

**AN ANALYSIS OF
LEARNER AUTONOMY IN SELECTED SECONDARY SCHOOL ENGLISH
LANGUAGE CLASSROOMS IN A RURAL DISTRICT OF MWENSE**

A thesis

Submitted to the University of Zambia in Fulfilment of the Requirements for the Degree
of Doctor of Philosophy in Applied Linguistics

by

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(2025)

DECLARATION

I, Musonda Chishimba Josephine, declare that this thesis is my original work and has not been previously submitted for a degree or any other qualification at any institution or any other university in the world. All the materials used from other scholars have been duly acknowledged and referenced.

Sign:.....

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ABSTRACT

English Language is the official language of Zambia which has to be taught in schools for learners to gain communicative competences. It is widely used in government, education and the business world. Because of such importance, it has a higher status quo compared to indigenous languages. Teaching of English Language in secondary schools requires learners to take an active part in the learning process which centres on autonomy. Learner autonomy is a critical issue in English Language learning which the Ministry of Education has been emphasising on through the learner centred approach to teaching and learning. English Language teaching is interpreted using two approaches that must be used concurrently which are text-based integrated and communicative approaches. These approaches used to language learning still encourages learning of the English language to be centred on the learner which supports autonomy. Hence, the study aimed at analysing learner autonomy in selected secondary school English Language classrooms in a rural District of Mwense.

The study was guided by the constructivism research paradigm and a descriptive case study design which is qualitative in nature. In this regard, classroom observations, interviews and focus group discussions were instruments used to collect data. In addition, document and lesson plans analysis were conducted. Homogeneous sampling was used to select 363 Grade 11 learners who comprised 162 boys and 201 girls while expert sampling was used to select 21 Grade 11 teachers of English comprising 9 females and 12 males.

Data was analysed using thematic analysis by familiarising with the data. Thereafter, codes were assigned to specific responses which answered the research questions. The codes were grouped according to similarities on the type of responses given then a theme was generated which encompassed all the codes which answered a specific research question.

The study drew insights from the pedagogical discourses theory to analyse classroom practices by both the teacher and the learner in the learning of English Language that shape learner autonomy. The concept of classification and framing was used to provide a meaningful and systematic framework for analysing on how the curriculum content is structured and how it brings about aspects of power and control on schools as well as the teacher who has the mandate of implementing it. In addition, critical discourse analysis theory was used to analyse power relations in the interactions between the learners and the

teachers as well as the selection of the methodology used in teaching English language. Likewise, analysis was also on the discriminatory practices among learners in their interactions. Finally, metacognition was used to analyse the perspectives the teachers have on autonomy, the strategies the teachers use in the teaching of English language to help develop learners' awareness of how they learn and strategies used when learning, how the teacher develops learners' metacognition knowledge through the structuring of content and the formulation of objectives that has to be achieved.

The findings on the first research question revealed a varying perspective on learner autonomy. The findings showed that 11 teachers representing 52% had a positive perspective on learner autonomy because it made their teaching easy because they would not be required to give all the information to the learners during the teaching and learning process. In addition, 6 teachers representing 29% had negative perspectives that were attributed to the learners' unwillingness to take charge of their learning. They blamed learners for their negative attitudes towards learner autonomy and they avoided using strategies that would help learners to learner independently. Lastly, 4 teachers representing 19% lacked the knowledge of learner autonomy and they neither held a positive or negative attitude to it. They did not know what autonomous learning was all about as well as how it was supposed to be fostered in the classroom.

On objective number two, the study revealed that fostering of autonomy in the classroom is not dependent on one single role the teacher has to play. It involved all the roles the teacher plays which centred on establishing a conducive learning environment that catered for the social aspect between the teacher and the learners, as well as classroom practices which must be done so that autonomy is fostered

The study established on the third research objective that learners were able to exercise their autonomy through collaboration with peers, providing feedback to peers, inquiry on presented topics and engaging in individual work. All these activities the learners were able to do was as a result of them reacting to the given activities by the teacher during the learning process.

On the fourth research question, the study showed that factors that affected learner autonomy were ascribed to the school, teacher, learners and the parents. Lastly, the fifth research question revealed that using of appropriate teaching strategies, providing teaching

and learning resources to promote independent learning, encouraging and motivating learners to speak English Language and building and restocking the library with appropriate books and materials were practices or measures that could be used to promote learner autonomy in the learning of English Language.

