

# **CHAPTER ONE**

## **INTRODUCTION**

This study titled 'Fostering Learner Autonomy: Strategies and Challenges in English as a Second or Foreign Language Classes' endeavors to explore the strategies used by the teachers and students in ESL class. This chapter incorporates the background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Learner autonomy (LA) is most frequently used term in the field of second language teaching and learning context. It is one of the major concerned areas in the field of SLA. It is widely believed that a successful language learner is one who is able to take responsibility and control their learning process. Holace (1981 as cited in Schmnk, 2006)) defined it as "the ability to take charge of one's learning"(p.3). According to him learners have great responsibility for learning language. Learner can also decide the laws for oneself. Nowadays, it is relatively new concept in the field of education. It is buzz word in the mind of second language learners and teachers. Due to the advancement of information communication technology and the concept of democratic teaching and learning LA has become an immersing phenomenon in the field of second/ foreign language teaching. Throughout the time, numbers of methodologies have been emerged and they replaced old one to make teaching and learning more learners centered. A traditional concept of teaching and learning shows that the role of learner was passive inside the second and foreign language where as the teacher is the sole authority in the classroom. But, nowadays, with the emerging concept of autonomy the student's role becomes the central and they get more responsibility in language learning.

Nowadays, LA is considered as a desirable goal in language education. Knowles (2001) states that one of the main goals in education is assisting individual to view learning as a lifelong process and to learn in a self-directed way. Inside the class we find diversity among the students. They are differently able according to their situation and condition. We never assume that the learners are dull or just passive listener in the class, because all the learners have multiple intelligences. In similar vein, Benson (2001) argues that learners who lack autonomy are incapable of developing appropriable learning situations and self-preparation. It is widely believed that language learners have a variety of unique characters and needs. Those learners who are more responsible and independent get more achievement in their life. 'It is a capacity for detachment, critical reflection decision making and independent action (Little, 1991, p.4). This concept is also related to the various teaching and learning approaches such as self-directed learning, cooperative learning and independent learning etc.

Learner autonomy is a concept related to the self-directed way of learning which has become focal concern for the researcher at present. Learners are totally responsible for their learning and they are also in charge of all the learning decisions as an autonomous learner. "Autonomy is your capacity to take responsibility for, and control of your own learning whether in an institutionalized context or completely independent of a teacher or institution"(Thornbury, 2006, p.22)

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 (Little, 2007,p.15).

Benson & Voller (1997) states that autonomy has been used in the literature at least five ways: (a) situations where learners study on their own; (b) as a set of skills that can be learned and applied in self-directed learning; (c) inborn capacity which is suppressed by institutional education; (d) the exercise of learner's responsible for their own learning; responsibility for their own learning; (e) the right of learners to determine the direction of their own learning" (pp. 1-2).

It is considered as one of the major changes accompanied the shift in the second language education it emphasize the role of the learner rather than the teacher. However, teachers have also played crucial role to make his/her learners autonomous by using situational techniques, activities and strategies inside the second or foreign language classroom.

## **1.2 Statement of the Problem**

Traditionally, teaching and learning English in our context is limited to transfer knowledge to their students rather than encouraging students to become autonomous in their learning. Learner autonomy is one of the most buzz words in the field of English language teaching and second language acquisition. In the context of Nepal, it is also one of the most dominant areas for the researchers as well as language teachers and learners. Among several issues that underpin the task of putting learner autonomy into action, learner autonomy and freedom seems to be one of the crucial importances. Learner autonomy is commonly associated with the idea of freedom as a central component of the concept. To make students autonomous one need to get freedom to learn and should be self-responsible for their learners.

Learner centered approaches have sought to remove the decision making powers from being the exclusive domain of the teacher as a figure of authorities knowledge and instead empower the learner as an active participant and conscious decision making responsible for shaping his/her own individualized learning experiences. It is also accepted that language learners

have a variety of individualized and unique needs and abilities. To be a successful learner one should be able to take responsibilities for their learning process. Learner autonomy is the process to make them judge/evaluator critically, which is the principal of quality education but it is not privilege in our scenario.

However, this concept is still not practiced by teachers and learners in Nepalese context. And also due to the privatization in education and their authoritative teaching students are not engaging such kind of language learning process. To implement of this approach is not easy job. To promote language learning it is required to get learners' freedoms. That can be sustained only if they take charge of their own learning. But in our context there are several challenges. In the context of Nepal there are only few researches were conducted on LA. Those studies did not consider strategies and challenges in fostering learning autonomy. This study focuses on how the teacher fosters learner autonomy in the context of Nepal and what kinds of strategies should follow by the teachers and learners themselves.

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

The objectives of the present study were as follows:

1. To explore the different strategies employed by the learners and teachers in fostering learners autonomy.
2. To find out the challenges faced by teachers and learners while creating autonomous environment.
3. To recommend some pedagogical implications on the basis of findings.

## **1.4 Research Questions**

The present study has oriented to address the following research questions:

1. What are the strategies employed by the learners and teachers in fostering learners autonomy?
2. What are the challenges for students and teachers to make autonomous learning environment?

## **1.5 Significance of the Study**

This study seeks to investigate different strategies of autonomous learners and there ways of learning English language. It is equally helpful to the teacher to follow the strategies to make their learners autonomous. This is the post-method era whereas, single method and technique does not work in multilingual classroom. Therefore different techniques have been emerging throughout the time. Among them autonomy is one of the striking approach in the field of second language teaching and learning. Learning is successful if learners are responsible for their learning. Unless they are ready to learn learning does not take place. Teacher can provide different materials and also provides them learning environment to make them autonomous.

From the above statement it shows that students who are encourage taking responsibility for their learning they are able to develop their goal and strategies for language learning. This study will also be helpful to raise the students' awareness and it also increases the students' level of motivation towards the learner autonomy. This study is equally helpful for teacher to create student friendly environment. The approach learning autonomy is related to the learner centered where the students get freedom in their learning. More specifically, it is expected that much of the benefits from this research will be gained by the teachers and students. They will be benefited in the sense that they are the core of this study and will bring some necessary changes and strategies in their teaching to promote learner autonomy.

## 1.6 Delimitation of the Study

My study was limited in terms of the study area, population, sample population, research tools.

The delimitations of this study will be:

1. The study was only conducted to the four Secondary level schools in Kathmandu valley. Four teachers and thirty students were the participants.
2. The data was collected from teachers who were teaching and students who were studying at grade 11 and 12.
3. Semi-structured interview, classroom observation and focus group discussion (FGD) with students were the tools of data collection.
4. This research was limited to narrative inquiry.

## 1.7 Operational Definitions of Key Terms

**Autonomous language learning:** It is an act of learning whereby driven learners internationally make informed choice about that learner

**Learner autonomy:** Learner autonomy is the ability to take charge of one's own learning without controlled by anyone

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

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

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This part of study consists of the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework for the study.

#### **2.1 Review of Related Theoretical Literature**

The review of related literature provides clear concepts about research work. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way. In this study, I basically reviewed literature related to the learner autonomy.

##### **2.1.1 Concept of Autonomy**

The term autonomy came from the ancient Greek term "autonomo" 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 Advanced learner's Dictionary (2013, p. 88) 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"(LA) simply refers to learners' ability of taking one's own responsibility. Autonomy is a capacity for detachment, critical reflection, decision making and independent action (little, 1991)

The philosopher like Galileo, Rousseau, Dewey and Kilpatrick highlighted the importance of autonomy in different times. John Dewey (1916) established the foundation for the development of learner autonomy in his book, Democracy and Education. He highlights the significance of generating a supportive

teaching environment that promotes students persistence in learning rather than pure acquisition of knowledge and subject matter (Benson, 2001). Later on, numerous educators produced numbers of books in their respective field, for instance, Allwright (1988), Dickinson (1992), Little (1995), Barefield and Brown (2007).

Similarly, Rubin (1975) attempted to identify the characteristic of successful language learners. Later, Holace (1981) coined the term 'Learner autonomy.'

### **2.1.2 Definitions of Learner Autonomy**

Leaner autonomy as the ability to take charge of one's own learning, (Holec,1981).

Nunan (1997) define learner autonomy in terms of two assumptions: "the degree of learner autonomy" and the behavior of autonomous learners"(p. 13). A number of researchers have attempted to define the notion that autonomy is a matter of degree. Nunan(1997) argues that "autonomy is not an absolute concept" (p.193). He developed a model of five levels of learner actions: "awareness, involvement, intervention, creation and transcendence" (p.195).

Dam (2000) defined autonomous learners as "people who are able to take charge of their learning, act independently, and are motivated in the learning process."

Little (2003) stands at the same pole and define learner autonomy as "a capacity for detachment, critical reflection, decision making, and independent action."

Nguyen (2014) defines leaner autonomy as "Learners' willingness and ability to take responsibility, to plan, implement, monitor and evaluate their learning with tasks that are constructed in negotiation with and support from the teacher (p. 21).



### **2.1.3 Fostering Learner Autonomy**

Developing learner autonomy is a gradual process in which teachers and students are involved. Learners have their own pace of learning and belief of learning. Regarding the case of learner autonomy Cotterall (2000) offers five principles for language course design which aim to foster learner autonomy and support the transfer of responsibility for decision-making from teacher to learner.

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

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

- a) Thinking about learning
- b) Learning journals
- c) Forcing agency
- d) The self-access centers and
- e) Taking over

From the above points, we come to know that teachers have also numerous roles and responsibilities and they have to provide different activities and opportunities to work independently which helps to promote learner autonomy.

### **2.1.4 The Role of Motivation in Learner Autonomy**

Learner autonomy and learner motivation have become two focal points of language classroom and research. In 1990s, researchers began proposing

motivational strategies that could be employed in L2 classroom (e.g. Dörnyei 1990; Crookes and Schmidt 1991). These researchers claimed that there was a need for motivational strategies that could be put into practice by teachers in L2 classroom. Dörnyei (2005) developed the theory of “possible selves”, representing learners’ ideas of what they might become, what he/she would like to become, and what they are afraid of becoming. Possible selves act as future self-guides, motivating learners to close the gap between their current/actual self and future ideal selves (Dörnyei 2009).

### **Ten motivational strategies based on Dörnyei and Cheng’s study (2007)**

1. Set a personal example.
2. Recognise students’ effort and celebrate their success.
3. Promote learners’ self confidence.
4. Create a pleasant and relaxed atmosphere in the classroom.
5. Present tasks properly.
6. Increase the learners’ goal-orientedness.
7. Make the learning tasks stimulating
8. Familiarise learners with L2-related values.
9. Promote group cohesiveness and set group norms.
10. Promote learner autonomy.

There are other additional key elements of motivation which include personal beliefs, which would reflect on an individual’s capacity to perform a particular task. By knowing English, the learners will be able to communicate with people all over the world and take the chances to study or work in foreign countries. These opportunities provide motivation to learn English language autonomously. The learners who have the willing to communicate with foreigners, study or work foreign country can be considered as motivated for language learning which makes them try to improve themselves continuously. They study, practice more to learn more. Because they want to be able to use the language in a short time, they do extra practice on their own which can be

considered as autonomous learning. It makes the learners self responsible and self-regulate towards their learning.

### **2.1.5 Role of Technology in fostering in Learner Autonomy**

Learners can control their learning processes as much as possible and can become quite independent of teachers when they work with computers. Jones (2001) states that teachers play a great role in developing learner autonomy in Computer-Assisted Language Learning (CALL). For example, students formulate their tasks independently without teachers' detailed instruction and they often reflect on their and their interlocutors' responses through Computer Mediated Communication (CMC).

