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The Relationship Learner Autonomy and Language Learners' EFL Achievement: Debre Tabor Town Grade Eleven Students in Focus

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Bahir Dar University

Faculty of Humanities

Department of English Language and Literature

The Relationship Learner Autonomy and Language

Learners' EFL Achievement: Debre Tabor Town

Grade Eleven Students in Focus

By: Mucheye Tesfa

August, 2018

Bahir Dar

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Tabor Town Grade Eleven Students in Particular

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A thesis submitted to the department of English Language and Literature in partial fulfillment of the requirement for M.Ed. in Teaching English as a Foreign Language.

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Abstract

Learner autonomy is considered both as a means of language learning through learner responsibility and as a goal of language education in producing lifelong learner. These advantages have recently attracted scholars in the field of language education. This correlational survey study examines the relationship of learners' autonomy in EFL learning and their EFL achievement. Samples of 328 students through simple random and 13 EFL teachers through available sampling methods, as well as three FGDs each constituting six members were participated in the study. The data collected through five level Likert like questionnaire, document analysis and FGD revealed that EFL learners' responses $M= 2.65$ significantly below $t(317)=-13.589$, $p<0.01$ the expected level (3). Document analysis also shows that the participants' EFL achievement $M=58.05$ is below the expected (75). In addition, FGD indicated that EFL learners' responses exhibited some level of autonomy in limited aspects of autonomy. However, Pearson product movement analysis for the relationship of autonomous learning and EFL achievement revealed that strong positive correlation $r=0.801$ significant at $p<0.01$, 2-tailed, exists between the two variables. Thus, promotion of autonomy should be considered to support students' learn independent of their teacher for better EFL achievement.

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CHAPTER ONE: INTRODUCTION

This section outlines the core elements and rationale of the present study. It provides an overview of the contexts of autonomous foreign language learning in the background. Then it presents statement of the problem, objectives, research questions, significance, scope and limitations of the study.

1.1. Background of the Study

In the modern society the rooted teacher-led education system is considered to be out-of-date and irrelevant for the success of the education system in producing competent society in the world full of challenges (Benson, 2001, 2011). "...students should learn to adjust to a learner-centered learning approach because education is gradually shifting away from the traditional authority-oriented mode" (Liu 2015, p.1165). In international context the 20th and the 21st centuries were marked by a considerably growing interest in autonomy due to the increasing emphasis on the responsibility of individuals as social agent rather than societies shaping individuals. It has been considered that autonomous individual has the capacity to act as a responsible member of society. With the emergence of learner-centered teaching approach in education, autonomy is associated with the formation of the individual as the core of a democratic society. International conferences and congresses have increased in the last few decades on the scope of contributions of autonomy. In Europe, Asia, Australia, and Latin America and recently in few Arabic and North African regions conferences have been held, with essence of learner autonomy (LA), learner involvement, self-learning, self-enhanced learning self-regulation, independent learning (Benson & Voller, 1997; Najeeb, 2012).

Due to its multidimensional nature, a sheer volume of publications related to autonomy have been published and are still increasing considerably. The literature of autonomy has been taken to new directions, perspectives and dimensions which influence theory and practice (Benson and Voller, 1997; Blidi, 2017). According to Benson (2011) psychology of learning, educational

reform, adult education and philosophy of personal autonomy are the four main areas that contributed to the emergence of autonomy in language learning. Benson (2011, p.39) states:

Constructivist approaches to the psychology of learning provide strong support for the contention that effective learning begins from the learner's active participation in learning. If knowledge is constructed uniquely within each individual through social interaction, it follows that learning will be most effective when learners are fully involved in decisions about the content and processes of learning.

The concept of autonomy in the field of language education introduced in recently has gained remarkable growth interest in the last four decades (Benson and Voller, 1997; White, 2008; River, 2011; Birhanu, 2016). In second language (SL) or foreign language (FL) teaching, it has taken central position of discussion since Holec's (1981). The terms together with other terms such as self-regulated, self-directed, self-access, individualized learning claimed to have their own extent of difference, yet have similarities in referring to learners' ability to take responsibility and control of their own target language learning. It is recently that they have taken their shape and how they should be put into action

Many scholars find it difficult to define autonomy in a single unified meaning. In language education alone in different contexts it has been seen from different perspectives. Benson & Voller(1997) claim, "In spite of widespread agreement on the importance of autonomy and independence, there remains a good deal of uncertainty about their meanings and applications for language education." They, instead, outlined five ways of using autonomy which include understanding language learning autonomy in terms of situations for learner detachment, of set of skills to be fostered, inborn capacity not recognized by institutes, learners exercise responsibility of their own learning, learner right to determine their direction of learning. They added another ways of viewing autonomy based on extent of autonomy: as self-instruction and learner control.

Cotterall's (1995) work on readiness for autonomy is significant in that it attempted to identify components of autonomy in language learning in a practical sense (Cotterall, 1995, p. 196). These six constructs are: 1) role of the teacher, 2) role of feedback, 3) learner independence, 4)

learner confidence in study ability, 5) experience of language learning and 6) approach to studying.

Breen and Mann (1997, p.132) were concerned with what autonomy is in practical implementation of autonomous language learning (ALL)' from the learner perspective. Eight aspects of autonomy are listed by them: the learner's stance in relation to the world, the desire to learn; a robust sense of self; meta-cognitive capacity; management of change; independence; a strategic engagement with learning and a capacity to negotiate.

Independent or autonomous learners actively engage themselves and participate in their learning. They have the skills and qualities to make decisions consciously in shaping their personal learning experience by identifying their learning needs, objectives, resources and evaluate their learning progress. However, it should be noted that learners cannot learn in isolation, at least at initial level rather in collaboration with teacher as facilitator (Rivers, 2011; White, 2008).

Learner autonomy has been considered as highly credited element of good teaching and learning and as an end goal of education (Benson & Voller 1997; River, 2011, Nguyen 2012) due to its benefits. As learners take responsibility, learning becomes meaningful because of the purposes the learners have in mind for learning the target language. This will make them have focus and be effective in their short and long term learning goals (Benson and Voller, 1997; Nguyen 2012). Another benefit of autonomy is EFL learning environmental barriers and challenges found in the traditional teacher-led educational approach will be minimized (Nguyen 2012; White, 2008). Furthermore, learners are able to transfer their capacity of autonomous behavior they used in learning to other areas of their lives in integrating into their society and increasing their opportunities for satisfying career. Learners set goals, plan ways to achieve them, monitor learning tasks and use strategies in directing their learning for optimum achievement when they take the responsibility of learning (River, 2011; Benson & Voller, 1997; Nguyen 2012).

In the context of foreign language learning, promoting AL and language learning strategies play crucial role (Hurd & Lewis, 2008). White (2008) strongly believes that learning environments which are full of challenges for the teacher to address every aspect of the learning needs of learners can not only be addressed by the teacher alone.

In short, self-regulated learning is a total-engagement activity involving multiple parts of the brain. This activity encompasses full attention and concentration, self-awareness and introspection, honest self-assessment, openness to change, genuine self-discipline, and acceptance of responsibility for one's learning.

Nilson, 2013, p.4

The learners should have the capacity of using learning strategies flexibly to tackle the changing challenges learners face in learning foreign language. This makes the learners able to manage their learning autonomously and effective in achieving their learning goals. The successful autonomous make use of the strategies to tackle the learning challenges and easily attain the learning goals. The level of Meta-cognitive strategy awareness of a learner is widely acknowledged to have reflected by autonomous language learners. White, (2008) adhered that autonomous learners are motivated, work with others in cooperation, and manage themselves flexibly in accordance with the learning external and internal challenges they come across.

Although learner autonomy as a concept understood at present has its origins in Europe: there have been questions about whether it is a universal concept; that is to say whether it has relevance in every cultural and educational context. English Language teaching has been given special emphasis in the country's formal education system since the introduction of modern education in Ethiopia during the early 20th Century. English language is only introduced to school children as a foreign language once they begin their formal education starting in primary school level. Ethiopia's lack of proximity with English speaking countries has its own downside regarding English language learning in Ethiopia: students do not have an opportunity to use English outside the classroom on a daily basis. English language is taught in schools in Ethiopia with the intention that learners should be able to learn the language easily and use it effectively for their academic success, as well as in their future social and work-related purposes (MoE, 2002: 121).

1.2. Statement of the Problem

The proponents of autonomy in language learning try to associate its rationality from the fact that individual learners have their own preferred learning needs, style, and capacities. Drawing up on

from constructivist approach they suggest that learners should construct their own systems of knowledge through personalized constructive experiences (Benson & Voller, 1997). In addition, the general trend in the shifting of education system from teacher-led to learner-led approach has made autonomy compelling practice of language education.

Learner-centeredness is associated with the fact that the learner does not simply receive knowledge from the teacher, rather he/she uses the information obtained from the environment including the teacher to construct his/her own individual experience learning and so is language learning. As a result, autonomy particularly in language learning is the other coin side of learner-centered education. Liu (2015) added why the promotion of autonomy is imperative, "one reason for the promotion of autonomy learner autonomy is a shift from teacher-centered education towards learner-centered education" (p. 23).

Since the overthrown the military regime the present government has introduced a new education and training policy with the intent to change the education system from traditional teacher-centered teaching to a learner-centered teaching approach which arguably remains in effect to the present day. The first of these is, the use English as a medium of instruction throughout the country's educational institutes (MoE, 2002) and the need to resolve the poor mastery of English at all levels of the education system are the two reasons made the Ethiopian Ministry of Education place special emphasis on learner-centered approach. The adoption of teaching in the learner-led approach with the goal of producing responsible and productive citizen can be achieved through designing a system to develop functioning autonomous learner and learning environment.

However, in terms foreign language education in the country AL is a recognized concern (Birhanu, 2016). Quality education learner-led education system lies at the core of making learners autonomous who have awareness, capacity and curiosity to take responsibility for their own learning. This happens when learners know and are able to choose to use appropriate learning strategies in accordance with the challenges they face in any context of foreign language learning. Nevertheless, reports claim that student's English language achievement and proficiency deteriorates from time to time (Birhanu, 2016; Kitaw, 2017; Tekeste, 2006). Students from secondary to higher education institutes are unable to read and write and express

themselves in English although they start to learn the language at grade one (Birhanu, 2016; Amlaku, 2013). The learner readiness is a crucial factor in developing AL and there by successful learning experience. "This [voluntariness] refers to the element of compulsion with regard to the development of learner autonomy often seen as counterproductive" Blidi (2017, p.14). External demand is considered against the principles of readiness and willingness to take responsibility in ones own learning that are crucial to the development of learner autonomy.

In the 1990's ALL shifted from adult context to formal school contexts. Little (2007) noted that although increased interest ALL has been noticed, it is still not a practice of language learners in formal education systems. Finding practical realizations of ALL is one the biggest interests in the field today. In light of this a number of researches have been carried out on various aspects of autonomy in foreign or second language learning in the international context. A quantitative study in Taiwan by Pan and Chen (2015) aimed at investigating the relationship of AL and learning strategy found out that a medium level of autonomy correlating with infrequent use of learning strategies. Again in a Taiwanese university Liu (2015) studied freshman students' major field of study, gender and proficiency; the result showed that all having overall effect on strategy use. High level of correlation and learner strategy use and autonomy was part of the result. A similar Iranian research aimed at exploring level of autonomy and gender difference in use of language learning strategy using descriptive statistics revealed that the learners have autonomy and significant difference in the use of learning strategies. The study also showed a correlation between autonomy and learning strategy use (Samaie, Khany & Habibi, 2015). Most researches reviewed by the researcher suggest that independent language learning correlate with learning strategies.

Differing views have also been seen on the influence resources and materials such as multimedia centers on the development of autonomy. Lee (1998) contends structured lack of resources affects the development of autonomy by denying access to learners' choice. It has also been viewed suitable in Western contexts and ignored in developing countries. However, Lamp (2004) rejects influence of resources after examining student in rural province in Indonesia concluding that the learners are found to use resources that are available in residential areas which were not recognized by the teachers. Local studies related to autonomous language learning are limited in

spite of its widely accepted notion. Despite the the efforts made to improve students' success in EFL learning it has been at decreasing at an alarming rate. One of the significant reasons for the students' low success rate could be the students' inability to learn EFL autonomously.

Learner autonomy is the aim of our nation education policy and the English language syllabus strongly recommended (MoE, 2011), yet it cannot be achieved without learners' proper knowledge and implementation of independent language learning strategies. Personally as a professional practitioner, the researcher has observed learners' lack of interest in learning autonomously though it would be difficult to predict without empirical evidence. Therefore, the researcher found that the existing situation at Debre Tabor Town higher Education preparatory schools regarding the autonomous language learning needs to be explored.

1.3. Objectives of the Study

1.3.1 General Objective

The aim of the study was to investigate whether EFL learners' autonomy in language learning could be predictor of students' EFL proficiency.

1.3.2 Specific Objectives

The following were specific objectives of the study:

1. To examine students' practice of autonomy in EFL learning.
2. To identify the relationship, if any, of students' EFL achievement and their practice of autonomy in EFL learning.

1.4. Research Questions

The purpose of the study was to identify the students' practice of autonomy in EFL learning and how it was related to their EFL proficiency. To achieve this objective the researcher tried to answer the following questions

1. What does the practice of students' autonomy in language learning look like?
2. What does the relationship of students EFL achievement and their practice of autonomy in EFL learning looks like?

1.5. Significance of the Study

Fundamentally, education is assumed to develop individuals' ability to involve actively in shaping the social, economical and political practices of their own community (Benson & Voller, 1997). In Ethiopia learning English as a foreign language has dual purpose. While the learners are expected to be proficient in the use of the language with respect to international standards, they also need to use the language as a medium of learning the contents of other subject areas. In this regard, this study has the intention to make significant contribution to the process of teaching and learning by producing students who learn the language to be proficient in communicating in global context and for academic purpose where the subject areas are presented in English. In learner-led teaching approach learners' play indispensable role in controlling, managing and directing their learning.

The idea of autonomy has been reckoned both as enticing goal of education and constituent element of righteous teaching and learning particularly in resource poor contexts (Benson & Voller, 1997). Therefore, the result of this study was expected to give insights in how to improve the school's teaching-learning and play role in insuring quality education by showing readers of the paper how autonomy promote active learning, thereby increasingly deteriorating EFL achievement could be reversed as the learners can manage and tackle the challenges that exist naturally in the learning environment where the teacher cannot mediate directly (White, 2008).

In addition, the study was expected to enable the readers to maintain the idea autonomy can make all learners aware of their learning progress and become better language learners by exclusively controlling the complex process of learning because autonomy has little to do with intelligence and just about anyone can develop it. The result of the study provides insights in encouraging autonomous learning by encouraging learners to actively control and direct their learning through employing learning strategies, setting goals, planning how to achieve them, monitoring their learning and evaluating their own progress.

Furthermore, the researcher expected insights into how to train and facilitate learners to be autonomous in their language learning in the short-term and make students lifelong learners. The local school administrators and officials, as well as government would also use inputs from research result for future educational arrangements and plans to include the prospect of

autonomy in the EFL education. Finally, as the area of study is not well researched in resource lacking contexts, other researchers will use it as a spring board for further studies.

1.6. Scope of the Study

The research was conducted on Grade eleven students of Debre Tabor Preparatory Schools in South Gondar Zone Town of Amhara Region. The study covered students' attributes and efforts in terms autonomy in EFL learning and use. The study didn't cover the environmental situations and the EFL teachers' efforts in fostering autonomy. The aforementioned Grade eleven students and the Grade level EFL teachers were involved in the study. The study covers autonomy as learners' readiness, attribute, and the learning environment as well as EFL teachers' attitude of autonomy regarding their learner's autonomy.

1.7. Limitation of the Study

The researcher is less experienced in conducting research and this may have its own limitation on the generalization of the results. In addition, the researcher used the students' first semester scores. The scores comprise all measurements and assessments including formative and summative assessments made by different teachers. While some of the measurement and assessment procedures were carried out objectively, others were carried out subjectively as teachers' thought were important. This might have affected the categorizing students' in to higher and lower achievers, especially those students' achievement scores were near to the mean score of the whole participants.

1.8. Definition of Terms

Autonomous language learning: students' psychological technical mental ability and their readiness to assume responsibility for their own success in learning English.

Autonomous language learning practice: students' habit in using psychological technical mental ability and their level of readiness to assume responsibility for their own success in learning English

Learner control: terms of redistribution of power among participants in that social process

Strategies: Mechanisms EFL learners apply when they encounter challenges in doing learning activities which make learning easier and faster

Language achievement: learners' expected mastery of the target language measured by classroom tests

1.9. List of Abbreviations

ALL: Autonomous language learning

AL: Autonomous learning

EFL: English as a foreign language

FGD: Focus group discussion

FL: Foreign language

SL: Second language

HLC: High learning competency

MLC: minimum learning competency

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter presents the review of major theoretical frameworks and key previous works that are meant to provide background information on ALL. First, it gives major theories and insights and discusses arguments in the area of study. Secondly, it presents empirical works and findings in previous researches conducted in international and national contexts.

2.2 The Origin and Versions of Autonomy

Studies of autonomy in language education are well documented; it is also well acknowledged that autonomous language learning has been taken as a proof of good education. There has been a concern when and where has autonomy started. It is also impossible to completely enumerate the schools of thoughts and social contingencies that contributed to the emergence of autonomy. However, it is necessary to note that autonomy has a long history in education though it has not been discussed in the language education seriously until seminal contribution was made by Holec (1981). The concept of autonomy roots in the Western and Eastern roots cultures in different forms (Benson & Voller, 1997; Gremmo & Riley, 1995).