Therefore, the study recommended that teachers of English Language in secondary schools need to be oriented on the concept of learner autonomy and their role in ensuring that it is promoted in the classroom. Teachers need orientation through their heads of department on strategies they can use in order to promote autonomous learning. Furthermore, Heads of Departments should be conducting constant CPD meetings for practicing teachers so that they are made aware of their expectations when it comes to the interpretation of the Senior Secondary School English Syllabus and well as strategies that they can use to promote autonomous learning as well as creating literacy clinics to help enhance English Language proficiency among learners.

Key Words: Learner autonomy, English Language, rural classrooms

DEDICATION

This study is dedicated to my late mother, Josephine Musonda, who had believed in my academic journey and had always encouraged me to pursue my dreams.

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First and foremost, I would like to offer gratitude to God for His unending blessings bestowed upon me and for granting me chance to embark on this academic journey. Indeed, His words are forever true and I live to testify that I can do all things through Christ who strengthens me (Philippians 4:13)

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ABBREVIATIONS

ALS: Autonomy Learning Strategies

CDC: Curriculum Development Centre

CDCs: Community Development Centres

CDA: Critical Discourse Analysis

CLT: Communicative Language Teaching

COVID: Corona Virus Disease

CPD: Continuing Professional Development

EFL: English as a Foreign Language

ESL: English as a Second Language

ERS: Extensive Reading Strategy

ERST: Extensive Reading Strategy Training

FAL: First Additional Language

ICT: Information Communication Technology

LA: Learner Autonomy

MOE: Ministry of Education

PTC: Parents Teachers Committee

TEVETA: Technical Education, Vocational and Entrepreneurship Training Authority

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter focused on giving an overview of the study. The chapter looked at the background of the study, statement of the problem, purpose of the study, research objectives, and research questions and delimitation of the study. Furthermore, the study also looked at the significance of the study, limitations of the study, description of the research site and finally operational definition of terms.

1.1 Background of the Study

Zambia is a culturally diverse country with regional languages. There are approximately 73 indigenous languages spoken in Zambia. Despite having such a number of languages, Zambia uses English as the official language. This formalisation of English as the official language came into fruition after Zambia attained its independence in 1964. This came into being because the country did not have a language whose speakers were more than 50%. Simwanga (2008:143) noted that Zambia chose English language to be the official language because of; “the fear of ethno-linguistic rivalry in case of any of the local languages was selected.”

In addition, English Language is a neutral language acceptable to all the divergent linguistic and ethnic groups because of its usage in the major language of business and education. It is a dominant language in government, education, administration and other businesses. Because of using English Language in various key areas of the country, the language has gained a higher status quo compared to ethnic languages; Mwanza (2017:39) illustrates that, “Zambians are eager to learn English language due to its economic value and prospects that came with the acquisition of English language proficiency.” Furthermore, Kula (2008:6) also confirmed the importance of English language by stating, “The predominant use of English in the media, government and education means knowledge of English is extremely important for finding employment, at least in the ‘formal’ sector, and English thus has a

relatively high social status in Zambia.” In education, English language is used as a medium of instructions beginning from, primary, after Grade 4, secondary and tertiary education.

The recommended approach in the teaching of English language by nature is learner centered, which encourages maximum learner participation by enabling learners to be autonomous while teachers facilitate learning. Schweisfurth (2013:20) argued that “ learner centered approach is a pedagogical approach which gives learners, and demands from them, a relatively high level of active control over the content and process of learning, what is learnt, and how, are therefore shaped by learners’ needs, capacities and interests.”

Curriculum Development Centre (2013:9) affirms that, “The senior secondary English language syllabus is interpreted through two general methodologies which should be used concurrently, the communicative approach and the text-based integrated.” Communicative approach according to Richard (2006:2) “ is a set of principles about the goal of teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.” Communicative language approach focuses on teaching communicative competence to learners.

Tarvin (2014:2) elucidated that “Communicative competence can be defined as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions.” Communicative competence in language teaching encompasses the knowledge of how to use language for different purposes and functions, the environment one is in, understanding and producing different types of texts and how to maintain communication in spite of a learner’s limitations in language learning through the usage of other means to maintain communication. Communicative language approach moves away from grammatical competence approach which was concerned with the correct usage of words from meaningful texts which was achieved through drills and memorization. However, communicative language approach shifts power from the teacher to the learner who has to take a greater responsibility in language learning through classroom activities based on collaborative rather than an individualistic view. In communicative language teaching, the teacher is a facilitator and not a model of correct speech and writing.