Nowadays, the role and use of technology as a tool for teaching and learning English is increasing to create both independent and collaborative learning environment in which students can learn English with much ease. For students, it provides opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. Learning has been given new features in the twenty-first century due to the advancement of technology (Pellegrino and Hilto 2012; Ting 2015). Learners, therefore, have started learning through different approaches, rather than solely the traditional teacher-centred approach. The traditional teacher-centred approach usually fails to identify and support learners' individual differences and consequently it does not effectively cultivate students' autonomy and learner ownership. For example, with the open educational resources and the Internet, learners are able to obtain rich information and learning resources (Cronin 2017; Smyth et al. 2016). What's more, they are able to be engaged in authentic learning through 3D virtual worlds (Lan et al. 2015).

### **2.1.6 Teachers Roles in Fostering Learner Autonomy**

Teacher is a person who directs the learners towards their bright future. Teacher has multiple roles in English language teaching. "The growth of

autonomy requires the stimulus, insight and guidance of a good teacher” (Little 2000, p.4). In traditional classroom settings, the teacher tends to direct students in their learning, while in an autonomous classroom the teacher relinquishes this control and moves from being an instructor to a facilitator of learning. According to Camilleri (1999) teacher should have three roles as manager, counselor and resource person for learner autonomy. In the same way, Little (2004) states that learner-centered pedagogies have generated numerous attempts to redefine the teacher’s role; facilitator, counselor, manager of resources and also he emphasizes that if teachers stop teaching, most learners will stop learning.

As students begin to take more responsibility of their learning, teachers need to play the role of facilitator or counselor (Wenden, 2002) cited in Yang, 2005). Teacher should learn new strategies in order to take on new roles. Dam (2008) describe teacher role in an autonomous learning environment as a consultant and facilitator, counselor and resources person. Little (2009), states that to foster learner autonomy in second language teaching and learning the teacher must play the role of getting students more involved in language use to give learners access to a full range of discourse roles. Similarly, Xu and Xu (2004, p.5) states that teachers are expected to play the roles as guide, facilitator, assessor, psychological coordinator, peer cooperator, source of information, learner and researcher. It shows that teachers have numerous roles in language classroom.

In order to foster learner autonomy, Little (2009, p. 2) further says that the teacher should:

- a.** Use the target language as preferred medium of classroom communication and require the same of learners.
- b.** Involve his/her learners in a non-stop quest for good learning activities which are shared, discussed, analyzed and evaluated with the whole class in the target language and to begin with very single terms.

- c. Help learners to set their own target and choose their own learning activities subjecting them in discussion, analysis and evaluation again in the target language.
- d. Require learners to keep a written record of their learning. Plan of lessons and projects, lists of useful vocabulary and whatever texts they themselves produce.
- e. Require learners to identify individual goal but pursue them through collaborative work in small group.
- f. Engage learners in regular evaluation of their progress as individual learners and as a class in the target language.

Fumin (2012) proposed a model to show teachers' role in class given figure below.

### **Teachers' Roles (Fumin 2012)**

Gao (2012) indicates that the teachers' prior learning experiences also lead to teachers advocating for and promoting learner autonomy in their professional practices. Autonomous learners, if they are willing to become teachers, are more likely to become autonomous teachers, who will foster a new generation of autonomous learners.

Although learners are main agent in learner autonomy and in their learning, teacher has also prime role in fostering learning autonomy.

#### **2.1.7 Students Role in Fostering Learner Autonomy**

Learner has prime role for autonomous learning. Learner should be responsible and aware regarding their learning. The responsible learner is one, who accepts

that his/her own efforts are essential for effective learning and co-operates with the teachers monitoring own progress through the use of opportunities available. At the same time, the aware learner is one, who sees the relationship to what is to be learnt, how to learn and the resource available in order to take charge or control of learning. Bette (2003, p. 38) states, "an autonomous learner by definition, is one who solves problems through a combination of divergent and convergent thinking and function with minimal external guidance in selected areas of endeavor." Autonomous learner need to develop confidence, curiosity, self-control, relatedness, communication and co-operation for autonomous learning. According to Dam (1995), learner takes 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, teacher role is also equally significant for the development of learner autonomy. Most importantly, learner is the core he/she needs to have readiness. With the context of education, there seem to be seven main attributes charactering autonomous learners (Omaggio, 1978).

- a. Autonomous learners have insights into their learning styles and strategies.
- b. Take an active approach to the learning task at hand.
- c. Are willing to take risks.
- d. Are good guessers.
- e. Attend to form as well as to content, that is, place importance accuracy as well as appropriacy.
- f. Develop the target language into a separate reference system and are willing to revise and reject hypothesis and rules that do not apply; and
- g. Have a tolerant and outgoing approach to the target language.

Similarly, Stephen (2011, p. 12) presents the summary of the characteristics of autonomous learners are as follows:

- a. Show responsibility for their own learning,

- b. Show initiative,
- c. Are able to enable to monitor and evaluate their own learning,
- d. Are reflective and show 'high' (inverted comments because I'm not sure how high is high) level for meta-cognition,
- e. Are self-aware in relation to their own learning, (need up kipping)
- f. Are intrinsically motivated?
- g. Are lifelong learners? ( not sure about him one)
- h. Can manage and regulate their own learning, (ok but what does this involves?)
- i. Are adopt at taking / making decision, (how adopt is adopt?)
- j. Are making meaning?
- k. Are risk taker?
- l. Have specific skills and strategies for managing learning online.
- m. Are adoptable and flexible in their approach to learning.
- n. Are pro-active (i.e. they don't wait for thing/ people to come them)
- o. Are critical and analytical thinkers.
- p. Know how to ask question are good filtering and selecting the information they need.
- q. Can take constructive criticism.
- r. Are technically adept.

### **2.1.8Autonomy inside the classroom**

The promotion of learner autonomy is not easy to achieve, but it is essential for a language classroom. In order to promote learner autonomy teachers need to be aware of the learner's viewpoints about their learning. Learner oneself is more responsible in their learning. Therefore, all the activities, plans and actions that the learner chooses oneself which helps to promote LA.

Kumaravadivelu (2003) on narrow view of autonomy that the chief goal of learner autonomy is 'to learn to learn' (p.133).It is said that classroom is also the place where autonomy practiced by the students. Ellis and Sinclair (1989) insist when carefully designed and implemented formal teaching can even

promote learner autonomy (p.10). Learners not only are found autonomous beyond classroom but also inside the class.

### **2.1.9 Autonomy outside English language teaching classroom**

Autonomous learner can take a number of ways to enhance their learning. It takes many different forms since different learners enact autonomy in different ways. Benson (2007) stated, modes of practicing autonomy beyond the classroom include self-access, CALL (Computer Assisted Language Learning), distance learning study abroad, out of class learning and self-instruction. As he mentioned several modes of learning involve in autonomous learning but these modes also demand ability for autonomy. It shows that it is not easy for those kinds of students who are less capable for autonomous learning. In this case teachers have great role as coach, facilitator, or advisor rather than just an information deliverer (Guo,2011). Out of class also one of the modes of learning beyond the classroom. Benson (2013) defined out of class learning as any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning, and self-directed naturalistic learning.

In addition, these studies (Chan, 2011; Hyland, 2004; Pill, 2001; Suh et al., 1999; Wu, 2012) also indicated popular out-of-class activities in which language learners like to engage in an Asian context. Such activities include:

- I. Surfing the Internet
- II. Engaging in online communication
- III. Watching movies or TV programs
- IV. Reading newspapers or magazines;
- V. Listening to songs or radio stations.

Benson (2007, p. 26) encapsulates different modes of autonomy beyond the classroom. They are: self access, computer Assisted Language Learning, distance learning, tandem learning, study abroad and Self instruction. These modes also play significant role in fostering LA.



Students have much more opportunities to learn a language outside the classroom through the continuous development in technology. Gremmo and Riley (1995) mention that: developments in technology have made an undeniable contribution to the spread of autonomy and self-success. The tape-recorder, the fast-copier, TV and the video-recorder, the computer, the photocopier, magazines, newspapers, fax and e-mail, all provide a rich variety of tools and techniques for the implementation of self-directed learning (p. 153). Gremmo and Riley (1995) point out that “the first resource centers and self-access systems were developed in the late 1960s and early 1970s” (p. 156). They added that “the major lesson which has been learnt from resource centers is that if they are to be successful, they must provide some sort of learner-training” (p. 157).

#### **2.1.10 Learning Strategies**

An old proverb stating “Give a man a fish and he eats for a day, teach him how to fish and he eats for a life time.” (Wenden, 1985) actually outlines the intimate relationship between autonomy and strategy use. Learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (Scarcella and Oxford, 1992, p. 36) When the learners learn consciously choose strategies that fit his or her learning style and second language task at hand , these strategies become a useful tools for active, conscious purposeful learning strategies or self-regulated action to promote learner autonomy.

O’Malley and Chamot (1998, p. 85) presents language learning strategies are “the special thought or behavior that individual uses to help them comprehend learn, and retain new information”. In the same regard, Chon (1998 as cited in Gass and Selinker 2009, p. 439) defines as:

Language learning strategies are those which are consciously selected by learners and which may result in action taken to enhance the learning or use of second or foreign language through the storage, retention, record and application of information about that language.

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. Inference: 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)

#### **2.1.10.1 Definitions of Learning Strategy**

Language Learning Strategies concept was defined in different ways by different researchers. There has always been a debate concerning the definition

of LLS which has resulted in a great number of perspectives on the definition of the concept.

Rubin (1987) “strategies which contribute to the development of the language system which the learner constructs and affects learning directly” (p. 22).

Carrell, et al. (1989) “the kinds of cognitive, meta-cognitive, social, and affective strategies that learners employ” (p. 3).

Oxford (1990) “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8).

Green & Oxford(1995 ) “specific actions or techniques that (learners) use, often intentionally, to improve their progress in developing L2 skills” (p. 262).

#### **2.1.10.2 Language Learning Strategies**

Students can use different strategies to make their learning easy. These language learning strategies have been differentiated into four main categories (Cohen et al. 1996) and they are described as follows:

- a. Cognitive strategies usually involve the identification, retention, storage, retrieval of words, phrases, and other elements of the target language (e.g. using prior knowledge to comprehend new language material, applying grammar rule to a new context, or classifying vocabulary according to topic).
- b. Meta-cognitive strategies deal with pre-planning and self-assessment, online planning, monitoring and evaluation, as well as post evaluation of language learning activities. (e.g. previewing the language materials for the day’s lesson, organizing one’ thoughts before speaking, or reflectingon one’s performance).
- c. Social strategies include the action that learner select for interactingwith other learner, a teacher, or with native speakers (e.g. askingquestions

for clarification, helping a fellow student complete a task, or cooperating with others).

- d. Affective strategies serve to regulate learner motivation, emotions, and attitude (e.g. strategies for reducing anxiety, for self-encouragement and for self-reward). (p. 4)

### **2.1.11 Constructivist Learning Theory**

It states that learner-centeredness arose from the notion that each adult language learner has a unique set of communicative needs. The basic premise of constructivist theory is that people are said to learn when they have gained experiences from what they learn. That is, people create their own meaning through experiences. Scientists and philosophers like Dewey (1996), Piaget (1973) and Vygotsky (1978) are the originators and contributors of this theory.