Gremmo and Riley (1995) attempted to attribute some of the factors that influenced to the emergence of autonomous language learning. The first of these factors is rights groups' movements influence on education systems to focus minority rights groups, social, ethnic, religious groups. The second factor is associated with reaction to against behaviorism. Behaviorists try to extrapolate language learning in association with the findings of experiments for animal learning which was rejected by other psychologists by justifying that humans learning is related to meaning construction out of experiences rather than considering someone do to others. Three perspectives were provided in this regard. The recognition of importance of learners' role in learning, pragmatic essence of language as social tool of communication, and cognitive assertions to learning that it is an active process of constructing meaning are among others.

Adult education directly influenced the emergence of autonomy. Empowering adults with skills to learn in contexts where the teacher cannot directly mediate their learning directly gave the birth of autonomy (Benson & Voller 1997; Gremmo & Riley 1995). Technological development such as multimedia, print media, self-access centers and computers as well as globalization following the birth of international and multinational organizations after Second World War, tourism influenced language learning making it to follow more flexible approach as the needs to language become varied and intensified.

Benson & Voller (1997, p.18) suggested that the origin autonomy in language learning should be seen in terms of three major versions such as technical, psychological and political which roughly correspond to three major approaches to learning theories in the field of language learning: positivism, constructivism and critical theory.

"In 'technical' versions of AL refers to learning a language outside the framework of a classroom and without teachers' mediation in learning process. A 'psychological' version refers to skills and readiness to take more responsibility for their own learning. Lastly, 'political' refers to the concept of the learners' control over what and how learning should take place. Benson and Voller (1997) maintained that although theories of positivism, constructivism and critical theory have shortcomings in clearly articulating theories learning and in mapping them against the three versions of autonomy, it is still essential in characterizing dominant approaches to problems of learning.

2.2.1 Positivism to technical

According to Raimes (1983) cited in Benson and Voller (1997, p.20) in social science applied linguistics positivism constitutes the dominant approach to issues of knowledge and method in twentieth century, "Positivism is based essentially on the assumption that knowledge is a more or less accurate reflection of objective reality" (p.20). Learning can consist simply in the transmission of knowledge from one individual to another which fundamentally views knowledge as a way of maintaining of traditional teacher learner relationships in which the learner's mind is seen as a container to be filled with the knowledge held by teachers.

On the other hand positivism holds the view that knowledge is more effectively acquired through discovery by testing hypothesis than through teaching.

Benson and Voller (1997, p. 21) pointed out

The positivist research model also underpins models of discovery learning where the knowledge to be acquired is predetermined but withheld from the learners, in the belief that it will be more effectively acquired for the fact that it is 'discovered' rather than 'taught.

From positivists view point language as a predetermined system of communication is represented to the learner in terms of structures, patterns, words, and so on. "Positivist conceptions of language, therefore, constitute the underlying framework for structural, drill and practice approaches to language teaching methodology" Benson and Voller (1997, p.20). However, the learner might have beliefs held in his/her mind about a predetermined knowledge to be acquired. The learner acquires the knowledge more effectively by testing rather than by being told which gives the learner room to be autofocus (Benson and Voller, 1997).

Benson and Voller (1997) suggest that positivist approaches to language learning management of learning. Learners need to be equipped with the technical skills they supports technical versions of ALL. "If language learning consists in the acquisition of predetermined structures and forms, autonomy can be defined simply in terms of the situational conditions under which this acquisition takes place" (Benson and Voller 1997, p. 23). Positivism tends to view the classroom as a natural site for learning.

According to Benson and Voller, 1997) the more learners involvement in decisions making the better they are exercising autonomy. Technical autonomy can be promoted within the framework of classroom learning as a discovery learning "Such a version of learner independence would be supported by the positivist view that discovery learning is a more effective method of acquiring knowledge that is 'already known' than direct transmission from teacher to learner" (Benson and Voller, 1997, p.23).

2.2.2 Constructivism to psychological

The development of autonomy in language learning is heavily influenced by Vygotsky's (1978) cited in Benson and Voller (1997) contends that the knowledge and experience of the learner develops through interaction in the zone of proximal development: a concept explained as skills which are too difficult for a learner to achieve can be achieved with encouragement and help of another knowledgeable person.

Benson and Voller (1997) constructivism in the field of applied linguistics is a term in which knowledge is explained as the construction of meaning by the learner through experience. Knowledge is not something being taught, but rather to be constructed by the learner. In the field of applied linguistics, this approach is probably most strongly are referred to two key elements in constructivist approaches to knowledge and learning: 'discourse about the world is not a reflection of the world, but is a social artifact' (p.96). In contrast to positivist approaches, constructivism posits a relativist view of knowledge according to which individuals construct their own unique personal meaning systems on the basis of the same objective reality. Learning, therefore, consists in the reorganization and restructuring of experience rather than the gradual internalization or discovery of predetermined knowledge. At one extreme, constructivism could be taken to represent a position where individuals are assumed to be free to think as they wish and act according to their thinking, but in practice it is widely argued that construction of meaning is subject to social constraints.

Learning, therefore, consists in the reorganization and restructuring of experience rather than the gradual internalization or discovery of predetermined knowledge. At one extreme, constructivism could be taken to represent a position where individuals are assumed to be free to think as they wish and act according to their thinking, but in practice it is widely argued that construction of meaning is subject to social constraints.

Benson and Voller (1997, p.21)

Constructivism supports conceptions of language as the raw material of meaning. Language does not reflect reality; rather, through devices such as categorization and metaphor, it constitutes the means by which subjective realities are constructed. Consequently, a language cannot be

described adequately by reference to its forms and structures unless these are related to the meanings conveyed in specific interactions. Similarly, language learning does not simply consist in the internalization of a given set of structures and forms. Benson and Voller (1997) pointed out:

In principle, each learner constructs his or her own version of the target language and the process of learning is one in which the language itself is potentially reconstructed. Learners are, in the main, responsible for their own learning in constructivist approaches. Creativity, interaction and engagement with the target language and negotiation of meaning are all emphasized in such approaches.

(p.21)

In contrast, constructivist approaches to language learning tend to support 'psychological' versions of autonomy that focus on the learner's behavior, attitudes and personality. Constructivism is associated with the notion that autonomy is an innate capacity of the individual which may be concealed by institutional education (Benson & Voller, 1997) and it tends to support versions of autonomy that are couched in terms of individual responsibility for decisions about what is learnt and how. Constructivist approaches to language learning also tend to value interaction and engagement with the target language. This encourages a positive view of situational autonomy, which is seen not as a problem that learners must cope with, but as an opportunity for more appropriate and authentic learning. Consequently, constructivism tends to support self-directed learning and self-access as a positive means of promoting autonomy (Holec, 1988) and an emphasis on authentic interaction with the target language community (Little, 1991).

2.2.3 Critical Theories to political

Critical theory has emerged within the humanities and social sciences on the basis of Marxist and post-Marxist thoughts, and has begun to influence the field of language teaching methodology. Critical theory has commonalities with constructivism on the idea that knowledge is constructed rather than acquired. However it places a much greater emphasis on the social aspects within which the process of learning takes place. In contrast to positivism, critical theory view

knowledge as consisting competing ideological versions of reality expressing the interests certain social groups not as neutral reflection of objective reality. “In contrast to the rationalist hypothesis that 'knowledge is power', critical theorists are inclined to argue that 'power is knowledge’” (Benson & Voller 1997, p.22).

The issues of power and control are at the center of the argument of critical approaches to learning which is perceived as a form of uncovering the fundamental social relationships and process of engagement with social context which entails the possibility of political action and social change. For critical theory language learning is learning the ideology of the target language community (Benson & Voller, 1997).

In short, linguistic forms are manifestations of the social meanings it expresses and the social interests of the language users. “Critical approaches to language learning also problematize the barriers between language learners and target language communities by asserting the rights of learners to exercise control over the languages they learn and the ways they are used” Benson and Voller (1997, p.22). Thus, critical theory support more social and political versions of AL. Autonomy develops as learners’ critically awareness the social context of their learning and the constraints it implies increases. Benson and Voller (1997, p.22) concluded, “It can be argued that a good deal of what goes under the heading of 'critical language pedagogy' aims at a form of autonomy.”

2.2.4 Sociocultural version

This version of autonomy is Oxford’ s (2003) forth version of autonomy as a criticism to Benson and Voller (1997) for not including this perspective. In contrast to political-critical version of autonomy which focuses primarily on issues of power, access and ideology, the sociocultural version of autonomy focuses on the development of human capacity through interaction. This version of autonomy has two aspects both of which have some links with the critical perspective in involving ideologies and access to power, although they can also be understood in a less political light,

According to Oxford (2003) the Sociocultural I perspective, context is important contextually in two ways. First, learning happens in situations where social and cultural setting is populated by

specific individuals in a particular moment. Second, context also consists of mediated learning a particular kind of relationship, which dynamic interaction between the learner and a 'more capable other'. "For Vygotsky, cognitive development consisted of the conversion of social relations into mental functions through mediated learning. Mediation helps the learner move through the zone of proximal development (ZPD)" (Oxford, 2003, p.86). The teacher or parents provide various appropriate assistance at just the right times, which is referred to as scaffolding, the learner to develop self-regulatory abilities can be removed as the learner becomes more motivated and self-regulated (act intentionally and independently). Oxford (2003) stated:

Through the use of, appropriate scaffolding at just the right times the more capable other helps the learner move through the ZPD. Scaffolding is not a one-time thing, and neither is its removal. It is a spiraling, cyclical movement that involves both social engagement and separation.

(p.86)

In terms of Sociocultural I as capable other start accepting learners where they are and guide them to greater competence the to foster the learners' self-regulation ability the learner motivation intensifies because of the meaningfulness of the learning and the nature of the mediated-learning relationship.

Although Sociocultural II relies on mediated learning, the focus is community participation; and this perspective emphasizes the context (the social and cultural practice of the community) of autonomy rather than the individual exercising it. the relationships that occur in that community, and the larger social and cultural environment. "...interaction can only occur if old-timers are willing to provide insider knowledge, cultural understandings, practice, and strategies to newcomers" (Oxford, 2003, p.87). That is why the Sociocultural II category often overlaps with the critical perspective

2.3 Defining Learner Autonomy in Foreign Language Learning

In a broader context of language education scholars recognized that defining autonomy in a single unified meaning is difficult due to the fact that it originated from different school of thoughts which influenced it to take multidimensional concept based on lines of its origin

(Benson and Voller 1997; Teg 2018). Benson (2006, p. 34) painted out, "The view that autonomy is a contextually-variable construct provides the ground for such research" Benson (p.34). In addition, Najeeb (2013) also described reasons for why autonomy language learning is difficult to define as "...autonomy is a multidimensional construct of capacity that will take different forms for different individuals. It will also take different forms for the same individual in different contexts and at different times. " (p.1239). Palfreyman & Smith, 2003, p.75) also described the difficulty, "it[autonomy] is still beset by conflicting ideologies, roiling inconsistencies, and fragmentary theories. Even the most basic terminology is full of semantic conflicts." Although, Scholars define autonomy in language learning in different ways due to its origination from different perspectives and is still used in broad areas of ideologies, prominent scholars in the field tended to agree on many important issues regarding AL Teg (2018).

The most accepted and widely quoted definition of ALL as stated by Holec's (1981) "the ability to take charge of one's own learning." Holec identified elements that characterize ALL as "determining the objectives, defining the contents and progressions, selecting methods and techniques, monitoring the procedure of acquisitions, and evaluating what has been acquired" (p.3). Similarly, Benson (2011, p.58) defined autonomy as the "capacity to control over one's own learning."

According to Holec (1981) traditionally, determining objectives, defining the contents and progressions and choosing methods, and monitoring attainment are assumed to be the teacher's roles. Conversely, in autonomous classrooms learners are expected to take control over these roles. In comparison to Holec's (1981), Benson (2011) identification of components of autonomous learning such as ability, desire and freedom are elaborated. Ability is to refer to learner's language study skills and knowledge while desire is identified as purpose initiated intention to carryout learning activity. Then, freedom is the extent to which learners are allowed to control their learning on the basis of learning preference.

The difference between the two definitions lies in the use of the term "capacity" instead "ability", and using "control" instead of "take charge". "Control" refers to learner's power to make choices and decisions and act on them. As proposed by Benson (2011) learners who have control over learning have three dimensions: learning management which covers the practice of

the day-to-day learning including the control over where, when and how to learn, cognitive processing which include control the personality understanding of how a language is learned in and what learning content to covers what and how much of a language is learned.

Teg (2018) summarized definitions given to ALL some prominent scholars in the context of language learning as follows should be viewed from multiple perspectives, such as, technical, psychological, socio-cultural and political-critical perspectives (Benson, 1997;Oxford, 2003).

- Autonomy requires willingness, knowledge, skills, and power to choose goals in life towards which autonomy can be meaningfully exercised (Winch, 2002).
- Autonomy occurs at a multidimensional capacity, which can take dissimilar forms for different persons, and in different contexts or at different times even for one individual (Benson, 2001, 2007; Little, 1991).
- Autonomy is a right belonging to learners and teachers (Benson, 2000).
- All truly educated people are autonomous. Autonomy is regarded as the second-order capacity of persons to reflect critically upon their first-order preferences, desires, wishes and the capacity to accept or attempt to change these in the light of higher-order preferences and values (Morgan, 1996).
- Degrees of autonomy exist (Nunan, 1997).
- The development of autonomy implies collaboration and interdependence, rather than working in isolation (Little, 1996, 2000; Littlewood, 1999, 2002).
- The concept of autonomy can accommodate different interpretations and is universally appropriate (Benson, 2001; Little, 1999; Sinclair, 2000).
- AL involves a learning environment in which students learn how to set priorities, decide when and where to study, and determine how to pace their learning (Teng & He, 2015).

Teg (2018, p.6)

In practical sense Benson and Voller (1997) identified three versions of autonomy: technical, psychological and political. "In 'technical' versions of AL refers to learning a language outside the framework of a classroom and without teachers' mediation in learning process. The issue of equipping learners with the skills and techniques they need to cope with such situations when they arise is crucial. A 'psychological' version refers to skills and readiness to take more

responsibility for their own learning. Lastly, 'political' refers to the concept of the learners' control over what and how learning should take place.

Benson (2011) discussed the existence and sources of misunderstandings, misconceptions and multidimensional forms of autonomy. The misconceptions emanate from the belief that autonomy refers to learning outside classroom in isolation from the teacher. In addition, Little (1991, p.3-4) identified five misconceptions of autonomy in language learning which include autonomy would mean learning without a teacher, secondly that teacher would have to give up all initiative and management, thirdly that autonomy is a method, fourthly that autonomy is an easily described behavior and fifth that it would be a steady state achieved only by gifted learners.

First of this autonomy does not mean that to learn without teacher as teachers have vital role in making ends meet in autonomous classrooms. Owing to the fact that autonomy is a skill and learnt gradually, the teacher has an important role in fostering autonomy among his/her learners. The second misconception, that belief that the teacher to abandon all initiative and control” (Little, 1991, p.3), is misunderstanding due to the fact that these skills would be unlikely to develop on their own. The third misconception about autonomy is the belief that autonomy is new methodology is overlooking the concept of autonomy and how it works. Autonomy is not a clear-cut solution that will improve learning results simply by ordering the learners to work in a certain manner, rather it requires to be modified for each individual learning preference or style of learning and it can take a long time for it to gradually develop and become a functional in a classroom. The fourth misconception associated to view autonomy as a “single, easily described behavior” (Little, 1991, p.3-4) is the result of misunderstand it is a holistic change which need to develop within each individual learner.

Little (1991) disagrees with the belief that autonomy is a steady state achieved by certain learners. Little argues that autonomy can be achieved by all learners, and autonomy is not a steady state, but rather can vary even within same individual. Autonomous learners have always been present in classrooms, but usually it is unconscious behavior. Making these autonomous habits visible would benefit all learners Little (2007). Autonomy as a shared experience with the teacher and learners that grows progressively, the learners are able to take more responsibility. AL is the result of an interactive process in which the teacher gradually extends the scope of

learners' autonomy by gradually allowing them more control of the process and content of their learning. (Little 2007: 26)

Little (2007) has also argued how the need for personal autonomy is a basic human need that all humans have even as a child. ALL addresses these needs which will result in better learning. When comparing the two definitions by Holec and Little, Benson (2011: 60) states a clear difference: "Little's definition was complementary to Holec's, but added a vital psychological dimension". Littlewood (1996: 428) defines an autonomous person as someone who: "has an independent capacity to make and carry out the choices which govern his or her actions" (Littlewood 1996:428)

According to Littlewood (1996: 428) Autonomy is reliant on two factors: ability and willingness. Both of these factors are further divided into two components. Ability consists of knowledge and skills which are achieved by learning. Benson (2011) and willingness consist of motivation and confidence which is affected positively by encouraging environment. In order for a learner to function autonomously all of these components should occur simultaneously.

Definitions of autonomy are relatively general in nature, since autonomy can change not only in different contexts but also for the same individual in different context and situations. Three important rationales for autonomous are identified by Benson as:

- Existence of natural tendency for learners to control over their learning. In spite of its availability to all, its extent is different
- Non-autonomous learners can develop it with appropriate training.
- Autonomous learner is more effective than non-autonomous learner.

