

**EXPLORING THE PRACTICE OF LEARNER AUTONOMY IN BANGLADESHI EFL  
CLASSROOMS: RESPONSES OF SECONDARY LEVEL LEARNERS AND THEIR  
TEACHERS**

**Aklima Akter**

**ID: 13103025**



**Inspiring Excellence**

**Department of English and Humanities**

**BRAC University**

**August 2, 2017**

**EXPLORING THE PRACTICE OF LEARNER AUTONOMY IN BANGLADESHI EFL  
CLASSROOMS: RESPONSES OF SECONDARY LEVEL LEARNERS AND THEIR  
TEACHERS**

**A thesis submitted to the  
Department of English and Humanities  
of  
BRAC University  
by**

**Aklima Akter**

**ID: 13103025**

**In partial fulfillment of the requirement  
for the degree of Bachelor of Arts in English**

**August 2, 2017**

## Dedication

*I would like to dedicate my thesis to my elder brother **Kamrul Hasan** for being there all the time to make me a part of this university.*

*Without your support, my journey of study life till now would have been nothing. I owe you a lot, Bhaiya. I respect you more.*

*My parents' and three sisters' inspiration also led me to this journey. I love you all.*

## **Acknowledgement**

With the Almighty Allah's enormous support and blessings helped the researcher to complete her thesis on time. She owes the most to the Almighty for showering His blessing upon her.

A heartiest gratitude goes to the researcher's supervisor, Dr. Asifa Sultana for her constant support, comments and inspiring feedback which helped the researcher to work more. The researcher thanks her supervisor from the core of heart for encouraging for the completion of this research.

The researcher also shows her gratitude to the faculty members of ENH department--- Prof. Firdous Azim, Prof. Mufakharul Islam, Prof. Samina Sultana, Shenin Ziauddin, Mohammad Mahmudul Haque, Mahmuda Akhter, Rukhsana Rahim Chowdhury, S. M. Mohibul Hasan, Roohi Huda, Dr. Rifat Mahbub, Nawshaba Ahmed, Lubaba Sanjana, Nazam Laila and all other faculty members of other departments from whom she has learnt a lot throughout her undergraduation life.

The researcher feels indebted to two of her friends, Maruf Rayhan and Alvina Mahzabin Chowdhury for their constant support and inspiration. Whenever she felt hopeless, she called them and they tried to encourage her to focus on her long term goals. The researcher also wish to dedicate her thesis to them for being there in her need.

Last but not the least, the researcher would like to thank all the student and teacher participants of BAF Shahhen College, Mohammadpur Preparatory Higher Secondary School and St. Joseph Higher Secondary School to make this research possible. The researcher also thanks to all her well-wishers who prayed for her success.

### **Declaration**

I certify that the work presented in this dissertation is my original work to the best of my knowledge and belief. The contributions of other sources and information have been acknowledged wherever they have been used. I, hereby, declare that I have not submitted this material, either in a whole or part, previously or concurrently in this or any other institution.

Aklima Akter

August 2, 2017

## Table of Contents

Chapters	Titles	Page numbers
	<b>Abstract</b>	2
<b>1</b>	<b>Introduction</b>	3-6
	1.0 Introduction	3
	1.1 Problem Statement	3
	1.2 Purpose of the Study	4
	1.3 Central Research Questions	4
	1.4 Significance of the Study	5
	1.5 Limitations	6
<b>2</b>	<b>Literature Review</b>	7-10
	2.0 Introduction	7
	2.1 Defining Autonomy	7
	2.2 Characteristics of Autonomous Language Learners	8-9
	2.3 Teachers' Role in Stimulating Learner Autonomy	9

	2.4 Learner Autonomy in Bangladeshi EFL Classrooms	10
<b>3</b>	<b>Methodology</b>	11-15
	3.0 Introduction	11
	3.1 Research Design	11
	3.2 Theoretical Framework	11
	3.3 Sampling	12
	3.4 Setting	12
	3.5 Instrumentation	13
	3.6 Data Collection	13
	Procedure	
	3.7 Data Analysis Procedure	14
	3.8 Obstacles Encountered	14-15
<b>4</b>	<b>Findings</b>	16-39
	4.0 Introduction	16
	4.1 Findings from the Students' Survey	16-34
	4.2 Findings from the Teachers' Interviews	35-39
<b>5</b>	<b>Discussions</b>	40-43
	5.0 Introduction	40
	5.1 Answer to Central	40

	Research Question 1	
	5.2 Answer to Central	41
	Research Question 2	
	5.3 Answer to Central	42
	Research Question 3	
	5.4 Discussions on the	43
	Overall Findings	
<b>6</b>	<b>Conclusion</b>	44-45
	6.0 Introduction	44
	6.1 Summary of the Findings	44
	6.2 Practical Implications	44
	6.3 Recommendations	45
	6.4 Further Studies	45
	<b>References</b>	46-47
	<b>Appendices</b>	48-52
	<b>Appendix A</b>	48
	<b>Appendix B</b>	51

EXPLORING THE PRACTICE OF LEARNER AUTONOMY IN BANGLADESHI EFL  
CLASSROOMS: RESPONSES OF SECONDARY LEVEL LEARNERS AND THEIR  
TEACHERS

Aklima Akter

ENH Department

BRAC University

**Abstract**

This study attempts to explore secondary level learners and teachers' responses on learner autonomy in Bangladeshi EFL classrooms. It emphasizes on the students' survey and teachers' interview on the aspect of learner autonomy. The researcher surveyed 169 student participants and interviewed 18 teacher participants for doing this study. The purpose of this study is to examine whether the secondary level learners of Bangladeshi EFL classrooms practice the characteristics of autonomous learners and whether the teachers want their students to practice it. The study identifies that students of secondary level possess the characteristics of autonomous learners and willing to practice autonomy therefore, there is a high possibility to practice learner autonomy in Bangladeshi EFL classrooms. The research further finds out to what extent, the teachers of secondary level learners cooperate their learners to practice learner autonomy in their classes. This study would also determine some learning techniques and strategies suggested by the teachers which can be used to practice learner autonomy in the Bangladeshi EFL classrooms. *Keywords:* learner autonomy, autonomous learners, practice, responses

## CHAPTER 1 - INTRODUCTION

### 1.0 Introduction

Learner autonomy is a concept in which learners take control of their own learning. Autonomous learners choose their language learning materials, evaluate their progress and make decisions independently. Moreover, learners' involvement in decision making process makes them more efficient in the target language. Learners who make their decisions independently become efficient learners (Dickinson, 1995, p. 165). Autonomous learners self-direct themselves in the process of learning English as their foreign language. From the teachers' perceptions of learner autonomy, autonomous learners are learners who learn in a dynamic way through using different learning tactics to become skilled learners and they "don't think the teacher is a god who can give them ability to master the language" (Hedge, 2000, p. 76). All of the English version schools in Bangladesh use English as a foreign language. As most of the students' mother tongue is Bangla, they get less opportunity to practice English outside the classroom. Therefore, when they enter into their secondary level education, they face the need of learning by self-motivation as they are bound to use English inside and outside the class. This paper focuses on exploring secondary level learners' and teachers' stances on practicing learner autonomy in Bangladeshi EFL classrooms. Although many researchers have previously worked on learner autonomy but according to the researcher, no one has explored the secondary level learners' and teachers' responses on practicing learner autonomy in Bangladeshi EFL classrooms. The study identifies whether the secondary level learners practice the characteristics of autonomous learners, what are their teachers' perceptions of learner autonomy and autonomous learners, and the possible techniques that teachers would like to use in their classes to practice learner autonomy.