The advent of learner centered approaches was as a result of a paradigm shift from teacher centred methods of teaching. Schweisfurth (2013: 10-11) noted that “Learner centered approach gives more control to learners not just over content, but over how they learn. In the learner centered classroom, study involves collaborative interactions with other students, as well as the teacher. Individual interests, learning preferences and styles, and personal needs help to guide the process.” Learner centred approach encourages learners to take charge of their learning and not to be passive, while the teacher has the role to facilitate. This approach enables learners have control on how they learn a language.

Learning any second language has never been an easy task. This issue also extends to English language, which is also taught as a second language (ESL) in Zambian Secondary Schools. Moreover, in most instances, the real learning of English language occurs when learners practice it outside the classroom in real life situations. Therefore, learners must apply various linguistic skills to show autonomy in language learning. These key skills hinge on the purpose of the senior English language syllabus, which requires learners to apply various linguistic skills in class and outside (CDC, 2013). Therefore, learners have to take charge of their learning because one of the main aims and objectives of secondary school education, according to the Ministry of General Education (1996:51) is “to provide educational experiences that will nurture skills that will enable pupils to take charge of their own learning.”

The other method prescribed in teaching of English language in the syllabus is the text-based approach. Text based approach is considered as a co-methodology and requires teaching to encompass all the four skills in language, which includes listening, speaking, reading and writing. Mumba and Mkandawire (2019:123) illustrated that “text-based approach aims at developing learners who can engage meaningfully with difficult texts in different contexts.” Text-based approach being a co-methodology to communicative language teaching also aims at developing a learner’s communicative competence. Therefore, text based approach to teaching English language is focused on teaching explicitly the features of spoken and written texts. In addition, teaching at any level in Zambian secondary schools require learners to assume an upper hand in the learning process while the teacher, plays the role of a facilitator and ensures a favourable

environment is created. Therefore, learners need to be autonomous in learning of English as a second language.

Autonomy in language learning according to Benson (2006) is about learners taking more control over the purposes for which they learn languages and ways in which they learn them. Holec (1981:3) coined the term learner autonomy and defined it as “the ability to take charge of one’s learning.” In addition, Littlewood (1999:73) states: “If we define autonomy in educational terms as involving students’ capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life.” Therefore autonomy in this study was used to refer to the capacity of learner’s ability and willingness to take responsibility for one’s learning, along with the action necessary to make this happen as relevant to the cultural context.

Accordingly, learner autonomy in this study also involved the teacher as a facilitator to create an enabling environment for learners to work independently both inside the classroom, as well as outside. This idea of learner autonomy is what is being advocated for in the learner centred pedagogy because learners have to take an upper hand in the learning process. However, Little (1994:8) expressed the thought that learner autonomy is not “a synonym for self-instruction, a matter of letting the learners get on things as best as they can or something that teachers do to learners.” For this reason, autonomy in language learning is not devoid of the teacher because input is needed from them to give clear instructions which will enable learners learn a language and take full responsibility on their part.

Littlewood (1996:83) illustrates this concept of language teaching in figure 1 below