Constructivism claims that, knowledge cannot be taught rather it is learnt in means constructed, Thanasoulas(2000, as cited in Hadi 2012).

Constructivism views the formation of knowledge as an active subject that creates cognitive structures in their interactions with the environment. The most important thing in constructivism theory is that in the learning process; the learner should get the emphasis. Learners must actively develop their knowledge not others. Learners must be responsible for their learning outcomes. Students find out themselves if they made mistakes during their learning. Constructivist strategy emphasizes conceptual understanding rather than rote learning. This theory also motivates learner to be active. In the same time Bruner's cognitive theory also supports Piaget and Vygotsky's theories. It says that learning is an active process in which learner creates new concept based on their experience. This theory also said those learners are responsible for decision making, constructing hypothesis, choosing and changing information on the basis of their knowledge and experiences. The main argument of constructivism is that each learner constructs his or her own knowledge through interaction between what they already know and the new

ideas, information and experiences they encounter. In this approach, language learning does not involve adopting sets of pre-determined rules; instead, each learner brings their own understanding and relates it to the target language.

Constructivist learning requires the teacher to rethink the organisation and management of learning according to principles of autonomy prompting learners to take responsibility for their own learning to transform their own learning process. As Reinders states,

constructivism gives a more central stage to the learner by focusing less on the knowledge to be transmitted, and more on the process of constructing, reorganising and sharing that knowledge. In this process, the learner plays a key role. In order to be successful, learners need to be made aware of their own learning and how to manage it (Reinders, 2010, p. 40).

### **2.1.12 Transformative Learning Theory**

This theory was originated by Jack Mezirow is described as being "Constructivist an orientation which holds that the way learner interpret and reinterpret their sense experience is central to making meaning and hence learning " (Mezirow, 1991). Mezirow's original theory has been elaborated upon by others, most notably Cranton (1994; 1997) and Boyd (1991). The theory has commonalities with other theories of adult learning such as andragogy (Knowles), experiential learning (Rogers and Cross). He was influenced by constructivist theory. And also transformative learning theory agrees with the principles of constructivism that knowledge is constructed. His work was influenced by Freire (1970), Transformative learning theory as "Consciousness raising." Critical consciousness refers to a process in which learner develop the ability to analyze, pose, questions and take action on the social, political,

cultural and economic context that influence and shape their lives" (Dirkx, 1998, p. 3).

Mezirow (2000) presented some characteristics in transformative learning theory. They are:

- a) The learning process is controlled by learners.
- b) The learners aim to identify their culturally persuaded responsibilities and difficulties, so the learners can act to overcome them.
- c) The teacher guides students to be self confident in new roles and activities.
- d) The teacher facilitates self-reflection and open dialogue in the class, etc.

### **2.1.13The Adult Learning Theory - Andragogy**

Malcolm Shepherd Knowles' (1913-1997) was an American educator well known for the use of the term Andragogy as synonymous to the adult education. It is based on adult education. Knowles defined andragogy as "the art and science of helping adults learn," and contrasted with pedagogy, "the art and science of helping children learn"(1980, p. 43). According Malcolm Knowles, andragogy is the art and science of adult learning, thus it refers to any form of adult learning. (Kearsley, 2010). It became a better point for those trying to define the field of adult education as separate from other areas of education. Form the above definition, it is art or science of adult teaching; it deals with the adult but pedagogy deals with child leaning. It remains as the most learner-centered of all pattern of adult educational programming.

Learner autonomy is directly linked with adult learning theory. Adult learners are self-responsible and autonomous and the teacher is a facilitator of learning rather than content delivers.

Knowles' 5 Assumptions of Adult Learners:

### **1. Self-concept**

As a person matures his/her self-concept moves from one of being a dependent personality towards one of being a self-directed human being.

### **2. Adult learning experience**

As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

### **3. Readiness to learn**

As a person matures his/her readiness to learn becomes oriented increasingly to the developmental task of his/her social roles.

### **4. Orientation to learning**

As a person matures his/her time perspectives changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation towards learning shifts from one of subject- centeredness to one of the problem centeredness.

### **5. Motivation to learn**

As a person matures the motivation to learn is internal.

To sum up, adult learners have good experiences and they know how it will benefit them. They also want to develop their self-identity, self-determinant from their experiences. Autonomous learners have their own way to learn, own orientation to learn and they are ready to take to any kinds of responsibility of their learning. More specifically, they are self-motivated, intrinsically motivated and gives internal priorities are more important than external motivators. Therefore, autonomy is based on adult learning theory.

#### **2.1.14 Heutagogy: self-determined learning**

It is a learning theory developed in 2000 by Stewart Hase of Southern Cross University and Chris Kenyon in Australia is the study of self-determined learning. Heutagogy expands upon the self-directed learning practices of andragogy by having learners take an active role in developing in their own learning skills to meet their needs. The student chooses the learning path by reflecting upon his/her strength and weakness, and exploring new strategies that fit his/her learning style.

Heutagogy is a student centered instructional strategy that emphasizes the development of autonomy, capacity, and capability. The heutagogical approach encourages students to find their own problems and questions to answer. Instead of simply completing the tasks teachers assign, these learners ponder to seek out area of complexity in the subject they study. The heutagogical approach can be viewed as a progression from pedagogy to andragogy to heutagogy, with learners likewise progressing in maturity and autonomy (Canning, 2010). It shows that more matured learners require less instructor and course structure and can be more self-directed in their learning than less matured learners.

### **2.2 Review of Empirical Literature**

A numbers of researchers have tried to carry out research in different aspects of learner autonomy. In this section I have reviewed the following researches:

Holace (1979) who initiated the study on learner autonomy with his seminal study. He also defines the term as "the ability or capacity to take charge of one's own learning." He boosts on the significant of autonomous learning in language learning.

Cotteral (1995) conducted a research in American University of Sharjan on "Developing a Course of Strategy for Learner Autonomy". The aim of this



research was to find out the crucial role played by teacher/learner dialogue about learning in the classroom, and considers the implications for materials, task design and time management. It was found that time must be made available within programmes for teachers and learners to engage in dialogue about the learning process.

Voller (1997) observed the teachers' role in the development of autonomy. He found that the teacher must have clear view of the attitudes and beliefs understanding their views of autonomous languages learning. In the same ways, Reinders (2000) conducted a research to find out learners' perspectives on learner autonomy and self access language learning. The result showed the positive reaction of learners towards the self-access and independent learning though the learners were found to have shallow understanding of it. Similarly, Finch (2000), Benson (2001), Vu and Zhan (2004) have made a comprehensive overview on learner autonomy in language learning respectively. Based on their researches three dimensions are mentioned, that is, definition of learner autonomy, a factor affecting learning autonomy and the approaches to the fostering learning autonomy.

Nuru-razik (2006) conducted a research to explore the practice of autonomous learning by English major students at AAU. The result showed that students' use different strategies and also they are aware of meta-cognitive strategies.

Burcuc (2008) investigate the relationship between degrees of learner autonomy, use of strategies for coping the relationship between degrees of learner autonomy, use of strategies for coping with speaking problems and success in speaking problems and success in speaking class of the participants. The result of this study showed that learners with low speaking grade are worse than learners with high speaking grades during the use of strategies for coping with speaking problems on the whole.

Joshi (2010) entitled 'Learner Autonomy: A Case of M.Ed. Students' used mixed method research design to explore the autonomous learner activities at

Tribhuvan University. The main objectives of this research were to explore what students' perceptions are of the roles of their own and that of their teachers in learning and to find out how learner autonomy has been watched from the teachers' view point. Data were collected through questionnaire and interview as main tools and collected data were analyzed qualitatively and quantitatively.

Moreover, it also explored the role of learner and teacher. The findings of this research showed that students undertake various plans and activities so as to learn and improve their English. It showed that the learner make good practice of autonomous activities from the analysis of their response of the teachers, it has been found that autonomous learning is very important for the learners. Similarly, Joshi (2011) also carried out his research in same area and found same results.

Neupane (2010) conducted research on "Learner Autonomy: Concept and Consideration." This research began with the concept of autonomy and goes on to consider different aspects of autonomy. The research highlighted that total autonomy is neither feasible nor desirable in formal language learning context, it argues that learner autonomy is necessary for making someone lifelong learner. She found out that the learner should be provided with the skills necessary for the lifelong pursuit of knowledge.

Van (2011) conducted his study across 24 universities in Vietnam to investigate the perceptions of Non-English Majored students on being autonomous learners. It was a large-scale study that involved 631 students. The findings revealed that students were not aware of the concept of autonomy, and were satisfied with their current learning environment (pg 43, 46).

XiaolingZou (2011) has implemented computer assisted language learning to supported and practice learner autonomy since 2003. A comparative study focusing on learner autonomy is likely to provide useful insights into the progression of autonomy in language learning. This research found that more

autonomous learning practice and constructive interactions among learners and more support from teacher and university should give.

In the same ways, Kulsirisawad (2012) focused that the criticism of the traditional way of teacher feedback provision and the use of peer feedback activity as a means to help language learners to be responsible for their own learning, in her article on "developing Learner Autonomy in EFL Classroom via Peer Feedback." The aimed of this research was to discuss the concept of promoting learner autonomy in EFL writing classroom using questionnaire to teachers and learners. It was found that the educational polices should encourage the implementation of learner centered instruction.

Likewise, Catter all (2013) carried out the research on promoting learning through the curriculum. The article proposed five course design principles of language courses which seek to foster learner autonomy. The paper concluded with these principles will contribute both to learners control over their own language learning process and to their developing language proficiency.

Furthermore, Paudel (2013) carried out a study on "Teachers Perception of their Role in Promoting LA". The main purpose of this study was to find out the perception of teacher role in promoting LA. The researcher used mix methodology design and questionnaire consisting open-ended and close-ended as a research tool. It was found that teacher have to perform dynamic roles to foster their learning activity involving them in different activities like project work, report writing, etc consulting different self-access centers.

Hussein (2014) wanted to examine learners' readiness to be autonomous. He conducted his investigation on 140 students who were enrolled in two introductory courses in English at a university in Palestine. The study specially measured learners' readiness on aspects such as responsibilities, abilities and their readiness to perform autonomous activities in English. The data from questionnaires and interviews revealed that the teacher was held responsible for a student's success or failure. However, they were willing to exhibit

autonomous behavior if they were given a chance to do so. The researcher calls for training to raise awareness of the benefits of autonomous learning.

Sapkota (2014) carried out research on "use of self –Access Centers for Learners Autonomy." The aim of the study was to investigate the autonomous activities of the students in learning in self access center and to find out teachers attitude towards self access centers. It was survey research with sample of 8 teachers and 80 students using questionnaire and interview as data collection procedure. It was found that learners themselves are the primary sources to develop their own English language learning capacity.

Another study belongs to DemircanYıldırım (2014) who aimed to find out the beliefs and practices of 64 EFL instructors at a state university in Turkey regarding learner autonomy. The data were collected through questionnaires and interviews. It was found that the participants' opinions were positive towards learner autonomy, and they were eager to help their learners be more involved in learning process. Thus, they were fond of fostering learner autonomy; however, they thought that the learners did not have many efforts to be more autonomous. A study carried out in an Iranian context by (Farahani, 2014) involves 450 EFL learners, 219 female and 186 male. By analyzing data obtained through a questionnaire, semi-structured interviews and non-participant observations it was concluded that there was a gap between learner's awareness of autonomous learning and practical usage in the classroom. Learners felt that they were motivated; however, they believed that the teacher is indispensable and should be the one who should be responsible for creating awareness in the learners towards being autonomous.

