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**THE PRACTICE OF LEARNER AUTONOMY IN LEARNING
EFL AT GRADE 11: ABADIR SECONDARY SCHOOL IN
FOCUS**

**A Thesis Presented to the Department of English In
Partial Fulfillment of the Requirement for the Degree of
Master of Arts in TEFL**



By

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Addis Ababa

**Addis Ababa University
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ACRONYMS

EFL	English as a Foreign Language
FGD	Focus Group Discussion
No	Number
R	Research
T	Teacher

ABSTRACT

This study was conducted to investigate the practice of learner autonomy in learning EFL by grade 11 students of Abadir Secondary School. Since the main objective of the study was to describe the extent to which learner autonomy was practiced in the target area, the method employed in the study was descriptive. To achieve this, questionnaire, interview, classroom observation, focus group discussion and students' diaries were used for data collection. Because there were 60 students and 2 English language teachers, all of them were involved in the study using questionnaire and interview respectively. Besides, stratified random sampling method was used to select students for focus group discussion and diary writing. The result of the study shows that most grade 11 students of Abadir Secondary School didn't adequately practice to use cognitive, meta-cognitive and socio-affective strategies in learning English in their own ways. This is mainly because their teachers did not provide them with adequate support, opportunity, training, guidance and freedom to do so. The other factors that hindered their practices are lack of motivation, lack of self-confidence, lack of experience and the influence of exams. In conclusion, the study indicates that learner autonomy was adequately practiced in learning EFL by most grade 11 students of Abadir Secondary School and English language teacher didn't play adequate roles in helping the students practice learner autonomy. Therefore, teachers are recommended to play the central role in creating opportunities for students to learn and practice the language. Students should also take responsibility for their own learning and learn English in their own ways. In addition, further study should be conducted in order to arrive at a comprehensive conclusion.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Over the last three decades learner autonomy has become a “central concern” (Little, 1991: 2) and popular issue in education to promote life- long learning. It also attracted increasing attention in language learning/ teaching, especially when language teaching shifted to a more communicative and learner-centered approaches (Yang, 1998; Jones, 1995) as a consequence of the innovations such as humanistic approaches, constructivism, communicative approaches, technology-based approaches and so on.

After the emergence of the communicative language teaching (CLT) in the 1970s, there has been a focus on the promotion (enhancement) of the role of learner in the process of language learning (Wenden, 1998: xi). The emphasis of CLT is on greater initiative and active role of students rather than simple teacher centered approach. This is because the traditional purpose of education, i.e. to produce knowledgeable persons, is shifting to a new purpose of education, i.e. to produce autonomous life-long learners (Knowles, 1975 cited in Boud, 1988) and to make the learning process more permanent and meaningful. Consequently, the central role of learners in the teaching learning process has been considered by many educators and writers.

After autonomy in learning EFL got its origin in the mid 1970s, books and journals began to be published. However, it is Holec (1981:3), who first coined the term ‘learner autonomy’ in 1981. He defines autonomy as ‘the ability to take charge of one’s own learning’ i.e., independently choosing aims (purposes), materials, tasks and evaluation criteria. The focus upon learners as a source of information for learning process has 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 the century, 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 national curricula came to include learner autonomy (independent learning) more as a key goal (Littelwood, 1995). This brought an important shift of emphases, whereby learners doing things not necessarily by themselves but for themselves. These developments were accompanied, and to some extent driven by an increase in the number of academic publications dealing with one or another aspect of learner autonomy. Text books designed for use in language teacher education had also began to include chapters or sections on learner autonomy (e.g. Harmer, 2001; Hedge, 2000, cited in Mesfin, 2008).

One of the objectives of curriculum renewals in our country is also to incorporate learner autonomy in the textbooks and to shift the teaching-learning process from teacher controlled to student-centered one. The introduction of student-centered and communicative language teaching (CLT) methods is aiming at helping students develop their autonomy and actively participate in their own learning.

However, what I have observed and understood in my teaching experience in our secondary schools is that student-centered method of teaching is not implemented in reality and learning autonomy is not practiced well. The local studies of Atakilt (1998) and Mesfin (2008) also confirmed this reality. Atakilt (1998) conducted a study on autonomous learning in AAU freshman classes. The aim of his study was to explore whether English language instructors of freshman program in AAU employed learner training components in their lessons or not. His finding indicates that instructors did not adequately incorporate learner training in their lessons. Besides, Mesfin's (2008) study that was conducted on the practices of autonomous learning by grade 11 students

of Aste Yohannes Preparatory School shows that students were unable to practice autonomous learning.

Therefore, the purpose of conducting this study was to investigate whether grade 11 students of Abadir Secondary School and their English language teachers practiced learner autonomy or not. This study is also different from the above local studies in that it described the practice of learner autonomy by grade 11 students of Abadir Secondary School, one of the private schools in Addis Ababa where many people believe that English language learning is better than governmental schools. Hence, it enabled us to see to what extent learner autonomy was practiced by a private school in Addis Ababa. Moreover, the study included the practices (roles) of English language teachers in developing their students' learning autonomy since it is the teacher who plays the central role to help the learners become more autonomous in the foreign language classrooms. Furth moreover, it enabled us to find the most important factor that hindered the practice and development of learner autonomy.

1.2. Statement of the Problem

Learners do not always have access to the kind or amount of individual instruction or help they need because a teacher may not always be available to assist them. Hence, they should be able to learn by themselves instead of spending time waiting for the teacher to provide them with resources or solve their problems (Cotterall, 1995). They should be equipped with the skill of life-long learning (learning autonomy) than teacher taught knowledge in order to make their learning permanent.

Moreover, nowadays, it is believed that no language teacher or school can provide its learners with all knowledge and skills they need. Although a language teacher assists his/her students with necessary effort and input, learning can only happen if learners have the willingness and capacity to contribute to their learning (Atkins, et al., 1995).

Furthermore, many writers and researchers (Benson, 2000, 2001; Little, 1991; Wenden, 1991) argue that taking charge of one's own learning (becoming an autonomous learner) promotes learning. In other words, learner autonomy significantly enhances students' English proficiency. Thus, learners should initiate and take responsibility for their own learning.

Teaching methods of the last three decades have also focused on the role of learner as an active participant in the teaching learning process. Learners should, therefore, take charge of their learning and be able to make decisions about what, why, how and when to learn language. That means they should be able to choose the aims (purposes), materials, activities, methods (strategies) and evaluation criteria for their learning as a good language learner. For example, students at secondary and preparatory school level can and should look for opportunities in and out of class to learn English from different sources like dictionaries, grammar books, proficient language users, radio and TV programs, journals, newspapers, magazines, etc. By doing so, they can develop (promote) their own autonomy. They should also find, develop and employ their own independent and best ways of learning the language instead of being solely dependent upon the classroom teacher.

Moreover, learners should practice learning autonomy because it is like any other skill that requires practice. Its permanence cannot be ensured unless it is practiced and used by learners in learning the language. The teachers' role in the language classroom is, therefore, to create opportunities and help learners practice, develop and employ autonomy in their learning. Teachers should also assist, train and guide their students to practice and develop learning autonomy by encouraging them to become aware of the wide range of strategies and opportunities available to their learning so that autonomy can be promoted and their learning can be more effective.

However, as I have observed in my four years of teaching experience, learner autonomy is not practiced well at secondary and preparatory schools. Most of

the students at this level think that their teachers are the only source of knowledge who can give them the ability to master the language. They are also ill-equipped to apply their school-learned knowledge and skills “to the world beyond the classroom. They do not choose their materials, objectives, tasks and methods to learn the language independently of the teacher. Besides, they are afraid of making mistakes and do not look for verity of opportunities and sources to learn English. In other words, it is possible to say that most secondary school students are not willing and able to take responsibility or risks for their own learning.

Therefore, the main objective of conducting this study is to investigate whether grade 11 students of Abadir Secondary School practice learner autonomy in learning English and whether their teachers encourage, train, guide and help the students practice and use learner autonomy in learning the language or not.

1.3. Objective of the Study

The objective of this study is to describe the practice of learner autonomy in learning EFL at grade 11, Abadir Secondary School in Focus.

In particular, the study is aimed at:

- Assessing the extent to which learner autonomy was being practiced;
- Examining the roles played by English language teachers in helping students practice learner autonomy;
- Finding out factors that influence the practice of learner autonomy.

1.4. Significance of the Study

The result of this study is hoped to have the following contributions.

- It informs English teachers and students of what roles they have to play in order to promote learner autonomy;

- It creates awareness of English language teachers, students and any concerned body about factors that influence the development of learner autonomy;
- It can be used as a reference for interested researcher to conduct further study in the area.

1.5. Scope of the study

This study is limited to describing the practice of learner autonomy in learning EFL at grade 11. It is further restricted to Abadir Secondary School in Addis Ababa.

1.6. Limitation of the Study

Because of the limited time and budget the researcher had, this study was limited only to Abadir Secondary School, one of the private schools in Addis Ababa. Thus, this might affect the generalization of the result.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Definition of Learner Autonomy

Learner autonomy was first defined by Henri Holec (1981:3) as “the ability to take charge of one’s own learning”. He also maintains that learner autonomy grows out of the individual learner’s acceptance of responsibility for his/her own learning. Afterwards, many scholars began to take interest in learner autonomy and defined it from different perspectives. To mention some of these from the earliest to the latest, Dickinson (1987:11) believes that learner autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions. Higgs (1988:41) regards it as a process, “in which the learner works on a learning task or activity and is largely independent of the teacher who acts as a manager of the learning program and as resource person”. Little (1991:41) holds the view that learner autonomy is a capacity for detachment, critical reflection, decision making and independent action.

In addition to that, other scholars try to clarify learner autonomy by describing what an autonomous learner should be. Wenden (1991:15), for example, takes learner autonomy as skills and describes autonomous learners as those “who have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher”. Dam (1995:45) also specifies that “a learner qualifies as an autonomous learner when he/she independently chooses aims and purposes and sets goals; chooses materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation.

Besides, some discuss it from its components. Benson and Voller (1997:1-2), for instance, holds that learner autonomy consists of at least five ways or phases in language education:

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

In Hedge's (2000:410) opinion autonomy is the ability of the learner to take responsibility (plan, organize and monitor) for his/her own learning independently of the teacher.

Finally, Sert (2006) describes learner autonomy as the capacity to take responsibility to decide what to learn, when and how to learn it by taking charge of one's own learning.

Some of the definitions given above, however, are far from explicit enough to be of pedagogical use. Therefore, I prefer to focus upon the definitions given by scholars like Holec(1981), Wenden(1991), Little(1991), Hedge(2000) and Sert(2006) for this study.

Based on most of these definitions given above, it can be generalized that learner autonomy is the ability and willingness of a learner to take responsibility, to seek knowledge from different sources, to initiate and take risks of his/her own learning. Thus, it consists of becoming aware of, identifying and deciding and setting goals, defining progressions, choosing strategies and approaches, monitoring learning process and evaluating the outcome of learning to learn actively and independently.

However, although learners take responsibility and enjoy freedom of choice about what, when and how to learn, their freedom is never absolute, but it is always conditional and constrained (Little, 1991) by the support and cooperation of others so that autonomous learners are also interdependent (Bound, 1988). They learn in collaboration with others.

2.2. Misconceptions about Learner Autonomy

As stated by Little (1991:3), many people have the following misconceptions about autonomy which formed the basis of “strong hostility in some quarters”. The first misconception is that Learner autonomy is a western cultural construct. Many people believe that learner autonomy is an exclusively western cultural construct, and as such an inappropriate pedagogical goal in non-western societies. However, the fact is that although the notion of learner autonomy originally developed in the western social context, it is not a product of specific culture. Rather, it is a universal human capacity (Littlewoods, 1999). Anyone can be autonomous in different form.

The other misconception is that autonomy is anew methodology. Autonomy is not an approach enforcing a particular way of learning. It is rather, an educational goal, as Holec (1981) explicitly states. Objections to autonomy based on students’ current incapacity to learn in a wholly self-directed manner, therefore, lack validity in any context. As Little(1991:40) makes it clear, “autonomy is likely to be hard-won and its permanence cannot be guaranteed, and the learner who displays a high degree of autonomy in one area may be non-autonomous in another”.

Thirdly, some people think that autonomy entails individualism. Concepts of autonomy began to be developed in the philosophical context of 18th century rationalism and have tended to be associated with individualism. Claims have been made in various fields; however, that autonomy doesn’t entail total independence (Ryan, 1991 and Nedlsky, 1989). In the context of second language education, Little (1991) also emphasizes that because we are social beings, our independence is always balanced by dependence. Total detachment is a principal determining feature not of autonomy but of autism (Little, 1991:5). In formal educational contexts as elsewhere learning can proceed only via interaction, so that the freedoms that are recognized in learner autonomy are always constrained by learner’s dependence on the support and cooperation of others (Little, 1997:204; Holec, 1985:175). Generally, although autonomy

implies more independence, it doesn't necessarily mean complete independence.

Yet another misconception is that validity of autonomy depends on psychological/ cultural considerations. Learner autonomy in any context may rest on political rather than "cultural" or "psychological" considerations. As Benson (1996) argues, taking control of one's own learning involves change in the power structures in which learners and teachers are involved, while Little (1997:7) argues that the challenges of learner autonomy are essentially and inescapably political. Since the concept of learner autonomy has political dimensions, involving as it does notions of freedom to reflect critically and to learn/speak for oneself in negotiation with others (Little, 1997), it is to be expected that there will be objections to it for political reasons. For example, the legitimacy of autonomy may be contested on the grounds that it is inappropriate in terms of current learning styles or that it is an imported or imposed western/ liberal-democratic ideal.

