

Implementation of Learner Autonomy on EFL Learners at Tertiary Level in Bangladesh

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Abstract

Learner autonomy performs a dynamic role in the field of SLA. In a learner autonomous class, learners have the authority to play an active and vital role in the classroom. Learner autonomy (LA) increases the language proficiency of learners as well. In Bangladesh, although English is taught from primary to tertiary level, classes are teacher centered and lecture based. As a result, in a traditional teacher-oriented classroom, not only the students, but also the teachers feel frustrated. Currently, EFL classes are getting more communication based; therefore, learner autonomy needs to be more heightened in this new teaching era. This paper is an endeavor to identify some relevant features of learner autonomy. This research also aims at finding some activities appropriate for autonomous language learning. This paper is an effort to focus on some challenges of Learner autonomy of tertiary level students of Bangladesh. Finally, some recommendations have been suggested for a learner autonomous class.

Keywords: Learner Autonomy, Tertiary Level, Bangladesh

Introduction

Learner autonomy is considered as an essential part and parcel of research in the arena of SLA. Holec (1981) states learner autonomy as “the ability to take charge of one’s own learning”. Learning can be more intensive and meaningful for autonomous learners. (Little, 1991, Chan, 2001, 2003). In the traditional EFL classroom, the education is teacher-led. EFL teaching trends have moved from teaching-led to learner-centred mode. Learners need to become more active which support them to play an active role in EFL classroom. The essential characteristic for learner autonomy is ‘learners have the power and right to learn for themselves’. (Smith, 2008). Learner autonomy supports learners to be autonomous in personal life as well, which makes a sense of responsibility in personal action rather than blaming others. Thus, learner autonomy plays a very important role in the global education context.

Problem Statement

In Bangladesh, the concept of learner autonomy is comparatively new. In this country, English is taught as a compulsory subject. From primary to tertiary level, education classes are teacher centered and lecture based. In this regard, Choudhury (2006)

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states, “teachers prefer to conduct language classes in lecture mode.” As English is the second language in Bangladesh, students need to be more independent and responsible. Simultaneously, teachers need to be sure about learners’ readiness to become autonomous which depends on factors ensuring capacity and willingness of the learners. As most of the learners of this country are not prepared for learner autonomy, it becomes challenging to implement this approach properly.

Objective of the Research

The general objective of the study is ‘to investigate the possibilities of implementation of LA in EFL classes in tertiary level of Bangladesh’.

The specific objectives of the study are

1. to investigate learner’s own responsibility in language learning.
2. to review learners’ major perception regarding teachers’ roles in their learning
3. to identify some strategies to be applied in a learner autonomous class to make it more effective and motivating for autonomous learners.

Literature Review

What is Learner Autonomy

The concept of LA in EFL classroom first originated in the 1960s, through adult education movement in Europe and North America. Many autonomous language learning projects were run within the Council of Europe’s Modern Language Project in the 1970s. Henry Holec played a key role in this project as the director of the Centre de Recherches et d’Applications en Langues (CRAPEL) that continues to be a central point for research and practice on autonomy until today. Henry Holec (1981) in his seminal study “Autonomy and Foreign Language Learning”, defines LA as “not inborn but must be acquired either by ‘natural’ means or by formal learning, i.e. in a systematic, deliberate way” (p.3). LA, posits Holec (1981), encourages the students “to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedure of acquisition and to evaluate what has been acquired”. Holec identifies language learning and the development of learner autonomy as two detached procedures which support the researchers to explore learners’ ‘readiness for autonomy’. (Chan 2001, Ming and Alias 2007) An indispensable feature of learner autonomy is “learners have the power and right to learn for themselves” (Smith, 2008, p. 2)

Autonomous learners comprehend the initiative of their learning program, accept responsibility for learning, initiate to plan and execute learning activities,

analyze their learning regularly and evaluate its usefulness (Holec 1981, Little 1991). Little (1994) states "Learner Autonomy" as a capacity for detachment, critical reflection, decision making, and independent action. Ultimately, autonomous learners create 'a personal agenda of learning' that helps to direct the planning, pacing, monitoring, and evaluating learning process." They are likely to be more enthusiastic about learning" which makes their learning more focused and purposeful. (Little 1991, Chan 2003) In this regard Tudor (1993) says, "Language teaching should therefore exploit students' affective and intellectual resources as fully as possibly, and be linked into their continuing experience of life." (p. 23) Learner autonomy is crucially important for the learners to make them self-motivated. According to Sara Coverall (1995) 'learners become more efficient in their language learning if they do not have to waste time waiting for the teacher to provide them with resources or solve their problems.

