

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAMME)

LEARNER AUTONOMY IN LEARNING ENGLISH: MEKELLE ATSE
YOHANNES PREPARATORY SCHOOL IN FOCUS

BY
MESFIN EYOB

JULY 2008

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**LEARNER AUTONOMY IN LEARNING ENGLISH (WITH
REFERENCE TO ATSE YOHANNES PREPARATORY SCHOOL-
MEKELLE)**

BY: MESFIN EYOB

**JUNE 2008
ADDIS ABABA**

LEARNER AUTONOMY IN LEARNING ENGLISH: MEKELLE ATSE
YOHANNES PREPARATORY SCHOOL IN FOCUS

BY
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(GRADUATE PROGRAMME)**

**LEARNER AUTONOMY IN LEARNING ENGLISH: MEKELLE ATSE YOHANNES
PREPARATORY SCHOOL IN FOCUS**

My special thanks go to my beloved wife, Selamawit Alem, for encouraging me to study by taking the responsibility of family. My son, kaleab, receive my appreciation for tolerating the pain of missing me around him for two years.

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Abstract

The main objective of this study is to assess the practice of autonomous learning and identify the problems encountered in practicing it in grade 11 Atse Yohannes preparatory school students. The subjects of the study were 202 students and 5 teachers in the academic year 2000 E.C. They were selected using random sampling. To get data from the sample group questionnaire, interview and focus group discussion were used. The data collected using these instruments were analyzed by frequency counting percentage, mean and description of the qualitative data. The findings indicated that the majority of students were aware of their roles and language learning strategies but they had little awareness towards their teachers' role. In addition, the students were not exerting effort to improve their English skills, that is they were not responsible for their own learning. The study also revealed some problems that hold back students effort to learn English: lack of Basic English skills, their exam based technique of study, inadequacy of English materials, and lack of confidence in using English. In light of these findings, it is recommended that teachers have to encourage a greater degree of autonomy by integrating language content and learning process through learner strategy training, incorporating reflective lessons into their teaching, drawing up learning contracts and learner diaries .Besides, the school community have to look different mechanisms for fostering learner autonomy.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

After the communicative language teaching emerged in the early 1970s, there has been a focus on the “enhancement of the role of the learner in the language learning process” (Wenden, 1991: XI). The communicative or interactive approach encourages a very active role of learners. It emphasizes greater students’ initiative rather than simple teacher centered direction. Following this, language educators began to take into considerations the central role of learners in the teaching learning process.

The shift of interest to learners as a source of information for learning process led to the growth of interest in the theory and practice of autonomy in language learning and teaching (Benson, 2001). In the early 1980s, the concept of learner autonomy was mostly associated with adult education, self-access learning systems, and seemed to be a matter of learners doing things on their own. By the end of that decade, however, partly under the impact of learner-centered theories of education, it was beginning to figure in discussion of language teaching generally. And through the 1990s more and more national curricula came to include learner autonomy (often dressed in borrowed clothes: 'independent learning', 'critical thinking ') as a key goal (Littlewood, 1995). This brought an important shift of emphasis: learner autonomy now seemed to be a matter of learners doing things not necessarily on their own but for themselves. These developments were accompanied, and to some extent driven, by a steady increase in the number of academic publications dealing with one or another aspect to learner autonomy. By the turn of the century textbooks designed for use in language teacher education had begun to include chapters or sections on learner autonomy (e.g. Harmer, 2001; Hedge, 2000).

Autonomy in language teaching and learning got its origin in the mid 1970s. Since then books and journals on autonomy were published. This shows there is a great concern by language educators to autonomous learning.

Holec, H the “father” of learner autonomy, first coined the term “learner

autonomy” in 1981. Many definitions have since been given to the term, depending on the writer, the context and the level of debate educators have come to. It has been considered as a personal human trait, as a political measure or as an educational move. Holec (1981:3) defined autonomy as “the ability to take charge of one’s own learning” i.e. independently: choosing aims and purposes, choosing materials, methods and tasks, exercising choice and purpose in organizing and carrying out the chosen tasks, choosing criteria for evaluation and using them in evaluation.

Dickinson (1991:4) further defines autonomous learning as “a situation in which the learner is totally responsible for all the decisions concerned with his (or her) learning and the implementation of those decisions.”

Learner responsibility can really only develop if learners are involved in the improvement of language teaching learning process. Teachers can provide all necessary effort and input, but learning can only happen if learners are willing to contribute. As Trim (1988) in Dam (1990:18) suggests:

No school, or even university, can provide its pupils with all the knowledge and the skills learners will need in their adult lives. It is more important for a young person to have an understanding of him/her self, an awareness of the environment and its workings, and to have learned how to think and how to learn.

Autonomous learning is achieved when certain conditions are obtained: cognitive and metacognitive strategies, motivation, attitude, awareness and knowledge about language learning on the part of the learner (Thanassoulas, 2007:2).

Railton and Watson (2005:192) emphasize the practice of autonomous learning process as follows: “Autonomous learning is as much a skill as learning to drive, it requires practice, and it is assessed against specific criteria. Unless learners practice it, they will be at risk.”

Proponents of learner autonomy argue that, it is better to train the students to use different learning strategies, how to assess themselves and reflect on their learning, and to use every opportunity to learn a language rather than rely solely on the teachers classroom instruction. Learning these skills and strategies facilitate them to be aware of the learning process. Therefore, the learning process needs to be geared towards enabling learners to assume an informed and self-directive role in their language learning process.

1.2. Statement of the Problem

In the last three decades language teaching methods focused on the role of the learner as an active participant in the teaching learning process. It is believed that, students should get enough exposure to use the language properly. Learners need to participate in teaching learning process to a great extent since one of the aims of the syllabus in preparatory classes in our country is to help the student to become autonomous learner. They are expected to be responsible for their own learning before they join universities. In addition, if the content of the curriculum is to be covered, it cannot be achieved if studying the English language is only limited to the classroom. Therefore, students should use different learning strategies in and outside classes. They have to listen to the English radio programs, read academic books, journals, magazines, newspapers and watch English movies. That is to say, their learning should be extended to additional out of class independent effort.

However, in Atse Yohannes preparatory school complaints have been lodged that learners are not making efforts for their learning. In addition, the researcher as a practicing teacher in the school shares the above complaints. Therefore, this study looks into the actual practice of learner autonomy in the school. In spite of its importance in facilitating learning, few local studies have been conducted on learner autonomy. Two studies in this area are Atakilt (1998) and Nuru-razik (2006).

Atakilt (1998) conducted a study that dealt with autonomous learning in AAU freshman classes. The aim of his study was to explore whether or not English

language instructors of freshman program in AAU employ learner-training components in their lesson. His finding indicates that instructors did not adequately incorporate learner training in their lessons.

Nuru-razik (2006) also conducted a study on whether 3rd year Bahir Dar University English major students made endeavor towards autonomous learning. His study shows that students use of strategy vary from one strategy to another and students are aware of metacognitive strategies.

The major difference between the present study and the above-mentioned two local studies is in educational level. Both studied in universities, whereas this study is conducted on high school students. Additionally, the above mentioned two studies did not incorporate students' responsibility and learners' awareness as a main characteristic of autonomous learners. These two basic aspects of autonomous learning are embodied in this study.

1.3. Objective of the Study

1.3.1. Main Objectives

- To assess the practice of autonomous learning.
- Identify the problems in practicing it by grade 11 Aste Yohannes preparatory school.

1.3.2. Specific Objectives

- i. How do the students view learner autonomy in language learning?
- ii. What efforts do the students make to enhance their English language skills?
- iii. What are the problems encountered by the students in practicing autonomous learning?

1.4. Significance of the Study

The findings of this study are hoped to have the following contributions:

- It can raise awareness on the learners' part on how to be responsible for their own learning. If teachers and students are able to read it from the library, they can be informed about autonomous learning, since the researcher promised to offer a copy of this study and the school to duplicate it.
- It might provide valuable insight into the teachers, what role they have to play in order to facilitate learner autonomy.
- Serve as a preliminary idea for any interested researcher in the area.

1.5. Delimitation of the Study

The study is delimited to a sample of grade 11 Atse Yohannes preparatory school students and English teachers. In addition, this study is conceptually focused on students' effort towards learning English inside classroom and outside classroom.

1.6. Limitation of the Study

The study was based on two hundred two students and five teachers who were selected from 1800 students and 10 English teachers of the school. In addition, there are factors that may affect learner autonomy which are not considered in this study: culture, politics, and self-access materials. Such factors may influence the generalization of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. What is Learner Autonomy?

The term learner autonomy was first coined in 1981 by Henri Holec, the 'father' of learner autonomy (Benson and Voller, 1997:1). Many definitions have since been given to the term, depending on the writer, the context and the level of debate educators have come to:

Macaro (1997:168) defines autonomy as an ability, which is learnt through knowing how to make decisions about the self as well as being allowed to make those decisions. It is an ability to take charge of one's own language learning and an ability to recognize the value of taking responsibility for one's own objectives, content, progress, method and techniques of learning.

Dickinson (1987:11) also defines learner autonomy as "the situation in which learners are totally responsible for all of the decisions concerned with learning and the implementation of decisions".

Hedge (2000:410) defines learner autonomy as "the ability of the learner to take responsibility for his or her own learning and to plan, organize, and monitor the learning process independently of the teacher."

Little (1991:4) further defines it as "a capacity for detachment, critical reflection, decision making, and independent action".

From the definitions, we can understand that learner autonomy is not any one specific thing. It is a capacity and like any other capacity, it will develop with practice, or be lost through inactivity (Little, 1991). It is achieved slowly through struggling towards it, through careful training and careful preparation on the teacher's part as well as on the learner (Dickinson, 1987). The basis for

learner autonomy is acceptance of responsibility for one's own learning. The development of learner autonomy depends on the exercise of that responsibility in a never-ending effort. To understand: what one is learning, why one is learning, how one is learning and with what degree of success; and the effect of learner autonomy is to remove the barriers that so easily erect themselves between formal learning and the wider environment in which the learner lives (Cotterall and Crabbe 1999:11).

In this definition autonomy is a capacity for a certain range of highly explicit (that is, conscious) behavior that embraces both the process and the content of learning. Essentially, the definition rests on three arguments:

- i. Learners cannot help but do their own learning;
- ii. Learning will be more efficient when learners are critically aware of goal and methods; and
- iii. It is through the development of such critical awareness that learners are empowered to transcend the limitations of their learning environment (Ibid).

