

## Students' Beliefs on Learner Autonomy in English Language Classroom

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### Abstract

*This study tries to explore the students' beliefs on learner autonomy in English language class at the secondary level. I, as a researcher, collected first hand data from the students of secondary level of government aided school. The students of school A are interpreted on the basis of ethnographic research. This study analyses students' beliefs and reflections on learner autonomy. Moreover, the present study relates and connects two theories in the process of developing and shaping of it. It emphasizes the students' perceptions toward learning autonomy and the researcher has anticipated mentioning the students' perceptions on English language teaching learning in the government aided schools. The findings of this study reveal that learner autonomy is necessary for the learners' encouragement, the opportunity of learning language and learner's development, and for responsibility of the learners.*

**Keywords:** encouragement, learner autonomy, self-determination theory, self-directed learning

### Introduction

Learner autonomy is the concept of enriching learners in the learning process by making them responsible and independence. The notion of learner autonomy, especially in the field of foreign language learning was clearly articulated in the 1979 report prepared by Holec for the council of Europe under the title of learner autonomy in foreign language learning (Çakıcı, 2015). For Holec (1983), "Autonomy is the ability to take charge of one's learning" (p. 3). It is the way of providing opportunities to the learners. Currently, concept of learner autonomy has got momentum in the sector of learning. Therefore, my interest is to study the beliefs of students on learner autonomy in the classroom.

I wanted to study the classes having learners' autonomy and how students believe on it. The role of learner autonomy is very significant in the process of learning. Accordingly, Wenden (1998) says, "It is a truism that one of the most important spin-offs of more communicatively oriented language learning and teaching have been the premium placed on the role of the learner in the language learning process" (p. XI). It can be elicited that learner autonomy is a shift of teaching process to learning to teaching process. As Little (1991) claims, autonomy is essentially "a capacity-for detachment, critical reflection, decision making, and independent action" (p. 4). However, learner autonomy does not mean that the teacher becomes redundant, abdicating his/ her control what is temporarily in the language learning process.

Learner autonomy is a perennial dynamic process amenable to educational interventions (Candy,

1991). Individual learners differ in terms of habits, interests, needs, and motivation, and develop varying degrees of independence throughout their lives. There is need of exploring students' experiences about learner autonomy in the classroom. This study is organized around a pedagogical model (Cotterall & Murray, 2009; Murray, 2013, as cited in Cotterall, 2017) which aims to enhance learner engagement and autonomy. The model consists of five affordances like engagement, exploration, personalization, reflection and support. Currently, learner autonomy has become an essential in language classroom in which learners are made autonomous by empowering the access to learn.

I studied the beliefs of students on learner autonomy in English Language class because the English language classes in Nepal are not paired with learner autonomy in real sense. The main focus of this study is to show the effectiveness of learner autonomy in English language classrooms on the basis of students' beliefs at secondary level in Nepal. That is why; I tried to deal with the inclusion of some research questions used in the process of data collection. In doing so, I prepared and designed research questions for students while completing this work such as how do students feel in the class having the access of learner autonomy? Why do they prefer English Language classes having learner autonomy? How do they perceive learner autonomy in English language class at secondary level? Thus, these were many research questions to be dealt with in this topic. For the topic in question, students' beliefs have not been studied exactly in the classes of English language in Nepal yet. The objectives of this study were to elicit students' voices to learner autonomy in the classroom, and study the beliefs of students on learner autonomy in English language class.

### **Review of Literature**

Learner autonomy is a term exists against traditional way of teaching and learning. It is a system of individualization or learner independence. It is such a process in which there is system of creating capacity to take charge of decision- making in all the area basically determined by an institution, teacher, or textbook. Convincingly, autonomy involves students having a range of learning strategies which they are able to apply flexibility in different contexts. Teachers can scaffold students to develop learning strategies through learner training in the classroom. Simultaneously, it is approach of awareness raising, encouraging for reflection, and providing opportunity to perform actions.