Depending on Holec's (1981) definition of learner autonomy, Little (1991) imagines, the university of language learners should possess the following decisions making responsibility of learning:

To take charge of one's learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.)
- evaluating what has been acquired.

Though LA is a western concept, it can be considered as a universal issue to transcend cultural differences. (Sinclair 1997, Little 2004b) But, according to the learning contexts, learners' preference about autonomous or teacher-centered learning varies. Besides, the nature of the courses may play a vital role in autonomous learning. For example, distance learners prefer autonomous learning. On the other hand, regular face to face learners prefer teacher centeredness. (Bashir, 2014)

Challenges of Autonomous Language Learning

In a learner autonomous class, both teachers and students face various problems and difficulties. In a mixed ability class, it increases the differences between sincere, energetic students and weak students. Some students find the materials tedious and difficult, whereas some others find it enjoyable and simple.

Conducting an autonomous class is time consuming as teachers adjust with

the requirements of the learners and the students and the teachers have to bear extra load. It is challenging for the teachers to choose different techniques according to the needs of the learners. It is also difficult for the instructors to control the learners. As in an autonomous class learners have to perform extra responsibilities, different opinions or choices among different students may arise. Some of them disagree to accept feedback from their peers. In Bangladesh, students suffer from lack of confidence in EFL classes. Sometimes they feel shy and do not want to take responsibilities proactively or to present or enact something. Besides, In Bangladesh, knowing English language is considered as a matter of prestige and status. Therefore, most of the students get frightened to perform in the classes and to take initiatives to let their weakness in English competence be focused in front of the people.

In addition, most of the times, students like teacher- centered classroom. Most of the students make chaos if they get freedom to talk or choose activities. They are afraid if they get poor marks because of this autonomous system. Sometimes, this whole autonomous system is unclear to our students. They are actually not used to do these kinds of activities. Disinterest in getting out of teacher dependent tendency fosters the passive attitude of the students.

According to Copur (2005) the interest of the students differs because of the differences of their attitude to the subject matter, to the instructors, their prior knowledge of language, or their personality. Students have lack of team spirit. Besides, some students remain reluctant to choose their own learning materials. Some of them have lack of team spirit or to take initiatives pro-actively while working in a group. As it is outlined above, both teachers and students face challenges in EFL classes.

Activities for Autonomous Language Learning

Various activities can be implemented in learner autonomy classes to make it more effective. It also keeps both the students and teachers more engaged and focused.

Teacher-learner Dialogue

Language instructors can involve students in dialogue, in order to teach the target language, and help to foster their communicative practice. (In the following extract taken from a dialogue reprinted in Johnson's book)

1. T: What is this advertisement about?
2. Peersak: Radio...sale.
3. Milo: Cheap sale...
4. T: What is the word that is used there?
5. Suchada: Clearance sale.

6. T: Clearance sale. OK, in the first place, do you know the meaning of “clearance sale?”
 7. Suchada: Clearance sale.
 8. T: Clearance sale. Let’s look at the word “clearance”. Where does it come from?
 9. Peersak: Clear.
 10. T: Therefore, “clearance” sale will mean what?
 11. Suchada: To clear up.
 12. T: To clear up, that’s right. To clear up all the goods in the store...
- (Johnson, 1995, p. 94).

Keeping Journals

Keeping journals is one of the effective ways to help learners to be autonomous. Students can keep day to day journals narrating the general or special events, feelings or emotions, works, social activities, travel etc. to improve their writing skill. It also helps the teachers to understand their students better. Teachers should give feedback to learners’ writing. It not only makes the learners autonomous, but also helps them to develop writing practice.

Taking Over

By doing various kinds of activities, gradually learners learn to take the accountability of their own learning and increase their confidence. Harmer proposes various activities, e.g., requesting students to use a dictionary to find the meaning of new words, or suggesting learners to develop their own questionnaire for their intended survey. These activities enhance the confidence of the students.

Making personal recordings about strengths and weaknesses

Another activity to enhance learner autonomy is to record personal strengths and weaknesses. It provides the teachers some useful notions for the class and guides students individually for their private practice. In the following transcript, a Chinese student reflects on his English pronunciation.