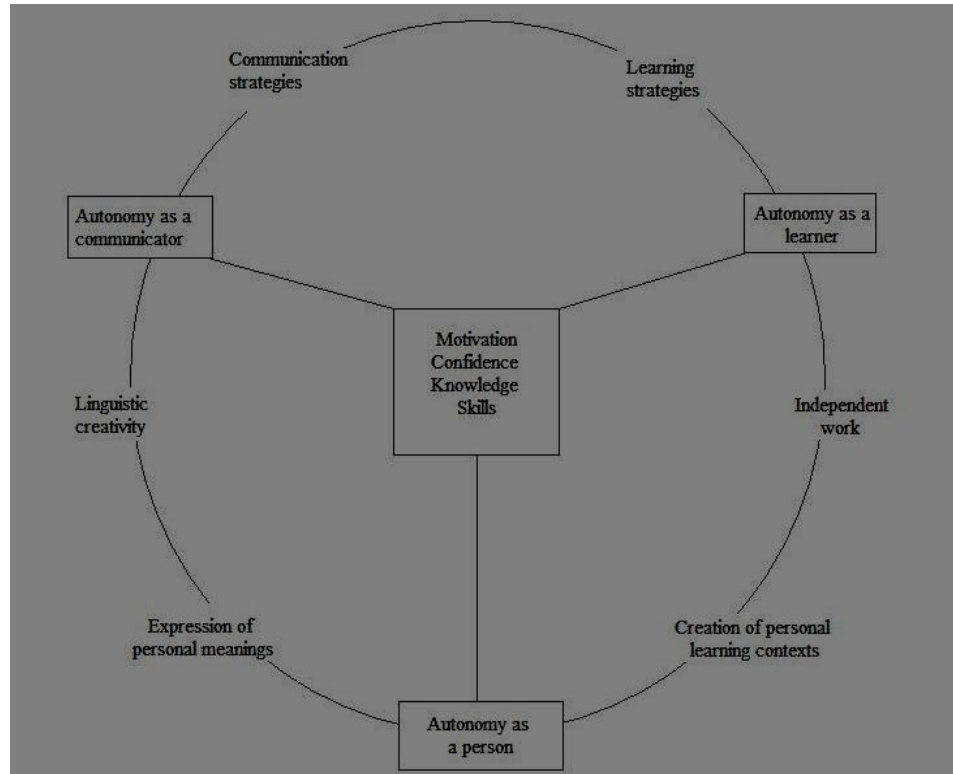


FIGURE 1: Concept of Learner Autonomy

Figure 1, illustrates the interaction of four key components in autonomy. These include autonomy as a learner, autonomy as a person, and autonomy as a communicator and finally at the centre of it is motivation, confidence, knowledge and skills. Autonomy as a learner requires learners to work independently, to create their own personal learning contexts, and to be responsible for their learning. This would require learners to see and position themselves as learners and to be aware of their cognitive processes. This enables them to be responsible for all the decisions, which allows them to learn better in the classroom. By so doing, they work independently. This nevertheless, is achieved when learners are responsible for all the decisions, which enable them learn the best such as choosing learning methods and strategies which will enhance their comprehension. Autonomy as a person on the other aspect enables learners expresses their personal meanings as well as their linguistic creativity through creation of new words based on existing patterns by using multilingual and multiple linguistic affordances available.

Autonomy as communicator advances communication strategies and learning strategies. This entails that learners must be able to show communication strategies through

paraphrasing, translating words and ensuring that the utterances are appropriate. In addition, learners have to be concise, clear, coherent, correct, concrete, complete and courteous. Learning strategies enables learners to plan, monitor, produce and evaluate how well they can communicate through manipulation of materials to learn. This is evident in how learners will participate using different learning methods made available in the classroom.

In addition, autonomy is a process and not an end to a goal because learners need to exhibit certain characteristics in order to become autonomous. Littlewood (1996:428) identified two main components that are dependent on learners developing autonomy in language learning. These are ability and willingness; learners may have ability without willingness or vice-versa. Ability will depend on the possession of mental power concerning skills, which learners need to have in order to make informed decisions in learning English language. Willingness on the other aspect encompasses the inner drive and confidence that learners will exhibit for the already made decisions needed for language learning. All the two components need to be present if learners will act autonomously.

Knowles (1975:14) posited “there is convincing evidence that people who take the initiative in learning (autonomous learners) learn more things and learn better than people who sit at the feet of teachers, passively waiting to be taught ...they enter into learning more purposefully and with greater motivation”. Despite this research revelation, no study has been conducted in Mwense District to analyse how autonomous grade 11 learners are when learning English as a second language. Therefore, this knowledge deficit informed the focus of this study.

1.2 Statement of the Problem

The teaching and learning of English Language like other languages demand that pupils are actively involved in the learning process. The Zambian Curriculum Development Centre has prescribed approaches, which should be used when teaching English language so that learners are at the core of the learning process. The focus is on learner centred approaches, which require the learner to take a key leading role in the learning of English Language. Furthermore, (CDC, 2013:36) states, “the teaching of English should be eclectic so as to include various approaches such as question and answer, group work and class discussions.” To add on, Ministry of General Education (1996:51) outlined the main objective of Secondary Education, which is “to provide educational experiences that will nurture skills