On the contrary, learning autonomously is a newly used and initiated system in Nepal although it was already popular in developed countries. Regarding language learning, it is different because it encourages learners, but difficult to implement for teachers. The reason behind this is that language learning does not involve internalizing sets of rules, structures and forms; each learner brings self-experience and world knowledge to bear on the target language or task at hand. The belief of critical theory is that knowledge is constructed rather than discovered or learned. This theory argues that knowledge does not reflect reality, but rather comprises completing ideological versions of that reality expressing the interests of different social groups (Benson & Voller, 1997, p. 22). Agreeing with this, I assume that knowledge is not readymade, but it is built on in accordance with the beliefs and ideas developed. Personal experiences are focal points for understanding the reality and they provide the chances to lead the issues accordingly. Learners in

the language classes like English have to be made responsible and accountable for their learning arena critically.

Learner strategies are mental steps that learners use to learn a new language or to regulate their efforts to do so. Similarly, learner motivation is very significant in the language autonomous class. Learners are given activities to perform themselves for performance. They need to develop a set of skills or their own strategy and they have to be responsible also. Their active participation is necessary for their involvement. The determination of their direction for self-learning is again reflected here.

### **Theoretical Framework**

Since my interests are in exploring students' experiences occurring instances of small scale schooling on learner autonomy, I pursue a theoretical orientation appropriate to study of sociocultural phenomena in natural settings. Ethnographic analysis is effective to attend holistically to the details and subtleties of such settings, especially when insider perspective is crucial to understanding those settings. In the process of configuring and developing this paper, I consulted theories related to my topic. I just dealt with the following two theories in order to conceptualize and contextualize my present work although a number of scholars have provided theoretical insights related to this topic. Interestingly, I used two theories namely self-directed learning theory and self-determination theory, and I examined their connection to this study. They are described in combination with my research paper as following.

#### **Self-Directed Learning Theory**

In my study, I build on self-directed theory proposed and developed by Malcom Shepherd Knowles (1913-1997). He was an American educator well known for the use of term 'andragogy' as synonymous to adult education. Andragogy in Greek means man-leading to in comparison to pedagogy which in Greek means child learning. The original theory and practice of autonomy in language learning emerged from research on adult self-directed learning that is defined by Knowles (1975, as cited in Benson, 2001). According to Knowles (1975), individuals become responsible regarding the decisions made by them with their learning. During 1970s and 1980s, adult self-directed learning tended to be on the learning processes, which are outside the context of formal education.

I chose this theory because it attempts to make learners independent and responsible for learning. There is connection of my topic because of this theory's focus and nature. Knowles (1975) describes self-directed learning theory as a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes. When I studied this theory, I got the link of my work with it. The base of self-directed learning is constructivism which focuses on the learners' individual differences and multiple interpretations. Constructivism is an approach to social science (Denzin & Lincoln, 2011). It appeared in the late 1970s. It is related to characteristics of particular world views and sensitizing concepts.

Along with the selection of the self-directed learning theory by Knowles (1975), I am interested to study how learners become responsible in the process of learning. This theory is related to interdependence and freedom only but not focused voices on learner autonomy. Therefore, I found it connected to my

study and tried to study the beliefs of learners' on learning autonomy in English language class. Learner autonomy grows out of the individual learner's acceptance of responsibility for his/her own learning. Likewise, it denotes a significant measure of independence from external control. Thus, it is a matter of social interdependence. Contrarily, I wished to study students' beliefs on learner autonomy in the classroom in the context of Nepal. In other words, I anticipated tracing out the beliefs of students on learning autonomy in English language class.