Besides, Holec (1981) sees autonomous learning as a double process. On the one hand, it entails learning the foreign language. on the other, learning how to learn. Thus, autonomous learning reaches beyond a school context. It is a life long process of constantly developing awareness and requires both individual and collective effort. It involves abilities and attitudes that people possess, and can develop to various degrees. To conclude, the term learner autonomy has come to be used in five categories:

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

(Benson and Voller, 1997:2).

There are also a number of **misconceptions** about the definition of autonomous language learning. Esch (1996) believes that autonomy:

- is not self instruction/learning without a teacher;
- does not mean that intervention or initiative on the part of a teacher is banned;
- is not something teachers do to learners;
- is not a single easily identifiable behavior;
- is not a steady state achieved by learners once and for all.

(Esch, 1996:37)

2.2. Why Learner Autonomy

The saying “you can bring the horse to water, but you cannot make him drink” can clearly show why we need learner autonomy in teaching learning process. In language teaching, a teacher can provide all the necessary circumstances and input, but learning can only happen if learners are willing to contribute (Scharle and Szabô, 2000). Their passive presence will not be enough, just as the horse would remain thirsty if he stood still by the river waiting patiently for his thirst to go away. And, in order for learners to be actively involved in the learning process, they first need to realize and accept that success in learning depends as much on the student as on the teacher. That is, they share responsibility for the outcome. Furthermore, Scharle and Szabô (2000:4) point out that “success in learning very much depends on learners having a responsible attitude”.

Little (1991) insists if language learners are to be efficient communicators in their target language, they must be autonomous to the extent of having sufficient independence, self reliance and self confidence to fulfill the variety of social, psychological and discourse roles in which they will be cast. Besides, Barnes (1976) asserts that to learn is to develop a relationship between what the learners know already and the new system presented to them, and the learners can only do them selves this. In recognizing the importance of learner autonomy, Barnes states:

School knowledge is the knowledge which someone else presents to us. We partly grasp it, enough to answer the teacher's question, to do exercises, or to answer examination questions, but it remains someone else's knowledge, not ours. If we never use this knowledge, we probably forget it. As far as we use knowledge for our own purposes, however, we begin to incorporate it into our view of the world, and to use parts of it to cope with the exigencies of living (Barnes, 1976:81).

From this, we can understand that practicing the knowledge to a greater responsibility on the part of the learner in planning and in conducting learning activities will lead to a greater degree of active involvement and better learning.

According to Little (1995), learner autonomy is important for two reasons:

- i. If learners are themselves reflectively engaged in planning, monitoring and evaluating their learning, it should follow that their learning will be more successful than otherwise because it is more sharply focused; and
- ii. The same reflective engagement should help to make what they learn a fully integrated part of what they are, so that they can use the knowledge and skills acquired in the classroom and the world beyond. This means that the target language must be used as the channel through which teaching and learning take place including the reflective processes of planning, monitoring and evaluation.

Concerning language-learning practice, Scharle and Szabó (2000:4) argue:

No matter how much students learn through lessons, there is always plenty more they will need to learn by practice, on their own. In addition, the changing needs of learners will require them to go back to learning several times in their lives: then again, they will need to be able to study on their own. The best way to prepare them for this task is to help them become more autonomous.

This shows greater responsibility on the part of the learner in planning; conducting learning activities will lead to a greater degree of active involvement, and better learning in the actual teaching learning situation, which again will influence the learners' potential for evaluating the process (Dam, 1990). In addition, Roberts, et al (1992) point out that autonomy is a process, which needs to develop with all levels of language learners. That is why autonomous learning is a concept attracting increasing attention in language education (Cotterall and Crabbe, 1999). In formal educational contexts, the most successful learners are autonomous in the sense elaborated in the definition. That is, they accept responsibility for their learning, they constantly reflect on what they are learning, why they are learning, and with what degree of success; and their learning is fully integrated with the rest of what they are (Ibid).

2.3. Characteristics of Autonomous Learners

From Dickinson's (1987) definition of autonomy, we can understand that autonomous learners are very responsible for all of the decisions in their own learning. Learners behave responsibly as they are consciously making an effort to contribute to their learning. They are also autonomous in the sense that they act independently of the teacher, not waiting to be told what to do.

Scharle and Szabô (2000) point out those autonomous learners are learners who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When doing their homework or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and others in the learning group for everyone's benefit. However, cooperation does not mean that they always obediently follow instructions; they may ask about the purpose of the activity first or they may even come up with suggestions on how to improve an activity (Ibid).

Hedge (2000) agrees that an autonomous learner is one who is self motivated, one who takes the initiative, one who has a clear idea of what he/she wants to learn and one who has his/her own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

- know their needs and work productively with the teacher towards the achievement of their objectives.
- learn both inside and outside the classroom.
- can take classroom based material and can build on it.
- know how to use resources independently.
- learn with active thinking.
- adjust their learning strategies when necessary to improve learning.
- manage and divide the time in learning properly.
- don't think the teacher is a god who can give them ability to master the language (Hedge, 2000:76).

Within the context of education, Wenden (1991) also characterized autonomous learners as:

- willing and have the capacity to control or supervise learning.
- motivated to learn.
- good guessers.
- choosing material, methods and tasks.
- exercising choice and purpose in organizing and carrying out the chosen task.
- selecting the criteria for evaluation.
- taking an active approach to the task.
- making and rejecting hypothesis.
- paying attention to both form and content.
- willing to take risks.

(Wenden 1991:41-42).

Furthermore, Dickinson (1995:127) characterizes autonomous learners as “those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning”. The key characteristics of autonomous learners are to take responsibility for learning language. These are ability to define one’s own objectives; awareness of how to use language materials effectively; careful organization of time for learning and active development of learning strategies (Hedge, 2000). Many of the characteristics of autonomous learners agrees with successful language learners' characteristics (Ibid).

Autonomous learners may not always do their homework, but whenever they fail to do it, they are aware of missing an opportunity to expand their knowledge of the foreign language. They consciously monitor their own progress, and make an effort to use available opportunities to their benefit, including classroom activities and homework (Scharle and Szabô, 2000). Supporting this, Ridley (1997:3) characterizes autonomous learners those who find a style of learning which suits them and which is appropriate to the context in which they are learning.

2.4. The Role of Teachers and Students to Foster Learner

Autonomy

In autonomous learning the exact nature of the roles of teachers and learners varied according to context and personalities involved, but it is not difficult to some universal roles (Cotterall and Crabbe, 1999) as follows:

2.4.1. Teachers’ Role

Learner responsibility can develop if teachers allow more room for learner involvement (Scharle and Szabô, 2000). In autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource

person providing learners with feedback and encouragement, and a creator of the learning atmosphere and learning space (Kohonen, et al, 2001:40). Furthermore, learner autonomy can be promoted by the ways in which the teacher makes the following decisions:

- Encouraging learners to take a more independent attitude to their learning, thus legitimizing independence as a learning goal.
- Providing them with opportunities to exercise greater independence in their learning.
- Convincing them that they are capable of assuming independence, by providing them successful experiences of doing so.
- Helping learners to develop their learning strategies to be better equipped to exercise their independence.
- Helping them to understand language as a system and develop their learning skills on their own, using reference books.
- Helping learners to understand more about language learning so that they have a greater awareness of what is involved in the process and how they can tackle the obstacles.

Dickinson (1992) Cited in Kohonen, et al, 2001:41).

Little (1995) notes that successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising by continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploiting the freedom that this confers. In this regard, Little (1995) reasons that learner autonomy depends on teacher autonomy in two senses.

- i. It is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner;
- ii. In determining the initiatives they take in their classrooms, teachers

must be able to apply to their teaching the same reflective and self-managing processes that they apply to their learning.

As Berfield, et al (2007) suggests the role of teachers to foster autonomy involves:

- negotiation skills,
- institutional knowledge in order to start to address effectively constraints on teaching and learning;
- willing to confront institutional barriers in socially appropriate ways to turn constraints into opportunities for change;
- readiness to engage in lifelong learning to the best of an individual's capacity;
- reflection on the teaching process and environment;
- commitment to promoting learner autonomy;

//www.G:/ Teacher Autonomy.htm//

Generally, in order to foster learner autonomy, teachers clearly need to develop a sense of responsibility and encourage learners to take active part in making decisions about their learning (Scharle and Szabó 2000).

2.4.2. Learners' Role

One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991: xi). Cotterall and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous in the sense elaborated in the definition. That is, they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success, and their learning is fully integrated with the rest of what they are (Ibid).

Kohonen, et al (2001:36-37) insists that learners need to develop the following kinds of capacities to be autonomous:

- Confidence: sense of control and mastery of one's body, behavior and the world.
- Curiosity: desire to find out about things,
- Intentionality: capacity to work with persistence and develop a sense of competence.
- Self-control: ability to modulate and control one's action appropriately, developing a sense of inner control.
- Relatedness: ability to engage with others, developing a sense of empathy.
- Communication: ability to exchange ideas, feelings and experiences with others, developing trust in others.
- Cooperation: balancing one's needs with those of others in group situations.

Dam (1995) emphasizes that learners take their first step towards autonomy when they accept responsibility for their own learning. This involves an attitude that generates learning behaviors shaped and guided by reflection, and to this extent learner autonomy depends on a capacity for detachment, critical reflection, decision-making, and independent action. The development of learner autonomy also has a social interactive dimension, as successful classroom experiments make clear (Ibid).

However good a teacher may be, students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom (Harmer 2001). Besides, she claims that to compensate for the limits of classroom time and to counter the problem of learning language, students need to develop their own learning strategies, so that as far as possible they have to be autonomous learners. To develop learner autonomy, teachers need to facilitate learners to increase their self-understanding and awareness of themselves (Kohonen et al, 2001).

