is to create learning opportunities. Several ways can support them for example, there may exist resource-based, technology-based, classroom-based, curriculum-based, teacher-based and obviously, the learner-based ways. Besides, self-reports, diaries and evaluation sheets, and persuasive communication as a means of altering learner beliefs and attitudes are taken as the vital tools to promote it. Here, there is no debate in the issue that both the class room and out-of-classroom activities can be useful to promote such learning. As stated by Thanasoulas (2007), autonomous learning is not a product ready made for use or merely a personal quality or trait. Rather, it is achieved when certain conditions are fulfilled. The conditions are discussed under the headings below:

#### **1.1.6.1 Learning Strategies**

A common observation is that not only are some language learners more successful than others; but also that good language learners 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).

Rubin (1987, as cited in Ellis, 1994, p. 531) says, "learning strategies are strategies which contribute to the development of the language system which

the learner constructs and affect teaching directly”. In the similar vein, Chamot (1987) defines learning strategies as the " techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information " (in Ellis, *ibid.*)

For 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. To him, the goals of such strategies are to achieve 'linguistic' and 'sociolinguistic' competence. The similar view is expressed by Smith (1994) that strategies have to do with ' how to learn x or how to communicate x' (p.12).

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” (p.1). Thus, the learning strategies refer to the specific actions, behaviours, steps or techniques that the learners use for learning language.

Despite a number of varieties in the definitions and classifications (described later); 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 learners (Wenden, 1987, as cited in Tunku Mothtar, 1991, p.13). Larsen-Freeman (2000) focuses on training of such strategies for this reason and puts: “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 autonomy, the classification of learning strategies has proved to be a difficult endeavor. Bailystok (1978) presents a model with four types:



- a. Functional practicing: strategies used for functional purpose;
- b. Formal practicing: strategies employed for language practice in the classroom;
- c. Monitoring: also strategies used for language practice; and
- d. Inferencing: strategies for guessing meaning from contexts.

Naiman et al.'s (1978) 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)

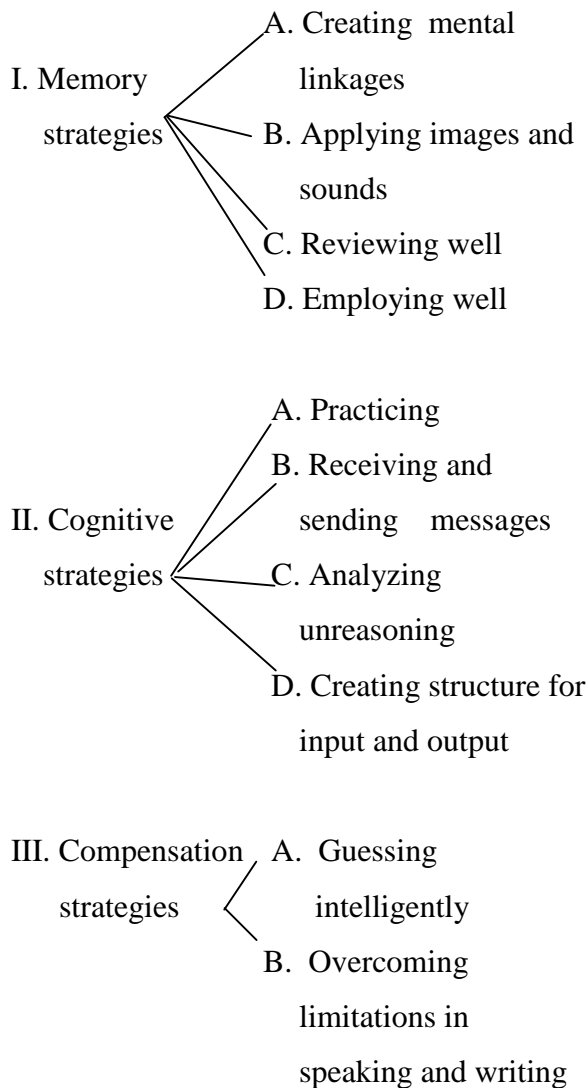
Tarone (1980) makes the classification under strategies of language use containing the two sub-types namely: 'production and communication' and 'learning strategies'. In his model, Rubin (1981) proposes the 'direct' and 'indirect' strategies on the basis of their direct or indirect contribution to learning.

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, which will be dealt with in detail in latter section. Making a broad taxonomy of strategies, Oxford has summed up all the learning strategies under the following diagram, showing a system with two classes, six groups and nineteen sets.

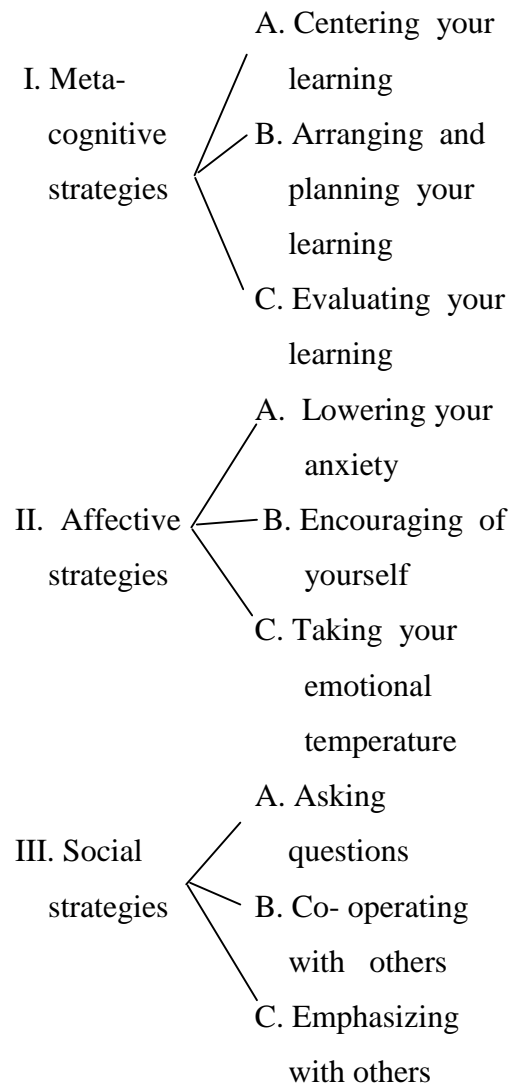
**Figure No. 2**

**Learning Strategies in Nutshell**

**DIRECT STRATEGIES**



**INDIRECT STRATEGIES**



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

Hedge (2000) mentions four types of learning strategies used by good language learners, that will be dealt with in the following section so as to include all the above.

## **1. Cognitive Strategies**

Cognitive strategies enable the learner to manipulate the language material in direct ways, for example; through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, re-organizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally (Oxford, 2003). They help learners process and use the language for learning or accomplishing the task involving. According to the Tudor (1996), these strategies include repetition, grouping, note-taking, deduction/induction, substitution, elaboration, summarization, translation, transfer and inference. To quote Cook (1991, p.81) "cognitive strategies involve conscious ways of tackling learning, such as note-taking, resourcing (using dictionaries and other sources) and elaboration (relating new information to old)".

## **2. Meta-cognitive Strategies**

Meta means 'above' or 'beyond', so meta-cognitive means 'beyond' the cognitive (Lan, 2005, p.23). These strategies are used for managing the learning process in overall. According to Hedge (2000), such strategies involve planning for learning, thinking about learning and how to make it effective, self-monitoring during learning, and evaluation of how successful learning has been after working on language in some way (p.78). When learners preview of the next unit of written work or review the notes they have made during class then they are using meta-cognitive strategies. Tudor (1996) mentions planning, direct attention, selective attention, self management, self-monitoring and self-evaluation as such strategies. If a learner organizes time for learning checking own progress and analyzing the mistakes followed by correction, in such cases he is using these strategies.

### **3. Socio-affective Strategies**

Oxford (1990) has used social and affective strategies separately. To her, affective strategies are concerned with the learners' emotional requirements such as confidence; while social strategies lead to increased interaction with the target language. These strategies, in fact, provide learners with opportunities for practice. For example, to include initiating conversations with native speakers using other people as informants about the language, collaboration on tasks, listening to the radio or watching TV program in the language or spending extra time in the language laboratory (Hedge, 2000). According to Tudor (1996), they include: questioning for clarification, co-operation, self-talk and self-reinforcement. Thus, these strategies connect the affective factors of learners to the outside world setting.

### **4. Communication Strategies**

Sometimes this category is included under learner strategies. All the skills and actions used to communicate in language learning fall under this category. When learners use gesture, mime, synonym, paraphrases, and cognate words from their first language; they are using communication strategies (Hedge, 2000, pp.78-79). These strategies add special value when learners involve in conversations. According to Ellis (1985), these strategies are the result of an initial failure to implement a production plan (p.65). So, these are the strategies to promote communication with others when the learners need to compensate inadequate means. They give opportunity to continue communication rather than abandon it, resulting the increase in input of language processed by the learners' cognitive strategies.

#### **1.1.6.2 Learner Attitudes and Motivation**

Language learning is not simply a cognitive task. Learners do not only reflect on their learning in terms of the language input to which they are exposed or the optimal strategies they need in order to achieve the goal they set. Rather,

the success of a learning activity is, to some extent, dependent upon learning carriage towards the world and learning activity in particular, their sense of self, and their desire to learn. There are several affective components in language learning, attitudes and motivation are the two of such factors. Wenden (1999, p.52) defines attitudes as "learned motivations, valued beliefs, evaluations, what one believes is acceptable or responses oriented towards approaching or avoiding" (as cited in Eyob, 2008). For him, two kinds of attitudes are crucial: attitudes learners hold about their role in the learning process and their capacity as learners. Further, these beliefs are shaped and maintained by other beliefs that they have about themselves as learners. For instance, if the learners believe that learning is only successful in the traditional classroom or in the presence of teacher, learner autonomy can not be fostered. It means the way learners perceive the language, learning, the teacher's role and their own roles, greatly affects learning.