Benson and Voller (1997) identified five ways of using autonomy: as learning situations, learners' skills, an inborn capacity, learners' responsibility, learners' right, while White (2008) condensed them in to situations, philosophy and approach, and learner attribute. Benson and Voller indicated independences and autonomy are synonyms and in other cases they are seen as having clear distinction terms considering autonomy as learning alone and independence as an active responsibility for learns' their own learning. Their distinction line even shows their

similarity for the difficulty to consider autonomy without an active responsibility of the learners and independence without the learners' capacity to take charge of one's own learning.

Recent developments and interrelated tendencies such as individualism, learner-centeredness and political nature of language learning have made autonomy important in achieving educational goals. Learning style and learners as constructors of knowledge has lead to individualized learning. Language learning as an element of social implications and empowerment has characterized the political nature language learning.

Moving on to the term self-regulation Zimmerman, Bonner & Kovach, (1996) contend the growing demand of lifelong learning. Learners should be equipped with the capacity to take responsibility to the burden of learning for themselves rather than teacher addressing the challenges brought about by the twenty first century teaching learning theories, approaches, learning styles to meet the need of the changing challenges and competitions. " Academic self-regulation refers to self-regulated thought, feelings and actions intended to attain specific educational goals, such as analyzing a reading assignment, preparing to take a test writing a paper" (p.1).

Zimmerman, Bonner, & Kovach, (1996) emphasized that students exclusively control the complex learning process for the attainment of educational goals. He add, "Compared with low-achieving students, high achievers report setting more specific learning goals for themselves, using more strategies to learn, self-monitoring learning progress more frequently, and more systematically adapting their efforts on the basis of learning outcomes" (p.2). This implies self-regulated learners actively control and direct their learning by employing learning strategies to achieve their goals. Self regulated learners set goals, plan how to achieve them, monitor their learning tasks, use learning strategies to solve problems and evaluate their own progress. In situations and adverse circumstances where they initially unable to attain their goals they affectively, cognitively, motivationally and behaviorally adjust their strategies considering responsibilities for themselves (Chamot, 2014). Benson summarizes that a sufficient definition of autonomy should address at least three levels of learner involvement: learning management, cognitive processes and learning content (Benson, 2011: 61).

2.4 Principles of Learner Autonomy

The most common principles of autonomy in language on the basis of which this study conducted are identified in the following manner.

A. Learners take responsible for decisions concerning all the aspects of their learning.

Specifying the principles of autonomy in language learning is part of definition ALL. The most widely recognized set of principles and traits of autonomy were formulated by Holec (1981) in terms of the need for students to take responsibility for the decisions with regard to all the aspects of their learning. The constituent elements of educational program which include determining the objectives, defining the contents and progressions, selection of methods and techniques to be used, monitor the procedures of acquisition and evaluate what has been acquired in the course of their studies are left to the learner. Through these five steps the provision of ALL is achieved (Apple 2009; Benson,2001).

B. Autonomy is not a complete detachment from others

Dafei (2007) summarized the various sets of principles and states that “there is a consensus that the practice of ALL requires insights, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others” (p.6). Capacity and willingness are entailed by autonomy where by learners act independently and/or in cooperation with others. Therefore, autonomy is not a complete detachment from others, rather it needs the ability and willingness to act in cooperation with others: understandably with fellows, parents and the teacher (Benson 2011, Dam 1995).

C. Learners have a certain level of autonomy innately

Wenden (1987) believes autonomy occurs naturally as an innate behavior to every individual which cannot be trained. On the contrary Fenner's (2000) argues that autonomy as a complex process which cannot be achieved without training learners. Banson and Voller (1997) argument have a mediating role to these opposing views stating autonomous should not be oppressed by school environment and non-autonomous learners can become autonomous by proper training.

One way of taking autonomy is as an innate capacity the learner which is a pressed by institutional setting.

D. Autonomy in language is culture dependent

There has been a shift from the belief that learners as individuals 'act, think, and learn in accordance with innate, specifiable characteristics, independently of the social, historical, cultural and political-economic situations' in which they live in to 'socio-cultural factors and larger societal processes' influence individuals' construct. Palfreyman and Smith (2003) contend that the individuals' family background significantly affects that individuals' autonomy. In the course of debate regarding autonomy on whether its validity in different cultural contexts Palfreyman & Smith (2003) stated:

a particular image of the Asian learner has emerged - that of an individual whose learning styles and preferences are largely conditioned by values of collectivism, conformity and respect for authority inculcated through early experiences at school and in the family (Palfreyman & Smith, 2003, p.23).

The appropriateness of Western idea of autonomy to other contexts has been an issue of debate. Scholars suggest that autonomy as an interactive and interdependence way of learning receives acceptance more appropriate in Asian context as compared to Western context. In the western society individualism, learners' autonomy is based on learner individual style and preference while in the Asian culture collectivism group autonomy is valued and interaction and interdependence is highly valued. Western social theory of individualism is believed to lead into paradox to Asian learners whose individual autonomy deviate from Asian norms.

Little (2004) on the other hand pointed out that language learning is highly dependent on target language use and in formal language learning contexts; ALL entails reflective involvement in planning, implementing, monitoring and evaluating learning. Little (2004) outlined three equally interrelated basic pedagogical principles which govern the development of autonomy in language learning, such as:

- **Learner involvement** – engaging learners to share responsibility for the learning process (the affective and the meta-cognitive dimensions);
- **Learner reflection** – helping learners to think critically when they plan, monitor and evaluate their learning (the meta-cognitive dimensions);
- **Appropriate target language use** – using the target language as the principal medium of language learning (the communicative and the meta-cognitive dimensions).

Little (2004, p.2)

2.5 Advantages of Autonomous Learning

Majority of scholars currently agree upon the notion that ALL is a proof of quality language education and vital potential in achieving goal of the language education According to Benson and Voller 1997 LA has to major interrelated advantages, “first, that greater autonomy is a legitimate goal of language education, and secondly, that autonomous learning is more or less equivalent to effective learning” (Benson & Voller p.18).

Reconfiguring traditional approach to language learning into an autonomous approach makes learning effective for three reasons. Firstly, it is considered that slow learners benefited more. Through training how to learn they can overcome the feeling of being unsuccessful and frustration from failure. Secondly, effectiveness in learning is achieved irrespective of any of theories of learning. Gramo and Ryelly (1995) stated, "'Autonomous learning' has been shown to be a fruitful approach and one that impinges on every aspect of language learning theory and practice, in all parts of the world (p.156). A third advantage is creating individuals who are lifelong learners. The success in learning through autonomous approach makes learners transfer the skills they used in the language to other fields and further to their future life. That is why it is not only taught to overcome learning challenges but also it is one goal of education.

The rationale for promoting ALL in language classrooms, which is the most appealing to educationists, is simply that people learn better when they are in charge of their own learning. Cotteral (1995) maintained that when learners are involved in making choices and decisions about the pace, sequence, mode of instruction, and contents of what they are studying, learning

becomes more meaningful and more effective, and then are likely to feel more motivated in their learning which leads to success.

The second rationale behind autonomy is practicality, which emerges from the need to provide more available language teaching situations where traditional approaches are not practical according to White (2008). The reasons for this some reasons for this a teacher may not always assist and mediate learning due to the large number of students with varying needs and preferences in a classroom, schools may not provide the necessary resources to every area of learning and learners needs, in such circumstances, autonomous learners identify potential potentially available their own learning needs and preferences either individually or cooperatively, so as to get the knowledge and skill they desire.

Thirdly, the philosophical rationale behind autonomy is argues, Benson and Voller (1997) the belief that the individual has the right to be free to make his or her own choices not only in learning a language but also in other areas. Non-autonomous learners who are victims of choices made by social institutions will be against the emphasis that it is important to prepare learners for a swiftly changing future, where independence learning will be indispensable for effective functioning in society. Reversing this condition by preparing them for independent learning will maximize their life choices.

In general advantages of AL can be summarized by mentioning three important advantages as stated by Benson and Voller (1997) existence of natural tendency for learners to control over their learning, the potential that non-autonomous learners can develop it with appropriate training and autonomous learner is more effective than non-autonomous learner.

2.6 Autonomy and Culture

Scholars believe that human activities are not independent of some cultural backgrounds of particular social trends. Ivanovska (2014) maintained “It seems to be true that none of us can escape entirely from the cultural assumptions and practices that have shaped us, although at the same time we might believe in the existence of human universals” (p.354). This issue is part of a wider concern in language education with national/ethnic cultures of learning, and with culturally appropriate methodology in accordance with the inappropriate implementation of

language teaching and learning concepts from Western settings (Benson & Voller, 1997). In constructing local approaches to autonomy, the "interpretation of the particular cultural, social, political and educational context in which [autonomy] is located" (Sinclair, 2000: 6) is crucial. Dickinson (1996) and Sinclair (1997) suggest that different interpretations of autonomy are appropriate in different cultural contexts

These issues are taken up in different ways by Holliday, Smith and Fonseca in 'Culture' may be seen as an abstract feature of a large community but culture is also realized in the conduct of individual people. In an effort to link these two aspects of culture, one significant body of research on culture and autonomy has looked for correlations between individual learners' national/ethnic cultural background and individual variables which are related to autonomy-such as learning strategies, learning styles, beliefs about learning and motivation (Palfreyman & Smith, 2003).

One of the frequently raised in promoting autonomy in language the learners cultural context including the culture background of the learners' country, the community attitude to in the learner's environmental, the learner's attitude towards language learning, the learners' school tradition in language teaching and other related contexts which are all influential factors in the learners' metacognitive development of responsibility for their own learning in a foreign language context.

It is important to note that the learners who are accustomed to a teacher-centered learning environment will likely tend to resist in the efforts to develop self-management, self-monitoring, and self-assessment skills which are all at the center of effective autonomous learning. Furthermore, the learners would need to train themselves for learner-centered modes of teaching (Benson, 2001).

Whenever autonomous learning is being investigated, the culture in which such learning occurs needs to be considered. Sociologists would agree that there is no such thing as a culture-free learning environment (Benson, 2001). Despite such agreement, the notion of learner autonomy has been defined primarily in terms of understandings developed from the Western world. As

Most reported definitions of autonomy are associated with Western individualism, and as such might be unsuitable for other contexts (Littlewood, 1999). Cotterall (1998) for example, underscored the importance of examining cultural beliefs, stressing that one's cultural background can cause resistance to new educational roles that differ from one's own experience and background. She identified the central issue of learner autonomy development as being the relationship between teacher and learner roles within a contextual milieu.

It has often been suggested that in collectivist societies the power gaps between teacher and learner cause the major difficulty in promoting autonomous language learning. Benson (2001) identified that "doubts about the cultural appropriateness of the goal of autonomy for Asian students have been mainly based on a view of Asian cultures as collectivist and accepting of relations of power and authority" (p.56). Accordingly, Cotterell concluded that, "attempts to foster learner autonomy must always take account of the cultural predisposition and beliefs of the individual learners and teachers, as well as the context in which the learning is taking place" (p.69). Little (1996) likewise warned that careful attention must always be paid to the context in which learning takes place

2.7 Fostering Learner Autonomy

2.7.1 The Role of the Teacher

According to Deci (1995), human beings have three fundamental social-psychological needs: to be autonomous, that is, to set their own agenda and follow it; to feel competent in what they do; and to be assured of their relatedness to people in their community. The power of this apparently inborn imperative to be autonomous is something that every parent has experienced. (Little, 2009, p.223). Most humans achieve this autonomy without conscious awareness, learning in a formal education.

By contrast, the development of autonomy in formal learning is generally a matter of deliberate effort and conscious reflection precisely because formal learning itself can happen only on the basis of explicit plans and intentions, which is one of the reasons why the teacher plays an essential role Benson & Voller (1997). According to Little (2001, 2007) that the three pedagogical principles guide the teachers' role in autonomous classroom which are discussed

earlier in this section as learner involvement, learner reflection and target language use. These three principles describe what teachers need to practice in teaching so as to create and sustain an autonomous language learning atmosphere. Together they create a framework within which the individual teacher must select and implement an approach appropriate to the age, proficiency level, focus and goals of her learners (Little, 2009, p.223-224).

Autonomy is not something to be taught to the language; in the field of language education the term fostering (developing) autonomy is used for the reason that autonomy is something that should happen inside the learner, rather than it being instructed from the outside. In order for autonomous learning to happen in its full potential, the presence of active participation of the teacher takes central place. A persistent and willful teacher who can understand the diverse nature of a classroom and how the need of individual learners could be fulfilled can promote ALL. They must also develop strategies to cope with the wider variety of language discourse an autonomous classroom may bring about. It has also been argued that in order for a teacher to promote ALL s/he has had to have personal autonomous learning experiences or adapt to this experience (Little, 1991).

Little (1991) argues that autonomy should be introduced as soon as possible as it is then likely that it will cause less resistance from the pupils as they have not yet been familiar to the institutional traditions, and are less likely to resist the change into ALL. In contrast, Holec (1981) talks about how autonomy is reached through gradual process of “deconditioning” away from prior beliefs as well as gradually “acquiring the knowledge and know-how” the learner needs in order to assume responsibility for learning.

Dam (2011) suggests five elements of fostering autonomy, which include offering choice for the learners to motivate, offering clear guidelines of requirements to make them willing to make decisions on their learning for the reason that they feel secured about what is expected of them, introducing exercises in ways that all learners can add and gain something from it, using the target language and involving learners in the evaluation process continuously.

Benson (2011: 197) “it seems likely that it [autonomy] will be fostered most effectively through a combination of approaches.” This can be seen in as the practical realizations of fostering

autonomy in language learning are highly context sensitive and most attempts to foster autonomy need to be in combinations of one or more approaches.

2.7.2 The Role and Characteristics of the Autonomous Learner

Dickson (2004) identified autonomous learners as those who are aware of the learning environment and contexts of learning around. They also set goals in Cooperation with people around them and work in collaboration to achieve their goals. Another trait of ALL as described by Dickinson (1995) is the ability to monitor one's own use of strategies and the ability to identify strategies that are effective and dropping them when they are no longer effective for their learning progress.

In addition, Breen and Mann (1997) provided qualities of autonomous learners: intrinsically motivated to learn the target language, have meta-cognitive capabilities which enable them monitor their learning and to make decisions on the contents, methodologies and materials to use theme for learning. They are also able to transfer their abilities to outside classroom learning activities

In the same vain Chan (2004) identified a list of characteristics of autonomous learners as:

- determined and has a clear mind
- Self · motivated/is able to take initiative
- Interested in (curious/cares about) learning
- Inquisitive (willing to ask the teacher and classmates questions)
- Focused/goal-oriented/has a set of perceived needs
- Willing to explore/wants to find ways to improve his/her study
- Patient (since learning is a life-long process)
- Able to analyze and evaluate/willing to improve on areas that one is weak in
- Able to solve problems on his/her own when the teacher is not there
- Knows how to manage his/her own time.

(p. 290)

Cohen noted that being an autonomous learner doesn't necessarily indicate successful language learning, rather proper refined use of strategies results in an enhanced autonomy, thereby leading to effective language learning. Holec (1987), speaking of 'good learners', characterizes them as "learners who are capable of assuming the role of manager of their learning. They know how to make all the decisions involved. In other words, they know how to learn" (Holec, 1987, p.147). There are several other definitions formulated by various authors, most of them describing the autonomous learner through the personal features and activities the learner is able to perform independently.

It is argued that these autonomous features are based on a basic human need, which is suppressed in the school environment and culture, and that these needs can be fostered in order to create ALL. It is also argued that in some contexts, without the teachers' consciousness and deliberate interference some autonomous features are likely to be present among good learners (Benson & Voller 1997). Little (2007:17-18, 2009) states that the psychological and real life experience as a parent, while stating that autonomy is our innate nature to explore and respond to our environment and to persist in following the agendas we set for ourselves (Little 2007) In current situation, scholars in the field of language learning agree that people already possess autonomous features, which can be fostered in the classroom.

Even when subject to direct instruction in classroom settings, therefore, learners appear to take some degree of control over their learning. (Benson 2011:81) This is visible for instance when a pupil chooses to do a task or not. In addition, Little (1995), Nunan (1997) and Benson (2011: 77) argue that autonomous features, such as taking initiative, self-evaluation and modifying the tasks, have always been present in classrooms, especially with good learners. However, if these natural features are only present in a classroom and not fostered, one cannot speak of an autonomous classroom, as in an autonomous classroom these features are acknowledged and helped to develop consciously and deliberately.

2.8 Measuring FL Learner's Autonomy

Scholars generally accepted that learners from an autonomous classroom used the language in a more varied manner than the learners from the traditional one. Little mentions that they have provided a wealth of evidence to show how autonomous approach is more successful than

traditional teacher-led approaches (Little (n.d.) Autonomy is generally discussed as having different degrees, and learners becoming ‘more’ or ‘less’ autonomous over time, and as Benson (2011) notes this implies that we have at least some intuitive scale, not precise, for measuring autonomy because of the individual nature of autonomy. Benson demonstrated this as a learner may be good at drawing up and following study plans using self-access materials, while another may be good at creating opportunities for interaction with target language speakers. In the same vein, learners may also call upon different aspects of autonomy as different situations demand them. These learners are referred to as autonomous in different, non-comparable ways (Benson 2011).

Benson notes that in order to measure autonomy its components should be determined. However, the problem lies with the fact that not all the elements are visible (Benson 2011). “Although we may be able to identify and list behaviors that demonstrate control over learning...we have little evidence to suggest that autonomy consists of any particular combination of these behaviors” (Benson, 2001: 51). Breen and Mann (1997: 141) also added the possible danger of creating situations where learners may not genuinely start to become autonomous.

In other words means learners start to imitate the kind of behavior the teacher requires them to perform, in lieu of genuinely becoming autonomous. According to Benson (2011) there has not yet been a reliable method of testing autonomy, but what can be seen from the current study is that the tests need to be context-sensitive and usually suitable only for single use by collecting personal experiences of learners.