Khanal (2014) conducted a research on "Activities used for Promoting Learner Autonomy." This research aimed to find out the students strategies for promoting autonomy in their language learning and to find out the teacher's activities for promoting learner autonomy in language learning. It was the qualitative case study design conducted by using autonomous activities scale

and observation as the main data collection tools. He had selected the purposive non-random sampling procedure and collected data by observing a class of 30 students and a teacher at Reliance International Academy grade XII. This research found that the teacher played the role of facilitator, guide, participant and dynamic resource for promoting learner autonomy.

Yi Wang & Ming-xin Wang (2016) carried out research on 'Developing Learner Autonomy: Chinese University EFL Teachers' Perceptions and Practices.' This study investigated 44 Chinese university EFL teachers' perceptions and practices about LA. The findings showed that teachers understood the basic features of LA and to some extent said they implemented LA in their practices, yet those who implemented it were inhibited by various contextual challenges regarding students, teachers, the institution, and Chinese culture. The LA-focused workshops were found beneficial in enhancing teachers' understanding of the notion as well as its practical applications.

Sofraci (2016) investigated the perceptions of EFL instructors and Turkish EFL pre-service teachers regarding learner autonomy. A questionnaire was given to 123 instructors and third and fourth year pre-service teachers. The findings indicated that the majority of the participants found they supportive in relation to promoting learner autonomy. When in-service and pre-service teachers were compared, it was found that pre-service teachers were more supportive of involving learners in the decision of time, place and pace of the lesson, record keeping, course objectives, course content, selecting course materials, interaction pattern, classroom management and homework tasks. As seen, studies in the literature mainly focus on the perceptions of learners and teachers regarding autonomy or how autonomous they perceive themselves. However, research examining the term autonomy in pre-service teacher education is scarce and the impact of any practices or content to foster autonomy among student-teachers is yet to be discovered. For this reason, the study aims to investigate the impact of a course specially designed to foster learner autonomy among pre-service teachers and their opinions regarding this process.

ErdiHa imo ulları (2017) carried out research on 'Fostering Learner Autonomy outside the Classroom at an English Preparatory School.' The main purpose of the study was to identify the FLEPS students' and instructors' perceptions as regards fostering learner autonomy outside the classroom. In this case study, the mixed method approach was used to gather both quantitative and qualitative data. The participants were 10 instructors and 105 students from the FLEPS. The results revealed that generally the students watch movies and listen to music outside the classroom to improve their English. Moreover, the results showed that there is an urgent need for updating the materials and renewing the SSSC's resources and facilities.

Nguyen (2017) conducted research on 'promoting learner autonomy: Lesson from using project work as a supplement in English skills courses. This study aims to report the impact of project work in teaching English language skills on the learner autonomy of students in an English Language Teacher Education program. Fifty English teaching-majored second-year students in project work over two semesters. Two instruments employed to assess their learner autonomy include a self-assessment questionnaire and two group interviews. The results showed that the students gained a higher degree of learner autonomy after participating in project work.

Lately, Norah ManourAlmusharraf (2017) investigated EFL students' perceptions and applications of autonomous learning strategies for purpose of English vocabulary development, as well as their adapted method for learning English. The findings reveal that the implementation of autonomous learning is a significant factor in students' intrinsic engagement and motivation to develop vocabulary knowledge.

Darsih, (2018) carried our research on 'fostering language learner autonomy: Indonesian EFL lecturers' voices'. This explorative study was conducted to find out lecturer's beliefs about learner autonomy and the activities done by the lecturers to foster learner autonomy. Seventeen lecturers from English

Education Study Program were voluntarily investigated and interviewed. The study revealed that majority of students were assessed to be not autonomous yet and there were various efforts and activities done by the lecturers to improve learner autonomy, such as providing a project based assignment, recommending a specific web and English mobile applications to assist their learning, keep motivating the students, fostering reading habit, involving students to select materials, and applying various teaching methodology.

Paudel (2019) carried out research on "Learner Autonomy Practices in English Language Teaching in EFL Context." This study aimed at exploring the practice level scenario of LA in English language teaching and learning. It was the qualitative research where the researcher used class observation, FGD as research tools. It was found that the majority of students and teachers did not adopt English language teaching and learning and almost teacher oriented classroom. Students were also not much responsible towards their leaning.

There a number of researches carried out in different aspects of learner autonomy by different researchers. However, there is lake of researches in learner and teacher strategies to make teaching and learning autonomous and challenges faced by the EFL learners. That is why the researcher is more curious to carry out research in this topic.

## **2.3 Implications of Review Literature**

Through the intensive study on theoretical and empirical literature I got clear direction to conduct the research. I have reviewed many literature related to learner autonomy their strategies.

From the review work of Holace (1997) it showed the important of autonomous learning in language learning. From Cotterall (1996) learnt that learner autonomy should be developed through different strategies keeping them inside the course. Voller (1997) found that teacher must have clear view regarding learner autonomy. Reinder (2000) found positive reaction of learners towards

the self-access learning. Nuru-razik found that students' use different strategies and also aware of meta-cognitive strategies. Burcuc (2008) showed that learners with low speaking grade are worse than learners with high speaking grades during the use of strategies for coping with speaking problems on the whole. Joshi (2010) found that autonomous learning is very important for the learners. Neupane (2010) highlighted the necessity of learner autonomy for making someone lifelong learner. XiaolingZou (2011) found that autonomous learning practice and constructive interactions among learners and more support from teacher and university should give. Asmari (2013) found that teacher should involve learners in their own learning. Sapkota (2014) has found that learners themselves are primary source to develop learner autonomy. Similarly, Khanal (2014) has found the teachers role as facilitator, guide, participants and dynamic resources for promoting learner autonomy. Yi Wang & Ming-xin Wang (2016) carried out research on 'Developing Learner Autonomy: The findings showed that teachers understood the basic features of LA and to some extent said they implemented LA in their practices, yet those who implemented it were inhibited by various contextual challenges regarding students, teachers, the institution, and Chinese culture.

ErdiHa imo ulları (2017) carried out research on 'Fostering Learner Autonomy outside the Classroom at an English Preparatory School.' The main purpose of the study was to identify the FLEPS students' and instructors' perceptions as regards fostering learner autonomy outside the classroom. The results revealed that generally the students watch movies and listen to music outside the classroom to improve their English.

Similarly, Almusharraf (2017) has found that the implementation of autonomous learning is a significant factor in students' intrinsic engagement and motivation to develop vocabulary knowledge. Darsih, (2018) carried out research on 'fostering language learner autonomy: Indonesian EFL lecturers' voices'. The research revealed that teachers provided a project based assignment, recommending a specific web and English mobile applications to



assist their learning, keep motivating the students, fostering reading habit, involving students to select materials, and applying various teaching methodology.

Paudel (2019) deplored the practice level scenario of LA in English Language teaching and learning. It was qualitative research; He observed the classes and conducted focus group discussion. It was found that the teachers and students were positive towards LA in real sense, the majority of students and teachers did not adopt English language teaching and learning and almost teacher oriented classroom.

Learner autonomy is one of the dominant concepts of second language teaching and learning. Changes in the world of research and second language teaching have incorporated new trends in terms of teaching and learning practices in language class. There are no single methods in the world which is appropriate in language teaching. In this case, LA is one of the best supporting approach in second language classroom.

The literature review is an integral part of the entire research which provides in-depth knowledge in subject matter to the researcher in their area. It has significant role in every step. After reviewing the literature I got a lot of ideas fostering learner autonomy. These reviewed documents provided me theoretical background to the study. And it provides me clear way to carried out research.

By reviewing different theories, which are dominant in second language teaching and learning field. All these reviewed theories also focused on learner autonomy. These all theories and concepts are related to the learner age, psychology, learning strategies, learning attitudes, learner motivation and their learning styles. These theories kept the learner in the central part. It shows that learners are the focal points. Until and unless learners are ready to learn, taking their responsibility and control themselves, real learning cannot take place. So, theories that knowledge is not transmitted but constructed. To do so, we need

to create conducive environment and provide scaffolding in their learning. It also shows that teacher also arouse the interest to the learner not to force towards learning. These research works were to some extent related to my study. The reviewed works were similar with the present research in the sense that their works tried to investigate the teachers' perception learners' perception, role of motivation, readiness of learner to be autonomous, maximizing learner strategies, to promote learner autonomy in ELT classroom, autonomous activities inside and outside the classroom. Similarly, the researcher has reviewed some fruitful ideas such as teachers' role, learners' role, and various learning strategies. Theoretically all these literatures are related to my study. Though, the present study is different from aforementioned reviewed research work in the sense that it tries to explore the strategies, techniques and challenges to promote learner autonomy.

I have reviewed several documents that is, book, article, journals, etc. The researches carried out by these all researchers are the prime source, and basis of my research study. Empirical literature provides me different ways to carry out research. Through those literatures the researcher comes to know the different methodologies for conducting research. Moreover, it also provides wide range of issues in second language teaching. At the same time, these provide insightful knowledge in the related research topic. In addition, it also helps to develop the framework of this research study.

## **2.4 Conceptual Framework**

The conceptual framework offers many benefits to a researcher. For instance, it assists the researcher in identifying and constructing his/her world view on the phenomenon to be investigated (Grant&Osanloo, 2014). According to Miles and Huberman (1994, p. 18) "conceptual framework is a written or visual representation that explains either graphically or in narrative forms." On the basis of all these reviewed documents I have developed my conceptual framework. Thus, the present study was based on the following conceptual framework.

## **CHAPTER-THREE**

### **Research Methodology**

In this section, the researcher describes a design for study, methods of the study, its participants, the study site, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis procedures and ethical considerations.

#### **3.1 Design of the study**

In this study researcher has used narrative inquiry research design. Narrative inquiry is a way of understanding and inquiring into experience through "collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus" (Clandinin&Connelly, 2000,p. 20). This study is a qualitative exploration of learner and teacher strategies that they used to make autonomous and challenges, their struggle to make autonomous. This research will also provide deeper insights for developing learner autonomy.

##### **3.1.1 Narrative Inquiry**

Narrative Inquiry rings storytelling and research together either by using stories as research data or by using story telling as tool for data analysis or presentation. It is a form of qualitative research which involves eliciting and documenting stories of individuals' life experiences. Narrative inquiry is based on the premise that we understand or make sense of our lives through narrative (Bruner, 1990). It has been used in the field of language education to investigate motivation, identity, and multilingualism, learning strategies, learner autonomy and a variety of other aspects. Interviews are the principle method of data collection; however participants can write their own stories. Sometime researchers analyze previously published autobiographies, memoirs and other genres. The stories are often analyzed using thematic analysis

procedures such as categorical content analysis, common in qualitative research.

### **3.2 Population, sample and sampling strategies**

For this study, the population were all secondary level English teachers and students in Kathmandu valley. Four English teachers and three groups of students were the sample of this study. Each group contained ten students. The researcher used purposive non-random sampling procedure to select the informants to fulfill the objective of this study.

### **3.3 Research Tools**

Researcher has gained insight into different perspectives from students and teachers through EFL classroom observation, semi-structured interview and focus group discussion with thirty students. To get authentic data, some open ended questions were used for semi-structured interview with teacher to get reasonable data.