Norman! How do you do!

My name is Ke. I’m a student. I’m from China. I want to English. Sorry. I want to learn English, because English is a very useful language. I have been learning English for four years. I have learned English pronunciation from Chinese teacher and I think I need some more practice. I found individual sounds and a lot, and a bit different for me. And I also found some groups of sounds difficult, difficulty. Sometimes I don’t know how to use English stress.

I’m afraid I don’t know much about the English theory rhythm. Sorry. And my intonation is also poor. I think pronunciation and intonation are very important, but at present I feel which I need to learn vocabulary and basic sentence pattern, patterns.

By using such reflection, teachers can get an idea of students' ability to make accurate assessments of strengths and weakness, and whether they make under or over valuation of proficiency. The practice can be further followed with more recordings of a journal nature from where the students can reflect on their relative progression.

Using Internet and Technology

Because of the advancement of science and technology, internet and computer bring new perspective in learning. Various forms of communication like, Facebook, interactive blogs, messenger, online forums are being used to develop learning skills. Students can also share their knowledge through voice-chat programs. They can apply these voice programs to communicate each other for their learning programs. They can also use other online programs such as relative readings, blogs, online quizzes, podcasts so on. They can use other communication mediums like discussion boards, interactive blogs, and online forums which is getting increasingly popular all over the world. Besides, they can download English movies, dramas, serials, music, TV shows to get accustomed to innumerable accents and expressions of English.

Newspaper Project

Newspaper project is another important activity for autonomous language learning. Collaboratively, students can work in numerous editorial groups to produce a class newspaper. Each editorial group may follow a number of activities like, deciding the text types, drafting and revising, reading one another drafts for improvement, doing the final editing and designing the newspaper. Students can make editorial meetings to discourse the progress. Each group can select several text types from daily newspapers in order to analyze and to present to the class.

Methodology

This research-maintained questionnaire survey method for data collection. Both primary and secondary data have been used to conduct the research. In order to collect primary data, two separate sets of structured questionnaires were designed. The first set of questionnaires was planned for the students (Part 1, and Part 2), and the second set of questionnaires was planned for the teachers (Part 3). Publications, research studies and journals articles are the sources of secondary data collection process. After the data were analyzed, the responses were calculated in percentages. Recommendations were made based on the opinions and feedbacks of the respondents and also on researcher's class teaching and observation experiences.

The Respondents

For the questionnaire survey, 112 undergraduate students from the Department of English, MBO, FLM, EEE, CSE, CEN and 18 teachers of Stamford University Bangladesh have been selected for the questionnaire survey. The experience of the teachers differs from 6 to 17 years.

Data Collection Tools

In order to collect information, a questionnaire methodology was adopted for both the students and the teachers. The questionnaire designed for the students contained 18 fixed alternate questions. Among them, Part 1 (question 1-question 8) contains 10 fixed alternative questions. Part 2 (question no 1-question 10) contains five-point Likert scale. They are regarded as follows: never-1, rarely-2, sometimes-3, often-4, always-5. The questionnaire for the teachers also contains five-point Likert scale (from question 1-question 8) and three open ended questions. They are rated as follows: strongly agree-1, agree-2, not sure-3, disagree-4, strongly disagree-5. In the open-ended questions, teachers were asked to deliver their valuable observations and suggestions. Two tables, and few pie charts and bar charts have been used to interpret the collected data. After analyzing the data, the responses were presented in percentages into three tables. The first two sets of questions (Part-1, Part-2) were designed to elicit learners' impression and initiatives on learner autonomy. The third set of question (Part-3) was designed to get teachers' impression on learner autonomy. Opinions and feedbacks of the respondents were given priority in the qualitative research

Analysis

Responses from Students
Part 1: An Impression on Learner Autonomy

Table 1: The table below was designed to elicit students’ impression on Learner Autonomy