### **Self-Determination Theory**

Self-Determination Theory (SDT) is "a theory of motivation" (Deci & Ryan; 1970, p. 45). It is concerned with supporting our natural or intrinsic tendencies to behave in effective and healthy ways. SDT has been researched and practiced by a network of researchers around the world. The theory was initially developed by Edward L. Deci and Richard M. Ryan in 1970, and has been elaborated and refined by scholars from many countries (Deci & Ryan, 1985, 1991). Self-determination theory (SDT) is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. The theory focuses on the degree to which an individual's behavior is self-motivated and self-determined. In short, it is a theory of motivation. As Deci and Ryan (1991) argue, the three psychological needs motivate the self to initiate behavior and specify nutrients that are essential for psychological health and well-being of an individual. These needs are said to be universal, innate and psychological and include the need for competence, autonomy, and psychological connection.

In the context of this study, I got its connection with SDT, which has highlighted the role of learners in the learning process. Self-determination of learners plays pivotal role in the learning process of learners. However, I chose it in the process of configuring this part. But, I have reservation with it because it has not talked about learner autonomy and learners' beliefs separately yet. I became confused from it owing to its merging idea of autonomy and motivation together. Moreover, I tried to study students' voices on learner autonomy separately which is not talked in this theory clearly.

I thoroughly studied theories in association with present work. I conceptualized the theoretical framework required for my research with the help of aforementioned theories. Convincingly, I chose the theories to make theoretical framework of my research work. Although my research work is associated with self-directed theory and self-determinant theory, it paves the students' beliefs on learner autonomy in English language class in the context of Nepal that I expected to work on. Due to such matter, I tried to study students' beliefs on it over here. In this way this work will be a new venture.

### **Methodology**

This research work employs qualitative research design. It is frequently more open and thereby 'more involved' than other research strategies that work with large quantities and strictly standardized, and therefore more objective, methods and normative concepts (Wilson, 1970). Qualitative inquiry, which focuses on meaning in context, requires a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data. Ethnographic research is a qualitative design in which the researcher describes and interprets the shared and learned patterns of values, behaviors, beliefs, and language of a

culture-sharing group (Creswell, 2012; & Harris, 1980). Particularly, this research catches the stream of ethnographic research. Dewan (2018) expresses the view that the researcher is not looking for generalizing the findings; rather, they are considering it in reference to the context of the situation. In this regard, the best way to integrate ethnography in a qualitative research would be to use it to discover and uncover relationships and then use the resultant data to test and explain the empirical assumptions.

As the goal of this ethnographic study, I made cultural group of students. I selected them from ethnic group with the purpose of eliciting their beliefs on learner autonomy in English language class. My study is a field based research. For collecting data, I went to a government aided school in Kirtipur. Then, I selected 3 students from different ethnic groups of class ten using purposive sampling because my main aim was to study their beliefs on learner autonomy. I took the class for three days regularly with the strategy of learner autonomy in School 'A' (pseudonym) in Kirtipur, Kathmandu. I mean to say that I tried to teach giving them total freedom and learning responsibility in the class. I facilitated and managed the class having learner autonomy for my study's objective to complete. I gave them chances to answer whatever they like and I motivated them to write the answers on the whiteboard as I asked from the text that I taught. In the beginning, they remained shy and unanswered. Gradually, they participated in different activities and answered my queries. I myself participated with them in the class. For learning autonomously, I engaged them in different topics from their English course book.

I conducted their interview on the basis of the objectives and research questions as stated in the preliminary section of this study after the class. I subsequently conducted the interview with Sushmita Chadhary, Dipak Ghalan, and Agni Bal who were not the students taught using learner autonomy earlier. These are changed names of the respondents considering ethical aspect. To collect data, I did not force the above mentioned students as I intended to create natural environment for real data elicitation, and I encouraged them to answer freely. I recorded the beliefs of students on my tablet, and noted their views in my diary. I called students one by one to interview in a separate room near by the office.

### **Results and Discussion**

This section deals with the responses of the students whom I interviewed. The central point I found was that the classroom teaching lacked learner autonomy which Knowles (1975) calls self-directed learning in which students get independence and they become responsible for learning (Benson, & Boller, 1997; & Little, 1991). Learner autonomy is the system through which students are offered independence, responsibility, support, favorable environment, personalization, and engagement for learning. I collected the beliefs of students about learner autonomy in the classroom. The result section is connected to the idea of Deci and Ryan (1970) which focuses on self-determination theory. The following section clarifies why students need learner autonomy and how they perceive it.