### **1.1 Problem Statement**

In Bangladesh, curriculum and course materials are developed by the high authority of the ministry of education. Likewise, Kabir (2015) claims that in Bangladesh "only government stakeholders and course planners design curriculum and course books according to their own desire or whim" (p. 53). Therefore, in a Bangladeshi context, learners do not get the opportunity to become autonomous learners. He also says that the concept of learner autonomy is decisively not present in Bangladeshi education system (p. 53). Many researchers have worked on learner autonomy but according to the researcher, there was no study conducted on exploring whether the secondary level learners of Bangladeshi EFL classrooms practice the characteristics of autonomous learners, their teachers' perceptions of learner autonomy and autonomous learners, and the possible strategies that teachers would like to use in their class to practice learner autonomy. Therefore, the researcher felt the necessity to conduct a research on this ground.

### **1.2 Purpose of the study**

The purpose of this study is to examine whether the secondary level learners possess the characteristics of good language learners which promote autonomy and whether the teachers want their students to practice it in Bangladeshi EFL contexts. This study would also determine some learning techniques and strategies suggested by the teachers which can be used to practice learner autonomy in the Bangladeshi EFL classroom.

### **1.3 Central Research questions of the study**

1. Do the secondary level learners of Bangladeshi EFL classrooms practice the characteristics of autonomous learners?

2. To what extent, do the teachers of the secondary level learners would like to cooperate their students to practice autonomy in Bangladeshi EFL classrooms?
3. What are the techniques that teachers of the secondary level learners would like to use to practice learner autonomy in Bangladeshi EFL classrooms?

#### **1.4 Significance of the study**

Due to lack of awareness of autonomous learning, learners face difficulties in reaching to their academic success. This study would explore whether the secondary level learners of Bangladeshi EFL classroom practice the characteristics of autonomous learners which leads to the practice of autonomy in this context. This study would also determine some learning techniques and strategies suggested by the teachers of secondary learners which they would like to use to practice learner autonomy in Bangladeshi EFL classroom. This study can be a support for the secondary level learners to discover their potential to use learner autonomy as a technique to make their learning effective and it can also be a support for the teachers who stimulate their students to be autonomous learners.

#### **1.5 Limitations**

This study was conducted in three reputed English version schools in Dhaka to get the in depth scenario of practicing learner autonomy in Bangladesh by surveying 169 students and interviewing 18 teachers. The researcher chose the English version schools to discover how their English language practice is different from the Bangla Medium and English Medium schools. In addition, it was quite difficult to manage more teachers to know their responses on learner autonomy in Bangladesh but teachers were not much cooperative as they were busy in completing their syllabus for the half-yearly exam. As the schools remained closed for more than a month during Ramadan and due to Eid-UI-Fitr hence, the research conducted the survey and interview

before the vacation. As a result, the time for finishing the research was constraint. Moreover, due to time constraints and busy schedules of some teachers, it was a bit challenging to take the interviews that is why the researcher provided the interview questionnaire to the teachers and waited to collect it after doing the students' survey. Some teachers also demotivated by saying that there should not be any interview questionnaires, they do not have time to answer those rather it would be easier for them if there were some statements where they could only put a tick mark. Few teachers did not want to be interviewed as well. These can be labeled as the limitations of this study and this may hinder the process while depicting the actual scenario of teachers' and students' responses on the practice of learner autonomy in Bangladeshi ESL classrooms.

## CHAPTER 2 - LITERATURE REVIEW

### 2.0 Introduction

In this chapter, the researcher will give an overview of the concept of learner autonomy, characteristics of autonomous learner, implication of learner autonomy, teachers' role and use of techniques in stimulating learner autonomy, and learner autonomy in Bangladeshi EFL classrooms. Individual language learning and learner autonomy are correlated. Language learning "is central to socialization and personal growth" (Benson, 2012, p. 36). An autonomous learner uses and learns a language autonomously. Autonomous learning is described as "holistic learning" which "transcends the subject disciplines" (Kenny, 1993, p. 440). Thus, autonomous learning promotes comprehensive learning. The salient aspect of learner autonomy is to learn independently by transferring responsibility from teacher and making own decisions by self-evaluation (Kaltenbock, 2001, p. 182). Autonomy in language learning and autonomy in language use are connected and could never be split from each other (Little, 2004, p. 21). In the process of learning a second language, learners need to have independence to learn the required skills of the target language. The real connotation of promoting learner autonomy is to help learners when teachers are not available to support them in language learning situations (Cotterall, 1995, p. 220). "For Bertoldi et al. (1988) learners express their independence and self-direction in free access to a good resource center which permits learners 'to acquire the knowledge and skills needed for learning how to learn English' (p. 161)" (as cited in Kenny, 1993, p. 433).

### 2.1 Defining Autonomy

The term 'autonomy' can be defined as making decision of one's own and being self-sufficient. Moreover, Autonomy as an attitude on the way of language learning, in which the

learner is willing to take charge of his or her own learning (Dickinson, 1995, p. 167). Autonomy not only gives freedom to the learners to choose their language learning materials and activities but also makes them capable of expressing their needs in many ways (Kenny, 1993, p. 340). Therefore, it can be said that autonomy assists a person to be self-governed, responsible and independent in the decision making process of his or her language learning. Benson (2012) explained autonomy in language as "learners setting their own directions for learning" which leads to various consequences as the significance of foreign language learning is being capable of expressing oneself in the target language (p. 37).

## **2.2 Characteristics of Autonomous Language Learners**

Autonomous learners possess some characteristics of good language learners which determine their language learning capabilities. A good language learner takes responsibility of his or her own learning which is defined as learner autonomy. The notion of learner autonomy entails learners to be autonomous and self-dependent through learning in an ongoing process (Lin, 2015, p. 14). An autonomous learner tries to learn a language on his or her own interest. Students need to take responsibility of their learning both inside and outside of classroom, as effective language learning needs more practice which may not be possible only inside the classroom because of time constraint (Harmer, 2007, p. 394). A good language learner is a good guesser and tries to think in the target language. Autonomous language learners are willing to take part in classroom discussion. Good language learners look for patterns to learn a language.

Good language learners try to guess accurately, look for patterns in the target language, and try to practice the target language both inside and outside the classroom and remains confident (Lightbown & Spada, 2006, p. 55). Good language learners learn independently and become autonomous learners. They "use knowledge for their own negotiated and cooperative purposes"

(Kenny, 1993, p.435). Autonomous learners always learn both inside and outside the classroom and make effort to achieve their learning objectives with the support of classroom-based material where they also know how to utilize the resource independently (Hedge, 2000, p. 76). Autonomous learners try to develop their language skills through learning capabilities. Language learners become efficient and capable of using their knowledge by practicing self-directing learning. Autonomous learners use language learning sources independently. "Language learners, for example, are expected to browse among language learning resources, where the target language may be treated as a subject discipline" (Kenny, 1993, p.433). Autonomous learners take control over the classroom decisions such as, choosing or negotiating second language learning materials and activities they are going to do. "As Ferner and Newby (2000) argue, in an autonomous learning environment, students must have freedom of choice of materials that they employ in the classrooms" (as cited in Balcikanli, 2010, p. 94, 95).

Autonomous learners use four types of strategies such as, cognitive, meta-cognitive, communication and socio-affective strategies. Cognitive strategies include repetition, inferencing whereas meta-cognitive strategies include planning, self-monitoring and self-assessment to create successful language learners (Hedge, 2000, p. 78). However, he also said that the communication and socio-affective strategies include maintaining communication in the class and initiating conversation with native speaker, work in pairs or group etc. respectively (p. 79).

