

**A STUDY OF THE PRACTICE OF AUTONOMOUS  
LEARNING IN TEACHERS' EDUCATION WITH  
PARTICULAR REFERENCE TO BAHIR DAR UNIVERSITY**

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BAHIR DAR UNIVERSITY)

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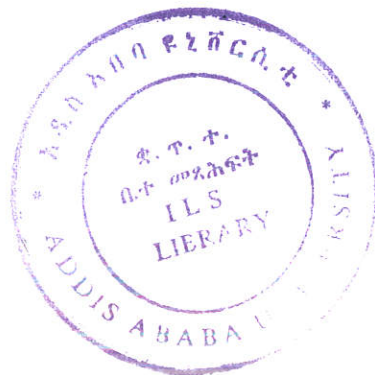
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## **Abstract**

The purpose of this study was to find out whether or not 3<sup>rd</sup> year Bahir Dar University English major students made strive towards autonomous learning. The study particularly aimed at examining students' use of cognitive, metacognitive, self-assessment and self-access learning strategies.

To this effect, two techniques of data collection instruments were devised: questionnaire and interviews. Open ended and close ended questionnaire were distributed to 60 students and interview was held with 10 students.

The data obtained from the questionnaire and interviews were analyzed. The results of the analysis revealed that the subjects use cognitive strategies in their language learning process frequently. However, the subjects employ meta-cognitive strategies rarely. It was also found out that the students lack the ability to self-assess their progress and reflect back up on their learning process. Furthermore, it was indicated that the subjects participate in outside classroom listening frequently since it holds learners' attention. On the contrary, they participate in outside classroom speaking and reading rarely.

On the basis of these results, it is recommended that the students need to be trained to be aware of the value of using learning strategies reflection and outside classroom learning and how to use them effectively so that they can make a meaningful progress towards autonomy.

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## CHAPTER ONE

### 1.1 Background of the Study

Studies show that teacher-centered approach provides the priority role and responsibility to the teacher. Therefore, the teachers' role is to instruct, to regulate and assess and that of the learner is to seek, to display understanding, to achieve standards, to receive and absorb knowledge (Cottrel and Crabbe, 1999). The teacher selects the resources, designs exercises and decides on every teaching activities. It is obvious that one of the aims of education is the development of independent and responsible citizens. However, it seems unimaginable for learner who has passed through this role as a learner to change him/herself suddenly into a responsible adult.

In recent times, however, there is a view of paradigm shifts from passive learning and low order of thinking to the development of learners who are active, self reliant, and confident in their learning that facilitate learning to a great extent. The view contends the teaching learning process should take into consideration the needs and characteristics of the learner so to say, learners need to take the central role in the learning process. This in turn paves the way for subsequent development in terms of learner training and learner autonomy.

The proponents of learner autonomy argue it is better to train the students to use different learning strategies, how to assess themselves and reflect on their learning, and to use every opportunity to learn a language rather than depend solely on the teachers classroom instruction. Training these skills and strategies help them to be aware of the teaching learning process. Furthermore, it makes them not to be a passive recipient of knowledge rather active and informed participants in the learning process that in turn entails better communication and co-operation among students in their language study. This also helps the learners to cultivate not only intellectual growth but also social and emotional growth within the self and among each other.

Furthermore, constructivists argue that knowledge cannot be taught but only learned. In this connection, Benson and Vollar (1997) cited in Thanosouis (2004) state, Knowledge is more effectively acquired when it is learned rather than taught. This implies that, for learners to benefit from the learning process, they need to be more involved, active and responsible in their language learning. Therefore, the teaching –learning process needs to be geared towards enabling learners to assume an informed and self directive role in their language learning process. This can be easily interpreted that learners need to be trained ‘learn how to learn’.

The publication of books and journal on autonomy (Dickinson 1987, Wenden 1990, Oxford 1990, Cotteral and Crabbe 1999) shows also the concern given to it. This being the recent trend in language teaching, there is a need to assess the implementation of it in Ethiopian context.

## **1.2 Statement of the Problem**

Though the notion of learner autonomy has gained momentum in the last two decades, it seems that little is being done towards it. This is because teacher-centeredness appears to be still prevalent in language classrooms particularly in Ethiopian context. In other words, the age-old role that teachers hold, i.e. authority over the teaching-learning process, seems still exercised. However, effective teaching-learning process cannot happen within this context. In the language classroom to enhance effective learning there has to be a shift of responsibility between the teacher and the learner. In other words, learners need to participate in teaching learning process to a great extent especially students who are at tertiary level.

The reason is that students at this level generally are required to have adequate command of English competence as well as performance. This is to mean that they are expected to listen to lectures, understand it and take notes, produce

academic term papers and present oral reports. These tasks demand learners to go beyond the classrooms. To accomplish these tasks effectively, they are expected to refer to different academic books, journals, magazines, newspapers, listen to radio, and watch different television programs. That is to say, their learning needs to be extended to learning outside the classroom. However, from the researcher's experience and informal observations the lessons that are found in English classrooms are not designed in such a way. The lessons are teacher centered and the students wholly rely on the texts. Besides, the teachers do not seem to tell learners to accomplish tasks outside the classroom: like watching TV, reading fictions, magazine newspapers etc. What is more, learners depend on teachers' assessment. These impede students' involvement in the teaching learning process.

Furthermore, regardless of its importance in facilitating learning limited studies are done towards autonomy. Two local studies are undergone so far on autonomy in foreign language classrooms. These are not sufficient compared to the literature written concerning the notion. Particularly, to my knowledge no research is done taking students as its subject. Atakilit (1998) has conducted a study that dealt with autonomous learning in AAU freshman classes. The aim of his study was to explore whether or not English language instructors of freshman program in AAU employ learner-training components in their lesson. He has come up with findings that instructors have not adequately incorporated learner training in their lessons effectively.

Tewodros (2004) has <sup>done</sup> made a study on teachers' role in promoting learner responsibility in Unity University. He made a concluding remark that Unity University English language teachers are not doing enough to promote learner autonomy.

The major difference between this study and the aforementioned two local studies is the subject of the study. Atakilit and Tewodros focus on the teacher,

whereas this study focuses on the students. Furthermore the above-mentioned studies have not incorporated self-assessment and self-access learning as main component of autonomous learning. However these two pillars of autonomous learning are embodied in this study. It is with this idea in mind that the researcher tries to investigate whether or not the teaching learning process is geared towards encouraging the learners to be more responsible for their own learning.

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

The general objective of this study is to assess the practice of autonomous learning in third year English major students at Bahir Dar University.

It does so by attempting to answer the following specific questions:

- 1 Do the students use cognitive strategies to enhance their learning?
- 2 Do the students use Metacognitive strategies to foster their learning?
- 3 Do the students assess their language learning process by themselves?
- 4 Do the students use self-access materials to enhance their learning?

### **1.4 Significances of the Study**

ELT Scholars argue a better understanding of the language teaching - learning process and the learner paves the way for improved language teaching practice. In this light, it is hoped that insights derived from this study will cater some pedagogical importance for the teacher educator's, material writers and the students. It would help these educational personnel to have a better recognition of the state of autonomous learning in universities. Furthermore, they provide valuable insight to the teacher educators what role they have to play in order to facilitate learner autonomy. They also provide in sight to material writers how to amend the materials in a way to promote self-initiated learning. They raise awareness on the learners' part how to be responsible for one's learning and use self access materials to enhance their learning .At last; they would also provide important data for those who would pursue further study in this area.

## **1.5 The Scope of the Study**

This study is carried out on 3<sup>rd</sup> year English major students of Bahir Dar University who are enrolled in the academic year 2005/06. The study mainly concerned with the students. That is to mean, it does not take teachers and the role of modules into consideration. The researcher believes that autonomous learning should start at teacher training level. The reason is that, the would be teachers could not promote autonomous learning unless they practiced it while they are learning. Mostly teachers do not teach the way they were told how to teach rather they way they were taught. This is the reason why teacher education is selected. Bahir Dar University was selected for its familiarity to the researcher. This familiarity is thought to help in easing data gathering process.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Autonomous Learning and Autonomous Learner

Starting from the late 1980s it is observed a proliferation of terms related to the notion of autonomy such as; self-directed learning, self-instruction, self-study and self-access learning. These terms are mostly used to refer to the same thing, or one entails the other though not in all cases. This makes difficult to define the term autonomy in its strictest sense. However, the scholars mentioned below have defined it in the following ways:

Little (1991:4) defines autonomous learning as “a capacity for detachment, critical reflection, decision making and independent action.”

Benson and Voller (1997) cited in Thansaulas (2000) describe it as ‘the capacity to control one’s own learning.’

Holec (1981:3) defines it as ‘the ability to take charge of one’s own learning’

Dickinson (1987:11) further defines it as “a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of decisions”.

From these definitions, we can understand that autonomous learning is taking more responsibility to one’s learning and playing an active role in the learning process.

Besides, the proponents of autonomous learning (Dickinson and Wenden) characterize autonomous learners in the following way.