If we ask students about learner autonomy, they respond differently. But, most of them say that there is not full practice of learner autonomy in the English language class. Even today teachers use traditional methods of teaching. Accordingly, they implement spoon feeding teaching. As a result, students are unable to perform the expected results in their schooling. They become passive because of lecture

methods of teachers and their ideas and creativity are in danger because of the schooling system of Nepal in government aided schools. In this ethnographic study, students advocated in favor of learner autonomy.

As reported during this study, Sushmita Chaudhary told me that they only followed teachers whatever teachers said in the class. But she was motivated in the class for language learning when I myself taught English with the concept of learner autonomy during the period of this research. Moreover, she told me that she felt independent and got freedom in the class having learner autonomy. She added that she was taught even with more force and punishment in private school where she studied up to class 8. The views of Sushmita were:

Initially, I thought that the teacher was cheating us, but I understood later that he used such method for our betterment. When he gave freedom and independence us in the class we, got many advantages. I got chance to work with my friends. I experienced that we had to do work and we learnt many things from each other in the class. We I got the idea that we can do things with the way of learning by doing, but not by memorization and rotting.

In the government aided schools of Nepal, students are not taught with the concept of learner autonomy. Neither, they are supported with independence nor any responsibility. I found that Sushmita was not interested in learner autonomy initially, but with the context of independence and responsibility, she was encouraged with it to learn English through self-practice. We can link this idea with self-directed learning theory by Knowles (1975) and Dam (1995) which focuses on self-learning strategy. Moreover, students learn to do something with the facilitation of teacher in the class with learner autonomy.

At the time of collecting data, I asked Sushmita the question how she experienced in the class with learner autonomy. Regarding this, she replied that she has felt a bit benefitted and she can do things better by engaging with her peers either in group or pair. She stated that:

At first I was afraid to do works assigned. But I was interested to do works again and again gradually. I experienced that there was not any boredom to work if we friends worked each other with reciprocity. I experienced that there was encouragement to work in front of friends without any hesitation. My friends used to think that I was very poor in study because I never dared to speak any word in the class before this. Now I think that I am able to do things.

I got the idea that students are not given the works to be done among friends. Sushmita explained it by stating that their hesitation can be removed and they can learn with the help of friends and facilitation of teacher in the class. In the classes with teacher authority, students are made passive listeners, and do not get any opportunity to perform their potential. The school authority and the teachers do not realize their mistakes behind the poor type of performance, but they just impose the failures with learners.

The next student I interviewed was Dipak Ghalan. I asked him how he has experienced in the class with learner autonomy. He said that it was very good because he also got chance to participate in different activities in the classroom. Before that he never dared to speak in the class due to use of traditional way of teaching. Furthermore, he shared his view by saying:

Sometimes the teacher asked questions to only some students, but not him. In class 10, I was never told to say any answer by coming to the front of the class. I experienced that we could do things if

the teacher guided us for answering and performing. But he did not ask anything. In this method, all students could get equal chance for performance. In doing so, we learn things in systematic way. We got chance to participate in different activities within the classroom. We got idea to do things self. I realized that we can ask things when there is freedom in the classroom.

The schools of Nepal do not have system of self-learning and for self-motivation. As Dipak stated, there was no recognition of students in the class without learner autonomy. He grasped the chance to participate with or among friends. Classes with learner autonomy provide the vision of encouragement and opportunity to work (Cotterall, 2017, p. 107).

The third student I interviewed was Agni Bal. She also shared her voice that she found the class beneficial as a whole. I asked her why autonomy is important and how she perceived the class with learner autonomy. I have reported her experience as following:

I felt difficulty because we had never such class before. I got fear what would I do if teacher asked me any question. Later I felt convenience in the class with learner autonomy. Wow! How nice! In this method, we had to do activities with the presence and guidance of teacher in the classroom. My friend Ram and me became surprised owing to the use of such class first time in our classroom. Later we realized compensated. I experienced this method as a way of learning by doing rather than memorizing. I experienced that students and teacher could have warm relationship in this method. Teacher could give feedback to students on the spot and immediately.

