DIPLOMA THESIS

BENEFITS OF LEARNING ENGLISH LANGUAGE AUTONOMOUSLY

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Table of Content

Introduction .......................................................................................................................................................................................... 3

Chapter 1 ...................................................................................................................................................................................................... 5

1. Literature Review .................................................................................................................................................................................. 5

1.1 The history of language autonomy .................................................................................................................................................. 5

1.1.2 Definitions of autonomy ................................................................................................................................................................. 6

1.2 Characteristics of an autonomous learner ........................................................................................................................................... 7

1.3 Development criteria for learner autonomy ......................................................................................................................................... 8

1.3.1 Language Learning Strategies ...................................................................................................................................................... 9

1.3.1.1 Cognitive strategies ................................................................................................................................................................. 10

1.3.1.2 Metacognitive Strategies .............................................................................................................................................................. 11

1.3.1.3 Socio-affective strategies ............................................................................................................................................................. 12

1.3.1.4 Communication Strategies ...................................................................................................................................................... 13

1.4 Moving the focus from teaching to learning ...................................................................................................................................... 15

1.4.1 Teacher’s Role ................................................................................................................................................................................. 16

1.4.2 Learner’s Role ................................................................................................................................................................................... 17

1.4.3 Autonomous classroom ................................................................................................................................................................. 17

1.5 The implementation of language learner autonomy ................................................................................................................................ 18

1.5.1 Autonomy-based course .............................................................................................................................................................. 19

1.5.2 Approaches to implement autonomy ........................................................................................................................................... 20

1.6 Benefits of learning English autonomously ......................................................................................................................................... 22

1.6.1 Benefits of autonomous language learning activities ................................................................................................................... 23

1.6.2 Relationship between autonomy and language proficiency ........................................................................................................... 25

1.6.3 Challenges in Language Learning Autonomy ..................................................................................................................................... 26

Chapter 2 ....................................................................................................................................................................................................... 27

2. Methodology .................................................................................................................................................................................................. 27

2.1 Aims ........................................................................................................................................................................................................ 28

Chapter 3 ....................................................................................................................................................................................................... 29

3. Analysis and Results .................................................................................................................................................................................. 29

3.1 Learner's attitudes toward autonomy ................................................................................................................................................... 29

3.2 Perception of responsibilities ................................................................................................................................................................. 30

3.2.1 Ensuring the progress during lessons ............................................................................................................................................. 31

3.2.2 Identifying strengths and weaknesses ........................................................................................................................................... 32

3.2.3 Out of class learning ......................................................................................................................................................................... 32

3.2.4 Interest in learning .......................................................................................................................................................................... 33

3.3 Autonomous activities ......................................................................................................................................................................... 34

Chapter 4 ....................................................................................................................................................................................................... 36

4. Conclusion and Recommendations .......................................................................................................................................................... 36

REFERENCES ................................................................................................................................................................................................... 37
INTRODUCTION

The importance of autonomous language learning was increased with the restructuring of language pedagogy, which started with the formation of self-access centers and continued with the most recent developments of computer-based learning and teaching. Autonomous learning is a wide term which was described by many researchers, but the most cited definition in this field describes autonomy as a capacity to take responsibility of one’s own learning (Holec, 1981). Within responsibility are included: the identifying of learning objectives; participation in the designing of activities or tasks and reflection on their learning process. It can be seen that autonomous learning is a long process and can be fully achieved only when learners work continuously on it.

Autonomous language learning is established when learners know the role of language learning strategies. They are seen as techniques that help learners to improve their language learning skills and assist on their learning progress. These strategies develop learners’ language proficiency where their listening, speaking, reading and writing skills are included (Oxford, 1990). Language learning strategies expand the teacher’s role and give students the opportunity to be more self-direct. Collaboration is the key to success during language learning process, which means that learners and teachers must interact while setting objectives, selecting materials and evaluating. As a result, learners understand the great importance of autonomous language learning and its impact on learning progress.

In order to see the advantages of autonomous language learning, autonomy needs to be promoted within the overall language program, not only in classroom. By working in pairs and groups learners become more independent to make decisions and give comments about their classmates. It is worth mentioning, that autonomous learning implementation gives learners the opportunity to set goals, define objectives, select resources and learning strategies, also to monitor their progress (Reinders, 2010).

This research explains aims to explain some reasons why should we choose autonomy, and together with it the benefits of autonomous language activities are described. These activities allow learners to be part of a supportive community, together with their teacher and their colleagues. Here, they can learn by sharing ideas, opinions, thoughts and feedbacks.
Autonomous activities offer more language practicing skills where learners can practice their language learning strategies, and strengthen their confidence. Moreover, the relationship between autonomy and language proficiency was crucial to be explained, since various studies done in this field came to the conclusion that learners valued practice opportunities as very important for their success in language learning (Cotterall, 1999).

The structure of this research starts with the theoretical part: history and definitions of autonomy, criteria for developing autonomy, role of learners and teachers, implementation of autonomy and lastly the benefits and challenges are explained. It is followed by methodology and aims of the study where are explained all the findings of the research. Lastly, this study ends with the conclusion and some recommendations related to the topic.
CHAPTER 1

1. Literature Review

1.1 The history of language autonomy

Autonomy was first described as “the ability to take charge of one’s own learning” by Henry Holec (1981) in his seminar report after the Council of Europe’s Modern Languages Project, from which all the history of autonomy in language learning began. Experimentation in the field of autonomy continued with the development of self-access and learner training centers. Autonomy was considered not only an attribute of the learner but was also used to describe certain learning situations (Holec, 1981).

Autonomy is described as “the situation in which the learner is totally responsible for all decisions concerned with his learning and the implementation of those decisions” (Dickinson, 1987). For a long period of time, the concept of learner autonomy was related with a radical restructuring of language pedagogy which included the rejection of the traditional classroom and the introduction of new ways of working (Allwright, 1988). Therefore, the experiments were done for adults who did not have the time or the opportunity to be part of classroom-based activities. Other worth mentioning works related to the field of autonomy are the book on learner training by Dickinson (1992) where it is cited that learners often acted “independently” both cognitively and behaviorally, also the way in which principles of autonomy could be implicated into secondary schools without formal learner training were introduced by Dam (1995).