Cotterall (1995) identified six factors in students' sets of beliefs which could indicate their readiness for learner autonomy. They are: 1) role of teacher, 2) role of feedback, 3) learner dependence, 4) learner confidence in study ability 5) experience of language learning and 6) approach to study.

Motivation on the other hand, is also seen as an important factor affecting the rate and level of proficiency in second language learning. Gardener and Macintyre (1993) point out that motivation comprises of three components: desire to achieve a goal, effect extended in his direction and satisfaction with the task. It has significant impact to change the attitudes and behaviours of learners in learning.

According to Morgan et al. (1993), motivation is the driving and pulling force which results in present behaviour directed toward particular goal. In this sense, it is a vehicle to drive the learners towards autonomous learning.

Gardener and Lambert (1979) describe two types of motivation: integrative and instrumental. A learner is said to be integratively motivated when the learner

wishes to identify with another ethno-linguistic group (Larsen-Freeman and Long, 1999, p.173). In instrumental motivation, the learner is motivated to learn an L<sub>2</sub> for utilitarian purposes, such as furthering a career, improving social status or meeting an educational requirement (ibid). Depending upon the context, these two types of motivation are found to benefit in learning.

### **1.1.6.3 Self-Esteem**

It generally refers the evaluation of a learner of oneself. The way a learner makes evaluation of himself plays significant role in learning. According to Coopersmith (1967, pp.4-5), self-esteem refers to "the evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable" (as cited in Brown 1987, p.37). Brown (ibid) mentions three levels of self-esteem:

- a. Global self-esteem:** general and normally stable;
- b. Situational self-esteem:** appraisals of oneself in certain life situations;  
and
- c. Task self-esteem:** relates to particular tasks in particular situations.

Several researchers have shown that self-esteem has an influence on a learner's proficiency in language. If the learner has a strong sense of self his relationship to himself as a learner is unlikely to be marred by any negative assessment by the teacher. Conversely, a lack of self-esteem is likely to lead to negative attitudes toward his capacity as a learner, and to deterioration in cognitive performance (Wenden, 1990, p.57, as cited in Thanasoulas, 2007). This way, how one views of self has also, to some extent, positive or negative impact in learning. To conclude, learners need to be responsible for their learning; and they need to be responsible for their learning; they need to develop the skills to use language learning strategies effectively and efficiently. Further, they need to have positive attitudes towards autonomous learning; and finally, they need

to use every opportunity to learn language. This is only possible through the joint venture of all the components involved in learning situation.

#### **1.1.6.4 Language Awareness and Learner Training**

Language awareness has been conceptualized in several ways. Domall (1985, as cited in Lier, 2000, p.160) defines it as "a person's sensitivity to and conscious awareness of the nature of language and its role in human life". Lier (ibid) similarly, defines it as an "understanding of the human faculty of language and its role in thinking, learning and social life". Nunan (1997), on the other hand, takes it as one of the most important level for encouraging learner autonomy. To Nunan, learners are to be made aware of the pedagogical goals and content of the materials they are using. As a result, learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles and strategies. Many contemporary theories suggest that learning of language has to be related to the existing knowledge of the learner. Further, he has to become aware of the objects and the materials they are to be utilized. This is because several studies have shown the crucial role of awareness in language learning. Awareness develops the inter-connection between what to learn and how to learn making control of available resources in the learning environment.

Wright and Bolitho ((1993) focus on teacher awareness besides learner awareness. They state that:

The more aware a teacher is of language and how it works, the better. A linguistically aware teacher will be in a strong and secure position to accomplish various tasks- preparing lessons; evaluating, adapting, and writing materials, understanding, interpreting, and ultimately designing a syllabus or curriculum; testing and assessing learners' performance; and contributing to English language work across the curriculum (p. 292).

This is clear from what Krashen and Bolitho say that awareness not only is important for a language learner; but is equally important for the teacher too. As Penz (2001) emphasizes awareness-the raising of curiosity focuses on the individual exploration of language. It can be created through social interaction or the comparison of two or more languages, for instance. This is why several scholars focus on the curriculum that raises awareness among the children. The example comes from Lier (1996), where he mentions '**awareness**', '**autonomy**' and '**authenticity**' as the foundation principles of curriculum, which he calls '**AAA curriculum**'. Thus, since second language learning itself involves conscious efforts; the need of awareness on the part of both the teacher and learner becomes redundant to when we provide just an explanation.

The another concept 'learner training' is closely related to language awareness in that it is responsible to raise the awareness. Here, the term 'learner training' is equated with 'strategy training'. Several researchers have concluded that training the students regarding what strategy to use and how, greatly supports learning. As Harmer (2008) states unless the students are given help in thinking about how they learn and how learning can be made more effective, the development of responsibility is unlikely. Huang and Naerssen (1987), in their study of learner training effects, have found that functional practice distinguishes successful EFL learners from less successful.

Dickinson (1992) stresses that learner autonomy requires 'learner training'; and effective learner training will always depend on the expertise and the skill of the teacher. It becomes clear from this statement that learner training is another key to autonomous learning.

For Ellis and Sinclair (1989, p.10), "the main purpose of learner training is to start the learners on their own journey towards self- knowledge and self-reliance". In order to achieve this goal, as Cohen et al. (1998) emphasize, learners need to involve actively in choosing, practicing and evaluation of seeking strategies. Observing these all facts, it can be said of learner training



that it simply refers to making learners use different strategies, utilizing different resources available; so that they can gradually prove to be independent and autonomous learners.

## **1.2 Review of the Related Literature**

A number of researchers have tried to study and investigate on the various aspects of learner autonomy outside Nepal. Some of such researches related to mine are reviewed in this section.

It was Holec (1979), who initiated the study on learner autonomy with his seminal study. As mentioned earlier, he defines the term as “the ability or capacity to take charge of one’s own learning”. He emphasizes on the importance of autonomous learning in learning languages. Since then, superficiality of studies has been done to discover the processes and factors affecting autonomy.

Corono and Mandirac (1983), studying the role of learner autonomy in language proficiency, concluded autonomous learners as the learners with better language proficiency.

Riley (1988) studied learner autonomy in the content of culture among the non- European students in European educational institutions that adopted autonomy among their goals. The results showed the national culture as an important factor in the provision of cultural setting for fostering autonomy.

Likewise, Benson and Lor (1988), taking a more qualitative approach, attempted to explore learners’ readiness for learner autonomy. Observations and interviews were used as the tools for data collection among the students participating in the independent language programme at the University of Hong Kong. They recognized that autonomy manifested itself in different contexts with differing degree in different ways. This variability in autonomy accounted for by differences in learner beliefs.

A study conducted by Devi et al. (1991) discovered that students in classrooms with autonomy supportive teachers displayed more intrinsic motivation, perceived competence, and self-esteem than did the students in the classrooms with controlling teachers.

Chamot and Robbins (1993) made a survey of Japanese and Western English teachers in Japan, regarding their views and beliefs on language teacher and student roles, and their encouragement of learner autonomy. The results showed that the Japanese teachers expressed more concern for the development of comfortable and interpersonal relationship between students and teachers, while western teachers focused on the academic aspects of their teaching.

Cotteral (1995) concluded that an understanding of learner beliefs would facilitate the construction of a shared understanding by the learner and the teacher of their respective roles in the learning process, forming a basis for the promotion of learner autonomy. She further found that the learner beliefs indicated their readiness in learning.

Similarly, Dam and Legenhausen (1996) reported on vocabulary acquisition of a group of 12- year old Danish school students in the first few months of their language instruction. It was found that the students learning English the autonomous way revealed better results than their counterparts.

Gardener and Miller (1997) sampled 541 learners and 58 teachers in self-access centers. The data collected using both the qualitative and quantitative instruments were analyzed. The results showed that the self-access learning was helpful and worthwhile in achieving their language learning goals.

Breen and Man (1997) attempted to relate implementation of autonomous language learning and the principles that motivate it within the classroom. They have found that the evolution of autonomy in the classroom could be traced with reference to:

- (i) the learner's own shift from one phase to the next;
- (ii) the classroom group's shift from one phase to the next; and
- (iii) possible relationships between the learner and group in each phase.

Voller (1997) observed the teachers' role in the development of autonomy. He found that the teachers must have a clear view of the attitudes and beliefs underpinning their views of autonomous languages learning. He summed such roles as the facilitator, counselor and resource person.

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 selecting their own goals from a range of alternatives on offer;
- c. **Intervention:** Involving in modifying and adapting the goals and content of the learning program;
- d. **Creation:** learners creating their own goals and objectives; and
- e. **Transcendence:** learners getting beyond the classroom and making link between the context of learning and the world beyond.

Atakilt (1998) did a research titled "An Exploration of Promotion of Learner Autonomy in the EFL Teaching Learning Practice". The aim was to explore whether or not English language instructors of freshman programme in Addiddas Ababa University (AAU) employed learner- training components in their lesson. The findings indicated that the instructors did not adequately incorporate leaner-training lesson though it was found to be beneficial for their lesson.