Autonomous learners:

- are able to identify what has been taught and know what is going on in their class
- are able to formulate their learning objectives not necessarily in competition with the teacher rather in collaboration with the teacher.
- can select and implement appropriate learning strategies, often consciously and can monitor their own use of learning strategies.
- are able to identify strategies that are not working for them that are not appropriate and use others. They have a relatively rich repertoire of strategies and have the confidence to ditch those that are not effective and try something else.
- They are consciously involved with self-assessment  
(Dickinson, 1993:330-336)
- are willing to take on the responsibility for their own learning and see themselves as having a critical role in their language learning.
- are self-confident and believe in their ability to learn and to self-direct or manage their learning. (Wenden,1991:53)

Such characters are worth having and efforts have to be made to cultivate such students. The sources for such characters can only be effective teaching learning process. Most contemporary scholars argue learners should play active roles in the learning process so as to be effective in their learning. Besides, studies show that active engagement in the learning process yields increase in academic performance. Candy cited in Thanasoulas (2000) states learning is not a matter of rote memorization rather it is a constructive process that entails actively seeking meaning from every situation they are involved in. This is to mean that it is the active involvement in the learning process that makes learners to learn better and acquire knowledge.

Crabbe (1999) argues, learners actively engage themselves in the learning process and learn better when they are in charge of their own learning. So to say, the learning process becomes more meaningful, permanent and focused

when the learner is responsible for his/her learning. Besides, he further contends that taking charge of one's learning increases motivation and a motivated learner is often successful. Thus, being responsible to one's learning; as many contemporary ELT scholars argue, provide the learners the opportunity to be more active, initiated and motivated. This in turn allows them to learn better. Knowles cited in Hedge (2000:83) affirms:

*There is convincing evidence that people who take the initiative in learning (proactive learners) learn more things and learn better, than do people who sit at the feet of teachers passively waiting to be taught (reactive learners).*

Therefore, the teaching- learning process aim has to be providing more responsibility to learners. Giving responsibility to learners entail, providing opportunity to them to play a fuller, participatory and more active role in learning language (Tudor, 1996). Learners are also expected to initiate, plan, organize, carry out and evaluate their learning by keeping their pace and needs.

Learners who actively participate in the learning process are not passive recipient or consumer; rather they assume responsibility for their own learning. Therefore, the aim of language teaching has to be encouraging and helping learners to take charge of their learning process in an informed and self directed way. Ellis and Sinclair (1989:2) state that helping learners to take on more responsibility for their own learning can be beneficial for the following reasons:

- *learning can be more effective when learners take control of their own learning because they learn what they are ready to learn.*
- *those learners who are responsible for their own learning can carry on learning outside the classroom.*
- *learner who knows about learning can transfer learning strategies to other subjects*

These features can be interpreted; a learning environment that highly involves learners by providing them responsibility for their own learning creates a situation for learners to learn better. The reason is that the teacher is not always around the learners to help them in every aspect and movement (Dickinson, 1988 and Wenden, 1991). Besides, formal classroom activities do not always in themselves guarantee language learning. Success is dependent on the ways in which learners effectively use opportunities both inside and outside the classroom (Lee, 1998). Thus, learners need to take initiative for their own learning by using every opportunity they encounter. This clearly shows that there is a need to practice autonomy. To this effect, a paradigm shift from passive and dependent class to active and independent mode of learning is crucial.

In other words, for learners to exercise autonomy the traditional role of the teacher need to be changed with new roles. The roles of the teachers have to be facilitators, counselors, active participants rather than providers of all language information (Hedge, 2000). Thus, in autonomous learning, by limiting his/her intervention in the students learning, the teacher should give opportunity for the students to take charge of their own learning. However, it should be born in mind that autonomous learning is by no means learning without a teacher (Thanasaulas, 2000). The teacher has a pivotal role to play. He/she gives advice, help to find suitable materials, suggest procedure and serves as an informed interlocutor available when needed. Therefore, it can be said that autonomous learning is a course of action leading students from relatively passive and teacher dependent role to that of a more self aware, confident and independent learner (Bertold et al, 1988).

For all these to happen, learners need to be aware of the process of learning. In this connection, Tudor (1996) states, autonomous learning holds an element of awareness raising which is intended to help learners deepen their understanding of language learning. Effectiveness in learning happens when

learners acquire not only relevant language skills but also acquire a deeper knowledge of the process of learning itself. This implies that learners need to have some idea about why they are learning, what they are learning and how they are learning (Ellis and Sinclair, 1987). It is when they have clear picture of these facts that they can genuinely engage themselves in meaningful learning. In line with this, Verweyn (1999) states, for learners to be responsible for their own learning, they first have to be aware of how they learn. Tudor (1996:67) also claims, "Systematic development of learners understanding of the learning process is the base for meaningful learner involvement." This shows that the language teaching process needs to aim at developing the learners' strategic awareness of the process of language learning. This notion leads us to learner training.

## **2.2 Learner Training for Learner Autonomy**

Autonomy is highly promoted when learners are assisted "learn how to learn" (Dickinson, 1987 and Ellis and Sinclair, 1989). This presupposes, the incorporation of learner training in the language teaching .The training aims at helping learners to learn by themselves through active participation in the learning process.

Hedge (2000:85) defines learner training as:

*"A set of procedures or activities which raise learners' awareness' of what is involved in learning a foreign language, which encourages learners to become more involved, active and responsible in their learning and which helps them and strengthens their strategies for language learning."*

Tudor (1996) further defines it as a process by which learners are assisted to have a profound understanding of the nature of language learning and the knowledge and the skills they need to attend their learning in an informed and self-directive manner.

From the definitions one can conclude that learners' awareness about the language and language learning has a pivotal role in making the learning process effective. Development of learning awareness, therefore, is a key objective of autonomous language learning since it allows learners greater involvement in the process. Ellis and Sinclair (1989:21) have a say in this point, "The more informed learners are about language and language learning, the more effective they will be at managing their learning." Tudor (1996) adds that the more students acquire more knowledge about language learning, the more they engage themselves in self-initiated learning. This implies that awareness has a big role to play in leading learners towards autonomy.

Furthermore, Tudor (1996) maintains for learners actively participate in learning process, they need to be provided with the opportunity to develop an informed decision concerning the learning options. It will be difficult for students to make informed choices if they are not given the opportunity to try out and assess different options. In other words, when learners are more informed, they will be in a better position to make decisions (Ellis and Sinclair 1989). Learner training plays a crucial role in this respect. In this regard, Nunan, Lai and Keobke (1999:70) claim "Learners need to be systematically educated in the skills and knowledge so that they can make informed choices about what they want to learn and how they want to learn." They reasoned out that learners are not naturally endowed to select strategies wisely and well.

Learner training, therefore, enhances learning in that it equips learners with strategy and confidence to take more responsibility for their own learning. Besides, learner training makes activities and strategies available in a way to fit with learning style of the students. (Ellis and Sinclair, 1989). McCarthy (1998) further affirms this viewpoint, the objective of learner training is to enhance the effectiveness of learning and effective learning is part and parcel of autonomy.

## **2.3. Components of Learner-training**

The next question to be answered here is that, what do learners training include? 'Some learners are more successful than others.' The reason is that they have rich repertoires of learning strategies, they are more aware of the leaning process; they are aware of how to assess themselves; and they select relevant learning materials (Wenden, 1987; Ellis and Sinclair, 1989; Tudor, 1996). This can be interpreted the training need be geared towards attaining these qualities. Thus, the components of the learner training includes learning strategies, self assessment and self access learning so as to foster autonomy

### **2.3.1 Learning Strategies**

Wenden (1991:18) defines learning strategies as, "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so." Oxford (1990:8) further defines it as, "actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations." These definitions tell us that learning strategies have a pivotal role in enhancing learning through fostering comprehension or retention of information. Hence, for learners to benefit a lot from the language teaching- learning process, learners need to get training on how to use learning strategies effectively.

Dickinson (1988) notes that, the aims of learner training are to equip learners with strategies and activities that facilitate learning and heighten learner awareness on the nature of language and process of language learning. Cohen (2003) further points out; the most effective way to heighten learner awareness is to provide strategy training i.e. implicit instruction on how to apply language-learning strategies as part of the foreign language curriculum. What these scholars affirm is that the need for learning strategies so as to make learners effective in their language learning.

Recent research findings have shown that language-learning strategies have a pivotal role in making language learning more efficient and in producing positive effect on the learners' language use. Besides, they assist learners to grow into a more skillful and more capable of self-directing these efforts (Wenden and Rubin 1987 O'malley and Chamot 1990). Therefore, Wenden (1991) claims learning strategies are a type of learner training content that need to be incorporated in lesson plans to foster learner autonomy.

What is crucial here is that, the training needs to be informed. Wenden (1991) believes informed training is explicit about its purpose and value. Regarding this, research findings have revealed that being informed about the value of a strategy where, when and how it can be used greatly fosters the positive outcomes of training. Tudor (1996) adds that for learner training to accomplish a genuinely educational purpose there has to be clarity and explicitness with respect to the role and interrelatedness of the strategies being suggested. Therefore, the training needs to be informed through paying attention to clarity and explicitness.

Wenden (1991) puts forward two types of learning strategies to be included in lesson plans to foster learner autonomy cognitive, and metacognitive strategies.

### ***2.3.1.1 Cognitive Strategies***

Wenden (1991:19) defines, "Cognitive strategies are mental steps or operations that learners use to process both linguistic and socio linguistic content". They mostly entail the identification, retention, storage or retrieval of words, phrases and other elements of second language. According to O'malley and Chamot (1990:130) cognitive strategies entail dealing with the materials to be learned analyzing the texts mentally or physically using a specific technique to a learning task. The cognitive learning strategies include.