Learner autonomy does not require any particular ways of practice, but it depends on the quality of dialogue between students and teachers (Little, 1995). There are many factors which give us the conclusion that language pedagogy must be restructured as was mentioned earlier, starting from the creation of self-access centers in 1990s and finishing with the latest developments of computer-based ways of learning and teaching. Each day more the world is seeking ways to eliminate the division between classroom and out-of-class activities since language learning classrooms have changed within the last few years and are far away from the traditional. Therefore, the creation of new methods of teaching and learning increased the importance of autonomy in language learning.
1.1.2 Definitions of autonomy

Autonomy means to have more control over the learning and the purposes of learning process, which means that it gives learners the opportunity to choose their own methods for learning. Since the concept of autonomy is very broad, there exist several definitions about it. Henry Holec (1981) agreed that “autonomy is the capacity of taking responsibility of one’s own learning” which is the most cited definition in this field. The most important development in the definition of learner autonomy is the fact that learners do not develop the ability to self-direct their learning just by being placed in situations where they do not have other solution. This idea came to light first with the definition in which autonomy is considered to be an attribute of learners, rather than learning situations (Dickinson, 1987).

The growing of interest in the psychology of learner autonomy is another worth mentioning development in this field. It can be stated that “taking charge of one’s learning” includes: planning, selection of materials, monitoring learning progress and self assessment (Holec, 1981). On the other hand, Little (1991) said that psychology takes place in the heart of learner autonomy. When studying learner autonomy one may encounter some definitions joined together even though written by different authors as for example: autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action (Little, 1991); autonomous learners assume responsibility for determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes (Holec, 1981). So, psychological capacities are an important feature for learners to be able to manage their own learning.

In many works done in this area, we encounter this term as exercise of autonomy and not autonomy itself. As a consequence, only what autonomous learners can do is understood, but not how they can achieve it. There have been a lot of efforts done in order to define the most important components of learner autonomy, but the most important ones are from Nunan (1997) cited as “degrees of autonomy” and by Little (1991) arguing that “the behavior of autonomous learners depends on their age, their progress in learning and what they can perceive their immediate learning needs to be”. Therefore, potential meanings and several ways to use these meanings in research and practice are having a huge attention lately.
1.2 Characteristics of an autonomous learner

Autonomous learners have their own unique characteristics which distinguish them from other types of learners and make them more independent and willing to take responsibilities. When looking after the definition of autonomy, a number of examples by different authors were encountered and when dealing with their characteristics the same thing occurs. These features are part of autonomous learners and help them during their learning process by clarifying their goals and needs. Some of these attributes are explained down below:

Define objectives

- Autonomous learners are able to: take charge of their own learning, identify their learning objectives and understand what to learn, how to achieve it and which resources to use (Holec, 1981; Little, 1991).
- They are interdependent and responsible for their learning. Also they are creative, motivated and curious in learning new things (Candy, 1991).

Self-assessment

- When learners are able to create their goals and strategies of learning together with their teachers they can also monitor and self-assess their learning process (Dickinson, 1993).
- According to Cotterall (1995), the evaluation of the learning process is essential for autonomous learners because during this process they can appreciate their progress and the skills gained, which help them to have a productive learning.
- Holec (1981) and Little (1991) agree upon the idea that autonomous learners have ability to: understand the content and the progression of their learning, select their methods, examine the procedures of acquisition and evaluate what has been acquired.

Open-minded

- “Autonomous learners are individuals who have overcome the obstacles which education background, cultural norms and prior experience may have put in their way” (Cotterall, 1995). Therefore in non western-cultures where learners are conditioned with culture and tradition, we see a lack of will to experiment (Chan, 2001).
Critical thinking

- Learners have time to practice and find out their strengths and weaknesses (Dam, 1995; Finc, 2000). Therefore they have the capacity that enables them to think critically and to reflect their learning process independently and cooperatively (Little, 1991; Benson, 2001). This capacity may grow with practice or it may be lost if it is not used (Holec, 1981; Little, 1991).

Language awareness

- Autonomous learners are aware of how language systems work and what they need for an effective learning process. Initiatives and exercises help learners to develop their capacity. Using awareness learners are able to: set goals, plans, monitor their progress and use appropriate learning strategies (Holec, 1981).

After all these qualities cited by different authors regarding the field of autonomy in learning, there are also several attributes autonomous learners share in order to have an efficient and successful learning process. Some other attributes related to the autonomy in education were proposed by Omaggio (1978), were he added that autonomous learners are willing to take risks as for example to communicate in the target language at all costs, and are good guessers. It is crucial to understand that autonomy must be seen as a process and not a product. According to Candy (1991), autonomy “is learned at least partly through educational experiences and interventions”. Therefore, it is understood that autonomous learning cannot be accomplished in a short period of time since a continuous process to achieve this aim is required. Lastly, it is necessary to mention a study done by Chan (2001) with the purpose of understanding her students’ perceptions of learner autonomy. As a result, was confirmed that autonomous learners are well organized, flexible, highly motivated, goal oriented, willing to ask questions, making use of every opportunities to improve their learning.

1.3 Development criteria for learner autonomy

Autonomous learning is explained as a process where individuals have the potential to take responsibility over their learning. On the contrary, in a traditional classroom learners were expected to do the same thing at the same time and teachers thought that they all should achieve the same results. In these classrooms, the teachers were authoritative figures and they decided
what learners should do and how to do it, but when the term autonomous learning was introduced these behaviors started to change. The examination of this research started with the history and general characteristics of autonomy, so it will continue with some criteria or conditions in which autonomy may be developed.

It is a clear fact that autonomy is a personal attribute and not a product readymade for use since it requires a lot of efforts to be accomplished. Autonomous learning can be achieved when learners gain these conditions: cognitive and metacognitive strategies on the part of the learner, attitudes and motivation and knowledge about language learning. Teachers have a crucial role to play launching learners into self-access and in lending them a regular helping hand to stay afloat (Sheerin, 1997). Anyone who wants to be a successful language learner must be aware that this process takes a relatively long time. So, while advancing in this aspect learners need to exercise their learning skills because autonomy does not happen overnight. All these procedures are accomplished when learners work together with their teachers and classmates, for that reason it can be fully understood that autonomous learning is not a work done in isolation.

Nevertheless, it is not easy for teachers to change their role from transmitter of information to counselor of learning resources and to let learners solve problems for themselves (Little, 1990). It is a very difficult step, but without making this transition autonomy cannot be implemented. So, the following section of the research will be focused in the strategies used by learners to pass these difficulties as well as their attitudes and motivation towards language learning in general.

1.3.1 Language Learning Strategies

The concept of Language Learning Strategies known as LLS has been defined by different researchers. They are used by second language learners or foreign language learners to improve their language skills and are described as steps or techniques learners use to have a progress in their learning process. According to Wenden (1991), these strategies are “mental steps or operations that learners use to learn a new language and to regulate their efforts to do so”. Language Learning Strategies are defined as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information are identified as language learning strategies” by O'Malley and Chamot (1990). These citations explain that language learning strategies play an important role in learning a new language. Anyone who aims to learn
a new language has to be aware of the huge impact these strategies have on their learning process, so they must learn to use them appropriately, if they want to be successful learners.