Abland and Lipschultz (1998) found that autonomous strategies are related to the high- achievement of students. The same is reported by Rosenberg and

Zimmerman (1992). They found out that the learners with high degree of learner autonomy achieved high scores with higher proficiency; while the learners with low degree of autonomy could not achieve it.

Reinders (2000) conducted a research to find out learners' perspectives on learner autonomy and self-access language learning. He identified a number of factors contributing to these perceptions. The results showed the positive reaction of the learners towards the self-access and independent learning though the learners were found to have shallow understanding of it.

Another distinctive research was that of Chan (2001). He found that the students preferred a less traditional role of the teacher. It was also revealed that those particular learners possessed a reasonable level of readiness for autonomy having clear learning goals. Further, they had gained 'initial awareness' of the roles of the teachers and themselves.

Likewise, Yap (2001) sought to determine whether students created opportunities for themselves to use English outside of class and their perceptions of out-of-class activities. The analysis of the data collected through a self-report questionnaire and semi-structured interview confirmed that the group of students created opportunities for listening and writing outside of class. They highly valued the activities that involved native speaker input as well as those activities that gave them a sense of achievement. The majority of such activities were found student initiated; and the students made decisions about what and how to learn.

Palfreyman (2001) studied the socio-cultural construction of learner autonomy and learner independence in a tertiary EFL institution. The results showed learner autonomy partly as a construct of cultural politics surrounding ethnicity and institutional roles.

Ying (2002) carried out a research to study how call research projected promoted autonomous learning. The final results indicated that due to flexible

syllabus, highly motivating research topics and the network-assisted environment of Suzhou University, learners did take responsibility for most aspects of their learning. The CALL project proved to be promising approach for autonomous training.

Chain et al. (2002) conducted a large- scale study on learner autonomy. They aimed to represent students' views on responsibility, motivation and decision making outside of the classroom. They found that the vast majority of students viewed their instructor as one playing a major role in the development of their languages skills.

Pearson (2003), studying out-of-class language learning activities engaged in by adult mainland Chinese students studying English, concluded that the quality and quantity of language learning that occurred during the study period depended on the idiosyncratic choices and decisions the learners made.

Kehrwald (2005) carried out a research on “Learner autonomy in the LOTE Classroom”. It was a case study of teacher and learner beliefs about roles and responsibilities. The data collected through the structured interviews and classroom observations suggested that the subjects simultaneously exhibit characteristics consistent with and in contradiction to the profiles of autonomous learners and of a teacher, who engages in pedagogy aiming at the development of such learners. They deferred responsibility of teacher for the technical aspects of learning such as, identifying objectives and topics, but accepted for evaluating maintaining interest and motivations in learning LOTE.

Madrid (2005) investigated the relationship between CALL and language learning. The results showed positive relationship between the two, considering such technology (CALL) as a requirement to enable the integration of autonomising strategies within the learning activities.

Similar nature of research was carried out by Blin (2005). It was a theoretical study, which aimed to study the development and exercise of learner autonomy

regarding the factors contributing, learner activities, and implementation and evaluation of technology-rich learning environments. The study showed that the language promoting curriculum was object centered. Further, it revealed that the emerging systematic tensions were the key factors potentially promoting or preventing the development and exercise of learner autonomy; where the technology-rich language learning environment was the key promoting factor. The study presented a theoretical framework of learner autonomy taking activity system capacity as the potential for the development and exercise of LA.

Nuru-razik (2006) conducted a research to find out the practice of autonomous learning by English major students at AAU. The study showed that students' use of strategy varied from one strategy to another and students were aware of meta-cognitive strategies.

Köse (2006) studied the "Effects of Portfolio Implementation and Assessment on Critical reading and Learner Autonomy of EFL Students". The data was collected from 43 preparatory class students using a set of interviews, a focus group interview, written documents, and the autonomy and critical reading checklist. It was an action research. The findings revealed that, as a result of implementation, students became aware in many areas leading themselves to autonomous learning. This awareness was also reflected in their critical reader level.

Deng (2007), taking a sample of 129 non- English majors, carried a research to investigate the relationship between learner autonomy and English proficiency. The findings displayed that English proficiency was significantly and positively related to their learner autonomy.

Balçikanlı (2008) carried out a research on "Fostering Learner Autonomy in EFL Classrooms". It was an experimental research at preparatory school at Gazi University. The results displayed that the learners in experimental group scored higher than the control group; and also showed strong tendency towards

autonomy while the latter group did with few exceptions. In his another study of the same year, he investigated instructors' attitudes towards learner autonomy. The results showed rather positive responses.

Eyob (2008) carried out a research to discover learner autonomy in English. His aim was to assess the practice of autonomy and identify the problems in practice. Using questionnaire and interview, the data was collected from 202 students and 5 of the teachers at AAU. The results yielded that the students were aware of their own roles and strategy use in language. But they were found unable to practice it due to the lack of confidence, inadequacy of library sources, exam based techniques and lack of basic elementary skills in English.

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

In the department of English education, T.U., Nepal; though several studies have been done on some related areas like learner strategies, meta-cognitive strategies, there are no studies done on learner autonomy. That is why the curiosity has brought the researcher to come up with this topic.

### **1.3 Objectives of the Study**

The following were taken as the main objectives in this study:

- a. to investigate the autonomous activities of students in learning English.
- b. to explore their beliefs about the role of a teacher and their own in learning.
- c. to find out teachers' perceptions of learner autonomy.

- d. to recommend some pedagogical implications on the basis of the findings.

#### **1.4 Significance of the Study**

This investigation directly correlates with the university students, where they need to do a lot besides what a teacher tells them to do. In the context like ours, there are a number of cases where students do a lot but nothing roaming around the places. It has become so, because they do not know what they actually are doing; as it became a part of my own study sometimes. So, the first thing that I expect with this study is to find it as a helping tool to raise the students' awareness. Anyone who goes through this study might feel that; learning is something that we get from our own not what the classroom teachers feed.

Secondly, there are a number of ways and techniques defined in this study, which might prove to be a sharing means for the students who have to accomplish their study without even attending a single class. This is because they are bound with several constraints such as: economy, time restriction or due to other business. Thus, the study is helpful to provide a vision of learner roles in their world of humanistic trend.

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

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. Frankly, I expect it to be so because formally not even the topic 'learner autonomy' is introduced under the course of the subjects of this study, though the days have made it a demand.

#### **1.5 Definitions of the Specific Terms**

**Autonomy:** Autonomy refers to the right of a group of people to govern itself or to organize the activities and plans on one's own.



**Learner Autonomy:** It is the term used to refer to the learners' capacity to take charge of their learning without any imposition.

**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<sub>2</sub> 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**

### **METHODOLOGY**

In order to meet the objectives of the study, a mixed-design methodology was used. This is mentioned under the following sub-titles in the detail:

#### **2.1 Sources of the Data**

Both the primary and secondary sources were adopted to collect the data for this study.

##### **2.1.1 Primary Sources of the Data**

The primary sources of the data in this study were the students and teachers from the University Campus, Department of English Education, T.U., Kirtipur.

##### **2.1.2 Secondary Sources of the Data**

Various books like: Benson and Voller (1997), Camilleri (1999), Cook (1992), Harmer (2007), Gass and Selinker (2008), Oxford (1996), Scharle and Szabö (2005), Smith (1994), Palfreyman and Smith (2003); Journals such as: Journal of MELTA, The internet TESEL Journal, ELT Journal; theses: Finch (2000), Kehrwald (2005) etc., have been used as the secondary sources of data in order to facilitate the study. Also, various articles, reports and the websites related to learner autonomy, and the other topics in the literature review, have been used to facilitate the study.

#### **2.2 Population of the Study**

The population of this study was M.Ed. English major students and their teachers from the University Campus, T.U, Kirtipur, Kathmandu.

#### **2.3 Sampling Procedure**

As stated by Kumar (2006), sampling is the process of selecting a few from a bigger group for estimating or predicting the prevalence of an unknown piece

of information, situation or outcome regarding a bigger group. A sample is a subgroup of the population that we are interested in (p.164). Keeping this in mind, for this study a sample of 80 students and 6 teachers was selected as follows:

- ) Purposively, Department of English Education, T.U., Kirtipur, was chosen as the focus area of this study.
- ) Following the similar methodology, i.e., purposive non- random sampling, 48 students from the M. Ed. 1<sup>st</sup> year and the rest 32 from the second year, were taken as a sample. Further, 6 teachers were selected from the department.
- ) Then, 16 students from the each section, that is, from 3 sections of the M.Ed. 1<sup>st</sup> year and 2 sections of 2<sup>nd</sup> year, were selected randomly. The ‘fishbowl draw’ method of sampling was adopted for the selection of 48 out of 627 students in the 1<sup>st</sup> year, and rest 32 out of 610 students in the 2<sup>nd</sup> year. While selecting the sample from each section, the selection was without the replacement.
- ) On the other hand, 6 teachers were purposively selected out of 15 regular teachers in the department.

## **2.4 Tools for the Data Collection**

Regarding the use of tools for the data collection, a mixed- method design has been used. A questionnaire was administered to the students to collect quantitative data, and semi-structured interview sheet was implemented for the teachers. Obviously, these two were the tools to collect the primary data.

### **2.4.1. Questionnaire**

Among the two tools used in the study questionnaire was used to gather the data from the students. According to Kumar (2006), a questionnaire is a written

list of questions, the answers to which are recorded by respondents (p.126). It is used in order to seek the factual information of the subjects.