- Repetition: imitating a language model, including overt practice and silent rehearsal

- Resourcing: defining or expanding a definition of a word or concept through use of target language reference materials.
- Directed physical response: relating new information to physical actions, as with directives
- Translation: using the first language as a base for understanding and /or producing the second language.
- Grouping: reordering or reclassifying and perhaps labeling the material to be learned based on common attributes.
- Note taking: writing down the main idea, important points, outline or summary of information presented orally or in writing.
- Deduction: consciously applying rules to produce or understand the second language
- Recombination: constructing a meaningful sentence or larger language sequence by combining known elements in a new way
- Imagery: relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases or locations.
- Auditory representation: retention of the sound or a similar sound for a word, phrase or longer language sequence.
- Key word: remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resemble the new word and (2) generating easily recalled images of some relationship between the new word
- Contextualization: placing a word or phrase in a meaningful language sequence
- Elaboraton: relating new information to other concepts in memory
- Transfer: using previously acquired linguistic and /or conceptual knowledge to facilitate a new language-learning task.
- Inferencing: using available information to guess meanings of new items predict out outcomes or fill in missing information.

(O'malley and Chamot 1990 )

### **2.3.1.2 Metacognitive Strategies**

According to Wenden(1990:34), “Metacognitive knowledge includes all facts learners acquire about their own cognitive procedure as they are applied and used to gain knowledge and acquire skills in varied situations”. In this sense, metacognitive strategies are skills used for planning, monitoring and evaluating the learning activities (Wenden 1991, O.Malley and Chamot 1990). The strategies include:

- advance organizers: planning the learning activity in advance at a general level.
- directed attention: deciding in advance to concentrate on general aspects of a learning tasks;
- selective attention: deciding to pay attention to specific parts of the language input or the situation that will help learning;
- self-management:: trying to arrange the appropriate conditions for learning.
- advance preparation: planning for and rehearsing linguistic components necessary to carry out an upcoming language task
- self-monitoring: checking one’s performance as one speaks.
- delayed production: deliberately postponing speaking so that one may learn by listening.
- self-evaluation: checking how well one is doing against one’s own standards;
- Self-reinforcement: giving oneself rewards for success.

(O’malley and Chamot 1990)

### **2.3.2 Self-assessment**

According to Gardener (2000), self-assessment is a familiar concept to human beings. All human beings are involved either consciously or subconsciously in

on going progress of self-assessment. This being the fact, until recently this important notion was neglected in the teaching-learning process. With the coming of learner centeredness and learner autonomy, the concept of self-assessment becomes a particular interest of in the language teaching/learning process.

Autonomous learners take responsibility for their own learning. This includes not only using a range of cognitive and metacognitive strategies but also monitoring their progress and reflecting back up on their learning. In other words, they need to know how they are doing in their learning. Therefore, training should be given to learners how to assess their progress in their language study. This is to mean that, part of the training needs to be geared towards training learners how to assess and monitor themselves (Dickinson 1987).

Research conducted by Nunan (1999) revealed self-monitoring and self-assessment strategy development resulted in change in learners' behavior. It showed that learners take greater control of their own learning process with more emphasis on the process rather than merely focusing on the content of learning when they are involved in self-assessment. This implies the role self-assessment plays in raising awareness regarding learning process.

Based on this fact Nunan, Lai and Keobke (1999) concede that, the ability to evaluate the effectiveness of one's own performance in a foreign language is an eminent skill in learning and particularly when the learning becomes autonomous. By stating this idea, they show the link that exists between autonomy and self-assessment. They further argue that autonomy is enhanced when learners are encouraged to self monitor, and reflect critically on their learning. Thus, as pointed out by Dickinson training of self-assessment is an inevitable aspect of autonomous learning.

Regarding its use, Tudor (1996) explicates that training learners in self-assessment fosters their capability to take an active and self-directive role in their learning both in the school life and in their formal course of study. Harris (1997) further affirms this viewpoint saying that, self-assessment can help learners to find out their own strength and weakness and then get them to ponder about what they need to do so as to be successful in their performance. It also enables learners to evaluate their own performance and to develop the ability to be self-critical

What is more, learners should not solely depend in most cases on others' judgment to know their improvement. Besides, all assessment process should not be laid on the shoulder of the teacher. Opportunities have to be there for them to evaluate themselves and reflect on their learning so as to be aware of the learning process and their progress (Hedge 2000). This paves the way to get feedback on their achievement. What is more, engaging learners in self-assessment creates a situation for them how to do it effectively, this may breed success to some extent. Success in turn breeds confidence. In line with this Gardner (1999) states, Self-assessment may not always indicate success but when it does even on small scale, learners' motivation will be enhanced. Therefore, opportunities have to be created for learners to employ self-assessment strategy so as to involve them in the learning process effectively and efficiently.

The importance of self-assessment is mentioned above. But how can learners assess themselves is the question to be posed here. For example Hedge (2000:24) suggests learners will benefit a lot if they are trained to pose such questions while and after doing a task: 'Did I make my self-clear?' 'Am I happy with my performance?' 'What do I need to improve in my language learning?' Verwey (1999) also points out; raising questions like 'did I guess correctly?' 'What could I have done to guess better?' to oneself help learners in raising awareness in language learning. Hedge (2000) also argues that such type of

self-assessment can enhance learners' individual progress both in their language knowledge and their ability to perform it.

ELT Scholars like (Tudor 1996, Matsumoto 1996, Wenden 1991, Rubin 1987) further suggest reflection as one means of self-assessment. Regarding this Tudor (1996) affirms that self-assessment gives a chance for learners to reflect on their learning. Dam and Legenhouse (1999: 93) add, "One primary concern of autonomous language classroom is to raise the students' awareness of the learning process itself, which also implies having them reflect on their strengths and weakness". Matsumoto (1996) further argues that unless learners are provided with opportunities for reflection, they cannot organize their thoughts effectively and they remain largely obscure or even unconscious. Reflection, therefore, creates a favorable condition for learners to be effective in their learning and attend their lesson being aware. This implies that, there has to be room for reflection in the language teaching learning process.

To encourage reflection, ELT scholars recommend keeping learning diaries/journal. For example, Nunan suggests learners can be trained to keep a journal like this:

*This week I studied... This week I learned ...., This week I used my English in these places:....I spoke English with this people...., I made these mistakes...., My difficulties are: ....., I would like to know,..... I would like help with: ..... My learning and practicing plans for next week are....(1988: 134)*

Furthermore, keeping a diary also facilitates self-assessment. A student mentioned in (Rubin 1987) reports a diary helped to evaluate her own learning strategies, enabling her in some cases to manipulate strategies so that she received the most benefit.

In addition to reflection, learners can assess themselves, using a given questionnaire that asks them to agree or disagree, to write yes or no to a series of questions (Wenden 1991, Tudor 1996, Dickinson 1987). This helps them to

self-rate themselves and to know their strength and weakness. For example, students can be asked to respond to the following questions prepared by their teachers or material writers using the answers 'yes' or 'no' in questionnaire format to know their proficiency.

I can ask for factual information

I can provide personal details

I can describe weather- conditions of the four seasons in my own country

(Nunan 1988:131)

He further argues if such self-assessment questionnaires are included in the objectives, they promote learner autonomy to a greater extent.

### ***2.3.3 Self Access Learning***

It is mentioned in the previous sections that learners learn better if they are in control of the learning process, so to say, if they assume more responsibility for their own learning. Taking responsibility for one's learning entails taking the initiative in selecting and using relevant materials, which enhance their learning. This implies self-access lessons are part and parcel of autonomous learning.

John (1988) describes self-access as having a range of materials available for the learner. The materials can be found in libraries, at home or as the name implies in self-access centers. They are learning resources that give chances for learners to do additional work on their own initiative so as to develop their skills and to undertake remedial work when faced with problems in their learning (British Council). Verweyen (1999) further notes and broaden the definition; all learning that takes place outside the classroom is self-access in the sense that learners must initiate it.

In most classrooms the learner asks the teacher for help, whereas in self-access the learner mostly works alone. This in turn creates another learning situation,

which allows learners to be independent and more autonomous. Rather than considering the teacher and the formal classroom a sole source of knowledge, he/she initiates her/himself seeks every opportunity to learn.

Hedge (2000) believes, learner training can guide to more effective self-access learning. Thus, learners need to be aware that learning takes place not only in the classroom but also outside the classroom. Therefore, providing training for learners to use self access materials or resources entail offering a wider and more flexible range of opportunities for language use than is possible in most classrooms (Aston 1993).

Learners select suitable materials based on personal needs (John 1988). This implies that self-access materials need to be varied in content and style so as to permit learners to follow their personal objectives, needs and interest (Brooks and Grundy 1988). Lee and Morrison (1998) add that the intrinsic interest of materials is a determining factor for autonomous learners to continue their studies. Furthermore, every learner has his or her own learning style and outside classroom learning creates a favorable situation to get the most out of it.

Gardner and Miller (1999), cited in British Council, point out that various sources that serve to enhance self-access learning. These include: newspapers, magazines, brochures, user manuals, promotion materials, supplementary books, and television and radio programs. Stern, cited in Wenden (1991), notes that learners can learn English in many ways, that is, from the people they talk on the street, from the TV set, news papers and movies, friends they make from tourists. What they get in classroom is very little real language; hence the learners need to use all these opportunities to enhance their language. Thus, self-access materials/lessons have a pivotal role in helping learners to learn by themselves.

What should not be forgotten here is that, learners should not be left alone all in all. Lee and Morrison (1998) argue, learners need to get not only the freedom

to self-select materials but also the professional support from the part of the teacher. This is to mean that, in order to use the materials effectively they should get counseling, guidance and assessment service to some extent from the teacher.