The last misconception to note is autonomy is synonymous with self-instruction; therefore, learners make the teacher redundant. According to Benson (2001:48), there are a number of terms related to autonomy, however, most writers now agree that autonomy and autonomous learning are not synonymous of 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'. These terms basically describe various ways and degrees of learning by oneself; whereas autonomy refers to abilities and attitudes of one's own learning. The point is, then, that learning by oneself is not the same thing as having the capacity to learn by oneself. Autonomous learners may also be better than others at learning by themselves, but they do not necessarily have to learn by themselves. Autonomous learning is by no means "teacher less learning" (Sheerin, 1997 cited in Benson and Voller, 1997). Moreover, the teacher of autonomous learners is not redundant or idle. Rather, he/she has many roles and responsibilities to play (Little, 1999, 2000a and 2000b). As stated by Nunan (1997) encouraging learners to move towards

autonomy is best done inside the classroom. Thus, this encouragement is mainly made by the classroom teacher since he/she plays the roles of a facilitator, manager, counselor, helper and resource in the classroom rather than being redundant /idle.

2.3. Characteristics of Autonomous Learner

Many writers describe autonomous learners in almost the same way. For example, Hedge (2000:76 cited in Mesfin, 2008) characterizes autonomous learners as that don't think the teacher as the sole agent who can give them the ability to master the language. Instead, they are learners who seek to learn from variety of sources both inside and outside the classroom. They also know how to use their time and other resources independently of the teacher. In short, they are learners that are characterized by using their own independent strategies in addition to working productively with the teacher towards the achievement of their objectives.

Within the context of education Wended (1991: 41-42) also characterizes autonomous learners as that have the motivation, willingness and the capacity to learn. They are also able to choose materials, methods, tasks and evaluation criteria in learning the language.

In addition, Atikins, et al. (1995) describes autonomous learners as learners who:

- Look for and make opportunities out of class to learn English;
- Don't be afraid of making mistakes;
- Don't be afraid of asking for clarification if something is not clear;
- Find their own best ways of learning English;
- Monitor their learning;
- Seek help/information from variety of sources like proficient person, dictionaries, grammar books, etc.

It is also said that an autonomous learner is a student who decides, at least partly, for him/herself:

- What aspect of language to pay attention to;
- What activities will help him/her learn best;
- What strategies will help him/her learn best (Atkins, et al., 1995)

From the descriptions given above, we can understand that autonomous learners are students that have the ability and willingness to take responsibility for their learning, to initiate and take risks. They make efforts of learning not simply to get good mark or please their teacher but to learn something. For example, they do class works/home works or answer questions in the class for learning purpose. They are willing to cooperate with the teacher and others in the learning group for their own benefit. They also come up with their own suggestions/ challenges/ questions/ solutions, rather than simply accept all that is given from the teacher.

Thus, the purpose of conducting this study is to examine whether grade 11 students of Abadir Secondary School possess these qualities or characteristics and if their teachers help them to develop these characteristics.

2.4. The Importance of Learner Autonomy

The saying "Give a man a fish, feed him for a day. Teach a man to fish, feed him for a lifetime." clearly shows us why we need learner autonomy in the teaching learning process. In other words, the primary purpose of learner autonomy is to make learning more permanent and meaningful. The aim of developing learner autonomy is, therefore, to promote language learning for the fact that better learning and students' English proficiency are significantly and positively related to their autonomy (Benson, 2001:183).

Many educationalists and researchers (Benson, 2000; Little, 1991; Wenden, 1991) also argue that becoming an autonomous learner, taking charge of one's own learning, can prove to be better and effective learning. Thus, learner autonomy is a precondition for effective learning (Benson, 2001:7).

Increasingly the imperative of a global economy dictates that the requirements of education are less focused on the production of individuals with specific skills, and more on lifelong learning and the production of autonomous individuals who are capable of training themselves to meet changing economic needs and circumstances (Benson, 2001:1).

Little (1991:8) states the following 3 justifications for fostering learner autonomy:

1. Because the learner sets the agenda, learning should be more focused and more purposeful, and thus more effective both immediately and in the longer term.
2. Because responsibility for the learning process lies with the learner, the barriers between learning and living that are found in traditional learning-led educational structures should not arise,
3. If there are no barriers between learning and living, learners should have little difficulty in transferring their capacity for autonomous behavior to all other areas of their lives. This should take them more useful members of society and more effective participants in the democratic process. Holec (1981) and Dickinson (1987) also have similar arguments.

In addition, if learners are proactively committed to their learning, the problem of motivation is solved, although they may not feel entirely positive about all aspects of their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setbacks. Moreover, effective communication depends on a complex set of procedural skills that develop only through use; and if language learning depends crucially on language use, learners who enjoy a high degree of social autonomy in their learning environment should find it easier than otherwise to master the full range of discourse roles on which effective spontaneous communication depends (Little,2002)

Autonomy as cited by Cotterall (1995) is also considered desirable for philosophical, pedagogical and practical reasons. The philosophical rationale behind autonomy is the belief that learners have the right to make choice with regard to their learning. Furthermore, many writers like Knowles (1975) have pointed out that the importance of preparing learners for a rapidly changing future, in which independence in learning will be vital for effective functioning in society. Helping learners become more independent in their learning is one way of maximizing their life choices. Littlejohn (1985) cited in Cotterall (1995) suggests that one outcome of learners acting more autonomously may be an increase in enthusiasm for learning.

Promoting learner autonomy can also be justified on pedagogical grounds, since learners demonstrably learn more, and more effectively, when they are consulted about dimensions such as the pace, sequence, mode of instruction and even the content of what they are studying (Candy,1988:75 cited in Cotterall, 1995). Learners who are involved in making choices and decisions about aspects of the program are also likely to feel more secure in their learning (McCafferty, 1981 cited in Cotterall,1995).

The practical argument for promoting learner autonomy is quite simply that a teacher may not always be available to assist students. Learners need to be able to learn on their own because they do not always have access to the kind or amount of individual instruction or support they need in order to become more efficient in their language. Finally, learners become more efficient in their language learning if they do not have to spend time waiting for the teacher to provide them with resources or solve their problems.

2.5. Factors that can Have Influence on the Practice of Learner Autonomy

Autonomy is not an article of faith, a product readymade for use. Rather it is achieved when certain conditions are fulfilled: learning strategies, motivation, attitudes and self-esteem on the learners' side and the crucial roles played the teachers side in lending students with a regular helping hand (Sheerin,

1997, cited in Benson and Voller, 1997:63) as long as autonomous learning is by no means a teacherless learning (Nunan, 1997).

In my experience as teacher of English; however, most of the learners and teachers do not adequately play their own roles to exercise and develop these conditions in the teaching-learning process. As a result, learners fail to apply/transfer what they are taught in the classroom to the external world and in their lives after school. Therefore, as stated above, the purpose of this study was to see whether grade 11 students of Abadir Secondary School and their English language teachers practice and strive for the existence of these conditions in the teaching learning process.

2.5.1. Learning Strategies.

A central research work on learning strategies is the one surveyed in O'Malley and Chamot (1990). According to them, learning strategies are 'the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information' (O'Malley and Chamot, 1990:1, cited in Cook, 1993:113). For Wenden (1998:18), learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. Atkins, et al., (1995) also describes learning strategies as actions that students take to make their learning easier. The following are the main kinds of these strategies.

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." Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning (O'Malley and Chamot, 1990:44) since they involve conscious ways of tackling learning.

One of these cognitive strategies to be used in learning English language is resourcing. Resourcing implies the use of available resources of information /Knowledge about the target language, including grammar books, dictionaries, textbooks, prior work, etc. Therefore, a good language learner should seek and practice to learn from these various sources in order to develop the skill of independence in his /her own learning. English language teachers should also train, guide and help their students how to use resources.

Note -taking is also the other cognitive strategy that should be used by learners in order to practice and develop learning autonomy. Learners should write down the key words and concepts of what they read or write in abbreviated verbal, graphic, or numerical forms to assist their performance of a language task.

Besides, learners can use deduction /induction as a cognitive strategy of learning the language where they consciously apply previously learned L₂ rules or self developed rules to produce or understand the target language.

In addition, elaboration is a cognitive strategy used by learners to relate new information to prior knowledge; to relate different parts of new information to each other; or to make meaningful personal associations to information presented.

Moreover, questioning can be used as the other cognitive strategy of learning the language. This technique is used by learners when they need to ask their teachers or other people for clarification upon something that they say or present to learners.

Furthermore, learners can use inference as a cognitive strategy to guess the meanings or usage of unfamiliar language items associated with language tasks, to predict outcomes, or to fill in missing information by using available information.

To add some other cognitive strategies we can mention strategies like:

- 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 knowledge to facilitate a language task;
- Repetition: Repeating a chunk of language (a word or phrase in the course of performing a language task or imitating other's speech; and
- Substitution: Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.

(Tudor, 1996; Cook, 1993: 114-115)

As can be understood from the above explanation, cognitive strategies are specific and direct actions to be taken by learners to make their learning easier and effective. Hence, an English language learner should develop and employ these strategies in order to be successful in his/her learning. Teachers should also encourage, support and guide their students to use these strategies.

One of the objectives of conducting this study is, therefore, to investigate whether grade 11 students of Abadir Secondary School practice to use cognitive strategies in learning English and whether their teachers encourage, train, guide and help them use these strategies.

2.5.1.2 Meta-cognitive Strategies

According to Hedge (2000:78) cognitive strategies are learning strategies that 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. Wenden (1991:34) also states that meta-cognitive knowledge includes all facts learners acquire about their own cognitive processes as they are applied and used or gain knowledge and acquire skills in varied situations. Generally, meta-cognitive

strategies are skills used for planning, monitoring and evaluating the learning activity. 'They are strategies about learning rather than learning strategies themselves' (Cook, 1993:114).

One of the main types of meta-cognitive strategies is planning. It involves previewing the organizing concept or principle of anticipated learning task (advance organization). Proposing strategies for handling the upcoming task; generating a plan for the parts, sequences, main ideas, or language functions to be used in handling a task are also the other aspects of planning for learning.

Self-monitoring can also be mentioned as the next major type of meta-cognitive strategies to be used in learning language. It consists of checking, verifying, or correcting one's comprehension or performance in the course of a language task.

Self-evaluation is the other main type of meta-cognitive strategies to be used in learning English. It implies checking the outcomes of one's own language performance against an internal measure of completeness and accuracy. It also involves one's language repertoire, strategy use, or ability to perform a task.

To mention some other types of meta-cognitive strategies, we can have strategies like:

- 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, arranging for the presence of those conditions and controlling one's language performance to maximize use of what is already known.
- Problem identification: Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders

its successful completion(Cook, 1993: 114; Tudor, 1996: 205 and Wenden, 1991: 28)

As can be seen from the description above meta-cognitive strategies are general learning strategies concerned about plans, thoughts or evaluations made by learners before and after using cognitive strategies in order to make their learning effective.

Therefore, a language learner should be equipped with these strategies in order to be successful in his/her learning and to possess the skills of independent or life-long learning. The purpose of this study is also to find out whether grade 11 students of Ababdir Secondary School practice for the development of these strategies and to investigate if their English language teachers train and assist their students to use these strategies.

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”. Hedge (2000) also confirms that socio-affective strategies are those, which provide learners with opportunities for practice. For example, it includes initiating conversations with native speakers, using other people as informants about the language, collaborating on tasks, listening to the radio or watching TV programs 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 these strategies are:

- Questioning for clarification: Asking for explanations, verification, rephrasing examples about the task, or posing questions to the self;
- Cooperation: Working together with peers to solve a problem, pool information, check a language 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 oneself when a language activity has been fully completed (Tudor, 1996:206).

Although learning autonomy is striving for equipping learners with the skill or ability of independent learning, it doesn't support total isolation. Instead, learners are also advised and encouraged to learn language by questioning, interacting and cooperating with others so that they can be successful in their learning. Thus, learners should practice to use and develop socio-affective strategies in their learning. Their English language teachers should also train, encourage and create opportunities for learners to practice and develop these strategies.

One of the objectives of conducting this study is, therefore, to examine whether grade 11 students and their English language teachers of Abadir Secondary School practice and encourage the development of socio-affective strategies respectively.

2.5.2. Learner Attitudes and Motivation

Language learning is not merely 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 contingent upon learners' stance towards the world and the learning activity in particular, their sense of self, and their desire to learn (Benson and Voller, 1997:134-136). As Candy (1991:295-296) says, 'the how and what of learning are intimately interwoven- the overall approach a learner adopts will significantly influence the shape of his/her learning outcomes. 'Meeting and interiorizing the grammar of a foreign language is not simply an intelligent, cognitive act. It is a highly affective one

too (Rinvoluceri, 1984:5 cited in James and Garrett, 1991:13). Gardner and MacIntyre (1993:1) cited in Graham (1997:92) defines 'active variables' as the 'emotionally relevant characteristics of the individual that influence how she/he will respond to any situation'. Amongst the social and affective variables at work, self-esteem and the desire to learn are deemed to be the most crucial factors 'in the learner's ability to overcome occasional setbacks or minor mistakes in the process of learning a second or foreign language' (Tarone and Yule, 1989:139).

2.5.2.1. Attitude

Wenden (1998:52) defines attitudes as 'learned motivations, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching'. For her, two kinds of attitudes are crucial: attitudes learners hold about their role in the learning process, and their capability as learners (ibid: 53). Attitudes are a form of meta-cognitive knowledge. At any rate, 'learner beliefs about their role and capability as learners will be shaped and maintained by other beliefs they hold about themselves as learners' (ibid,: 54). For example, if learners believe that certain personality types cannot learn a foreign language and they believe that they are that type of person, then they will think that they cannot be successful in learning the foreign language. Furthermore, if learners labour under the misconception that learning is successful only within the context of "traditional classroom," where the teacher directs, instructs, and manages the learning-activity, and students must follow in the teacher's footsteps, they are likely to be undermined.

In any way, attitudes are 'part of one's perception of self, of others, and of the culture in which one is living or the culture of the largest language' (Brown, 1987:126), and it seems clear that positive attitudes are conducive to increase motivation, while negative attitudes have the opposite effect.