The 'questionnaire', in this study, has three parts: part- I for personal information; Part- II for autonomous learning activities; and Part- III for students' perceptions of teachers and their own roles (see Appendix-B). A five point likert-scale has been used. The scale ranges from 'always' to 'never' to meet the objective 1<sup>st</sup>; and 'strongly agree' to 'strongly disagree' in order to meet objective 2<sup>nd</sup>. It is based on Zhang and Li (2004), and Deng (2007).

#### **2.4.2. Interview**

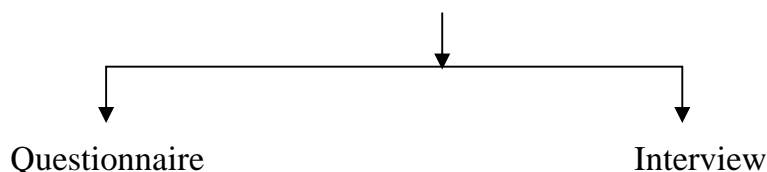
The another tool used in the data collection was an interview- sheet containing eight questions. For Best and Kahn (2004, p. 251), interview is in a sense an oral questionnaire. Interview, in this study, was taken only with the teachers of the subjects. It was employed in order to address the 3<sup>rd</sup> objective in the study. The type of interview was semi-structured. Semi-structured interview is the one which encourages the two-way communication between the interviewer and the interviewee. It can function as an extension tool. Besides, the preset questions can be modified and the wording can be changed. These were the reasons why it was chosen here is to achieve the information from the teachers. It was also due to the small selection of the sample from the teachers. The interview schedule in the appendix-c was used taking these things into account.

#### **2.5 Process of the Data Collection**

The following process was used in order to collect the primary data.

- The researcher went to the field and asked for the consent from the people concerned.
- Then, he explained them the purpose of the study and the key terms used so as to facilitate the data collection.

- After that, he employed these separate processes for the two different tools:



- He selected 16 students randomly from each of the sections of both the years.
- Then, he distributed questionnaire for about 20 minutes.
- He selected 6 teachers purposively from the department.
- Then, he took their interview using the interview-sheet (see Appendix–C). The interview was recorded.

So as to keep the interview content trapped in, the elaboration of each items was done with abundant use of the clarification questions (see Appendix-H).

## **2.6 Limitations of the Study**

The current study had the following limitations:

- a. It was limited to Department of English Education, T.U., Kirtipur.
- b. It was limited to the English major students.
- c. It was limited to the regular teachers teaching to date.
- d. It was only limited to the study of autonomous activities and teacher-student perceptions related to learner autonomy for purely an academic purpose; and was restricted to the other versions of autonomy.
- e. This study was also limited to the autonomy survey questionnaire and the semi-structured interview which were used as the tools of this study.

## 2.7 Data Analysis Procedure

As stated earlier, this study integrates both the quantitative and the qualitative devices in the process of data collection. The procedure of data analysis has been given under the following two separate sub-headings.

### a. Analysis of Likert Scale Data

The likert scale adopted in the study comprises of the two parts namely, Part-I and Part-II. Both the sections consist of five-points in the scale. The following procedure has been implemented to analyze the **ordinal-data**.

Step I: The responses have been coded by assigning the numerical values (weight) 1, 2, 3, 4 and 5 ranging from A-E in the Part-I and 1-5 in the part-II respectively.

Step II: The likert scale data has been summarized using the descriptive statistics (frequencies, percentages and the measures of central tendency i.e. weighted mean and the grand mean). The weighted mean (called mean in this study) and the grand mean are calculated by using the following formulae:

$$\bar{X}_w = \frac{\sum WX}{\sum W}$$

∴

$$\bar{X}_w = \text{weighted Mean}$$

= sum

W = frequency of the responses

X = weight/score assigned to the responses

And,

$$\text{Grand mean} = \frac{\sum \bar{X}_w}{N}$$

∴

= sum

$$\bar{X}_w = \text{weighted Mean (Mean)}$$

N = No. of items in the category

The weighted mean and the grand mean, in the process of analysis have been compared to the actual average 3. So, the mean value above it implies that the subjects positively take the statement while the value below it means that the subjects do not view/take it positively. For the analyzer's ease the options preceding the middle point in the scale are combined into the single one. So is the case with the options following the point (see Chapter three).

### **b. Analysis of the Interview Data**

As stated earlier, the interview type used in this study was semi-structured. Eight open-ended questions were used for this purpose. The procedure mentioned below has been used to analyze the qualitative data collected through the interview:

Step I: The tape recorded data was transcribed.

Step II: Then, the main themes were identified. In other words, the process what Kumar (2006, p.240) calls '**content analysis**', as followed.

Step III: After that the responses were classified under the main themes. It was based on the content of the clarification questions used while taking the interview and the responses of the interviewee.

Step IV: The mixed interpretation process has been adopted i.e. the data has been presented descriptively and also with the help of different display devices.

To sum up, this chapter presented a detail report of the methodology adopted in the study. It gave clear information about the manipulation of primary and the secondary sources of the data. It was also discussed how the sample of 80 students and 6 teachers was selected. Further, the tools namely, the questionnaire and interview were introduced. Besides, a framework of data collection procedures and that of analysis was presented. The Analysis and Interpretation will be done in the following chapter.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

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

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

- ) Autonomous Learning Activities and Plans
- ) The Learners' Perceptions of Autonomous Learning
- ) The Teachers' Perceptions of Autonomous Learning

The first headline further comprises of seven sub- headings, second one consists of three and the third one holds eight.

The following section is the analysis and the interpretation of the data collected through the likert scale in Part-I ( see Appendix-B). It results into the findings of the practice of autonomous activities and plans by the subjects.

#### **3.1 Autonomous Learning Activities and Plans**

The responses from the M.Ed. students, regarding their practice of learner autonomy in the process of SLA, are analyzed and interpreted under the following sub- headings:



### 3.1.1 Learner Awareness

**Table No. 1**

#### **Learners' Awareness in Language Learning**

No.	Items	Responses														Mean
		Rarely						Sometimes				Always				
		Never (1)		Rarely (2)		Total		(3)		Often (4)		Always (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	I think I have the ability to learn English well.	3	3.75	2	2.50	5	6.25	4	5.00	19	23.75	52	65.00	71	88.75	4.44
2.	I make decisions and set goals of my learning.	2	2.50	7	8.75	9	11.25	10	12.50	25	31.25	36	45.00	61	76.25	4.06
3.	I make good use of my free time in studying English.	1	1.25	4	5.00	5	6.25	33	41.25	32	40.00	10	12.50	42	52.50	3.58
Grand Mean																4.03

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

The three items as shown in the table were designed so as to measure how aware the learners in their language learning were. Item 1 in the table was meant to know whether they were aware of their ability in learning or not. The table shows that the majority of the students i.e. 88.75% always thought that they have the ability to learn English well. Only an insignificant number 6.25% thought that they lacked the ability. While 5% of them only sometimes thought that they had this ability.

Analyzing the responses to item 2; 76.25% of the learners made decisions and set their goals in learning frequently. In contrast, 8.75% did not do so; while 12.50% of them sometimes decided of their goals in learning the English language.

Item 3 was to find out how often they made good use of their free time. The results in the table show that 52.50% of them made good use of their free time in studying English. Only a little no. 6.25% of them did not make good use of the time. It also shows that 41.25% of the students did it sometimes.

In order to view their awareness in average, the weighted mean and the grand mean have been calculated. The table shows the mean of 4.44 for the item 11, 4.06 for the item 2 and 3.58 for the item 3. From this, it can be deduced that, in average, majority of the students responded positively to these items. Further, the grand mean 4.03 also shows that the learners were highly aware of their learning ability.

### 3.1.2 Self – Efforts

**Table No. 2**  
**Learners’ Self- Efforts in Learning**

No.	Items	Responses														Mean
		Rarely						Sometimes				Always				
		Never (1)		Rarely (2)		Total		(3)		Often (4)		Always (5)		Total		
N	%	N	%	N	%	N	%	N	%	N	%	N	%			
4.	I preview before the class (i.e. see summary, lessons etc.).	3	3.75	8	10.00	11	13.75	29	36.25	28	35.00	12	15.00	40	50.00	3.48
5.	In the class, I try to catch the chances to take part in the activities here and when I can speak in English.	2	2.50	12	15.00	14	17.50	32	40.00	21	26.25	13	16.25	34	42.50	3.54
6.	I speak confidently in front of the people.	2	2.50	8	10.00	10	12.50	14	17.50	28	35.00	28	35.00	56	70.00	3.90
7.	I make notes and summaries of my lessons.	1	1.25	5	6.25	6	7.50	17	21.25	29	36.25	28	35.00	57	71.25	3.98
8.	I talk to the teachers and friends outside the class in English.	4	5.00	20	25.00	24	30.00	28	35.00	24	30.00	4	5.00	28	35.00	3.05
Grand Mean																3.59

Items 4-8 were administered to find out the learners’ own efforts in autonomous learning. Regarding item 4, the table shows that 50% of them

previewed their lessons before the class; 35% only did so sometimes while 10% of the learners did not preview before they went for the class. The average value (mean) 3.48 clearly shows that the majority previewed before the class.

Item no. 5 was to find out whether the learners did efforts to catch the chances of participation in the activities or not. The results show that 42.50% of them did great deal of efforts. On the other hand, 15% of them rarely did it. But there were 40% who sometimes sought such opportunities. In average, which is 3.54, it has been found that a good number of students responded positively to the item.