### **2.3 Teachers' Role and Use of Different Techniques in Stimulating Learner Autonomy:**

To practice learner autonomy in an ESL classroom, well-trained teachers are required. Little (2004) finds, the teacher's role in supporting and guiding the learners to identify new learning goals, activities and materials, and new areas of responsibility of their own. Many researchers suggest promoting teacher-training before implementing learner autonomy. Teachers play vital

role in developing learners' awareness to become autonomous learners. Teachers need to know "how to get students thinking about how they learn so that the more they think in this way, the more they will be able to take charge of their own learning" (Harmer, 2007, p. 395). In a teacher-centered classroom, teacher acts as the authority and learners remain passive by letting their teacher to take charge of their learning (Alrabai, 2017, p. 2). However, in a learner-centered classroom, teacher lets the students to take charge of their learning. In order to become skillful in the target language, learners need to learn individually as they might not get discrete feedback always (Cotterall, 1995, p. 220). Learner-centered classroom paves the way of letting teachers assist the learners to be the decision-maker to choose the learning materials. Learners' level of proficiency in language increases when they do not wait for teachers' assistance to provide them necessary resources (Cotterall, 1995, p. 220).

#### **2.4 Learner Autonomy in Bangladeshi EFL Classrooms**

In Bangladesh, autonomy is not being practiced by teachers or learners because "the very notion of learner autonomy is still unfamiliar to our language teachers" (Kabir, 2015, p. 60). Learners do not get the chance to practice independence and choose their English language learning materials and the reason is "our rigid English curriculum does not permit teachers and students to practice learner autonomy" (Kabir, 2015, p. 60). Autonomy offers complete authority to the learners in the learning process such as to select the teaching methods and materials as per their choices (Jamil, 2010, p. 47). To practice autonomous learning in the secondary level Bangladeshi EFL classrooms, learners need to raise their awareness so that they can make their own decisions regarding texts, activities, methods and strategies (Jamil, 2010, p. 49). Therefore, to practice learner autonomy in Bangladeshi EFL classroom "teachers are needed to be well trained" (Jamil, 2010, p. 50).

## CHAPTER 3 – METHODOLOGY

### 3.0 Introduction

This chapter aims to describe the methodology of the research to examine the secondary level teachers' and students' responses on learner autonomy in Bangladeshi ESL classroom. Subsequently, research methods and approaches that were used for data collection are mentioned. The next portions of this section illustrate research design, theoretical framework, sampling, setting, instrumentation, data collection procedure, data analysis procedure, and finally the obstacles encountered by the researcher while doing this research.

### 3.1 Research Design

The survey was done on the English version secondary level students of 3 Bangladeshi ESL classrooms from 3 reputed schools. In doing this research, the researcher surveyed 169 students and interviewed 18 teachers. The survey questionnaire consisted of 20 close ended statements. There were 13 open ended questions for taking the interview from the teachers of the secondary level learners.

### 3.2 Theoretical Framework

The theoretical framework of the study emphasizes on Piaget's theory of Constructivism. Learners become the decision-makers and teachers act as facilitators in a social-constructivist based classroom. Social-constructivism refers to the significance of learners' active participation in the process of language learning where teachers' role is as facilitators. Constructivist attitudes inspire self-directing learning as a vital point for promoting learner autonomy (Thanasoulas, 2000, p. 4). According to Wang (2014), Constructivism advocates that "learner autonomy should be given full

play" (p. 1553) in the EFL classroom. Moreover, "In the constructivist model, the students are urged to be actively involved in their own process of learning (BADA, 2015, p.68).

He also claims that learners of constructivist environment turn into "expert learners"(p. 70).

### **3.3 Sampling**

The study attempts to observe the students' and teachers' responses on practicing learner autonomy in Bangladeshi contexts where teacher acts as the prime authority in the class and the students are rarely involved in any decision making process. The research surveyed 169 students from three reputed English version schools of Dhaka city. The research also interviewed 18 teachers of secondary level learners from these three schools. Both quantitative and qualitative questions were prepared for the students and teachers respectively. Moreover, the researcher also had to get permission from the teachers earlier to conduct the interview, as some of the teachers were not agreed to be interviewed.

### **3.4 Setting**

The researcher conducted the survey in three reputed English version schools of Dhaka city. The survey was done mainly in the 9th grade students' classes of the secondary level. The researcher had to take permission of the school authority to conduct the survey. Then, a representative from each of the schools took the researcher to the classrooms. Then, the researcher explained the purpose of her research to the respective teacher and asked for his/her assistance in this regard. Therefore, all of the teachers assisted the researcher. The researcher had to convince the teachers that their names will not be mentioned in the research but their participation will be acknowledged, then they agreed to take part in the interviews. The researcher took all the interviews in the cubicle of the teachers in different floors of the schools.

### **3.5 Instrumentation**

The survey questionnaire for the students was designed by following the 'Likert scale.' Each statement had five options and each option had a particular score. The options were strongly disagree, disagree, neutral, agree, strongly agree; ranking from 1 to 5 points according to 'Likert Scale.' Kerlinger (1986) termed a likert-scale as "a summated rating scale whereby an individual's score on the scale is a sum or average of the individual's responses to the multiple items on the instrument" (as cited in Warmbrod, 2014, p.31). The whole survey questionnaire was designed as the multiple-choice item. The multiple-choice item is applied as the "one of the most useful of all objective items types" (Heaton, 1975, p. 14). The researcher planned the survey questionnaire having 20 statements as stems for the students to choose from the 5 alternatives because a "test must be long enough to allow for a reliable assessment of the testee's performance and short enough to be practicable (Heaton, 1975, p. 14)." The researcher used quantitative approach because through this approach, the researchers are able to perform statistical analyses, such as the extent to which a variable is correlated with another" (Mackey & Gass, 2012, p. 223). The researcher designed 13 interview questions for the teachers of secondary level learners to do a qualitative analysis. The researcher chose qualitative approach because "it is a process of delineating the nature of a phenomenon by continuous interaction with and re-reading of the data" (Mackey and Gass, 2012, p. 223).

### **3.6 Data Collection Procedure**

The major portion of the data was collected by providing the questionnaire to the students. The researcher wanted to do the survey on equal number of students from all the 3 schools but that was not possible due to different numbers of students in one class. Nevertheless, the numbers of the

students were not same for all the schools, the researcher tried to do more survey to find a concrete result for her area of research. The students were asked to encircle the option that suits to their situation most. It took 15-20 minutes for the students. The questionnaire were taken back from them after they are done. In most of the classes, the class representatives helped the researcher to collect the questionnaire. The researcher helped the students whenever they faced any problem in understanding the questionnaire. On the other hand, the teachers' opinions were collected by face to face interview which is known as qualitative research. It took almost 15-20 minutes for each of the teachers. The researcher had to take permission from the school authority before conducting both the survey and interview. The schools' authorities gave a certain time period to conduct the survey but the researcher had to wait for the teachers' free time to take their interviews. **3.7 Data**

### **Analysis Procedure**

The mean scores and standard deviation (SD) of the 20 statements were calculated. Then, the scores were compared with each other by following the interpretation scale (Seligar & Shohamy, 1989, p.214). The data were analyzed through this interpretation scale. The researcher also calculated the standard deviation of the population which "is most frequently used as a measure of spread or dispersion of scores in a distribution (W. Best & V. Kahn, 1996, p. 349)." The mean score only focuses on a part of the result whereas SD provides a valuable descriptive measure of the population. On the other hand, the responses of the teachers' interviews were analyzed using two stages. In the first stage, the responses of the teachers were analyzed with percentages and in the latter stage, the teachers' responses were overall interpreted and discussed. **3.8 Obstacles**

### **Encountered**

The researcher faced some problems while doing the survey and interview. Sometimes, teachers were not at all interested to help and they questioned the researcher why is she prepared

interview questionnaire rather she should have made some survey questionnaire therefore, they could simply put a tick mark. In addition, some teachers said that as learner autonomy is not being practiced in Bangladesh, what the point of doing research on this area is. Some students were looking at their fellow classmates' questionnaire hence, the researcher asked them to concentrate on their own questionnaire as her motive is to get individual response and make a research following moral values.

## CHAPTER 4 - FINDINGS

### 4.0 Introduction

In this chapter, the researcher presents and discusses the results obtained from the students' survey and the teachers' interview. This chapter is divided into two portions, one consists of the result from the students' data and another portion consists of the in depth analysis of that data with the support of other researchers' opinions.