The following are areas of activity through which learner autonomy can proceed towards the critical engagement:

- Authentic interaction with the target language users.
- Collaborative group work
- Open ended learning tasks
- Learning about the language

Benson (1997) cited in Kohonen et al, (2001:48)

2.5. Conditions for Learner Autonomy

Autonomous learning is not a product ready made for use or merely a personal quality or trait. Rather, it is achieved when certain conditions are fulfilled (Thanasoulas, 2007). These are:

2.5.1. Learning Strategies

Many researchers have defined the term language learning strategy. Richards and Platt (1992:209) define it as "...intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information". Wenden (1991:18) further defines it as, "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so." These definitions inform us that learning strategies are essential in learning a language. Therefore, learners have to be trained on how to use them to be autonomous.

Cohen (2007) notes that; the most effective way to improve learner awareness is to provide strategies as part of the foreign language curriculum. Recent research findings have shown that language strategies have an important role in making language use. They assist learners to grow into a more skillful and more capable of self directed learning (Wenden and Rubin 1987, O'Malley and Chamot 1990; Oxford, 1990). Besides, Wenden (1991) claims learning strategies are a type of learner training content that need to be incorporated in lesson plans to foster learner autonomy.

Many scholars (Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Oxford, 1990; Stern, 1992; Ellis, 1994, etc) have classified language-learning strategies. However, most of these attempts to classify language-learning strategies reflect more or less the same categorizations of learning strategies without any radical changes. Hedge (2000) puts forward four types of learning strategies used by good language learners. These are:

2.5.1.1. Cognitive Strategies

Hedge (2000:77) defines cognitive strategies as “thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways”. They operate directly on incoming information, manipulating it in ways that enhance learning (O'Malley and Chamot, 1990). Cognitive strategies include:

- Repetition: repeating a chunk of language (a word or phrase) in the course of performing a language task.
- Resourcing: Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.
- Grouping: Ordering, classifying or labeling material used in a language task based on common attributes; recalling information based on grouping previously done.
- Note taking: Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task.
- Deduction/ Induction: consciously applying learned or self developed rules to produce or understand the target language.
- Substitution: selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.
- Elaboration: Relating new information to prior knowledge; relating different parts of new information to each other; making meaningful personal associations to information presented.

- Summarization: Making a mental or written summary of language and information presented in a task.
- Translation: rendering ideas from one language to another in a relatively verbatim manner.
- Transfer: using previously acquired linguistic knowledge to facilitate a language task.
- Inference: Using available information to guess the meanings or usage of unfamiliar language items associated with language tasks, to predict outcomes, or to fill in missing information.

(Tudor, 1996:205-206).

2.5.1.2. Metacognitive Strategies

Metacognitive strategies involve planning for learning, thinking about learning and how to make it effective, self monitoring during learning, and evaluation of how successful learning has been after working on language in some way (Hedge, 2000:78). In addition, Wenden (1991:34) states “metacognitive knowledge includes all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations”. Therefore, when learners preview the next unit of their course book, read carefully through the teacher’s comments on their written work, or review the notes they have made during class, they are using metacognitive strategies. Generally, it is a skill used for planning, monitoring and evaluating the learning activity; some of these strategies are:

- Planning: previewing the organizing concept or principle of an anticipated learning task (advance organization); proposing strategies for handling an upcoming task; generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task (organizational planning).
- Directed attention: Deciding in advance to attend in general to a

learning task and to ignore irrelevant destructors; maintaining attention during task execution.

- Selective attention: deciding in advance to attend to specific aspects of language input or situational details that assist in performance of a task; attending to specific aspects of language input during task execution.
- Self-management: understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions controlling one's language performance to maximize use of what is already known.
- Self-monitoring: checking, verifying, or correcting one's comprehension or performance in the course of a language task.
- Problem identification: Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.
- Self-evaluation: checking the outcomes of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use, or ability to perform the task.

(Tudor, 1996:205).

2.5.1.3. Socio- Affective Strategies

According to Oxford (1990) cited in Williams and Burden (1997:152), “affective strategies, are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language”. In other words, Hedge (2000) confirms that socio- affective strategies are those, which provide learners with opportunities for practice. For example, it include initiating conversations with native speakers, using other people as informants about the language, collaborating on tasks, listening to the radio or watching TV program in the language or spending extra time in the language laboratory (Ibid). They are related with social mediating activity and transacting with others.

Some of the strategies are:

- Questioning for clarification: asking for explanations, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
- Cooperation: working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
- Self-talk: Reducing anxiety by using mental techniques that make one feel competent to do the learning task.
- Self-reinforcement: providing personal motivation by arranging rewards for one self when a language activity has been successfully completed.

(Tudor, 1996:206).

2.5.1.4. Communication Strategies

This category is sometimes including in the framework of learner strategies. When learners use gesture, mime, synonym, paraphrases, and cognate words from their first language to make themselves understood and to maintain a conversation, despite the gaps in their knowledge of the second language, they are using communication strategies (Hedge, 2000:78-79). The value of these is that they keep learners involved in conversations through which they practice the language (Ibid).

2.5.2. Learner Attitudes, Motivation and Self-Esteem

Language learning is not simply a cognitive task. Learners do not only reflect on their learning in terms of the language input to which they are exposed, or the optimal strategies they need in order to achieve the goals they set. Rather, the success of a learning activity is, to some extent, dependent up on learners' carriage towards the world and the learning activity in particular, their sense of self, and their desire to learn (Benson and Voller, 1997: 134-136). In other words, language learning as well as learning in general has an affective component. Some of it is attitudes, motivation and self-esteem.

Wenden (1991:52) defines attitudes as “learned motivations, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding”. For Wenden, two kinds of attitudes are crucial: attitudes learners hold about their role in the learning process and their capability as learners (Ibid). Besides, she argues learner beliefs about their role and capability as learners will be shaped and maintained by other beliefs they hold about themselves as learners (Ibid).

For example, if learners work under the misconception that learning is successful only within the context of the “traditional classroom” where the teacher directs, instructs and manages the learning activity and students must follow the teacher’s example, they are likely to be resistant to learner-centered strategies aiming at autonomy, and success is likely to be undermined. Generally, attitudes are part of one’s perception of self, or others, and of the culture in which one is living and it is clear that positive attitudes are conducive to increase motivation, while negative have the opposite effect (Brown 1987:126).

The term ‘motivation’ is frequently used in educational contexts; however, there is little agreement among experts as to its exact meaning (Thanasoulas, 2007). What most scholars agree on is that motivation is “one of the key factors that influence the success of second or foreign language learning. Motivation provides the primary force to initiate learning the L₂ and later the driving force to sustain the long and often tedious learning process (Dornye; 1998:117). In addition, Gardner and MaCintyre (1993:3) point out that motivation comprise of three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task.

Learner motivation has become the major determining factor for successful learning and there is an important distinction between instrumental and integrative motivation. Learners with an instrumental orientation view the foreign language as a means of finding a good job or pursuing a rewarding

career in other words, the target language acts as a monetary incentive. On the other hand, learners with an integrative orientation are interested in the culture of the target language; they want to acquaint themselves with the target community and become part of it (Thanasoulas, 2007). Motivation is a prerequisite for learning and responsibility development. However, for learner autonomy we need to encourage intrinsic motivation, the source of which is some inner drive or interest of the learner. Intrinsically motivated learners are more able to identify with the goals of learning and that makes them more willing to take responsibility for the outcome (Scharle and Szabó, 2000:7).

Closely related to attitudes and motivation is the concept of self-esteem, which is the evaluation the learner makes with regard to the target language learning in general (Thanasoulas, 2007). Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself (Brown, 1987:101-102). If the learner has a strong sense of self, his relationship to himself as a learner is unlikely to be marred by any negative assessments by the teacher. Conversely, a lack of self-esteem is likely to lead to negative attitudes towards his capability as a learner, and to deterioration in cognitive performance (Wenden, 1991:57).

To sum up, we have examined some of the factors that may enhance or militate against the learner's willingness to take charge of own learning and confidence. Therefore, we have to consider possible ways of promoting learner autonomy. Learners to be responsible for their learning, they need to develop the skill to use language learning strategies effectively and efficiently; they need to have positive attitude towards autonomous leaning, and lastly, they need to use every opportunity to learn the language. These efforts can be effective if teachers and students are responsible in practicing autonomous learning.

CHAPTER THREE

METHODS OF THE STUDY

3.1. Research Design and Methodology

In this section, the research design and methodology adopted for the purpose of the present study are described. This section includes the research design, sources of data, sampling size and technique.

3.1.1. Research Design

To conduct this study, the researcher used a survey method. This was employed in order to describe the existing practice of learner autonomy by Atse Yohannes preparatory school students. It also helps to reveal the problems that challenge the practice.

The method is suitable in attempting to describe systematically a situation, problem, phenomena and program (Kumar, 1996:9). In addition, it included cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample to a population (Bubbe, 1990 cited in Creswell 2003:14).

3.1.2. Sources of Data

The target populations of this study were grade 11 Atse Yohannes preparatory school students and English language teachers of 2007/08 academic year. Relevant and useful data were gathered from the students and teachers.

3.1.3. Sampling

3.1.3.1. Students

According to the information obtained from the record office of the school, there were 1,800 students in Grade 11. These students attended their class in 30 sections (15 sections social science and 15 sections natural science) where 60

students assigned in each class. Considering each section with an assumption that might have a different learning experience, the researcher selected six students (10%) from each section. 180 students were involved in the questionnaire, ten students in the interview, and twelve students in the focus group discussion. Totally, 202 students were respondents of the study. The selection was made from the attendance sheet of every 7th student from each class, to make the sample representative of the study population using random sampling.

3.1.3.1. Teachers

There were ten English teachers in the school. From these five were selected randomly for the study.

3.2. Data Gathering Tools

In order to achieve the objectives of the study questionnaire, interview (students and teachers) and FGD were used as instruments of data collection.

3.2.1. Questionnaire

A Tigrigna close-ended questionnaire of 30 items was administered to students. The questionnaire was first designed in English and pre tested before directly applying to the actual data gathering process of the main study. Fifteen students of Atse Yohannes preparatory school participated in the pilot study, accordingly, based on the responses obtained from the pilot survey. Some relevant modifications were made to the items. For example, there were four items that were irrelevant and three items were almost similar questions. Then, the researcher rejected repeated items. Besides, some of the items were polished and revised. Finally, the 30 items were translated to Tigrigna to make them easily comprehensible by the subjects and then commented by Mekelle University Tigrigna instructors.