This verbatim illustrates that learning becomes better and more effective if learner autonomy is used in the classroom. As Agni viewed, never speaking and shy students also involve in the learning process gradually. In the beginning students found it troublesome, but they get motivated gradually. In the words of Holec (1981), it arises for practical engagement in the interests of widening access to education and promoting lifelong learning on behalf of students. The class with learner autonomy is very significant and opportunity directed. I think it can become a milestone in the learning journey of students. As Deci and Ryan (2002) claim, learner autonomy is relevant for intrinsic and extrinsic motivation of learners from the eye of self-determination theory. In the process of collecting data, I interviewed three students from a government aided school in Nepal. Whatever I realized and concluded from them is that learner autonomy is an essential for learners' language learning. Agni opines that learner autonomy is a device that helps develop students:

One day a person asked me and one of my friends to say any two sentences in English, but we were not able to answer. He teased us by satirizing our educational level and knowledge. We became shy then. Now we have realized that students could get skill of using and speaking language if they have got a class with learner autonomy. Students could get the environment to use language between or among friends within the classroom.

For Agni, learner autonomy provides the chance of communication in the class and learners become ready to answer whatever is asked. They become confident for answering everywhere. There can be created the English speaking zone within or among friends. Similarly, I asked her the attitude of using learner autonomy in the classroom. She responded that they learn from each other in the class of having learner

autonomy. Regarding her attitude and reason of using learner autonomy in the classroom, I asked Sushmita. Although her view was different on learner autonomy, she gave the answer as Agni in terms of essence of using it. She shared her experience as:

There was environment of learning in the classroom practically. We students could get two benefits by the use of learner autonomy such as the compulsion of speaking and learning English. In doing so, we have the chance of improving English. I felt happy when I became able to communicate with my friends in English. She requested me to come for teaching English from that day. I got chances to use language and improve my language.

This vignette illustrates that learners can get a chance to communicate language in a friendlier way in the class having learner autonomy than the class having teacher autonomy. The shyness and fear of learning can go away if they get a chance to speak with or among friends in the class having learner autonomy. Practical type learning becomes existed in the classroom. Sushmita said that they also can get the chance of improving language. Finally, I liked to talk about a vignette under this section said by Dipak, another interviewee of this study. His voice also perpetuated that learner autonomy supports to develop language learning and learner development. He said me in terms of learner autonomy by reporting as:

I thought learner autonomy could help to develop students. I call this is a learner centered method. In the beginning, I was in tension and felt uneasy to speak and say in English in the classroom. Later I felt that things are possible if we do. While using this method, we could get knowledge of using language practically and behaviorally. I hope to get class in this way onwards.

In this verbatim, Dipak views that learner autonomy supports learning process by doing. Learners can do their development using language in a natural setting by offering language use in real life situation. To quote Palfreyman and Smith (2003), there can be use of appropriate methodology and moving students on for self-learning and realization by the application of learner autonomy. The views of students can be interpreted as the learning realities in the days to come for remedial teaching.

This section deals with interpretation part of the research. The interpretation is drawn from the results presented. This work is based on qualitative research design. What's more, the themes that are analysed have been discussed by interpreting the results.