2.5.2.2. Motivation

Although there is little agreement among experts on the exact meaning of motivation, most scholars seem to agree on that motivation is 'one of the key factors that influence the rate and success of second or foreign language learning. Motivation provides the primary impetus to initiate learning the L₂ and later the driving force to sustain the long and often tedious learning process' (Dornyei, 1998:117). Motivation and success in learning are positively related. Moreover, if students are highly motivated for their own learning, they are more likely to develop independence/autonomy. This is mainly because students' willingness to take charge of their learning and to act independently depends on the level of their motivation and confidence (Littlewood, 1996:98). According to Gardner and MacIntyre (1993:3), motivation is comprised of three components: 'desire to achieve a goal, effort extended in this direction, and satisfaction with the task'.

In language learning, people are motivated in different ways and to different degrees. Some learners like doing grammar and memorizing; others want to speak and role-play; others prefer reading and writing, while avoiding speaking. Furthermore, since 'the learning of a foreign language involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner' (Willians, 1994:77,cited in Dornyei,1998:122). An important distinction should also be made between instrumental and integrative motivation. Learners with an instrumental motivation view the foreign language as a means of finding a good job (Gardner and MacIntyre, 1993:3). 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 integral parts of it.

In general, motivation is a 'central mediator in the prediction of language achievement' (Gardner and MacIntyre, 1993:3), as various studies have shown (kraemer, 1990; Muchnick and Wolfe, 1982: et al.)

2.5.3. Self-Esteem

Closely related to attitudes and motivation is self-esteem, i.e. the evaluation the learner makes of herself with regard to the target language or learning in general. 'Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself/herself (Coopersmith, 1967:4-5, cited in Brown, 1985:101-102). If the learner has a 'robust sense of self', (Breen and Mann, 1997 cited in Benson and Voller, 1997:134), his/ her relationship to himself/herself 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/her capability as a learner, and to 'a deterioration in cognitive performance, thus confirming his/her views of himself/ herself as incapable of learning (Diener and Dweck, 1978, 1980, cited in Wenden, 1998:57).

2.6. Ways of Promoting Learner Autonomy

What have been mentioned under section 2.5 (learning strategies, learner attitude, motivation and self-esteem) are the conditions that should exist for the development of learner autonomy. The existence of these conditions is dependent upon the crucial roles that should be played by the teacher and the learner. Therefore, the teacher and the learner should play their own roles for the existence and implementation of these conditions in the teaching-learning process so that learner autonomy can be fostered and life-long learning can be ensured.

2.6.1. Teacher Roles

Encouraging learners to move towards autonomy is best done inside the language classroom (Nunan, 1997). During the learning process, no one can deny the vital roles of the teacher since the ability to behave autonomously for students is dependent upon their teacher creating a classroom culture where autonomy is accepted and practiced (Critchley, 2001: 3). Sheerin (1997, cited in Benson and Voller 1997: 63) also confirms that teachers have crucial roles to play in encouraging learners to practice/ exercise autonomous learning and in

lending them a regular helping hand to develop the skill of independent and life-long learning .

Esch (1996:37) added that learner autonomy is promoted through the provision of circumstances and contexts for language learners which will make it more likely that they take charge—at least temporarily—of the whole or part of their language learning program, and which are more likely to help rather than prevent learners from exercising their autonomy.

Teachers need to constantly reflect on their own roles in the classroom, monitoring the extent to which they constrain or scaffold students' thinking and behavior, so as to engage students in autonomous and effective learning (Smith, 2001:434). If students want to learn to take control of their learning, the teacher may need to learn to let students learn by themselves while providing necessary help.

Therefore, an English language teacher should play important roles for the practice and development of learner autonomy. For example, by reflecting his/her roles as a facilitator, counselor, helper and a resource person, a teacher should create opportunities for his/her learners to learn and practice the language both inside and outside the classroom so that learner autonomy is promoted and life-long learning can be ensured.

In the classroom, he/she should create this opportunity by providing students with different class activities and roles after facilitating to create a pleasant, motivated, supportive, cooperative, democratic and flexible classroom atmosphere. The teacher should also be interested in the students' opinions, interests, and experiences and encourage students' free involvement in the teaching-learning process so that they can develop self-confidence. He/she can also help learners develop self-confidence by encouraging them to ask questions and providing them with pair/group works in order to enable them to learn the language through collaboration, interaction/communication and to share useful learning strategies and experiences among themselves.

Outside the classroom, the teacher should create opportunities for learning and encourage autonomy by providing students with different out-of-class activities that can lead them to learn from varieties of sources or ask other proficient people. But the provision of these activities should come after training students with the skill of how to learn. He/she can implement/apply this by integrating learner trainings like how to study grammar, or how to use resources like dictionary in his/her lessons.

The other way by which the teacher should promote learner autonomy is involving students in the classroom management and in deciding the contents, objectives, time, pace and methodology of lessons.

In addition, the teacher should encourage students to develop independence and take responsibility for their own learning by helping them to plan, monitor and evaluate their learning. He/ She can do this by encouraging students to write diaries whereby they reflect their experience, plan, progress and evaluation about their own learning and by giving a timely feedback on their works.

In general, there are 3 basic roles of a teacher for autonomy inducing class: facilitator, counselor and resource person (Voller, 1997). He has also commitment and readiness to promote learner autonomy and life-long learning. Thus, one of the purposes of conducting this study is to examine whether English language teachers of grade 11 at Abadir Secondary School play these roles appropriately and adequately in order to help their students practice and develop autonomy in their learning.

2.6.2. Learner Roles

In addition to the teacher's roles, the learner has also many responsibilities and roles to play in his/her learning so that learner autonomy can be developed.

The first and most important role that is expected of students is their willingness and motivation to take responsibility for their own learning. One

way of exercising this responsibility is reflected through planning, initiating and evaluating their learning. In other words, they freely participate in deciding the contents, objectives, time, pace and methodology of lessons. They should also freely participate in asking and answering questions using English as a medium of classroom communication without any fear of making mistakes.

Besides, students should practice English both in and outside the class using varieties of sources and opportunities. For example, they should accomplish class works, assignments and other out-of-class activities and use them for learning purpose.

In addition, students should exercise independence in their learning both inside and outside the class by employing their own learning strategies like learning from grammar books, dictionaries, newspapers, TV or radio programs, etc.

However, learning autonomy does not mean absolute independence or isolation. Instead, learners should also seek to learn English by consulting or asking their teachers, their class mates/friends or other proficient people on how to learn something and in collaboration with others. By doing so, they can also develop their confidence and ability to communicate (exchange ideas, feelings, experiences and useful learning strategies) with others.

Furthermore, they should write and use diaries/ journals to plan, reflect and evaluate their learning and to communicate with the teacher so that they can get the teacher's feedback and enable him/her to adjust his/her teaching according to the needs of his/her students.

In general, learners should seek knowledge from a variety of sources, practice to learn both inside and outside the classroom and decide at least partly for themselves:

- What aspect of language to pay attention to;
- What activities help them learn best and

- What strategies help them learn best in order to be successful in their learning (Atkins, J., Hailom, B. and Nuru, M.,1995).

This is mainly because, their learning cannot be effective, they cannot transfer/apply the skill or knowledge they acquired in the classroom to the external/real world and they cannot be life-long learners unless they actively participate in the teaching-learning process and take responsibility for their own learning.

Thus, one of the objectives of conducting this study is to investigate whether grade 11 students of Abadir Secondary School properly and adequately play their roles (the roles mentioned above) in practicing and developing autonomy in their own learning.

CHAPTER THREE

METHODOLOGY

3.1. Design of the Study

In order to conduct this study, the researcher used descriptive method since its main purpose was to describe the practice of learner autonomy in the target area.

3.2 Population

The target population of the study was grade 11 students of Abadir Secondary School and their English language teachers in the 2010/2011 academic year.

3.3 Sampling

3.3.1 Students

There were 60 (2 sections of) grade 11 students in the school. All of them were used in the study. Besides, 4 and 6 students of the high, middle and low achievers (12 and 18 of the total students) were chosen using stratified random sampling method for focus group discussion (FGD) and diary writing respectively in order to get a representative sample of all groups.

3.3.2 Teachers

There were only 2 English language teachers in the study area. Thus, both (available sample) of them were used in the study for interview.

3.4 Source of Data

Grade 11 students of Abadir Secondary School and their English language teachers were the sources of data for the study.

3.5 Data Collecting Instruments

The instruments used to collect data were questionnaire, focus group discussion (FGD), diary, observation and interview.

3.5.1 The Questionnaire

A closed-ended questionnaire of 36 items was designed for students before it was used for the actual data collection purpose. After it was tested upon 10 students of the target area, 4 items that were found to repetitions were dropped. Consequently, a questionnaire containing 32 items was used to collect data from students.

3.5.1.1 The Design of the Questionnaire

The questionnaire that contains 32 items was developed and adapted after reading varieties of sources related to learner autonomy like Oxrford, R. (1990), Wenden(1991), Atkins, et al(1995), Benson(2001), Little(1991), Cotteral(1995), Thanasoulas(2000), Mesfin(2008), etc. The first 20 items were designed to assess whether students practice to learn the different skills of English in their own ways. The remaining 12 items aimed at assessing the practices made by English language teachers in helping and encouraging their students to learn the language in their own ways. Each item was categorized into five (5) frequencies: 'never' , 'rarely', 'sometimes' 'usually' and 'always' , where 1,2,3,4 and 5 codes were provided to each frequency respectively. However, these 5 frequencies were regrouped into 3 categories, i.e. 'rarely', 'sometimes' and 'frequently' during the analysis for the simplicity of the analysis.

3.5.1.2 The Administration of the Questionnaire

The questionnaire was administered on 2 days (March 21 and 22) by the researcher, i.e. one section per day. Since all students were participants in the questionnaire the administration was made in their own classrooms by the researcher after getting permission from the school, the teachers and the students. This created opportunities for the researcher to clarify things for the participants and to get back all the administered questionnaires.

3.5.2 Classroom Observation

As stated above classroom observation was one of the instruments employed in collecting data for this study in order to enrich the data obtained from students

using questionnaire in general. In particular, the observation is designed to assess students' classroom practices in learning English and teachers' roles in helping the students learn the language. Thus, an observation check- list containing 15 items of expected teachers' and students' classroom roles/activities was designed by the researcher a head of the observation. The items used in the observation check- list were related to the ones used in the questionnaire with the intention of triangulating the study. 5 lessons of each section were observed in order to see whether teachers created learning atmosphere for students to learn English in their own ways and whether students practice learning autonomy in the classroom.

3.5.3 Focus Group Discussion (FGD)

The focus group discussion was made with 12 students to strengthen the data obtained using other instruments, particularly the questionnaire. These students were chosen based on their English scores of the first semester from both sections, i.e., 2 students of low, middle and high scorers (6 students from each section) were taken. The items/topics used in the discussion were the ones that were used in the questionnaire in order to cross-check the data (for triangulation). The discussion was held on March 23 after class.

3.5.4 The Interview

The interview was designed for teachers to enrich the data obtained through the questionnaire, FGD and the observation. The interview was made on March 24 (after all other means of data collection have been accomplished) with the intention of using the observation, FGD and questionnaire as a base for it.

3.5.5 The Diary

In addition to the above tools, the researcher used students' academic diaries in order to collect data about their own daily practices of learning English. First of all, the researcher has taken 18 students (9 students from each section) to

write academic diaries based on their English results of the first semester. 3 students of the high, middle and low achievers were chosen using stratified random sampling method to get representatives of each group. Based on the orientation given by the researcher, the students wrote their own academic diaries that show their daily practices of learning English for 9 days (from February 28-March 8). Finally, the researcher collected the diaries and used them in the study.

3.6 Data Analysis

The quantitative data obtained using the questionnaire were analyzed quantitatively using simple statistics such as frequency, tabulations, percentages and mean. In addition, the qualitative data obtained using interview, observation, FGD and students' diaries were analyzed, described and explained qualitatively in words.

CAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

In this chapter, the data that had been collected using the instruments stated in chapter three were discussed. The main purpose of analyzing and interpreting the data is to answer the general objective of the study, i.e., the practice of learner autonomy in learning EFL at grade11, Abadir Secondary School in focus. The analysis was made in such a way that the quantitative data obtained from the questionnaires along with their percentages and mean values were presented using tables. Then, they were followed by the follow up qualitative data obtained using other instruments (the classroom observation, FGD, interview and students' diaries) and their interpretations.

4.1. Students' Practices to Learn English

In this section, students' practices to learn English in their own ways were analyzed and interpreted based on the data obtained using the instruments mentioned above. The main purpose of the section is to answer the first specific objective (question) stated in chapter one, i.e., assessing the students' practices to develop learner autonomy in learning English. Besides, it also incorporated part of the factors that influenced the practices of learning autonomy whereby the third specific objective can be answered.

Table 1: Students' practices in developing reading skills

No	Item	Responses														mean
		Rarely						Someti mes (3)	Frequently							
		Never (1)		Rarely (2)		Total			Usually (4)		Always (5)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	I read newspapers/magazines/ books to develop my English	15	25	22	36.7	37	61.7	10	16.7	6	10	7	11.7	13	21.6	2.46
2	I try to relate the new information I get from reading to my previous knowledge	12	20	23	38.3	35	58.3	11	18.4	9	15	5	8.3	14	23.3	2.53
3	When I am reading, I ignore unfamiliar words if they don't seem to be important to the meaning	9	15	33	55	42	70	6	10	8	13.3	4	6.7	12	20	2.41
Grand mean																2.46

As it has been explained under chapter one and two, learners should take responsibility and develop autonomy in their own learning to promote effective and life- long learning. By the development of learning autonomy, the barriers between learning and living that are found in the traditional learning-led educational structures can also be avoided (Little, 1991). Thus, learners should not be dependent only upon the classroom learning. Instead, they should look for and make opportunities out of class to learn and practice English (Atkins, et.al. 1995). That means, learners should take responsibility and develop autonomy in their own learning to promote effective and life-long learning (Little, 1991). Item 1 in the above table, therefore, was aiming at investigating whether students were reading materials like newspapers, magazines or books to practice and develop their English outside the classroom.