2.9 Components of Autonomy

2.9.1 Goal Setting and Planning

Benson (2011) suggested one behavior of the autonomous language learner is the ability to draw up a study plan. "If we observe that students are able to do this [study plan] well (leaving aside the difficult question of what a ‘good’ study plan would look like), we could infer that they are to some degree autonomous" (p. 66). Whatever powerful agenda a state establishes in its curriculum, autonomous learners set their own goals and choose the learning processes and needs to be supported to focus realistic choices. In an autonomous classroom, individual learning

goals are sought partly via working in collaboration with the teacher as well as peer groups (Little, 2009). Benson (2011) argued that autonomous student has better know how of learning and becomes more efficient learner than the one that is not. In addition, learner autonomy facilitate better learning outcome by promoting life-long learning: an essence of achieving long-term learning goals. “Autonomy implies not only the attempt to take control of one’s own learning from time to time, but also the capacity to do this systematically and effectively in terms of self-determined goals and purposes” (Benson 2011, p.91). Therefore autonomy cannot be considered without setting goals and working towards them by planning the learning process, choosing appropriate accessible resources and monitoring the process whether learning is moving towards achieving the predetermined goals.

2.9.2 Self-assessment

So far in this chapter it is discussed that autonomy is a matter of degree, which fluctuates contextually. As a result, significant improvement in degree of autonomy may be achieved based on how language teaching and learning is assessed which further influence the degree of autonomy there by influence language learning outcome (Tassinari, 2015). .

It is also well-documented that assessment plays an influential role in learning and that, like autonomy, assessment is also a matter of degrees: the greater the degree of involvement of the learner in the assessment process, the greater the degree of autonomy that can be achieved (Tassinari, 2015, 118).

Self-assessment Is student’s ability to reflect on and assess progress made in learning language by peers or oneself. The extent to which detailed and constructive feedback given by peers demonstrates corresponding degree of autonomy. Little (2005) pointed out three reasons for assessment in autonomy.

Firstly, students are influenced by assessment methods that might be suggested in how to view the curriculum and make decisions about what and how they learn. For the learning to be effective involving the learner in the assessment methods and adjusting of assessment with the approach to teaching and learning should be taken in to account. Secondly, in contexts where self-assessment an elemental in the evaluation process encourages learners and teachers to view

assessment as a shared responsibility and plays a central role in shaping and directing the reflective processes. Thirdly, the extent to which learners accurately assess themselves, they turn out of class “occasions of target language use into opportunities for further explicit language learning.” (p.322)

Learners’ involvement in the assessing process encourages them to actively in the learning process and enhance their feeling of responsibility towards their learning. Learner self-assessment through a well informed way in why they assesses, what the results of the assessment mean to them, and how they use those results make learners purposeful in learning which further becomes meaningful to them (Nunan, 2003).

Both teacher- and learner-initiated reflection makes an essential part of self-assessment. There may be variation among learners in the development of the capacity of assessing the outcome of their own learning, but it enable learners to think about how they work and why they work the way they do resulting in better learning experience. Through systematic encouragement to constantly reflect on learning process takes all the learners to a solid and personally meaningful basis for future self or shared assessment with other learners and/or the teacher (Dam, 2000).

The teacher has to include learners into the evaluation process. This is according to Dam (2011) one the most important element of fostering autonomy. In order to be able to do evaluation themselves, the learners need to be given tools and reasons for using them. Learners might be expected to record how they progress in the target language to share with their peers on their learning experiences by reflecting in writing on their thoughts and ideas on portfolios which are convenient tools for teachers to getting to know the learners closely. In addition, learners will have an opportunity to match their language competence according to standard criteria accepted level which further enables them to plan, reflect upon and assess their learning process and progress. As it acknowledges their efforts in developing and diversifying their language skills at all levels, portfolio motivates learners and helps them keep a comprehensive record of their linguistic progress (Little 2000, 2005).

2.9.3 Metacognitive Awareness

Metacognition is a dynamic process by which a learner constantly reflect up on what a learner has done and how the already done may be improved awareness of the learning process (Teg, 2019). “The autonomous person is able to step back from what they are doing and reflect upon this in order to make decisions about what they next need to do and experience.” (Benson &Voller, 1997, p.135). Benson &Voller maintained learners with metacognitive capacity make decisions about contents, the pace, mehod and human and material resources. In addition, autonomous learners consider any possibility of using feedback constructively through to constant assessment relevance of the varying resources in their proximity as a result of their metacognitive capacity. In terms of metacognitive aspect of autonomy learners are therefore both vigilant to changes and able to adjust in an adaptable, resourceful and opportunistic way.

Metacognitive occurrences are categorized into four types: metacognitive knowledge, experiences, goals, and actions (Teg, 2019). Metacognitive knowledge entails assuming one’s self as a learner and Metacognitive experiences refers to thoughts and feelings that when doing learning tasks. Metacognitive goals consist of the general and specific objectives of learning tasks, and lastly metacognitive actions refers to strategies utilized in doing tasks to achieve predetermined goals

Hacker, Dunlosky, and Graesser (1998) (cited in Teg,2019) identified metacognition comprises metacognitive knowledge- thinking about what one’s knows background knowledge, metacognitive skill- thinking about what one is currently doing and metacognitive experience- analyzing one’s current intellectual or affective state.

An autonomous learner may be more effective at taking charge of his or her own learning, and may be able to plan, monitor and evaluate their learning. When attempting to perform these actions, they need to be metacognitively aware of this process. Therefore, measuring an individual’s metacognitive awareness potentially conveys how autonomous a learner is.

Thus, it is perceived that metacognition an essential element the extent to which LA exhibited because autonomous learners perceive that making informed decisions about their learning is requirement.

2.9.4 Socio-interaction

Scaffolding is not part of the present study

Evidence from the field of adult learning suggests that learners routinely initiate and self-manage learning projects outside the context of formal education both individually and collaboratively. Like any other kind of learning, language learning is in no sense dependent on the instructional management structures provided by educational institutions. Research also suggests that self-instruction is not an especially effective method of learning a language, possibly because many self-instructed learners lack opportunities for collaboration and communication. On the other hand, there is no strong evidence that instruction is either necessary or effective. (Benson, p. 79)

2.9.5 Independent Learning

Theoretically autonomous learner have been said that they decide independently or in collaboration with others in all areas of learning, such as in selecting objectives, determining learning resources and materials, tasks, methods as well as the criteria to evaluate their learning progress.

"Similarly, fostering autonomy does not mean simply leaving learners to their own devices, but implies a more active process of guidance and encouragement to help learners extend and systematize the capacities that they already possess" (Benson 2011, p.91).

Autonomy does not mean that learners learn completely detached from teachers or peers support rather it refers to learners who can cooperate and interact with the teacher as well as among themselves. Little (2009) strongly argues:

...it's a perfectly serious point, because to the extent that we're not living under some socio-pathological handicap, we are social beings, our independence is always balanced by dependence, and our essential condition is one of interdependence. That helps to

explain why it is that, like the acquisition of a language, the development of learner autonomy depends on social interaction.

(Little 2009, p.223).

2.9.6 Self-motivation

As a second condition, motivation plays a key role in the learners' readiness for autonomous learning. Most scholars seem to agree that motivation determines the degree of effort learners put into foreign language learning. In other words, the more motivation they have, the more effort they tend to put into learning the language. It leads to success in language learning. A strong link between motivation and autonomy can be perceived by Dickinson (1995) who concludes that enhanced motivation is a necessity on learners' taking responsibility for their own learning, noticing that their successes or failures are related to their own efforts rather than to the factors out of their control. This belief gets much support from various scholars in the field of language education (Deci & Ryan, 1985; Liu, 2012).

Additionally, a similar relationship appears in the work of Deci and Ryan (1985) who highlights that intrinsic motivation ushers autonomy. They maintain that intrinsic motivation initiate learners' interest to look for tasks that lead to outcomes of their own sake rather than for rewards. Thus intrinsic motivation is needed for the development of autonomy. In fact, students will act as self-determined learners rather than controlled as they are provided with support.

According to Ryan & Deci (2000b) motivation drives one in to action, and is closely associated with direction, persistence, and root cause of transforming one's goals into success. "It can be broadly referred as individual's incentives that drive the individual in to task engagement and accomplishment. Motivation influences a learners' level autonomy in fulfilling the self-determination theory, it is stated that human behavior is motivated by either intrinsic or extrinsic motivation, which are to fulfill the psychological needs of competence, autonomy and relatedness. One's involvement in activities or tasks is associated with ego-involved motivational performance or learning goal which compels involvement tasks that lead to achievement. Scholars recognized that motivation and autonomy are two concepts which are closely and mutually related with each other. (Teg, 2018) noted:

Autonomous learners are often motivated learners and autonomy often leads to better, more effective work (Dickinson, 1995). According to previous research (Ushioda, 1996), an autonomous learner possesses a capacity for effective self-management of motivation, and often introduces a degree of motivation to the learning situation because without motivation there is no autonomy.

(p.12)

Scholars commonly categorize motivation into intrinsic and extrinsic. Intrinsic motivation always comes from within the individual's inherent tendency that drives him/her to apply optimum effects to fulfill one's needs (Ryan & Deci 2000a). Intrinsically motivated individuals perform optimally to fulfill the tasks, and are willing to challenge themselves in tasks. Individuals engage in a task for their own sake, interest, satisfaction or enjoyment. The driving force is from the tasks, not from gaining external rewards or any instrumental reason.

On the other hand, extrinsic motivated individuals comply with external regulations and goals and are driven by rewards or incentives from outside. These individuals work to gain social approval and minimize any negative comment. Extrinsic motivation is part of human nature and is unavoidable. Commonly used mechanisms to enhance extrinsic motivation in learning are rewarding, prizes and recognition.

In spite of arguments on the distinction between in real situations scholars agree that intrinsic or extrinsic motivation drives human actions to fulfill the psychological needs of competence, autonomy and relatedness (Ryan & Deci, 2000b). In the learning context, although intrinsic motivation is highly valued as it brings more high-quality and creativity in learning context, extrinsic motivation has also the potential to bring energy once the individual has internalized those external incentives. Extrinsically motivated learners can be in a continuum whereby in the later stage leading up to autonomy. For instance, through engaging in reading, a reader may earn rewards, gain approval from parents, teacher and/or peers that further develop sense of self-worth, and eventually internalize and integrate this socially valued behavior and thereby the sense of autonomy will be formed (Ryan & Connell, 1989) as it gives one's feeling of choices rather than compliance to rules and regulations.

To enhance and sustain intrinsic motivation external support is still required. The external contextual factor or environment with a sense of autonomy could further enhance one's intrinsic motivation (Ryan & Deci, 2000a). Autonomy and freedom allows the learners to take more responsibility over their own learning which results in enhancement the sense of self-mastery. Motivated learners considered autonomous and information regarding their learning promote their motivation cyclical.

The main purpose of education should be motivated and make learners engaged to learn by themselves. Benson 2011 pointed out that attribution theory and self-determination theory have particular relevance in controlling one's motivation. While attribution theory deals with learners' perceptions of the reasons for success and failure in learning, success is ability achieved as a result of persisting perception (stable factor) of high future expectation in the learner's perception and failure is a matter of low aptitude caused by lower future expectancies. "here is also evidence that learners who attribute success to stable factors and failure to unstable factors are more likely to take on challenging tasks, to be positively motivated by success and to view intelligence as mutable" (Benson, 2011, p.83). Thus, learners can be reoriented control their motivation through constructive feedback. Researchers suggest modifying learners' attributions for failure through informational feedback. So that they could exercise control over their motivation by reorienting their perceptions to attribute failure on lack of effort or task difficulty instead of low ability or bad luck.

In terms of self-determination theory (Benson, 2011) maintained, "Learners who are intrinsically motivated carry out learning activities for the pleasure of learning, for the satisfaction of achievement, or to experience stimulation." (p.84).

Motivated learners considered autonomous and information regarding their learning promote their motivation cyclically. If learners are more autonomous, they are more likely to be spontaneous in taking self-initiated actions in exploration and discovery, and higher intrinsic motivation will be developed, and better learning experience will be exercised (Benson, 2011; Ryan & Deci, 2000b).

Finally, care has to be taken not to overuse extrinsic motivation mechanism as it may interfere with the development of intrinsic motivation to a certain extent. When the tasks are more entailed with demand, control from the outside and not that interesting, the intrinsic motivation can be taken over by the need to fulfill these external demands leading up to gradual diminishing of intrinsic motivation. Therefore, it is critical to keep an optimal balance of both intrinsic and extrinsic motivation mechanisms for optimal sustained motivated in language learning which leads to keeping the sense of autonomy at best state (Benson, 2011; Ryan & Deci, 2000a).

2.10 Autonomy in Developing Countries

In the past, ‘learner autonomy’ has often tended to be associated with technology-rich self-access centers and with technology in general. In fact, autonomy researches have been mainly carried out with learners who have enough accesses to technology and resources. In contexts students who have very limited resource contexts, its importance may have seemed less relevant. Nevertheless, what learners can do in such settings should not be underestimated. At the same time, it seems particularly important to study autonomy in developing country contexts, given its relevance in many learners’ lives. (Smith, Kuchah, Lamb, 2018, p.8)

Lamb (2004) pointed out that wide range of activities were reported which involved the use of English: listening to radio programs in English, listening to and learning pop songs, watching English language films or TV shows (some-times with subtitles covered), playing computer games, reading English language teenage magazines and novels, studying independently at home, practicing English conversation with friends. Even at the age of 12–14, these learners went further from their uninteresting English classes, they were aware that some teachers in the school struggled to speak English fluently themselves. Indeed, the teachers were not aware that many learners studied the language independently (Smith, Kuchah, Lamb, 2018, p. 10).

Yet, as Lamb’s (2000) findings explain students were able to improve their English language by independently. In a later study, in a relatively remote rural area, Lamb (2013) again found that the most motivated Year 8 learners of English exhibited considerable levels autonomy. Like their urban counterparts, they too listened to English language songs, watched English TV and used computers in internet cafes, but their real enthusiasm was up to what technology would afford.. They put this facility to various uses: everyone thereby had access to a good quality dictionary,

and many also sought out language learning websites to supplement school lessons (Smith, Kuchah & Lamb, 2018).

Smith, Kuchah and Lamb (2018) concluded that ALL have a particular kind of importance in the developing countries, because disagreement between what formal education offers and what many learners want attempt to gain for themselves.

2.11 Achievement

Achievement refers to what has been taught and what has been mastered in a particular level and it is discussed in terms of goal attainment for the reason that it directs human behavior in the move to fulfill one's needs and wants (Liu, 2012). However, comprehensive, well formulated goals may not be expected from learners but it is important that they have something in mind which they attempt to attain because goal orientation determines learners' cognitive and behavioral reactions as well as their learning outcomes (Yuet, 2008).

Students who pursue mastery goals are concerned with developing their ability over time and acquiring the skills needed to master a particular task. Students who are orientated to master goals, develop competence by willingly putting their maximum effort in undertake activities that make them improve their knowledge. They also seek opportunities to increase their competence and master new challenges. Moreover, they accept mistakes as a normal step in the learning process. Thus, students in pursuit of mastery are interest in learning and can achieve better learning outcomes as they are more intrinsically motivated (Yuet, 2008). Achievement test evaluates learners' mastery of a particular course or measures how much they have learned in a specific time which can be a chapter, or at the end of a course, etc (Ramadan, 2019).

The Ethiopian Minister of Education has set standards to measure the minimum and maximum achievement level which are referred to as minimum learning competency (MLC) and high learning competency (HLC) respectively (MoE, 2005). The MLC expects every individual learner to score 50% and above in every course they take, while HLC expects every individual learner to score 60% and above. At HLC it can be understood that if every learner scores 60% and above, the mean of all students' scores is above 60. However, the document doesn't state the average score of students for a school to be the requirement. The schools success rate in the

teaching-learning process is only measured by the number of students who scored minimally 50% and maximally 60% and above in all the subjects they take and English in particular. By considering the MLC and HLC the current study used 75% as a cut point to for comparison of the achievements of the participants in this study.

2.11.1 Learner Autonomy and EFL Achievement

Learner autonomy is the ability to take charge of one's own learning by initiating, monitoring, and evaluating one's learning process. Autonomous learners are responsible for all decisions concerning their learning. They take initiatives to determine objectives, defining the contents and their learning progressions, selecting implemented methods and techniques, monitoring the acquisition procedure, and evaluating what has been done (Benson 2011).

Usually, the expert language learners who possess high motivation and self-efficacy can understand and manage their own learning, and autonomous language learning automatically leads to successful future language use in real-life communication outside the classroom. Especially regarding student language proficiency, high proficiency learners are assumed to be more aware of autonomous learning because they tend to be more independent in their learning. The teacher's active involvement in the language classroom is principally for the achievement of student learning goals and the promotion of learner autonomy is suggested by the advocators of autonomous EFL learning (Benson, 2011; Little, 2004).

2.12 Review of Previous Research

2.12.1 International Context

Autonomy immersed first in adult education with the purpose to equip adult learners with capacity to actively play role in directing their learning. Since the adoption of autonomy in the field of language education a number of studies have been conducted from different perspectives and dimensions internationally (White.2008). These previous studies on language learning autonomy in relation to other concepts include factors affecting autonomy, such as gender, culture, age, learner attitude and teacher perception (Joshi, 2011), autonomy and strategy utilization, motivation and autonomy, promotion of autonomy (Onozawa, 2010; Ja, 2017).