It can also be observed in the table that 70% of the learners positively responded to item 6. It implies that majority of the numbers spoke confidently in front of the people. Among them, 12.50% could not speak confidently in front of the people; whereas 17.50% could do so only sometimes. The mean value of the responses 3.90 shows a good deal of the item in average.

Item 7 was designed to investigate whether the students made notes and summaries of their lessons or not. The results of the responses display that a great number of students i.e. 71.25% agreed that they always adopted the strategy. In contrast, 7.50 % of them rarely used the strategy and 21.25% of them did it sometimes. The mean 3.98 clearly marks that most of them were positive to the item.

The final item of the table is positively agreed by 35% students that they talked to their teachers and friends outside the class in English. It can also be seen that 30% of them rarely engaged in the activity and 35% of the respondents did it sometimes. The good performance on the activity can be observed with the mean 3.05. The grand mean is 3.59, which means that a good number of the learners did self- efforts at great to practice English outside the class as well.

### 3.1.3 Broader Autonomous Activities

**Table No. 3**

#### **Learners' Broader Autonomous Activities Beyond the Class**

No.	Items	Responses														Mean
		Rarely						Sometimes				Always				
		Never (1)		Rarely (2)		Total		(3)		Often (4)		Always (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
9.	I practice English also outside the class such as: record my own voice; speak to other people in English.	9	11.25	20	25.00	29	36.25	26	32.50	22	27.50	3	3.75	25	31.25	2.88
10.	I use library to improve my English.	2	2.50	15	18.75	17	21.25	33	41.25	20	25.00	10	12.50	30	37.50	3.26
11.	I use audio-visual materials to develop my speech such as: listen to BBC, watch English movies, read English newspapers etc.	4	5.00	10	12.50	14	17.50	23	28.75	29	36.25	14	17.50	43	53.75	3.49
12.	I attend different seminars, training courses, conferences (e.g. NELTA) to improve my English.	16	20.00	26	32.50	42	52.50	26	32.50	10	12.50	2	2.50	12	15.00	2.45
13.	I take risk in learning the English language.	10	12.50	15	18.75	25	31.25	16	20.00	19	23.75	20	25.00	39	48.75	3.30
Grand Mean																3.08

Those items in the table above were to measure the autonomous activities and plans that the learners used beyond their M.Ed. classroom activities. The table shows that only 31.25% of the population always practiced English also outside the class through recording their own voices, speaking to other people in English or through other such activities. But 36.25% the majority did not agree to item 9; while 32.50% did it sometimes. The average value 2.88 shows the activity was practiced only by a general number of the students.

Regarding item 10 - the use of library to learn the English 37.50% always used it as their part of autonomous learning activities. On the contrary, 21.25% of them did not use library or used it only rarely and 41.25%, - the majority used library only sometimes. The mean is 3.26, which shows that the students made good use of library.

We can also observe that item 11 was always practiced by a great number 53.75%. There are only 17.50 % who rarely used the audio- visual materials to develop their speech. The students who sometimes did so remained 28.75 % of the learners. In average, they also made appropriate use of the strategy which can be observed with the help of the mean value 3.49.

Item 12 was prepared to assess how often the students attended different seminars, training courses and conferences to improve their English. The results show that only minority i.e. 15% of them always undertook the activity. The majority or 52.50% did it rarely; while 32.50% of them practiced it only sometimes. The weighted mean 2.45 reflects that the adoption of the activity by the students was very low.

Whether the students took risk in learning the English or not has been investigated by item 13. The analysis is that 48.75% took risk in learning; 31.25% did rarely; and 20% of the subjects could do so only sometimes. The average value of the responses is 3.30. This implies that, in the average, the students also practiced the activity. The average of all the weighted means is

3.08. From this, it can be concluded that students were also good in practicing autonomous activities also outside the classroom.

### 3.1.4 Self- Esteem

Item 14 was designed to find out whether the students evaluated themselves or not. Based on the responses, majority of them i.e. 46.25% were found positive. ‘Rarely’ has been responded by 26.25% of the subjects; while 27.50% agreed ‘sometimes’. The mean 3.33 calculated for the item shows that in average, the students evaluated themselves through noting their strengths and weakness in learning, and improved them. This can clearly be interpreted in the following table:

**Table No. 4**  
**Learners’ Self- Esteem**

No.	Items	Responses														Mean
		Rarely						Sometimes (3)	Always							
		Never (1)		Rarely (2)		Total			Often (4)		Always (5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
14.	I note my strengths and weaknesses in learning English and improve them.	8	10.00	13	16.25	21	26.25	22	27.50	19	23.75	18	22.50	37	46.25	3.33
Grand Mean																3.33

### 3.1.5 Use of Reference Materials

The two items namely, 15 and 16 as shown in the table 5 below, were meant to find out the subjects’ use of reference materials in their study. The table shows that more than half, i.e. 55% of them revised the lessons and sought reference materials. On the other side, 20% of them rarely tried with such activities and 25% did sometimes. The average value of the responses in item 15 sustained 3.50 depicting that most students were positive to the practice of this activity.

Observing the responses to item 16; 47.5% agreed to ‘always’ that they always read extra materials besides those prescribed in their course. But 16.25% responded to ‘rarely’; while 36.25% decided ‘sometimes’. The mean 3.41 displays that most of them did so. Finally, the grand mean 3.46 shows that generally the students using reference are higher than those who do not use.

**Table No. 5**

**Learners’ Use of References Materials**

No.	Items	Responses														Mean
		Rarely						Sometimes (3)				Always				
		Never (1)		Rarely (2)		Total				Often (4)		Always (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
15.	I revise lessons and seek the reference books.	1	1.25	15	18.75	16	20.00	20	25.00	31	8.75	13	16.25	44	55.00	3.50
16.	Besides the contents prescribed in the course, I read extra materials in advance.	4	5.00	9	11.25	13	16.25	29	36.25	26	32.50	12	15.00	38	47.50	3.41
Grand Mean																3.46

**3.1.6 Motivation**

**Table No. 6**

**Learners’ Self-Motivation in Learning**

No.	Items	Responses														Mean
		Rarely						Sometimes (3)				Always				
		Never (1)		Rarely (2)		Total				Often (4)		Always (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
17	When I make progress in learning, I reward myself such as: buy new things, celebrate parties etc.	20	25.00	20	25.00	40	50.00	24	30.00	5	6.25	11	3.75	16	20.00	2.59
Grand Mean																2.59

This has been emphasized already in the chapter one that motivation has crucial role in learning. Taking this in mind, item 17, as in the table 6, was used to find out the students' self- motivation. Half of the students, i.e. 50% disagreed the item that they rarely did this sort of activities. Only 30% tended to reward themselves when they made progress by buying new things or celebrating parties or else. On the other hand, 20% agreed to the statement. The weighted mean 2.59 in the table above shows that only a few of the students made practice of this activity.

### 3.1.7 Use of Technology in Learning

**Table No. 7**

**Learners' Use of Computers and Internet for Learning**

No.	Items	Responses												Mean		
		Rarely						Sometimes		Always						
		Never (1)		Rarely (2)		Total		(3)		Often (4)		Always (5)			Total	
		N	%	N	%	N	%	N	%	N	%	N	%		N	%
18.	I use internet and computers to study and improve English.	9	11.25	21	26.25	30	37.50	26	32.50	17	21.25	7	8.75	24	30.00	2.90
Grand Mean															2.90	

The table above shows the learners' responses regarding their use of internet and computers in learning English. The results of their responses were that 30% always used such technologies in learning; 32.50% did it sometimes but 37.50% - the majority used rarely. In the average, not many students used these technologies in learning English. This average is found to be 2.90.

Thus, this section included the analysis and interpretation of the autonomous activities and plans. It is obviously observable that 18 items were used to find out the learners' responses regarding the practice of autonomous learning.



### 3.2 Learners' Perceptions of the Roles in Learning

This is not true to say that all the people perceive each thing the same. So is the case with learners that their perceptions regarding the role of a teacher and their own in learning might be different from one to another. Here is the analysis of how the M. Ed. Students, selected in this study, have viewed such roles particularly in the practice of autonomous learning.

#### 3.2.1 The Role of Learner

**Table No. 8**

**Learners' Perceptions of their own Roles**

No.	Items	Responses														Mean
		Disagree						Undecided UD (3)	Agree							
		SD (1)		DA (2)		Total			A (4)		SA (5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
19	Students have to be responsible for finding their own ways of practicing English.	2	2.50	4	5.00	6	7.50	–	–	39	48.75	35	43.75	74	92.50	4.26
20	Students should use much self- study materials to learn English.	3	3.75	4	5.00	7	8.75	–	–	33	41.25	40	50.00	73	91.25	4.29
21	Students have to evaluate themselves to learn better.	4	5.00	1	1.25	5	6.25	5	6.25	47	58.75	23	28.75	70	87.50	4.05
22	Students should mostly study what has been mentioned under the course because studying M. Ed. English course is actually for exam purpose.	25	31.25	20	25.00	45	56.25	8	10.00	12	15.00	15	18.75	27	33.75	2.65
23	Students should build clear vision of their learning before learning English.	1	1.25	7	8.75	8	10.00	4	5.00	42	52.50	26	32.50	68	85.00	4.06
Grand Mean																3.86

**Legend:** No. = Item Serial Number, SD = Strongly Disagree, DA = Disagree, UD = Undecided, A = Agree, SA = Strongly Agree, N = Number of Responses, % = Responses in Percentage

The five of the items in the table 8 were implemented to find out the perceptions of the students regarding their own roles in learning the English. The results of the responses to the item 19 show that the vast majority, i.e. 92.50% agreed that the students have to be responsible for their own ways of practicing English. Only a minority of the students, i.e. 7.50 % disagreed the statement; while no responses were given to the point 'undecided'. Obviously, the mean 4.26 also means that a high number of students positively perceived their responsibility in learning.