SL	Question Topic	Responses				
1	What is your main motif behind learning English?	Parents' demand: 7.14%	For getting good job: 48.21%	Going abroad: 17.86%	Love for English 26.79%	
2	Are you familiar with the term learner autonomy?	Quite familiar 38.28%	Familiar to some extent 33.99%	Not familiar 26.79%		
3	Do you find that student centered activities useful in developing your proficiency level?	yes: 66.071%	No: 26.79%	Sometimes: 26.79%		
4	Who should decide the goals and objectives of learning?	Teachers: 14.29%	Students: 10.71%	Both: 75.0%		
5	Who usually select materials?	Teachers: 8.93%	Mostly teachers: 48.21%	Teachers and myself: 37.5 %	Mostly myself: 5.36%	Only myself: 0.0%
6	Who is responsible for the success or failure in English study?	English Studying environment : 75%	Studying facilities: 8.93%	Teachers: 5.36%		
7	Should teachers allow students to choose tasks and activities to learn English in class.	Yes: 62.55%	No: 16.07%	Sometimes: 21.43%		
8	Should teachers allow students to evaluate their performances in class?	Yes: 67.86%	No: 12.55%	Sometimes: 19.64%		

The primary study planned to look at the responses from the questionnaires set for both teachers and students. The first question of the students was set to know the main motif behind learning English. In reply it has been found that 7.14% students identified parent’s demand, 48.21% students identified getting a good job, 17.86% students identify going abroad, and 26.79% students identified love for

English are the main motif behind learning English. Thus, majority of the students prefers getting a good job is the main motif behind learning English.

The second question was asked to know whether they are familiar with the term learner autonomy. It was found that 38.28% students are quite familiar, 33.99% students are familiar to some extent, and 26.79% students are not acquainted with the term learner autonomy. The reply proves that majority of the students are quite acquainted with the term learner autonomy.

The next question was asked to know whether students find that student centered activities are useful in developing their proficiency level. 66.071% students answered yes, 26.79% students replied sometimes, and 7.14% students replied that those student-centered activities are not useful in developing their proficiency level. From this response it has been identified that majority of the students consider student centered activities useful in developing their proficiency level.

Question four was set to know who should decide the goals and objectives of learning. 14.29% students answered teachers, 10.71% students replied students, and 75% students replied the goals and objectives of learning should be decided by both the students and the teachers. Therefore, most of the students identified that, the goals and objectives of learning should be decided by both the students and the teachers.

Question five was set to know who usually select materials in the classroom. 8.93% students answered teachers, 48.21% students replied mostly teachers, 37.5% students replied teachers and students, 5.36% students answered mostly students select materials in the classroom. No one selected only students select materials in the classroom option. Thus, most of the students identified that mostly teachers select materials in the classroom.

Through the next question the students are asked to know who is responsible for the success or failure in English study. 75% students replied it is English studying environment, 8.93% students replied it is studying facilities, 5.36% students answered it is teachers, and 10.71% students answered it is students who are responsible for the success or failure in English study. Therefore, most of the students consider English studying environment is responsible for the success or failure in English study.

Question seven was set to know whether students should be allowed by teachers to choose tasks and activities to learn English in class. 62.55% students answered yes, 8.93% students replied no, and 21.43% students answered sometimes

students should be allowed by teachers to select tasks and activities to learn English in class. Therefore, most of the students consider that teachers should allow students to choose tasks and activities to learn English in class.

In the eighth question students were asked to know whether students should be allowed by teachers to evaluate their performances in class. In response it has been identified that 67.86% students consider teachers should, 12.55% students consider teachers should not and 19.64% students consider sometimes teachers should allow students to evaluate their performances in class. The result of the question identifies that majority of the students consider that teachers should allow students to evaluate their performances in class.

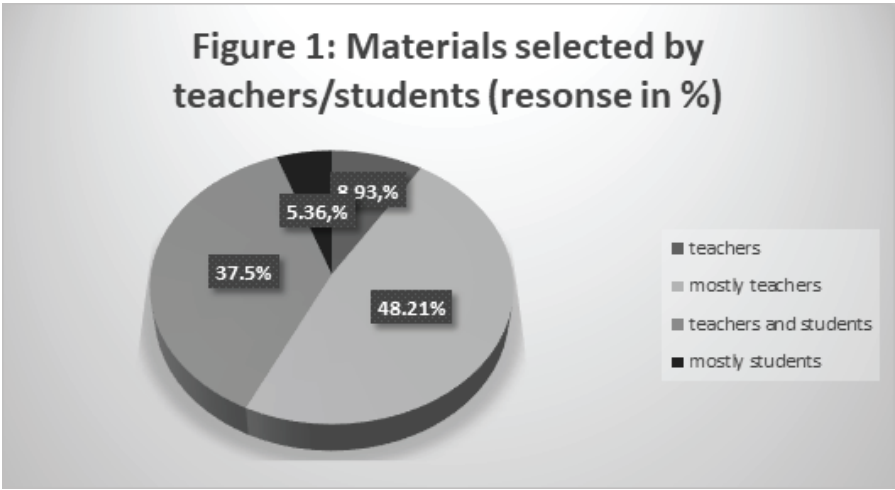


Figure 1: Materials selected by teaches/ students

Part 2: Learners' Initiatives

Table 2: The table below was designed to elicit learners' Initiatives for learner autonomy