While starting to understand this concept one should also have to deal with a number of characteristics that Language Learning Strategies have. To begin with, LLS are steps taken by language learners. Secondly, they help develop language proficiency, as it is seen in the learner’s skills in listening, speaking, reading or writing. Third, Language Learning Strategies may be visible as actions or may be unseen as thoughts. Last but not least, LLS include information and memory as vocabulary knowledge or grammar rules. These characteristics were summarized also by Oxford (1990) where she explains that Language Learning Strategies expand the role of language teachers and allow learners to be more self-directed. She continues by saying that these strategies can be taught and are very flexible. Language Learning Strategies vary widely and they are divided into four categories:

- **Cognitive Strategies** (resourcing, summarizing and note-taking)
- **Metacognitive Strategies** (planning, monitoring and evaluating)
- **Socio-affective strategies** (cooperating with peers and seeking clarification)
- **Communication strategies** (gesture, mime, synonym and paraphrases)

(O’Malley and Chamot, 1990)

1.3.1.1 Cognitive strategies

Cognition is defined as “the act or process of knowing, that involves the processing of information and includes perception, awareness and judgment” by Longman Concise English Dictionary (1985). Cognitive strategies work directly in the input information manipulating it in various ways to improve knowledge for instance practice, organization, inference, synthesis, deduction, use of visual images, transference and elaboration (O’Malley and Chamot, 1990). According to Oxford (2013), cognitive strategies are those that “aid the learner in putting together, consolidating, elaborating and transforming knowledge of the language. Learners who want to have success during their language learning process may use these cognitive strategies that were proposed by Cook (1993):
Table 1 Cognitive Strategies

<table>
<thead>
<tr>
<th>COGNITIVE STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GROUPING</td>
</tr>
<tr>
<td>Classifying words or concepts according to their attributes</td>
</tr>
<tr>
<td>2. SUMMARIZING</td>
</tr>
<tr>
<td>Making a summary of information gained from learning</td>
</tr>
<tr>
<td>3. RESOURCING</td>
</tr>
<tr>
<td>Using reference materials as dictionaries and textbooks</td>
</tr>
<tr>
<td>4. NOTE-TAKING</td>
</tr>
<tr>
<td>Writing key words or concepts in graphic or numeric form</td>
</tr>
<tr>
<td>5. DEDUCTION</td>
</tr>
<tr>
<td>The application of second language rules</td>
</tr>
<tr>
<td>6. INFERENCES</td>
</tr>
<tr>
<td>Matching words to guess meaning of new items</td>
</tr>
<tr>
<td>7. IMAGERY</td>
</tr>
<tr>
<td>Using mental or real pictures to learn new information</td>
</tr>
</tbody>
</table>

According to Rosenshine (1997), these strategies support the learners to develop internal procedures that enable them to perform complex tasks. A self-questioning strategy helps students because while creating questions students search the text and combine information as they create questions and in the end they understand what they have read. So, cognitive strategies improve the learner’s ability to develop a product or perform a skill, and in order to have success they require a huge commitment from both the teacher and learner.

1.3.1.2 Metacognitive Strategies

Metacognitive strategies are a critical component of successful learning since they refer to “thinking about thinking”. This concept was first proposed by John Flavell (1996) and it was defined as “one’s knowledge concerning one’s own cognitive processes and products or anything related to them”. Other scholars referred to metacognition as “a form of cognition and a high level thinking process that includes active control over cognitive process” (Wenden, 1998), and it is also considered to be as “the ‘seventh sense’ and one of the mental characteristics that successful learners use” (Birjandi, 2006). There exist a number of definitions in this field but all of them share a common meaning referring to individuals’ awareness and management of their learning process.
Learners who use metacognitive strategies are aware of their learning and know how and when to employ the most relevant strategies to complete a given task, also they plan, monitor and evaluate their learning after task accomplishment (Zhang & Goh, 2006). Various studies have concluded that metacognitive strategies help learners to be more autonomous and successful during their learning (Goh, 1997; O’Malley & Chamot, 1990). Rebecca Oxford (1990) proposed a table with these categories of metacognitive strategies:

Table 2 Metacognitive strategies

<table>
<thead>
<tr>
<th>METACOGNITIVE STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PLANNING</strong></td>
</tr>
<tr>
<td>A). Advance organization</td>
</tr>
<tr>
<td>B). Selective attention</td>
</tr>
<tr>
<td>C). Self-management</td>
</tr>
<tr>
<td><strong>2. MONITORING</strong></td>
</tr>
<tr>
<td>D). Comprehension</td>
</tr>
<tr>
<td>E). Production</td>
</tr>
<tr>
<td><strong>3. EVALUATING</strong></td>
</tr>
<tr>
<td>F). Self-assessment</td>
</tr>
</tbody>
</table>

Learners without these features are without a direction to plan their learning, monitor their progress or review their accomplishments (O’Malley & Chamot, 1990). Therefore, they help learners to gain higher achievements during learning process (Wenden, 1991).

1.3.1.3 Socio-affective strategies

Social strategies may help learners to achieve more effective language learning as well as affective strategies that help them to control their feelings, attitudes, anxiety and motivation. They involve factors such as emotions and attitudes (Oxford, 1990). Socio-affective strategies include stimulating learning through establishing a level of empathy between the teacher and the learner. Learning can be enhanced when people interact with each other to clarify a confusing point or when they participate in a group discussion or cooperative learning group to solve a problem.

Rebecca Oxford (1990), preferred to distinguish between affective and social strategies. Affective strategies have three subcategories which are: lowering your anxiety, encouraging
yourself, and taking your emotional temperature, whereas social strategies cover three learning strategies as: asking questions, cooperating with others, and empathizing with others.

Various studies have shown that socio-affective strategies are the least frequently used learning strategies by language students (Oxford, 1990; Razi, 2009). This may happen because students are not used to pay attention to their own feelings and social relationships when learning a second language. In order of having better results in the language learning process, learners must be aware of the huge impact that their emotions and social relations have during their path. When learners are able to understand the importance of these factors they can deal with negative feelings and the right way to achieve these results is by attending socio-affective training.

Language learning is an adventure of the whole person, not just a cognitive or metacognitive exercise and that is why socio-affective factors require more attention from teachers, writers and researchers. While searching about this topic, I have found out that the greatest part of studies done in this field are theoretical, therefore more examinations on the effectiveness of practical uses of these strategies are necessary to be done in order to enhance the importance of socio-affective strategies.