that will enable pupils to take charge of their own learning.” For this reason, learners at secondary school education level are supposed to have mastery of autonomy when learning. In addition, numerous studies have outlined strategies that promote autonomous learning in English Language. Malama (2024) established that teachers were able to create an enabling environment to encourage interaction by incorporating interactive techniques in their lessons which included group work, whole class discussion and individual work in English Language teaching. Mwelwa (2020) also revealed that teachers used classroom teaching strategies such as whole class discussions, group works and discussions, sentence construction and presentations, simulations, teacher expositions; brain storming oral questions and answers. These strategies were incorporated in the lesson because of the benefits they possess for the learners to help them develop communicative competence. Nymbili (2018) also showed that pupils were interested in learning English using the learner centered activities which teachers were not interested in. Despite studies focusing on teaching strategies that support learner centered methods of learning, no study has ever been conducted in Zambia and specifically in Mwense District to analyse how autonomous learners are when learning English Language in Grade 11 rural classrooms. Therefore, the research problem in this was that it was not known how autonomous Grade 11 learners of English were when learning English language. As a question, the problem was; how autonomous are Grade 11 learners when learning English language in selected secondary school English Language classrooms in a rural District of Mwense?

1.3 Purpose of the Study

The purpose of the study was to analyse learner autonomy in secondary school English Language classrooms in a rural District of Mwense.

1.4 Research Objectives

- i. To establish the teachers’ perspectives on learner autonomy in teaching of English Language in Mwense District.
- ii. To investigate the role of teachers in making learners take autonomy of their learning
- iii. To analyse how Grade 11 learners of English exercise their autonomy when learning English as a second language in Mwense District.

- iv. To determine factors which affect learner autonomy when learning English in Mwense District
- v. To ascertain measures or practices which can promote learner autonomy when learning English in Mwense District

1.5 Research Questions

- i. What are the teachers' perspectives on learner autonomy in English language teaching?
- ii. What is the role of teachers in making learners take autonomy of their learning?
- iii. How do grade 11 learners of English exercise their autonomy when learning English as a second language?
- iv. Which factors affect learner autonomy when learning English?
- v. What measures or practices can promote learner autonomy when learning English?

1.6 Delimitation of the Study

The study was delimited to selected secondary schools in Mwense District. It was only on Grade 11 Learners as well as teachers who were teaching English Language in the selected secondary schools who were part of the study. The schools were drawn from Mwense Urban and Mwense rural for differential effect.

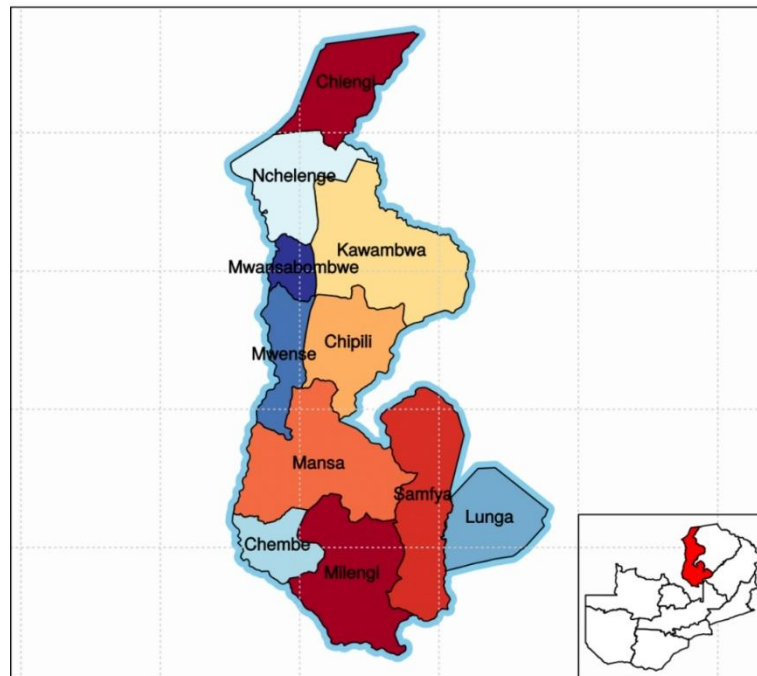
1.7 Significance of the Study.

- This study would inform colleges of education to train student teachers on the concept of learner autonomy and how it can be fostered in the classroom before they start practicing
- This may also inform teachers of English Language on the roles they have to play in fostering learner autonomy and suggest strategies to use in fostering it to enhance learner participation.
- The study may also inform teachers on teaching strategies that can be used to promote learner autonomy in the classroom and how they should apply them to improve their teaching and consequently improve learner participation.
- The study may also inform parents on the roles they have to play in ensuring that they support autonomous learning of their school going children through the provision of necessary learning resources.