The result, however, shows that majority (61.7%) of the students rarely read materials to develop their English. The remaining 21.6% and 16.7% replied that they do so frequently and sometimes respectively.

This may show us that most of the students do not read materials in their own ways out of the class. The mean value of the item (2.46) is also less than the average mean (3.0) which is another evidence for the inadequacy of students' efforts in reading materials to develop English in their own ways. Besides, students' diaries show that reading materials to improve English is not part of their daily activities for most students. This also implies that most students didn't adequately practice other skills of English and sub skills of reading.

Item 2 in table 1 was designed to investigate whether learners tried to relate the new information they get from reading to their previous knowledge. As indicated in the table, most (58.3%) of the subjects claimed that they rarely try to relate new information obtained from reading to their previous knowledge. 23.3% of the participants answered that they frequently apply it, where 18.4 % of them responded that they used it sometimes.

What can be inferred from the first item and the students' diaries is also that most students did not practice the skill of relating new information to previous knowledge as long as they didn't read materials outside the classroom. Thus, it can be concluded that only few students frequently employ this strategy in learning the language. The mean value of the item (2.53) which is less than the average mean (3.0) also tells us that most students rarely used the strategy.

Item 3 in table 1 was planned to examine whether students ignore unfamiliar words if the words don't seem to be important to the meaning when the students are reading. Ignoring unfamiliar words that don't affect the meaning of what one reads is one of the reading strategies that are employed by good/autonomous language learners (Atkins, et al., 1995). However, as the data in the table above shows most (70%) of the students ignore unfamiliar words

rarely. Only 20% of them responded that they apply this strategy frequently, where 10% of them use it sometimes.

The mean value of the item (2.41) also verifies that most students rarely use the method because it is less than the average mean (3.0). Besides, it has already been revealed in item 1 and the students' diaries that most students did not practice reading materials outside the classroom. Thus, what can be inferred from this is that the majority of the students did not practice the strategy of ignoring unfamiliar words of a reading activity. Moreover, the grand mean of all the items in table 1 (2.46) is less than the average mean (3.0). Therefore, what can be understood from table 1 in general is that most students did not practice learning autonomy in learning the reading skills.

Similarly, in response to the same question asked during the FGD, most (9) of the students said that they rarely practiced to develop the reading skill independently of the teacher. The first reason they pointed out for not practicing the skill is inadequacy of the teachers' support and encouragement. The second reason they mentioned is lack of motivation on their part for what they read didn't directly appear on exams. The third reason is lack of previous experience. Shortage of time is also the other factor mentioned by students to hinder their practices of improving their reading skill as they spent the whole day in the classroom learning. This shows that students were not willing and ready to take responsibility for learning and practicing reading.

This can also imply that other skills of English were not adequately practiced by the students. This is because learning and practicing one skill is strongly related to the other. For example, a student that doesn't practice reading is less likely to develop adequate grammar, vocabulary or writing skills. Besides, the factors mentioned by students for not making adequate practices of reading (inadequate teachers' support, lack of students' motivation, experience, shortage of time and the influence of exams) were more likely to affect their practices of other skills of the language. The other implication is that students

were not likely to be effective in learning English in their own ways which contradicts with the characteristics of autonomous learners. In this regard Little(1991) stated that learners need to be able to learn on their own in order to be efficient in their learning.

Therefore, it can be concluded that most grade 11 students of Abadir Secondary School did not adequately practice learning autonomy in learning the skill of reading due to the absence of adequate teachers' support, lack of students' motivation and experience.

Table 2: Students' practices in learning vocabulary

No	Item	Responses														mean
		Rarely						Someti mes (3)	Frequently							
		Never (1)		Rarely (2)		Total			Usually (4)		Always (5)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	I use dictionary to find word	6	10	12	20	18	30	10	16.7	1	31.7	1	21.3	3	53.2	3.35
2	When I learn a new word, I try it out in conversation	22	36.7	19	31.7	41	68.3	7	11.7	5	8.3	7	11.7	1	20.2	2.26
3	I translate some words /ideas into my L1 when I find it necessary for my understanding	17	28.3	16	26.7	33	55	11	18.3	9	15	7	11.7	1	26.6	2.38
Grand mean																2.66

Autonomous learners are learners that can decide what aspect of language to pay attention to and what activities and strategies help them learn best (Wenden, 1991, Atkins, et al., 1995). They also seek to learn from varieties of sources and opportunities. For example, using dictionary, conversation and translation are among the strategies that are employed by learners in order to learn vocabulary (Tudor, 1996, Atkins, et al., 1995). The objective of the items used in the above table is, therefore, to see to what extent these strategies were

practiced by grade 11 students of Abadir Secondary School in learning English. Specifically, item 1 was designed to examine whether students used the dictionary to find word meanings or not. As shown in the table, the majority (53.3%) of students used dictionary to find word meanings. On the other hand, 30% and 16.7% of the participants used dictionary rarely and sometimes respectively.

From this, we can understand that most students used dictionary as an independent strategy to learn vocabulary. The mean value of the item (3.35) also inclined to positive as it is greater than the average mean (3.0). Thus, it can be stated that most students were practicing one of the independent ways of learning vocabulary, i.e., using dictionary. They may also be able to learn vocabulary independently of the teacher. The other possible inference is that students were practicing another aspect of learning autonomy, i.e., using available resources to develop one's own English outside the classroom.

Item 2 was designed to find out whether students tried to use a new word they learned in conversation in order to learn vocabulary. As the result shows, more than half (68.3%) of students rarely used a new word in conversation. On the other hand, 20% of the participants replied that they applied the strategy frequently, where 11.7% of them responded that they used it sometimes.

This shows that a large number of students didn't use the strategy which means they were not practicing independent way of learning vocabulary using this strategy. The mean values of the item (2.26) also less than the average mean (3.0). Thus, it verifies that most students did not use this strategy of learning vocabulary. During the FGD, most (10) students also said that they rarely used new words in conversation for the following reasons. First, they were not motivated to do so which also implies that they did not initiate conversation for their learning. The second reason mentioned by students is that the immediate importance of using new words in conversation was minimal for it was less likely to appear on their exams. Third, they were afraid

of making mistakes which is not a characteristic of an autonomous learner (Atkins, et al., 1995). The other reason they pointed out is the lack of adequate teacher support and training. This implies that students lacked self-confidence/ self-esteem to practice learning vocabulary through conversation. It can also be inferred from this that students were not willing to take risks in their learning.

In general, what can be understood from students' questionnaire and FGD is that most students rarely practiced the use of new words in conversation to learn vocabulary. This implies that other skills like speaking and grammar were not adequately practiced by students. It also implies that teachers didn't play adequate roles in helping students practice and develop learning autonomy.

Item 3 aimed at investigating if students translated new words/ ideas into their L1 when they found it important for their understanding. The result reveals that most (55%) of them rarely practiced this strategy. On the other hand, 26.7% of them replied that they frequently applied the strategy, where 18.3% answered that they used the method sometimes. This indicates that translation is the strategy that is not employed by most of the students to learn vocabulary. The mean value of the item (2.38) is also less than the average mean (3.0) which is another justification for the inadequacy of the practice of the strategy by most students.

Thus, what can be understood from table 2 in general is that independent practices of students to learn vocabulary were not adequate. Moreover, the grand mean of the 3 items (strategies) mentioned in table 2 (2.66) is less than the average mean (3.0) which is another justification for the inadequacy of the practices of the strategies.

From this, it can be inferred that the practice of other language skills like speaking, writing, listening and speaking could not be adequate. This is mainly because the different skills of the language are related to each other. For instance, a student who is poor in vocabulary is not likely to be successful in

practicing the writing skill. Moreover, the factors that hindered the practice of one skill are more likely to affect the practice of the other skill. For example, a student who didn't practice the use of new words in conversation due to the fear of making mistakes is not blamed only for his/her inadequacy of practicing vocabulary but also speaking. The other implication of the above result is that teachers didn't adequately help students develop learner autonomy in learning English. For example, the lack of students' self-confidence may indicate the inadequacy of trainings and supports given by teachers.

Therefore, it can be concluded that the practices of using independent strategies of learning vocabulary by grade 11 students of Abadir secondary School were not adequate/ significant. The factors that influenced the students' practices are lack of motivation, lack of self-confidence (fear of making mistakes), the influence of exams, lack of adequate teachers' support and training.

Table 3: Students' practices in learning the skill of listening

No	Item	Responses														Mean
		Rarely						Someti mes (3)	Frequently							
		Never (1)		Rarely (2)		Total			Usual ly (4)		Alwa ys (5)		Total			
		N	%	N	%	N	%		N	%	N	%	N	%		
1	I watch news/ films to improve	8	13.3	31	51.7	39	65	6	10	6	10	9	15	15	25	2.61
2	I learn pronunciation of English by listening to people speaking on TV or radio	21	35	23	4.7	46	76.7	5	8.3	6	10	3	5	9	15	2.08
Grand Mean																2.3
																4

Under section 2.3, it has already been explained that autonomous learners are characterized by learning both inside and outside the classroom. They don't think the classroom teacher as the only person who can give them the ability to

master the language (Hedge, 2000, Atkins, et al., 1995). Instead, they try to learn English from different sources in their own ways by managing and dividing their time properly. One way of applying this is learning the listening skill/pronunciation by watching or listening to people speaking on TV or radio. Therefore, the purpose of designing the items in table 3 is to see to what extent the strategy is practiced by students of the target area. Specifically, item1 was intended to examine whether learners watched news/ films to improve their English.

As the data shows, a significant number (65%) of the students rarely practiced it. On the other hand, 25% and 10% of them used the strategy frequently and sometimes respectively. Being less than the average mean (3.0), the mean value of the item (2.61) is also the other evidence that shows us that independent listening activities are rarely practiced by most of the students in improving their English. This implies that students were not effective in learning English in their own ways because success in language learning and learning autonomy are directly related.

The 2nd item of table 3 was designed to investigate whether students practiced to learn pronunciation by listening to people speaking on TV or radio. As shown in the table, a large number, (76.7%) of the subjects replied that they rarely applied the strategy. However, 15% of them claimed that they employed the method frequently where 8.3% of them used it sometimes. Thus, it would be possible to say that most of the students did not use their own strategies of learning pronunciation outside the classroom. In addition, the mean value of the item (2.08) which is less than the average mean (3.0) also verifies that independent ways of learning pronunciation and the listening skill were less practiced by most students.

The grand mean of the two items in table 3 (2.34), that is less than the average mean (3.0), is also the other confirmation that enables us to generalize the inadequacy of independent practices of learning pronunciation and listening by

most students. In the same way, most (8) of the subjects participated in the FGD responded that they rarely practiced to learn listening in their own ways because it is related to neither the classroom nor the national exams. Furthermore, the diaries written by students show that most of the students did not practice the listening skill outside the school to improve their English. This shows that learner autonomy was not adequately practiced by most students in learning the listening skill. It can also be inferred from this that the practices of other skills like grammar, vocabulary and writing were hindered. This is because listening is not a skill learned/practiced in complete isolation from other skills. For example, when a learner is listening to the messages of a given speech, he/she is also learning how a given grammatical structure is used in speech.

In general, it can be concluded that majority of grade 11 students in Abadir School did not adequately practice independent ways of learning pronunciation and the listening skill since it didn't have direct relation with their classroom or national exams.

Table 4: Students' practices in learning the skill of writing

No	Item	Responses														mean
		Rarely						Someti mes (3)		Frequently						
		Never (1)		Rarely (2)		Total				Usually(4)		Always (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	I take short notes when I read materials like grammar books or when I listen to	13	21.7	21	35	34	56.7	7	11.6	11	18.3	8	13.3	19	31.7	2.66
2	I improve my English by writing paragraphs, essays or /and letters	11	18.3	29	48.3	40	66.7	4	6.6	12	20	4	6.7	16	26.7	2.48
3	I try to write a summary of what I read/ listen	20	33.3	18	30	38	63.3	3	5	13	21.7	6	10	19	31.7	2.78
Grand mean																2.64

As it has been stated in the review literature section of 2.5.1.1, the cognitive strategies like note-taking, paragraph writing and summarization are actions that are employed in learning English in general and in improving the writing skill in particular (O'Malley and Chamot, 1990; Hedge, 2000; Tudor, 1996; Cook, 1993). Hence, the purpose of the items in the table above was to see to what extent these strategies were practiced by grade 11 students of Abadir School. The first item was set to see if learners took short notes when they read materials or listen to lectures.

In order to develop independence in learning the skill of writing, taking short notes from a reading or listening materials is one of the strategies that should be practiced by learners. However, as can be observed from the table, more than half (56.7%) of the students rarely practiced this strategy, whereas 31.7% and 11.6% of them used it frequently and sometimes respectively. From this, we can understand that most of the students did not use note-taking as an independent way of developing the writing skill. Besides, the mean value of the item (2.66) is less than the average mean (0.3) and justifies that most students did not practice note-taking as independent way of learning the writing skill and improving English.

Item 2 was designed to see whether students tried to improve their English by writing paragraphs, essays or letters in their own ways. As presented in the table, 2/3 (66.7%) of students responded that they tried to improve their English in this way rarely. In contrast, 26.75 of them claimed that they used the method sometimes, where 6.6% of them answered that they applied the strategy sometimes. Thus, it would be possible to say that a large number of students did not practice learning autonomy to improve their writing skill using this strategy. Being less than the average mean(3.0), the mean value of the item (2.48) also verifies that improving English through writing paragraphs, essays or letters was not practiced by most students.