3.2.1.1. Design of the Questionnaire

The questionnaire has three parts. The first part dealt with personal information about students' field of study and sex to include equal distribution of subjects. The second part contained 14 items, which are intended to assess students' belief towards learners' role, teachers' role and language learning strategy. The items were rated by 5 point Lickert scales that is: 'strongly disagree', 'disagree,' 'undecided', 'agree' and 'strongly agree'. However, during the analysis the categories were put together into three: 'disagree', undecided, 'and 'agree', i.e. the negative responses strongly disagree and 'disagree' lamped into 'disagree' and the positive responses 'strongly agree' and 'agree' into 'agree' so as to make the analysis clear.

The third part of the questionnaire consists of 16 items that were designed to see student's individual effort, self-assessment and strategy use. The questions were categorized into five frequencies: 'Never', 'rarely', 'sometimes', 'usually' and 'always'. However, for the purposes of analysis the categories were lamped into three categories i.e. 'rarely', 'sometimes' and 'frequently'.

Besides, the items in the questionnaire were drawn from various ELT sources (Gardner and Miller 1999, Macaro 1997, Cotterall and Crabbe 1999, Scharle and Szabo 2000, and Nuru-razik 2007).

3.2.1.2. Administration of the Questionnaire

Administration of the final version of the questionnaire took place from April 28-May 2, 2008. The administration took place for five consecutive days. It was employed in six sections per day by the researcher. Along with Adequate time was provided for the subjects to fill the questionnaire. The respondents filled in after class in the school-hall for two reasons. Firstly, to give a chance for the students if there are unclear items Secondly, to maximize the return rate of the student's questionnaire. They were also informed to fill it based on what they really belief and experience not what they wish to do.

3.2.2. The Interview

To enrich the data obtained through questionnaire, two sets of interviews were employed to conduct this study.

The first one was designed for students to assess their beliefs and experiences in language learning. The respondents were ten students randomly selected, who were not respondents of the questionnaire. The second interview was conducted for five teachers. The purpose of interviewing teachers was to cross check and probe more information about the practice of learner autonomy in the school. Both students and teachers were interviewed in Tigrigna in order to let the subjects express their ideas freely.

3.2.3. Focus Group Discussion

To verify the data gathered from questionnaire and interview focus group discussion was used as a third data collection tool for this study. The researcher selected twelve participants randomly, considering sex and field of study representation. The members were students who were not respondents in the previous two instruments. There were ten' guided questions designed for the FGD. The discussion was conducted in Tigrigna in order to let the participants express their ideas freely. Finally, the results were translated in to English.

3.3. Data Organization and Analysis

After carefully gathering the appropriate data, using the instruments of data collection mentioned under section 3.2. The quantitative data were analyzed using different statistical tools and the qualitative data were mixed with it. Thus, a frequency counting percentage, mean and description of some qualitative data were used to analyze and describe the data, a concurrent strategy (Cresswell, 2003:217) were used to interpret the data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

In order to seek answer for the basic questions mentioned in the first chapter, the data collected from all the subjects using questionnaire, interview and focus group discussion were analyzed by making use of frequency counting percentage, mean and description of qualitative data.

4.1 Learners Role

Table 1. A Summary of Responses regarding Learners' role in Language Learning

No	Items	Responses														Mean
		Disagree						undecided UD(3)	Agree							
		SD(1)		DA(2)		Total			A(4)		SA(5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	Learners have to be responsible for finding their own ways of practicing language	18	10.0	12	6.7	30	16.7	6	3.3	58	32.2	86	47.8	144	80.0	4.17
2	Learners have to identify their own strengths and weaknesses	20	11.1	16	8.9	36	20	6	3.3	66	36.7	72	40.0	138	76.7	3.85
3	Learners have to be responsible for their own learning	16	8.9	36	20.0	52	28.9	46	25.6	54	30.0	28	15.6	82	45.6	4.01
4	Learners should set goals for their own learning	14	7.8	16	8.9	30	16.7	6	3.3	60	33.3	84	46.7	144	80.0	4.02
5	Errors are signs of learning	10	5.6	8	4.4	18	10.0	16	8.9	110	61.1	36	20	146	81.1	3.38
Grand mean															3.88	

NB: SD=strongly disagree DA= Disagree A= agree SA= strongly agree
N= number of respondents

Item 1 in the above table was designed to investigate whether students were aware of their responsibility for finding ways of practicing the English language.

When we compare the results, the majority of the subjects 144(80%) agreed that they were aware of their responsibility to find ways of practicing. On the other hand, 30(16.7%) of the subjects responded that they were not aware of their responsibility. Whereas six (3.3%) of the respondents were unable to decide whether they are responsible for finding ways of practicing English or not. From this, it would be possible to say the subjects were aware of their own responsibility to learn English language. The basis of autonomous learning is acceptance of responsibility. Besides, success in learning very much depends on learners' awareness to their responsibility. Therefore, if students are aware of their own role they are the owners of their own learning. This can lead learners to go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom.

In the follow up interview, students were asked what should be their role to improve their own English. Of the ten subjects who participated in the interview, eight of the respondents were aware of learners' role in language learning. They believe making mistake in learning is part of learning. Similarly, the data from FGD shows that, the participants in the discussion were aware of their roles in setting goals, planning and in seeking English language practice opportunities.

In item 2, the subjects were asked if the students were aware of their role to identify strength and weakness. As table 1 shows, the majority of the students 138(76.6%) agreed that they were aware of the learners role to identify strength and weakness in learning language. However, 36(20%) of the subjects were not aware of the learners role and only 6(3.3%) of the respondents failed to decide. From this information, it may be noted that students were aware of their responsibility to identify their strength and weakness in learning language. They are aware of problem identification strategy, which is one of the metacognitive strategies mentioned in the review of literature.

Item 3 in table 1 was designed to see whether learners were aware of planning their learning. As the result shows, the majority 82(45.6%) of the subjects were aware of planning their own learning. On the contrary, 52(28.9%) of the respondents were not aware of planning their English language learning. The rest, 46(25.6%) were unable to decide whether they agree with the idea or not. What can be inferred from the result is subjects were aware of anticipated learning task. That is, they can understand the conditions that help them learn and would preview the main ideas and concepts of the material to be learned (Wenden, 1991:27).

Item 4 was designed to find out if students were aware of setting goals for their own learning. As it is indicated in table 1, most of the subjects 144(80%) agreed that they were aware of designing goals for their own language learning, while 30(16.7%) of the students responded they were not aware of setting their objectives in learning English. A Few of the respondents 6(3.3%) were unable to decide whether setting goal should be students responsibility or not. Therefore, the above data reveals that students were aware of goal setting for their own learning. Besides if students become proficient at goal setting, they are establishing the basis for further development of the metacognitive skills needed for self regulation.

Regarding item 5 in table 1, most of the subjects 146(81.1%) agreed that they were aware that errors are signs of learning. However, a few of the respondents 18(10%) agreed that learners should not make mistake while learning English. The rest 16(8.9%) were not capable of showing their view on the issue. From the data, we can infer that learners were aware that errors are signs of learning in learning English language.

Furthermore, if we see the mean values of the five items in table 1, each mean value inclined to positive views, which is more than the average mean ($\bar{X}=3.0$). Moreover, the grand mean ($\bar{X}=3.88$) implies respondents were highly aware of their roles in language learning. Therefore, according to the data, it would be possible to say students are aware of their roles. Many scholars like Macaro, (1997) have disclosed if learners are aware of their role in language learning, they can be responsible for their own learning.

4.2 Teachers Role

Table 2. A summary of responses regarding teachers' role

No	Items	Responses														Mean
		Disagree						undecided (3)	Agree							
		SD(1)		DA(2)		Total			A(4)		SA(5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	Correcting all students mistake is teacher's job	38	21.1	70	38.9	108	60.0	34	18.9	26	14.4	12	6.7	38	21.1	2.46
2	Creating opportunities to practice English is the role of the teacher	8	4.4	16	8.9	24	13.3	4	2.2	78	43.3	74	41.1	152	62.3	4.07
3	The best way to learn English language is by teacher's explanation	16	8.9	42	23.3	58	32.2	10	5.6	64	35.6	48	26.7	112	62.3	3.47
4	A lot of learning can be done without a teacher	62	34.4	54	30.0	116	64.4	6	3.3	32	17.8	26	14.4	58	32.2	2.47
Grand mean															3.11	

NB: SD=strongly disagree DA= disagree A= agree SA= strongly agree
N= number of respondents

As can be observed in item 1 of the above table, the majority 108(60%) of students did not believe correcting all students mistakes is the teacher's job. On the other hand, there were some respondents 38(21.1%) who believed correcting all students' mistakes is teacher's job. The rest 34(18.9%) of the subjects were unable to decide. During the FGD held with the students, the same question was raised. The participants pointed out that it is impossible to correct all students' mistakes even if he/she is willing to do it. Scholars like Tudor (1996) believe that learners should make checking the outcomes of one's own language performance against an internal measure of competence and accuracy. Therefore, from the above data it may be noted that students were aware that correcting their own mistakes is their own responsibility if they are able to do it.

Item 2 was designed to investigate whether students were aware that teacher's role is creating opportunities for students to practice. As the data depicted in table 2 shows, a significant number of students 152(84.4%) believed that the teacher's role is to create opportunity, while 24 (13.3%) of the respondents disagree to the teacher's role is to create opportunity for students to practice. Of all the subjects, insignificant number four (2.2%) unable to rate their view to teachers role is creating opportunity for students. Therefore, this would show us learners were aware of teacher's role towards creating opportunities for learners to practice English. Regarding this Scharle and Szabo (2000) suggested that learners' responsibility could develop if teachers allow more room for leaner involvement.

Item 3 was aimed to investigate students believes to "teachers' explanation is the best way of language learning". As it is indicated in table 2 the majority of the subjects 112(62.3%) agreed that teacher's explanation is the best way of language learning. Nevertheless, 58(32.2%) were not in a position to agree with the stated view on teacher's explanation is the best way of teaching.

In the follow up interview, students were asked what especially they like or dislike about the way they were taught. Seven of the ten students said, they like when the teachers explain everything. This issue was also raised in the FGD. Almost all the participants have a positive view to teacher's explanation. Similarly, teachers' were asked what their student like or dislike from the way they were teaching. All teachers supported that learners did not like to work themselves, they like spoon-feeding. Many of the students agreed that it is the responsibility of the teacher to ensure learning. When teachers encourage students to work independently, they were considered as if they were tired of (bored of) teaching.