1.8 Limitation of the Study

This study had a methodological limitation. Since the study was a descriptive case, the findings would not be generalised to other Districts because of different cases that may exist which are not similar to those in Mwense District. Furthermore, some teachers were uneasy after requesting for video recordings of their lessons because of the fear of finding observation videos being posted on online social platforms. Therefore, the researcher had to assure them on the confidentiality of the video recordings in order to proceed with data collection. In addition, learners were also apprehensive to participate in the focus group discussions for fear of being reported to the teachers and the head teacher on what they would say. However, assurance was given on the aspect of trust and confidentiality of the information they would give before participation.

1.9 Description of the Research Site



Source:<https://zambianeye.com/is-chiengi-still-the-most-haunted-place-in-zambia/>

FIGURE 2: Location of Mwense District

Figure 2 shows the research site of the study. The research site for the study was Mwense which is a rural District located in Luapula Province. The district is 109 kilometres from the Provincial Capital, Mansa. Mwense District has a total number of 59 public schools and

3 private schools. Among the public schools, the district has 14 secondary schools and 45 primary schools. Currently, no research has been conducted to ascertain how autonomous learners are when learning English language in the District. This lack of research in Mwense District can be attributed to its rurality. Therefore, it is imperative that this research site was chosen because not much is known on autonomous learning in this district.

1.10 Operational Definition of Terms

Autonomy: The ability of the learner to take charge of his or her learning in the classroom with the guidance of a teacher

Language: A system of signs and symbols used in communication

Attitude: A set way of thinking and feeling about something

Willingness: The state of being prepared to perform certain tasks

Motivation: The inner drive to behave in a certain way in order to achieve set goals

Learners: Individuals enrolled in a secondary school for learning

Achievement: The ability to achieve set objectives

Communication: The exchange of information through written or spoken messages

Rural: Country side or areas that are far away from towns

English: The official language used in Zambian schools

Secondary School: A school that provides education from Grades eight to twelve.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter explored literature from different scholars which was related to the topic. The chapter focused on analysing learner autonomy in selected secondary school English language classrooms in a rural district of Mwense. This review of related literature covered the set objectives which included: what are the perspectives of the teachers on learner autonomy when teaching English language, the role of teachers in making learners take autonomy of their learning, how learners of English language exercise their autonomy when learning English as a second language, factors that affect learner autonomy when learning English and measures or practices which can promote learner autonomy when learning English Language.

2.1 THE CONCEPT OF LEARNER AUTONOMY

Learner autonomy has being the focus of study in second language learning. Many scholars have come up with definitions of the concept for learner autonomy. Holec (1981:3) the proponent of learner autonomy defined it as, “the ability to take charge of one’s learning.” In addition, Benson, (2001: 50) defined learner autonomy as “the capacity to take control of one’s own learning.” The concept of learner autonomy centres on learner involvement in the learning process. The two words used by these two scholars in the definition of learner autonomy, which is taking control and taking charge, does not imply that learners have to learn without the help of the teacher. Holec established that the ability to take charge of ones learning is not something a learner is born with but must be inculcated for it to develop. Masouleh & Jooneghani (2012:838) pointed out that “Autonomy is not isolated individuality but it is the way a person relates to the other. It’s the agency of the situatedness of people.” Autonomous learning involves interaction between learners as well as the teacher. This indicates that learner autonomy calls for collaboration between the teacher and the learners as well as among the learners themselves. This collaboration focuses more on the learner and less on the teacher. The teacher is just a facilitator for this collaboration. Vieira (2001: 20) ventured to say “The notion of autonomy should refer both to the learner and the teacher, not just to the learner as is often the case. We have perhaps spent too much time thinking about learners and learning processes, and too little time thinking about teachers and teaching processes.” Learner autonomy is a cooperative learning process where learners also get involved in the learning process instead of being taught and directed

only. Candy (1991:205) pointed out that “learner autonomy is not a single, unitary concept, but rather a continuum along which various instructional situations may be placed.” It implies that the learner has to be active in the learning process and not being passive.