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Instead, they look for and make varieties of sources and opportunities to learn the language (Dam, 1995; Wenden, 1991; Hedge, 2000; Atkins, et al., 1995; O'Malley and Chamot, 1990). Hence, learners are expected to learn the grammar of English from different sources like grammar books and by employing other strategies of their own. They can also develop grammar in their writing, speaking and from their listening as long as learning one skill is not totally isolated from the other.

The purpose of designing the item in the table above is, therefore, to investigate whether students practiced to learn grammar by employing their own ways like reading grammar books or not. The result shows that more than half (51.6%) of the students responded that they frequently employed their own independent strategies to learning grammar. On the other hand, the remaining 26.7 % and 21.7% of them claimed that they rarely and sometimes used their own strategies of learning grammar respectively. In addition, the mean value of the item (3.35) which is greater than the average mean (3.0) and inclined to positive verifies that most students studied grammar in their own ways.

Similarly, for the same issue raised during the FGD, most(58.3) of the participants responded that they frequently studied grammar in their own ways outside the classroom. They mentioned that they studied English grammar by reading grammar books, by doing grammar exercises found in their textbooks, teacher made worksheets and national exam sheets.

However, they added that the coverage and duration of their studies were highly exam based. This implies that they were not willing to learn and develop general English grammar but to study exam based grammar in their own ways. It also shows that their practices/studies were not permanent because they were basically exam based. Thus, learner autonomy was not adequately practiced by most students. Furthermore, what can be inferred from the preceding discussions (table, 1, 2, 3, and 5) is that students seemed to ignore

the practice of learning grammar through the practice of other skills (reading, vocabulary, listening, speaking and writing). In other words, the inadequacy of their practices in learning reading, speaking or writing can also indicate the inadequacy of their practices in learning grammar because different language skills can be practiced and learned together (in an integrated way). Consequently, it can be stated that although most grade 11 students of the target area studied grammar in their own ways, they were exam oriented than learning based and their practices were inadequate.

In general, what can be understood from what has been discussed so far is that most students of Abadir Secondary School did not adequately practice to learn the different skills of English autonomously. This, in other words, means they were not independently employing cognitive strategies to learn the language.

In this regard, it has been explained, in the review literature section, that cognitive strategies are among the main and decisive skills that students should practice and be equipped with in order to exercise independence in their learning and ensure life-long learning. In contrast to this, what has been explained so far shows that most students did not practice cognitive strategies in learning English.

As a result, it can be concluded that the efforts made by grade 11 students of Abadir secondary school at practicing learning autonomy in learning EFL were inadequate. The factors that hindered the students' practices were lack of motivation, experience, self-confidence, and shortage of time, inadequacy of teachers' encouragement, support, guidance and training and the influence of exams.

What can be inferred from the stated factors is that students of the target area are less likely to develop autonomy in learning English. This is firstly because the classroom teacher didn't play adequate roles of encouraging, guiding and training students' to move towards autonomy which is a direct opposite of Nunan's (1997) expression that says encouraging learners to move towards

autonomy is best done by the classroom teacher because he/she plays the roles of a facilitator, manager, counselor, helper and resource person in the classroom. He/she should also create a motivated learning atmosphere. Secondly, learners with poor motivation and self-esteem are not likely to be successful in learning English in their own ways since motivation and self-esteem are the key factors in determining the success of language learning (Dornyei, 1998, Dierner and Dweck, 1978, 1980 cited in Wenden, 1991).

Table 7: Students' responses on the use of home works or assignments

No	Item	Responses														mean
		Rarely						Sometime s (3)	Frequently							
		Never (1)		Rarely(2)		Total			Usually(4)	Always (5)		Total				
		No	%	No	%	No	%	No		%	No	%	No	%		
1	I do home works/assignments more for learning than for marks	24	40	18	30	42	70	8	13.3	3	5	7	11.7	10	16.7	2.18

The item in the table above was designed to investigate whether students did their home works/assignments for learning purpose or to get marks. As can be seen from the table, a large number (70%) of students did home workers/assignments more rarely for learning purposes than for marks. In contrast, 16.7% and 13.3% of them replied that they did so frequently and sometimes respectively. Besides, the mean value of the item (2.18) is less than the average mean(3.0) which verifies that students rarely did home works/assignments for learning purposes rather than for marks. This shows that most students did not use home works as a means of learning. Similarly, 66.7% of the participants in the FGD added that they were not motivated to learn something from home works but they did it to get marks or not to be punished by their teachers. Moreover, the interview of the teachers confirms that students were not motivated to do activities unless they were promised with marks or warned to be punished in marks. Therefore, it implies that most

students in the target area were not willing to take responsibility for their own learning which contradicts with the characteristics of autonomous learning and the definition upon which most scholars agree, i.e., learner autonomy is the ability and willingness of a learner to take responsibility for his/her own learning (Holec, 1881; Wenden, 1991; Little, 1991; Littlewood, 1996; Macaro, 1997; Lee, 1998; Sert, 2006). This in turn can hinder their practice of learning the language skills like reading, listening, speaking, writing in their own ways and seeking knowledge from different sources/opportunities.

Table 8: Students responses on their use of meta-cognitive strategies to learn English

No	Item	Responses														mean
		Rarely						Sometime s (3)		Frequently						
		Never (1)		Rarely (2)		Total				Usually (4)		Always (5)		Total		
		NO	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	I plan to learn English	14	23.3	26	43.4	40	66.7	5	8.3	8	13.3	7	11.7	15	25	2.46
2	I evaluate what I learn after doing an activity	10	16.7	31	51.7	41	68.3	7	11.7	7	11.7	5	8.3	12	20	2.43
Grand Mean																2.44

The first item in the above table was set to see if students planned to learn English. As can be observed from the result, the majority (66.7%) of the subjects responded that they rarely planned to learn English. On the other hand, 25% of them claimed that they frequently planned to learn English, where 8.3% of them responded that they did so sometimes. Thus, we can understand that most students did not plan to learn English in their own ways. Besides, the mean value of the item (2.46) which is less than the average mean (3.0) verifies that most students rarely planned to learn English independently of the teacher.

In addition, the majority (75%) of the students participated in the FGD replied to the same question saying that they rarely planned to learn English in their own ways because they lacked the motivation, experience, training and guidance to do so. Moreover, the students' diaries show that majority of the students rarely planned to learn English in their own ways. Furthermore, the students' inadequate practices in learning the major skills of English (as discussed in the preceding sections in general) and their lack of willingness to take responsibility for their own learning (as revealed under table 7 in particular) can imply that most students did not plan to learn English.

Therefore, it would be possible to conclude that most of grade 11 students in Abadir School did not plan to learn English in their own ways. In other words, they were not ready to take responsibility for their own learning. In addition, they were not practicing to learn English in their own independent ways.

The second item of table 8 was stated to examine if learners tried to evaluate what they learn after doing activities. As presented in the table, more than 2/3 (68.3%) of the students replied that they rarely tried to evaluate what they learned. On the other hand, 20% of them claimed that they applied the strategy frequently and the remaining 11.7% of the subjects responded that they employed it sometimes. The mean value of the item (2.43) which is less than the average mean (3.0) also indicates that students rarely evaluated what they learned. Moreover, during the FGD held with students, more than half (66.7) of the participants replied that they rarely used evaluation as a strategy of learning English.

Furthermore, because the grand mean of the two items (2.44) is less than the averages mean (3.0), it can verify that most students did not practice meta-cognitive strategies. This implies that they were not thinking about their learning and how to make it effective. It also implies that these students did not write academic diaries that can be used for planning and evaluating one's own learning. Besides, students that were not thinking about their learning were not

likely to consult other people about their learning and employ socio-affective strategies in their learning.

Therefore, it can be concluded that most of grade 11 students at Abadir Secondary School were not developing autonomous learning so long as they didn't not practice meta-cognitive strategies which are among the main learning strategies to be employed by learners for permanent and effective language learning (Hedge, 2000; Cook, 1993; Tudor,1996; Atkins, et al.,1995).

Table 9: Students' responses on their use of socio-affective strategies to learn English

No	Item	Responses														mean
		Rarely						Sometime s (3)	Frequently							
		Never(1)		Rarely (2)		Total			Usually(4)		Always (5)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	I freely ask the teacher/ someone for clarification if I don't understand what he/she says	9	15	28	46.7	37	61.7	4	6.6	12	20	7	11.7	19	31.7	2.66
2	I consult the teacher/ other proficient people on how to study/ learn something in order to develop my English	12	20	29	48.3	41	68.3	11	18.4	5	8.3	3	5	8	13.3	2.30
3	I learn in collaboration with my classmates/ friends	6	10	28	46.7	34	56.7	8	13.3	13	21.7	5	8.3	18	30	2.71
Grand mean															2.55	

Item 1 in table 9 was designed to see whether students freely ask the teacher/ someone for clarification when they don't understand what she/he says. As can be seen from the table, a large number (61.7%) of students responded that they rarely asked for clarifications from their teachers/someone. On the other hand, 31.7% of the students claimed that they frequently asked for clarifications from the teachers/someone if they didn't understand what she/he said. The rest

6.6% of them replied that they did so sometimes. The mean value of the item (2.66) is also less than the averages mean (3.0). Thus, it justifies that most students rarely practiced the strategy in learning the language.

In this regard, writers like Atkins, et al. (1995) state that autonomous learners shouldn't be afraid of asking for clarification. However, what can be seen from the above data is that a significant number of students did not practice to learn the language through social interaction. Besides, they didn't practice to develop self-confidence/self-esteem in learning the language.

Item 2 of table 9 was set to see if students consult their teachers/other proficient people on how to learn/ study something in order to develop their English. As depicted in the table, more than 2/3 (68.3) of the students rarely consulted their teachers /other proficient people on how to learn/ study something in order to develop their English. On the other hand, 18.4% of them responded that they sometimes employed the strategy, where the remaining 13.3% of them claimed that they used to do so frequently. Since the mean value of the item (2.30) is less than the average mean (3.0), it also indicates that the strategy of consultation was rarely practiced by most students. In addition, the majority (75%) of the participants in the FGD replied that they rarely consulted the teachers or other proficient people on how to learn /study something.

Thus, we can understand that learners were not practicing to learn English through social-interaction. Besides, they were not practicing to develop self-confidence /self-esteem in learning the language. Moreover, they were not practicing the skill of seeking knowledge from different sources.

The last item in table 9 was designed to investigate if students learned in collaboration with their classmates/ friends. The result in the table reveals that more than half (56.7%) of the students rarely learned in collaboration with their classmates /friends, whereas, the rest 18% and 13.3% of them responded that they employed the strategy frequently and sometimes respectively. The mean

value of the item (2.71) is also less than the averages mean (3.0). This shows that considerable number of students did not learn in collaboration.

In general, what can be understood from the given data in table 9 is that most of the students were not practicing to learn English through collaboration and social- interaction which is not a characteristic of autonomous learners. Although autonomous learners should take responsibility and learn independently, their independence is not absolute. Instead, it is always constrained by their dependence on the support and cooperation of others. That means social interaction is also one way of learning for autonomous learners. In this regard, Little (1991) makes it clear that because we are social beings, our independence is always balanced by dependence.

However, what can be observed from the data given above is the opposite of this fact, i.e., the majority of students were not practicing socio-affective strategies to learn English through collaboration. In addition, the data obtained from the FGD verifies that most (66.7%) of the students rarely used the strategy in learning the language. Moreover what can be understood from the classroom observation is that the existence of collaborative learning was insignificant because most of the lessons were more dominated by teacher-led teaching than the provision of student-centered learning atmosphere. Furthermore, the grand mean of the three items (2.55) is less than the average mean(3.0).

Therefore, it can be generalized that most grade 11 students in Abadir Secondary School were not practicing socio- affective strategies as a means of learning English. They were also not seeking knowledge from different sources.

Table 10: Students' use of diaries/journals to reflect their learning

No	Item	Responses														mean
		Rarely						Someti mes (3)		Frequently						
		Never(1)		Rarely (2)		Total				Usually(4)		Always (5)		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	I use diaries/journals to reflect my learning	51	85	4	6.7	55	91.7	3	8.4	2	3.3	0	0	2	3.3	1.21

To develop learner autonomy, it is important to find a way to help students to be aware of what they have done, and further reflect on it so that they could achieve personal, process, situational and task awareness (Kohonen, 2001).

The increase of the awareness will, therefore, help them to change learning concept, which will create intrinsic motivation of learners. Learners' diary is such a tool used to achieve this. Diaries are used by learners to keep a record of their own learning, further reflect on their learning experiences, and express their feelings. As a result, it enables teachers to be aware of what is going in students' mind and provide feedback on teaching and adjust their methods of teaching according to the needs of the students (Cotterall, 1994). Thus, the item in the above table was designed to investigate whether students use diaries/journals to reflect their learning.

As revealed in the table, however, almost all (91.7%) of students didn't use diaries/journals to reflect their learning. Only, 5% of them responded that they used it sometimes, where 3.3% of them claimed that they did so frequently. Moreover, the mean value of the item (1.21) is less than the average mean (3.0) and indicates that students rarely used the strategy. Furthermore, all students participated in the FGD responded that they did not use journals/ diaries because they didn't have the experience to use academic diaries.

Thus, it can be understood that almost none of the students were using diaries/ journals to reflect their learning. This implies that students did not practice to reflect on their experiences and feeling of learning. Students did not plan what and how to learn. They were also not able to evaluate what they had acquired, to get feedbacks from their teachers using diaries/ journals. This in turn hinders the practice of learning autonomy. Besides, it can be inferred that teachers didn't play adequate roles in encouraging and helping students practice to learn English in their own ways.