Similarly , a vast majority - 91.25% agreed item 20 that students should use much self study materials to learn. None of the students were found undecided of it though 8.75 % disagreed the statement. The weighted mean is found to be 4.29. It shows the greater emphasis on the positive perception of the students.

Analyzing the responses to item 21; we can observe that 87.50% have agreed to the statement. On the other hand, very few 6.25% disagreed that students need to evaluate themselves to learn better; while the equal number of students remained undecided . The weighted mean of the responses resulted 4.05 sustaining the students' higher agreement to the item.

Item 22 was to find out what they viewed regarding whether students mostly have to study what has been mentioned under their course. The analysis shows that a majority i.e. 56.25% disagreed it. Of the responses, 10% remained undecided and 33.75 agreed it. The weighted mean 2.65 shows that only minority has an agreement on the statement.

The table above finally shows the students responses on building their vision of learning before learning English. Majority or 85% agree that they should build clear vision before learning. In contrast, 10 % disagreed the item; while 5% could not decide of it. The weighted mean 4.06 shows their high agreement on

it. The calculated grand mean 3.86 makes it clear that most of the respondents perceived their roles as great in learning English.

### 3.2.2 The Role of Teacher

**Table No. 9**

**Learners' Perceptions of Teachers' Role**

No.	Items	Responses														Mean
		Disagree						Undecided				Agree				
		SD (1)		DA (2)		Total		UD (3)		A (4)		SA (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
24.	A lot of learning can be done without a teacher.	4	5.00	9	11.25	13	16.25	4	5.00	39	48.75	24	30.00	63	78.75	3.88
25.	Teachers have to be responsible for making students understand English.	3	3.75	8	10.00	11	13.75	10	12.50	43	53.75	16	20.00	59	73.75	3.76
26.	Teachers should point out the students' errors.	7	8.75	11	13.75	18	22.50	6	7.50	36	45.00	20	25.00	56	70.00	3.64
27.	Teachers not only have to teach 'what' but should also teach 'how' of English.	1	1.25	_	_	1	1.25	4	5.00	31	38.75	44	55.00	75	93.75	4.46
28.	Teachers have to provide exam oriented notes and materials.	26	32.50	24	30.00	50	62.50	8	10.00	17	21.25	5	6.25	22	27.50	2.39
29.	The failure of the students is directly related to the teachers' classroom employment.	13	16.25	26	32.50	39	48.75	17	21.25	19	23.75	5	6.25	24	30.00	2.71
Grand Mean																3.47

This section of the likert scale containing six items was intended to find out the learners' perceptions regarding the role of teacher in teaching/ learning an SL. Analyzing the data of the item 24; it has been seen that the great number of students i.e. 78.75% agreed to the fact that a lot of learning can be

done without a teacher. Among them, 16.25% disagreed the statement while 5% of them could not decide of it. The mean 3.88 clarifies that for most of the students, a lot of learning can be done even in the absence of the teacher.

Regarding the teachers' responsibility to make students understand, as in item 25, majority of them i.e. 73.75 % agreed it. The number of 13.75% disagreed; while 12.50% responded to 'undecided'. The weighted mean remained 3.76 implying that for most of the students, teachers should be responsible to make them understand.

Item 26 was included in the tool so as to find out the role of teachers in error correction from the view point of students. We can observe in the table that for 70%, which is a great number, it is the teachers' responsibility to do so. On the other hand, 22.50% disagreed the item; whereas 7.50% chose the median line i.e. kept undecided. The average value 3.64 shows that most of the students believed up on the importance of the teacher correction of the errors.

Item 27 above was designed to investigate how students took that the teachers need to teach both the 'what ' (content) and 'how' (process) of learning. A vast majority or 93.75% agreed the statement. A very few i.e.1.25% disagreed and 5% could not decide anything. The weighted mean computed for this item is 4.46, which shows that a strong number of students take positive side of the responses. In other words, for them, the teachers also have to play an important role in their learning.

In the table above, it can be observed that item 28 was agreed only by 27.50% of the students. Most of them, i.e. 62.50% thought that teachers should not provide exam oriented notes and materials. The 10% of the students remained undecided. Further, the average value 2.39 shows that not many students agreed the item. In other words, most of them thought that teachers should not provide learners only with the exam oriented notes and materials.

The final item, mentioned above (i.e. item 29), was designed to find out the connection of the students' failure with the teachers' classroom employment. The majority i.e. 48.75 % did not think that the student failure is directly related to the teachers' classroom employment but 30% thought it was so; while 21.25 % could not make any decisions of it. The weighted mean 2.71 shows that only a fewer number of students thought that their failure is connected to the teachers' classroom employment. The grand mean is 3.47. In the table above, most of the responses have been in the positive side that the teachers have great a role in learning though they also viewed that even without a teacher students can do a lot. To conclude, it can be said that both the students and the teachers have their own roles for them and which is so vital.

### 3.2.3 The Teacher-Learner Relationship

**Table No. 10**

**Learners' Perceptions of Teacher –Learner Relationship**

No.	Items	Responses														Mean
		Disagree						Undecided		Agree						
		SD (1)		DA (2)		Total		UD (3)		A (4)		SA (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
30.	Teachers need to use their authority in teaching / learning if needed.	10	12.50	16	20.00	26	32.50	9	11.25	37	46.25	8	10.00	45	56.25	3.21
31.	The student-teacher relationship is that of raw-material and maker.	3	3.75	8	10.00	11	13.75	5	6.25	31	38.75	33	41.25	64	80.00	4.04
Grand Mean																3.63

Table 10 contains the analysis of the two items: item 30 and item 31. These two items about the teacher- learner relationship show that the teachers have to be authoritative if needed. Regarding this, item 30 has been agreed by 56.25% but disagreed by 32.50%. This implies that majority favour the use of authority by

the teacher according the situation. Among the subjects, 11.25% could not say anything of it. From the mean 3.21, it can be observed that majority students think that the teachers need to present strongly themselves depending up on the context i.e. support the use of authority in teaching/ learning.

The final item was to investigate how the learners viewed teacher- learner relationship in the process of learning. A vast majority, i.e. 80% of them responded that the relationship is of raw- material and maker. In other words, to them, teachers should make the students how they have to be. In contrast, 10% disagreed this sort of relationship; while an insignificant number of 6.25% remained undecided. The mean value 4.04 also shows the strong perception of the learners regarding the positive views on this kind of relationship. Finally, the grand mean computed reflects on the teachers having greater significance in the teacher-learner relationship.

This way, the section of the chapter above was the analysis and interpretation of the likert scale data. The responses achieved were analyzed and interpreted in the tables under different themes. The statistical devices (descriptive statistics) percentage, frequency distribution and mean (weighted and grand) were used. The total 31 items used in the five- point likert scale (also called **summated scale**) were presented under the two parts as preset in the questionnaire. The findings and recommendations related to these sections will be presented in the unit four.

### **3.3 Teachers' Perceptions of Learner Autonomy**

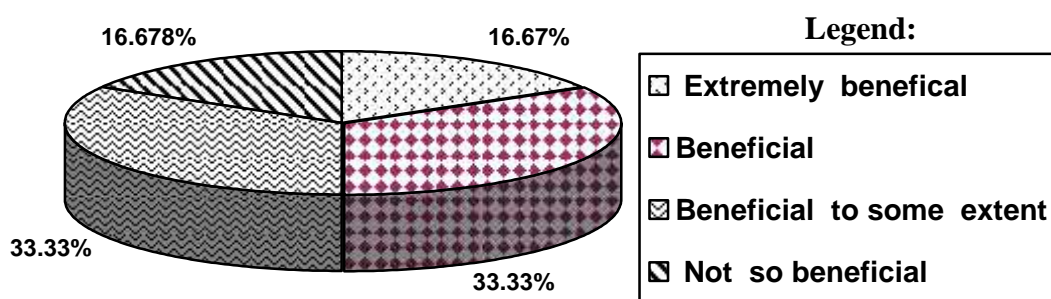
In order to investigate how teachers viewed autonomous learning a semi-structured interview sheet with eight questions, was implemented. The responses of the teachers to different eight questions are presented herewith under the suitable themes.

### 3.3.1 Significance of Autonomous Learning

Among the seventeen regular teachers in the department, only six were interviewed in order to find out how they perceived autonomous learning and experienced it with the students. They were asked of how they took autonomous learning in learning English. It was what the first question in the interview sheet designed for. Analyzing the themes of the data achieved through interview it has been found that autonomous learning is quite beneficial for all the students in learning. The following diagram is the reflection of their responses under the inclusive themes:

**Figure No. 3**

**Teachers' Perceptions about the Significance of Autonomous Learning**



It can clearly be observed from the chart above that most of the teachers took autonomous learning as a beneficial factor. Among the responses, 33.3 % took it as beneficial. The equal number replied that it was only beneficial to some extent; while 16.67% found it to be extremely beneficial. But of the total responses, 16.67 % viewed it less beneficial. To observe in the whole, for most,

it is a good and beneficial activity. Thus, it implies that the greater the learner be autonomous the better the learning results.