SL	Question Topic	Never	Rarely	Sometimes	Often	Always
1	I think I have the ability to learn English well.	1.78%	3.57%	19.64%	10.71%	64.29%
2	I make use of my free time to study English.	0%	23.21%	37.50%	35.71%	3.57%
3	I preview before the class	14.29%	8.93%	58.93%	12.50%	5.36%
4	I review after the class.	0%	12.55%	21.43%	41.07%	25%
5	I keep a record of my study, such as keeping a diary, writing review etc.	7.14%	5.36%	14.29%	5.36%	67.86%
6	I make self-exams with the exam papers chosen by myself.	32.14%	10.71%	50%	7.14%	0%
7	I attend out of class activities to practice and learn English	14.29%	19.64%	41.07%	10.71%	14.29%
8	During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc.	3.57%	14.29%	21.43%	30.37%	30.36%
9	I choose books and exercises which suit me, neither too difficult nor too easy.	5.36%	7.14%	25%	10.71%	51.79%
10	I try to expose myself to English out of the classroom through books, music, movies internet etc.	5.36%	3.57%	23.21%	8.93%	58.93%

From the response to the question (questionnaire of the students, Appendix B) no one, we can see 1.78% students never, 3.57% participants rarely, 19.64% students sometimes, 10.71% students sometimes, and 64.29% students always think they have the ability to learn English well.

In response to question no two we find that, 23.21% students rarely, 37.5% students sometimes, 35.71% participants often, 3.57% students always consider they employ their free time to study English.

The next question reveals that 14.29% students never, 8.93% students rarely, 58.93% participants sometimes, 12.5% students often, and 5.365% students always preview before the class.

In Response to question four it has been identified that 12.55% students rarely, 21.43% students sometimes, 41.07% students often, and 25% students always review after the class.

In response to the next question, we find that 7.14% students never, 5.36% students rarely, 14.29% participants sometimes, 5.36% students often, and 67.86% students always keep a record of their study.

In response to question no six it has been identified that 32.14% students never, 10.71% students rarely, 50% students sometimes, and 7.14% students often consider that they make self-exams with the exam papers chosen by themselves. In response to question no seven it has been identified that 14.29% students never, 19.64% students rarely, 41.07% students sometimes, 10.71% students often and 14.29% students always think in order to practice and learn English, they attend out of class activities.

In response to the next question, it has been revealed that 3.57% students never, 14.29% students rarely, 21.43% students sometimes, 30.37% students often, and 30.36% students always consider that during the class, they try to catch chances to take part in activities such as pair/group discussion, role-play, etc.

In response to question no nine it has been identified that 5.36% students never, 7.14% students rarely, 25% students sometimes, 10.71% students very often and 51.79% students always choose books and exercises which is neither too difficult nor too easy suit them.

From response to the last question, it has been revealed that, 5.36% students never, 3.57% students rarely, 23.21% students sometimes, 8.93% students often and 58.93% students always that they try to expose themselves to English through books, music, movies etc. out of the classroom.