To sum up, learners to be responsible for their learning, they need to develop the skill to use language learning strategies effectively and efficiently; they need to monitor their language learning process and lastly they need to use every opportunity to learn the language. These efforts can be effective if they are supported by goal oriented training

## **CHAPTER THREE**

### **3. Research Methodology and Procedures**

This chapter deals with the description of the subjects of the study, the instruments used and data collection procedures.

#### **3.1 Subjects of the Study**

The general objective of this study is to assess the practice of autonomous learning by university students. In order to achieve this objective, 3<sup>rd</sup> year Bahir Dar University English major students were chosen as target population. According to the information gained from the register list in English department, 180 students were registered in the academic year of year of 2005-06 as English majors. The students attended their classes in four sections. From these sections, three were selected randomly and from these sections 20 students from each section were randomly selected. Thus the total number of students involved in the study is 60.

#### **3.2 Instruments used in the Study**

To elicit the necessary information from the subjects, questionnaire and interview were used as data collecting instruments. These instrument were selected because they have been proven by scholars like O'malley and chamot(1991),Wenden(1991)to be more effective in eliciting information about students' use of learning strategy, self-assessment, self- access learning which are discussed in the review of related literature as pillars of autonomous learning .

##### **3.2.1 The Questionnaire**

A questionnaire prepared in English was administered. In designing the questionnaire every possible caution was taken to make the language easily

understandable to the informants. Besides, the questionnaire had a covering letter to inform the purpose of the study to the subjects so as to make it efficient in generating objective responses.

### **3.2.1.1 Design of the Questionnaire**

The questionnaire has two parts. The first part is close ended and the second one open ended. Part one of the questionnaire included 29 questions. The purposes of these questions were to generate information from the subjects about their claimed use of learning strategy, self-assessment and self-access learning. The items in the questionnaire are accompanied by 5 response categories. Thus, the subjects were asked to indicate the extent to which they involved themselves in autonomous learning activities along the response categories: 'always', 'usually', 'sometimes', 'rarely' and 'never'. The items in the questionnaire covered three concepts of autonomous learning: items 1-12 strategy use, items 13-19 self-assessment, and items 20-29 self-access learning. (See Appendix A)

The students' response to each category were summed up and presented in percentages. During the analysis of data, however, the categories were lumped into three categories: frequently, sometimes, and rarely i.e. always and usually were lumped in to frequently and never and rarely into rarely so as to make the analysis brief. Some of the items in the questionnaire were adapted and slightly modified from (O'malley and Chamot, 1990, Nunan 1988 and Lee and Borrison1988)

In part two of the questionnaire students were asked to reflect on their self-access learning. The purpose of the open-ended questionnaire is to collect information on their use of self-access learning of the different language skills. It serves also the purpose to counter-check with response they gave in close-ended part and to generate additional information. This questionnaire format

was adapted and slightly modified from Manchester University Independent Language Learning center.

### **3.2.1.2 Administration of the Questionnaire**

The questionnaire was first piloted using 10 randomly selected students. Based on the response of the students, part two of the questionnaire was redesigned. That is, the number of the questions was reduced from 9 to 3 so as to make the respondents reflect on limited questions in depth.

The administration of the final version of the questionnaire took place from March 3-7; 2006. The administration took place on three different days according the availability of the classrooms and will of the teacher. The questionnaire was administered to the students of the three sections by the researcher. Twenty five minutes were provided for the respondents in each section to fill the questionnaire.

The subjects filled in the questionnaire in the classroom for three reasons. Firstly, so as to give room for the students if there are unclear questions, secondly to avoid duplications and lastly to maximize return rate. During the administration respondents were told the purpose of the questionnaire orally. They were also informed to fill it based on what they really experience and do in their language-learning endeavor not what they wish they could do.

### **3.2.2 The Interview**

#### **3.2.2.1 Design of the Interview**

To triangulate the response of the questionnaire a semi structured interview was used. The purpose of using interview was to probe more deeply and elicit important information from the respondents. It included questions that allow learners to reflect on their strategy use, self-assessment and self-access

learning. The interviews consisted of six items. The semi-structured interview was held as a follow up to the questionnaire. (See Appendix B)

### **3.2.2.2 Administration of the Interviews**

Twelve students were randomly selected for the interview from those students who filled in the questionnaire. But two students did not show up for the interview. Therefore, it was conducted with 10 students. The interview was conducted in groups. There were three sessions of interview. The first two were conducted with three students and the last one in-group of four. The interview was conducted in English taking into consideration the level of the students and their mother tongue background.

## CHAPTER FOUR

### 4. RESULTS AND DISCUSSION

As already pointed out in Chapter One (1.3), the main aim of this study is to assess the practice of autonomous learning by 3<sup>rd</sup> year English major students at Bahir Dar University. Under this general objective the researcher designed, the following specific questions.

1. Do the students use cognitive and Metacognitive strategies to enhance their learning?
2. Do the students assess their language learning process by themselves?
3. Do the students use self-access materials to enhance their learning?

To seek answers for these questions data was collected from the subjects using close-ended questionnaire, open-ended questionnaire and semi-structured interviews. The results are presented, analyzed and discussed in this chapter.

#### 4.1. Results and Discussion of Language Learning Strategies

Many ELT scholars argue that language-learning strategies contribute a lot to the development of language system. O'mally and Chamot (1990) up hold that learning strategies facilitate learners' comprehending, learning and or retaining of information. Furthermore, Oxford in her definition of learning strategies clearly puts the role they have in prompting language leanings. She defines language learning strategies as, "Specific actions taken by the learners to make learning easier, faster, more enjoyable, more self directed more effective and more transferable to new situations" (1990:8). This definition clearly shows that when the students are well equipped with learning strategy, they can take more responsibility for their learning. This implies that strategies have a paramount importance in leading students towards autonomy.

What is more, Wenden who has written a book and many articles on autonomous language learning treats language learning strategies as main tools that guide learners towards autonomy.

In this study, in order to examine the respondents' awareness and use of cognitive strategies items 1-6 in the questionnaire were designed. The results are discussed after the whole items under cognitive strategies are analyzed.

Table 1 below shows the results of cognitive strategy obtained through these questions.

**Table 1: A Summary of Responses to Cognitive Strategy use**

Items	Strategies	Responses													
		Rarely						Sometimes		Frequently					
		Never		Rarely		Total				Usually		Always		Total	
		No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
1	reading materials more than once	1	1.67	13	22	14	23.3	36	60	5	8.3	5	8.3	10	17
2	using previous knowledge	1	1.67	4	6.7	5	8.33	12	20	30	50	13	22	43	72
3	predicting the next lesson	3	5	9	15	12	20	23	38	14	23	11	18	25	42
4	guessing the meanings of words			2	3.3	2	3.33	8	13	30	50	20	33	50	83
5	looking up words in a dictionary	6	10	19	32	25	41.7	18	30	9	15	8	13	17	28
6	guessing grammatical rules	1	1.67	6	10	7	11.7	11	18	28	47	14	23	42	70

No. of R= Number of response

Item 1 of the questionnaire was designed to investigate whether the students read English reading materials more than once to understand them well. As can be seen from table 1, the majority of the respondents reported that they use the strategy less frequently. When we compare the results under the groups the result shows that 14 (23.3%) of the students said that they rarely utilize the strategy. A little higher than half of the subjects 36 (60%) claimed that they use the strategy sometimes. Only 10(17%) reported that they read reading materials more than once frequently.

In the follow-up interview students were asked what strategy they use to improve their reading. Of the ten students who participated in the interview, 8 reported that they read materials related to the course they took more than once so that they remember them well. However, they claimed that they do not use this strategy when they read fiction, newspapers and magazines.

Item 2 of the questionnaire was designed to find out whether the students use their previous knowledge while they are listening or reading text. A substantive number 43(72%) of the respondents indicated that they use their previous knowledge in their listening or reading frequently, while 12 (20%) of the respondents claimed that they sometimes employ the strategy. Only 5 (8.3%) reported that they employ the strategy rarely.

In item 3 the respondents were asked if they try to predict what the next lesson would be. As the results summarized in Table 1 indicates, a large number of students 25(42%) reported that they use the strategy frequently. On the contrary 12(20%) of the respondent reported to rarely utilize the strategy while 23 (38%) reported that they sometimes employ the strategy.

Item 4 of the questionnaire was meant to draw out information if the students try to guess the meanings of new words from a given context. As the summary in Table 1 shows, the highest share in the percentage 50 (83%) of the subjects reported that they try to guess the meanings of new words from a given context

frequently, while 8 (13%) of the respondents claimed that they sometimes employ the strategy. There were only 2 (3.3%) who claimed to rarely utilize the strategy. In the follow up interview, the students were asked what techniques /learning strategies they employ to learn vocabulary. Ten of the interviewees said that they try to guess the meanings of new words from the given context while they are reading or listening to different texts. The results of the above data show that the majority of the students use the strategy mostly.

Item 5 was intended to find out information if the students look up words in a dictionary when faced with new words while reading or listening. To this item, the majority of the respondents 25 (41.7%) reported they refer words from dictionary rarely. Almost a third of the respondents 18 (30%) reported that they sometimes refer to dictionaries, while 17 (28%) reported that they do so frequently. The purpose of this item was to counter check with their response to item 4. The result shows that the response was almost consistent with their response to item 4. Thus, by inference it can be said that, the majority of the student try to guess the meanings of new words from the given context rather than refer to dictionary, though in this case the percent is less than in item 4.