### **3.3.2 Autonomy-Proficiency Interlink**

The second item of the interview was to find out how the teachers related autonomy with the students' proficiency. They were asked whether they thought more autonomous learners had higher proficiency. They were asked to response from what they were experiencing in teaching English. The analysis results as follows:

**Table No. 11**

#### **Teachers' Responses on Autonomy-Proficiency Interlink**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Yes	6	100
No	-	-

It can be observed that autonomy in learning resulted better proficiency. This was responded by the whole percentage of the interviewees.

### **3.3.3 Factors Directing Independent Learning**

The answers to the interview questions 3 were analyzed under various themes that were developed on the basis of the given responses. Concluding them all together, the following factors have been found to be responsible for such learning activities from the teachers' view points.

- The temptation towards English / intrinsic motivation
- Expectation of better results in the final examinations
- Due to the irregular classes, it was a compulsion for them
- Learner awareness



- Cultural factors
- Learners' other problems such as lack of time and access

According to the teachers, the above factors were directing factors of autonomous learning. Most of the responses focused on the fact that it was mostly due to the expectation of better results in the final exams. The following is a sample interaction from the interview:

I<sub>1</sub>: Well, that's right, but to some extent, ah... they might be doing self-study . . . what do you think are the factors? Mainly for the examination purpose or ...?

I<sub>2</sub>: Yeah, one is examination because . . . but . . . examination does not take whether you are independent learner or autonomous learners. Partly, it's a matter of culture. We don't have that culture to be independent and autonomous.

This extract shows that the interviewee (I<sub>2</sub>) takes examination as a general factor though emphasizes on cultural tendency. But examining all the responses it has been found to be a major incentive along with the factors listed above .

### **3.3.4 Performance Differences**

The fourth item was asked to investigate whether any differences in performances existed between autonomous and the less/ non- autonomous learners. The total of the responses (i.e.100%) were on that the significant differences existed. Analyzing their themes the autonomous learners were more laborious, had easier access to learning and performed better. The following excerpt shows it:

I<sub>1</sub>: The another question is... what differences do you find between autonomous and non- autonomous learners? Regarding their

performance? Do you think that autonomous learners perform better than non- autonomous.. . ?

I<sub>2</sub>: Yes that's true. Autonomous always... always autonomous learners... the learners who learn themselves do.

Besides, from the teaches' view point and as a part of their experiences, such learners were found to be more confident, articulate and fluent . We can say from the responses that the autonomous learners are better in performance in several ways.

### 3.3.5 Autonomous Learning for Examination

The another question (i.e. 5) was put to find whether the autonomous activities of learners connected with their final exam results. The responses yes/ no or undecided were as shown in the diagram:

**Figure No. 4**  
**Teachers' Perceptions about the Impact of Autonomous Learning in Final Exam Results**

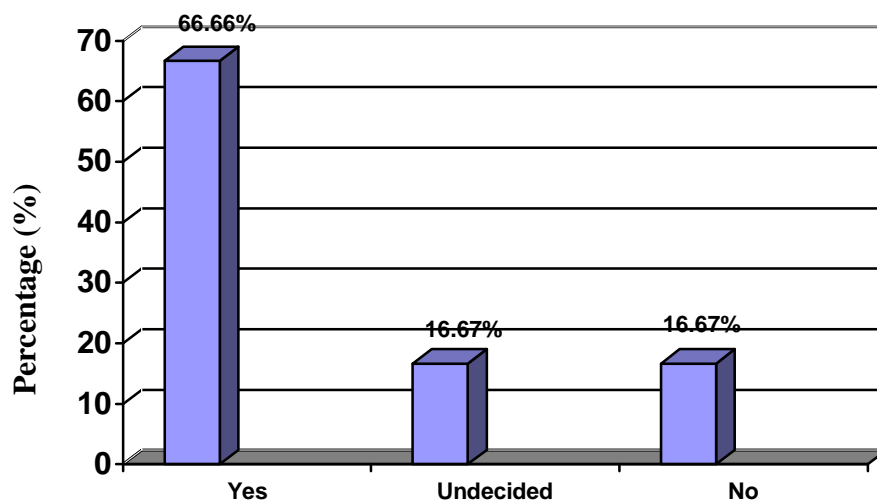


Figure 2 displays that majority of the teachers i.e. 66.66% replied that students showing better results in final exams were more autonomous. The statement was disagreed by 16.67%; while the equal responses were found about

uncertainty of it that exam results could not decide it. According to the interviewees, who were uncertain, it needs further investigations to find out what actually the reality is.

### 3.3.6 The Teachers' Role

Teachers also were asked as to how they viewed their roles to foster autonomous learning. It was questioned whether they thought they should be authoritative, facilitator, co- worker or else. Some of them chose single responses while some thought of more than one responsibility or the role.

Most of the replies included the role as a facilitator. The other roles which have been focused by minority and also chosen as the second one are co-worker, an aware person and also an authority person according to the situation. Here is an excerpt of interview to verify it:

I<sub>1</sub>: And... another thing... what do you think a teacher's role in such learning should be? Authority person...? Facilitator...? A co-worker or...?

I<sub>2</sub>: They should be a facilitator.

### 3.3.7 Assessing Autonomy

In a nutshell, the interview data showed the following ways that the teachers used to assess the learners' autonomous learning, particularly regarding whether they were autonomous or not.

**Table No. 12**

#### **Teachers' Ways of Assessing Learner Autonomy**

<b>S.N.</b>	<b>Responses</b>
1	Through learners' interaction
2	Through performance
3	Through their preview of the lessons
4	Through the confidence they showed
5	Through their works

Among the above mentioned responses to question 7 , most of the replies have been found regarding S.N. 1. It was mostly from their classroom and outside interaction that they detected the autonomous learning. Also, in most of the cases it was from their performance. Here is a sample extract of an interviewee:

I<sub>1</sub>: How do you assess whether the learners are autonomous or not?

Through their interaction in the classroom . . . because . . . some students come with their preparation. They preview before the class . . . ?

I<sub>2</sub>: Yes, of course, on the basis of their classroom interaction. May be on the basis of the . . . the responses they give to their teachers so that we can . . . yeah ... we can easily understand someone's autonomy... someone's independent learning.

This bit of a response from the interviewee clarifies that it was from the students' interaction and the responses that they found the learners being autonomous or not. Likewise, they also used the above mentioned strategies to assess the autonomy.

### **3.3.8 Suggestions to the Learners**

At the final round of the interview, the teachers were asked of their suggestions to both less/non-autonomous - who much depended upon teachers particularly, the lectures and classroom notes; and the autonomous learners- who were doing much on their own. The suggestions are presented in the following sections including all main themes obtained from the interviewees:

#### **a. Suggestions to the Less/Non- Autonomous Learners**

) They should opt for the autonomous learning.

) They need to share and collaborate with the friends.

- ) They should come up with the new ideas and should try to find out the solutions to their problems themselves.
- ) They should consult books themselves.
- ) They should search the way so that they can be autonomous.
- ) They should keep a good contact for consultation with the teachers and others.

**b. Suggestions to Autonomous Learners**

- They should keep on.
- They should come up with newer ideas and share with friends.
- They should be co-operative and should understand other friends, standing between and among them.
- Should be more interactive and should have craze to learn more.
- Should also go up with the teachers.
- Should help poor and shy students to improve and make them autonomous.

Thus, these are the lists of the suggestions by the teachers to the students that are found to belong to the two different categories. Obviously, when taken into consideration, these suggestions might help them to pave better and concrete ways in their learning.

The findings from both the types of data will be presented under the next chapter. Further, some suggestions will be put forward.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter reports the main findings of this study. Looking once back at the objectives of the study; it intended to find out the autonomous activities and plans practiced by M.Ed. English students at Tribhuvan University, Kirtipur. Further, the study aimed at finding out the learners' perceptions of their own roles and that of their teachers'. And the final objective was to investigate the teachers' perceptions of autonomous learning. Taking these things in care, a survey was made to elicit the data. The forth-coming sections present it clearly.

#### **4.1 Findings**

After analyzing and interpreting the data explored through the questionnaire and interview (see Appendix -B and Appendix- C, respectively); this study has come up with the following findings.

##### **I. The Practice of Learner Autonomy**

- a. More than 80% of the learners are found to be aware learners. This means they are aware of the goals and the processes of learning of English.
- b. Around 71% of the learners do a lot of self- efforts to improve and enhance their English.
- c. Learners besides their classroom activities , perform many autonomous activities outside the class such as: use libraries, listen to and view English materials but are not found recoding their voices. In average, more than 60% are found to be involved in such activities.

- d. Among all, more than 66% of the learners assess themselves though do not effort much to motivate self.
- e. Majority learners (70%) make use of reference materials but do less with the use of modern technologies. Only around average of the learners use computers and internet for learning English.

## **II. The Perceptions of Roles by the Students**

In Average, more than 80% of the learners perceive their own role as a great means to learning the English. The learners take it that, for learning mostly a learner has to be responsible. They take learning much as a part of student efforts and also think that they need to go beyond their learning of prescribed materials. On the other hand, regarding the teachers' role too, more than 60% think that teachers' should take responsibilities of their learning. They take the teachers' role as an important component of their learning. Though most of them agree that a lot of learning can be done even without teachers- the teachers also have their own inevitable roles. They further view that teachers should bring them out of the classroom learning. Comparing the responses to the two different sections of the questionnaire, the majority take their own role as the most.

## **III. Learner-Teacher Internship**

The learners take teacher learner relationship as an inevitable part of learning. According to most of them, a teacher should also play the role of authoritative person dealing with the situations. This is because the teachers by any means have to make students the good learners. For more than 72% of the learners, the teacher should present as the stronger person than the students depending upon the situations.