### **Learner Autonomy as Factor of Encouragement**

Learner autonomy is not practised in the government aided schools of Nepal. Traditional methods like Grammar Translation method for teaching students. There is not provided any responsibility to students. Teachers are sources of knowledge in the classroom regarding the content knowledge. Students are made passive in the class. Teacher authority is prevalent in the class. Creativity of students is locked with the teacher centered teaching learning strategies. I practiced the class using learning autonomy in the class. I found that students preferred learner autonomy in language learning. Students follow their teachers to make better and effective learning. Students said that they got motivated through learning autonomy. Sushmita Chaudhary, a student from class ten, stated that she got incentive to learn in the class having learner autonomy. She viewed:



For learning English, learner autonomy is a matter of giving encouragement. It gives situation for using language to students. I felt too comfort while I was taught with the scheme of learner autonomy. I got freedom and independence to learn language and I was encouraged to use language without any force. Similarly, I wanted to use language along with my friends. The thing that I liked was that my teacher was there and we practiced learning as the team member. Learner autonomy encouraged me to speak, read and share ideas with my friends in the class.

Sushmita represents a student from ethnic group. She showed the view that learner autonomy provides opportunity in the class and learners take responsibility of their learning. Learning autonomy in English language teaching can encourage students for effective, goal based and fruitful learning. It developed the concept of self-practice. Students grasp the idea of learning by doing and they are motivated in the journey of language learning. Self-learning strategy grows in the repertoire of students when classes are paired with learning autonomy. Students learn things without any fear. Teacher facilitates learning in the class. Learning needs autonomy because it manages the class by encouraging them in the class. The teacher authority in the class is less, but there is more involvement of students.

In the English language classes with learner autonomy, students engage in pair work, group work and other classroom activities. The boredom of students is removed by learner autonomy. Students become frank and they face different situations courageously. Students participate in different activities if classes are made autonomous. Even the shy students become frank and open when the classes are created with learner autonomy. Students interact with each other and they interact with their teacher as well. To be clarified we can go within the saying of Dipak Ghalan, a student from class ten. He believed:

Teacher asked question and students answered in the class in traditional type class. My teacher never gave me and my friends learning chances in the class. When students are equipped with learner autonomy, students learn effectively and learning takes place systematically. We learn to stand in the front of the class and we got chances to participate. Students got ideas to things self and they could do actions freely. [Itching the knee] Learner autonomy provides encouragement to learn.

Learner autonomy is a recent trend to make students active and participatory in the language class. Students perform their roles, learn better and become motivated to learn the content knowledge to contribute in language learning. Though students feel nuisance to learn self initially, they are interested to learn with enthusiasm gradually in the class. Students were encouraged and activated to get thematic learning and achieve linguistic knowledge with the vision of learner autonomy in the English language class. Thus, learner autonomy is a drive that motivates students for learning and making the fruitful type learning.

### **The Opportunity of Learning Language and Learner Development**

Learner autonomy creates opportunities to learners in the class. Deci and Ryan (2002) argue that learner autonomy motivates students intrinsically and extrinsically. Students get chances to learn and work with their friends when they are employed with the vision of learner autonomy. Learners get the contexts to learn language in the presence of the teacher. Similarly, learners attain the situations of their own development in the class having learner autonomy. I collected the views of students and they expressed the

idea that learner autonomy offers them the benefits of learning and they can develop the language fluency and self- development. As the name suggests, learner autonomy is a vehicle to enable learners in language learning. Agni said:

I got many chances in the class when teacher taught by creating fearless situation. I said the answer in English and my answer became correct. The teacher made me learn more and say the answers again. For my own development, learner autonomy is a tool of self-activation because I learnt more than before when I was taught in the class having teacher autonomy.

Other students stated that learner autonomy makes the class stable and students learn the expected activities and achieve the desired goals to learn in the language class. The cultural differences are reduced and students learn in the pace of personal development in the class. Students learn things practically in the class. Dipak; a student of class ten, uttered:

I believe that learner autonomy contextualizes learner chances in the class. Learners can check their own voices and language. I had a feeling that whatever I speak would be wrong. Therefore, I never spoke in the classes not having learner autonomy. But, I got the opportunity to use the language that I knew in the class having learner autonomy. From today, I interact in the class (..) in terms of speaking.

In this way, learner autonomy is the situation offering students opportunity of learning. Similarly, students develop their way of learning. They can share the learning items together and can brainstorm the items further. Students learn things practically and behaviorally. Potentialities of students can be explicitly out from the learner autonomy in the class. Students recap the content and information together in the perspective of learner autonomy. They can reflect their own learning in the situation of being autonomous in the class. They can furnish their learning in practical sense of educational attainment.