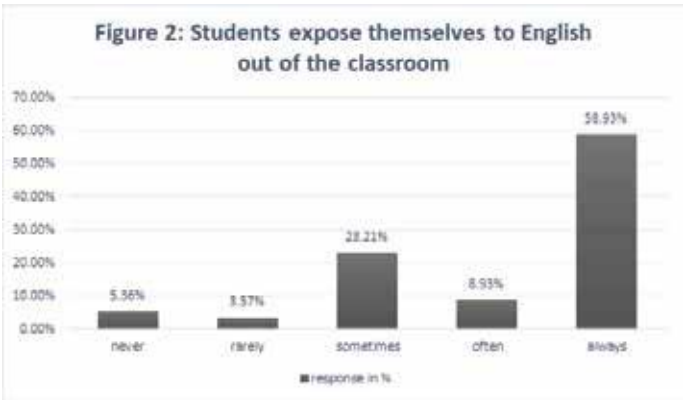


Figure 2: Students expose themselves to English out of the classroom

Analysis of Teachers’ Information

Part 3: Teachers’ Impression on Learner Autonomy

Table 3: The following table shows teachers’ impression on Learner Autonomy

SL	Question Topic	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	Learner autonomy is necessary for language learning.	22.22%	77.77%	0%	0%	0%
2	The implementation of learner autonomy is very challenging in the class.	44.44%	44.44%	11.11%	0%	0%
3	Students learn better through learner autonomy process.	22.22%	55.55%	22.22%	0%	0%
4	Learner autonomy hampers completing syllabus.	11.11%	44.44%	22.22%	22.22%	0%
5	Teachers should give students opportunities to choose materials for learning English in class.	22.22%	55.55%	11.11%	11.11%	0%
6	Teachers should allow students to choose tasks and activities to learn English in class	11.11%	77.77%	11.11%	0%	0%
7	Teachers should allow students to evaluate their performances in class.	11.11%	77.77%	11.11%	0%	0%
8	Students are responsible for their own learning	0%	88.88%	0%	11.11%	0%

The primary study planned to look at the responses from the questionnaire set for teachers. In the questionnaire for teachers, the first question was asked to know whether learner autonomy is necessary for language learning. In the reply of the first question, 22.22% teachers strongly agreed, 77.77% teachers agreed that learner autonomy is necessary for language learning.

The next question was asked to come to know whether the implementation of learner autonomy is very challenging in the class. Here 44.44% teachers strongly agreed, 44.44% teachers agreed, and 11.11% teachers are not sure that the implementation of learner autonomy is very challenging in the class.

The third question was set to know whether students learn better through learner autonomy process. In the answer 22.22% teachers strongly agreed, 44.44% teachers agreed, and 33.33% teachers are not sure that students learn better through learner autonomy process.

From the reply of the fourth question, it has been identified that, 11.11% teachers strongly agree, 33.33% teachers agree, 22.22% teachers are not sure, and 22.22% teachers disagree that learner autonomy hampers completing syllabus.

In the next question teachers were asked to know whether they should give students opportunities to choose materials for learning English in class. In reply, it has been found that, 22.22% teachers strongly agree, 55.55% teachers agree, and 11.11% teachers are not sure, and 11.11% teachers disagree that they should give students opportunities to choose materials for learning English in class.

The sixth question was set to know whether teachers should permit students to choose tasks and activities to learn English in class. From the response of the question, it has been found that, 11.11% teachers strongly agree, 77.77% teachers agree, 11.11% teachers are not sure whether teachers should allow students to choose tasks and activities to learn English in class.

Next question was asked to know whether teachers should allow students to evaluate their performances in class. In the answer it has been identified that 11.11% teachers strongly agree, 77.77% teachers agree, 11.11% teachers are not sure whether teachers should allow students to choose tasks and activities to learn English in class.

From the reply of question eight it has been revealed that, 88.88% teachers agree, and 11.11% teachers disagree that students are responsible for their own learning.

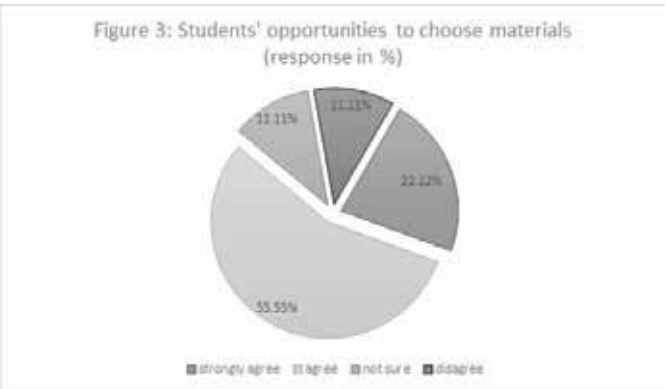


Figure 3: Students’ opportunities to choose materials

Findings

From the response of the teachers, it has come to the light that most teachers agreed that learner autonomy is necessary for language learning. It has also been identified that,most of the teachers considered that they should permit students to choose tasks and activities to learn English in class. Majority of the teachers agreed that students learn better through learner autonomy process andstudents shouldbe given opportunities to choose materials for learning English in class. From the response of the teachers, it has also come to the light that teachers should allow students to choose tasks and activities to learn English in class and it has also been identified that students are responsible for their own learning.