1.3.1.4 Communication Strategies

While learning a new language, learners face many difficulties in their communication and the appropriate way to overcome these obstacles is to use communication strategies during their language learning process. According to Hedge (2000), learners use communication strategies in order to make them understood and to maintain a conversation and she continued by saying that these strategies include: gesture, mime, synonym and paraphrases. Learners who utilize these strategies find themselves involved in conversations where they have the opportunity to practice the language and to achieve higher results in their learning process. There exist a number of factors that affect language learning process and they may be negative (anxiety, fear and depression) but our focus will be on factors that affect learning process positively (attitudes, motivation and self-esteem).
**Attitudes**

Autonomous learners’ attitudes have a vital role in the learning behaviors because they effect on the learning process and learning outcomes. Learner attitudes deal with learner’s learning experiences, beliefs, values as well as a learner’s educational background. According to Wenden (1998), attitudes are learned motivations, valued beliefs, evaluations what one believes is acceptable or responses oriented towards approaching or avoiding. Attitudes are cognitive and affective meaning that they can be thought about and include feelings or emotions. They can be learnt which means that they are not inherited; they also tend to persist, but with experience they can be modified (Baker, 1988). If learners think that learning is successful only in a traditional classroom where the teacher is the instructor, they might resist trying autonomous learning. “Attitudes are part of one’s perception of self, of others and of the culture in which one is living or the culture of the target language” (Brown, 1987), which means that positive attitudes increase motivation and negative attitudes have a contrary effect.

**Motivation**

This term was defined by different experts in this field but they all agree upon the idea that motivation is one of the key factors that influence the rate and success of second or foreign language learning. Learners who are motivated show different behaviors, feelings and cognitions, in the other hand unmotivated learners do not show these characteristics. Motivation contains three elements: desire to achieve a goal, effort extended in this direction and satisfaction with the task (Gardner and MacIntyre, 1993). There exist two types of motivation: intrinsic motivation which refers to the reason why we perform certain activities for inherent satisfaction or pleasure and extrinsic motivation that refers to our tendency to perform activities for known external rewards, whether they are tangible or psychological in nature (Brown, 2007). Learners must know the importance of motivation if they want to achieve their desires and goals in language learning process.

**Self-esteem**

Another concept that takes place in communicative strategies is self-esteem which plays an important role in the learners’ achievements. Coopersmith (1967) defines self-esteem “as a personal judgment of worthiness that is expressed in the attitudes that the individual holds
towards himself”. In other words, one can understand this term as the evaluation that the learners make of themselves regarding the language learning process. Self-esteem was also explained by Branden (2001), as a sum of self-confidence and self-respect. Learners who have a high self-esteem may achieve better results in language learning process on the other hand learners with a low self-esteem show lower achievements. Therefore, learners must pay attention to learning strategies since they contribute a lot in leading them to a larger success in language learning. Last of all, they should use every chance they have to exercise, if they want to learn a language successfully.

1.4 Moving the focus from teaching to learning

Several studies done in the field of autonomous learning have their focus on defining how learners can take control over their learning and which factors help them during their course. Autonomous learners are active participants in the process of learning and active interpreters of new information in terms of what they already know (Dam, 1990). Moving the focus from teaching to learning does not mean that the teacher becomes unnecessary, they collaborate with learners to organize materials and methods.

It is a clear fact, that autonomy is focused on the process and not the product. It helps learners to be motivated for fulfilling their learning goals and also to realize that learning is a lifelong process (Jacobs and Farrell, 2001). According to Lowry (2008) “autonomous learning is more effective than non autonomous one”, this means that learners must seek strategies and methods to be more engaged in the learning process if they want to take its benefits.

Changing the spotlight from teaching to learning may be seen as a difficult mission for some teachers but it is not impossible since it has been implemented all through the world. Learner autonomy is increased when learners collaborate during the learning process. They have the opportunity to choose topics, working approaches and also to form groups by themselves. Teachers serve as facilitators by giving students a hand when they feel it necessary. Self-assessment is a key point during the learning process, where learners have the opportunity to reflect on their learning progress. In the beginning of this shifting learners may be uncertain if
their learning is going in the right way, but later on, they will understand that through experience and practice their language skills will be improved.

To clarify this changing in the learning process, it is necessary to check out the teacher’s and the learner’s role. Together with their function in learning comes the importance of creating an autonomous environment where learners can feel free to experiment without hesitating, such as an autonomous classroom.

1.4.1 Teacher’s Role

Many people understand the concept of autonomous learning as a process where learners work alone at home or in class without any support of classmates, the teacher or the parents. But it is exactly the opposite, since autonomous learning creates an interaction and interdependence. As it was stated earlier, autonomy is the “ability to take control of one’s learning” (Benson, 2001), so, this control can be achieved when learners work together and support each other. Interaction and collaboration are key features in the developing of learners’ autonomy and they can be provided by the teacher.

It must be pointed out that, teachers’ need freedom in order to apply their own autonomy in teaching. Teachers must help learners in developing a conscious awareness of language learning strategies and their effectiveness, and their beliefs about language learning process. They teach learners to be critical thinkers and encourage them to experiment inside and outside the classroom. During the process of learning, teachers must act as consultants, observers or counselors if they want to stimulate learners (Little, 1991). In a foreign language class, teachers assist learners to set objectives, select materials and evaluate themselves. In relation to this, learners become aware of the huge importance that autonomous learning has.

Moreover, teachers respect learners’ opinions and thoughts and their way of handling tasks (Benson, 2001). With the teacher’s support, learners become aware of different types of learning strategies that they can make use of, and pass all the obstacles that they find during their path. It is necessary to mention that the teachers of autonomous learners have these characteristics (Camilleri, 1997): they are aware and conscious of their own experience and they can manage a class where learners participate actively in decision making; they act in a modified learning
environment by creating a more relaxed atmosphere from one continuously threatened by examination procedure; they offer a number of materials from which learners can choose the most appropriate and the most interesting for them; they encourage learners and give feedback (Štros, 1995; Skinner, 1996; Davies, 1987). Last but not least, they train learners on language learning strategies because they want to make their path easier (Dickinson, 1992).

1.4.2 Learner’s Role

Throughout this research it is mentioned several times that learners must take responsibility over their own learning if they want to be successful autonomous language learners. Autonomous learners understand why they must learn a specific task; give ideas for planning a lesson and also take initiative to perform different activities (Little, 2002). They must be capable to work in cooperation with others but also must be able to find solutions for problems by themselves when necessary (Dam, 1995).

Learners are autonomous only when they take part in each procedure of the learning process. Using language learning strategies and accepting their responsibility, they will be involved in each step of the learning process and will have the chance to plan, monitor and assess their learning. They will advance in autonomy after they become aware of each point of the learning process and take the effort to change or even modify a learning task or an activity (Little, Ridley and Ushioda, 2003).

While students complete several tasks, they must think about criteria of self-assessment. In this part, they can evaluate their own work and do not depend on the teacher anymore. Self-assessing is very beneficial since they do not have to wait for someone to tell them what to do next, and makes them aware of the progression in learning process.