### 4.1 Findings from the Students' Survey

The table below illustrates the findings from the students' survey. There is a table outlines the students' responses on the questionnaire made of 20 statements. This attempts to find out students' responses on learner autonomy in Bangladeshi EFL classroom and whether learner autonomy can be practiced in Bangladeshi contexts. The questionnaire prepared for the students consist of five choices for each of the statements (See appendix A). Students were instructed to choose the option that ensembles their situation the most, so that the maximum accurate outcome may determine. Afterwards, the obtained data are presented and evaluated in terms of frequency counts, mean scores and standard deviation.

In each box, the digit on the top indicates the number of the students encircled on that specific option and the digit at the bottom points indicates to the score after conversion into numerical figures. Besides, the bottom ones are calculated to find out the mean scores for each statement. For example, in the first statement, 70 students from the surveyed schools chose 'strongly agree' (therefore,  $70*5$ ), 75 students chose 'agree' ( $71*4$ ), 21 students were 'neutral' ( $25*3$ ), 1 student chose disagree ( $1*2$ ) and 2 student chose 'strongly disagree' ( $2*1$ ). Therefore, in the first statement (I would like to take responsibility of my own learning both inside

and outside the classroom), the mean score of the statement is 4.22 (total number of responses are divided by total number of students). In the next part, the data has been interpreted with the interpretation scale of Seligar and Shohamy (1989),

- a) 1.00 – 2.25: Strongly disagree/ Never
- b) 2.26 – 3.00: Disagree/ Rarely
- c) 3.01 – 3.75: Agree/Sometimes
- d) 3.76 – 5.00: Strongly agree/ Always (p.214)

While analyzing the data, it was predicted that, the higher the mean score is, the possibility of practicing learner autonomy is also higher as the secondary level learners practice the characteristics of the autonomous learners. In addition, the lower the mean score is, the possibility of practicing learner autonomy is also less in Bangladeshi EFL classroom. 169 students from 3 reputed schools were surveyed and those schools were English version schools. The table shows the data in detail.

Table 1

*Mean Scores of Students’ Responses from three Reputed English Version Schools*

---

Statement	Strongly Agree	Neutral	Disagree	Strongly	Mean Average	According to no. Agree (4)
(3)	(2)	Disagree	score	mean	interpretation	scale :
(5)	(1)	score	scale :			

---

1.	70	71	25	1	2	4.22		
	350	284	75	2	2			
2.	61	67	30	6	5	4.02		
	305	268	90	12	5			
3.	12	18	45	44	50	2.40		
	60	72	135	88	50			
4.	88	52	23	4	2	4.30		
	440	208	69	8	2			
5.	82	35	36	16	0	4.08		
	410	140	108	32	0			
6.	61	16	76	13	3	3.70		
	305	64	228	26	3			
7.	46	63	45	12	3	3.81	3.78	Strongly
	230	252	135	24	3			Agree/Always
8.	44	62	53	10	0	3.83		
	220	248	159	20	0			
9.	57	29	49	22	12	3.57		
	285	116	147	44	12			
10.	36	87	38	6	2	3.88		
	180	348	114	12	2			
11.	53	73	31	6	6	3.95		
	265	292	93	12	6			
12.	56	53	42	13	5	3.84		
	280	212	126	26	5			

13.	51	85	28	5	0	4.08
	255	340	84	10	0	
14.	16	52	61	28	12	3.19
	80	208	183	56	12	
15.	27	59	52	21	10	3.43
	135	236	156	42	10	
16.	47	60	43	14	5	3.77
	235	240	129	28	5	
17.	83	52	24	7	3	4.21
	415	208	72	14	3	
18.	60	69	26	7	7	3.99
	300	276	78	14	7	
19.	36	61	51	13	8	3.62
	180	244	153	26	8	
20.	43	78	37	7	4	3.88
	215	312	111	14	4	

---

As one of the main objectives of the research is to find out the responses on learner autonomy among the secondary level learners of Bangladesh. The researcher analyzes all the students' overall response on practicing learner autonomy in Bangladeshi EFL classrooms. To do that students' responses on 20 statements are discussed individually in the following section.

**Statement 1:** I would like to take responsibility of my own learning both inside and outside the classroom.

Table 2

*Mean Score and SD of Statement no. 1*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
1.	2	1	25	71	75	4.22	0.80	Strongly Agree/Always

Note. SD=Standard Deviation, n=number of participants

70 students ‘strongly agree’ with this statement, 71 students respond to the option ‘agree,’ 25 students were ‘neutral,’ 2 students ‘disagree’ and only 1 student ‘strongly disagree’ with this statement. The mean scores and the average mean score of the statement is 4.22 and the standard deviation is 0.80 which means the responses are less varied. Relating this mean score (4.22) of the statement1 with the interpretation scale, it can be said that students of the secondary level learners are willing to take the responsibility of their own learning. It shows that learners of secondary level learners possess the characteristics of autonomous learners thus, learner autonomy can be implemented in Bangladeshi EFL classrooms.

**Statement 2:** I look to for patterns while learning English to keep it in my memory.

Table 3

*Mean Score and SD for Statement no. 2*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
1.	5	6	30	67	61	4.02	0.97	Strongly Agree/Always

Note. SD= Standard Deviation, n=number of participants

61 students 'strongly agree' with this statement, 67 students respond to the option 'agree,' 30 students were 'neutral,' 6 students 'disagree' and 5 students 'strongly disagree' with this statement. The mean score for this statement is 4.02 and the standard deviation is 0.97 which means the responses are homogenous. According to interpretation scale, secondary level learners strongly agree with the statement that they look for patterns while learning English to keep it in their memories. Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi EFL classroom.

**Statement 3:** I skip words which I do not know while reading a text.

Table 4

*Mean Score and SD of Statement no. 3*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
3.	50	44	45	18	12	2.40	1.21	Disagree/Rarely

Note. SD= Standard Deviation, n=number of participants

12 students 'strongly agree' with this statement, 18 students respond to the option 'agree,' 45 students were 'neutral,' 44 students 'disagree' and 50 students 'strongly disagree' with this statement. The mean score for this statement is 2.40 and the standard deviation is 1.21 which means the responses are varied or diverse. According to interpretation scale, secondary level learners disagree with the statement that they rarely skip words which they do not understand. Therefore, the possibility of practicing learner autonomy is medium/not much higher in Bangladeshi EFL classrooms.

**Statement 4:** I notice my mistakes so that I do not repeat those in future.

Table 4

*Mean and SD of Statement no. 4*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
4.	2	4	23	52	88	4.30	0.88	Strongly Agree/ Always

Note. SD= Standard Deviation, n=number of participants

The mean score for this statement is 4.30 and the standard deviation is 0.88 which means the responses are less varied. According to interpretation scale, secondary level learners agree with the statement that they use their L1 knowledge to learn English as their L2. Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi EFL classrooms.

**Statement 5:** I would learn best when I work alone.

Table 6

*Mean Score and SD of Statement no. 5*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
5.	0	16	36	35	82	4.08	1.03	Strongly Agree/ Always

Note. SD= Standard Deviation, n=number of participants

82 students ‘strongly agree’ with this statement, 35 students respond to the option ‘agree,’ 36 students were ‘neutral,’ 16 students ‘disagree’ and no student ‘strongly disagree’ with this statement. The mean score for this statement is 4.08 and the standard deviation is 1.03 which means the responses are varied. According to interpretation scale, secondary level learners strongly agree with the statement that they learn best when they work alone. Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi EFL classrooms.