In general, what can be concluded based on the results expressed and explained so far is that most grade 11 students of Abadir Secondary School did not adequately practice cognitive, meta-cognitive, socio-affective and other useful strategies in learning the major skills of English independently of the teacher. They were not also willing and able to take responsibility for their own learning. In other words, it can be inferred that most of them were poor at practicing to improve/develop learning autonomy. This is mainly because the learning strategies that are considered as components of learner autonomy and actions to be employed by learners to make their learning easier (Atikins, et al., 1995, Wenden, 1991, O' Malley and Chamot, 1990), were not adequately practiced by students. This in turn can imply that the effectiveness and permanence of the students' language learning was more likely to be hindered. This is mainly because better learning and students' English proficiency are significantly and positively related to their autonomy (Benson, 2001: 183). This can also imply that their English language teachers did not play the central roles in encouraging students to take responsibility for their own learning. That means they didn't adequately train, guide and help students to practice to learn the language in their own ways. As a result, it is possible to say that learners' autonomy was at risk. In this regard, writers like Railton and Watson (2005: 192) emphasizes that learning autonomy is at risk unless it is practiced because it is as much a skill as learning to drive that requires practice.

4.2 Teachers' Practices to Help Students Learn English Language

In this section, the data collected using the instruments stated in chapter 3 in relation to the teachers' roles (practices) in helping the students practice to learn in their own ways were analyzed and interpreted. Therefore, the purpose of the section is to answer the second specific objective (question) stated in chapter one, i.e., examining the roles played by English language teachers in helping students learn the language in their own ways. It was also partly supposed to answer the last specific objective of the study, i.e., finding out factors that influenced the practice of learning autonomy.

Table 11: Teachers' roles to create a motivated classroom atmosphere

No	Item	Responses														Mean
		Rarely						Someti mes (3)	Frequently							
		Never (1)		Rarely2)		Total			Usually(4)		Always (5)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/he facilitates to create a motivated classroom atmosphere	17	28.3	16	26.7	33	55	18	30	6	10	3	5	9	15	2.36

In the review of literature section, it is mentioned that one of the key factors that determine autonomous learning is motivation. It is believed that if students are highly motivated for their own learning, they are more likely to be successful in their learning and develop independence. In contrast, if students are not motivated, it is believed that they are not likely to be successful in learning the language. Thus, one of the decisive roles of a classroom teacher is to facilitate for the existence of a motivated and pleasant classroom atmosphere. By doing so, she/he should create opportunities for her/his students to learn the language.

However, as the data in the table above shows, more than half (55%) of the students replied that their teachers did not create a motivated classroom

atmosphere. On the other hand, 30% of them reported that their teachers sometimes facilitated to create a motivated classroom atmosphere. The remaining 15% students claimed that their teachers did so frequently. The mean value of the item (2.36) which is less than the average mean (3.0) is also the other evidence that shows the inadequacy of teachers' roles in creating a motivated classroom atmosphere.

Besides, what the researcher observed during the classroom observation was that the classrooms were not motivated and teachers did not seem to give attention to facilitating and creating a motivated classroom atmosphere as they dominantly used the traditional teacher centered method of teaching instead of creating a learning atmosphere for students. That means teachers dominantly controlled the teaching-learning process rather than adopting a variety of roles like facilitator, helper and manager of the process in most of their lessons. For example, they started teaching before they managed their class and before they arose the students' initiation and readiness to learn. They also continued their teaching simply to finish their lessons when their students showed exhaustion and signs of opposition. Besides, the chances given to students to express their opinions, interests and experiences were minimal as most of the time was used by the teacher-led teaching. In addition, they didn't adequately encourage learners to take responsibility for their learning. What can be inferred from this is that the students' accusations of the inadequacy of their teachers' supports in practicing the various cognitive, meta-cognitive, and socio-affective strategies discussed so far are more likely to be credible. We can also infer that the teachers were not likely to be successful in helping learners learn the language in their own ways by employing other means like learner training, providing classroom or out-of-class activities. This is mainly because they first failed to create a motivated classroom atmosphere that could have been used as a base for all useful ways of helping the students learn the language.

Moreover, during the FGD held with the students most (75%) of them said that their teachers did not focus upon creating a motivated classroom atmosphere.

Furthermore, during the interview, teachers also admitted that their classrooms were not motivated although they accused the students of being the main cause for that. The teachers said that they had tried to create motivated classroom atmosphere for several times but failed to succeed. Thus, they believed that there must have been another serious problem of students to be found out (studied) in relation to their learning as a whole.

In general, what can be concluded based on the obtained data is that teachers did not facilitate to create a motivated classroom atmosphere which in turn could hinder the students' engagement in practicing and developing learning autonomy. Hence, learning autonomy was less practiced.

Table 12: Teachers' integration of learner training in their lessons

No	Item	Responses														Mean
		Rarely						Sometime s (3)	Frequently							
		Never (1)		Rarely (2)		Total			Usual ly(4)		Always (5)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/he integrates learner training (like how to learn/ study grammar, use dictionary in her/his lessons	20	33.3	23	38.4	43	71.7	13	21.7	3	5	1	1.7	4	6.6	1.96

As has been explained under section 2.4, the main objective of learning autonomy is to help the learner become a life-long learner. This is best done in the classroom by the help of the teacher (Nunan, 1997). For example, the teacher had better train his/her students on how to learn vocabulary instead of teaching vocabulary. Therefore, he/she should integrate learner training in his/her lessons.

In contrast to this, the result, in the above table, reflects that more than 2/3 (71.7%) of the subjects answered that their teachers rarely integrated learner training in their lessons. The remaining 21.7% and 6.6% of them replied that their teachers did so sometimes and frequently respectively. The mean value of

the item (1.96) is also less than the average mean which is another indication of absence of learner training in the teachers' lessons. Besides, the researcher's observation verifies the above data that teachers' lessons were dominated by teacher-led teaching rather than showing them how to learn the skills of the language.

Moreover, the FGD data strengthens the above data, as 83.3% of the participants said that their teachers rarely integrated learner training in their lessons. Furthermore, the interviewed teachers partially share the above claims and results although they said that they sometimes integrated learner training in their lessons. The first reason mentioned by teachers for this is that being in a private school, students did not believe that they learned well unless the teacher exhaustively taught and explained every point to them in a teacher-centered approach in order to make them knowledgeable people instead of making them life-long learners. The second reason raised by teachers was that students did not give proper attention for the trainings even if it was integrated sometimes which in turn might lead them not to take responsibility for their learning.

In general, what can be understood from the evidence given above is that teachers did not integrate learner training in their lessons most of the time. This may imply that students were taught in ways which promote dependence on the teacher. As a result, students were more likely to be ill-equipped to apply their school-learnt knowledge and skills to the world beyond the classroom. They may also be incapable of taking responsibility for their learning. Thus, learner autonomy was not adequately practiced and developed by students as they were not well trained with the skill and provided with the opportunity of learning.

Table 13: Teachers' roles in creating opportunities for students to learn English in the classroom

No	Item	Responses														mean
		Rarely						Sometime s (3)		Frequently						
		Never (1)		Rarely (2)		Total				Usually(4)		Always (5)		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/he creates opportunities for us to learn English in the classroom by giving us different classroom activities	17	28.3	19	31.7	36	60	10	16.7	5	8.3	9	15	14	23.3	2.5

Encouraging and helping learners to move towards autonomy is best done inside the language classroom. Thus, the main role of the teacher in the classroom is creating and facilitating opportunities for students to learn English. One of creating these opportunities is giving them classroom activities along with proper guidance and help.

However, as depicted in the table above, more than half (60%) of the students responded that their teachers rarely created learning opportunities in the classroom. On the other hand, 23.3% of them answered that their teachers applied the method frequently. The remaining 16.7% of them claimed that their teachers provided them with the opportunity sometimes. The mean value of the item (2.5) which is less than the average mean (3.0) is also the other verification for the inadequacy of the teachers' support. In addition, the classroom observation shows that most of the lessons were dominated by teacher-led teaching than giving activities and creating opportunities for learners to learn the language. Besides, most (58.3%) of the students participated in the FGD said that it was rarely that their teachers created opportunities. According to the participants, although their teachers gave them class activities sometimes, they were not motivated to be actively engaged in them because the teachers did not clearly explained for them why and how they should have done the activities. Moreover, the data obtained from teachers' interview confirmed that

most of the lessons were dominated by teacher-centered teaching than the provision of activities and opportunities for students to engage in their learning for the following reasons. First, students were less motivated and bored of activities unless they had marks (values). Second, students didn't believe they were learning well unless they were taught by a teacher-centered method in order to get themselves knowledgeable people. Third, teachers were discouraged to use more activities in the class for activities did not achieve their objectives (because students copied answers from very few students instead of using activities for learning purposes). This also implies that learners were not willing to take responsibility for their own learning.

Furthermore, what can be inferred from the discussion given under table 11 earlier is that teachers didn't create learning opportunities for students because they failed to create the first learning opportunity, i.e. creating a motivated classroom atmosphere.

In conclusion, it would be possible to say that, mainly because of the reasons listed above, English language teachers of grade 11 at Abadir Secondary School did not create adequate classroom opportunities for their students to learn the language.

Table 14: Teachers' help of their students to use meta-cognitive strategies

No	Item	Responses														mean
		Rarely						Sometime (3)	Frequently							
		Never(1)		Rarely (2)		Total			Usually(4)		Always (5)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/ he helps us to plan for our learning	22	36.7	20	33.3	42	70	9	15	4	6.6	5	8.3	9	15	2.16
2	She/he encourages us to evaluate what we learn	19	31.6	16	26.7	35	58.3	16	26.7	8	13.3	1	1.7	9	15	2.26
Grand mean																2.21

Learning autonomy is achieved when certain conditions are fulfilled. One of these conditions is the use of meta-cognitive learning strategies like planning and evaluation of learning by learners. Thus, a language teacher should help her/his learners employ these strategies in learning English. Hence, the objective of designing the two items in table 14 is to see whether English language teachers of grade 11 in Abadir School helped their students practice and develop meta-cognitive strategies in their learning.

However, as shown in the first item of table14, a large number (70%) of the students replied that their teachers rarely helped them to plan for their learning. 15% of them claimed that their teachers helped them in doing so sometimes and frequently. The mean value of the item (2.16) which is less than the average mean (3.0) is also an indication of the inadequacy of the teachers' help.

In addition, 83.3% of the participants in the FGD said that their teachers rarely helped them plan to learn their language. Thus, it is possible to conclude that teachers did not help their students to plan to lean. In other words, they were not adequately encouraging their students exercise independence (autonomy) and take responsibility for their learning.

Coming to item 2 in table 14, the result shows that 58.3% of the students reported that their teachers rarely encouraged them to evaluate what they learned. The remaining 26.7% and 15% of them responded that their teachers helped them to do so sometimes and frequently respectively. The mean value of the item (2.26) which is less than the average mean (3.0) also verifies that the teachers' encouragement is insignificant.

In addition, most (58.3%) of the students participated in the FGD said that their teachers rarely encouraged them to evaluate what they learned. Besides, the interviewed teachers partially agreed that they helped students in evaluating their learning only sometimes because they were discouraged that most students did not apply it even if they were assisted to do so since they

were not motivated and ready to take responsibility for their learning. Moreover, the grand mean of the two items in table 14 (2.21) is less than the average mean (3.0) which is another justification for the inadequacy of teachers' helps. This may imply that teachers didn't adequately encourage students to practice learning autonomy as long as planning and evaluation of learning were not emphasized. Furthermore, what can be inferred from the preceding discussions in general and table 8 in particular is also that teachers' supports of their students to practice the use of meta-cognitive strategies were not sufficient. It can also be inferred that learning autonomy is less practiced by students.

Therefore, what can be concluded based on the data provided above in general is that teachers did not adequately help their students in planning and evaluating their learning. In other words, teachers were not encouraging their students to employ meta-cognitive strategies and exercise independence in their learning which in turn undermines learning autonomy.

Table 15 : Teachers' encouragement of students to build self-confidence

NO	Item	Responses														mean
		Rarely						Sometime s (3)	Frequently							
		Never (1)		Rarely (2)		Total			Usually (4)		Always (5)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/ he encourages us to build self-confidence by giving us different activities or roles like presenting assignments	14	23.4	18	30	32	53.4	17	28.3	4	6.6	7	11.7	11	18.3	2.53

Self-confidence/self-esteem is one of the key factors that affect learning autonomy. If a student has a good self-confidence, he/she is more likely to be successful in his/her learning. In contrast, a lack of self-esteem is likely to lead to failure in one's learning (Wenden,1991). One of the main roles of English

language teacher, therefore, is to encourage students to exercise and build this confidence by providing them with useful roles or activities. Thus, the item in the table above is designed to investigate whether teachers encourage students to build this confidence.

The result, however, shows that more than half (53.4%) of the students responded that their teachers rarely encouraged them to build self-confidence. On the other hand, 28.3% of them replied that their teachers encouraged them sometimes, where the rest 18.3% of them answered that their teachers did so frequently. The mean value of the item (2.53) also strengthens the data as it is less than the average mean(3.0).

Besides, most (66.7%) of the students participated in the FGD responded that their teachers rarely helped them build self-confidence. They also added that although there were some activities like classroom presentations designed by teachers, they were devoid of clarity, proper teachers' guidance and students' interests. Consequently, students said that they were not motivated to be engaged in and benefited from these activities. This may imply that students didn't learn English from different sources and opportunities in their own ways. It can also imply that the most important factor that contributed for the lack of students' confidence is the inadequacy of teachers support. Furthermore, what can be inferred from the discussions so far is that teachers didn't give adequate support to students to learn the language in their own ways.

Therefore, it can be concluded that the support and encouragement of English language teachers of grade11 Abadir Secondary School to build their students' self-esteem/ self- confidence were inadequate. In other words, teachers were not effectively helping their students practice and develop learning autonomy in learning the language. This can in turn hinder the success of their learning.