Learner autonomy is a notion that focuses on the proactiveness and reactiveness of learners in the learning process. Being proactive in autonomy indicates the acceptance of the responsibility in taking centre stage or responsibility of the learning process. On the other hand, being reactive in autonomous learning enables a learner who has been given the right platform for them to organise their affordances in order to reach the intended outcome. Najeeb (2013:1239) on the other hand pointed out that “The notions of autonomous learning and independent learning are sometimes interlinked and have come to play an increasingly important role in language education. Independent language learning is characterised by optimising or extending learner choice, focusing on the needs of individual learners, not the interests of a teacher or an institution, and the choice of decision-making to learners. It is also learner centred which views learners as individuals with needs and rights, who can develop and exercise responsibility for their learning. Independent learners are expected to develop the ability to engage with, interact with, and derive benefit from learning environments which are not directly mediated by a teacher.” Learner autonomy also implies that being successful in learning depends on the learners themselves who take the responsibility to be involved in the learning process. This independence is critical in the learning of English language.

Autonomy according to Lamb (2000), centres on the capacity a learner has to form decisions and think critically were learning is concerned. Furthermore, there is an aspect of willingness to be responsible for their learning which develops a positive attitude towards learning and thus promote motivation. Autonomy is a goal to be pursued and not the absolute standard to be met. The degree of autonomy a learner will exhibits depend on the level of competency in the language, experience, prior knowledge and affective factors. Autonomy varies depending a various situations. Oates (2019) also explained the concept of learner autonomy as an active, constructive process where learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behaviour, guided and constrained by their set goals and the contextual features in the

environment. Since learners are key role players in autonomy, their perspective will greatly determine their level of autonomy.

Learner autonomy, entails a variety of self-regulatory behaviours that develop through practice as a fully integrated part of the knowledge and skills that are the goal of learning. Autonomy is a conscious development of the awareness of the learning process where learners have to think about their learning process. It is not restricted only in the classroom but can also take place outside of it. Autonomy can exist at individual level as well as social level. It is a developmental goal of the learning process. It is always an explicit phenomenon because it requires a learner to accept the responsibility for their own learning, critically reflecting and evaluating the learning process.

Thanasoulas (2000: 47) advanced that “autonomous learning is not akin to ‘unbridled learning.’ There has to be a teacher who will adapt resources, materials, and methods to the learners' needs and even abandon all this if need be. Learner autonomy consists in becoming aware of, and identifying, one's strategies, needs, and goals as a learner, and having the opportunity to reconsider and refashion approaches and procedures for optimal learning.” Therefore the concept of learner autonomy is not devoid of a teacher. A teacher has a role to play in ensuring that learners take charge of their learning and is responsible for creating an enabling environment that promote autonomous learning through the usage of the right teaching strategies and provision of resources thus, this role the teacher assumes upholds autonomous learning. It is an important concept because of its numerous benefits and is an ultimate goal in the teaching and learning process. Besides focusing on the learner, learner autonomy centres on the teacher as a facilitator of the learning process.

Yu (2020) posited that the concept of learner autonomy was not a familiar concept among many students and thus there is need for learners to be guided or trained to plan their learning process so that they become autonomous. learner autonomy emphasizes the responsibility and the ability to control over one’s learning trajectory to achieve the intended goals in all levels of education. Autonomy learning is characterized by the abilities to set the learning goals, analyse and apply appropriate learning strategies, identify strengths and weaknesses, develop learning plans, analyse and select learning resources, execute the plans, assess and evaluate the performance and progress, and reflect on the progress. Therefore, it plays a critical role in the teaching and learning process. Learner

autonomy encourages learners to think for themselves and encourages learner engagement and the motivation to learn in contrast to a restrictive kind of learning. This engagement in autonomy gives learners a sense of control and ownership of the learning process.

Little and Dam (1998:7) outlined that “learner autonomy solves the problem of learner motivation: autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning; and success in learning strengthens their intrinsic motivation. Precisely because autonomous learners are motivated and reflective learners, their learning is efficient and effective (conversely, all learning is likely to succeed to the extent that the learner is autonomous). The efficiency and effectiveness of the autonomous learner means that the knowledge and skills acquired in the classroom can be applied to situations that arise outside the classroom.” This motivation that comes as a result of learner autonomy can lead to academic achievement and a critical comprehension of the subject matter.

Learner autonomy is positively related to academic performance, as it promotes an internal motivation for a learner to stay committed to learning and developing self-regulation skills, which are a prerequisite for academic performance. Dignath (2008) established that children and young people who possess higher levels of autonomy are more likely to succeed than those with lower levels are, demonstrating a crucial role that learner autonomy plays in education.