From this, it would be possible to say that students were not aware of independent learning. Scholars like Kohonen, et al (2001) disclosed, teachers' role is helping learners to develop their learning strategies to be better equipped to exercise their independence.

Item 4 was designed to investigate whether learners were aware that language learning could be done without a teacher. As can be seen from the summary of information in table 2, the majority of the subjects 116(64.4%) were not aware that a lot of learning could be done without a teacher, whereas 58 (32.2%) of the respondents were aware that language learning can be done without a teacher. Only insignificant number of students 6(3.3%) were unable to decide.

The data from the student's interview showed that a lot of language learning is not possible without a teacher. The result obtained from FGD also accords with the information obtained by questionnaire and interview. However, scholars like Dam (1995) suggests learners can take their first step towards autonomy when they accept responsibility for their own learning, learner autonomy depends on a capacity for detachment, critical reflection, decision making and independent action (Huttunen ,1986:33). In this case, we can say that students were not aware that they could learn English without a teacher.

4.3. Language Learning Strategies

Table 3. summaries of responses regarding language-learning strategies

No	Items	Responses														Mean
		Disagree						undecided (3)		Agree						
		SD(1)		DA(2)		Total				A(4)		SA(5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	It's important to make decision about one's own learning	16	8.9	26	14.4	42	23.3	4	2.2	74	41.1	60	33.3	134	75.4	3.75
2	Using English in and outside classroom is important for developing language skills	8	4.4	8	4.4	16	8.8	8	4.4	40	22.2	116	64.4	156	86.4	4.38
3	Exams motivate learners to study hard	18	10.0	20	11.1	38	21.1	6	3.3	74	41.1	62	34.4	136	75.5	3.78
4	It's useful to do activities in pair or group	14	7.8	10	5.6	24	13.4	10	5.6	62	34.4	84	46.7	146	80.1	4.06
5	Being evaluated by others is helpful	10	5.6	24	13.3	34	18.9	4	2.2	88	48.9	54	30.0	142	78.9	3.84
Grade mean															3.96	

NB: SD=strongly disagree DA= Disagree A= agree SA= strongly agree
N= number of respondents

Item 1 was designed to investigate whether learners were aware that making decision for one's own learning is important. According to the above table, the majority of the respondents 134(75.4%) agreed that making decision about one's own learning is important. On the other hand 42(23.3%) of the students showed negative view towards decision-making. From the above data it is possible to say that learners were aware to "decision making" is important for language learning.

The second item about using English in and outside classroom shows that learners were highly aware. As indicated in table 3 of item 2, the majority of the subjects 156(86.6%) agreed that using English inside classroom and outside classroom is important for developing ones' own language skill, whereas 16(8.8%) of the respondents disagree with the view . Furthermore, data obtained from the FGD and student's interview showed that respondents were highly aware that using English in and outside classroom helps to improve English language skill. As a result, students can exploit all opportunities to practice English.

We can observe from table 3 regarding pair and group work that, the majority of the subjects 146(80.1%) were aware that pair and group work activities are useful in language learning. On the other hand, 24 (13%) students did not agree with the importance of the activities to language learning. Likewise, the information obtained from FGD showed that learners were aware of the use of activities in language learning. From this, it is possible to say students were aware that the activities are useful in language learning .In general, they were aware of working together (cooperation) with peers can help to learn English, i.e. the socio-affective strategies in section 2.5.1.3. Regarding this scholars like Harmer (2000) believe that learning in pairs or groups can encourage mutual support and stimulate a sense of relatedness through interacting with significant others.

Item 5 was designed to investigate if learners were aware to being evaluated by others is helpful. As indicated in table 3, the majority of the subjects 142(78.9%) agreed that being evaluated by others is helpful while learning language. The data obtained from FGD also reveals that subjects were conscious that being evaluated by others is helpful.

As presented in table 3, the mean values of the five items are greater than the average mean ($\bar{X}=3$). The grand mean is also $\bar{X}=3.96$, which shows more than the average mean. This would show us students were highly aware of the language learning strategies.

4.4. Learners Effort

Table 4. A summary of responses regarding students' individual effort

No	Items	Responses														Mean
		Rarely						sometimes (3)	Frequently							
		Never (1)		Rarely (2)		Total			Usually(4)		Always (5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	Looking for people to talk in English	58	32.2	66	36.7	124	68.9	24	13.3	22	12.2	10	5.6	32	17.8	2.22
2	Trying to learn English without a teacher	86	47.8	48	26.7	134	74.5	32	17.8	10	5.6	4	2.2	14	7.8	2.42
3	Practicing English in and outside classroom	44	24.4	56	31.1	100	55.5	42	23.3	18	10.0	20	11.1	28	21.1	2.52
4	Revising lesson in advance	40	22.2	68	37.8	108	60.0	34	18.9	22	12.2	16	8.9	38	21.1	2.47
5	Asking teachers to explain	38	21.1	60	33.3	98	54.4	50	27.8	18	10.0	14	7.8	32	17.8	2.50
6	Using library for studying English	46	25.6	80	44.4	126	70.0	32	17.8	14	7.8	8	4.4	22	12.2	2.21
Grade mean															2.39	

Item 1 of the above table was aimed to investigate whether students look for people to talk in English. As can be depicted in table 4, the majority of the subjects (124 or 68.9%) were not looking for people to talk, While some of the respondents (24 or 13.3%) were able to do so sometimes. where the rest (32 or 17.8%) of the subjects were able to look for people regularly.

As to the information gathered from students' interview, few students responded that they were trying to speak with people in English. However, most of the interviewee was not doing so. The data obtained from the FGD also indicated that most of the participants were not trying to look people to talk in English. The reason they raised were shyness and lack of basic skill of the language. The subjects in the FGD made comments like:

We want to find a speaking partner to practice oral skills with us but it is so difficult to find. Finding a learning partner who shares the same interest is difficult. None of us was free to speak in English.

From the above information, it may be possible to say that students have a positive attitude towards learning English. However, the students were not making effort to talk with people in English.

Item 2 was set to see if learners were trying to learn English without teachers. As the data in table 4 shows, only 14(7.8%) students responded that they were trying to learn without teachers usually and 32 (17.8%) of the subjects were sometimes trying to learn English without a teacher. However, the majority of the students 134(74.5%) rarely do so. The students' response to question 1 of the interview show that seven of the students replied, they had never tried to learn independently. Two students reported they do so sometimes. Only one interviewee was able to learn regularly without a teacher. The data obtained from five teachers' interview also accords with the above evidence. All of the teachers claimed that, students were not trying to learn by themselves.

The above results reveal that, most of the students were not autonomous learners. Dickinson (1995) characterizes autonomous learners as "those who have the capacity for being active and independent in learning process.

Next, the subjects were asked if they practice English both inside and outside classroom. As the summary in item 3 (table 4) indicates; only 28(21.1%)

students were frequently practicing and 42(23.3%) respondents do it some times. However, the majority of the subjects 100(55. %) were rarely practicing inside and outside classroom.

During the FGD, learners pointed out that they try to practice some times but failed to continue. Some of the reasons they raised were:

- I feel shy while I try to speak in English
- My English knowledge is limited.
- Teachers do not motivate us to practice in English.
- I give more attention to other subjects
- I read grammar only, since exams are based on it, etc.

From the above information, we may say students effort were limited in using the language inside and outside classroom.

Item 4 intended to elicit information whether students revise lessons in advance. As the results summarized in table 4 shows, a large number of respondents 108(60%) were not revising lessons before class. In addition, thirty-eight (21.1%) of all the subjects were reported that they do sometimes. However, only 38(21.1) claimed that they were frequently revising lessons in advance. Similarly, data obtained from students FGD showed that the learners were inefficient in revising lesson in advance. In the follow up teachers' interview, it was found that, the majority of the students were not preparing lessons in advance. What can be inferred from the data is that students were not effectively revising lessons in advance.

Item 5 was designed to find out to what extent students were asking teachers to clarify or repeat things. As the data depicted in table 4 shows, the majority of the respondents 98(54.4%) were poorly practicing it. Moreover, 50(27.8%) subjects were asking some times for clarification. However, only 32 (17.8%) of the respondents were effective in doing so. The result obtained from the teachers interview show that the majority of the students were not asking

questions for clarification. From the above information, it can be concluded that learners were not trying to ask teachers for explanation. In general, we may say students were not practicing the questioning for clarification i.e., socio-affective strategies in section 2.5.1.3.

The last item of table 4 was designed to investigate if learners were using library with the intention of improving the English language. As the result indicates, the majority of the respondents 126(70%) reported that they rarely use library, while 32(17.8%) of the subjects claimed that they use library sometimes and only 22(12.2%) of the respondents rated they frequently do this. The data gathered from teachers' interview were also similar with the above information.

In the FGD, a considerable number of learners expressed that they were not efficiently using the library. The reasons they raised were:

- scarcity of supplementary English materials
- shortage of tables and space in the library
- family problems (they help their family after class)

Even those who use library were reading books set locally for exam preparations as most of the participants in the FGD suggested.

From the above information, it may be possible to say that students were not using library properly to improve their English because of different reasons. In the review of related literature part, it is pointed out that autonomous learning is taking responsibility for one's own learning. It entails taking the initiative in using relevant techniques and materials to enhance learning. However, as the data depicted in table_4 shows, each items show a mean value of less than the average mean ($\bar{X}=3$) i.e. $\bar{X}= 2.22, 2.42, 2.52, 2.47, 2.50, 2.21$ respectively and the grand mean is $\bar{X}=2.25$. From this, we can say that subjects were not making efforts individually to improve their English language.