### **Responsibility of Learning in the Language**

The students viewed that learner autonomy provides students the situation of being responsible in the language class. Students break the teacher dependency for learning and they lead to learning feeling the responsibility of classroom learning. They read the texts, perform tasks and achieve to perform in the language class. Students' beliefs reveal that learning autonomy makes students accountable for pedagogical attainment in the schooling. Furthermore, students develop the habit of acting specific type of roles in the classroom. Particularly, students become engaged in different learning activities in the language class. In other words, students learn self and they can cooperate to their friends in the journey of learning being responsible to the played in the language learning class.

Students believed that learner autonomy empowers students in language learning. Whenever students are made autonomous for learning, they become responsible and self-reliant to learn language. In other words, learner autonomy cultivates the learning habit of students by using language in their own way. Students may use it for their own accountability in learning language being independent. Regarding this, Sushmita, one of the respondents, replied:

I became responsible for learning. I totally became engaged in learning. Learner autonomy engages

students in learning things in the way of conceptualizing independently. I thought that I would be wrong in the beginning. But I was able to perform the learning roles being accountable to my own learning. I got the concept that I learn better if I am responsible for my study.

When we teachers encourage our students to participate in different activities, they develop the concept of learning in the team and they feel that they are the active members of the team. To be specific, learner autonomy teaches learners responsibility in the learning process. Students generate the idea of classroom accountability for their own learning. In the same token, learners elicit the content information from the students in the class. They again develop the habit generatively to burst out the required knowledge in the class. Students share knowledge and the ease of language learning can be suffocated. Teachers facilitate students for language learning. They even activate their students for the rehearsal of learning. It is useful from the angle of encouraging students, making them responsible and directing them to the self-way of learning. The students get chances for improving their language and learn in an encouraged way in the class taught with learner autonomy. Learners learn better and more effectively, and teachers become able to accomplish their desired goals in an enhanced way in such classes. Learners become trained and skilled for own learning as conduits for behavioral change and positive transfer of knowledge.

### **Conclusion and Implications**

This ethnographic study garners the idea that learner autonomy is very practical and behavioral way of teaching and learning English. Learners learn from their peers and self as well when there is given learner autonomy. Similarly, it highlights the idea that teachers in government aided schools in Nepal are rooted with traditional way of teaching. Even today students are being taught using old methods of teaching which are oppressive and lethargic in nature. Fostering learner autonomy is necessary for the betterment of learners' learning. The learner autonomy based classes focus on the responsibility of learners in learning and students are independent and become accountable for self-learning.

Self-directed learning motivates and encourages students for learning. The readiness of students towards learning can be fostered by launching the concept of learner autonomy in the English language class. The interviewed students such as Sushmita, Dipak and Agni represent the beliefs of present time learners in Nepal with urgency of learner autonomy. This study can support the stakeholders to think and implement this type of classes in the days to come in Nepali academic setting. Students get motivated for language learning and learner development is anticipated in the class with learner autonomy. Learner autonomy is a wheel of learning as it makes learners responsible for language learning. In the same vein, it encourages students working in company and the situation of learning by doing is nurtured in the classes having learner autonomy. Finally, learner autonomy guides learners for effective learning. Learner autonomy develops efficiency for learners in coping with diverse needs and preferences of learners. This study anticipates a pedagogical model which aims to enhance learner engagement and autonomy in the learners. Learner autonomy gears the assets like engagement, exploration, personalization, reflection and support on behalf of learners from the eye of learner autonomy. Learner autonomy creates student centered learning and teacher can provide opportunities to learners by facilitating. Beside this, this work is anticipated to be

done on the verge of engaging researchers to study the issues of language teaching in Nepal. ELT experts, researchers and practitioners may apply this study as a base for further issues remaining in the field of language teaching and learning.

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