Table 16: Teachers' encouragement for the development of socio-defective strategies

No	Item	Responses														Mean
		Rarely						Sometimes (3)		Frequently						
		Never (1)		Rarely (2)		Total				Usually (4)		Always (5)		Total		
		No	%	No	%	No	%	No	%	No	%	N	%	No	%	
1	She/he encourages us to learn in collaboration by giving us	10	16.6	26	43.4	36	60	13	21.7	6	10	5	8.3	11	18.3	2.5
2	She/he encourages us to ask questions	7	11.7	12	20	19	31.7	8	13.3	19	31.7	14	23.3	33	55	3.35
Grand mean																2.93

One of the conditions to be fulfilled for the development of learner autonomy in the process of language learning is the existence of social strategies like collaboration, interaction and questioning for clarification among the participants (learners and teachers)(Oxford,1990; Atkins, et al.,1995; Tudor,1996; Hedge,2000). Thus, one of the roles of a language teacher is to create opportunities and encourage students to practice and develop these strategies. The purpose of the above two items, therefore, is to examine whether teachers encouraged their students to practice these learning strategies. Specifically, item 1 was designed to investigate if teachers encouraged their students to learn in collaboration by giving them pair /group works.

The result, however, shows that majority (60%) of the students replied that their teachers rarely encouraged them to learn in collaboration by giving them pair /group works. On the other hand, 21.7% and 18.3% of them claimed that their teachers helped them to do so sometimes and frequently respectively. Being less than the average mean (3.0), the mean value of the item (2.5) also verifies the claim.

Besides, what has been understood by the researcher from the classroom observation is that the existence of collaborative learning through pair/group

activities is not significant since most of the lessons were dominated by teacher-led teaching. Moreover, (83.3%) of the participants in the FGD said that their teachers rarely created opportunities for them to learn in collaboration and by interacting with others. Furthermore, the interviewed teachers agreed that the provision of group and pair works in the classrooms was not significant for different reasons they mentioned. First, students used group and pair works for making noises and disturbing the class rather than using the opportunity for learning. Second, students were not motivated to practice classroom activities unless they were promised with marks. Third, being in a private school most students did not believe that they were learning unless they were thought by a traditional teacher-centered method of teaching.

Therefore, what can be concluded based on the above information is that English language teachers of the target area rarely encouraged learners to learn the language in collaboration through pair /group words. This can also imply that students were not likely to learn English through collaboration which could in turn hinder learner autonomy.

For the second item that was designed to investigate whether teachers encouraged students to ask questions, the result reveals that most (55%) of the students responded that their teachers frequently encouraged them to ask questions. On the other hand, 31.7% of them responded that it was rarely that their teachers did so. The rest 13.3% claimed that their teachers encouraged them to ask sometimes. The mean value of the item (3.35) which is greater than the average mean (3.0) is also another confirmation for the provision of frequent questioning opportunities by teachers.

In addition, the researcher's observation verifies that teachers encouraged students to ask questions in the classroom, especially at the end of lessons although students were not motivated to ask and use the opportunity for learning purpose. Besides, the majority (83.3%) of the students participated in the FGD said that their teachers frequently invited them to ask questions at the

end of lessons. However, they added that they were not interested to ask questions for two main reasons. Firstly, students were not interested in their teachers' methods of teaching and, therefore, not motivated to ask questions. Secondly, students accused their teachers of not convincing them to take responsibility for their learning and to be engaged in their learning before simply inviting/allowing them to ask.

Moreover, the interviewed teachers agreed that although students were allowed to ask questions, they were not motivated to use the opportunity. The main reasons, according to teachers' claims, for this were the lack of motivation, confidence, background and experience on the part of students.

Therefore, what can be understood from the points mentioned above is that students did not ask questions although their teachers regularly let them do so. From this, it can also be inferred that simply allowing students to ask is not a sufficient condition for them to use it for learning purposes which in turn affects their practice and engagement in their own learning. Furthermore, the preceding discussions, particularly under table 9, showed that students didn't adequately practice socio- affective strategies in learning English. Thus, this may imply the inadequacy of the teachers' encouragement for the practice of the strategies by students.

In general, it would be possible to conclude that grade11 students of Abadir Secondary School were not properly and adequately encouraged by their teachers to practice and develop social strategies in their learning. In other words, they did not learn language from social interactions and cooperation. Consequently, they were not able to take responsibility for their own learning. The grand mean of the two items in table 16 (2.93) is also less than the average mean (3.0) which is another verification for the inadequacy of teachers' encouragement of students with the practice and development of socio-affective strategies which in turn undermines learning autonomy.

Table 17: Teachers' provision of out- of-class activities

No	Item	Responses														mean
		Rarely						Someti mes (3)		Frequently						
		Never(1)		Rarely (2)		Total				Usually(4)		Always (5)		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/ he gives us out-of -class activities like reviewing grammar from grammar books	6	10	10	16.7	16	26.7	12	20	19	31.7	13	21.7	32	53.3	3.38

One of the main activities to be practiced by autonomous learners is doing out-of-class activities independently of the teacher. Thus, the main role of a classroom teacher is encouraging students in these activities by providing them with out-of-class activities in order to create opportunities for them to learn and help them develop the skill. The objective of designing the item in table 17, therefore, is to examine if teachers encouraged the students' independent learning by giving them out-of -class activities.

As the data in the table reveals, most (53.3%) of the students responded that their teachers frequently gave them out-of class activities. On the other hand, 26.7% of them replied that heir teachers did so rarely, where the remaining 20% answered that it happened sometimes. The mean value of the item (3.83) also strengthens the data as it is greater than the average mean (3.0).

In addition, the majority (75%) of the students participated in the FGD said that their teachers frequently gave them out-of-class activities like home works, worksheets and assignments. However, students said they were not motivated to use these activities for learning purpose; instead most of them did activities for marks or not to be punished in marks. As a result, they confirmed that majority of them copied answers from very few students instead of doing by themselves. The main reasons raised by students for doing so are the following. First, teachers simply gave them the activities without motivating and convincing them about the usefulness of the activities. Second, teachers did not

adequately guide them how to do the activities. Third, students got most of the activities boring.

Moreover, the interviewed teachers said that they regularly gave out-of-class activities in spite of the fact they couldn't deny that most of the students did not use them for learning purposes. They also added that they knew most of these students copied answers from few students instead of doing in their own ways and using the opportunity for learning purposes. However, the teachers did not agree with the above reasons raised by students for not to be benefited from out-of-class activities. Instead, they came up with their own reasons like lack of motivation, previous experience and laziness on the part of the students.

What can be inferred from this is that providing students with activities without motivating and guiding them why and how they should do the activities doesn't result in learning and success. Furthermore, what has been discussed under table 11 and 12 shows that teachers failed to create motivated classroom atmosphere and integrate learner training in their lessons. Therefore, this implies that although teachers provide their students with out-of-class activities, they didn't sufficiently motivate and use them for learning purpose.

In general, it is possible to conclude that although teachers regularly provide their students with out-of-class activities, most of them were not benefited from it due to the lack of adequate teachers' supports and guidance.

Table 18: Teachers' provision of the freedom to participate in the teaching- learning process

No	Item	Responses														Mean
		Rarely						Someti mes (3)		Frequently						
		Never(1)		Rarely (2)		Total				Usually(4)		Always (5)		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/ he give us freedom to participate in every aspect of the teaching-learning process	20	33.3	13	21.7	33	55	9	15	12	20	6	10	18	30	2.51

One of the major characteristics of autonomous learning is freedom or democracy of learning. Thus, the role of the classroom teacher, in this regard, should be creating a democratic learning atmosphere for students by providing them with the freedom to participate in every aspect of the teaching-learning process. Teachers should also be interested in students' opinions.

However, as indicated in the table above, more than half (55%) of the students responded that their teachers rarely gave them the freedom to participate in every aspect of the teaching-learning process. On the other hand, 30% and 15% of them replied that their teachers did so frequently and sometimes respectively. Being less than the average mean (3.0), the mean value of the item (2.51) also confirms the data.

Besides, what can be understood from the classroom observation is that students were not getting adequate freedom of participation in the teaching learning process as most of the lessons were dominated by teacher-centered method of teaching. This shows that the role of learners in their own learning was not emphasized. In this regard, Candy (1988:75 cited in Cotterall,1995) states that learners learn more effectively when they are consulted about dimensions such as the pace, sequence, content and mode of instruction. However, the above result seems to contradict with this pedagogical ground and

the need of students' free involvement in their own learning because most of the lessons were controlled by the teacher. Moreover, the majority (58.3) of the students during the FGD replied that their teachers rarely provided them with the freedom of participation and expression. Furthermore, what has been discussed under tables 11, 13 and 16 shows that the freedom given to learners is not sufficient because most of the lessons were dominated and controlled by teachers. This also implies that teachers didn't encourage students to employ their own learning strategies.

On the contrary way, the interviewed teachers had some disagreement on the above claims and accusations although they couldn't deny that most of their lessons were dominated by teacher-centered method of teaching than student-centered learning. In general, the result indicates that the right of learners to be involved in their learning was not adequately encouraged by teachers. Thus, learner autonomy is not expected to be practiced and developed.

Table 19: Teachers encouragements of their students to use their own learning strategies

No	Item	Responses														mean
		Rarely						Someti mes (3)		Frequently						
		Never (1)		Rarely (2)		Total				Usually(4)		Always (5)		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/ he encourages us to use our own learning strategies in order to exercise independence in our learning	22	36.7	20	33.3	42	70	9	15	5	8.5	4	6.6	9	15	2.15

One of the important features of learning autonomy is the freedom and ability of learners to learn their language in their own ways independently of the teacher. Learners should also be encouraged to employ their own learning strategies. The main role of the classroom teacher in this regard, therefore, is to

encourage and assist learners to move forward by providing them with appropriate guidance and support.

However, as depicted in the table above, more than 2/3 (70%) of the students responded that their teachers rarely encouraged them to use their own learning strategies in order to exercise independence in their learning. The remaining 15% of them replied that their teachers did so sometimes and frequently. In addition, the mean value of the item (2.15) is less than the average mean (3.0) and verifies that students were rarely encouraged by their teachers to use their own strategies in learning English.

Similarly, the majority (8) of the students during the FGD answered that their teachers rarely encouraged them to use their own learning strategies. Moreover, during the interview, teachers confirmed that their roles in encouraging students to employ their own strategies were rare because students lack the interest and confidence to employ their own learning strategies. What can be inferred from the discussion under table 18 is also that learners were not encouraged by their teachers to employ their own strategies.

In general, it would be possible to conclude that English language teachers of grade 11 at Abadir Secondary School rarely encouraged students to employ their own learning strategies in learning the language. In other words, teachers were not adequately encouraging and supporting their students in practicing and developing learning autonomy.

Table 20: Teachers' encouragement in writing diaries/journals

No	Item	Responses														mean
		Rarely						Sometime es	Frequently							
		Never (1)		Rarely (2)		Total			Usually(4)		Always (5)		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	She/ he encourages us to write diaries/ journals	48	80	9	15	57	95	1	1.7	2	3.3	0	0	2	3.3	1.28

In language learning, journals/ diaries are used by the learners to reflect what they have done, their experience in doing something, what they plan to do further, their feeling ,etc., so that they could achieve personal, process, situational and task awareness(Cotterall,1994; Kohonen,2001). Diaries also enable teachers aware of what is going on in students' mind and provide feedback on teaching. Thus, teachers could adjust the learning activities in time and the course will be improved by being more responsive to the students' needs. The first role of a language teacher in this regard, therefore, is to encourage learners to write diaries in order to reflect their learning.

Thus, the objective of designing the item in table 20 was to see whether teachers encouraged their students to write diaries. However, the result shows that almost all (95%) of the students responded that their teachers rarely encouraged them to write diaries. Only 2 and 1 students answered that their teachers did so frequently and sometimes respectively. In addition, the mean value of the item (1.28) is nearest to 1 and confirms that teachers did not totally encourage students to use diaries.

Moreover, all (12) students participated in the FGD unanimously stated that their teachers did not encourage them to write diaries. Furthermore, the interviewed teachers verified it that they did not totally use the strategy mainly because they had no experience of doing so.

Therefore, it can be understood that learners didn't keep records of their own learning, further reflect on their learning experience, and express their feelings. Consequently, teachers couldn't be aware of what was going in students minds and provide feedback on teaching to the needs of students which in turn was more likely to hinder the practice and development of learning autonomy.

To summarize what has been presented and discussed in this chapter, most of the students rarely practiced to learn the different skills of English in their own ways, independently of the teacher. That means they were not adequately employing cognitive, meta-cognitive and socio-affective strategies in learning the language. In other words, the result of the study indicates that learner autonomy was rarely practiced by most grade 11 students of Abadir Secondary School (whereby the first specific objective of this study can be answered) mainly because they didn't get sufficient help from their English language teachers (which partially answers the second and the third specific objectives of the study). That means teachers did not adequately emphasize upon motivating their classes, integrating learner training in their lessons and creating learning environment for students to learn the language in their own ways. In addition, teachers did not adequately encourage, help, train and guide students to practice and employ cognitive, meta-cognitive and socio-affective strategies in learning the language (where the second specific objectives can be answered).

The other factors that undermined learner autonomy, as has been explained so far, are lack of motivation, self-confidence, experience, and shortage of time and the influence of exams (where the third specific objective can be answered).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

It has already been stated that learners do not always have access to the kind or amount of individual instruction or help they need because teachers may not always be available to assist them. In addition, no language teacher can provide his/her students with all the knowledge and skill they need. Hence, learners need to be able to learn by themselves instead of spending time waiting for the teacher to provide them with the necessary help. The first action to be taken by learners to achieve this is to practice, develop and be equipped with the skills and conditions of independent learning. The main role of a classroom teacher is also to encourage, help, guide and train students to make them life-long learners by creating opportunities for them to learn the language instead of controlling the teaching-learning process with the intention of making them knowledgeable people.