4.5. Language Learning Strategy Use

Table 5. A summary of responses to strategies employed by learners

No	Items	Responses														Mean
		Rarely						sometimes (3)		Frequently						
		Never(1)		Rarely(2)		Total				Usually (4)		Always(5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	Setting goals	58	32.2	30	16.7	88	48.9	50	27.8	24	13.3	18	10.0	42	23.3	2.52
2	Listening to radio, movies and read books, magazine, news papers etc	60	33.3	40	22.2	100	55.5	44	24.4	14	7.8	22	12.2	36	20.0	2.43
3	Guessing the meaning of a word	44	24.4	34	18.9	78	43.3	34	18.9	32	17.8	36	20.0	68	37.8	2.90
4	Making decision for one's own learning	42	23.3	56	31.1	98	54.4	34	18.9	26	14.4	22	12.2	48	26.6	2.61
5	Risk taking in learning English	70	38.9	48	26.7	118	65.6	36	20.0	18	10.0	8	4.4	26	14.4	2.14
6	Note taking	54	30.0	46	25.6	100	55.6	42	23.3	20	11.1	18	10.0	38	21.1	2.45
Grand mean															2.51	

Item 1 was aimed at collecting data whether students were setting goals and objectives for their own language learning. As can be seen from the above table, most of the respondents 88(48.9%) replied that they utilize it rarely and 50(27.8%) of the students indicated that they do so sometimes, while 52(23.3%) replied that they were setting goals frequently for their language learning. This information may show students were not setting goals effectively. Such apparent lack of using certain strategies may have a tremendous impact on their independent learning. As mentioned in the review of related literature for learners to be successful in their learning they need to set goals. However, the subjects were not successful in doing so.

Item 2 in table 5 was intended to find out if students were listening to radio, movies, books, magazine and newspaper with the intention of improving their English. According to the data, the majority of the respondents 100(55.5%) reported they do so rarely while 44(24.4%) were applying it sometimes. The remaining 36(20%) of the subjects were using the sources always. In the follow up students' interview, few of the interviewee reported they use frequently.

However, the majority of the interviewee did not have the habit of listening and reading to different sources of language learning materials (Authentic materials). This information may direct us that students of Atse Yohannes preparatory school were not using different sources with the intention to improve their English language.

Item 3 was intended to see whether students were guessing the meaning of words from contexts. As can be observed from table 5, the majority of the respondents 78 (42.3%) were rarely guessing, while 34(18.9%) of the subjects apply this strategy sometimes. Unlike the above respondents 68(37.8%) of the students were frequently guessing when they face difficult words while they read and listen.

In the interview part, the students were asked what techniques or learning strategies they were employing to learn vocabulary. Most of the students said they were not guessing the meaning of the new words, while the remaining subjects were using dictionary to find the meaning of words they cannot understand while they read and listen.

Many scholars like Wenden (1991) suggest that learners have to be good guessers to be autonomous learners. However, the data gathered from questionnaire and interview shows students of Atse Yohannes preparatory school were not efficiently doing so.

Item 4 aimed to investigate if learners made decision for their own language learning. As can be observed from table 5, the majority of the subjects 98(54.4%) were rarely making decisions. However, almost half of the above respondents 48(26.65) were employing decision frequently, while 34(18.9%) claimed, they do so sometimes. As the literature suggests, making decision for one's own learning is one of the characteristics of autonomous learners. Nevertheless, the students of the school had a limited action to make decision in language learning.

Item 5 was intended to investigate if learners were risk takers in learning English. As table 5 further shows, the majority of subjects 118(65.5%) were rarely taking risk for their own learning. Moreover, 34(18.9%) of the respondents replied they do so sometimes. However, only 26(14.4%) were able to take risk frequently for learning English. In addition to this, the interview made with teachers revealed that, most of the students were unable to take risk. They expect to be told every thing by their teachers. As the review of literature in chapter 2 shows, taking risk in ones own learning is characteristics of autonomous learner. However, as the data indicated students were not taking risk, as it is expected.

The last item in table 5 was designed to see whether students summarize what they have read or listen in. The majority of the subjects 100(55.6%) rated they did not take notes while they read and listen to English. 42 (23.35) of the respondents claimed that they summarize sometimes. Only 38(21.1%) subjects take note frequently. In addition, several learners reported during the FGD that they were not employing note taking in English, but they were doing it in other subjects. Similarly, data obtained from teachers' interview show that students were not able to take notes while they learn in class. As Tudor (1996) suggests making a mental or written summary of language and information presented in a task is one of the strategies employed by autonomous learners. However, students of Atse Yohanes preparatory school were not adequately employing it.

As shown in table 5 each item comprise a mean value of less than the average mean ($\bar{X}=3$). Moreover, the grand mean of the strategy use of learners is $\bar{X}=2.5$, which tends to rarely strategy use in learning English. As indicated in chapter-two strategies assist learners to grow into a more skillful and more capable of self directed learning. However, from the results obtained through questionnaire, students interview, teachers interview and FGD with students, it would be difficult to believe learners were employing usually language learning strategies.

4.6. Self-Assessment

Table 6. A Summary of learners' responses to self-assessment.

No	Item	Responses														Mean		
		Rarely						Sometimes				Frequently						
		Never		Rarely		Total						Usually		Always			Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
1	Writing strengths and weaknesses	66	36.7	48	26.7	114	63.4	28	15.6	22	12.2	16	8.9	38	21.1	2.30		
2	Evaluating ones own progress	48	26.7	40	22.2	88	48.9	36	20.0	40	22.2	16	8.9	56	31.1	2.64		
3	feeling confident while speaking in front of people	20	11.1	20	11.1	40	22.2	30	16.7	50	27.8	60	33.3	110	61.1	1.39		
4	Doing class work and home work	18	10.0	40	22.2	58	32.2	44	24.4	46	25.6	32	17.8	78	43.4	2.42		
Grand mean															2.18			

In the first item of table 6, students were required to say whether they identify their weakness and strength while learning English. As the data shows, the majority of the respondents 114 (63.4%) claimed that they were rarely doing it. Moreover, 28 (15.6%) of the respondents replied, they were sometimes trying to assess themselves. The rest 38(21.1%) of the subjects were frequently writing their strengths and weakness. This data almost accords with the information gathered from student's interview. Two of the ten interviewees in the students interview said, they were frequently doing it. Three of them do some times. The majority (five) said they do not have such a habit. However, when the subjects in the FGD were asked to report their strength and weakness in their own language learning to the researcher, almost all of them were able to report their weak and strong actions while learning English in a good way. This implies that if the students were aware of it, they would be able to do it regularly.

Item 2 was intended to elicit if learners were evaluating their progress while learning English. As table 6 shows, the majority of the respondents 88(48.9%) were not evaluating their progress. Moreover, 36(20%) respondents were performing it sometimes. The rest 56(31.1%) of the respondents rated they do

so frequently. During the FGD, the students pointed out such a difference and expressed their concern over the lack of objective measures of learning outcomes, For example:

I have problems to evaluate my own progress. Sometimes after reading books and speaking with friends in English, I ask myself how much I learned. It is a difficult question, because it takes a long time to see the effects of learning.

They were uncertain how much they had progressed and how far they could go beyond their current ability. According to the FGD participants, this was especially true for listening and speaking. Generally, the data may tell us that students were not efficiently evaluating their language progress. Many scholars like Petty (2004) argue that all evaluation should be carried out entirely by the student. They can look back at marked work and other feedback to help them assess their capability. However, the students in Atse Yohanes Preparatory school seem that they were not frequently employing self-assessment strategy. First, the majority of the students were not practicing keeping a diary frequently. Secondly, they did not reflect their weakness and strength to their teachers, classmates. Thirdly, they evaluate their own progress infrequently. What is more, they do not have the habit of noting the skills they have learned and achieved. All these facts may show us, the subjects were not practicing self-assessment that plays a great role for their way to be effective learners frequently.

Item 3 was designed to elicit if students were speaking English without irritation in front of class. As the data in table 6 depicted, the majority of the subjects 110(61.1%) responded, they were frequently feeling nervous. However, only 40(22.2%) of the students were confident to speak in front of people, While 30(16.7%) of the respondents do sometimes. During the FGD, the learners pointed out such feeling (shyness) is common to most of them. The reason they raised is, they fear to make mistake and not to be laughed at by friends. To cross check teachers were asked if student feel shy while they try to speak in

front of the class. They commented: this is the major problem of students in language classes in our school. We try to encourage them” no matter how they make mistakes but they didn’t make any improvement”. What can be inferred from the results is that, the respondents were not willing to take risk in learning language. But, as many scholars suggest, autonomous learners are confident to take risk and prepare to get involved in high risk in purposeful and authentic communication (Macaro, 1997).

In the final item of table 6, students were required to give their response to what extent they do homework and class work. As the data shows, the majority of the subjects 78(43.3%) were reported they do so frequently. On the other hand, 58(32.2%) of the students were reported they do so rarely. The remaining 44(24.4%) of the respondents claimed that they do the activities sometimes. In the follow up teacher’s interview, five of them mentioned that, the majority of the students were trying to do the activities. Nevertheless, if they are informed the teacher will not mark it they stop to do so. From this, we can say students were not responsible for their own learning. That is, they were not autonomous learners. The teachers have added that, if the students fail to do activities, they do not feel missing an opportunity to improve their English. However, the basis of autonomy is acceptance of responsibility for one’s own learning. (Scharle and Szabo, 2000).

Data gathered from the FGD indicate that most of the students who did assignments were copying from other friends. The participant in the FGD suggested that they were not doing the activities consciously, it is only for not to be punished by the teacher. This may show us students were not consciously monitoring their own progress and were not making an effort to use available opportunities to their benefit, including class work activities and homework. This implies that the subjects were not involved to self-initiated learning. The basic assumption of activities for language learning is “human being learn best by doing” Furthermore, the common saying of psychologists seem to reflect this view:

I hear and I forget

I see and I remember

I do and I understand

From this, we can infer learning is acquired through doing activities. However, the subjects seem to ignore learning by doing.

When we see the mean value of the four items in table 6, each mean inclines to rarely practice of students in employing self-assessment. The mean values of the four items are 2.30, 2.64, 1.39 and 2.42 respectively, which is less than the average mean ($\bar{X}=3$). Moreover, the grand mean ($\bar{X}=2.18$) implies subjects were rarely employing self-assessment.

Harris (1997:12) states self assessment is rightly as the pillar of learners autonomy; however the students of Atse Yohannes preparatory school lack this strategy to a great extent. Consequently, it would be difficult to assume these learners as autonomous. However, this does not necessarily mean they do not employ self- assessment at all. It is to mean students were not fully engaged in it.

In general, the students were aware of their own roles in autonomous learning. Most of them believe setting goals, identifying strengths and weaknesses, and finding ways to practice English are means of improving language learning. Moreover, the majority of the students believe language learning is impossible without teachers. They agree teacher's explanation is the best way of language teaching. However, in autonomous learning the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement. Consequently, the subjects were not aware of teachers' roles.