One of the prominent scholars, Holec(1981) preliminary publication concluded ALL makes more effective language learner than non-autonomous one. Following the suit other prominent scholars in the area conducted studies and developed a number of theories from different perspectives. For the purpose of this study the researcher revises studies conducted on foreign language learning autonomy in relation to the target language proficiency. The researcher discusses arguments on the subject of study and tries to show how it draws on those previous studies for the present study.

Cotterall (1995) investigated learners readiness for autonomy through factor analysis concluded learners were not autonomous as they perceive the teacher as the dominant player in their language learning. Ja (2017) in a an Indonesian high school similarly concluded teachers contributed little role to the students autonomy. Lamp (2004) in an Indonesian junior high school described the absence of ALL as "rigid diet of language item transmitted from the teacher" (p. 229). Cotterall found out some autonomous learners do not depend solely on the teacher's feedback. Those autonomous learners were aware of their cognitive and affective abilities and it enhanced their proficiency which was in line with their predefined goals. Cotterall recommended that learners and teachers to hope construct a shared understanding of the teaching-learning experience.

Littles (2007) study on the relationship of autonomy and target language proficiency indicated that autonomy takes central place in language learning and the development of autonomy "support and fully integrated" with language proficiency. Dafei (2007) studied the relationship of autonomy and proficiency in language learning by analyzing the collected by questionnaire and interview through T-test and F-test and found out significant positive relation. In the same vain Najeeb (2012) learners who assume more responsibility learned deeper and better than the less responsible ones. Najeeb also noted that ALL extends from class to outside classroom as it develops. Similarly Dafei (2007) reported significant positive relationship between autonomy and proficiency.

On the hand, Lamp (2004) reported, "...even young learners are already learning English independently of their own teachers' perceptions, both inside the classroom and outside of formal

school" (p.). In Lamp's study the rigidity of local curriculum and teachers fail to recognize learners' readiness in spite of opportunities available in the local environment.

Benson (2006) concluded autonomy has arrived in countries other than Westerns recently. Smith, Kuchah & lamp (2018) study of autonomy in developing countries indicated "dissonance often exists between what formal education offers and what many learners need," and "school language largely remain unchanged" (p. 7). These scholars suggested digging out more facts about the situation by local teachers and learners.

With regard to teacher perceptions different results reported in different studies. On the contrary, Joshi (2011) teachers and learners perceive autonomy as an important factor in foreign language learning. Hu (2016) concluded students tend to choose receptive activities more than productive learning activities for the difficulty they face to develop their autonomy. Hu's advice to teachers is to provide students with learning environment that can promote autonomous learning.

Furthermore, studies by Cotterall (1998), Liz (2012) Ja (2017) emphasized teachers' role in the development their learners' autonomy is crucial. Cotterall suggested modifying traditional learners and teachers' by explicit negotiation between teacher and learner rather than imposing on either of them." This process of negotiation may take time and for some it may represent unfamiliar territory" (p.75). Liz also concluded teachers as attitudes held by teachers' that teachers' roles decline in autonomous classroom changes, teachers' teachers start to involve themselves in multiple, even challenging roles in the new teaching model. Further, through qualitative analysis of classrooms found out teachers' roles as manager, assessor, resources participant and counselor in autonomous classrooms.

A study of autonomy in relation to gender and strategy use revealed significant relation in autonomy and strategy use though a significant difference in strategy use of male and female students reported (Samaie, Khany & Habibi, 2015). In the same year Tavallali and Marzban (2015) after a self-regulated intervention reported the relationship between strategy use and learning autonomy in both control and treatment group was not significant. However, the autonomy was significantly different in the two groups with higher level in favor of treatment group.

In earlier studies results mostly are consistent. However, basic differences are still demonstrated. Lamp (2004) conclusion that learners learn irrespective of their teachers' perception of autonomous learning shows inconsistency with Hu's (2016) finding that the learners' tendency to receptive learning activities rather than productive ones was due to low level of ALL. In both case even though the teachers' contribution to fostering autonomy had no difference the reports showed autonomy of the Lamp's recognized irrespective of the teachers' low contribution to autonomy.

2.12.1 The Local Context

Despite the fact that autonomy is multifaceted concept influenced by different factors, the local studies on ALL are relatively very limited. In this regard, Birhanu (2016) studied Bahir Dar University undergraduate distance education program language learners' independent EFL learning perceptions and practice, EFL proficiency and challenges to independent language by a correlational survey study. The result showed a positive relationship among these variables

Mequonent (2011) conducted a study with the aim of how self-access centers project (new in Ethiopia) promote AL Ethiopian peacekeeping force members participating in the project through questionnaire. Descript and t-test analysis report indicated that students have positive attitude towards autonomy and self-access centers.

In addition, Chernet's (2011) descriptive survey study through questionnaire, questionnaire, and classroom observation concluded that students and teachers perceive the teacher is responsible for the students EFL learning. Students' cognitive learning practice found to be higher than meta-cognitive learning. A similar study with exception in aiming at students' learning speaking Sisay (2012) findings indicated that social and cognitive learning were found to be more adequate than metalognitive learning. Another studies such as Zemecha (2011) and Mesfin (2008) in the same way studied perception of students and teachers' perceptions of autonomy in EFL learning and the results more or less the same.

While Birhanu (2016) studied on distance learners other national level studies focused on high school contexts. Most of these researches tended to focus on perception of students and teachers rather than the practical context and it is related to the students' achievement. The present study

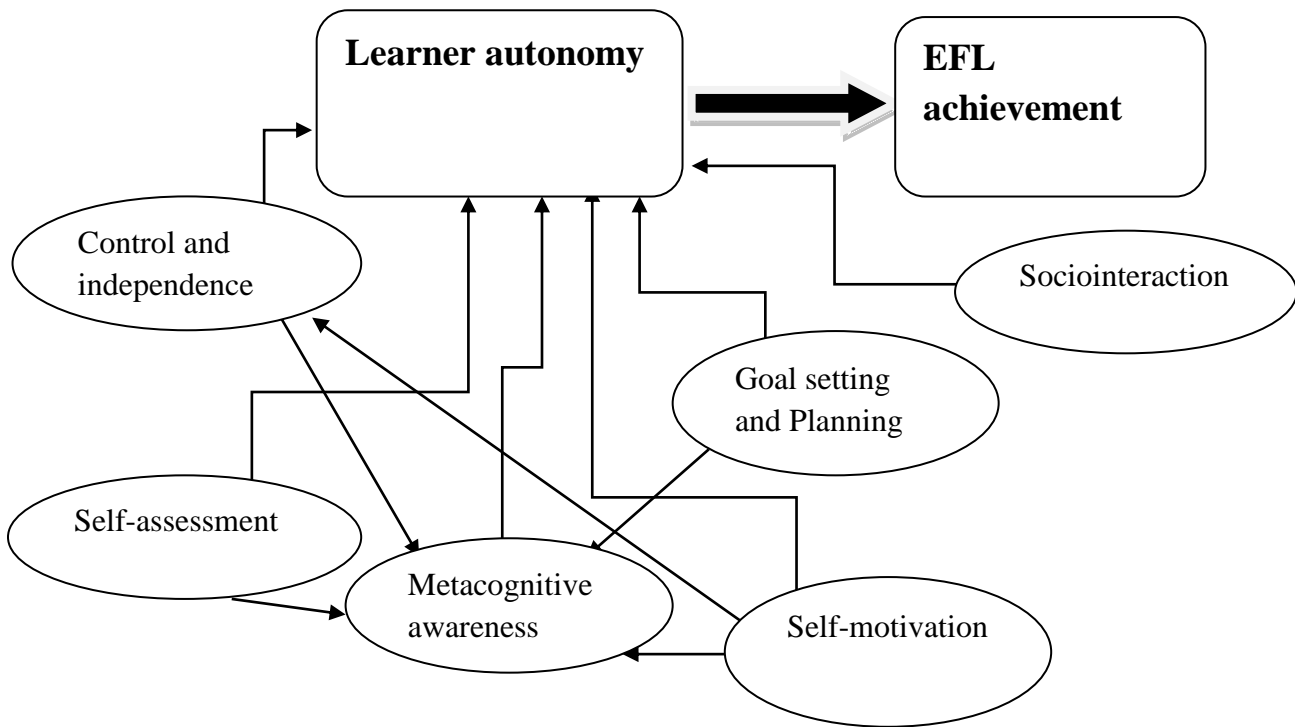
focus on investigating the relationships of students' autonomy learning in relation to their EFL achievement level for the reason that the characteristics of autonomy in relation to EFL achievement in preparatory school is not well understood.

2.13 Conceptual Frame work

Autonomy increases the effectiveness of EFL learner. It is a multidimensional concept originated from multiply schools of thoughts and it is mutually interrelated to self-motivation. Autonomous EFL learners are highly motivated and taken responsibility for their own predetermined long and short term goals. They constantly look for opportunities to learn. Their metacognitive ability allows them to monitor the inputs, contents, the learning process and their progress towards their goal. Control, independence work, self assessment, and self motivation are common characteristics of autonomous learners.

The follow diagram represents how autonomy and the components interrelate with each other and how achievement supported.

Figure 1 Diagram representation of learner autonomy in relation to EFL achievement



CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This section presents the research methods the researcher intended to employ in conducting the study. The research design, data gathering tools, sampling techniques, procedures of data collection and analysis are outlined here.

3.1 Research Design

This research attempted to investigate the relationship between ALL and EFL learners' achievement. It also aimed at comparing the autonomy level of high EFL achievers and low EFL achievers. Therefore, the research design that was employed to conduct the study was correlational by nature. As co-relational study describes the degree to which two or more quantitative variables are related, the researcher tried situate the subject of the study with in philosophical context of educational research literature to provide a rationale for the choice of correlational as the design of the study. From the perspective of objective of the study, "These correlational studies examine whether there is a relationship between two or more aspects of a situation or phenomenon and, therefore, are called co-relational studies" (Kumar, 2011, p.9). To collect statistical data for the research a well defined population is needed. Data were collected from a representative small portion of the population/universe and inferences about the population are made based of the sample. To determine which elements of the population to select a random selection procedure were employed. The researcher conducted the study through administrative records and by asking questions to representative samples.

3.2 Research Setting

This study was conducted on grade eleven students in two higher education preparatory schools- Tewodros and Taytu - of Debre Tabor Town which is the zonal administrative town of South Gondar Zone in Amhara Region. The town is located 95 kilometers west of the regional administrative town, Bahir Dar. Tewodros Preparatory school accommodates only grades 11 and 12 where as Taytu Preparatory school accommodates from grades 9 to 12. As target population, the number of grade 11 students in Tewodros and Taytu were 1119 and 848 respectively.

3.3 Participants

The population of the study was 1967 Grade eleven students out of which 1119 were from Tewodros II Higher Education Preparatory school and 848 were Taytu Higher Education Preparatory School. The reason to select grade eleven students and not to include grade twelve students is that because the data was collected in the second half of the year, grade twelve students do not attend classes fully getting ready for the national exam. This might have affected the validity and reliability of the data. In addition, 13 Grade eleven EFL teachers, 10 from Tewodros II and 3 from Taytu preparatory schools were participants of the study. To determine the sample size the

$$n = \frac{N}{1+N(e)^2}$$

Where,

n = sample size

N = population

e = confidence level at 95% level of significance

Thus, the calculated sample size is

$$n = \frac{1967}{1+1967(.05)^2}$$

$$n = 328$$

The instrument employed to collect data from EFL teachers was a five level Likert type scale questionnaire. It provided data on teachers' belief towards students' autonomy in EFL learning (Cohen, Manion & Morrison, 2007).

To identify 328 of the participants, students were selected from a combined alphabetical list of students from the two schools through simple random sampling technique students in order to give equal opportunity to all the members of the population. To substantiate the result all available 11 Grade eleven EFL teachers were participants of the study.

However, 325 of the students' questionnaire were returned, which were more than 70% of the participants, but 7 of the questionnaire were rejected because of acquiescence response biases. Their EFL achievement analyzed by taking the students' first half year mean of English language achievement scores from the schools' record offices of Statistical Package for Social Science (SPSS) software version 23. The researcher organized a focus group discussion having members of six students. Two of the focus group discussions were for students from Tewodros and the other one was for students from Taytu preparatory schools.

3.4 Data Gathering Instruments

The major data collection instruments that were employed by the researcher were questionnaires that were distributed to students and EFL teachers in order to gather data about students' autonomy in EFL learning. In addition, document analysis was conducted so as to gather data about students' EFL achievements. To substantiate the data gathered through questionnaire and in-depth understanding of the data gathered through questionnaire FGD was employed.

3.4.1 Questionnaire

Questionnaires are widely used in educational research to obtain information in large population with large samples (Chamot & O'Malley, 1990). The most common type of data gathering tool used in assessing beliefs and attitude is questionnaire for the reason that enable researcher to collect a wide range of data in a limited resource and time. In addition, questions are typical data gathering tools when a researcher wants to gather data which are related unobservable aspect of subject of study such as attitudes, feelings, beliefs, thoughts, and so on.

The students' questionnaire was adopted from (Everhard & Murphy, 2015) and Barnard & Li (2016) with modifications. The major modification involves adapting the questionnaire related only to autonomous language learning and selecting questions that are suitable to high school students and included in the present study to elicit learners' responses on steps they follow in EFL learning. The teacher perceptions were also modified to students' perception of their practices in EFL learning.

The other modification in the questionnaire was the provision of an Amharic version of all the items along with the English texts. The purpose of this process was to make all the points easier to all the participants understanding.

Therefore, to collect data about EFL learners' autonomy a 41 item questionnaire to the students and 16 item to the EFL teachers both five level likert like scale items were administered. The design of the questionnaire was made in such a way that the participant students' EFL achievement could be obtained easily. Thus, it was made to have two parts, where one part included the students classroom role numbers based on which test scores could be obtained. The questionnaires distributed to EFL teachers were developed to collect data about their beliefs regarding their students' practice of autonomy in EFL learning. Both the students' and the teachers' questionnaires were designed with five point likert-scale type in each item. Students were expected to give much information about autonomous learning habits.

3.4.2 Focus Group Discussion

The researcher used a focus group discussion (FGD) as a second data collection instrument for this study. In order to verify the data collected from the questionnaire and to make the data more enriched and valid. However, focus group may yield the data less than the survey and data may lack overall reliability as group disagreement and even conflicts may arise. 10 FGD leading questions were prepared for in-depth understanding of students' practice of ALL and to substantiate the data that were obtained through the questionnaires. The FGD was conducted to three groups constituting six members. Two of the groups were selected from Tewadros II and one was from students selected from Tayitu preparatory schools. The interview took about fifty minutes each.

3.4.3 Document Analysis

Document analysis was another instrument employed to gather data about students' EFL achievements. The students' first semester exam results were obtained from schools' record and documentation offices. Then the EFL results were recorded based on the students' role numbers which were provided by the students during questionnaire administration.

3.5 Reliability and Validity of Instruments

3.5.1 Pilot Study

A pilot study was conducted on 12% of students that made up the participants prior to the main research in order to ensure that the questionnaire administered in the main study could yield valid and reliable data. The pilot study enabled the researcher to identify misleading/ambiguous questions statements, the instruments weaknesses and inconsistencies to be addressed before the actual study was conducted. The pilot study was carried out on grade 11 students of Farta 'woreda' Fert General and Higher Education Preparatory Pchool that did not participate in the main research study. The students' questionnaire included reverse coded items in order to minimize acquiescence response bias. Items 14, 16, 18, 20, 27, 35, 36, 37 were negatively worded while the rest 33 items were worded positively.

The pilot study was carried out in the week of March, in the second semester of 2018. Cronbach alpha coefficient was examined for internal consistency of the students' questioner items. Cronbach alpha coefficient was 0.863 which indicates there was high internal consistency between students' questionnaire items. Before the questionnaires administered to the participants they were given to two teachers who were masters degree graduates in teaching English in the school to provide comments and suggestions in order to make the questionnaire better in terms of content and form. The students' questionnaires were translated into the local language, Amharic, for participants' easy understanding. After some corrections were made with the help of two Amharic teachers for the Amharic version was distributed to participants.

3.6 Ethical Consideration

A Brief introductory session was arranged to inform the participants their involvement were voluntary and would not affect them in any way. The researcher required the participants to provide truthfully. The focus group discussion was held after the researcher collected the questionnaire the participants of the discussion were selected from the total population through a lottery method.

3.7 Data Analysis Procedure

The data were collected through questionnaires and before analyzing the data, students' achievement tests were taken from the schools record office analyze administrative documents. The researcher kept a record of codes to the high medium and low achievers. The questionnaires were developed on a five level Likert scale to be analyzed quantitatively using computer software called Statistical Package for Social Science (SPSS) Version 23. By using the software one sample t-test was used to analyze students' degree of autonomy and the teachers' questionnaire were analyzed using one sample t-test to substantiate the students' questionnaire. Pearson-product movement correlation analysis was used to determine the relationship of the students' autonomy in language learning and students' English language achievement. The question items in the students' questionnaire were grouped into themes for easy analysis which include goal setting and planning (2, 4, 5, 22, 31, 32,), meta-cognitive awareness (3, 9, 11, 19, 21, 23, 28, 39), independent action and learner involvement (10, 13, 14, 16, 17, 18, 24, 26, 29, 36, 37), self-assessment (6, 25, 34, 38), self-motivation (1, 7, 8, 27, 30, 33, 35), socio-interaction (12, 15, 20, 40, 41).