**Statement 6:** I am a good guesser when teacher asks questions to stimulate information.

Table 7

*Mean Score and SD of Statement no. 6*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
6.	3	13	76	16	61	3.70	1.09	Agree/ Sometimes

Note. SD= Standard Deviation, n=number of participants

61 students ‘strongly agree’ with this statement, 16 students respond to the option ‘agree,’ 76 students were ‘neutral,’ 13 students ‘disagree’ and 3 students ‘strongly disagree’ with this statement. The mean score for this statement is 3.70 and the standard deviation is 1.09 which means the responses are less varied or homogenous. According to interpretation scale, secondary level learners agree with the statement that sometimes they are good guessers when teacher asks questions to stimulate information from them. Therefore, the secondary level learners practice the characteristics of autonomous learners and the possibility of practicing learner autonomy becomes higher in Bangladeshi EFL classrooms.

**Statement 7:** I communicate in the classroom willingly.

Table 8

*Mean Score and SD of Statement no. 7*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
1.	3	12	45	63	46	3.81	0.97	Strongly Agree/Always

Note. SD= Standard Deviation, n=number of participants

46 students ‘strongly agree’ with this statement, 63 students respond to the option ‘agree,’ 45 students were ‘neutral,’ 12 students ‘disagree’ and 3 students ‘strongly disagree’ with this statement. The mean score for this statement is 3.81 and the standard deviation is 0.97 which means the responses are less varied. According to interpretation scale, secondary level learners strongly agree with the statement that they willingly communicate in the classroom. Therefore, the secondary level learners practice the characteristics of autonomous learners and the possibility of practicing learner autonomy becomes higher in Bangladeshi EFL classrooms.



12	22	49	29	57	3.57	1.24	Sometimes
----	----	----	----	----	------	------	-----------

Note. SD= Standard Deviation, n=number of participants

57 students ‘strongly agree’ with this statement, 29 students respond to the option ‘agree,’ 49 students were ‘neutral,’ 22 students ‘disagree’ and only 12 students ‘strongly disagree’ with this statement. The mean score for this statement is 3.57 and the standard deviation is 1.24 which means the responses are less varied. According to interpretation scale, secondary level learners agree with the statement that sometimes they learn better when they work in pair or group which relates with the characteristics of autonomous learners. Therefore, the possibility of practicing learner autonomy is medium/ not much higher in Bangladeshi ESL classroom as the secondary level learners practice the characteristics of autonomous learners.

**Statement 10:** I focus more on appropriateness while communicating inside or outside the classroom.

Table 11

*Mean Score and SD of Statement no.10*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
10.	2	6	38	87	36	3.88	0.82	Strongly Agree/ Always

Note. SD= Standard Deviation, n=number of participants

36 students 'strongly agree' with this statement, 87 students respond to the option 'agree,' 38 students were 'neutral,' 6 students 'disagree' and only 2 students 'strongly disagree' with this statement. The mean score for this statement is 3.88 and the standard deviation is 0.82 which means the responses are less varied. According to interpretation scale, secondary level learners strongly agree with the statement that they focus on appropriateness while practicing English as their second language which also relates to the characteristics of autonomous learners. Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi ESL classroom.

**Statement 11:** I ask the teacher when I do not understand a lesson.

Table 12

*Mean Score and SD of Statement no. 11*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
11.	6	6	31	73	53	3.95	0.99	Strongly Agree

Note. SD= Standard Deviation, n=number of participants

53 students 'strongly agree' with this statement, 73 students respond to the option 'agree,' 31 students were 'neutral,' 6 students 'disagree' and only 6 students 'strongly disagree' with this statement. The mean score for this statement is 3.95 and the standard deviation is 0.99 which means the responses are less varied. According to interpretation scale, secondary level learners strongly agree with the statement that they use their L1 knowledge to learn English as their L2. Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi ESL classroom.

**Statement 12:** I actively participate in the classroom discussion.

Table 13

*Mean Score and SD of Statement no. 12*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
12.	5	13	42	53	56	3.84	1.06	Strongly Agree/Always

Note. SD= Standard Deviation, n=number of participants

56 students ‘strongly agree’ with this statement, 53 students respond to the option ‘agree,’ 42 students were ‘neutral,’ 13 students ‘disagree’ and only 5 students ‘strongly disagree’ with this statement. The mean score for this statement is 3.84 and the standard deviation is 1.06 which means the responses are varied. According to interpretation scale, secondary level learners strongly agree with the statement that they actively participate in the classroom discussion which relates to the traits of autonomous learners. Therefore, the possibility of practicing learner autonomy is much higher in Bangladeshi ESL classroom.

**Statement 13:** I remain conscious about the form and content of their lessons while learning English.

Table 14

*Mean Score and SD of Statement no. 3*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
---------------	-------------------	----------	---------	-------	----------------	------------	----	-----------------------------------

13.			n					Strongly Agree/Always
	0	5	28	85	51	4.08	0.77	

Note. SD= Standard Deviation, n=number of participants

51 students 'strongly agree' with this statement, 85 students respond to the option 'agree,' 28 students were 'neutral,' 5 students 'disagree' and no student 'strongly disagree' with this statement. The mean score for this statement is 4.08 and the standard deviation is 0.77 which means the responses are less varied. According to interpretation scale, secondary level learners strongly agree with the statement that they remain conscious about the form and content of their lessons while learning English which relates to the characteristics of autonomous learners. Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi ESL classroom.

**Statement 14:** I use English with my friends and family to practice outside the classroom.

Table 15

*Mean Score and SD of Statement no. 14*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
14.			n					Agree/ Sometimes
	12	28	61	52	16	3.19	1.05	

Note. SD= Standard Deviation, n=number of participants

16 students 'strongly agree' with this statement, 52 students respond to the option 'agree,' 61 students were 'neutral,' 28 students 'disagree' and 12 students 'strongly disagree' with this statement. The mean score for this statement is 3.19 and the standard deviation is 1.05 which means the responses are diverse. According to interpretation scale, secondary level learners agree with

the statement that they use English with their friends and family to practice outside the classroom which relates to the traits of autonomous learners. Therefore, the possibility of practicing learner autonomy is sometimes higher in Bangladeshi ESL classroom.

**Statement 15:** I prepare for a lesson beforehand by looking at their syllabus.

Table 16

*Mean Score and SD of Statement no. 15*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
15.			n					Agree/
	1	21	52	59	27	3.43	1.08	Sometimes

Note. SD= Standard Deviation, n=number of participants

27 students 'strongly agree' with this statement, 59 students respond to the option 'agree,' 52 students were 'neutral,' 21 students 'disagree' and only 1 student responds to the option 'strongly disagree' with this statement. The mean score for this statement is 3.43 and the standard deviation is 1.08 which means the responses are diverse. According to interpretation scale, secondary level learners agree with the statement that they prepare for a lesson beforehand looking at their syllabus. Therefore, the possibility of practicing learner autonomy is not much higher in Bangladeshi ESL classroom.

**Statement 16:** I would like to do extensive reading (reading for pleasure) to develop my second language learning skills.

Table 17

*Mean Score and SD of Statement no. 16*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
16.	5	14	43	60	47	3.77	1.04	Strongly Agree/Always

Note. SD= Standard Deviation, n=number of participants

The mean score for this statement is 3.77 and the standard deviation is 1.04 which means the responses are varied. According to interpretation scale, secondary level learners strongly agree with the statement that they would like to read for pleasure to develop their second language learning skills which matches with the characteristics of autonomous learners. Therefore, the possibility of practicing learner autonomy is medium in Bangladeshi ESL classroom.

**Statement 17:** I can use computer to find information on a certain topic which promotes my English language learning capacity.

Table 18

*Mean Score and SD of Statement no. 17*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
17.	3	7	24	52	83	4.21	1.03	Strongly Agree/Always

Note. SD= Standard Deviation, n=number of participants

83 students ‘strongly agree’ with this statement, 52 students respond to the option ‘agree,’ 24 students were ‘neutral,’ 7 students ‘disagree’ and only 3 students ‘strongly disagree’ with this statement. The mean score for this statement is 4.21 and the standard deviation is 1.03 which means the responses are varied and diverse. According to interpretation scale, secondary level learners strongly agree with the statement that they can use computer to find information on a certain topic which promotes their English language learning capacity. Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi ESL classroom as the secondary level learners practice the traits of autonomous learners.