Further more, the research reveals that the majority of students were aware that decision making, evaluating progress, and practicing language as a characteristics of successful language learners, so they were aware of language

learning strategies. The learners individual effort in enhancing their English is low, it is found that students were inefficient in activities such as: looking for people to talk in English , learning English without a teacher, revising lessons in advance and using English in and outside class. Therefore, students were not making efforts to improve their English. Equally, learners were not employing language-learning strategies that they did not have the habit of setting goals, guessing the meaning of words, decision making, risk taking and note taking. This implies that they were unable to gather, process, associate, categorize, rehearse and retrieve information or patterned skills (Gardner and Miller, 1999:158). They were weak in identifying their strengths and weaknesses and evaluating their own progress in learning English. Finally, the problems that hold back learners from practicing autonomous learning were: Lack of Basic English language skills, their exam based way of study, inadequacy of library facilities, and lack of confidence in using English.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, conclusions and recommendations of the major findings are presented.

5.1. Conclusions

Based on the major findings the following conclusions could be drawn:

- 5.1.1. Students were aware of their own roles and strategy use in language learning. This implies that they have better learning options and can make appropriate selection of strategies which suits them. Besides, they can develop responsibility easily for their own learning. However, the students had limited awareness towards teachers' role. They believe the teacher as an authority who passes knowledge to them. This can make them not to realize that language learning is possible by individual effort, which is part and parcel of autonomy.
- 5.1.2 Students were not effective in exerting individual effort and strategy use towards autonomous learning. They were not responsible for their own language learning. This shows that they did not made efforts to be successful language learners'. Since, the starting point of autonomous learning is acceptance of responsibility for their learning.
- 5.1.3 Students were unable to practice autonomous learning for the reason that their own lack of confidence, in adequacy of library sources, exam based study technique and lack of basic elementary skills in English.

5.2. Recommendations

Based on the major findings of the study and the conclusions drawn, the researcher suggested the following recommendations, which might be helpful in promoting autonomous learning:

- 5.2.1. Students varied view can be from their lack of awareness in teachers' role in language learning. Therefore, teachers have to share learners something of what they know about their role so that learners can have a great awareness of what to expect from teachers. In addition, teachers could help learners to become more aware of language learning as a system so that they can understand many of the learning techniques available.
- 5.2.2. Teachers have to encourage learners to reflect up on classroom learning through training students different strategies such as using diaries and evaluation sheet to plan, monitor and evaluate their learning, identify problems and solve it by discussing with friends and teachers. In addition, teachers have to transfer their roles by involving students in various tasks that come up in any teaching-learning situation. For instance, allocating small tasks in the classroom, sharing ideas about learning outside the classroom, allowing learners to talk to the class, and make class contract
- 5.2.3. The school should allocate some amount of money for equipping the library with reading materials that holds the need of the students. Teachers are also expected to recommend materials that are valuable for the course.
- 5.2.4. Teachers have to cultivate students' habit of English learning from different materials by asking students to write or listen to news and allow them to read it in class.
- 5.2.5. Students need to know their responsibility and complement classroom activities with a range of outside classroom activities.

5.2.6 Autonomous learning has to be understood and accepted as a goal not only by students but also by teachers to insure its meaningful realization. It requires teachers commitment, determination and disposition to shift their role from instructing and controlling over the learning process to train learners skills and strategies how they can study, practice and use sources etc. Autonomous learning as well requires from the part of the learners personal responsibility for their own learning, to readily engage in and persist devotion at learning tasks and manage their own learning experiences in different ways.

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Appendix-A

Students' Questionnaire

Dear Student,

I am studying the practice of learner autonomy in your school (Atse Yohannes Preparatory School).Therefore, I kindly request you to give me your honest response to this questionnaire. The questionnaire is designed to find out your awareness towards autonomous learning and the efforts you do to learn English.

There is no right or wrong answer to these questions. Your answer depends on your point of view and practice. I am interested in what you think and do. The information is for my MA research only and the results obtained will be reported anonymously. Thank you for agreeing to help with my research. Your cooperation will be highly appreciated.

Yours truly,

Part-I**Student's profile**

Please fill in the information carefully by putting a tick mark (✓) in the box of your choice.

1. Sex: Male Female
2. Academic field: Natural Science Social science

Part-II***A-Learners Awareness About Autonomous Learning***

Instruction: Below are some views that some people have about learner autonomy. Read each statement and decide if you:

(1) Strongly disagree, (2) disagree, (3) undecided (4) agree, (5) strongly agree.

Please put a tick mark (✓) in the space provided according to your view.

No	Items	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
1	Learners have to be responsible for finding their own ways of practicing the language.					
2	Learners have to identify their strengths and weaknesses.					
3	Learners should be responsible for planning their own learning.					
4	Learners should set goals for their learning.					

5	Errors are signs of learning.					
6	It's the teacher's job to correct all my mistakes.					
7	The role of the teacher is to create opportunities for me to practice.					
8	The best way to learn a language is by the teacher's explanation.					

No	Items	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
9	A lot of learning can be done without a teacher.					
10	It is important to make decisions about one's own learning.					
11	Using English in and outside classroom is important for developing language skills.					
12	Exams motivate learners to study hard.					
13	It's useful to do activities in pair or group.					
14	Being evaluated by others is helpful.					

Part III

Learners Effort towards Learning English

Instruction: Using the scale below, indicate what you do in learning English: (5) always (4) usually (3) Sometimes (2) rarely (1) Never. Please put a tick mark (√) in the space provided corresponding to your answer.

No	Items	Always (5)	Usually (4)	Some Times (3)	Rarely (2)	Never (1)
15	I look for people I can talk to in English.					
16	I try to learn English without a teacher.					
17	I practice English in and outside class.					
18	I revise lessons in advance.					
19	I ask teachers to explain if I couldn't understand the lesson.					
20	I use library to develop my English.					
21	I set goals for improving my English.					
22	I listen to radio, watch movies, read books, magazines, and news paper to improve my English.					
23	I guess the meaning of a word.					

No	Items	Always (5)	Usually (4)	Some Times (3)	Rarely (2)	Never (1)
24	I make decision on my own language learning.					
25	I take risk in learning English language.					
26	I make summaries (take notes) of information that I hear or read.					
27	I write my weaknesses and strengths in learning English.					
28	I check my own progress by doing exercises.					
29	I am confident while I speak in front of people					
30	I do my class and home work.					

Please check to see you have answered every question

Thank you

Appendix- H
ጉጅለ ተኮር ምደይጥ

1. ቋንቋ እንግሊዘኛ ብግቡእ ንምምሃር ተራ ተምሃራይ እንታይ ክኸውን ኣለዎ ትብሉ?
2. እንግሊዘኛ ክትመሃሩ ከለኹም ኩሉ ዝተገኙኹምዎ ዕዩ መምህር ክእርመኩም ዶ ትፀበዩ?
3. እንታይ ዓይነት ሜላ ኣመሃህራ እንግሊዘኛ ትፎትው? እንታይ ከ ትፀልኡ?
4. ብዘይ መምህር እንግሊዘኛ ምምሃር ዝከኣልዶ ይመስለኩም?
5. ቋንቋ እንግሊዘኛ ንምምሕያሽ ኣብ ጉጅለን ፅምድን ዕዩታት ምስታፍ ዝጠቅምዶ ይመስለኩም?
6. ኣብ ክፍልን ካብ ክፍሊ ወፃኢን እንግሊዘኛ ትላማመዱ ዶ?
7. ኣብ ቋንቋ እንግሊዘኛ ምምሃር ዱኹምን ጡንኩርን ጎንታትኩም እንታይ እዩም?
8. ክንደየናይ ዝኣክል ኣብ ቤተ ንባብ እንግሊዘኛ መፃሕፍቲ ተንቡ?
9. ክእለት ቋንቋ እንግሊዘኛ ንምምሕያሽ እትገብርዎ ፃዕሪ ከመይ ትግምግምዎ?
10. ገዛዕዩን ክፍሊ ዕዩን ክንደየናይ ዝኣክል ትሰርሑ?

Appendix- B

ንተምሃሮ ዝቐርብ ፅሁፋዊ መጠይቕ

ዝኸበርኩም ተምሃሮ ፈለግ እዚ ፅሁፋዊ መጠይቕ ንምምላእ ፍቓደኛታት ብምኻንኩም ኣቐዲመ
የመስግን። ኣብ ቤት ትምህርትኩም ሃፀይ ዮውሃንስ ካልኣይ ብርኪ እንግሊዝኛ ኣብምምሃር
ውልቀ ሳዕሪ ተምሃራይ ክንደይ ዝኣክል ዩ ዝብል የፅንዕ ኣለኹ። ስለዚ ዝስዕቡ ሕቶታት
ብቐንዕና ንክትምልሱለይ ብትሕትና ይሓትት ። እዚ ፅሁፋዊ መጠይቕ ንስኻትኩም
እንግሊዝኛ ንምምሃር ዘለኩም ኣረኣእያን ሳዕርን ንምፍታሽ ዝግለመ እዩ።

እዞም ዝስዕቡ ሕቶታት ሓቂ ወይ ኔጋ ዝብል መልሲ የብሎምን ። ኩሎም ብናታትኩም
ኣረኣእያን ብእትገብርዎ ሳዕርን ጥራሕ ዝምለሱ እዮም ። እዚ ሓበሬታ ንመመረቂ መፅናዕቲ
ጥራሕ እየ ዝጥቀመሉ። ኣሽማትኩም ፈጻሙ ስለዘይግለፅ ደጊመ ብናትኩም ሪኪቶ ጥራሕ
ተደሪክኩም ንክትምልሱ እናተላቦኹ ክትሕግዙኒ ፍቓደኛታት ብምኻንኩም ኣቐዲመ
የመስግን።

መስፍን እዮብ

ክፋል- I

ሓፈሻዊ ሓበሬታ

ኣብ ዝመረፀካ/ክ ዩ «√» ምልክት ኣቐምጥ/ጠ.