The data that were collected through 10 FGD questions were regrouped into 7 on the basis of relatedness of the questions then analyzed qualitatively. The data that were obtained through questionnaire and FGD were integrated and interpretations were made to reach conclusion.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Results

The aim of the present study was to find out how the students' practice of ALL related to the students' EFL achievement. In light of the aim, this chapter discussed the results and presents the findings to seek answer to the questions raised at the outset of the study. The necessary data were acquired through questionnaire; document analysis and FGD one sample t-test, and Pearson product movement correlations were employed as analysis techniques. The analysis was conducted with respect to the research questions.

4.1.1 Background of Participants

A total of 318 student participants and 13 EFL teacher participants of the study were selected from two preparatory schools in Debre Tabor Town of south Gondar Zone in Amhara Region. Participants were requested to complete relevant demographic information and Students' 2010 First semester English language exam score out of hundred per cent were taken from the two preparatory schools' students' record office. FGD was also conducted for further understanding of the autonomy of participants' six students.

Table 4. 1: The mean and standard deviations of learners' EFL achievement

	Mean	Std. Deviation	N
Achievement Score	58.05	10.725	318

The mean $M = 58.05$ and standard deviation $SD = 10.725$ in Table 4.1 indicates the students' achievement level can be said low according to Amhara national regional state school promotion policy. As per the standard the Ethiopian Minister Education students are expected to score at least 75% out of 100 % in average.

4.1.2 The Practice of Students' Autonomy in Language Learning

4.1.2.1 Students' Questionnaire Responses

Table 4. 2: Mean and standard deviation of students on aspects of AL

	N	Mean	Std. Deviation	Std. Error Mean
Goal setting and planning	318	2.56	.632	.035
Meta-cognitive Awareness	318	2.75	.648	.036
Control and risk taking	318	2.62	.573	.032
Language learner Self motivation	318	2.57	.534	.030
Self assessment	318	2.45	.554	.031
Social Interaction`	318	2.98	.477	.027

*Expected mean score=3

Table 4.2 reveals that the mean of autonomy aspects of 318 students i.e., goal setting and planning($m=2.56$, $SD=0.602$) , meta-cognitive awareness($M=2.75$, $SD=0.648$), control and risk taking($M=2.62$, $SD=0.573$), self motivation($M=2.57$, $SD=0.534$), self assessment ($M=2.45$, $SD=.554$), and social interaction($M=2.98$, $SD=0.477$) are all less than expected the expected mean ($t\text{-value}=3$).

Table 4. 3: The one sample t test result of aspects of EFL learners' autonomy

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Goal setting and planning	-12.516	317	.000	-.444	-.51	-.37
Meta-cognitive Awareness	-6.905	317	.000	-.251	-.32	-.18
Control and involvement	-11.892	317	.000	-.382	-.45	-.32
Self motivation	-14.372	317	.000	-.430	-.49	-.37
Self assessment	-17.613	317	.000	-.547	-.61	-.49
Social Interaction	-.627	317	.531	-.017	-.07	.04

In order to test the difference in each of the aspects of autonomy from the expected mean (3) response, one sample t-test was calculated as shown in Table 4.3. While the result of Goal setting and planning at $t(317)=-12.526$ $P<0.01$, meta-cognitive awareness at $t(317)= -6.105$, $P < .01$, learner control and involvement at $t(317)= -11.892$, $P < .01$, self-motivation at $t(317)=-14.372$, self assessment at $t(317)= -11.613$, $P < .01$ found to have significant difference from the expected mean, social interaction at $t(317)= -.627$, $P > .05$ is not significantly different from the expected mean. This implies that learners' level of autonomy in EFL learning in terms of Goal setting and planning, meta-cognitive awareness, learner control and involvement, self-motivation and self assessment is low. On the other hand, their autonomy in terms of social interaction is at the expected level, in other words, EFL learners have better learning EFL learning through interaction autonomously.

In summary EFL learning autonomy of the students presented the next table.

Table 4. 4: Learners' mean and standard deviation autonomous EFL learning

	N	Mean	Std. Deviation	Std. Error Mean
EFL learner autonomy	318	2.65	.462	.026

*Expected mean score=3

Table 4.4 presents the descriptive statistics for participants of 318 students on a five level Likert scale stated if there is a difference between the expected mean score and the observed mean score. In doing so, the result of observed mean score and expected mean score were found to be different. That is, the observed mean score (2.65) was greater than the expected mean score (3). This implies that there is low level of students' autonomy of EFL learning in the selected schools, and thereby one can say that students' autonomy of EFL learning are found to be below the expected level. Hence, it is possible to say that there is no students' autonomy of EFL learning among the students in the selected schools.

Table 4. 5: Learners' autonomous EFL learning one sample t test

	Test Value = 3					
	T	Df	Sig. (2- taile d)	Mean Differ ence	95% Confidence Interval of the Difference	
					Lower	Upper
EFL learner autonomy	-13.589	317	.000	-.352	-.40	-.30

Moreover, one sample t-test was employed in Table 4.5 in order to see if there is a significance difference between the observed and expected mean scores. Accordingly, the result of one sample t-test showed that $t(317)=-13.589$, $p<0.01$ there is significant difference between the t-value. This indicates that there is no significant autonomy practice in learning EFL in the selected school. Thus, one can say that the level of autonomy in EFL learning among the students in the selected schools was found to be below the expected levels.

4.1.2.2 Teachers' Responses

Table 4. 6: EFL teachers' perception of their learners' autonomy mean and standard deviation

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Practice of Autonomous Learning	13	2.58	.497	.138

Table 4.6 presents the mean and standard deviation of 13 EFL teachers' perception of their students' autonomy in EFL learning is presented on a five level Likert scale to test if there is a difference between the expected mean score and the observed mean score. In doing so, the result of observed mean score and expected mean were found to be different. Thus, the observed mean perception of teachers $M=2.58$ was less than the expected mean $M=3$. This implies that the EFL teachers perceive their students as less autonomous. The results demonstrate that of EFL

teachers' perception of their students' autonomy is in agreement with the students' perception of their autonomy.

Table 4. 7: EFL teachers' perception of their EFL learners' autonomy one sample t test

One-Sample Test						
	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Teachers' perception of AL	-3.039	12	.010	-.41861	-.7187	-.1185

Furthermore, EFL teachers' response one sample t-test was calculated in Table 4.7 to test difference in the observed and expected mean difference was significance. The result of one sample t-test showed that the mean different at $t(12)=-3.039$, $p=0.01$ is significant. That means there is significant difference between the teacher's responses mean and expected mean. Hence, EFL teachers' response on their EFL students' indicates that the teachers perceive there is a not significant autonomy practice in EFL learning in the selected school.

The teachers' and students' result is in agreement with each other that both of them indicate that learners are less autonomous in EFL learning.

4.1.2.3 Focus Group Discussion

What are the advantages and disadvantages of autonomous EFL learning?

Most of the participants have difficulty to articulate the advantage and disadvantages of autonomous learning. Some of them said autonomy has advantage of effective learning. "...It enables us monitor how effective we are...", "...enable us create new things...", "...help transfer what we know in learning English to other subject areas...". While the participants said some important points about the advantage of ALL has disadvantages. "...we may not have the capacity to monitor ourselves...", "...we may not have confidence in learning by ourselves..." Students may find to learning autonomously difficult and the possibility to be satisfied at limited knowledge was also disadvantages of autonomous learning as stated by the participants.

The points raised in the discussions are supported by the literature discussed in chapter two. The advantages of autonomous learners are that they can learn effectively through planning, implementing and monitoring progress (Little, 2004; Benson 2011). Autonomy as a goal of lifelong learning raised by the learners that it enables the knowledge gained in EFL learning can be inferred to other subject areas. On the other hand, lack of capacity to monitor one's own learning and lack of confidence or unable to know what to do are among the issues of autonomous learning which can be developed through learner training for autonomy (Benson and Voller, 1997). Thus, it is possible to say that there is some level of autonomy as far as the participants' perception is concerned.

What is your goal of EFL learning? Who helps you in setting your EFL learning?

With regard to goal setting most of the participants of the FGD have not yet clear goals. While a participant replied that he has no plans and goals of learning English, another participant explained he has the goal of understanding English well before joining university for academic purpose; "... I have no goals in learning English...", " ... understand English well before I join university ...," "...score good mark in English..."

The other participants were unable to articulate their goals. A participant has a goal of establishing a language school. Although planning long term planning is a proof for autonomy it is not directly related to autonomy. Another participant explained although she thinks learning independently is crucial for learning she has no longer the tendency. Therefore, it seems that students do not have the habit of setting goals and autonomy in this regard is lacking.

What do you do when your EFL learning activities need longer time?

Almost all the participants in the discussion replied they have weakness doing activities persistently when they encounter learning activities which take longer time. Some of discussion points, "...most of the time I leave it...", " If it is not for exam, I don't do longer activities...", "I rarely practice long activities..." some of the statements from the discussion indicate that the participant do not have the courage to do learning tasks which take longer time. Some participants were not aware of time taking activities, "I have never experienced that much long activity." It seems a rush to conclude a learner who replied he has no experience of long learners' activity is autonomous or not. By looking at the overall idea of discussion the participants

indicated that the motivated learner apply ways or strategy to tackle challenges when they arise. In other words the level of the low level of motivation does not characterize autonomous learner.

What learning activities do you do outside the classroom?

From the discussion the participants focus on doing teacher prepared activities. Sometimes it can be seen from the discussion to see participants doing preferred activities. "*I do short and easy activities...*" Doing activities that are manageable to the students is the beginning in effort to autonomy. However, a quote from the discussion "*... I do activities given by the teacher...*" is indication to dependency. On the other hand the, some participants do not want to do the activities the teacher provides. The participant who said, "*...I don't do activities given by the teacher; I do my own preferred activity...*" exhibited independent from the from the teacher's activities. This is an indication to the autonomy of few participants in EFL learning.

How do you monitor your EFL learning progress?

Participants' discussion shows that they sometimes attempt to test their progress. "*...I sometimes test myself if I can perform well on a specific task.*" Other participants discussed they test themselves after doing some learning activities. Some other participants indicated they do not have the habit of testing their progress.

Autonomous learners do planning and setting goals, choosing contents and methods learning o and monitoring their progress in collaboration with the teacher. The less frequent practice of monitoring learning progress leads to the conclusion that the participants were less autonomous

Who do you think is responsible in decision making regarding your learning, contents, and materials to us in EFL learning?

From the discussion students perceive that the teacher is more responsible for their EFL learning. They expect the teacher to bring many of the learning activities. "*... the teacher should bring different kinds of cases and let us practice on them...*" "*.... what the teacher tells...*" are indicators that they expect from their teacher.

In the earlier discussion part of this section it is said that autonomous learners' planning and set goals, choose contents and methods learning o and monitor their progress in collaboration with their teacher. However, the participants' responses indicate that do not seem to do so. Hence, it can be said that the participants are less autonomous

How do you accept advices about EFL learning from your teacher and from parents?

Based on the discussion students are not interested in their teacher's focus on grammar. "... We raised questions to our teacher but, there is no answer. "They want their teacher to include speaking and other skill areas in the lessons. "...the teacher focuses on grammar rather than speaking and writing..." This shows they are indicating their preference. Regarding parents advice participant accept advices. "When my parents advice for the future I feel encouraged..." "...my brother helps me..."

In this regard the students exhibited some form of autonomy that they want their teacher's mode of teaching to change in some way. Benson (2006) in autonomous classrooms students participate in decision making on the goals, contents, methods of their learning. Little (2004) states that one of the principles of autonomous learning is learner involvement in their learning. Therefore, with respect to taking responsibility they have their own stance on modifying the contents of their learning which is an indication on their autonomy although they seem to accept everything told by their parents.

4.1.3 Students' EFL Achievement

Table 4. 8: students EFL achievement

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
EFL achievement	317	58.05	10.866	.610

Table 4. 9 students' EFL achievement level

One-Sample Test						
	Test Value = 75					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Students' EFL Achievement	-27.773	316	.000	-16.950	-18.15	-15.75

The result of one sample t-test for students EFL achievement showed that the mean ($M=58.05$) and standard deviation $SD=10.866$ is significantly below the expected level at $t(316)=27.773$, $p=0.01$. This means the students' achievement is low.

4.1.4 The Relationship of Students' Practice of Autonomy their EFL Achievement

Pearson product moment correlations were computed among five self-concept scales on a data for 318 students to test whether there is a statistically significant relationship between students' practice of autonomous EFL learning and their EFL achievement. Thus, mean, standard deviation and the correlation between the students' practice of EFL learning autonomy and EFL achievement (via semester score) results are presented in tables.

Table 4. 10: The relationship between EFL learners' aspects of autonomous learning their EFL achievement

		Achievement Score	Goal setting and planning	Meta-cognitive Awareness	Control and risk taking	Language learner Self motivation	Self assessment	Social Interaction
Achievement Score	Pearson Correlation Sig. (2-tailed) N	1 318	.604** .000 318	.700** .000 318	.744** .000 318	.725** .000 318	.615** .000 318	.236** .000 318
Goal setting and planning	Pearson Correlation Sig. (2-tailed) N	.604** .000 318	1 318	.656** .000 318	.629** .000 318	.678** .000 318	.566** .000 318	.152** .006 318
Meta-cognitive Awareness	Pearson Correlation Sig. (2-tailed) N	.700** .000 318	.656** .000 318	1 318	.735** .000 318	.764** .000 318	.630** .000 318	.201** .000 318
Control and risk taking	Pearson Correlation Sig. (2-tailed) N	.744** .000 318	.629** .000 318	.735** .000 318	1 318	.776** .000 318	.670** .000 318	.193** .001 318
Language learner Self motivation	Pearson Correlation Sig. (2-tailed) N	.725** .000 318	.678** .000 318	.764** .000 318	.776** .000 318	1 318	.689** .000 318	.222** .000 318
Self assessment	Pearson Correlation Sig. (2-tailed) N	.615** .000 318	.566** .000 318	.630** .000 318	.670** .000 318	.689** .000 318	1 318	.264** .000 318
Social Interaction	Pearson Correlation Sig. (2-tailed) N	.236** .000 318	.152** .006 318	.201** .000 318	.193** .001 318	.222** .000 318	.264** .000 318	1 318

Table displays statically significant strong relation between students' EFL achievement and students' practice of control and risk taking ($r = 0.744$, $p < 0.01$, two-tailed), self motivation ($r = 0.725$, $p < 0.01$, two-tailed), meta-cognitive awareness ($r = 0.700$, $p < 0.01$, two-tailed) have strong correlation. In the same vein, students' EFL achievement has moderately strong relation with self-assessment ($r = 0.615$, $p < 0.01$, two-tailed) goal setting and planning, ($r = 0.604$, $p < 0.01$, two-tailed). Conversely, Socio-interaction and students' EFL achievement have weak positive relation ($r = 0.236$, $p < 0.01$, two-tailed).

Table 4. 11 The relationship between EFL learners' autonomous learning their EFL achievement

		Achievement Score	EFL learners' autonomy
Achievement Score	Pearson Correlation	1	.801**
	Sig. (2-tailed)		.000
	N	318	318
EFL learner autonomy	Pearson Correlation	.801**	1
	Sig. (2-tailed)	.000	
	N	318	318

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 Pearson Product Movement Correlation analysis result of the study on the relationship between autonomous EFL learning and students' EFL achievement was stated. Accordingly, the result indicated that autonomous EFL learning and students' EFL achievement were found to have strong positive correlation $r = 0.801$ significant at $p < 0.01$, 2-tailed.

4.2 Discussion of Results

The result of the one sample t test is in agreement with previous result by Najeeb (2012) that learner independence necessitates learner involvement for deeper and better learning. In other words learners who actively involved in the EFL learning process exhibited better and deeper learning and vice versa. In the same vain Reinders & Loewen (2013) concluded that learners' involvement in the learning process is an important predictors of learning success. Tassinari (2018) suggested encouraging self-assessment through reflection to support autonomy. Spratt, Humphreys, and Chan, V. (2002) concluded that learners' readiness to learn autonomously is crucially influenced by the extent to which learners are motivated and that before they train students to become autonomous teachers might therefore attempt to motivate.

The points raised in the interview are supported by the literature discussed in chapter two. The advantages of autonomous learners are that they can learn effectively through planning, implementation and monitoring progress (Little, 2004; Benson 2011). Autonomy as a goal of lifelong learning raised by the learners that it enables the knowledge gained in EFL learning can be inferred to other subject areas. On the other hand, lack of capacity to monitor one's own learning and lack of confidence or unable to know what to do are among the issues of autonomous learning which can be developed through learner training for autonomy (Benson and Voller, 1997). Thus, it is possible to say that there is some level of autonomy as far as the participants' perception is concerned.

The other participants were unable to articulate their goals. A participant has a goal of establishing a language school. Although long term planning long proves autonomy it is not directly related to autonomy. Another participant explained although she thinks learning independently is crucial for learning she has the tendency no longer. Therefore, it seems that students do not have the habit of setting goals and autonomy in this regard is lacking

In response to the learning activities the participants do outside the classroom they showed variation. The variations in the students' reply reflect the autonomy of few participants in EFL learning.

Autonomous learners do planning and setting goals, choosing contents and methods learning o and monitoring their progress in collaboration with their teacher. The less frequent practice of monitoring learning progress leads to the conclusion that the participants were less autonomous

In the earlier discussion part of this section it is said that autonomous learners' planning and set goals, choose contents and methods learning o and monitor their progress in collaboration with their teacher. However, the participants' responses demonstrate that they do not seem to do so. Hence, it can be said that the participants are less autonomous.