### **3.4 Sources of Data**

Both primary and secondary sources were used for the collection of required information. The primary sources were used to get the information strategies and challenges for the learners and teacher whereas Secondary sources were used in forming the theoretical part of the research.

#### **a) Primary source of Data**

All the selected 4 teachers, 30 students and 4 schools were the primary sources of data.

#### **b) Secondary Source of Data**

In order to complete the study researcher consulted various books, journals, thesis, and articles and visit some related websites as a secondary source of data

to collect more information. Moreover, researcher will Consult the Holace (1979), Finch (2000), Zhan (2004), Bucue (2008), Joshi (2010), Neupane (2010) Anne Feryok (2013), Harmer (2007), Creswell (2014), Phyaket.al(2017), Paudel (2019) and so on.

### **3.5 Data Collection Procedures**

In order to collect the authentic data researcher was followed the stepwise procedures in carrying out the investigation.

- a) At first, researcher visited the selected teachers and students of Kathmandu valley and establishes the rapport with them.
- b) It was informed them about the processes and objectives of my study.
- c) Then, researcher consults and explains them about the purpose of the study and requests them to take part in it. He assured them the confidentiality in terms of ethics regarding the obtained information through interview.
- d) Researcher conducted the semi structured interview of the teachers and students.
- e) He took interview using numbers of provoking questions to elicit more information needed for my research.
- f) At last, he thanked them heartily for their kind co-operation.

### **3.6 Ethical consideration**

The ethical consideration is an important part of any research body which has significant value in research field. Every respondent have their right to privacy. Participants were informed the purposes of the study and their value of participation on research. Therefore, in the process of collecting data, analyzing and interpreting data, all the ethical issues were considered. In order to maintain validity and reliability of research, researcher will not harm authentic data and sources. And the researcher took permission from the concerned authorities. Participants' identities were anonymous and they would not harm in any conditions. Similarly, to avoid the plagiarism and intellectual theft, I have

mentioned proper citation and references. Result was derived on the basis of collected data from the teachers and students.

## **CHAPTER – FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the analysis and interpretation of data. The researcher mainly used thematic approach to analyze and interpret the collected data in different headings. The responses from the teachers regarding their strategies, opinions and practices for fostering learners' autonomy were analyzed and interpreted under the following quotes from them to illustrate the main themes which were developed.

#### **4.1 Strategies for Fostering Learners Autonomy in EFL context**

Learners are in the process of becoming autonomous and are expected to be a real life learner. It is the responsibility of the teachers to make them autonomous learner. Autonomous learning is an individual and gradual process of self awareness which involves the sharing of control between teachers and learners, while offering learners extended opportunities to take responsibility for their own learning. To make their students more autonomous teachers should use different strategies. In this regard the researcher asked first question to the respondents, i.e. *What is the role of teacher in fostering learning autonomy? What kind of strategies do you follow to make learners more autonomous?* was mainly answered by teachers through analyzing the audio recorded teacher interview session.

##### **Self Directed strategy:**

There are numerous ways to help students become self-directed and autonomous learners. Learners should be presented with choices to avoid rigidity in the mode of learning because freedom in learning encourages the learner to become more creative. Self directed is creating situations in the classroom to direct one subject or one dependent learner to another and degree of teacher talking should minimize. To support these statements participants A shared:



*I always give opportunity to the students choose their topics of interest also ask to pick topics for upcoming class, what they want to discuss, and evaluating them in terms of their usefulness in class.*

This statement argues that learner should get plenty of opportunities in the EFL classroom either in the selection of course content or discussion on any matter. If they get good platform they will be more responsible and autonomous. Learner is also being prepared for the upcoming class. They select topic where they are more interested. And it helps to go in depth in selected topic. Where learner gets more freedom they learn freely and also will be more responsible learner. The role of teacher is facilitative and creating the learning situation in the classroom. The learners do different activities following the situations created by the teachers like pair work, group work, presentation, etc. So, the teacher develops the best nurturing environment in the classroom. Teacher should provide different activities to the students and evaluate their works.

### **Using authentic experience**

There is strong convergent evidence that, for students to learn a new or a foreign language independently, they need to engage in authentic, informal conversation inside and outside of the classroom. In authentic learning, students are offered support to attain tangible, valuable information worth sharing with their community outside the classroom. The First (A) informant argued:

*I often initiate the class with authentic experiences and real life examples. It also promotes the learners present in authentic setting.*

This strategy can be a helpful tool for educators who design their curriculum to consider students' prior knowledge, independency, and real-life experiences. It also suggests that teachers should also encourage students to self-direct their learning. Students can write stories, essays, poem and so on on the basis of their lived experiences. When they starts with their own experiences, teacher

just need to guide and show them proper way. Learner themselves will bring rich contents and can go through the contents and they can make it more authentic knowledge. Participants **B** added:

*I provide them task with context and just give them clues and make them hungry and create hungriness with them. I just paraphrase the task and ask them to present their ideas. But teacher should give clear ideology and terminology so that they will be more responsible.*

It shows that teacher should provide the clear guideline to their students and create suitable contest. At the same time, teacher job is to create eagerness towards learning in their learner. Learners are like clay so teacher can create any shapes as their wish. For instance, teacher can provide different skeleton of the story and learner can develop on the basis of their knowledge and those guidelines. But teachers should give crystal clear tasks where students shows their interest and can perform well. Teacher role should be facilitator and guide rather than authoritative.

But in the context of Nepal, teacher has prime role inside the class room. These types of traditional strategies are still practiced in EFL class room where teacher presents the task and teacher provide note mad by themselves. They do not focused on creativity rather they just focused on the exam based. Therefore, learners are still not become autonomous.

### **Motivational Strategies**

One significant factor of the successful implementation of autonomous learning is the students' incentive to learn.

By accepting responsibility for their learning, students may be able to better understand the language by covering different vocabulary, grammar and language skills. Despite its significance, learner autonomy is still rarely considered an aspect of the language-learning curriculum. It can be argued that a foreign language can only be better understood with much practice, self-

regulation, and motivation—the central characteristics of autonomous learning (Little, 2007; Yeung, 2016). To support this statement, participant A said:

*Even the most experienced or independent students need some counseling in terms of what to study, where the material are, which one is essential to study. So I often provide them knowledge based motivation.*

It is said that teacher should encourage learners to follow the reference materials, authentic documents. In the same way, learner should be motivated to develop notes themselves rather than following the teachers prepared notebook. Teacher can motivate the students by making the context interesting. For instance, when teacher is teaching a story 'A secret story of two sisters' he/she can stop where the story is going to twist and then students continue to read. They think that something is going to happen. So they could not stop there. And teacher also makes them aware of uses of English as global language and its importance in the global arena.

Similarly, the teacher also generates the freedom and courageous context. Until and unless teachers keep students in control environment, autonomy is not enhanced. So, keeping them free and encouraging them for involvement in learning, they can develop the further autonomy activities. The encouragement, clarification of the goals, providing hints, handouts and reading materials are the learning process that helps learners to develop in SDL. Same as participant B argued:

*Yes I do, while teaching story or essay in EFL class, I provide some of the lines of the story or essay picking by different paragraph and ask them to identify. It is no necessary to say read this story but those lines motivate them to read story where the lines remain also use games.*

This is one of the best ways to drive the students in autonomous activity. Such kinds of activities help learners to be inquisitive and habit of research to find out. The students read the whole story without feeling of insistence directly.

From this kind of activities, students learn different reading skill such as scanning skill, skimming skill, comprehension skill. Game is also one of the best ways of teaching vocabulary specifically, students enjoy with the game and directly and indirectly they learn different skills and knowledge. They are knowingly or unknowingly participating in different activities and also gaining different skills. As respondent 'C'said:

*I believe in independent learning. Mainly I prefer to involve students in their own learning as much as I can (e.g., inquiry-based learning, task-based learning, etc.). My rationale is that students learn best when they have contributed to their own learning and that my job is to teach them not only “how to learn” but “how to enjoy their learning.*

*Respondent D* shared: *I also talk to students about autonomy and its value in the global arena.* It shows that teacher also motivate the students by telling the value of autonomy in the global arena. It helps students to be more responsible towards their learning. They understand the significance of English in the globe and take responsibility towards their study.

### **Interactive or Communicative Strategies**

Students should be given practice in real-life communication tasks as a way of fostering LA. If there is one-to-one communication between teachers and learners then only students can promote their language level in EFL context. Benson, (2013) argues that intensive focus on communication tasks is highly important. Faucette (2001) supports this view by summarizing the issue in the best way:

If one of the goals of language teaching is to produce independent, skilful L2 strategy users, and if we think it is important for our learners to be able to participate in real communication outside the classroom, then how can we ignore communication strategies in our L2 lessons? Perhaps

learner autonomy is one of the most significant goals of communication strategy training. The two approaches go hand in hand and would help teachers develop independent, strategically competent language learners.

(p. 10)

In the similar vein the participants **B** said:

*I often encourage students to communicate with each others. Sometime I give the topic and most of the time they choose the topic themselves and discourse on that. This also develop communicative competency in target language and also become more autonomous in their learning.*

From the above line, the researcher found that teacher can foster LA through communication. It should bridge the gap between learner linguistic and pragmatic knowledge in the second language and the specific communication means needed to cope with unforeseen situations. Communicative activities also help to enhance the use of target language. Teacher also motivates their students to participant in different programmes, such as public speech, presentation, dialogue, debate and so on to promote LA. The teacher can also foster LA through assigning learners to complete autonomy projects, where it allows students to engage in situations that require them to use target language for the purpose of communication (Litle,1995). Teacher organizes different programmes in the school to encourage the students' participation where they can share their ideas, views and thoughts freely. The respondent **C** shared:

*We celebrate the students' success story and birthday. And suggest to the students self-involvement kind of activities and ask them to write and share whatever you have seen and felt.*

From the above mentioned statement, the researcher found that celebration of students success story in the EFL classes also have great impact in the student life for making them self-responsible. When they celebrate their success story

with their teacher and friends it also encourages them towards their learning. It creates a kind of proud moment for them and encourages them for days to come. At the same time, if they are involving in that programme then they can easily express their ideas thought and wishes more freely and actively.

### **Use of technology**

ICT has great role for making learner autonomous. Using technology in the classroom helps a great deal. Han (2015) and Kirk and Casenove (2016) examined learner autonomy using flipped classrooms to develop students' academic writing. A flipped classroom is generally described as one in which the teacher facilitates students' engagement outside the classroom or at home using multimodal activities (e.g., video) to guide students' understanding of the concepts and knowledge before coming to class to negotiate, question, and apply what they have learned on their own. Another participantC also supports this idea and shared:

*I use computer, laptop, and email internet inside the classroom and sometime in the computer lab with students. I also provide some tasks and tell to students' surf internet in computer or watch video related to the task and complete the task themselves with the help of ICT tools.*

From these lines, the researcher found that this kinds of activities helps to engage the learner and generate constructive learning outcomes. It is also found that it is very effective in increasing students' independence in learning. This is friendlier to the students because it promotes a learner-centered approach and uses technology inside and outside the classroom. Muchlis (2015) provided a strategy with which learners and their teachers can embrace technology in the learning process. Technology is also taken as a supplementary tool for fostering LA. It is said that the use of technology helps to foster LA in the sense that they can improve their pronunciation, spelling of words, also plays vocabulary game and listen digital stories that increases self-confident in using second language. By using computer students also make different power point presentation,

project work, border decoration in the school, and also can take help to design different art through the internet. Participant **D** shared:

*I also give those assignments that encourage them to reflect on their goals, needs, progress, weaknesses, values. I assign students tasks that require them to use internet sources outside the class time also. I try to give my students frequent opportunities for independent, student-centred learning in class, usually in small groups or pairs. It helps to evaluate them and they also use ICT tools while doing their assignment.*

But in the context of Nepal, most of the schools do not have such kinds of facilities yet. However, those schools which have such kinds of equipments can use to perform those activities in school. It is equally helpful to the teacher as well as the students in their teaching and learning process.