1.4.3 Autonomous classroom

The most appropriate way to develop autonomy in the classroom is by presenting different learning strategies but also by giving learners the opportunity to implement their knowledge in different occasions. The key to successful learning environment lies in the atmosphere that is created in the classroom, which invites learners to feel comfortable and pushes them to
experiment. Here, learners share their findings with each other and also with the teacher. The interaction that is created between learners has a huge importance during their autonomous development because it influences directly their language learning process.

According to Lacey (2007), in an autonomous classroom where English is learned as a foreign language, the communication is authentic and the language is the means, as well as the goal. It is worth mentioning, that autonomous classrooms are characterized by pair or group work, for the reason that they help learners to be more independent. During group activities, learners collaborate and receive support from their colleagues, not just the teacher (Jacobs and Farrell, 2001).

This type of classroom serves as a motivation for learners to experiment and to realize which are their strengths and weaknesses. The learners have the opportunity to discuss the learning process together with their teacher and their opinion is respected (Camilleri, 1999). They make decision collaborating with each other in the beginning of the year, so they will be aware about their materials and also the procedures that they are going to follow. By fulfilling different projects they become aware of what they have learned and why.

Learners build groups based on their interests or other criteria chosen by them (Lacey, 2007). When they work together, they can practice their communication skills. They use the target language and interact with each other in order to complete different tasks therefore a new world of speaking exercises is created.

1.5 The implementation of language learner autonomy

Till now, I have explained some important elements of autonomy: its definition, language learning strategies which help students to achieve their goals and also the roles of teachers and learners. Subsequently, the implementation of learner autonomy must be considered in this topic. Autonomous language learning is considered to be a double process as cited by Holec (1981), “on the one hand, it includes learning the foreign language; on the other learning how to learn”. It is worth mentioning, that learners and teachers must collaborate in an atmosphere of trust and respect if they want to establish language learning autonomy. It is the teacher’s job to explain
autonomy continuously to students, so they will be familiar with this concept and it will be easier for them to implement.

According to Reinders (2010), there are only “a few practical models that could help learners to implement autonomy in the classroom”. This happens as a consequence because the term of autonomy has been mixed with other notions such as: awareness, motivation and interaction.

Key elements in the process of implementing language learning autonomy are the pair and group work. By using these types of activities learners are more independent to make decisions and to support their classmates when necessary. Logically, by communicating with peers and groups, learners gain more self-confidence and are not timid to talk in front of the class anymore (Dam, 2000).

Teachers must always be interested in the progress of their students and comprehend the student’s language proficiency. A good English language learner is the one who: knows why he or she is learning English; understands his or her role in autonomous learning but also the role of other individuals that participate in their learning; is ready to cooperate and to take responsibility (Dam, 1995). She also suggested that “when you start to learn a foreign language you must forget to be normal”, which means that the communication between participants in the classroom must be authentic. Regardless of the fact that only a few methods to establish autonomy can be found, in the next section will be presented autonomy course strategies and approaches, which were proposed by Coterall (1995 and 2000) and Reinders (2010).

1.5.1 Autonomy-based course

Autonomy-based course is designed with the explicit purpose to encourage students to take more responsibility over their language learning (Cotterall, 1995). She continues by saying that autonomy must be involved within the overall language program and not just that of the classroom, in order to be successfully promoted. Autonomy-based course includes five components: learner/teacher dialogue, learning a language study theme, classroom tasks and materials, student record booklet and self-access centre. The components of this program serve to make learners aware of how language learning proceeds, the language used to discuss that
procedure and records for charting it, the support provided for learners, and learners’ access to resources and feedback.

- **Learner-teacher dialogue**- each learner passes through three interviews by the teacher. The first interview is realized in the beginning of the course and has the purpose to create a personal relationship between the teacher and learner. Another interview is done in the mid-point, which wants to assess the learner’s progress and the in the last interview learners take advice from teachers for their future study of English.

- **Learning a Language study theme**- it encourages learners to explore new ideas and explains crucial metalanguage strategies for language learning (Table 2). Learners benefit a lot because their difficulties are easier to be discussed with the teacher.

- **Classroom task and materials**- it deals with the planning of tasks that students achieve by imitating real life situations and incorporate language support. This component pushes learners to discuss with the teacher when they do not understand the main purpose of a task.

- **Student record booklet**- at the beginning of the course all learners receive their personal copy of the students record booklet. The booklet contains two parts: self-assessment and the monitoring of learner activity. It supports learners to judge their language performance and to monitor their developing language competence.

- **Self-access centre**- it offers learners the opportunity to use a collection of reading, vocabulary and grammar materials. All these resources offer good-starting points for learners seeking information in variety of topics.

1.5.2 Approaches to implement autonomy

The explaining of these approaches will start from the learner and his or her actions. These actions can be encouraged, modeled and monitored by the teacher. The first author who started to deal with self-direct learning was Malcolm Knowles (1975). He proposed to apply some principles to language education. Almost the same approach was identified by Winne and Hadwin (1998), who identified four phases in academic learning situations: defining tasks; setting goals and planning; enacting study tactics and strategies; and metacognitively adapting studying. But, I will discuss each stage in the development of learner autonomy as was conducted by Reinders (2010):
- **Identifying needs**- is a process that must be established in the first weeks of the course and learners must be encouraged to share their findings. The learning needs should be recorded on a learning diary or portfolio and reviewed regularly.

- **Setting goals**- as stated by Nunan (1999), when learners are able to define their own goals and create their learning opportunities they are autonomous. Therefore, learners can focus on the most relevant aspects of class.

- **Planning learning**- involves the making of plans, where students can make decisions on content or activities that are going to be implemented in classroom.

- **Selecting resources**- students may be asked to find authentic materials from outside the school (Dam, 1995). Tasks involve production and sharing of materials.

- **Selecting learning strategies**- students must be aware of learning strategies: cognitive, metacognitive and socio-affective strategies. A good starting point is to ask students to identify their current strategy use.

- **Practice**- teachers should keep a balance: giving students freedom and their support. This support can happen when learner practice language on their own and put their experiences back into the task itself.

- **Monitoring progress**- learners need to monitor their own progress on learning, a good example is learning diary, in the form of a learning blog which encourages this process.

- **Assessment and revision**- can be achieved by using portfolios, worksheets and activities that encourage learners to put into practice what they have learned.