From the answers of students’ questionnaire set in Appendix A, it has been identified that, majority of the students’ main motif behind learning English is getting a good job. Another reply of the students proves that majority of the students are quite familiar with the term learner autonomy and majority of them consider student centered activities are useful in developing their proficiency level. Besides, most of the students identified that, both the students and the teachers should collaboratively decide the goals and objectives of learning. It has been also revealed that most of the students consider English studying environment is responsible for the success or failure in English study. Again, in another answer, most of the students consider that teachers should allow students to choose tasks and activities to learn English in class. The result of another question identifies that majority of the students consider that teachers should allow students to evaluate their performances in class.

From the answers of students’ questionnaire set in Appendix B it has been

identified that majority of the students sometimes preview before the class. Majority of the students always keep a record of their study, such as keeping a diary, writing review etc. Majority of the students sometimes consider that they make self-exams with the exam papers chosen by them. Majority of the students always choose books and exercises which suit them, neither too difficult nor too easy, and always think that they try to expose themselves to English out of the classroom through books, music, movies internet etc.

Recommendations

Based on the analyzed data and the findings, and the open-ended questions designed for the teachers, the ensuing recommendations can be suggested. The application of the following recommendations may benefit to bring about some optimistic changes in practicing learner autonomy at tertiary level.

1. Firstly, in Bangladesh students are not familiar with learner-oriented class. So, our primary and secondary education system should be revised. Students should be introduced with this system at earlier stages. Students should be encouraged to become more interactive than becoming mute learners. Sometimes, this whole autonomous system is unclear to our students.
2. From Bangladeshi perspectives, most of the students do not want to participate in autonomous class because of their shyness. Most of the students make chaos if they get freedom to talk or choose activities. They are afraid if they get poor marks because of this autonomous system. Thus, at the very beginning, students have to get familiar with the strategy of "Learner Autonomy" and every pros and cons of this system.
3. Some specific criteria should be fixed for students to select their classroom materials at a time. Teachers can give task and activities on learners' desired topic. Teachers can allow students to select their own reading and writing materials for the class work.
4. Students can be asked to prepare their project works in group where they will be detailing their plan for the accomplishment of the project work which will increase their sense of responsibility.
5. The students should be allowed to choose their own homework, to choose their own way of presenting a topic (enactment, PPT, poster presentation), to organize a mini seminar or conference in order to boost up their social and professional responsibility and to enhance their sense of motivation and confidence.
6. Group presentations, group work, conversation activities, free-writing activities, word formation activities can be implemented in learner autonomous ESL class at tertiary level. Students can be allowed to choose the tasks-based activities on their personal interests, or areas they feel they need more to

work on which should result in extra motivation.

7. Teachers should allow students to choose their own home work (helping them to enhance their sense of motivation & confidence). Teachers can ask students open-ended questions while accepting all sorts of answers equally. Moreover, teachers can encourage students to make corrections, think critically, and explore different possibilities.
8. Students can be allowed to write test questions, quiz each other, and grade themselves with pre-established rubrics. Self & peer-assessment foster critical thinking in learners. Asking students to prepare their own learning goals and objectives, teachers can be facilitated through learner's aptitude, classroom performance, engagement with interesting topics.
9. Language teachers should be given necessary training through institutional, national, international seminars, workshop, training programs. Teachers should not be burdened with course load, and completing syllabus, so that they lose enthusiasm to motivate the learners to participating in autonomous learning.
10. The plethoric flow of guidebooks in the market should be stopped, to stop the negative backwash effect in learning.
11. Classes should be innovative and interactive. Teachers should be friendly, dedicative, and innovative. On the other hand, students should be more responsible, meticulous, and liberal minded. They should get ready to face any situation or challenges in the classroom.
12. Above all, the learning environment should be student friendly. Cultural barriers like racism, fanaticism, social prejudice, gender biasness should be minimized as much as possible to ensure a student friendly environment.

Conclusion

From the above discussion, it can be said in a nutshell, that autonomous learning is preferred by the teachers and the students than teacher-oriented learning at tertiary level. Both qualitative and quantitative data conducted for this research also support this conclusion. In fact, teachers and students should work collaboratively to make the learning successful. The syllabus and the curriculum developers and the management of the institutions need to be more aware and far sighted about the implementation of autonomous learning. The suggestions and recommendations discussed above are just a small example that teachers and students could follow in a learner autonomous class.

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