### **Using Notebook Strategy**

This is also one of the strategies used in EFL classroom to promote LA. Teachers as well as students have their own notebook during learning. Teacher provides their notebook so that they can easily understand the lesson. But this is one of the traditional strategies which have been practicing in EFL class. One of the respondents **C** said:

*I give note and more scaffolding to the students so that they can easily get the ideas of the lessons. I summaries all the lessons (story, poem, and essay) and provide the students and they go through the notebook. Later on I also decrease scaffolding in advance stage.*

From this the researcher found that teachers are still using traditional method to teach the students. Although this the traditional method, is very helpful for the learner to grasp the idea themselves by reading that notebook. It has also great role for promoting LA and self-responsible. It shows that teacher has also a prime role in fostering LA. Teacher need to give scaffolding in the beginning and reduce scaffolding in advance stage. When they became self-responsible

teacher just give feedback and evaluate their tasks. They can read the story, essay and present their idea themselves.

#### **4.2.Challenges in fostering Learner Autonomy in EFL Context**

The researcher asked second question: *What are those challenges you faced in EFL/ESL classes in fostering learning autonomy?*

It is not an easy thing to make the students really become the master of autonomous learning. Especially, LA is applicable in college and university level students than the school level. Little (2000) pointed out the lack of research in the area of learner autonomy stating the "very few instructions are solidly based on research results or the results are inconclusive" (p. 23). As a result, some teachers may not believe in the concept and therefore may not be willing to support initiatives to implement autonomous learning practices in their classrooms. In the context of Nepal, due to the overcrowded numbers of students in class, lack of ICT based tools, resources and time duration in the class, it is very challenging job for teacher to promote LA. All the participants expressed their views about the challenges while fostering learner autonomy. One of the participants<sup>A</sup> shared the challenges faced by him:

*Students have very poor socio-economic and linguistic background. So, it is very difficult to make them self-responsible and teacher need to starts from the basic level.*

Obviously, students are from different socio-economic, socio-cultural and linguistic background therefore they have their own identity. Some of them are from public school where English is not practices in well manner. So they feel difficulty in learning English as a foreign language. And they just get limited expose in language. In this context, teacher needs to start from the basic level. Almost students are dependent on the teacher. So until and unless students become independent they cannot be autonomous learner. Similarly, respondent<sup>B</sup> shared:



*Our English course is not matched with the users' age. My students are good in communication and different skills but course does not have such kinds of lesson which helps to promote their knowledge. I often follow and practice IELTS test, TED videos and so on in the class room.*

The researcher found that the course we have been practicing does not meet the need of the learners. English is taken as a medium of instruction from basic level. But the government course is not updated yet. In the context of Nepal, same lesson is included in secondary level which is in basic level course. Our course only focuses on communication but in general which does not fulfil the demand of 21<sup>st</sup> century students. It is difficult to manage the lesson items and making test item reliable. It is because teachers need to follow the additional courses to teach their students. But participantA argued:

*In my class, students number are very high, diversity in class and no accessibility of required resources makes very difficult to foster autonomy.*

In the context of Nepal the great problem is overcrowded number of students. Because of this situation, it is very difficult to deal individually. If teachers' do not provide proper guidance to the students, it is very difficult to make autonomous. In fact, students are from different social, psychological, physical, cultural and educational background. They have their own emotional attitude. These elements also create challenges for fostering learner autonomy in the classroom. There are not any required infrastructures and materials to conduct learner centred activities in the institution. Lack of availability of authentic teaching materials to teach and test the language skills in the same way, respondentA added:

*Some students are disturbing nature in the class. Therefore, it is very difficult to distribute the individual duty in the class. Their age, gender and thinking attitude create great problem.*

In any classroom, there is diversity in terms of students' nature and attitude. Some students are well in manner and some are disturbing in nature that always disturbs other students. Due to those types of students it is very difficult to create autonomous environment and provide job distribution in classroom. It happens because they are just in adolescent period. They are not much conscious regarding their duty and responsibility. Those types of students also create gender problem inside the classroom. Similarly, participant **B** argued:

*We don't have enough ICT tools in our school which helps to the students' participants in research and self-study. And lack of learners' enthusiasm towards the learning activities also the great problem.*

Although ICT tools have great importance in language teaching and learning, most of the schools do not have enough ICT tools in the schools. Students are still not very much familiar with the computer technology. They do not have any interest to study the course book. And if students do not have positive attitude towards autonomy they cannot be autonomous. Students should be active participants and should have consciousness and intrinsically motivated toward their learning. They have to change their psychology that they always dependent on their teacher. Same as respondent **D** added:

*Some of the students do not have prescribed textbooks with them.*

This statement said that students are completely dependent on their teacher, notes, and lectures. They think that they are receiver the information rather than creating new knowledge. Neither they have prescribed book nor do they create their idea themselves. If they just follow the classroom instruction and notebook they cannot be autonomous learner.

To sum up, fostering learner autonomy is a tough job of teachers, material producers and real practitioners. Lack of enough materials, ICT tools, and teacher and learner enthusiasm towards teaching and learning and well facilitated infrastructures promoting learner autonomy is not possible. Until and

unless teachers are dedicated, students are responsible, institution realized their duty, and it is very difficult to foster LA in EFL context.

### **4.3 Results of FGD**

Learning is continuous process where teachers and students have significant role in their teaching and learning in the EFL classroom. Although teacher has a prime role in promoting learning autonomy, students should initiate their learning process themselves.

For the data analysis, the researcher looked specifically at the role that the student plays in relation to autonomous learning. Little (2007) clarifies that autonomous learning happens when students are asked to investigate or think individually to process meaning-making. Learners need to be aware of different learning strategies so that they can become autonomous language learners (Wenden, 1987, as cited in Tunku Mohtar, 1991, p.13). Markers of learner autonomy include initiation of topic discussion, direct questioning, arguing, and negotiation in the classroom. During FGD the researcher asked various questions however to focus on specific area he asked question: *What is role of students in fostering learner autonomy? What kinds of strategies did you follow to be an autonomous learner?* This question explores the different strategies used by learner in EFL context as an autonomous learner. And second question: *What kinds of challenges did you face as an autonomous learner?* was asked to find out the challenges in EFL context for the autonomous learners.

#### **4.3.1 Learner strategies for fostering Learner Autonomy**

The focus group was done to explore the students' what kind of activities and strategies they performed to develop their own learning capacities. The participants involved in the focused group discussion expressed their expectations on the basis of their level of proficiencies. The researcher found different activities done by the students in the question what kind of activities you do in your learning. In each group, seven students were involved and total

thirty students expressed their activities differently. The activities working in group, discussing with teachers and friends, interaction, studying libraries these all are common activities so more than that peculiar activities are mentioned here. Group **A** shared

*I read authentic books and foreigners written books. I attend different debate, speech, quiz and workshop programme held in school which helps me to generate ideas and explore originality of my potentiality.*

Form the above statement it shows that autonomous students mostly read authentic book which are not only published for pedagogy but for various purposes. And also they used different books written by foreign writers which enhance their knowledge in an international level. They are not only reading local materials but also studying which are published in a global level. They also participants in different programme organized in different schools and institutions in the country where they can express their idea share and generate their idea in different levels. It also helped to be more responsible and independent learners. Then group **C** shared:

*I watched IELTS, TOFEL, English movies; listen to English songs broadcast on the net and TED video in YouTube which helped me to improve all the fore skills, vocabulary and pronunciation.*

It is one of best strategies that used by the autonomous learners. It shows that students also used Information Communication Technology (ICT) to be self directed learners. They used different social media for learning and improving or polishing their language level. They expressed that if they missed any class, they would watch the video or serf in Google in particular topic and read themselves. Learner also listened and watched English songs and movies which are not only sources of entertainment but also equally helps in learning. Similarly, group **B** shared:

*I read not only prescribed books but reference books too. I make own studying schedule of each days and make notes.*

This information showed that autonomous learner not only followed the prescribed book but also focused on reference book too. It is said that for autonomous students there is no limited curriculum but open. Learners learned openly as much as they can because learning is never ending process. They also followed the qualitative schedule in their learning. It showed that learner should not make their class room as world but world should be their classroom. In the similar vein another group **B** presented:

*I also read English newspaper, novels, stories, also used web sources to complete my assignments and online English dictionary to know the meaning and usage of the new words.*

From the above statement we can say that learners also use different resources to develop their fluency and competency in their language. Those resources used by the learners are very much essential for developing autonomy and independency over the language. Which are very helpful in the absence of their teachers. Reading novel books create recreation as well learner acquired knowledge. They also use dictionary to get the meaning of miscellaneous vocabularies and their uses in different situation. Participants also use extra materials to gain in depth knowledge and to update with periodical events and information. Learner also build more confidence by sharing their ideas, content knowledge and it also make classroom more interesting, motivating. Likewise, group **C** expressed:

*I prefer and active style to learn, for examples when I have a word I try to get synonym of it and try to get a picture of the same word. I used many strategies which are so important. It is note taking, finding synonyms and antonyms and also writing diaries. I also love to write an autobiography.*

It shows learners are active but teacher are making them weak. It is because teacher provides limited assignment or tasks. But students want to be free and open in topic. Learners are self inquisitive and knowledge seeker. They find different vocabularies and their synonyms and opposite meaning in context. They also preferred to write diaries and their own autobiography. Which help them to promote their language level and making them self responsible in EFL context. Similarly, two of the group member stated:

*I love to communicate with teacher and friends. So I often communicate in English either teacher or students. Most of the time I use English inside the class room as well as outside the classroom even at home sometime. We were also involved in group work and pair work to make conversation, dialogue, and write description of events, places, experiences and found out the structures from the example.*

This statement said that the learner often converse with each other in their target language to develop their communicative skill not only with the friend circle but also with their teachers. Dialogue is one of the essential elements in language class. Language cannot exist in the vacuum. To develop speaking skill there should be conversation between teacher and students. It also helps to create bold relationship between teacher and student. They also participate in different programme, collective works, field description and writing their own experience. They also reflect their own learning experiences.

Little (2007) clarifies that autonomous learning happens when students are asked to investigate or think individually to process meaning-making. Some of the responsibilities of an autonomous learner are as follows:

- a. Students should initiate their learning process (e.g., self-reflect, suggest, modify, and select specific learning tasks).
- b. Students should formulate their own learning objectives, and teachers amend the learning objectives based on students' understandings and needs.

- c. Students should be responsible, flexible, and curious; they see the need to learn, hold positive attitudes towards learning, and set their own objectives.
- d. Students are questioning, analyzing, exploring, and employing a central role in facilitating and controlling their own learning.
- e. Students should make use of appropriate learning strategies in learning.
- f. Students should monitor their progress, reflect on and evaluate their learning, and rationalize their actions.
- g. Students should think critically and engage in critical reflection.
- h. Students should participate in authentic learning.
- i. Students should observe teachers as coaches and monitors in class.