These approaches are united by reflection, motivation and interaction which provide the cognitive and socio-affective backbone of a course aimed at fostering learner autonomy. All scholars who studied implementation of autonomy in practice agree that autonomy is a long process and its successful implementation depends on the teacher’s persistence. The changes in teaching approach cannot happen suddenly because learners’ need to have a clear purpose of what they should do. So, the implementation of autonomy can be realized when learners start to use the approaches mentioned earlier and to move from the traditional way of learning.
1.6 Benefits of learning English autonomously

Autonomous language learners take charge and accept responsibility of their learning (Holec, 1981), which means that these are the first benefits that we encounter in relation to this field. They tend to be more open to try every opportunity given, to exercise and practice their knowledge, in order to achieve success. Autonomous learners are not depended on the teacher and this is a quality that differ them from non-autonomous learners. Learners are able to see their progress and motivate themselves for further achievements. They are aware of the teacher’s role and may ask for suggestions when they have difficulties to understand the purpose of a task. Moreover, autonomous language learners learn to use different types of language learning strategies together in pairs or groups (Dickinson, 1993). As Holec (1981) and Little (1991) suggested, these type of learners are able to understand the progress of their learning without needing the teacher to tell them the evaluation.

By learning English language autonomously, learners can establish many activities that are related with English. These activities may be as a type of an English speech contest, English debate or volunteer activities, where they have the opportunity to share responsibilities and benefits as well, since they are working toward the same goal. The participation in these activities is essential for autonomous language learners because they have the chance to learn by other’s experiences and also meet new people. According to Wenden (1998) (Gardner, 2002). Coopersmith (1967), the affective factors such as attitude, motivation and self-esteem differ from a person to a person, so learners can help other members to understand the benefits of learning English autonomously and give them a hand to pass anxiety or fear. Therefore, I can fully say that autonomous language learners are more socialized and understand the work in group.

Lastly, autonomous learners can choose their own learning methods and types of activities according to their personal needs. They can see in what part of language they are lacking and find the most effective activity to pass their weakness. This can be seen as one of the benefits of learning a language autonomously because these learners are aware of their progress but also of their failure. So, they will be part of every opportunity given to overcome these obstacles and will be one step closer to their success.
1.6.1 Reasons for autonomy

As it has been cited, there was an increasing attention for autonomy in language learning in recent times. The shift of responsibilities form teachers to learners is essential for the language learning process. In this section, the benefits of learning English autonomously will be discussed for three reasons: psychological, practical and philosophical.

A great number of educators favor the psychological understanding, because it supports the idea that learners have more success when they take control on their learning. If we as young teachers want to promote a significant and an efficient learning we must permit learners to make selections regarding the mode, progression and the content (Candy, 1988). When we leave a free space for learners to make decisions they will be more motivated, this statement is also presented in the part of communication strategies earlier were it is concluded that motivation is one of the key elements that influence the rate and the success in language learning.

Teachers must try to offer their students opportunities to practice their knowledge and to see their progress in language (Tudor, 1993). But it is the learners’ duty to use every chance given to exercise learning on their own. According to Crabbe (1993), not all learners have time to attend language schools or courses, so they must seek other ways to achieve their goals. So, this source directly has to deal with the teacher’s and learner’s role that were clarified above.

The last aspect that learners benefit from it is the philosophical one. Through it, they understand that every human being has the right to make his or her own decisions. These decisions include also their learning, where they can choose the language learning strategies that most fit to them without concerning about the opinions of others. “Societies are better off when individuals are free to make decisions and are not confined by social establishments” (Crabbe, 1993), meaning that when learners have freedom of learning they will maximize their choices they make in life.

1.6.2 Benefits of autonomous language learning activities

Autonomous language learners need to be part of a collaborative and supportive learning environment, which can occur when teachers change their traditional way of teaching. As a result, learners have opportunities to implement their autonomous language learning activities and achieve more success together with the teacher. When learners have problems or something
unclear during the autonomous learning activities they will need the teacher support. In this section, the benefits of autonomous language learning activities will be discussed.

They offer more language practicing opportunities

Language practicing opportunities help learners to be more involved in learning and as a result they will have more success in the language learning process. Learners value autonomous language learning activities more than classroom instruction (Pearson, 2004), and in my opinion this happens because autonomous language learning activities are connected with applications in real life. According to Ferdous (2013), language learning becomes more relevant when learners use dozens of opportunities to practice in a realistic context. There were a lot of studies done in the part of autonomous language learning activities but all have the same conclusion. They indicate that language practice in a realistic setting serve as a gateway for the cultivation of successful learners. In these activities, learners have the opportunity to choose their preferable resource to find information; they can perform self-instruction\(^1\) through exercises books; self-directed naturalistic\(^2\) activities by listening to conversations between speakers and naturalistic\(^3\) activities by speaking with native speakers. Good language learners continuously search for practice opportunities and are interested in learning; therefore they have success in their language learning process.

Learners adopt language learning strategies

Through autonomous language learning activities learners can learn and implement language learning strategies and understand their influence in the learning process. Successful language learners’ are always aware of their learning strategies and adapt them in several learning situations (Bayat, 2011). This means that learners achieve higher results, only when they are able to use different types of learning strategies during their learning process. By using these strategies learners can set individual goals and self-assess (Wenden, 1998), also they can understand their strengths and weaknesses. When learners benefit from adopting these effective strategies and control their own learning, they see themselves as initiators of their own learning and have a stronger self-confidence (Victori and Lockhart, 1995). So, their learning becomes

\(^1\) Self-instruction implies that the learner studies alone, with little or no contact with teachers of the target language

\(^2\) Self-directed naturalistic happens when learners create naturalistic learning situations to learn the language

\(^3\) Naturalistic learning refers to direct communication with users of the target language
more efficient, when learners apply several learning strategies during their autonomous activities.

*Learners’ confidence is strengthened by some affective factors*

It was mentioned before that autonomous learning contains affective factors such as attitudes, motivation, and self-confidence. Autonomous learning activities help learners to hold more positive beliefs about English learning of both the perceived value of learning spoken English and their expectations for learning English (Wu, 2012). Therefore, when learners have a positive attitude towards language learning, they will be more motivated to learn autonomously (Cotterall, 1999). Autonomous activities give learners the opportunity to use English in a realistic setting and this strengthens their beliefs that what they have learned will be relevant to real life. When learners achieve some phases of success in autonomous learning, they will have more self-confidence and courage to continue their path.

*They help learners to build a supportive learning community*

Learners benefit from autonomous activities because there they can create supportive learning communities. During these activities they may find solutions in pairs or groups, so they will have the opportunity to exchange their experiences (Borrero & Yeh, 2010). They continue by stating that, all the exercises done during these activities will help learners to have a progress on their English speaking ability and will develop their feelings about success. When deeper social ties are established, these in turn facilitate the development of autonomous community (Hughes, Krug, & Vye, 2011). By cooperating during different tasks, learners adopt the idea that they must share their responsibilities and a supportive learning community is created.