#### **IV. Learner Autonomy from the Teachers' View Point**

- For all of the teachers, autonomous learning is the basis of better proficiency and performance that it is quite beneficial.
- Teachers, more than 74%, not only think but also find as the part of their experiences that autonomous learners are 'good learners' in every case. These were also the situations from which they judged autonomy in learning.
- Regarding the teachers' role in such learning, they take that it should be that of a facilitator.

In overall, the students are found highly autonomous learners. For them, both the learners and teachers have distinguishing roles in their learning. For teachers too the autonomous learning is not an appendage but a key to success in learning the English language.

#### **4.2 Recommendations**

Grounded on the major findings of the study, the following recommendations can be made:

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

1. The world of pedagogy is shifting rapidly from the authority to democracy. Hence the target of teaching learning should be the learner autonomy.
2. Until and unless one is made aware of something; it becomes a shot at dark. So the learner and teacher awareness should be the pedagogical slogan.
3. In the context of our universities, LA even has not achieved the position of a new visitor. It becomes dream until the area gets an entry. This is possible if and only if the syllabuses and the study materials can encompass it.



4. Now the time has come that 'brick houses' be turned into 'click houses'. So, the lecture and note oriented classes have gone ragged. This implies the greater need of new humanistic trends in teaching learning.
5. The goal of teaching learning should not be for temporal uses rather should be for **life-long learning**.
6. **Learning learning** is to be the demand of the academic roofs but not what something is without knowing what it is for and how.
7. Finally, it can be suggested that academic professionals have to make students the learners not the obedient parrots in their learning.

#### **4.2.2 Recommendations for Future Researches**

Learner autonomy has not only become the need of the era, but truly also has become a part of daily life for several scholars and colleagues. Still it needs a lot explorations and investigation. So some of these can be recommended:

1. This study is just an entry point in the department of English education, T.U., Kirtipur. So, what exists inside needs a surgery. It means still the details are to be found out.
2. LA is related to several other phenomena like CALL, Self -Access Language Learning (SALL), culture etc. So, such comparative aspects are still untouched. Hence, there is the need of broader investigations.
3. The current study only has been limited to the M.Ed. students of University Campus. This is why other areas of study need further researches.
4. What actually LA has been practiced with is not the inclusion of this study. Thus, experiments are needed on this part.
5. 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.

To sum up, this study was a survey made in order to explore the practice of autonomy by the post-graduates under the M.Ed. Programme. Also, the attempts have been made to investigate the learners perceptions of the different roles of their teachers and own. Further, is followed by the findings on the teachers' perceptions of LA. This has been done with the help of the research tools the questionnaire and the semi-structured interview. The analysis and interpretation was presented under chapter three.

Finally, this chapter has concluded the current study thus, though several questions still are to be addressed. To do so, as suggested above, abundant research works are to be conducted. Hence, this work yet begins a new chapter for further investigations.

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## **APPENDICES**



## **Appendix- B**

### **Learner Autonomy Survey Questionnaire**

**(Only for the Students)**

#### **Information-Sheet**

Dear colleagues,

This questionnaire is a part of my research designed to get an insight into your autonomous learning activities (i.e. the skills you use or the situations in which you make your independent, self- study activities or plans), your attitudes towards the role of a teacher and your own. Kindly, please provide the true information of your case.

The information provided will be confidential and none of it will be used for other than academic purposes.

I owe you at great for taking your invaluable time and also for your kind co-operation.

Yours Truly

Khem Raj Joshi

December, 2009

## **Part I: Personal Profile**

*Please give your personal information as asked.*

Name:

Age:

Gender:

Address:

Mother Tongue:

Study Year:

Section:

Campus Roll No.:

No. of Years Involved in Studying English:

## **Part II: Autonomous Learning Activity Scale**

This scale is meant to know about your own independent learning activities and plans that you adopt for learning English language. Please give a tick ( ) to the answers according to your true cases.

A = Never

B = Rarely

C = Sometimes

D = Often

E = Always

<b>S.N.</b>	<b>Autonomous Learning Activities and Plans</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1.	I think I have the ability to learn English well.					
2.	I make decisions and set goals of my learning.					
3.	I make good use of my free time in studying English.					
4.	I preview before the class (i.e. see summary, lessons etc.).					
5.	In the class, I try to catch the chances to take part in the activities where and when I can speak in English.					
6.	I speak confidently in front of the people.					
7.	I make notes and summaries of my lessons.					
8.	I talk to the teachers and friends outside the class in English.					
9.	I practice English also outside the class such as: record my own voice; speak to other people in English.					
10.	I use library to improve my English.					
11.	I use audio-visual materials to develop my speech such as: listen to BBC, watch English movies, read English newspapers etc.					
12.	I attend different seminars, training courses, conferences (e.g. NELTA) to improve my English.					
13.	I take risk in learning the English language.					

14.	I note my strengths and weaknesses in learning English and improve them.					
15.	I revise lessons and seek the reference books.					
16.	Besides the contents prescribed in the course, I read extra materials in advance.					
17.	When I make progress in learning, I reward myself such as: buy new things, celebrate parties etc.					
18.	I use internet and computers to study and improve English.					

### Part III: Evaluation-Sheet for Perception of the Roles

This section requires your true perceptions about the role of a teacher and that you think of yourself in learning English. Could you please circle the answer that you think is the best.

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

19. Students have to be responsible for finding their own ways of practicing English.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

20. Students should use much self- study materials to learn English.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

21. Students have to evaluate themselves to learn better.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

22. Students should mostly study what has been mentioned under the course because studying M. Ed. English course is actually for exam purpose.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

23. Students should build clear vision of their learning before learning English.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

24. A lot of learning can be done without a teacher.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

25. Teachers have to be responsible for making students understand English.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

26. Teachers should point out the students' errors.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

27. Teachers not only have to teach 'what' but should also teach 'how' of English.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

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

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

29. The failure of the students is directly related to the teachers' classroom employment.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

30. Teachers need to use their authority in teaching/learning if needed.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

31. The student-teacher relationship is that of raw-material and maker.

strongly disagree	1	2	3	4	5	strongly agree
-------------------	---	---	---	---	---	----------------

Please make sure that all the questions have been answered.

*Thanking you again for your kind co- operation.*

## **Appendix- C**

### **Interview Question-Sheet**

#### **(Only for the Teachers)**

1. How do you take autonomous learning in learning English?
2. Do you think that the students who are more autonomous in learning have higher proficiency?
3. What do you think are the factors/ things that direct such independent learning or self study?
4. What differences do you find between the autonomous and non-autonomous learners regarding their performance?
5. Do you think that this sort of activities have any connection with exam results in the department?
6. What do you think a teacher's role in such learning should be?
7. How do you assess whether the learners are autonomous or not?
8. What would you like to suggest those learners of English who much depend upon the teachers and the classroom lectures or notes? And what about the autonomous learners?

## Appendix- D

### Sample Selection from the Students

<b>Study Year</b>	<b>Section</b>	<b>Nos. Selected</b>
<b>First year</b>	<b>A</b>	<b>16</b>
	<b>B</b>	<b>16</b>
	<b>C</b>	<b>16</b>
<b>Second Year</b>	<b>A</b>	<b>16</b>
	<b>B</b>	<b>16</b>
<b>Total</b>		<b>80</b>



## Appendix- E

### Summary of Likert Scale Responses

#### Summary : Questionnaire Part-II

Items No.	Responses and Frequencies					Total
	A	B	C	D	E	
1	3	2	4	19	52	80
2	2	7	10	25	36	80
3	1	4	33	32	10	80
4	3	8	29	28	12	80
5	2	12	32	21	13	80
6	2	8	14	28	28	80
7	1	5	17	29	28	80
8	4	20	28	24	4	80
9	9	20	26	22	3	80
10	2	15	33	20	10	80
11	4	10	23	29	14	80
12	16	26	26	10	2	80
13	10	15	16	19	20	80
14	8	13	22	19	18	80
15	1	15	20	31	13	80
16	4	9	29	26	12	80
17	20	20	24	5	11	80
18	9	21	26	17	7	80

### Summary : Questionnaire Part-III

Item No.	Responses and Frequencies					Total
	1	2	3	4	5	
19	2	4	-	39	35	80
20	3	4	-	33	40	80
21	4	1	5	47	23	80
22	25	20	8	12	15	80
23	1	7	4	42	26	80
24	4	9	4	39	24	80
25	3	8	10	43	16	80
26	7	11	6	36	20	80
27	1	-	4	31	44	80
28	26	24	8	17	5	80
29	13	26	17	19	5	80
30	10	16	9	37	8	80
31	3	8	5	31	33	80

## APPENDIX- G

### List of Interviewees

<b>S. No.</b>	<b>Interviewee</b>	<b>Post</b>	<b>Teaching Experience ( in years)</b>
<b>1.</b>	<b>Dr. Chandreshwar Mishra</b>	<b>Professor and Head</b>	<b>30+7</b>
<b>2.</b>	<b>Dr. Anju Giri</b>	<b>Professor</b>	<b>31</b>
<b>3.</b>	<b>Mrs. Tapasi Bhattacharya</b>	<b>Reader</b>	<b>38</b>
<b>4.</b>	<b>Dr. L. B. Maharjan</b>	<b>Reader</b>	<b>32</b>
<b>5.</b>	<b>Dr. Bal Mukunda Bhandari</b>	<b>Reader</b>	<b>20</b>
<b>6.</b>	<b>Mr. Prem B. Phyak</b>	<b>Lecturer</b>	<b>6</b>