#### **4.3.2 Challenges faced by Autonomous learners**

Learners are in the process of becoming autonomous and are expected to be a real life learner. It is the responsibility of the teachers to make them autonomous learner. In order to investigate challenges faced by the autonomous learner, they were asked different questions in focus group discussion. Regarding English language learning in EFL context students have faced numerous challenges. Discussion with the first issue, *what kind of challenges did you face as an autonomous learner, although you are self-responsible, independent learners?* Group A shared:

*I have faced many challenges e.g. classroom itself is challenging for me because most of the teachers are still following outdated methods to teach the 21<sup>st</sup> century's children. This does not help to be an autonomous learner in EFL context.*

This argument shows that teachers are still using traditional methods, i.e. teacher centered rather than students centered. In this method teacher has dominant role over the learners. It suggests that teachers should be shifted from traditional way of teaching and they should be facilitator or just creating learning situations in the classroom. Their duties are to make students aware

about their learning. According to Grow (1991, p.129) “The roles of teachers should be authority, motivator, facilitator and consultant”. It should play the role of guide and inspire them towards learning. Likewise, another group **B** argued:

*I have faced difficulty in finding and selecting appropriate materials which resources are beneficial for future study and appropriate in my class.*

Most of the students told that there were difficulty in finding and selecting appropriate materials. And it showed that self-effort might not be enough to be an autonomous learner. It shows that if the students have lack of content knowledge they cannot select the appropriate material for study. In this case teacher should provide them guideline to their learners. Teacher should assist their learner in proper way. Group **C** argued:

*In my school there is no ICT lab and updated library and also no audio visual classroom. Therefore, it is compulsion for us to keep silence in the classroom. If I have any problem in the content I don't have any other source for remedy.*

According to participants, to make the students self responsible or independent learners' autonomy, the administration also should responsible making access of needs and access in ICT tools and lab as well as audiovisual classroom. The administration should create the good situations and environments for promoting self-responsible learners. Same as to develop autonomy in learners, teachers should encourage the learners to utilize the ICT tools and visit library for further study. Autonomous learners can practice a number of ways to enhance their learning. Benson (2007, p. 26) encapsulates the different modes, such as, self-access, Computer Assisted language learning (CALL), out of class leaning, self-instruction and so on. ICT tool are very much essential for self-directed learners however one of groups **B** argued:

*I am not allowed to use mobile, computer, TV at home. If we use once at home my parents go to the school and complain to the teacher and they replied don't*



*let them to use the ICT tools at home it will hamper their study. I want to use it for learning but teacher and parent do not allow using it.*

It shows the lack of consciousness in teacher and parent students are not getting chance to update with the modern technology. But in reality, it is not harmful if they are properly guided by the parents and teachers. If the learner does not get access in ICT tools they cannot learn and it might be the hindrance for the autonomous learners. Learners should allow utilizing these tools in proper manner so that they will get required information during their study time. Due to the advancement in science and technology; it is very helpful for autonomous learners.

#### **4.4Data of Classroom Observation**

To find out the students' strategies for promoting their autonomy along with the teacher's strategies and activities for fostering learner autonomy in language learning in EFL class, the researcher did diary writing. The researcher observed four classrooms to record students' and teacher strategies of teaching and learning and fostering learner autonomy. Classroom observational guidelines and protocol were used to organize and document the data. In each class observation, the researcher was seated at the back of the classroom to have better view of the class interactions. During the classroom observation the activities and strategies adopted by them (students and teacher) were analyzed here descriptively.

Each of these English classes was observed for a week and the whole class session was recorded for transcription and analysis. Researcher filled the check list during the time. These guidelines of classroom observation were used as a tool to allow more exploration of the developments of teaching and learning. It also helps to understand the role of teacher and students to foster the learner autonomy.

When the researcher entered in those classrooms, he found that the classrooms were neither fully teacher centered nor fully students centered. It was the mixed approach used in the classroom. At first he collected some general ethnographic information of the classroom. The researcher mainly focused on the teacher and students strategies inside the classroom and found that teacher as well as students using different activities and strategies in same topic for the same level of students. But in most of the classes teacher starts their class with some motivation. At first, they motivate the students to their course and they create some interest in the lesson. They also dictate some inspirational story of the successful personalities in the world. So it makes them eager to learn and self-learner. It is also found that most of the teachers collaborate with students, monitor their activity, and provide feedback. Language cannot learn in vacuum. If there is no communication among students and teacher it is very difficult to learn the communicative skills. It shows that teacher also give much time in communication and also focused on Student Talk Time (STT) rather than Teacher Talk Time (TTT). Inside the classroom, teacher was just given them guide and students communicate with each other and perform their duty themselves. Teacher was just monitoring their activities.

Teacher also distributed the individual work, pair work, group work in the classroom and they are equally participating in their activity. This is one of the best strategies in large classroom where there is difficult to handle all the students individually. Teacher also gave them some time to reflect their learning. Students also got to express their lived experiences in group of students and teacher. When they reflect their learning experience, lived experiences it was so emotional and heart touching and they could not stop easily. Teacher also organized different programme inside the classroom and distributed different tasks to the students and they performed in the mass. They also got chance to play different language game which is very helpful in developing vocabulary knowledge. At the last of the class, teacher also provided home assignment to the students. Students did the work at home and

present their home assignment in the class like project work in group. It helped to work in group and improve the presentation skills.

The data shows that most of the teacher uses motivational strategy. Teacher raises the consciousness toward learning. But it is also found that they did not use any tools to raise students' motivation. However, they encourage their students, work together together with students. They also monitor the students' tasks but they did not suggest to use authentic and reference book. Teacher used to provide home assignment and they present in the class in different groups and give constructive feedback. But it showed that neither teacher use ICT tools nor students in the class. It shows that students are not well aware with the ICT. And teacher also did not focus on the reflecting writing.

## **CHAPTER – FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **5.1. Findings**

This thesis entitled “Fostering Learner Autonomy: Strategies and challenges in EFL class” was carried out to explore the strategies used by teachers, students and challenges faced by them in teaching and learning for fostering learner autonomy. The main aim of this study was to find out the strategies and challenges for fostering LA.

##### **5.1.1 Teacher strategies for fostering learner autonomy**

- i. It was found that the teacher used self-directed strategies to make learner autonomous.
- ii. He found that the teacher use authentic and lived experience to the students and helps to share the students' experiences.
- iii. The researcher found that students are motivated toward learning English language. They are encouraged to be independent to their works.
- iv. It was found that teacher motivate students to interact with each other in subject matter. They also provide their students platform for discourse.
- v. Teachers used different ICT tools in the EFL classroom to make ease their lesson so that students engaged in their learning.
- vi. He also found that teachers provide notebook to their students to study different lessons. This strategy is very helpful for the students to grasp the gist of the lessons.

##### **5.1.2 Challenges faced by teachers during fostering LA**

- i. It was found that students' socio-cultural background, educational and linguistic background has great impact in fostering LA.

- ii. He found that teacher face difficulty in implementing course in the class because it does not meet the present need of learners. This course is only focused on general communication skill not others where students can express freely.
- iii. It was found that there is large number of students inside the class but time duration is very short. With in limited time it is not possible to monitor all the students at the same time.
- iv. It is found that ICT based tools are not sufficient and there is not appropriate infrastructure for using it.
- v. He found that students' low level of proficiency prevented them from implementing strategies in their teaching. In addition motivation was also a concern. Students were not motivated for long-term goal.
- vi. It was found that relevant resources for both teachers and students were not sufficient and contents of learning was limited to the prescribed syllabus.
- vii. It was found that classroom diversity in terms of their attitude, skills, their thinking, students and parents' ambitions are some of the factors which have direct effect in teaching and learning.

### **5.1.3 Students strategies for fostering LA**

- i. It is found that the students listened different English programme and watch different videos related to English language to improve their language level.
- ii. He found that the students took part in different discourse, debate and speech competition to enhance their English language.
- iii. It was found that the students used different ICT tools to study and complete their assignments, project works and also read different stories, news in computer.
- iv. He found that the students read their text like, stories, dramas, poem, and essays to foster their reading skill and summaries them in their own words after the classroom.

- v. It was found that students write diary and an autobiography of themselves.
- vi. He found that students follow authentic books as well as reference books.
- vii. Students use English with their friends as well as with their teacher inside and out the classroom.
- viii. It was found that the students play different language games to improve their vocabulary, pronunciation and so on.
- ix. He found that the students write event description and write their experiences. It was also found that they have made their schedule for different books and newspaper articles, stories and so on.

#### **5.1.4 Challenges faced by autonomous learners**

- i. It was found that the students faced difficulty in finding and selecting appropriate materials. And it showed that self-effort might not be enough to be an autonomous learner.
- ii. He found that there was lack of ICT tools in school where students are unable to get enough resources.
- iii. It was found that students are not allowed to use mobile, computer and TV in school and at home so it is difficult to use these tools to search out the materials.
- iv. He found that it is difficult for school children to visit self-access, computer Assisted language learning due to their parents. It is because parents do not allow using these materials.
- v. It is found that the resource and course book is not very relevance to the present demand of the students.
- vi. He found that it is compulsion to use prescribed curriculum and materials.
- vii. It is found that the parents have high expectation towards their result. It makes them result and marks oriented rather than knowledge oriented.

## **5.2 Conclusions**

Fostering autonomy does not imply any particular approach strategies to practice. In principle, any practice that encourages and enables learners to take greater control of any aspect of their learning can be considered as a means of promoting autonomy. This thesis entitled "Fostering Learner Autonomy: Strategies and Challenges in EFL/ESL classroom" was carried out to explore the teachers and students strategies for fostering LA and challenges faced by them during fostering learner autonomy. The main aim of this study was to find out the teachers' strategies for promoting autonomy in their language teaching and learning. In LA, learners are involved in decision-making as well as they are motivated to take charge of their own learning by assigning different tasks according to their pace and interests. It helps students to use their own strategies and style to learn English language. EFL teacher and learner believed that promoting learner autonomy could productively increase students' language learning. The research also found all EFL learners were willing and capable of taking responsibility for their leaning when encouraged by their teachers to do so.

After interpretation and analysis of the data, it was found that teacher and student use different strategies and activities for promoting LA. They follow different ICT tools, library, reading newspaper, participating different programmes and so on. . Teacher role also play significant role in learner autonomy. They have used different strategies to overcome from the different challenges. This research finds different strategies used by teacher and learner for fostering learning autonomy.

## **5.3 Recommendations**

On the basis of aforementioned summary of the findings, some of the recommendations have been develop to be used in fostering learners' autonomy. The recommendation has been enlisted in the following three levels:

### **5.3.1 Policy Level**

In policy level, this research study can be implied for the following purposes:

- ) Curriculum designers should make strategies and construct new activities to teach language for promoting autonomy in language learning.
- ) Course designers should create relevant and practical course contents.
- ) School should make effective strategies and plans to teach and learn language in language classroom.
- ) Teacher educator should generate new techniques and strategies according to students' needs and interest in the field of second language learning.