Item 6 was intended to find if the students try to guess grammatical rules based on examples or observations. As can be seem from table 1, the majority of the respondents reported that they use the strategy frequently. 42 (70%) reported that they use it frequently, 11 (18%) claimed that they use it rarely.

Items 1-6 endeavored to find out the use of cognitive strategy by the subject that are considered by ELT scholars to be likely to foster autonomous learning. In this connection, analysis of the data gathered via questionnaire and interview reveal the majority of the subjects use cognitive strategies included in item 2-6 in the questionnaire with frequency difference.

Most of the students claimed that they were able to:

1. guess the meanings of new words from a given context rather than solely relying on dictionaries (guessing).

2. use their previous knowledge while they are leading of listening to a text (elaboration)
3. Try to guess grammatical rules based on examples and observation (transferring).
4. predict what the next topic will be about( predicting)

On the other hand, most of the students reported that they do not 'frequently' employ repeating strategy.

Thus, the above data reveals that learners tend to employ cognitive strategies in their language learning frequently. This indicates that learners have been trained well by their teachers how to use the strategies pointed out above. Or they have read books related to these strategies and practiced them effectively. The training helped the learner to take more responsibility for their own learning, which in turn makes their learning effective (see Chapter Two section 2.3.1 for more details).

So from the data and finding of the interview, one can understand that learners are aware of cognitive strategies and use them frequently. Studies in this regard have shown that students who are more aware and who practice greater control of their own cognitive process tend to have more successful educational outcomes (Wolters 1998). However, it would be a hasty generalization to consider learners as autonomous taking into consideration only the use of cognitive strategies. Cognitive strategies are one ingredient of autonomous learning that helps learners learn how to learn. But they are by no means the only strategies that guide learners towards autonomy. These strategies i.e.cognitive need to be complemented by metacognitive, self assessment and self access learning, which will be analyzed in the subsequent sections, to make learners autonomous.

Wenden (1991) argues that to facilitate the use of cognitive strategies appropriately and flexibly, learners should have some basic knowledge about the nature of language and language learning process i.e. metacognitive strategy. Items 7-12 were designed to investigate the respondents' use of metacognitive strategies. The results are summarized in table 2 below:

**Table 2: A Summary of Responses to Metacognitive Strategy use**

Items	Strategies	Responses													
		Rarely						Sometimes		Frequently					
		Never		Rarely		Total				Usually		Always		Total	
		No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
7	discussing language learning	2	3.33	16	27	18	30	28	47	9	15	5	8.3	14	23
8	reading books about language learning	2	3.33	15	25	17	28.3	31	52	6	10	6	10	12	20
9	actively thinking about what is learned		0	1	1.7	1	1.67	17	28	27	45	15	25	42	70
10	Thinking how one learns English best		0		0	0	0	16	27	19	32	25	42	44	73
11	setting goals and objectives	11	18.3	9	15	20	33.3	17	28	12	20	11	18	23	38
12	writing an action plan	13	21.7	13	22	26	43.3	19	32	9	15	6	10	15	25

Item 7 was designed to investigate whether or not the students discuss with their classmates and roommates about language learning process. As the result summarized in Table 2 shows, 18 (30%) of the respondents said that they rarely discuss with their classmates language learning process. On the contrary 14 (23%) of the respondent claimed that they do so frequently. The rest, of course the majority, 28(47%) of the respondents reported that they sometimes discuss language learning processes with their roommates.

In the follow up interview the students were asked, how often they discuss with their classmates how people learn a language. Their response almost accords with the evidence gathered through the questionnaire. Five of the interviewees said that they do so rarely, 4 of the interviewees reported that they do so sometimes, while 1 of them said that he does it mostly.

Item 8 was meant to know if the students read books that deal with language learning processes. The result from table 2 indicates that, a little less than a quarter of the subjects 17(28.3%) claimed that they rarely read books related to language learning process. Twelve (20%) of the respondent reported that they read such type of books frequently, while the majority of the respondents 31(52%) reported that they do so sometimes.

Based on the results of item 7 and 8 it can be said that, the majority of the students discuss language learning process less frequently. Many scholars argue that it is when the students have sufficient knowledge about language learning process that they can learn better. Anderson (2002) attests rather than focusing students attention solely on learning the language, second language teachers need to help students to learn to think and discuss what happens during the language learning process, which will lead them to develop stronger learning skills. Thus, learners seem to lack these metacognitive strategies, which would help them achieve autonomy.

Item 9 in the questionnaire was concerned with finding out whether the respondents' actively think about what they learn in their language class. Table 2 illustrates that the majority of the respondents reported that they actively think about what they learn in their classroom. A significant number of respondents 42(70%), said that they actively think about what they are learning frequently. Seventeen (28%) of the respondent replied that they do so sometimes, while only 1 (1.6%) reported that he/she does this rarely.

In item 10 students were asked if they actively think about how they learn English in a better way. Like item 6, the majority of the students claimed that they actively think how they learn English in a better way. A large number of the respondents, 44(73%), said that they do practice this strategy frequently. The rest of the respondents, 16(27%), claimed that they sometimes do this. The replies for item 9 and 10 made it clear that the majority of the students have the awareness of how thinking about language learning process fosters their language-learning process.

Item 11 was aimed at collecting data on whether or not the subjects set goals and objectives for their language learning. As can be seen from table 2, most of the respondents, 23 (38%) replied that they set goals and objectives for their language frequently. Seventeen (28%) indicated that they do so sometimes while 20 (33.3%) of them claimed to utilize it rarely.

Item 12 asked the respondents if they would write an action plan and try their best to its fulfillment. Of the total sample, 26 (43.3%) of the subjects responded that they never tried to write an action plan and try their best to its fruitfulness. Nineteen (32%) indicated that they do this sometimes while 15(25%) of them claimed to rarely do this.

The above data reveal that most of the students are aware of some of metacognitive strategies i.e. thinking actively about what is learned, how one learns best and to some extent setting goals and objectives for their learning.

However, the others metacognitive strategies (discussing and reading about language learning, and planning) are not employed by most of the students frequently. This in turn implies these students lack awareness concerning some of the metacognitive strategies. In line with this O'Malley and Chamot (1990: 90) state, "students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments, and future learning directions." This implies that learners lack the skill that guides them into success in their learning.

This apparent lack of use of certain metacognitive strategies may have a tremendous impact on their independent learning. As mentioned in the review of related literature (2.3.1) for learners to be successful in their self-initiated learning, they need to be armed with both cognitive and metacognitive strategies. In line with this, Tudor (1996) asserts that cognitive and metacognitive strategies complement each other in language learning. Metacognitive awareness and strategies serve as a driving force to use cognitive strategies since planning and setting goals precede performance. However, as the data reveal these 3<sup>rd</sup> year students understudy do not seem to employ metacognitive strategies in their learning frequently. Hence, unless the learners have the ability to plan, control and evaluate their learning and their active involvement in language learning process is so limited this in turn affects their effectiveness to a greater extent.

## **4.2 Results and Discussion of Self- assessment**

It is already mentioned in the review that autonomous learners take responsibility for their learning and this includes taking responsibility for monitoring their progress. When learners get involved in deliberate thought about what they are learning and how they are learning it, they can become better language learners. This in turn encourages students to become independent learners. Items 13-18 are set to examine whether or not the subjects use self-assessment strategies effectively. The responses of self-assessments are put in Table 3 as follows:

**Table 3: Summary of Responses to self-assessment**

Items	Self assessment	Responses													
		Rarely													
		Never		Rarely		Total		Sometimes		Usually		Always		Total	
		No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
13	correcting one's own mistake		0	1	1.7	1	1.7	14	23	28	47	17	28	45	75
14	keeping language learning notebook	4	7	19	32	23	38	21	35	9	15	7	12	16	27
15	writing weakness and strength	16	27	17	28	33	55	16	27	9	15	2	3	11	18
16	self evaluating	7	12	19	32	26	43	21	35	7	12	6	10	13	22
17	noting learned skills	5	8	17	28	22	37	26	43	3	5	9	15	12	20
18	relying on teacher's assessment	2	3	14	23	16	27	17	28	17	28	10	17	27	45
19	noting what is achieved	10	17	15	25	25	42	19	32	9	15	7	12	16	27

Item 13 asked students if they would try to check back and correct themselves when they made mistakes and guessed wrongly. As can be seen from Table 3, a significant number of students, 45 (75%), responded that they correct their own mistake by themselves frequently while 14 (23%) of them claimed that they use the strategy sometimes. It is only 1 (1.67%) who claimed to rarely utilize the strategy.

Item 14 was intended to find out if the respondents keep language-learning notebook in which they reflect on their language learning process. As the results summarized in Table 3 indicates, the majority of the respondents 23 (38%) reported that they never keep a reflection notebook. On the other hand 21 (35%) of the respondents claimed that they employ this strategy sometimes, and 16 (27%) reported that they frequently do this.

In the follow up interview, the respondents were asked whether or not they keep a language learning diary to reflect on their learning. The data gathered from the interview reveals that from the 10 interviewees 2 responded that they have the habit of keeping a diary. The rest of the interviewees i.e. the majority responded that they once utilized it when they were 2<sup>nd</sup> year being enforced by their teacher, but after that they never keep a diary for reflection purpose.

Furthermore, the students were asked in the interview if there were times when the teacher gave them opportunities in the classroom to reflect on their language learning process. All of them unanimously responded that they were given such a chance that semester only by their spoken English instructor.

They were further asked if there were checklists in the module and if they ever filled them in. They responded that there were such things in their spoken English module, but they were never told by the teacher to fill in it.