**Statement 18:** I take notes from the teacher’s lecture in the classroom.

Table 19

*Mean Score and SD of Statement no. 18*

Statement no.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	SD	According to Interpretation Scale
18.	7	7	26	69	60	3.99	1.02	Strongly Agree/Always

Note. SD= Standard Deviation, n=number of participants

60 students ‘strongly agree’ with this statement, 69 students respond to the option ‘agree,’ 26 students were ‘neutral,’ 7 students ‘disagree’ and 7 students ‘strongly disagree’ with this statement. The mean score for this statement is 3.99 and the standard deviation is 1.02 which means the responses are varied and diverse. According to interpretation scale, secondary level learners strongly agree with the statement that they take notes from the teacher’s lecture in the classroom. Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi ESL classroom.



4	7	37	78	43	3.88	0.91	Agree/Always
---	---	----	----	----	------	------	--------------

---

Note. SD= Standard Deviation, n=number of participants

43 students ‘strongly agree’ with this statement, 78 students respond to the option ‘agree,’ 37 students were ‘neutral,’ 7 students ‘disagree’ and only 4 students ‘strongly disagree’ with this statement. The mean score for this statement is 3.88 and the standard deviation is 0.91 which means the responses are less varied. According to interpretation scale, secondary level learners strongly agree with the statement that they are willing to choose their language learning materials.

Therefore, the possibility of practicing learner autonomy is higher in Bangladeshi ESL classroom.

#### **4.2 Findings from the Teachers’ Interviews**

An interview consists of 13 questions were prepared for doing this study. Besides, 18 English language teachers of secondary level learners from three English version schools were interviewed to get their responses on the understanding of learner autonomy, how they would like to practice it among their students. Both male and female teachers were interviewed. The names of the teachers are not going to be mentioned in this paper. Though the researcher wanted to take some more interviews, few teachers did not agree to be interviewed. Teachers’ interview question no. 1 to 7 were designed to collect general information on learner autonomy and autonomous learners from the teachers. Teachers’ interview question no. 1 and 2 give an insight of ‘Teachers’ Understanding on Learner Autonomy,’ interview question no. 3, 4 and 5 give an insight of ‘Teachers’ Assistance in Practicing Learner Autonomy,’ interview question no. 6 and 7 give an insight of ‘Teachers’ Assessment of Autonomous Learner,’ interview question no. 8, 9 and 10 give an insight of ‘Teachers’ Perspective on Learner Autonomy,’ and interview question no. 11, 12 and

13 give an insight of ‘Tools and Techniques Suggested by Teachers to Promote Learner Autonomy.’

Teachers’ responses on individual question are given below:

#### **4.2.1 Teachers’ Understanding on Learner Autonomy**

##### **Response to Question no. 1 (What do you understand by learner autonomy?)**

To answer this question, 5.55% teacher respondents stated that learner autonomy means the learners work in a group. 61.11% teachers stated that learner autonomy is a concept where students are given the freedom to think and learn independently as per their needs. The data demonstrates that 5.56% teacher participants replied that learner autonomy means the process in which students take responsibility for their own learning. 27.78% teachers stated the concept which promotes learner’s ability to be more interactive by taking initiatives to achieve specific learning goals is learner autonomy.

##### **Response to Question no. 2 (How would you define the characteristics of an autonomous learner?)**

The data reveals that 61.11% teachers defined the characteristics of an autonomous learner as a learner who is self-governed, who is eager to learn independently, and who is able to solve problems or develops new ideas through a combination of divergent and convergent thinking and functions in areas selected by him/her. 16.67% teacher respondents defined the characteristics of an autonomous learner as self-motivated, confident, independent and self-directed learners. In addition, the other 16.67% teacher respondents did not give any opinion about the characteristics of an autonomous learner.

#### **4.2.2 Teachers' Assistance in Practicing Learner Autonomy**

**Response to Question no. 3** (Do you want to encourage your students to choose the English language learning materials? How would you do that?)

While answering this question, 72.22% of the teachers said that they want to encourage their students to choose their English language learning materials by suggesting them different sources such as, newspapers, magazines, video links etc. The data reveals, 16.67% teacher participants stated that 'sometimes' they want to encourage their students to choose their English language learning materials as students might not have the understanding of choosing appropriate materials. However, 11.11% teachers said 'no' while answering this question and they did not show any reason for their opinions.

**Response to Question no. 4** (How could you help your students to be autonomous learners?)

To answer this question, 38.89% teachers want to help their students by introducing communicative activities, group work and pair work in the class. 44.44% teachers want to help their students by encouraging them to be free-thinker of their and ask creative questions to each other on different topics. 16.67% teachers would like to assist their students by giving sources of English language learning materials such as, newspapers, e-books, movies etc. to develop their English language skills.

**Response to Question no. 5** (Does your activity contain the English language skills to promote learner autonomy?)

The data reveals that 83.33% teacher respondents replied 'yes' while answering this question because they focus on the English language skill, mostly they focus on 'writing' and 'speaking'

skills. To answer this question, 16.67% teacher respondents replied that ‘sometimes’ there activities contain English language skills but not all the four skills, they hardly practice ‘listening’ skill to improve their students’ autonomy and language learning capacity.

#### **4.2.3 Teachers’ Assessment of Autonomous Learner**

**Response to Question no. 6** (Do you think an autonomous learner learns more than a nonautonomous learner?)

The data demonstrates that to answer this question, 83.33% teachers replied ‘yes’ that an autonomous learner learns more than a non-autonomous learner. 11.11% teacher respondents stated that from their perspective, sometimes an autonomous learner sometimes learn learns better than a non-autonomous learner and it is not obvious always. However, 5.56% teachers stated ‘no’ to answer this question.

**Response to Question no. 7** (How would you assess an autonomous learner?)

To answer this question, 50% teachers opined that they would assess an autonomous learners by checking their English language skills specially, focusing on their problem-solving and free-writing skill. 22.22% teachers stated that they would assess an autonomous learner through observing their promptness. 27.78% teacher respondents opined that they would motivate their students to engage in extra-curricular activities and evaluate their language skills by taking different language tests.

#### **4.2.4 Teachers’ Perspective on Learner Autonomy**

**Response to Question no. 8** (Do you think it is necessary to help your students to learn independently, without your help?)

While answering this question, 66.67% teachers replied 'yes' that they think it is necessary to help their students to learn independently by ensuring multimedia classroom for students.

11.11% teacher respondents replied that 'sometimes' they think it is necessary to help their students to learn independently because some students might need their (teachers') help. On the other hand, 22.22% teachers stated that they do not think it is necessary to help their students to learn independently because they want to be the mentors and guides for them.

**Response to Question no. 9** (Do you find it important to set learner autonomy as a practice to develop your students' language learning capabilities?)

The data reveals that 72.22% teacher respondents found it important to set learner autonomy as a practice to develop their students' language learning capabilities because they think, this practice will help their students' learning to be fruitful and long-lasting. 16.67% teachers replied that 'sometimes' they find it important to set learner autonomy as a practice to develop their students' language learning capabilities because they think it is easy to teach an independent learner over a dependent learner. However, 11.11% teachers replied 'no' while answering this question.

**Response to Question no. 10** (Do you think learner autonomy should be promoted in your classroom? Explain why do you think that?)

The data conveys that 83.33% teacher respondents replied 'yes' while answering this question because they think learner autonomy should be promoted in their classroom because students will not only become independent in language but also they will be able to think practically. They also said that students will also become self-motivated and they would be able to discover their potentials. Nevertheless, 16.67% teacher respondents agreed to the fact that

‘sometimes’ learner autonomy should be promoted in their classroom because it is difficult for them to promote this concept in large classroom.