On the contrary, the result of this study indicates that most grade 11 students in Abadir School did not adequately practice learning autonomy mainly because they were taught in ways which promote dependence upon the teachers. As revealed by the study, most students did not sufficiently practice cognitive strategies in learning the various skills of the language. That means they did not practice to learn the skill of reading, vocabulary, grammar, speaking, listening and writing in their own ways in and out of the class. They were also not motivated to use out-of-class activities for learning purposes.

Besides, most of the students did not adequately practice to employ meta-cognitive strategies in learning the language. They didn't plan and evaluate their learning. Since they also failed to reflect about their learning, they couldn't get the teacher's feedback and support.

In addition, the result indicates that most of the students didn't practice socio-affective strategies in learning English. They rarely practice to learn the language through interaction and collaboration. They also failed to seek knowledge from different sources.

Moreover, English language teachers of the target area didn't adequately encourage, guide and help their students practice cognitive, meta-cognitive and socio-affective strategies in learning the language in their own ways. Teachers failed to create pleasant, motivated, democratic, flexible, collaborative and supportive learning classroom atmosphere since most of their lessons were dominated by teacher-led teaching than student-centered learning.

Thus, the main factor that hindered the students' practice of learner autonomy is the lack of adequate teachers' support, encouragement, guidance and help. The other factors that hindered the practice of learner autonomy are lack of students' motivation, confidence, willingness, readiness, experience and the effect of exams.

5.2. Conclusions

Based on the summary of the result that has been stated, the following conclusions can be drawn.

- The study indicates that learner autonomy was not adequately practiced by most students and teachers of the target area;
- Learners were not effective in learning English;
- Students were ill-equipped to apply their school-learnt knowledge and skills to the world beyond the classroom and, therefore, were incapable of training themselves to meet the needs and circumstances of the changing modern world;
- Students were not life-long learners, and their learning was not permanent and meaningful;

- The most important factor that hindered learner autonomy was the method of teaching (the lack of adequate teachers support).

5.3. Recommendations

Although learning autonomy plays a decisive role for success in learning EFL, the result of this study indicates that it was rarely practiced by grade 11 students of Abadir Secondary School and their English language teachers didn't adequately help them to do so. Therefore,

1. The teacher should:

- Help students take responsibility for their learning by encouraging them to practice learning autonomy and employ their own strategies;
- Facilitate to create a motivated, cooperative, interactive and student- centered classroom atmosphere;
- Integrate learner training in his/her lessons;
- Encourage students to practice and use cognitive, meta-cognitive and socio-affective strategies to learn English;
- Be interested in the students' opinions and provide them with the freedom to participate in the teaching- learning process;
- Adjust her/his teaching method according to the needs of the students;
- Provide students with classroom and out-of-class activities along with clear and adequate guidance.

2. The students should:

- Be willing and ready to take responsibility for their own learning;
- Practice to learn the language in their own ways;

- Seek to learn from different sources both in and out of the class;
- Practice to use cognitive strategies in learning the different skills of the language like reading, listening vocabulary, speaking etc;
- Practice to use meta-cognitive strategies like planning and evaluation in learning the language;
- Use socio-affective strategies like collaboration and interaction to improve their English;
- Freely participate in the teaching-learning process;
- Use both classroom and out-of-class activities for learning purpose;
- Consult their teacher or other proficient people on how to learn something in order to develop their English.

Moreover, further research should be conducted in order to make comprehensive conclusion and recommendation.

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Appendices

Appendix A

Student's Questionnaire

Dear student, the purpose of this questionnaire is to obtain data for the study entitled "The Status of Learner Autonomy in Learning EFL at Grade 11: Abadir School in Focus".

To assure, the data you give will be used only for this research purpose. Your genuine responses are of the highest value for the result of the study. There is no need of writing your name.

Thank you in advance for your cooperation

Part- I: Learner's Practices to Learn English

Instructions: Using the scales given below, indicate what you do to learn English by putting tick mark (✓) on the space provided under the column of your choice.

Key (code): 1= never 2= rarely 3= sometimes 4= usually 5= always

No	Item	1	2	3	4	5
1	I read newspapers /magazines /books to develop my English.					
2	I try to relate the new information I get from reading to my previous knowledge.					
3	When I am reading, I ignore unfamiliar words if they don't seem to be important to the meaning.					
4	I use dictionary to find word meanings.					
5	When I learn a new word, I try it out in conversation.					
6	I translate some words/ideas into my L1 when I find it necessary for my understanding.					
7	I watch news/ films to improve my English					
8	I learn pronunciation of English by listening to people speaking on TV or radio					
9	I take short notes when I read materials like grammar books or when I listen to lectures					
10	I improve my English by writing paragraphs, essays or/and letters.					
11	I try to write a summary of what I read/ listen.					
12	I look for people whom I talk to in English.					
13	I learn grammar in my own ways like reading grammar books.					
14	I do home works/ assignments more for learning than for marks.					
15	I plan to learn English.					
16	I evaluate what I learn after doing an activity					
17	I freely ask the teacher/ someone for clarification if I don't understand what he/she says					
18	I consult the teacher/other proficient people on how to learn/study something in order to develop my English					
19	I learn in collaboration with my classmates / friends					
20	I use learners' journal/diary to reflect my learning.					

Part – II:Teacher’s Practices to Help Students Learn English

Instruction: Using the scales given below, indicate what your English teacher do to develop your English by putting tick mark (√) on the space provided under the column of your choice.

Key (code): 1=never 2= rarely 3= sometimes 4= usually 5= always

No	Item	1	2	3	4	5
1	The teacher facilitates to create motivated classroom atmosphere					
2	The teacher integrates learner training (like how to learn/ study grammar, how to use dictionary) in his/her lessons).					
3	The teacher creates opportunities for us to learn English (for example by giving us different classroom activities).					
4	The teacher helps us to plan for our learning.					
5	The teacher encourages us to evaluate our own works					
6	The teacher encourages us to build self-confidence by giving us different activities or roles like presenting assignments.					
7	The teacher encourages us to learn in collaboration by giving us pair/group works.					
8	The teacher encourages us to ask question.					
9	The teacher gives us out-of –class activates like reviewing grammar from grammar books.					
10	The teacher gives us the freedom to participate in every aspect of the teaching-learning process.					
11	The teacher encourages us to use our own learning strategies in order to exercise independence in our learning					
12	The teacher encourages us to write journals/diaries					

Appendix B
Observation Checklist for Classroom Practices

1	Teachers reflect their roles as a facilitator, counselor and helper.	3	2	1
2	Teachers try to create a motivated learning atmosphere.			
3	Teachers create opportunities for students learn English by providing them with different classroom activities.			
4	Teachers integrate learner training in their lessons.			
5	Teachers encourage students to ask and answer questions.			
6	Teachers encourage collaborative learning by giving pair/group works.			
7	Teachers encourage students to take responsibility for their learning by giving out-of-class activities like home works/assignments.			
8	Students are involved in deciding upon assignments/home works			
9	Teachers give feedbacks to students' works.			
10	Teachers encourage students to use English in the teaching learning process			
11	The teaching learning process is student centered			
12	Students are motivated in the teaching learning process			
13	Students actively participate in the teaching-learning process.			
14	Students challenge their teacher's ideas when they find it less convincing and come up with their own.			
15	Students freely ask and answer questions in English.			

Key to codes:

3= fully observed

2= partially observed

1= not observed

Appendix C

Questions for Focus Group Discussion with Students

1. How often do you practice reading in your own ways in learning English?
How? Why?
2. How often do you practice your listening skill in your own ways like using different radio or TV programs? Why?
3. How often do you practice to develop your writing skill in your own ways?
4. How often do you practice to study grammar in your own ways?
5. How often do you try a new worked in conversation?
6. How often do you practice to speak or communicate in English either inside or outside the classroom?
7. How often do you ask questions in English in learning the language?
8. How often do you consult your teacher, friends or other proficient people on how to learn/study something?
9. How often do you learn in collaboration with your classmates or friends?
10. How often do you use out-of-class activities for learning purposes?
11. How often do you plan to learn English in your own ways?
12. How often do you evaluate what you acquire in learning English?
13. How often do you use/write diaries to reflect your learning?
14. How often does you teacher facilitate to create a motivated classroom atmosphere?
15. How often does you teacher integrate learner training like how to study grammar, use dictionary in his/her lessons?
16. How often does you teacher create opportunities for you to learn English in the classroom by providing different class activities?
17. How often does your teacher help you build self- confidence by giving you:
 - a. Different activities like presenting assignments?
 - b. Freedom of participation in the teaching learning process?

Appendix D

A transcription of the interview made by the researcher with English language teachers of grade 11 at Abadir Secondary School

R: Good Morning, dear teacher

T1: Good morning

T2: Good morning

R: As I have already told you I am collecting data for the study entitled “The practice of learner autonomy in learning English as a foreign language in Grade 11, Abadir Secondary School in Focus”. Thus, I need your cooperation in answering the following questions.

T1: Continue

T2: Ok

R: In your classroom I have observed that students are less motivated. Besides, during the discussion, most students agreed that you do not try to create a motivated classroom atmosphere, so what do you say up on this issue?

T1: Yes, as you said, students are not motivated. I tried to motivate them for several times but cannot achieve. What I concluded is that there must be another problem of students in relation to their learning. Therefore, I believe that it cannot be changed by me alone.

T2: I agree with the absence of motivation in the classroom but I don't agree with the students' accusation. This is because I usually try to create a motivated classroom atmosphere for example by showing them my willingness for their interests and questions but they are not ready to cooperate with me. They look bored of learning and act as if they come to class by some one's external force. So it is the students themselves that are the cause of the problem

R: How often do you integrate learner training like how to study grammar or how to use dictionary in your lessons?

T1: sometimes.

T2: Rarely

R: why don't you apply this usually so that your students develop autonomy in their learning?

T1: You know, in private school students don't consider me as a good teacher unless I teach them everything exhaustively rather than training them. Another reason is I know that they do not apply it even if I train them, so why do I spend time!

T2: I rarely integrate such kind of trainings because students are not made use of them for their own sake unless I associate it with marks.

R: By the way, according to the students' accusation and my observation, most of your lessons seem to be teacher-centered, so why don't you make them more student-centered for example by giving them class activities.

T1: sometimes I use it, but there are problems to apply this always. The first problem as I told you before is that students do not believe they get gook knowledge if they do activities in their own most of the time. The other reason is students are not motivated to do activities unless they have marks.

T2: I tried to apply this strategy in the very beginning. But most students do not like doing activities. They showed me opposition than support, so I changed that and continued teaching rather than giving activities after that.

R: How often do you encourage your students to employ strategies like planning and evaluation of their learning?

T1: This is also related to what I told you before. I know that they cannot apply although I advice them, so what I preferred is teaching them what I know in my lessons.

T2: I don't encourage them to plan because they are not motivated to learn by themselves. But sometimes I ask them to evaluate their answers for home works.

R: By the way, do you encourage them to use diaries for the same purpose; i.e., for planning and reflecting their learning?

T1: No

T2: not at all

R: why?

Tr1: Because, I myself have no experience of doing that.

T2: because if they have no motivation how could I do that,

R: I have also observed that pair or group works are not significant in your lessons, what is the reason for that?

T1: Yes, group or pair works are limited because most of the time students use it to talk and disturb the class than to learn. For example, they talk about 'Arsenal' or 'Manchester' than their learning. The other reason is students are no motivated for their learning, so its disadvantages are more than its advantages.

T2: The reason is almost related to what I have said. They are no motivated, some of them fear not to speak in front of others and others are careless.

R: How often do you encourage students to participate in asking and answering questions?

T1: I do this regularly

T2: I do this always. I can say I always invite them to ask me what they don't understand.

R: But I have observed in your classes that students did not actively participate, what is the reason?

T1: Yes, that is because they do not have motivation, confidence and experience

T2: There are few students that use the opportunity, but the majorities don't ask because they were not interested.

How often do you encourage students to practice learning outside by giving out-of-class activities

T1: I usually give them home works and assignments, but most of them don't do it in their own. They usually copy answers from few students for marks.

T2: I always do this. For example, I give them home works at least in 2 days interval. I give them work sheets in every 2 weeks.

R: Why do you think they do like that?

T1: I think it is due to their lack of motivation for learning

R: Are students motivated to do these activities

T2: No, the problem lies on that. Most of them are not motivated. As a result, I get most students copied only answers from few of their friends.

R: what do you think is the cause for the absence of motivation?

T1: I think students are not interested in learning. Some of them learn by family pressure.

T2: I think this is simply because of their carelessness about their learning.

R: But what students' mentioned as the reasons for this during the FGD are the lack of adequate help and clear guidance about how to do activities, from

teachers, lack of keeping the interests of the students and overloading with many tasks.

T1: They may blame teachers, just not to accept their problems.

T2: I don't agree with this claim.

R: As I have observed most of your lessons are teacher-centered. Therefore, don't you think this limits their freedom of participation and expression in the teaching learning process and the use of their own learning strategies?

T1: I don't think this is the cause of the problem. This is because although I spend most of the lessons by teaching, I allow them to ask or suggest what they want, especially at the end of lessons but most of them don't use that opportunity. After that, they may push their own problems to me.

T2: Yes, generally it can affect, but for the time being there is no other option. If I allow them to use the opportunity, they don't use. Therefore, at least they should get something from me. It is better than nothing.

R: What do you think can improve students' learning autonomy?

T1: I think there must be another serious problem of students to be studied

T2: I think teachers, students, the school administration and the parents altogether should openly discuss upon the problem and find a solution.

R: Thank you for your cooperation.

T1: Take it easy.

T2: No problem.

Declaration

I, the undersigned, declare that this is my work and it has not been presented before in any University. Moreover, I declare that all the sources of materials used for this thesis have been duly acknowledged.

Name: Abdurehman Talema

Signature: 

Date 06/06/2011