The above data shows that most of students do not participate in the process of reflection. Thus, they practiced it neither in speech nor in written format. The

most probable explanation that might be accounted for this result could be that teachers did not give opportunities to the students to reflect on their learning process.

Item 15 was meant to investigate whether the student write their weakness and strength in language learning process or not. As the summary in Table 3 reveals, the majority of the respondents, 33 (55%), claimed that they rarely write their weakness and strength, 16 (27%) indicated that they sometimes try to do. Only 11 (18%) of the respondents replied they practice it frequently.

This data almost accords with the evidence gathered via interview. Of the 10 interviewees, 2 said that they write their weakness and strength in their diary. There of them reported they do these sometimes on rough papers. The remaining 5 reported that they do not have such a habit. However, when asked to self report their weakness and strength in their language learning to the researcher almost all of them were able to report their weakness and strength in a good way. This implies that if they were given opportunities to do it, they would do it.

In item 16, the respondents were asked whether or not they evaluate their own progress. Table 3 shows that, most of the subjects responded that they rarely evaluate their own progress. Twenty six (43%) of them indicated that they never evaluate their progress, while 21 (35%) said that they evaluate themselves sometimes. The remaining 13 (22%) reported that they do so frequently.

Item 17 asked the respondents whether they note the skills that they practiced in that particular week. As can be seen from Table 3, most of the students, 26 (43%), reported that they practice this activity sometimes, while 22 (37%) reported they do so rarely. Only 12 (20%) of the respondents reported that to do this frequently. The results show that most of students practice retrospective reflection infrequently.

Item 18 was intended to see whether or not students wholly rely on the teachers' assessment. The result shows that, 27 (45%) reported that they wholly rely on the teachers' assessment mostly. Seventeen (28%) of them indicated that they sometimes wholly rely on the teacher's assessment. The remaining 13 (22%) reported that they practice this rarely. What can be inferred from the data is that students' rely on teachers' assessment wholly. This is an indication that they do not have the audacity to assess themselves.

Item 19 was meant to draw out information if the subjects note what they have achieved. As the results summarized in table 3 indicates, the highest share in the percentage 25(42%) of the respondent said that they rarely note what they have achieved, while 19(32%)of the respondent claimed that they note what they have achieved sometimes. The remaining 16(27%) of them reported they do this frequently.

One-way of gauging learners' involvement in the learning is their participation in reflection. As discussed in Chapter Two (2.3.2) asking learners to reflect on their learning is a means of increasing learners' awareness of language learning techniques and process, the language itself and the learners themselves as language learners. In other words, self-assessment helps learners to analyze their learning experience systematically and become more conscious of their main way of learning their second language. This will help them to foster their learning.

However, from the overall result obtained through the questionnaire and the interview, it seems that they majority of the students do not use self-assessment strategy. The majority of the students practice keeping a diary infrequently. Secondly they do not reflect their weakness and strength to their teachers, roommates or classmates. Thirdly, they evaluate their own progress infrequently. What is more, they do not have the habit of noting the skills they have learned and achieved. All these facts inform us, the subjects do not practice self-assessment mostly. This implies that, the subjects lack awareness

regarding self-assessment, which plays a great role on their way to be effective learner.

What can be inferred from the data and interviews is that, in the part of self-assessment, the teacher dominance is highly observed which in turn hinders learners' involvement in the learning process.

The most probable explanations that might be accounted for this negligible use of self-assessment could be the following. One of these may be students' lack of awareness of the notion of self-assessment, which stems from not being trained about the notion. For learners to employ these aspects of assessment, they have to have a better understanding of the nature of language and language learning (Wenden 1991). This is to mean that learners need to know that self-assessment is part and parcel of language learning process.

The second reason why learners reported they do not employ self-assessment may be due to lack of the opportunity. Teachers do not seem to give chance to learners to assess themselves. Teachers seem to lack attitudinal acceptance that learners can assess their progress by themselves. Furthermore, as the subjects mentioned in the interview, most of the modules do not allow them to evaluate their progress i.e. not include checklist except the spoken English module. In this case also, there is a checklist to be filled, but they never filled it because they were not told to do so.

To sum up this part, Harris (1997: 12) states, 'self assessment is rightly seen as one of the pillars of learner autonomy'; however, these 3<sup>rd</sup> year university students lack this quality to a great extent. Thus, it would be difficult to assume these learners as autonomous. However, this does not necessarily mean, they do not employ self-assessment all in all but to mean not fully engaged in it.

### **4.3 Results and Discussion of Self-access Learning**

If learners are limited to what is learnt in the classroom, their effectiveness will also be limited. They need to strive a lot to participate in range of linguistic activities outside the classroom in order to be successful in their learning. By doing so they create additional exposure to the language they are learning. As mentioned in the review of literature (2.3.3), self-access learning embodies all efforts exerted by the learner to learn independently so to say without help from the part of the teacher. In items 21-29 students were asked whether they participate in out of classroom activities and independent learning to gain a lot from them. Table 4 below indicates the results of these items.

**Table 4: Summary of Responses to self Access Learning**

Items	Self Access Learning	Responses													
		Rarely						Sometimes		Frequently					
		Never		Rarely		Total				Usually		Always		Total	
		No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%	No. of R.	%
20	designing language exercise for one self	10	17	19	32	29	48	21	35	4	7	6	10	10	17
21	practicing without being enforced by test	5	8.3	14	23	19	32	25	42	8	13	8	13	16	27
22	finding by one self how to learn better	2	3	5	8	7	12	20	33	17	28	16	27	33	55
23	Start a conversation	6	10	7	12	13	22	25	42	15	25	7	12	22	37
24	talking to oneself in English		0	14	23	14	23	26	43	12	20	8	13	20	33
25	using sentences in conversation	2	3	4	7	6	10	29	48	13	22	12	20	25	42
26	active participation in classroom discussion	1	2	7	12	8	13	19	32	23	38	10	17	33	55
27	group discussion without being enforced by the teacher			11	18	11	18	23	38	17	28	9	15	26	43
28	with the goal to improve ones English		0		0	0	0		0		0		0	0	0
	a. read general books	5	8	9	15	14	23	23	38	19	32	4	6.7	23	38
	b. fictions	9	15	22	37	31	52	20	33	5	8	4	6.7	9	15
	c. news paper and magazines	7	12	10	17	17	28	32	53	5	8	6	10	11	18
29	with the goal to improve		0		0	0	0		0		0		0	0	0
	a. listen to radio programs	1	2	12	20	13	22	26	43	12	20	9	15	21	35
	b. watch TV programs		0	9	15	9	15	26	43	12	20	13	22	25	42
	c. watch movies	4	7	9	15	13	22	15	25	21	35	11	18	32	53
	d. listen to music	4	7	11	18	15	25	22	37	14	23	9	15	23	38

### **4.3.1. Students' Involvement in Designing a Task**

Item 20 was aimed at generating data if the students design language exercise for themselves. Here the majority of the subjects reported that they rarely design language exercise for themselves. Twenty nine (48%) indicated that they do so rarely. On the other hand, 21(35%) reported they do so sometimes. Only 10(17%) of the respondents claimed that they design language exercise for themselves frequently.

What can be inferred from this result is that the subjects rely on the exercises that are designed by the teacher. This in turn implies that the subjects are not involved to a greater extent in self-initiated learning. This goes against the view of Crabbe (1999) in Chapter Two (2.3) that learners learn better when they assume more responsibility for their learning.

Item 21 asked the subjects if they practice language skills without being enforced by exams. The majority of the subjects 25 (42%) responded that they study the language when there are no exams sometimes, 19 (32%) indicated that they rarely practice the skills if there are exams while 16 (27%) responded that they practice the skill mostly whether there are exams or not.

In the interview part, most of the students mentioned that exam plays a role in their independent learning. When there are speaking and listening exams they practice them well. If there are exams, they do not watch movies, TV program, or read newspapers or magazines. This implies that exams serve as an impetus to practice the skills or the otherwise.

Item 22 asked the respondents if they could find by themselves how to learn better. Here most of the students 33(55%) reported that they mostly know by themselves how to learn better 7(12%) replied they rarely do so. A third of the students 20(33%) claimed they do so sometimes.

The interview also affirmed this point of view. All of the students have the awareness of how to learn better by themselves. They mentioned that they know that they could learn English better through reading materials such as newspapers, magazines fiction, listening to radio programs, watching TV and movies, speaking to friends in English, writing letters and diaries etc....The implication of this result is that as pointed out in Chapter Two learners (2.3) will be responsible for their own learning when they are aware of how they learn. These learners know how to learn better by themselves. Betrold, Koller and Ricard (1988) accentuate that the process of awareness need to be supported by action. Whether these awareness have been complemented or not the following questions will elaborate further.

#### **4.3.2. Students' Involvement in Speaking Activities**

In Item 23, the respondents were asked whether the students start a conversation with someone primarily for the purpose of practicing English. As the summary in Table 4 shows, most of the students start a conversation to practice what they have learnt infrequently. Twenty-five(42%) indicated that they start a conversation to practice what they have learnt sometimes, while 22 (37%) replied that they have the habit of breaking the ice so as to practice what they/have learned frequently. The rest 13 (22%) reported they do so rarely.

Item 24 asked the respondents whether or not they talk to themselves in English. Here the highest share in the percentage 26(43%) said that they sometimes talk to themselves in English. A third of the subjects 20(33%) indicated that they frequently think in English and 14(23%) said that they did so rarely. In follow up interview, out of the 10 students, 2 of the interviewees responded that they employed thinking in English as a good way of learning English.