**4.2.5 Tools and Techniques Suggested by Teachers to Promote Learner Autonomy Response to Question no. 11** (What are the strategies that you would like to use to help your students becoming autonomous learners?)

To answer this question, 33.33% teachers responded that they would inspire their students to be familiarize with second language learning techniques and practice using those with their fellow classmates. Here, 27.78% teachers would like to present the topic in an interesting manner, let the students brain storm and involve in group works, pair work, role-play, silent reading and evaluate their discussion. 16.66% teachers would like to provide necessary English language learning materials to their students and let them think and imagine independently what are the activities that can be done by using those and how can they be benefitted by them. 16.67% teachers would like to help their students by advising them to read newspaper, articles, and story books for improving their second language learning skills.

**Response to Question no. 12** (Do you prepare activities for the students to reinforce their capacity of language learning? How do you develop those activities?)

While answering this question, 61.11% teacher participants replied ‘yes’ they prepare activities to reinforce students’ learning, the data reveals that 22.22% said ‘sometimes’ they prepare activities whereas, 16.66% teacher participants replied that they do not prepare any activities to reinforce students’ learning rather they follow the drills from the textbooks.

**Response to Question no. 13** (Which tools would you like to use to make your students autonomous learners?)

While answering this question, 72.22% teachers stated that they can suggest their students to read English newspaper, magazines, watch English movies and also let them debate on different topics of their choices. On the other hand, 27.28% teacher participants replied that they would like to work as mentors in the class and ensure multimedia classroom and suggest students to different knowledge-gaining websites. They also said that they would involve their students in group work, pair work and give them problem solving tasks to help their students to become autonomous learners.

## **CHAPTER 5 - DISCUSSIONS**

### **5.0 Addressing the Central Research Questions:**

In this chapter, the researcher answered to the research questions from the findings of students' and teachers' responses based on literature review. Later, the researcher discussed the overall findings in brief.

### **5.1 Answer to Central Research Question 1**

In order to investigate whether secondary level students of Bangladeshi EFL classroom practice the characteristics of autonomous learners, the researcher analyzes the data found from

students' survey questionnaire. After analyzing the data, the researcher came to an outcome that the average mean score for the students' response on practicing the characteristics of autonomous learners is 3.78 which means that the possibility of practicing learner autonomy is higher in Bangladeshi EFL contexts. Most of the students of secondary level of Bangladeshi EFL classroom 'strongly agree' that they would like take responsibility of their learning. The data also revealed that most of the students willingly take part in classroom discussion. However, a different research suggested that from students' point of view, no teachers motivate them to express their opinions (Jamil, 2010, p. 50). The data reveals that secondary level learners would like to choose their second language (English) learning materials. However, in another research 97% students replied that they hardly get any chance to take part in decision-making as their teachers do not encourage them (Kabir, 2015, p. 58). By practicing autonomy in the classroom, 65% learners of EAP course helped their teachers in curriculum designing (Jamil, 2010, p. 49).

## **5.2 Answer to Central Research Question 2**

Teachers' interview question no. 8, 9, 10 provide answer to research question 2. In order to investigate, to what extent teachers of secondary level learners would like to cooperate with their students to be autonomous and practice autonomy, the researcher analyzed the data found from the interviews of the teachers of secondary level learners. 83.33% teacher respondents replied 'yes' because they think that learner autonomy should be promoted in their classroom as teachers may not be available for the students after class. Another research found that teachers should "share the responsibilities with the students within formal classroom settings" to motivate and practice autonomy (Jamil, 2010, p. 50). However, another research found that 97.15% students stated that their teachers do not let them practice different learning tactics in the class (Jamil, 2010, p. 50).

Therefore, by practicing this, students will not only become independent in language but also they will be able to think practically. Nevertheless, 16.67% teacher respondents agreed to the fact that 'sometimes' learner autonomy should be promoted in their classroom because it is difficult for them to promote this concept in large classroom. The teacher respondents also said that students will also become self-motivated and they would be able to discover their potentials by practicing learner autonomy.

Furthermore, 72.22% of the teachers said that they want their students to choose their English language learning materials by suggesting them different sources such as, newspapers, magazines, video links etc. However, 97.15% respondents said that their teachers merely suggest them any authentic materials (Kabir, 2015, p. 57). The data reveals, 16.67% teacher participants stated that 'sometimes' they want to encourage their students to choose their English language learning materials as students might not have the understanding of choosing appropriate materials. The data also reveals that 16.67% teacher participants stated that 'sometimes' they want to encourage their students to choose their English language learning materials as students might not have the understanding of choosing appropriate materials. Besides, some teachers might face problems "with getting students to think about learning is that students do not necessarily see the world in the same way as their teachers do" (Harmer, 2007, p. 395). However, 11.11% teachers said 'no' while answering this question because they think that students may not be able to choose English language learning materials which would reach their learning objectives. Kenny (1993) stated, "Learners do not often have the opportunity to discover what might be educationally good for them" (p. 433).

### 5.3 Answer to Central Research Question 3

Teachers' interview question no. 11, 12 and 13 provide answer to research question no. 3. To answer central research question 3, the researcher found that 33.33% teacher respondents would inspire their students to be familiarized with second language learning techniques and practice using those with their fellow classmates. Here, 27.78% teachers would like to present the topic in an interesting manner, let the students brain storm and involve in group works, pair work, roleplay, silent reading and evaluate their discussion. Besides, another research found that teachers may guide the learners to use "portfolio assessment," "outside tasks" and "journals" to practice autonomy inside and outside of classroom (Balcikanli, 2010, p. 98). In addition to that, pair work lets students communicate with each other independently without the teacher's guidance and later which resulted into learner autonomy (Harmer, 2007, p. 165). He also said, group work "promotes learner autonomy by allowing students to make their decisions in the group without being told what to do by the teacher" (p. 166). 6.66% teachers responded that they would like to provide necessary English language learning materials to their students and let them think and imagine independently what are the activities that can be done by using those and how can they be benefitted by them. In addition, another research claimed, "teachers had a clear view of learner autonomy and the involvement of students of students in the learning process" (Balcikanli, 2010, p. 98). 16.67% teachers would like to help their students by advising them to read newspaper, articles, and story books by searching the internet to improve their second language learning skills. Students and teachers must gain the knowledge of searching to improve teaching and learning situation (Harmer, 2007, p. 190).

### **5.4 Discussions on the Overall Findings**

The researcher examined from the findings of the students' responses that the possibility of practicing learner autonomy is higher in Bangladeshi EFL contexts as most of the secondary level learners practice the characteristics of autonomous learners which leads to learner autonomy. This identifies that the possibility of practicing learner autonomy is higher in Bangladeshi EFL contexts, as the secondary level learners practice the characteristics of autonomous learners. The data revealed that most of the teachers think learner autonomy is a concept where students are given the freedom to think and learn independently as per their needs. Most of the teachers defined the characteristics of an autonomous learner as learners who is self-governed, who is eager to learn independently, and who is able to solve problems or develops new ideas through a combination of divergent and convergent thinking and functions in areas selected by him/her. The data revealed that most of the teachers of the secondary level learners encourage their students to choose their English language learning materials by suggesting them different sources such as, newspapers, magazines, video links etc. Therefore, it can be said that teachers who do not want to motivate their learners to be autonomous want to practice authority in their classroom. Teachers would like to cooperate their students by introducing communicative activities, group work and pair work in the class and other teachers want to help their students by encouraging them to be free-thinker of their and ask creative questions to each other on different topics. Moreover, some of the teachers would like to assist their students by giving sources of English language learning materials such as, newspapers, e-books, movies etc. to develop their English language skills.

## **CHAPTER 6 – CONCLUSION**

### **6.0 Introduction**

In the previous two chapters, the findings were presented and discussed with the support of other researchers' opinions. In this chapter, the researcher summarizes the overall findings of the

research and proposes some recommendations for other researchers. Finally, the researcher discusses the practical implications and further studies of learner autonomy in Bangladeshi contexts.