With regard to accepting advices from the students exhibited some form of autonomy that they want their teacher's mode of teaching to change in some way. Benson (2006) in autonomous classrooms students participate in decision making on the goals, contents, methods of their learning. Little (2004) states that one of the principles of autonomous learning is learner involvement in their learning. Therefore, with respect to taking responsibility they have their own stance on modifying the contents of their learning which is an indication on their autonomy although they seem to accept everything told by their parents.

On the relationship of learners' autonomy and their EFL achievement, the finding is consistent with the theoretical assumptions discussed in chapter two. The finding is also consistent with other findings such as Dafei (2007) who similarly report that learners' autonomous learning significantly affect learners' EFL proficiency ($r = 0.401$). Furthermore, this result is in agreement with Mariana's (2018, p.84) quasi-experimental study results. In an attempt to study the effect of autonomy based instruction on EFL performance on Spanish elementary school students through independent samples t test, Mariana found out that mean language performance improvement was significantly higher for the experimental group ($M = 10.46$, $SD = 10.67$) than for the comparison group ($M = 2.04$, $SD = 4.96$), $t(216) = 6.54$, $p < 001$).

Another similar investigation by Ghorb and dinejad (2016) on the relationship between autonomy and English language achievement among 400 third-grade high school students as in a city in the north-west of Iranian students using Pearson correlation revealed a strong and significant correlation between learners' autonomy and their English achievement ($r = .406$). As

level of students' autonomy gets better, the more likely for the students to perform better in learning their target language. The findings of this research meaningfully reflect the theoretical concepts.

In a study by San (2012) through questionnaire on participants perceived autonomy support, concluded that there were significant associations between intrinsic motivation autonomy support, but higher self-reported grades were negatively associated with lower mastery goals ($r = -.234$) and intrinsic motivation ($r = -.321$). However, the present study indicates students' achievement scores has strong positive correlation with motivation in general. The disparities may arise from the earlier study that the validity of questionnaires that the students' self report grades should have been obtained from institution's institution's documentation.

The result the independent samples t test is in line with Tang's (2015) studies. Tang examined the frequencies of low achievers' meta-cognitive strategy use in China West Normal University and whether it is necessary to propose effective meta-cognitive strategy training targeted at low achievers. The results indicate that high language achievers used meta-cognitive strategy more than low EFL achievers did.

Meta-cognitive strategy use is one of the qualities of autonomous language learners (Bren & Mann, 1991; White, 2008; Everhard & Murphy, 2015). This study is also confirmed by Dafei (2007). By comparing high-intermediate and pre-intermediate level proficient students Dafei found out that the high-proficient students were confident in their abilities to learn English well in their own and had a strong instrumental motivation which were proven by their active involvement in all kinds of classroom activities and had a strong awareness of self-planning, self-management, self-monitoring and self-evaluation. They were also found to be willing to cooperate with others in language learning.

A similar result was reported by Abdelrazeq (2014) through independent t-test on university EFL Learners' autonomous learning abilities which showed statistically significant differences ($P < 0.001$). The mean of High achievers practices of autonomous activities ($M= 3.12$) was higher compared with low achievers ($M=2.74$). The mean score high achievers ($M=3.12$) is greater than the mean score of the present study (2.94) which may be because of low practice of autonomy on

the side of subjects of this study. On the contrary, Alrabai's (2017) findings revealed that learners' low level of autonomy and low language achievement attributed vast lack of awareness on the crucial role of autonomy.

Another study on university students on autonomy and EFL achievement by Abdelraziq (2014) reported that the participants had the ability to learn autonomously if were given the opportunity to do so. The t test result on those students' perceptions of their abilities to engage in autonomous learning activities concluded that level of achievement did not play significant role autonomous EFL learning.

CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study was to examine the students' practice of autonomous EFL learning and how it might have related to their EFL achievement in resource lacking contexts. The sample of 328 from a population of 1967 through random sampling method and 13 EFL teachers teaching at the two preparatory schools Grade 11 level were selected through available group sampling method. In addition, purposively selected group of 6 students FGD were taken.

A 41 item for students and 16 item both five level likert like scale questionnaire for EFL teachers were administered in order to measure the students' autonomy in EFL learning. In addition, document analysis to calculate students and FGD for in-depth understanding of the autonomy of the students were used. Then, both the questionnaires were analyzed through one sample t test by using SPSS V23. Further, the relationships were analyzed. On the other hand the FGDs were analyzed qualitatively by describing the responses of the participants through the supporting quotes. Finally discussions were on the basis of the results and conclusions were made accordingly. On the basis of the research questions the key findings of the research were presented in the following manner.

- Perceived mean of goal setting and planning, meta-cognitive awareness, control and risk taking self motivation, self assessment, and social interaction are all significantly at less than expected the expected mean. In general, the students' practice of autonomous learning was significantly below the expected level although the FGD indicated that some features of autonomy exhibited, particularly the tendency to involve on decision making on contents and methodology. The teachers' response and students' focus group discussion found consistent with the students' responses questionnaire result.
- Statically significant strong relation between students' EFL achievement and students' autonomy aspects practice of control and risk, taking self motivation meta-cognitive awareness, have strong correlation. In the same vein, students' EFL achievement has moderately strong relation with self-assessment ($r=0.615$, $p<0.01$) goal setting and planning, two-tailed). Conversely, Socio-interaction and students' EFL achievement have weak

positive relation. In summary, the relation between students' autonomy and their EFL achievement strong positive at alpha coefficient ($r=.8$) and significant at $p < .001$

5.2 Conclusions

On the basis of the findings made of this study, the following conclusions could be drawn. Students' autonomy in learning English is practiced at a limited level at the preparatory schools in Debre Tabor town. Students are less characterized by setting goals and planning for learning English. Meta-cognitive awareness control and risk taking self motivation, self assessment, and social interaction are found to be below the expected level of practice although the FGD indicated that some features of autonomy exhibited, particularly the tendency to involve on decision making on contents and methodology. This implies that Students did not consider themselves more responsible on deciding and accomplishing various learning activities

A statically significant strong correlation between students' EFL achievement and students' autonomy in EFL learning was observed while socio-interaction and students' EFL achievement have weak positive relation. To sum up, the students' EFL achievement can be predicted by their tendency to take their responsibility and level of involvement in their language learning. Hence, we can deduce that developing students' autonomy from different perspectives likely increase their EFL achievement.

This being the fact, the practical students' problems of considering themselves as less responsible on deciding and accomplishing learning activities for their own learning made them unsuccessful EFL learners. Thus, students' low level of EFL achievement could be described by their low level of autonomy.

5.3 Recommendations

On the basis of the findings from the FGD participants indicated that gaps between students' needs to learn autonomously the teachers' habit of involving students in decisions to select contents and methods of teaching should be emphasized. Thus, teachers should encourage students to set learning goals meaningfully through enabling them justify the reasons of language learning. Equally important is involving students to participate in the decision making on contents, methods to use, resources and materials in the teaching-learning process. Teachers also

should develop their students' autonomy by encouraging students to constantly reflect their own English language learning progress.

In schools in particular those with limited access to resources students can be trained to be autonomous. Schools and teachers should facilitate and train students to use resources, such as TV shows/radio programs, online video lessons and podcast by using devices at hand around the students' residence so that they can learn independently.

Autonomy and effectiveness in language can be achieved through voluntary involvement not through imposing directly on students to be autonomous which will result in uncertainty on the students. Therefore, students should be provided with choice, alternatives and support as much as possible in all processes of language learning to develop their willing to take responsibility.

Curriculum designers in foreign language education should consider setting goals to make students autonomous and lifelong learners and preparing curriculum plans that encourage students to learn English autonomously through the making of curriculum open to modification on the basis of students' individual needs. In addition, materials writers should prepare materials that are suitable for students to learn autonomously by providing alternatives that may suite learners' personal learning goals.

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Appendix 1: Students Questionnaire

Bahir Dar University

Dear student,

The aim of this questionnaire is to gathering information about your English language learning autonomy for my research as part of MA graduation requirement. The credibility of the study depends on your genuine responses, so I kindly request you to fill the necessary information on the basis of the instruction given. The information you provide will be kept confident and you do not need to include your name.

Part 1: Background information

1. School _____ Grade & section _____ R. No _____
2. Sex: Male Female
3. School: _____

Part 2: Autonomous English Language learning scale

Direction 1:

The statements listed in the tables here under are meant to measure your beliefs about autonomous English language learning. Carefully rate the statements with "X" mark in the table based on which you characterize yourself about your English language learning where the numbers represent:

1=Never, 2 = Rarely, 3= Sometimes, 4= Usually, 5= Always

No	Question Items	Scales				
		1	2	3	4	5
1	I stimulate my interests to study English whenever other interests arise to me.					
2	I have set goals in learning English when I finish college or university education.					
3	I try to identify my strength and weakness, improve my weaknesses in learning English.					
4	I prepare study plans to achieve my goals in learning English.					
5	I revise my English study plans if they don't work well.					

6	I reflect on what I studied when I finish studying English in terms of my goals.					
7	It is easy for me to stick to my study plans in learning English.					
8	I persist in learning activities even though they take longer time.					
9	I choose a suitable place where I can study English better.					
10	I seek for a variety of opportunities to practice oral and written English language, such as talking to a native, reading newspaper and magazines, watching TV, etc.					
11	If learning activities that I have used do not work well, I change them in situations where they do not work.					
12	If I have to ask my peers or teacher help, I know how I want them help me.					
13	I try to apply rules I learnt in the classroom in my everyday English language use.					
14	If I am doing something different from other students, I feel worried. [reverse]					
15	I actively participate in discussions what learning contents and activities to include in English classes.					
16	I want my teacher to tell me how I should study English. [reverse]					
17	It interests me to learn English language on my own because I enjoy the learning experience.					
18	I do activities that are only given by the English teacher. [reverse]					
19	I ask myself how a learning activity contributes to my English language learning.					
20	I stay to work alone until the teacher organizes groups. [reverse]					
21	I identify suitable resources to use them in my English learning.					
22	I revise my English language learning goal.					
23	I identify ways to improve my weakness in learning English.					
24	I study with my peers as I also learn from them.					
25	I set criteria to monitor my English language learning progress.					
26	If feel doing something important for my English learning, I don't hastate to do					

	though the teachers' instruction is different.						
27	I tend to study when exams approaches. [reverse]						
28	I try to compensate learning resources and materials with another kind when I am unable to get those I need for my English learning.						
29	I myself decide to change or modify learning activities when they do not work well.						
30	I try to find ways to cope with my own habits that discourage me in doing learning tasks.						
31	I make study plans that match my goals in learning English.						
32	I set goals myself in learning English which I should achieve in each semester, year and in the long term.						
33	I keep myself away from situations and environments that may take my attention away from learning English.						
34	I assess my English language learning progress on regular basis.						
35	I do learning activities thinking about exams or prizes from close relatives. [reverse]						
36	I do not ask my teacher questions in the classroom because of fear of the teacher or the class that they may make fun of me. [reverse]						
37	I answer questions when I am certain about my answer. [reverse2]						
38	I keep records of what and how I learned from my English study						
39	I try to identify which part of learning activities need more work.						
40	I actively participate in peers to assessment in learning English.						
41	I adopt what other students do on my own of learning and monitor its effectiveness.						

Appendix 2: Students Focus Group Discussion Questions

Bahir Dar University

በራስ-መር ቋንቋ መማር ማለት አንድ ተማሪ ለቋንቋ ትምህርቱ/ቷ ሀላፊነት በመውሰድ የመማር ሄደትን ግብ በመጣል እና በማቀድ በራስ መማር ማለት ነው። ከዚህ አኳያ የሚወያየ ሀሳቦች በየተራ እያነሳን በእነገሊዘኛ ቋንቋ መማር ልመዳችሁ ላይ እንወያያለን።

1. What do you think are the advantages and disadvantages of autonomous English language learning
በራስ መር እንግሊዝኛን ቋንቋን መማር ምን ጥቅምና ጉዳት ይኖረዋል ብላችሁ ታስባለችሁ?
2. What are your language learning goals? How do you explain it?
ቋንቋን የመማር ግባችሁ ምንድን ነው እንዴት ትገልጹታላችሁ?
3. How do you do you explain the supports you have got in setting your goals?
ግባችሁን በመጣል ሂደት ስላገኛችሁት ላምዳችሁን አካፍሉገኙ.
4. How do you explain your practice of planning for your English language learning
ከዚህ ግብ ለመድረስ የሚያስችልችሁን እቅድ አስተቃቀድ እንዲሁ ትገልጹታላችሁ?
5. What do you do when your learning activities are time taking?
የእንግሊዝኛ ትምህርት የመለማመጃ ተግባራት ረጅምና ሰዓት ወሳጅ ሲሆኑ ምን ታደርጋላችሁ?
ልመዳችሁን አካፍሉኝ።
6. In the course of your learning what do you do when you come across things other than learning attracts you?
እንግሊዝኛ በመለማመጃ ሰዓታችሁ ከትምህርታችሁ ጋር የማይገናኝ ሰዐቢነት ያለው ነገር ሲያጋጥማችሁ ምን ታደርገላችሁ?
7. In addition to the English classroom what practices do you have? In this regard what do you others such as parents, friends, your teacher, etc?
እንግሊዝኛን በመደበኛ ክፍለ-ጊዜ እና ባሻገር የመማር ልምዳችሁን አካፍሉኝ። በዚህ ጉዳይ ላይ ከሌሎች አካላት ማለትም ቤተሰብ፣ ጋራ ወይም ከሌላ ጋር ምን ተግባራትን ታከናውናላችሁ?
8. To make sure your learning how do you explain your practice?
መማራችሁን ለማረጋገጥ የራሳችሁን ችሎታ ከመፈተሽ አኳያ እንዴት ትተገብራላችሁ?
9. Who should decide what contentst, how, what inputs to use to yous in the classroom?
ተማሪዎች በምን ዘዴ መማር፣ ምን ይዘት መማር፣ ምን ግብዓትና መሳሪዎች መጠቀምን እንዳለባቸው ማን ነው መወሰን አለበት?
10. How do you accept advices about EFL learning from your teacher, parents? ተማሪዎች ወላጅና መምህር የሚነግራቸውን ወይም የሚፈልገውን ነገር ከመፈጸም አኳያ ምን ሀሳብ አላችሁ?

Thank You!

አመሰግናለሁ!

Appendix 3: Students' Questionnaire in Amharic

ባህርዳር ዩኒቨርሲቲ

የተማሪዎች መጠይቅ

ውድ ተማሪ,

የዚህ መጠይቅ አላማ በባህርዳር ዩኒቨርሲቲ የማስተርስ ድግሪ መርሀግብር መመርቂያ ፅሁፍ ዝግጅት የሚሆን ተማሪዎች የእንግሊዝኛ ትምህርትን በራስ-መር የመማር ሁኔታን ለማጥናት ነው። የጥናቱ ታማኝነት ሊረጋገጥና የሚችለውና ታማኝነት የሚኖረው በአንተ/ቼ እውነተኛ ምላሽ ስለሚወሰን በተሰጠው ትዕዛዝ መሰረት አስፈላጊውን መርጃ ትምህርት ዘንድ በአክብሮት እጠይቃለሁ። የምትሞላው/ይው መረጃ ለጥናት አገልግሎት ብቻ ስለሚውል ማንኛውም መረጃ ሚስጥራዊነቱ የተጠቀ ነው። ስለሆነም ስምዎን ማካተት አያስፈልግም።

Part 1: ግላዊ መረጃ

የምትማርበት ት/ቤት _____ ክፍልና ሴክሽን _____

የክፍልተራ ቁጥር _____

ፆታ: ወንድ ሴት

Part 2: የእንግሊዝኛ ቋንቋን በራስ-መር መማር መለኪያ ስኬል

መመሪያ 1:

ቀጥሎ በየርዕሶቹ ስር የቀረቡት ዐረፍተ ነገሮች የእንግሊዝኛ ቋንቋን በራስ መር የመማር ሂደት ልምድ ለመለካት የተዘጋጁ ናቸው። በጥንቃቄ አንብባ/ቢና ልምድህን/ሽን ሊያሳይ የሚችለውን ዳረጃ በቀመጡት የደረጃ መለኪያ ትክክል የ"X" ምልክት አድርግ/ጊ። የደረጃ መለኪያዎቹ የሚወክሉት:

1=አድርጌ አላውቅም 2= አልፎ አልፎ 3 =አንዳንድ ጊዜ 4 = አብዛኛውን ጊዜ 5 = ዘወትር

ተ. ቁ.	ጥያቄዎች	ደረጃ				
		1	2	3	4	5
1	ሌሎች ፍላጎቶች በውስጤ ሲነሱ በእንግሊዝኛ የማጥናት ፍላጎቴን አላቃቃለሁ።					
2	የዩኒቨርሲቲ ወይም የኮሌጅ ትምህርት ሳጠናቅቅ እንግሊዝኛ በመማር እደርስበታለሁ ያልኩትን ግብ ጥያለሁ።					
3	እንግሊዝኛን በመማር በኩል ያሉኝን ጠንካራና ደካማ ጎኖች እየለየሁ ደካማ ጎኔን ለማሻሻል ጥረት አደርጋለሁ።					