In item 25, respondents were asked if they use newly learned and memorized expressions to keep on a conversation going. As can be seen from Table 4, most

of the students 29 (48%) claimed that they sometimes use newly learned words and expressions to keep on conversation going. Twenty-five (42%) indicated that they use the strategy frequently, whereas only 6(10%) of the respondents claimed that they do so rarely.

Item 26 asked the subjects if they actively participate in the classroom discussion. As summarized in table 4, the highest share in the percentage 33 (55%) of the subjects reported that they actively participate in the classroom discussion frequently. Almost a third of the respondents claimed that they sometimes actively participate in the classroom discussion. On the contrary 8 (13%) of them claimed that they do so rarely.

In item 27, the subjects were asked if they participate in speaking activities held in groups or pairs even if the teacher is not listening to their group. For this item, as can be seen from table 4, the majority of the students 26 (43%) reported that whether the teacher is near to them or not they mostly participate in pairs or group activities. While 23 (38%) of the respondent claimed they do this sometimes. The rest of them said that practice in this way rarely.

In the open-ended questionnaire item 1, students were asked to mention what independent speaking activity they perform, the majority of the students reported that they discuss using the English language with the roommates raising different issues. Three students mentioned that they use thinking in English as one way of practicing speaking.

The result obtained from the close-ended questionnaire dedicated to the self-initiated speaking activities revealed that the majority of the students made effort to practice speaking using the opportunity they get in the classroom. They claimed to participate frequently both in a whole class and group discussion. They also claimed that while participating in group and whole class discussion they use newly learned and memorized expressions frequently. This

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is an indicator that the subjects use the opportunity they get in the classroom to practice speaking effectively.

On the other contrary, to start a conversation with someone primarily for the purpose of practicing English and to talk to oneself in English are employed by the subjects less frequently. In the strictest sense the latter ones lies in out of classroom learning strategy than the former one. This implies that students much rely on the opportunity they get prepared than that they initiate by themselves.

The result obtained from the open-ended questionnaire and interview indicated that the majority of the students discuss with their friends in their dormitories raising different issues especially assignments given by their spoken or writing course. Three in the open-ended questionnaire one in the interview reported that they talk to themselves in English to practice speaking. Other than these two they did not mention any other speaking practices that they did to practice speaking outside the classroom.

The students' participation in group and whole class discussion play a great role in their learning. As can be seen from the (Chapter Two 2.3.3) there are a range of linguistic activities that the students can engage themselves and get the best out of them. However, the subjects' use of the speaking skill is so limited to opportunities created by others and also limited in variety. Therefore, it can be said that the subjects' genuine active involvement is somewhat limited in connection with speaking. This may be mainly due to availability of speaking opportunities in the foreign language was limited.

#### **4.3.3. Students' Involvement in Reading Activities**

Item 28 A of the questionnaire was meant to find out if the subjects read different reading materials to improve their language. With regard to general books, 23 (38%) reported that they read general books to improve their

language frequently and the same number of students reported they read books of such type to improve their English sometimes. The rest of the respondents, 14 (23%), reported they do so rarely. In the open-ended questionnaire, most of the students reported that, they read reference materials, which are related to their subject they study frequently. This point was affirmed by the respondents in the interview too.

Item 28 B further asked the students if they read fictions to improve their language. Here the majority of the subjects 31 (52%) reported that they read fictions in English language rarely, while only 9 (15%) of them claimed that they frequently read fictions. The remaining 20(33%) reported that they read fictions sometimes. In the follow up interview 3 of the students said that they read fictions frequently, while the rest of them (7) said that they do not have the habit of reading all in all. Of the three respondents who claimed they read fictions always, one of them could mention the title of the book that he has read recently.

The last item in 28 C asked the students if they read newspapers and magazines to improve their English. Here compared to fictions a higher percentage of the population read newspapers. Thirty-two (53%) indicated that they read newspapers and magazines sometimes, while 17 (28%) reported they read newspapers and magazines rarely. The remaining 11 (18%) claimed that they do so frequently. In the follow up interview, 3 of the respondents said that they read newspapers mostly, 5 of the respondent replied they do so sometimes, two of the respondent reported that they never do so. Those who reported to frequently read newspapers and magazines were also able to mention the names of the newspapers and magazines they have read recently

In the open-ended questions, Item 2, the subjects were asked to briefly describe the independent reading activities that they have done out of the classroom in the last two weeks. Of the 60 students who filled the questionnaire, more than half of them reported that they read reference materials related to their course

frequently. Twenty of them reported that they have the habit of reading magazines and newspapers. Only 8 students claimed that they read fictions frequently.

This result reveals that most of the subjects reading are related to the subject matter they learn. Their extensive reading is so limited. Although their reading of newspapers and magazines is not to belittled, with regard to fictions they seems so limited. The possible reasons could be inadequate provision of leisure reading materials, lack of interest or lack of free time.

Concerning out-side-classroom reading based on the above results one can say that the subjects are not autonomous learner. The reason is that it was pointed out in the review of related literature (2.3.3) that taking responsibility for one's learning entails taking the initiative in selecting and using relevant materials that enhance learning. However, from the part of the subjects much is not done to actively engage themselves in extensive reading.

#### **4.3.4. Students' Involvement in Listening activities**

Item 29 was meant to find out if the subjects listen to different materials to improve their English. Regarding to listening to radio programs, the majority of the respondents 26 (43%) reported that they listen to different radio programs sometimes, while 21 (35%) indicated that they do this frequently. The rest of them 13 (22%) said they listen to English radio programs rarely.

In the follow up interview, most of the students replied they prefer TV programs to radio English programs. Two respondents claimed that they listen to BBC.

Item 29 B was intended to draw information from the subjects on whether or not they watch TV programs. To this item the majority of the students 26 (43%) reported that they watch TV programs frequently. Almost similar number of the

students 25 (42%) said that they sometimes watch English TV Programs. There were only 9 (15%) who reported to rarely watch English TV Programs.

Follow up interview questions were used to confirm these responses .Eight of the interviewees affirmed that they watch TV Programs mostly of course not ETV. They said that they follow up sky news, BBC news, football match... They were asked whether if they did it for entertainment or for learning. Whether we do it for entertainment or learning, we are listening to the program effectively and consciously. Thus, in some way we are developing our English. They commented.

In connection with watching movies, item 29 C, most of the subjects 32 (53%) reported that watch movies frequently. Fifteen (25%) indicated that they watch movies sometimes, on the contrary 13 (22%) of the respondents said that they rarely watch movies. In the follow up interview 5 of the interviewer reported that they watch movies mostly, 2 of them reported they do so when there are no exams. The rest 3, of the respondent, said that they do not have the habit of watching movies. Thus the response to this item almost accords with the questionnaire.

Item 29 D was intended to elicit information from the respondents if they listen to English music to improve their English. As can be seen from table 4, most of the subjects 23 (38%) claimed that they listen to English music frequently to improve their language. On the contrary 15(25%) of the population responded that they rarely listen to English music. The rest of the respondents 22 (37%) reported that they do this sometimes. In the follow up interview only 2 students reported that they listen to English music mostly.

In the open-ended questionnaire in item 3, the subjects were asked to write what independent listening activity they have done in the last two weeks out of the classroom. More than half of the subjects reported that they watch English

TV programs and movies mostly. Twelve students reported that they listen to English radio programs. Only 6 students reported to listen to English music.

A striking result in this study was obtained concerning extensive out of class listening. The majority of the students reported that they watch movies and TV programs. The possible reason for this is that, the availability of DSTV in their campus. This allowed the learners to improve their listening through watching interesting programs via the DSTV. Though it needs further in depth study, it may be possible to say that the main purpose their watching the TV program is for entertainment or listen to news, however it indirectly play a role to improve their English language. It can be said that learners exposure to the language via TV in an enjoyable and pleasurable way my facilitate language learning since it serves as an input (Picard 1996)

In general, the overall results from open-ended questionnaire, close-ended questionnaire and interview, it is clear that the majority of the respondents strive a lot towards autonomy especially in the case of listening skill. This is so the input comes in a pleasing manner this in turn draw the attention of the learners to engage in it. What can be inferred from this is that if there were interesting reading materials such as newspapers and magazines that hold the attention of the learner the students would be engaged in the reading like the listening. Therefore, it would be difficult to assume learners in all cases employed out side classroom learning most effectively.

To sum up, this study showed that third year Bahir Dar University majoring English students were able to employ some of the strategies that promote autonomous learning but not all the strategies.

The results of the questionnaire and interview confirmed that most the subjects employ cognitive strategy. Of these strategies the most widely utilized cognitive strategy by the subjects was guessing the meanings of new words from a given context. On the contrary, repeating was the least used strategy.

Pertaining to metacognitive strategies, unlike cognitive strategies, they were infrequently used by the subjects. However, actively thinking about what is learned and actively thinking about how one learns were the predominantly utilized sub strategies by the subjects. The remaining, of course the majority, were reported to be used infrequently.

Regarding self-assessment, it was a strategy, which was the least employed by the subjects. Most of the subjects responded to rarely practice the questions listed in self-assessment category except correcting one's own mistake.