### 1.6.3 Relationship between autonomy and language proficiency

Various studies related to the field of autonomy have concluded that learners rated practice opportunities to use the target language ahead of the teacher, in terms of their importance for successful language learning (Cotterall, 1999). So, the contribution of practices associated with autonomy to language proficiency has become a critical issue for two reasons: the first is that, researchers started to understand that there is an important relationship between autonomy and effective learning; the second reason is that world-wide concern with accountability in education
is increasingly obliging teachers to demonstrate the effectiveness of their practices in terms of proficiency gains.

It should be noted, that an empirical research on the relationship between the development of autonomy and the acquisition of language proficiency must be done. By doing this study, we can find out that practices for fostering autonomy lead to better language learning (Dafei, 2007). This will be achieved if the research is divided into two parts: one will show that a particular form of practice produces gain in proficiency, and the other part will describe the ways in which proficiency develops as a result of practices designed to promote autonomy.

According to Corno and Mandinach (1983), learner autonomy could help to improve the language proficiency of learners and concluded that autonomous learner were learners of high language proficiency. Learners with a high degree of learner autonomy achieve high scores; on the other hand learners with a low degree of learner autonomy are likely to achieve low scores (Risenberg and Zimmerman, 1992).

In summary, a research that discovers the relationship between the development of autonomy and the development of language proficiency is of a great need (Dafei, 2007). This would help us to find out the ways that will foster autonomy in terms of language learning gains and also to test and elaborate the hypothesis that autonomy in language learning is equivalent to better language learning. It is of great importance, to establish proficiency criteria and assessments tools relevant to autonomous learning and include the methods in which autonomy and proficiency cooperate (Benson, 2001).

### 1.6.4 Challenges in Language Learning Autonomy

The concept of learner autonomy is having an important role in the learning process especially in the language learning field. Till now, learners can understand all the advantages that they will have if they become autonomous language learners, but also it is necessary to mention some challenges that they may encounter during their path to autonomy. Shifting the focus from teaching to learning may face challenges during their implementation. Therefore, I chose to examine the problems of the teacher and the learner.
Teacher’s challenges

1) They should negotiate a joint interpretation of the syllabus with learners. This process can be successful if it starts by inviting learners to make clear what they expect from the learning process and what they can bring to it.

2) Teachers change their role in a way that the power structure of the classroom is changed. Teachers’, who are accustomed with the traditional way of teaching, find difficult to be counselors and managers of learning resources.

3) It is difficult for teachers not to intervene when they see learners individually or in a group, grappling with a problem and moving slowly towards a solution. But only when they deal with different problems they can have a progress on their learning process.

4) Another challenge is that teachers must dare to trust the learners and not to carry all the responsibility on their shoulders.

Learner’s challenges

1. For many learners the most important thing is to get good qualifications, so it may be difficult for them to shake their belief that the teacher’s job is straightforwardly to prepare them to do well in the exams.

2. Another challenge is the discouraging environment where a teacher-centered class depends on the grammar-translation method where the students need to memorize and learn about mechanical approaches Turlou and Stefansdotir (2011), so this may discourage the learners to be part of the learning process.

3. Reluctant teachers are worried whether the learners can take control if things will be complicated, so learners may encounter several problems in becoming autonomous.

CHAPTER 2

2. Methodology

Throughout this research, I have explained autonomy in language learning and together with it I have enlighten the characteristics, strategies and perception of roles, but my main subject were the benefits of learning English autonomously. Therefore, I have formulated a questionnaire where the quantitative method was used. Participants of the questionnaire were students from
University of Gjakova, Department of English Language and Literature. I have presented my questions in an online closed group where students of this department participate and share information and ideas. My questionnaire was open to answers for two days, and it was seen by all participants of this group (students and professors). Twenty six students willingly took part in this questionnaire and gave their responses.

The initial part of the questionnaire aimed to understand the attitudes of students towards learning English autonomously. It was presented through five statements and they had the opportunity to choose one from three options that were given in the checkbox grid. The other part of the questionnaire comprised four other questions were I wanted to understand the perception of responsibilities from the students angle. The final part comprised seven other statements, which I have included for the sake of understanding which autonomous activities were most attended by this group of students.

As it was mentioned earlier through this research, attitudes are key points that help learners to approach to a topic or to avoid it. Also, the perception of responsibilities was mentioned in the shifting of roles between learners and teachers which played a great importance in the development of autonomy. Lastly, benefits of autonomous language learning activities were presented together with its huge impact on autonomous language learners. So, after dealing with these important factors, I decided to formulate my questionnaire based on these three main points.

Research questions:

1. Which are the students’ attitudes towards autonomous language learning?
2. How students percept their teachers role in the process of autonomous learning?
3. What type of autonomous activities they attend voluntarily to improve their language skills?

Hypothesis:

**Autonomous English learners are responsible and motivated to participate in autonomous activities, where their learning skills are improved.**
2.1 Aims

To find out the benefits of learning English autonomously, I compiled my research based on these three main aims: student’s attitudes are analyzed since they have a vital role on learning process and learning outcomes; the perception of roles because it makes learners more responsible of their learning; and lastly autonomous activities for the reason that they help learners to improve their English skills.

CHAPTER 3

3. Analysis and Results

This chapter includes a deeper analysis of the answers that were given from twenty-six students of University of Gjakova, Department of English Language and Literature. All the data gathered from this questionnaire is presented in tables and a description of each question is added. It is worth mentioning, that only by presenting and explaining the students responses we will be able to find out the benefits of learning English Language autonomously.

3.1 Learner’s attitudes towards autonomy

The first question was done for the purpose of understanding the learner’s attitudes towards autonomy. It started with the statement “While learning English I…”, and they had to answer the five other continuing statements given below. Each sentence had three options: always, sometimes and never, they were presented in a checkbox grid, where learners could check the most appropriate options for them.
With the first statement, I wanted to find out how much they force themselves to succeed. Twenty-four students said that they always try to do their best work and only two of them answered with sometimes. The second statement was to see if they try to find and correct their errors during English learning, and there nineteen of them answered with sometimes and seven others said sometimes. The third, dealt with the assessing of work, eleven participants checked always and fifteen chose sometimes. If they set their learning goals and work toward them was answered in the fourth statement, eighteen students said always and seven of them said sometimes. The last statement was to understand how often they are engaged in learning activities, fifteen students said always and twelve others answered with sometimes. After I saw student’s responses, I came to the conclusion that the majority of these students held positive attitudes toward autonomous learning which means that they showed a will to participate in the language learning process. They put much effort to have success; are able to correct and judge their own work; they can set learning goals and get involved in every learning activity. This means that they are conscious for their learning, and this is considered to be one of the first benefits of learning English autonomously.
3.2 Perception of responsibilities

The second part of the questionnaire dealt with the perception of responsibilities. There were exactly four questions and each one of them had three options. Student chose the most appropriate option for them.

3.2.1 Ensuring the progress during lessons

The first question of the second part was made with the purpose to understand students’ perception of responsibilities. All students responded this question and the perception of responsibilities were explained.