4	እንግሊዘኛ በመማር ሂደት እቅድ እያዘጋጀው እጠቀማለሁ።					
5	እንግሊዘኛን በመማር ሂደት የጥናት እቅዶቹ አልሰራልኝ ካሉ እከልሳለሁ።					
6	በእቅዴ መሰረት እንግሊዘኛ ጥናቴን ሳጠናቅቄ ስለጥናቴ ፀብረቃ አካሂዳለሁ።					
7	በእንግሊዘኛትምህርቴ የጥናት እቅዴን ተከትሎ ማጥናት ለእኔ ቀላል ነው።					
8	የእንግሊዘኛ ትምህርት ተግባራቶቹ እረጅም ሰዓት የሚወስዱ ቢሆኑ እንኳ በትዕግስት እሰራለሁ።					
9	እንግሊዘኛ ለመማር ተስማሚ የሚሆንልኝን ቦታ በመምረጥ አጠናለሁ።					
10	የጽሑፍም ሆነ የንግግር እንግሊዘኛን ለማሻሻል የሚያስችሉ አጋጣሚዎችን እንደ ጋዜጣና መፅሔት ማንበብ፣ ቴሌቪዥን መከታተል፣ የቋንቋው ተናጋሪዎችን በማነጋገርና የመሳሰሉትን እየተከታተልኩ እለማመዳለሁ።					
11	እንግሊዘኛ ለመማር የምጠቀምባቸው ተግባራት አልሰራልኝ ባሉ ጊዜ በሌላ ተግባር እቀይራቸዋለሁ።					
12	መምህራን ወይም ጓደኞቼን ድጋፍ መጠየቅ ሲኖርብኛ እንደት ሊረዱኝ እንደሚገባ አውቀዋለሁ።					
13	በክፍል ውስጥ የተማርኳቸውን ህጎች በየእለት ከለት እንግሊዘኛ ለመጠቀም ጥረት አደርጋለሁ።					
14	በእንግሊዘኛ ትምህርቴ ከጓደኞቼ የተለየ ነገር ከሰራሁ ስጋት ይገባኛል					
15	በእንግሊዘኛ ትምህርት ምን ይዘቶች መካከት እንዳሉት በሚደረግ ውይይት በንቃት እሳተፋለሁ።					
16	እንግሊዘኛ እንዴት ማጥናት እንዳለብኝ መምህራ እንዲነግረኝ እፈልጋለሁ።					
17	እንግሊዘኛን በራሴ መማር እፈልጋለሁምከንያቱም በራሰየመማርሁኔታው ያስደስተኛል።					
18	በመምህሩ የሚሰጡ የመማር ተግባራትን ብቻ እሰራለሁ።					
19	የትምህርት ተግባራት እንግሊዘኛ ለመማሪ ምን ያክል አስተዋፅኦ እንዳላቸው እራሴን እጠይቃለሁ።					
20	መምህሩ በቡድን እስከሚያደራጀን ሁሉንም ነገር በግሌ እሰራለሁ።					
21	የእንግሊዘኛ ትምህርቴን የሚያግዙ ተስማሚ ቁሳቁሶችን ለይቼ እጠቀማለሁ					
22	እንግሊዘኛ የመማር ግቤን ከለሳ አደርጋለሁ					
23	እንግሊዘኛ በመማር ሂደት ደካማ ጎኔን ለማሻሻል የተለያዩ መንገዶችን እሞክርና የተሻሉትን መርጬ እጠቀማለሁ።					
24	ከአቻዎቹ ጋር ሳጠና እኔም ከእነሱ ትምህርት አገኛለሁ።					
25	የእንግሊዘኛ ትምህርቴ ያለበትን ደረጃ ለመከታተል መስፈርት አዘጋጅቼ እጠቀማለሁ።					

26	በክፍል ውስጥ ምን የመማሪያ ተግባራት መካተት እንዳለባቸው በሚደረገው ውሳኔ ተሳታፊ ነኝ					
27	የማጥናት ዝንባሌ ያለኝ ፈተና በሚደርስበት ጊዜ ነው።					
28	የምፈልገውን የመማሪያ ቁሳቁስ ካላገኘሁ በሌላ የመማሪያ ቁሳቁስ በመተካት እንግሊዝኛ ለመማር ጥረት አደርጋለሁ።					
29	የመማር ተግባሮች አልሰራልኝ ካሉ በራሴ እቀይራቸው ወይም አሻሽላቸዋለሁ					
30	የመማር ተግባራትን በምሰራበት ሰዓት የሚያጋጥሙኝን የራሴ ጎታችልምዶች ለማስወገድ የሚያስችሉኝን መንገዶች አፈልጋለሁ					
31	ከእንግሊዝኛ የመማር ግብ ጋር የሚዛመድ እቅድ አዘጋጃለሁ።					
32	በየግማሽ አመቱ፣ በየአመቱ እና ለረጅም ጊዜ የምደርስበትን ግብ በመጣል እንግሊዝኛ እማራለሁ።					
33	እንግሊዝኛ የመማር ትኩረቴን ሊወሰዱብኝ ከሚችሉ አካባቢዎችና ሁኔታዎች እራሴን አርቃለሁ።					
34	በመደበኛ ጊዜ በእንግሊዝኛ ትምህርቴ የደረስኩበትን ደረጃ ለማየት እራሴን አፈትናለሁ።					
35	የመማር ተግባራትን ስሰራ ፈተና ማለፍን እና የማገኘውን ሽልማት አስባለሁ።					
36	በክፍል ውስጥ ጥያቄ አልጠይቅም ምክንያቱም ብጠይቅ ተማሪዎች ወይም መምህሩ ይስቁብኝ ይሆናል ብዬ ስለምሰጋ ወይም እንዲሁ መጠየቅ አልፈልግም።					
37	በክፍል ውጥ የመምህሩን ጥያቄ የምመልስ በመልሱ ትክክለኛነት እርግጠኛ ስሆን ነው።					
38	እንግሊዝኛ ሳጠና ምን እንደተማርኩና እንዴት እንደተማርኩት ማሰታዎሻ እይዛለሁ።					
39	የትኛው የመማር ተግባር ክፍል ረጅም ጊዜ እንደሚያስፈልገው ለመለየት ጥረት አደርጋለሁ።					
40	በእንግሊዝኛ ትምህርት ከአቻዎቼ ጋር በሚደረግ የርስበርስን ተሳታፊ ነኝ					
41	ሌሎች ተማሪዎች የሚማሩበትን መንገድ በመፈተሽ ውጤታማ መሆኑን ካየሁ በኋላ እኔም እጠቀምበታለሁ					

አመሰግናለሁ!

Appendix 4: Questionnaire for EFL Teachers

Bahir Dar University

Dear teacher,

The aim of this questionnaire is to gathering information about your English language learning autonomy for research as part of Ma graduation requirement. The credibility of the study depends on your genuine responses, so I kindly request you to fill the necessary information on the basis of the instruction given. The information you provide will be kept confident and you do not need to include your name.

Part 1: Background information

Sex: Male

Female

School you teach in: _____

Part 2: Autonomous English Language learning scale

Direction,

The statements listed in the tables here under are meant to measure your experiences about your students' autonomous English language learning. Carefully rate the statements with "X" mark in the table based on which you characterize yourself about your English language learning where the numbers represent:

1 = Never 2 = Rarely 3 = Sometimes 4 = Usually 5=Always

No	Statements	Scales				
		1	2	3	4	5
1	My students ask for guidance in any aspect of English learning freely.					
2	My students have set short and long term personal goals in learning English language.					
3	My students have English language study plans.					

4	My students have the willingness to work and study in peer groups in learning English.					
5	My students choose freely what language contents, learning tasks, assessment process to include.					
6	Students in the classroom I teach are courageous towards the English language learning.					
7	My students assess their own English language learning achievement.					
8	My students use activities and opportunities to learn English cooperatively.					
9	My students have the habit of monitoring their English language learning progress.					
10	My students do more activities than I told them to do.					
11	My students have the courage to assess their strengths and weakness individually and in peers.					
12	My students plan together with me what and how learning to apply in the EFL classrooms.					
13	My students and I evaluate their English language learning progress together.					
14	Learner-centered approach to teaching English language is preferred by students I teach.					
15	My students to use English as a medium of communication in the classroom.					
16	My students are actively involved in the decisions and choosing contents to include, what methods to employ and how they should be assessed					

Thank you!

Appendix 5: Focus Group Discussion Verbatim

Key: **M** stands for **moderator**

P stands for research participant

M: I would like to thank you for participating in this discussion. The aim of the discussion is to gather relevant information on learner autonomy in learning English language. [Brief description about the meaning of autonomy was provided]

P' s: (All participants nodded)

M: What do you think are the advantages and disadvantages of autonomous English language learning?

P2: The advantage of autonomous learning is that it has the power that help as to know about ourselves in our own by asking with our friends or teachers it helps how to improve, helps us what skills we have. The disadvantage is we may not be that much skilled to learn that way. English as a course together with other subjects will be difficult to manage. It would have been practiced from early grades.

P3: Just like number 2 said we may have hopes to innovate something new as scientists do. When someone manages oneself one can create rather than copying others works; not driven by others rather by ones thoughts. The disadvantage is that the autonomous may know what one is doing and may not have confidence.

P5: Many of the ideas have been already said, on the disadvantage may limit ourselves. After having some knowledge we may feel we known enough, although it depends, and in terms of advantage in times when we have enough access to resources it helps a lot. In addition it would be good if someone guides. For most of us have grew being other directed, we may find it difficult to accept to learn on our own. Generally it helps us develop ourselves, with respect to its disadvantage, we may limit ourselves

P6: I have similar idea with, but on the side of disadvantage we will only be limited to only our realm, we will not have chance to interact and share others idea. To develop our speaking skill we have to interact with others.

P1: Autonomous learning has disadvantages and also advantage. In addition to what has been said it needs interest with affecting other subject, because we open different books, watch movies which means we have interest, but also we need to be interested in other subjects too. We may feel that we have known enough and complete in ourselves, we need someone to guide so that we feel we need to learn a lot.

M: Talking of guidance what is the role of the guide? (at 9' 37") [additional question]

P1: In learning language knowledgeable person guides to the right way when we may take the wrong way.

P4: The first advantage is that it helps us to have wide knowledge and to pursue our identity. But if we are dependent on our teachers we will be limited to the knowledge they give us and we may think that is enough. When we instruct ourselves we will be determined to search more and know more.

M: Well done we have had fascinating discussion so far, then let's move on to the second point. What are your language learning goals? How do you explain it?

P4: The goal I thought I will achieve [...] I have no any goal that I thought to achieve. I have never thought of it.

P3: as English is dominant language in the world, and the medium of instruction in the university, just before I join university I planned to have completed it. My plan for the future is to open a school to train street children for free with English language in emphasis.

P4: My present performance in using English and for the future because of my participation in a private school, I learnt how to develop my ability for my whole future.

M: How do you explain the supports you have got in setting your goals?

P2: As to me I am not good at English, but it doesn't mean that I have no the capacity to, I believe I can change, and my plan is to have good performance in speaking a, interaction and writing paragraphs before joining university. My family advises me, teacher tries to help us although we have not used the opportunity. And now I'm a bit retreating.

P6: At elementary school through debating we used to try to practice to develop our speaking ability with the help of a teacher who organizes the debate. At present in comparison our competence in speaking is made better because of help from elementary school.

P5: At elementary schools teachers used to encourage to develop our language use ability. The foundation for our present performance at secondary and preparatory school was laid at elementary school. The help at present is not as such satisfactory and directing one's own learning is necessary.

M: How do you explain your practice of planning for your English language learning?

P1: To achieve this level I shared experiences from other people did. In addition I read sample letters to practice writing letters. That is all.

P2: I know I have the interest to be able to use English. My brother used to help me and advise me to be good at English when I was at grade five. In fact, the schools-government schools I used to learn have impacts [in my present performance.] I remember a partner advised me to learn some word per day and I did until I abandoned it at grade seven. I started to compare myself with other students. For the reason that I performed better than others I started to leave my plan. Now I read books to prepare for exams only.

P3: In my childhood I used to focus on Amharic language not on English I started to learn English when I was at grade four till grade eight then I started to leave it. My basis for learning was

comparing myself with others, when I think I know less than others I would start to study harder. In terms of planning I planned to read Amharic fiction then English fiction.

P5: from my experience I think I am far behind what I should have been able to do. Sometimes I conclude I am cheating on myself. Being better than my partners made me think I am good which is mistake. What I feel now is to improve my present ability, because I feel I was a looser in the past which was because of lack of knowledge what to do.

P3: I am now in a state of stagnant and paused. I think I am good at planning but I am not good at putting plans into action in order to develop myself.

P4: As far as my understanding I haven' t achieved 10 per cent of my plans. I can see that other people who are second language learners of English use it better, that is because we don' t practice, except for exams.

P6: At lower grades there were competitions and high teacher support but in secondary schools I am not good may be it is because teachers' capability.

P4: I haven use to practice activities given by the teacher. For assessment purposes I do some 'scratching' but not for learning. I test myself if I can do a particular kind of activity when I am alone. When I watch films I try to learn some English, especially when I hear some difficult phrases I focus on them, but it is not enough. Especially, this year I have not been doing teacher provided activities. I practice on non-classroom activities.

P3: In contrast to what he [p4] said I don' t think I learnt English until the present grade level. In grade eleven our teacher helped a lot even though he focuses on grammar items. But I think he helped me in speaking too.

P6: We try to change in to practice what we learn in. although the teacher cutes some activities in the text book I practice them.

M: What do you do when your English learning activities are time taking?

P 5: mostly I feel bored quickly and I leave it; when exam approaches I feel I must read and id so.

P4: As she [P5] said we quit activities which are long or time taking. But when exam approaches we persist for a week's time which is what I feel I should improve.

P1: Rest is good when we face longer activities I may quit it. While some of my friends study following their plans I leave my study because of the length of time it may take. I start to study when exam is approaches.

P2: I have never faced any activity that takes longer time. But when I listen to some natives because it in real pronunciation I take some time to understand what they are saying. When it becomes unclear to me I leave it.

M: In the course of your learning what do you do when you come across things other than learning attracts you?

P4: It depends on the time. If it is when exam is approaching I study my lessons whatever attractive it may be, but when there is no exam I attend the things attracted me.

P3: I may consider changing the place of study, my programs. If exam time is not approaching I change

P5: Surely I may go to the things that attract me but when it finishes I try to imagine what I had planned and try to compensate.

P2: If there is no exam I attend the thing that attracts me.

P1: It depends on the thing that attracts me is a dangerous I will leave it otherwise as long as we live for happiness and it does not harm me, I attend it for I may have enough time.

P6: In the same way it is my weakness and I follow my feelings. I feel I have to relax.

M: Who do you think should decide what contents, how, what inputs to use to you in the classroom? To make sure your learning how do you explain your practice? In addition to the English classroom what practices do you have?

P3: Our problem is the focus we give to the academics and grammar, I think the teacher should focus also on reading, writing, listening and speaking because at university these skills are important. I don't think success can be achieved learning independent of the teacher. The teacher should present contexts to the classrooms based on which students can write. Teachers do not seem to accept feedbacks on how lessons should be presented. On the students' role we have to do all activities that are given by the teacher.

P4: We learn only grammar. We have to learn all the skills until time allows us. But most of the time teachers focus on grammar some others on speaking only. But I think we have to learn all the skills appropriately

P5: As it was said teachers mostly focus on grammar, there are problems on students to learn. So there should be motivation on the students' side. We have seen two teachers this year and different strengths and weaknesses can be seen on both sides but students showed no difference.

P2: Teachers ask students to suggest on the teaching and learning process, and they talk about their experiences. If teachers have long experience they should try to understand students' feelings.

P1: Just like P5 teachers should look back at the time they were students to understand students' feelings. Students are learners and the teacher should understand their problem. Students should use any opportunity teachers or use the concept of autonomy.

P5: What may motivate the teacher is the students' motivation. And the teachers should not undermine students' potentials. The teacher should approach the students in a fatherly or motherly approach.

Participants' First Semester EFL Score

Column Key: School 1= Tewodros II Higher Education Preparatory School

School 2= Taitu Higher Education Preparatory School

Gender 1= Male Participants

Gender 2=Female Participant

No	Gender	School	EFL Score out of 100%
1	2	1	72
2	1	1	52
3	2	1	50
4	1	1	80
5	2	1	47
6	1	1	44
7	2	1	51
8	2	1	68
9	2	1	56
10	1	1	57
11	1	1	88
12	2	1	91
13	2	1	55
14	1	1	83
15	1	1	41
16	2	1	55
17	1	1	76
18	1	1	59
19	1	1	50
20	1	1	40
21	2	1	45
22	1	1	59
23	2	1	51
24	2	1	50
25	2	1	48
26	2	1	62
27	1	1	61
28	1	1	66
29	2	1	66
30	1	1	85

31	2	1	54
32	2	1	58
33	1	1	50
34	2	1	52
35	1	1	58
36	1	1	52
37	2	1	46
38	1	1	45
39	1	1	47
40	1	1	58
41	1	1	49
42	2	1	48
43	1	1	47
44	1	1	56
45	2	1	52
46	1	1	59
47	2	1	50
48	2	1	53
49	1	1	52
50	1	1	67
51	2	1	67
52	2	1	63
53	1	1	60
54	2	1	50
55	2	1	60
56	2	1	55
57	2	1	90
58	1	1	56
59	2	1	64
60	1	1	59
61	2	1	60
62	2	1	53

63	2	1	54
64	2	1	42
65	1	1	61
66	2	1	70
67	1	1	83
68	1	1	56
69	2	1	47
70	1	1	78
71	2	1	55
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101	2	1	48
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108	2	1	47
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110	2	1	58
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112	1	1	42
113	1	1	46
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317	1	2	53
318	2	2	-

I the undersigned declare that this thesis is my own original work; other authors' works used in this thesis has been duly acknowledged.

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Date: Nehase, 30/2011

As the candidates' advisor, this thesis has been submitted for examination with my approval.

Advisor' s name _____

Signature _____