In this study, the researcher examined the answers of the following questions:

1. Do the secondary level learners of Bangladeshi EFL classrooms practice the characteristics of autonomous learners?
2. To what extent, the teachers of the secondary level learners would like to cooperate their students to practice autonomy in Bangladeshi EFL classrooms?
3. What are the techniques that teachers of the secondary level learners would like to use to practice learner autonomy in Bangladeshi EFL classrooms?

### **6.1 Summary of the Findings**

The findings of the study identifies that most of the secondary level learners of Bangladeshi EFL classroom practice the characteristics of autonomous learners and are willing to become autonomous learners therefore, there is high possibility of practicing learner autonomy in Bangladeshi contexts. The study also identifies that teachers of secondary level learners understand the concept of learner autonomy and want to promote learner autonomy in their classes. Finally, the study finds out that teachers of secondary level learners would like to use several techniques to practice learner autonomy for example, brain storming, group work, pair work, role-play, silent reading, using internet to search articles, story books etc.

### **6.2 Practical Implications**

The readers are expected to get to know whether learner autonomy can be practiced among secondary level learners of Bangladeshi EFL classroom as the secondary level learners practice

the characteristics of autonomous learners. The teachers can get the idea of implementing learner autonomy in their classroom using the possible techniques found from the study.

### **6.3 Recommendations**

This study identifies both students' and teachers' responses on learner autonomy by using survey and interview questionnaire to analyze those issues. However, the overall findings propose some recommendations which are as follows:

1. Future studies can include classroom-based, teacher-based or learner-based approaches to identify learners' choice of practicing learner autonomy through any of the approaches.
2. Practical implication of learner autonomy by using teachers' responses may offer more dynamic outcomes.

### **6.4 Further Studies**

This study solely explores the possibility of practicing learner autonomy and teachers' responses on that. Further studies can be done on the actual practice of learner autonomy in Bangladeshi EFL classroom.

- Alrabai, F. (2017). From teacher dependency to learner independence: a study of Saudi learners' readiness for autonomous learning of English as a Foreign Language. *Learning and Teaching in Higher Education: Gulf Perspectives*, 14(1).
- BADA, S. O. Constructivism Learning Theory: A Paradigm for Teaching and Learning.
- Balcikanli, C. (2010). Learner Autonomy in Language Learning: Student Teachers' Beliefs. *Australian Journal of Teacher Education*, 35(1), 90-103.
- Benson, P. (2012). Autonomy in language learning, learning and life. *Synergies France*, 9, 29-39.
- Best, R., & Kahn, J. V. (1996). Education. *Spirituality and the Whole Child London*, Cassell.
- Cotterall, S. (1995). Developing a course strategy for learner autonomy. *ELT journal*, 49(3), 219-227.
- Dickinson, L. (1995). Autonomy and motivation a literature review. *System*, 23(2), 165-174.
- Harmer, J. (2007). The practice of English language teaching. Harlow: Pearson Education.
- Heaton, J. B. (1975). *Writing English language tests: A practical guide for teachers of English as a second or foreign language*. Longman Publishing Group.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford, UK: Oxford University Press.
- Ikonen, A. (2013). Promotion of learner autonomy in the EFL classroom: the students' view.
- Jamil, M. D. (2010). Promoting learner autonomy on a university course of English for academic purposes.
- Kabir, M. H. Supporting Learner Autonomy in the FL classrooms at the Secondary Level in Bangladesh.

- Kaltenböck, G. (2001). Learner autonomy: a guiding principle in designing a CD-ROM for intonation practice. *ReCALL*, 13(2), 179-190.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. Oxford University Press.
- Lin, L. (2015). Exploring Collaborative Learning: Theoretical and Conceptual Perspectives. In *Investigating Chinese HE EFL Classrooms* (pp. 11-28). Springer Berlin Heidelberg.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 14-29.
- Little, D. (2004). Constructing a theory of learner autonomy: some steps along the way. *Future perspectives in foreign language education*, 15-25.
- Mackey, A., Gass, S. M., Granger, S., Ionin, T., Loewen, S., Philp, J., & Trofimovich, P. (2012). *Research methods in second language acquisition: A practical guide*.
- Nunan, D. (1995). Closing the gap between learning and instruction. *Tesol Quarterly*, 29(1), 133-158.
- Seliger, H. W. & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.
- Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered. *The Internet TESL Journal*, 6(11), 37-48.
- Wang, H. (2014). Learner Autonomy Based On Constructivism Learning Theory. *World Academy of Science, Engineering and Technology, International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 8(5), 1552-1554.
- Warmbrod, J. (2014). Reporting and Interpreting Scores Derived from Likert-type Scales.

*Journal of Agricultural Education*, 55(5), 31.

### Appendices

#### Appendix A

Please respond to the following statements to reflect your opinions honestly and encircle the option which suits you the best.

The words represent the following points:

Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5.

Your name will not be mentioned anywhere in the research.

1. I would like to take responsibility of my own learning both inside and outside the classroom.	1	2	3	4	5
2. I look to for patterns while learning English to keep it in my memory.	1	2	3	4	5
3. I skip words which I do not know while reading a text.	1	2	3	4	5
4. I notice my mistakes so that I do not repeat those in future.	1	2	3	4	5
5. I would learn best when I work alone.	1	2	3	4	5
6. I am a good guesser when teacher asks questions to stimulate information.	1	2	3	4	5

7. I communicate in the classroom willingly.	1	2	3	4	5
8. I focus more on accuracy while communicating in the classroom.	1	2	3	4	5
9. I learn better when I work in pair or group.	1	2	3	4	5
10. I focus more on appropriateness while communicating inside or outside the classroom.	1	2	3	4	5
11. I ask the teacher when I do not understand a lesson.	1	2	3	4	5
12. I actively participate in the classroom discussion.	1	2	3	4	5
13. I remain conscious about the form and content of their lessons while learning English.	1	2	3	4	5
14. I use English with my friends and family to practice outside the classroom.	1	2	3	4	5
15. I prepare for a lesson beforehand by looking at their syllabus.	1	2	3	4	5

16. I would like to do extensive reading (reading for pleasure) to develop my second language learning skills.	1	2	3	4	5
17. I can use computer to find information on a certain topic which promotes my English language learning capacity.	1	2	3	4	5
18. I take notes from the teacher's lecture in the classroom.	1	2	3	4	5
19. I use my first language (Bengali) knowledge to learn English as my second language.	1	2	3	4	5
20. I would like to choose the English language learning materials.	1	2	3	4	5

### Appendix B

The interview questionnaire has been prepared and presented only for academic research purpose. None of your response will be used for any other purposes. Your contribution will be highly appreciated and acknowledged.

Please be honest to your response.

Question no. 1. What do you understand by learner autonomy?

---

Question no. 2. How would you define the characteristics of an autonomous learner?

---

Question no. 3. Do you want to encourage your students to choose the English language learning materials? How would you do that?

---

Question no. 4. How could you help your students to be autonomous learners?

---

Question no. 5. Does your activity contain the English language skills to promote learner autonomy?

---

---

Question no. 6. Do you think an autonomous learner learns more than a non-autonomous learner?

---

Question no. 7. How would you assess an autonomous learner?

---

Question no. 8. Do you think it is necessary to help your students to learn independently, without your help?

---

Question no. 9. Do you find it important to set learner autonomy as a practice to develop your students' language learning capabilities?

---

Question no. 10. Do you think learner autonomy should be promoted in your classroom? Explain why do you think that?

---

Question no. 11. What are the strategies that you would like to use to help your students becoming autonomous learners?

---

Question no. 12. Do you prepare activities for the students to reinforce their capacity of language learning? How do you develop those activities?

---

Question no. 13. Which tools would you like to use to make your students autonomous learners?

---