Figure 2 Progress in learning

Out of twenty six participants, seventeen of them believed that is both the teacher’s and learner’s responsibility to ensure the progress in learning; eight students said that is their responsibility and just one of them declared it is the teacher’s responsibility. After these answers were collected, I understood that this group of students are not depended in the teacher, and are aware that their progress in language learning is their responsibility and their teachers. So, it can be noted that in the process of language learning students and teachers must work together, which means that tasks and activities should be created in collaboration, in order to have progress in learning.
3.2.2 Identifying strengths and weaknesses

This question was added to the questionnaire because I wanted to know the students’ opinions about the identification of strengths and weaknesses in English.

Figure 3 Strengths and weaknesses in English

There were exactly twenty-six responses from which fifteen were “both”, ten were “my own responsibility” and only one was “teacher’s responsibility”. According to these answers, it is understood that students think that they are both responsible for identifying strengths and weaknesses in learning. This is also an autonomous language learners’ characteristic, since they want to interact in the learning process, but not exclude the teacher from the class. As it was mentioned earlier in this study, interaction and collaboration are key features in the developing of learners’ autonomy and they can be provided by the teacher.

3.2.3 Out of class learning

The third question was about learning outside the classroom which is an important element in the autonomous language learning. It aimed to find, whose responsibility is to choose what should be learned outside.
Here the majority of participants (exactly, twenty two) concluded that it is their own responsibility to choose task and activities outside the classroom. Three students thought that is their both responsibility to choose these activities, and one thought that it is the teacher’s responsibility. As a result, this group prefers to choose their own out of class activities and tasks.

3.2.4 Interest in learning

The last question of the second part included the interest in language learning because it is one aspect that characterizes autonomous learners. Even here students have the same options: my own responsibility, teacher’s responsibility and both. It was necessary to add this kind of question in the part of responsibilities, because autonomous learners are curious about language learning, and their interest has a huge impact in this process.
Twenty two students think that they are responsible to stimulate the interest in language learning, three others agree upon the idea that they are both responsible and lastly, one student chose the “teacher’s responsibility” option. After I analyzed all the answers from the perception of roles part, I concluded that this group of students from University of Gjakova understand the roles in autonomous language learning and willingly participate in choosing tasks, materials and activities that should be learned; by collaborating with the teacher they are aware of their progress and identify their strengths and weaknesses; and finally they are considered to be autonomous because the interest in language learning is seen to be stimulated by themselves.

3.3 Autonomous activities

The third part of the questionnaire was about autonomous activities that students attend voluntarily. My aim was to understand how much they try to improve their English skills. There were given seven statements and each one had three options for students to choose. I decided to put this type of questions in my questionnaire because throughout my research I understood that autonomous activities have a huge importance in the developing of autonomous language learning. By participating in these activities, students become part of collaborative and supportive learning community. It is a clear fact, that these activities help learners to have a progress on their English and develop their feelings about success.
The first statement aimed to know how often students talk to foreigners in English and the answers are as follows: twelve of them said always; twelve others said sometimes; and two students said that they have never talked to foreigners in English. The second statement included the preparation for proficiency tests, eight students said always; thirteen said sometimes and five said never. The majority of these students (eighteen) said they always read magazines and books in English and eight others said that they sometimes do it. Watching English movies without Albanian subtitles was a very preferable activity for students because fourteen of them answered with “always” and twelve others with “sometimes”. Autonomous language learners seem to have positive thinking about working in groups or pairs since fifteen students chose always and eleven said sometimes. It is worth mentioning that, in these last three statements no student chose the “never” option, which means that they like autonomous activities and are part of them regularly. The other statement was to know how often they attend seminars or conference to improve their
English skills: ten students said always, thirteen said sometimes and three said never. In the last question the majority of students said that they sometimes made suggestions to the professor; nine students said they always suggest something to their professor and six participants said that they have never made a suggestion.

CHAPTER 4

4. Conclusion and recommendations

The transformation of traditional way of language learning and teaching brought the need for autonomous learning. Autonomous language learners are seen to be individuals who accept responsibility of their learning. Based on this research, it can be stated that autonomous English language learning is beneficial because: learners become more open to any opportunity given for improving their English skills; they try to find and correct their mistakes; autonomous language learners are able to set their learning goals and work continuously toward them. All these benefits are part of positive attitudes that autonomous language learners have toward English learning.

To continue with, autonomous English learners accept responsibility of their learning. In this part, are included the teachers role and the learners role. Findings from the practical part make us understand that teachers and learners should collaborate to ensure the progress in learning and also to find out the strengths and weaknesses of students. Materials chosen for out of class learning are selected by learners; also the stimulation of interest in learning English is depended on them. Autonomous learners participate voluntarily in English learning activities (conferences, seminars), where they cooperate with their friends or colleagues to have a progress in learning.

So, autonomous English language learning could be recommended to all students who want to be successful English learners, because it makes their journey more attractive and simple. Autonomous learning engages students to a topic or tasks, where they can share ideas and opinions but also build a supportive community. Being part of autonomous English language learning environment makes teachers to act as counselors or consultants. It requires a lot of effort from both, teachers and learners to practice autonomous English learning but since language learning is lifelong process, autonomy is the key to success.
REFERENCES


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APPENDIX

Benefits of learning English Language Autonomously

1. While learning English... 

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try to do my best work whenever possible</td>
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<td></td>
<td></td>
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<tr>
<td>I try to find and correct my mistakes</td>
<td></td>
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<td></td>
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<tr>
<td>I can judge and assess my own work</td>
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<tr>
<td>I set my learning goals and work toward them</td>
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<td></td>
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<tr>
<td>I participate fully in all learning activities</td>
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</tbody>
</table>

2. Who is responsible to ensure the progress I have made during lessons?  

- My own responsibility  
- Teacher’s responsibility  
- Both

3. Who should identify my strengths and weaknesses in English?  

- My own responsibility  
- Teacher’s responsibility  
- Both

4. Who should decide what to learn outside the classroom?  

- My own responsibility  
- Teacher’s responsibility  
- Both

5. Who should stimulate my interest in learning?  

- My own responsibility  
- Teacher’s responsibility  
- Both

6. How often have you done the following English learning activities voluntarily?  

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked to foreigners in English</td>
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<td></td>
<td></td>
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<tr>
<td>Prepare for proficiency test such as TOEFL</td>
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<tr>
<td>To read magazines and books in English</td>
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<tr>
<td>Watched English movies without Albanian subtitles</td>
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<tr>
<td>Worked cooperatively with your friends</td>
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<tr>
<td>Attended seminars or conferences to practice English</td>
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<tr>
<td>Made suggestions to the professor</td>
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Thank you!