### **5.3.2 Practice Level**

This is the practical level of recommendation. It should be implemented in the classroom. The following recommendations have made:

- ) Teacher should provide ample opportunities to take part in different training packages to develop learner autonomy.
- ) Policy and plan related to the ICT should practice in ground level.
- ) Teacher should practice democratic approach in language teaching.
- ) Teacher should provide different learner centered activities to increase the students' involvement.

### **5.3.3 Further Research Level**

- ) This research is limited only strategies used by four teachers and five focus group discussion, so further research can be the huge numbers of participants in qualitative research.



- ) This research is based on secondary level teachers and students experience, so further research can be higher levels as well as secondary levels.
- ) To carry out a similar type of research in language learning and autonomy.
- ) To find out the various ways of language learning to be autonomous in second or foreign language.

## References

- Benson, P. (2001). *Teaching and researching autonomy in language learning*. UK, Harlow: Longman.
- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40 (01), 21–40.
- Benson, P. (2011). *What's new in autonomy?* Hong Kong Institute of Education, Plenary Speaker JALT 2011.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- Balçıklı, C. (2010). Learner Autonomy in Language Learning: Student Teachers' Beliefs. *Australian Journal of Teacher Education*, 35(1). Gazi University, Turkey.
- Boyadzhieva, E (2016). Learner-centered Teaching and Learner Autonomy. *International Conference on Teaching and Learning English as an Additional Language*, Glob ELT 2016, 14-17 April 2016, Antalya, Turkey. *Procedia - Social and Behavioral Sciences* Vol. 232 (2016) 35 – 40. UK, Elsevier.
- Canning, N. (2010). Playing with heutagogy: Exploring strategies to empower mature learners in higher education. *Journal of Further and Higher Education*, 34(1), 59-71.
- Chan, W. H. W. (2011). Learner Autonomy and the Out-of-Class English Learning or Proficient Students in Hong Kong. *The International Journal of Learning*.
- Chang, K. C. (2012). *Fostering learner autonomy through empowering students in EFL writing*.
- Chik, A. (2018). Learner autonomy and digital practices. In Chik, Aoki and Smit (eds.). *Autonomy in language learning and teaching*. UK: Springer Nature.

- Crabbe, D. (1993). Fostering autonomy from within the classroom. *The Teachers' responsibility system*, 49 (449-452).
- Cotterall, S. (1995). Developing a course strategies learner Autonomy. *EFL journal*, 29 (330-341).
- Cotterall, S. (2000). Promoting Learner autonomy through the curriculum: Principle for designing language courses. *ELT Journal*, 52 (2)109-117.
- Little, D. (1991). *Learner autonomy: definition issues & problems*. Britain: Bourne Press.
- Dikison, L. (1993). Talking shop: Aspects of autonomous learning. *ELT Journal*, 47 (330-341).
- Dam, L. (2007) Teacher education for learner autonomy. *Independence*, 42, 1-2.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Du, F. (2013). Student Perspectives of Self-Directed Language Learning: Implications for Teaching and Research. *International Journal for the Scholarship of Teaching and Learning*. Vol. 7, No. 2. USA, Centers for Teaching & Technology at Georgia Southern University Publication.
- Dewey, J. (1916). *Democracy and education*. New York, NY: Free Press.
- Dickinson, L. and Carver, D. J. (1980). Learning how to learn: Steps towards self-direction in foreign language learning in schools. *ELT Journal*, 35, 1-7.
- Dickinson, L., (1995). Autonomy and motivation: a literature review. *System*, 23(2), 165-174.

[https://doi.org/10.1016/0346-251X\(95\)00005-5](https://doi.org/10.1016/0346-251X(95)00005-5)

- Dornyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Fumin, F.; Li, Zh. 2015. Teachers' Roles in Promoting Students' Learner Autonomy in China, *English Language Teaching* 5(4): 51–56.
- Gardner, D. (Ed.) (2001). *Fostering autonomy in language learning*. Gaziantep: Zirve University.
- Gass, S.M. & Selinker, L. (2008). Second language acquisition. *An inventory course*. London: Routledge. Teaching. (4<sup>th</sup> Ed). London: Longman.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford, UK: Pergamon Press.
- Holec, H. (1981). *Autonomy in foreign language learning*. Oxford: Oxford University Press.
- Hanson, A. (1996). 'The search for separate theories of adult learning: does anyone really need andragogy?' in Edwards, R., Hanson, A., and Raggatt, P. (eds.) *Boundaries of Adult Learning. Adult Learners, Education and Training Vol. 1*. London: Routledge.
- Hase, S & Kenyon, C. (2000). Heautagogy: self-determined learning. Southern Cross University: Australia.
- Harmer, J. (2007). *The practice of English language teaching*. London: Longman.
- Jones, J. (2001). CALL and the Teacher's Role in Promoting Learner Autonomy. *CALL-EJ Online*.
- Joshi, K.R. (2010). *Learner autonomy: A case of M.Ed. students*. An Unpublished M.Ed. Thesis, Tribhuvan University: Nepal.
- Joshi, K. R. (2011). Learner perceptions and teacher beliefs about learner autonomy in language learning. *Journal of NELTA*, vol. 16, 13-29.

- Knowles, M. (1975). *Self-directed learning: A guide for learners and teachers*. Chicago: Association Press.
- Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Cambridge, The Adult Education Company.
- Kenyon, C., & Hase, S. (2010). Andragogy and heutagogy in postgraduate work. In T. Kerry (Ed.), *Meeting the challenges of change in postgraduate education*. London: Continuum Press.
- Kothari, C. R. (2004). *Research methodology: Methods and practice*. New Delhi: New Age International (P) Limited Publishers.
- Kose, G. (2006). Exploring the New role for teachers: Promoting learner Autonomy. *System*, 26 (127 -135).
- Kumar, R. (2011). *Research methodology a step-by-step guide for beginners*. London: Yale University Press.
- Lo, Y. F. (2010). Implementing reflective portfolios for promoting autonomous learning among EFL college students in Taiwan. *Language Teaching Research*. Vol. 14, Issue 1, Jan 2010, p. 77-95. UK, SAGE.
- Larsen Freeman, D. and Long, M. H. (1991). *An introduction to second language acquisition research*. London: Longman.
- Little, D. (1991). *Learner autonomy: Definitions, issues and problems*. Dublin: Authentic.
- Little, D. (2003). *Learner autonomy and foreign/second language learning*. Retrieved October 25, 2009 from
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 14–29.
- Little, D & Hans (2007). *Learner autonomy and second language learning*. London: Longman.

- Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and Principles in Language Teaching*, Oxford University Press, Third Edition (p. 122).
- Lan, Y. J., Chen, N.S., Li, P., & Grant, S. (2015). Embodied cognition and language learning in virtual environments. *Educational Technology Research and Development*.
- Lan, Y. (2018). Technology enhanced learner ownership and learner autonomy through creation. *Education Tech Research Dev*.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey- Bass.
- Merriam, S. B. (2001). *Andragogy and self-directed learning: pillars of adult learning theory*. San Francisco, Jossey-Bass.
- Nunan, D. & Lamb, C. (1996). *The self directed teacher managing the Learning Process*. UK, Cambridge university press.
- Nunan, D. (2003). *Learner training and autonomy: A Nine steps to learner autonomy. Collaborative Language Learning and Teaching*. A Symposium 2003, pp. 193- 204. Retrieved from [www.andrasprak.su.se/polopoly\\_fs/1.84007.../menu/.../2003\\_11\\_Nunan\\_eng.pdf](http://www.andrasprak.su.se/polopoly_fs/1.84007.../menu/.../2003_11_Nunan_eng.pdf)
- Neupane, M. (2010). Learner autonomy: Concept and consideration. *Journal of NELTA*, 15, 114-120.
- Oxford, R.L. (1990). *Language teacher strategies: What every should know*. New York: NHP.
- Pellegrion, J.&Hilron, M. (2012) *Education for life and work: Developing transferable knowledge and skills in the 21<sup>st</sup> century*. Washington, DC: National Academies Press.

- Paudel, J. (2013). Learner autonomy and some strategies of fostering learner autonomy in ESL or EFL classes. *Saugat*, 4, Tikapur Multiple Campus, Kailali.
- Paudel, J. (2015). *The attitudes towards learner autonomy and its current practices in ESL/EFL classroom at higher secondary level (10+2): A case of Dadeldhura and Doti districts*. An unpublished mini-research report, University Grants Commission, Sanothimi, Bhaktapur, Nepal.
- Paudel, J. (2019). Learner autonomy practices in English language teaching in EFL context. *Journal of NELTA Gandaki (JoNG)*, 1, 53-61.
- Rebica, L. (2003). Language learning style and strategies. Oxford: *Net Journal*, 25(12-18).
- Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: a framework of independent language learning skills. *The Australian Journal of Teacher Education*.35(5).
- Sapkota, P. (2014) *Use of self-access centres for learner autonomy*. An Unpublished M.Ed. Thesis, T.U., Kirtipur.
- Thornbury, S. (2006).An A-Z of ELT. Oxford: Macmillan.
- Tudor, L. (1993). Teacher role in the learner centered classroom *ELT Journal*, 4 (23-24).
- Tok, R.B. (2011). *Introduction to learner autonomy*. London: Longman.
- Wenden, A.L (1991). *Learner strategies for learner autonomy*. Englewood Cliffs, NJ: Prentice Hall.
- Ushioda, E. (2007). Motivation, autonomy and sociocultural theory (pp. 5-24). *Authentik*. 44.
- Wenden, A. (1991). *Learner Strategies for Learner Autonomy*. New York.

## **Appendix A**

### **Interview with teachers**

1. How do you foster learner autonomy?
2. What is the role of teacher in fostering learning autonomy?
3. What's the role of teachers inside and outside the classroom when the idea of learner autonomy is introduced?
4. What do you think a teacher's role in such learning should be?
5. Do you think autonomy is essential in EFL class room?
6. How do you make your students more autonomous?
7. What kinds of strategies do you follow to make learners more autonomous?
8. Did you face any challenges?
9. What are those challenges you faced in EFL,ESL classes?
10. What are the skills/strategies/procedures for how to help students become autonomous?
11. How do you promote LA
12. How can learner autonomy be linked to creativity?
13. 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 B

### FGD with students

S. N.	FGD Questionnaires to the students
1	Does your teacher motivate you?
2	Do you correct your mistake yourself?
3	Do your teachers provide material or you collect yourself for detail study?
4	Do you prefer note or course book?
5	Do you prefer learning by sharing with your friends?
6	Do you listen and watch English news and movies?
7	Do you read extra materials like news paper, magazines, and story books?
8	Do you use English dictionary?
9	Do you use internet in language learning?
10	What kinds of challenges did you face as an autonomous learner?
11	What kinds of strategies did you follow to be an autonomous learner?

## Appendix C

### Class Observation Checklist

Name of the teacher:

Grade:

Name of the school:

S. N.	Questionnaires	Yes	No	Remarks
1	Did the teacher motivate students?			
2	Did the teacher give chance to reflect their learning experience?			
3	Did the teacher use tools to raise students' motivation?			
4	Did the teacher collaborate with students?			
5	Were the students participating in classroom activity?			
6	Did teacher monitor students' activity?			
7	Did the teacher maximize STT?			
8	Did the teacher assign group and pair work?			
9	Did the teacher give feedback?			
10	Did the teacher suggest using reference book?			
11	Did the teacher check homework			
12	Did the teacher make fun in the class			
13	Did the teacher use ICT tools?			
14	Did the teacher organize any programme inside the classroom?			