With reference to self-access learning, the majorities of the students employ conversation and talk to oneself infrequently. However, the majority of the students participate both in whole classroom and group discussion frequently. They also engage themselves in-group discussion in their dormitories. Furthermore the majority of the students read reference materials frequently; however their reading is so limited concerning newspapers, magazines and fictions. With regard to listening, most of the students watch movies and other TV programs, where as they seldom listen to radio and music.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

In this study an attempt was made to find out whether or not 3<sup>rd</sup> year Bahir Dar University English major students made endeavor towards autonomous learning. The study particularly aimed at examining students' use of cognitive, metacognitive, self-assessment and self-access learning strategy. To this effect, two techniques of data collection instruments were devised: questionnaire and interviews. Open ended and close ended questionnaire were distributed to 60 students and interview was held with 10 students.

The results of the study showed that students' use of strategy vary from one strategy to the other. In case of cognitive strategy the majority of the students employ guessing, elaboration, transfer and predicting 'frequently'. Furthermore, the students do not look up a word in a dictionary every time they get a new word rather they use guessing strategy. However, the repeating strategy was used less frequently by the majority of the subjects.

The students who are involved in the study have awareness regarding some of the metacognitive strategies. That is, the students actively think about what is learned and how one learns best. Besides the subjects set goals for their learning. On the contrary the subjects neither discuss with their friends language learning process nor do they read books related to this notion. The same holds true for writing an action plan for their learning.

The students do not have the habit of keeping a learning journal. This deters them from writing their weakness and strength, what they achieved in their learning, and the skills they practiced. This shows a lot has to be done in training students with regard to how to assess themselves. Furthermore,

opportunities were not created for the learners to reflect back upon their learning and share valuable ideas with their friends concerning language learning process by their teachers.

The subjects depend on the tasks designed by the teacher or module writers. There are no efforts from the part of the learners to design tasks that fit for them.

The subjects have awareness that reading fictions, newspapers, magazines, listening to radio, watching TV and movies, and using every opportunity they get to practice the language have big role in enhancing their learning. However, in practice the subjects genuine engagement was only found in listening activities. This is due to the intrinsic interest that it creates in learners. In spite of their awareness, learners have not engaged themselves in reading fictions, newspapers, and magazine frequently.

## **5.2 Recommendations**

Based on what has been stated so far, the following recommendations are made in order to achieve better results from autonomous learning.

- Learners seldom use of learning strategies can be accounted for their lack of awareness of the value of these learning strategies. Therefore, teachers need to devote time to train their learners an array of learning skills and strategies that help learners to operate in an informed and autonomous way.
- Reflection has a role in making learners aware of their own and other learners learning strategies. Besides it is a good opportunity to share their belief about language learning among themselves. These help them to be aware of their own learning process which in turn paves the way to approach language learning more efficiently and flexibly. In other words, it helps learners to be well informed about the nature of language and

language learning 'the more informed learners are about language learning, the more effective they will be at managing their learning.' However, the findings of this study show that Bahir Dar University students do not mostly reflect back upon their learning. They neither use written nor spoken format of reflection. Matsumoto (1996) states that learners do not mostly reflect upon their own learning processes, analyzing and evaluating their classroom L2 learning experience on their own free will. Thus, teachers are expected to encourage learners to reflect up on classroom learning through training them different methods that extend from keeping a learning diary to discussing with friends concerning their learning strategies and belief about language learning process.

- The results from data analysis show that students of Bahir Dar University outside classroom learning seem to be limited to some of the skills. Activities that the students practice in the classroom are, however, by no means enough to make learners effective and efficient in their language learning. Besides studies have shown that students who are exposed to outside classroom learning have made significant levels of improvement in their language study (Picard, 1996). Therefore, classroom activities need to be complemented with a range of linguistic activities outside the classroom. For this to be true, libraries should allocate a certain amount of money for equipping the library with reading materials that holds the attention of the students. Furthermore, teachers can also play a role in recommending materials that induce intrinsic interest in the learners and leads them to cultivate a habit of reading or listening. Once they developed the skill they will do it by their own initiation
- Autonomy has to be understood and accepted as a goal not only by students but also by teachers to insure its meaningful realization. It requires from the part of the teacher commitment, determination and a disposition to shift their role from instructing and controlling over the learning process to train learners skills and strategies how they can

instruct themselves. It also requires from the part of the learners personal responsibility for their own learning, to readily engage in and persist longer at learning tasks and manage their own learning experiences in many different ways.

- The researcher has observed and understood from his discussion with Bahir Dar university students that they mostly watch programs like football, movies, news and other programs via DSTV. This will have a positive impact in developing their listening skill outside the classroom. Thus, further studies embodying the role of DSTV in developing learners' listening skill would be of some importance.

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## Appendix A

### A Questionnaire for students

Dear respondents,

The purpose of this questionnaire is to gather information about the things you do in order to learn a language by yourself. The value of this study is highly dependent on your sincere and frank responses to each question in the questionnaire. Therefore, you are kindly requested to answer each item honestly and by carefully considering it. Since this is not a test, there are no right or wrong answers, therefore, you are free to respond to each items based on your learning experience.

The questionnaire contains 30 questions. Every question has the following five options.

Always              Usually              Sometimes              Rarely              Never

You are kindly requested to respond to the following items after considering the above-mentioned five options. And put (√) mark on the space provided.

**Thank you for your cooperation.**

## Part I

No.	Items	Always	Usually	Some times	Rarely	Never
1	I read books, magazines and newspapers more than once to understand them in a better way.					
2	I use my previous knowledge while I am listening or reading to understand it clearly					
3	I try to predict what the next lesson will be.					
4	I try to guess the meanings of words from the given context					
5	When I get new words while reading I look up words in a dictionary					
6	I guess grammatical rules based on examples or observations.					
7	I discuss my feelings about language learning process with my friends and teachers so as to find out a better way of learning a language.					
8	I read books to find out how people learn language effectively.					
9	I actively think about what I have learned in my language class.					
10	I actively think about how I learn English best.					
11	I set myself goals and objectives for my learning.					
12	I write an action plan and try my best for its fruitfulness.					
13	If I guess wrongly or misunderstand the meaning of a word or part of a text, I check back and try to correct myself					
14	I keep a language-learning notebook in which I reflect on my language learning process.					
15	I write my weakness and strength in my notebook.					

No.	Items	Always	Usually	Some times	Rarely	Never
16	I evaluate my own progress					
17	I tell my self this week I practiced this and this skills.					
18	I wholly rely on the teacher's assessment					
19	I note what I have learned and achieved after each learning					
20	I design language exercises by myself					
21	I arrange my study plan and practice the language without being enforced by test					
22	I find out for myself what I have to do to learn better English					
23	I start conversation with some one primarily for the purpose of practicing English.					
24	I talk to my self in English.					
25	I use sentences that I have learned and memorized to keep a conversation going.					
26	I participate actively in the classroom discussion.					
27	I do speaking activities in pairs or groups even if the teacher isn't listening to my group					
28	With the goal to improve my English I					
	a) read general books					
	b) fictions					
29	c) newspapers and magazines					
	With the goal to improve my English I					
	a) listen to radio programs					
	b) watch TV programs					
	c) watch movies					
	d) listen to music					



## Appendix B

### Interview questions for students

1. Are you aware that you can learn English with out the help of teacher?  
How can you do that?
2. Think of a language items you have learned recently by yourself. Do you have any special strategy to learn them?
3. How often do you discuss with your friends how you /people learn a language? Can you tell me some of the ways?
4. Do you evaluate yourself mostly? What are your strengths in language learning? What about your weakness? Are there check-lists in the module that allows you to assess and self rate yourself?
5. Does your teacher give you a chance to reflect-on your learning? In what ways?
6. Do you keep a language learning diary?

## Appendix C

### A. Sample of Students' Response to the Interviews Questions.

#### 1. Out-side classroom learning

- "I read books, magazines, news papers,"
- "I listen to music, TV programs"
- "I write letters to friends"
- "I use every opportunity to practice speaking"

#### 2. Learning strategy

- I try to guess the meanings of the given form the given contexts"
- "I use my previous knowledge to understand a listening or reading text"
- "I talk to my self in English"
- I read materials more than once t understand them well.

#### 3. Discuss Language learning process

- I do not discuss language learning process with my room/class mates (5 Students)
- I discuss language learning process with my room classmates rarely (4 students).
- I discuss language learning process with my room/classmates. Usually (1 students).

#### 4. Evaluating one self

"I do not mostly evaluate my own progress"

"I have never thought such a thing"

#### 5. Reflection

Our spoken English gave us a chance to reflect back up on our language learning once this semester

We never filled checklists

#### 6. Keeping a diary

Two students replied yes we keep a learning diary.

## Appendix C

### A. Sample of Students' Response to the Interviews Questions.

#### 1. Out-side classroom learning

- " I read books, magazines, news papers,"
- " I listen to music, TV programs"
- " I write letters to friends"
- " I use every opportunity to practice speaking"

#### 2. Learning strategy

- I try to guess the meanings of the given form the given contexts"
- "I use my previous knowledge to understand a listening or reading text"
- "I talk to my self in English"
- I read materials more than once t understand them well.

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- I do not discuss language learning process with my room/class mates (5 Students)
- I discuss language learning process with my room classmates rarely (4 students).
- I discuss language learning process with my room/classmates. Usually (1 students).

#### 4. Evaluating one self

"I do not mostly evaluate my own progress"

"I have never thought such a thing"

#### 5. Reflection

Our spoken English gave us a chance to reflect back up on our language learning once this semester


We never filled checklists

#### 6. Keeping a diary

Two students replied yes we keep a learning diary.

I declare that this is my original work, has not been presented for a degree any other university and that all sources of material used for the thesis have been duly acknowledged.

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