- | | | | |
|------------|------------------------------------|-----------|--------------------------|
| 1. ያታ | ተባዕታይ <input type="checkbox"/> | ኣነስታይ | <input type="checkbox"/> |
| 2. ክፍሊ ት/ቲ | ተፈጥሮ ሳይንስ <input type="checkbox"/> | ሕ/ሰብ ሳይንስ | <input type="checkbox"/> |

ክፋል II

ሀ. ካብ ቁፅሪ 1-14 ዘለዉ ሕቶታት ሓደ ሓደ ሰባት ብዛዕባ እንግሊዘኛ ብውልቁ ዓዕሪ ምምሃር ዘለዎም ኣመለኻኽታ ዝሓዙ ሓሳባት እዮም :: ስለዚ ኣብ ሕድሕድ መጠይቅ ዘለኩም ኣመለኻኽታ (1) ኣዝዩ ኣይስማዕማዕን (2) ኣይስማዕማዕን (3) ክውስን ኣይክእልን (4)ይስማዕማዕ (5) ኣዝዩ ይስማዕማዕ እናበልኪ/ካ ኣብ ዝመረፅካ/ኪ ዮ ምልክት ኣቐምጥ/ጢ ::

ተ.ቁ		ኣዝዩ ኣይስማዕማዕን (1)	ኣይስማዕማዕን (2)	ክውስን ኣይ ክእልን (3)	ይስማዕማዕ (4)	ኣዝዩ ይስማዕማዕ (5)
1	ተምሃሮ ብውልቆም ቛንቛ እንግሊዘኛ ክለማመዱ ሓላፍነት ኣለዎም::					
2	ተምሃሮ ቛንቛ እንግሊዘኛ እንትመሃሩ ጡንኩርን ድኹምን ጎኖም ፈለዮም ክፈልጡ ይግባእ::					
3	ተምሃሮ እንግሊዘኛ ክመሃሩ እንተለዉ ናይ ውልቆም ትልሚ ከውዕኩ ግቡኦም እዮ::					
4	ተምሃሮ ንእንግሊዘኛ ትምህርቶም ዕላማ ክሕንፀፁ ኣለዎም::					
5	ኣብ ምምሃር ቋንቋ እንግሊዘኛ ጌጋ ምፍጣር ኣካል ምምሃር እዮ::					
6	እንግሊዘኛ ክመሃር እንተለኹ ኩሉ ጌጋይ ምእራም ናይቲ መምህር ሓላፍነት እዮ::					
7	ዋኒን መምህር እንግሊዘኛ ንክለማምደና ባይታ ምፍጣር እዮ::					
8	ዝሓሸ ሜላ ምምሃር እንግሊዘኛ ገለፃ መምህር እዮ::					
9	ብዘይ መምህር እንግሊዘኛ ምምሃር ይክኣል እዮ::					
10	ብውልቅኻ ቛንቛ እንግሊዘኛ ከመይ ኣቢልካ ከምትመሃር ምውሳን ኣድላይ እዮ::					
11	ኣብ ውሽጢ ክፍልን ኣብ ደገን እንግሊዘኛ ምልምማድ ክእለትካ ንምምዕባይ ኣድላይ እዮ ::					
12	ፈተና እንግሊዘኛ በርቲዕኻ ንምዕናዕ የለዓዕል					
13	ብዕምድን ብጉጅለን ዕዮ እንግሊዘኛ ምስራሕ ኣድላይ እዮ::					
14	ክእለት እንግሊዘኛ ቋንቋኻ ብኻልኦት ሰባት ትምህርትካ ምግምጋም ኣድላይ እዮ::					

ለ. ተምሃሮ ብውልቆም እንግሊዘኛ ንምምሃር ዝገብርዎ ፃዕሪ

መምርሒ: ካብ ቁፅሪ 15-30 ዘለዉ ሕቶታት እንግሊዘኛ ንምምሃር እትገብርዎም ፃዕርታት በዘም ዝስዕቡ መዐቀንታት (5) ኩሉ ሻዕ (4) መብዛሕቱ ጊዜ (3) ሓደ ሓደ ጊዜ (2) ስሕት ኢሉ (1) ምንም ኢልኩም ኣብ ዝመረፅክምዎ ሕንፃፅ √ ምልክት ኣቐምጡ።

ተ.ቁ		ኩሉ ሻዕ (5)	መብዛሕቱጊዜ (4)	ሓደ ሓደ ጊዜ (3)	ስሕት ኢሉ (2)	ምንም (1)
15	እንግሊዘኛ ዝሃረቡ ሰባት ደልዮ የዛርቦም።					
16	ብዘይ መምህር (ብውልቀይ) እንግሊዘኛ ንምምሃር ይፍትን።					
17	ክእለት ቋንቋ ኣንግሊዘኛይ ንምምሕያሽ ኣብ ውሽጢ ክፍልን ደገን ይለማመድ።					
18	ኣብ ቀዳይ ዝመሃሮ ትምህርቲ ኣቐዲመ ኣብ ገዛይ የፅንፃ (ይሙኩር)።					
19	ግልፂ ዘይኮነለይ ትምህርቲ መምህራይ ክብርሃለይ ይሓትት።					
20	ክእለት ቋንቋ እንግሊዘኛይ ንምምዕባል ቤተ መጻሕፍቲ ይጥቀም።					
21	እንግሊዘኛይ ንምምሕያሽ ዕላማ ይሕንፀዕ።					
22	ክእለት ቋንቋ እንግሊዘኛ ንምዕባይ ፊደላዊ የዳምፅ ፊልማ ይርኢ መጻሕፍታትን መፅሔትን የንብብ።					
23	ፍታሕ ቃል ብግምት ክፈልጦ እንድሕር ዘይኪኢለ መዝገበ ቃላት ይጥቀም።					
24	ብወልቀይ ቋንቋ ኣንግሊዘኛ እንትመሃር ውሳኔ ዘድልዮም ባዕለይ ይውስን።					
25	እንግሊዘኛ ክመሃር እንተለኹ ዘጋጥመኒ ክቢድ ዕዩ ኣቐዲመ ባዕለይ ይሙክርም።					
26	እንግሊዘኛ ክመሃርክለኹ ዝሰማዕኹዎን ዘንብብኩዎን ቀንዲ ቁምነገር ይፅሕፍ።					
27	እንግሊዘኛ ክመሃር ክለኹ ጥንኩርን ድኹመን ጎነይ የለሊ።					
28	ዝተፈላለዩ ዕዮታት ቋንቋ እንግሊዘኛ ብምስራሕ ክእለተይ ይፍትሽ።					
29	ኣብ ክፍሊ ብእንግሊዘኛ ምዝራብ ኣየሕፍረኒን።					
30	ገዛ ዕዮን ክፍሊ ዕዮን እንግሊዘኛ ብእዋኑ ይሰርሕ።					

Appendix- D

ቃለ መጠይቅ ንተምሃሮ

1. ብዘይ መምህር /ብውልቁ/ እንግሊዘኛ ምምሃር ይከኣል ዶ ይመስለካ/ኪ? እወ እንተኣልካ/ኪ ? ከመይ ገይርካ ይከኣል? ንስካ/ኪ ኽ ሞኪርካ/ኪ ዶ ትፈልጥ/ጢ ?
2. እንግሊዘኛ ክትመሃር/ሪ እንተለኻ/ኻ ከመይ ዝበለ ኣመሃህራ ትፎቱ/ትዊ? ከመይ ዝበለኽ ትፀልእ /ኢ ?
3. ኣብ ክፍሊ ውሽጥን ካብ ክፍሊ ወፃኝን ብእንግሊዘኛ ምዝራብ ክእለት ንምምሕያሽ ይሕገዝ ዶ ይመስለካ/ኪ?
4. ክእለት ቋንቋ እንግሊዘኛ/ኻ/ኺ ንምዕባይ ኣብ ክፍሊ ውሽጥን ካብ ክፍሊ ወፃኝን ከመይ ኣቢልካ/ኪ ትዕዕር/ሪ ነይርካ/ኺ?
5. ክእለት ቋንቋ እንግሊዘኛ ንምዕባይ ብውልቀኻ/ኺ ጻዕሪ ክትገብር/ሪ ክለኻ/ኺ መምህርካ/ኪ የተባብዑኻ/ኺ ዶ?
6. እንግሊዘኛ ክእለት ዘለዎም ሰባት ደሊኻ/ኺ ዶ ተዛርቦም/ብዩም?
7. ቋንቋ እንግሊዘኛ ንምዕባይ ብዘይ እንግሊዘኛ መፅሓፍ 11 ክፍልን ፕላዝማን ካሊእ እንታይ ትጥቀም/ሚ?
8. እንግሊዘኛ ብውልቀ ንምምሃር ዘፀግሙኻ/ኺ ነገራት ዶ ኣለው?
9. ኣብ ቅድሚ ተምሃሮ ብእንግሊዘኛ ክትዛረብ/ቢ እንተደለኻ/ኺ እንታይ ይሰመዐካ/ኪ?
10. ቋንቋ እንግሊዘኛ ኣብ ምምሃር ጡንኩርን ድኹምን ጎንኻ/ኺ እንታይ እዩ?
11. ተራ መምህር ኣብ ቋንቋ እንግሊዘኛ ምምሃር ከመይ ክኸውን ኣለዎ ትብል/ሊ?

Appendix F

ቃለ መጠይቅ መምህራን

1. ተምሃሮ አቅዲሞም ተዳለዮም ናብ ክፍሊ ዶ ይመጡ?
2. እንግሊዘኛ ንምምሃር ተምሃሮኹም ዝጥቀሙሉም ሜላ ኣፀናንግ እንታይ እዩም
3. ተምሃሮኹም ኣብ ቅድሚ ኣብ ክፍሊ ክዛረቡ ከለው እንታይ ይስመዖም::
4. ተምሃሮኹም ክፍሊ ዕዩን ገዛ ዕዩን ክንደየናይ ዝኣክል ይሰርሑ?
5. ኣብ ከይዲ ምምሃር እንግሊዘኛ ጥንኩርን ድኹምን ጉኒ ተምሃሮኹም እንታይ እዩ?
6. ተምሃሮኹም እንግሊዘኛ ንኸለማመዱ ባይታ ዶ ተጣጥሖም? እወ እንተይልኩም ከመይ ገይርኹም ተለማምድዎም?

Declaration

I the undersigned, declare that this thesis is my work and all sources of materials used for this thesis have been duly acknowledged.

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Date of Submission: June, 2008.