Learner autonomy also fosters self-confidence in the learning process. Learners develop confidence in their learning and are more willing to venture into learning independently. It enables learners have the ability to make decisions and take control of their learning. This warrants learners to be well equipped in order to navigate challenges and adapt to new situations which enhances their academic performance but also prepares them for the demands of the world at large. Nakata, (2014: 347) pointed out that “The development of learner autonomy implies lifelong language learning; the endeavor to promote autonomy in learners means helping them to continue their learning throughout their lives.” This helps learners to move away from dependence on the teacher as a provider of all knowledge in the teaching and learning process. This enables the teacher to teach effectively since

learning is less centred on teacher but more on the learner and the lessons are more enjoyable for the teacher.

2.2 TEACHERS' PERSPECTIVES ON LEARNER AUTONOMY IN ENGLISH LANGUAGE TEACHING.

Perspective on learner autonomy is a key element that will determine how learners learn a language. Benson (2008:15) defined perspective as “a way of viewing a phenomenon that is conditioned both by an individual’s position in a power-inflected role relationship (in this case the teacher-student relationship) and by the experience that the individual acquires within this relationship). The assumptions he makes is that teachers’ perspective on autonomy is grounded in the classroom and the institution as a whole while for a learner, it is basically concerned with learning and further extended outside their classroom. Furthermore, since the methodology being advocated for in the teaching and learning process is based on the learner which is learner centered, this power inflected-role is a phenomenon which the teacher may not choose during the teaching process. However, it is worth noting that this power inflected-role may be done by the teacher without realising the implications it has on learners being autonomous.

Riley and Lee (1996) noted that beliefs about a language and beliefs about language learning may directly influence or even determine a learner’s attitude, motivation or behaviour when learning the language in question. Consequently, perspective of the teacher on autonomy is cardinal in fostering learner autonomy. The perspective of the teachers’ on learner autonomy is grounded in a learning environment that comprises the psychological, social, cultural and physical setting in which learning occurs in which experiences and expectations are co-created between the teacher and the learner as well as how learners view themselves.

Perspective of the teachers on learner autonomy will be grounded in a learning environment that meets the learners’ psychological needs in the learning process. Anja et al (2016) identified three psychological needs that have to be met within an individual in the learning process. These are competency, relatedness and autonomy. Competence represents a learner’s capability to perform a given task successfully. Furthermore, relatedness refers to the support from others in this situation the teacher and other peers in the learning process while autonomy refers to the individual’s sense of self and determination in any task. These

three psychological needs must be met in the learning process and will influence the perspective of both the teacher and the learners will have on autonomy.

Perspective on learner autonomy in language teaching is also influenced by learning management, cognitive processing and the content of learning. If the three dimensions are met adequately, teachers' view of autonomy will be affected. Learning management should focus on the level of involvement by learners in the learning process and should be aligned with their skills, willingness to engage and learn, this increase in engagement can build confidence of participants in co-creation initiatives.

Studies outside Africa

Al-Busaidi, and Al-Maamari, (2014) conducted a study on 'Exploring University Teachers' Understanding of Learner Autonomy.' The purpose of this study was to investigate the teachers' views with regards to their definition of learner autonomy and the sources of their ideas. The study used a qualitative approach and employed semi-structured questions to find out how teachers define learner autonomy and the sources of their definition. The study revealed that teachers had a complex cognition of the definition of learner autonomy. Their definition of learner autonomy was based as a result of their backgrounds, education, and experience. This study is important in my current study because it will offer a perspective on how teachers define learner autonomy and what necessitates such definitions. However, this study focused on university teachers and it did not address the actual perspective teachers had on learner autonomy which my study will try establish so that knowledge is added on this key aspect in language learning in relation to secondary education.

Furthermore, Al-Husban & Tawalbeh, (2023) also looked at the perspective of the teacher on learner autonomy. Their study focused on "EFL Teachers' Practices and Perspectives on Learner Autonomy in Virtual Language Learning Environments in Jordan." The study was qualitative and data was collected through interviews and observations. The study revealed that the teachers were knowledgeable on the meaning of learner autonomy and they were also agreeable that it is attained by focusing on independence, freedom, and responsibility. However, teachers did not recognise the key idea of learner autonomy, that it is a main player in promoting language learning either by using traditional classrooms or virtual applications. Contrastively, teachers acknowledged that Learner autonomy was quite important in learning English as a foreign language. Additionally, teachers noted that

Learner autonomy was particularly important and became prominent in online learning or when using virtual language learning environments like emails, social media, English videos, discussion forums, songs, online reading materials uploaded on the websites, or electronic games. So, EFL learners had the freedom of choosing learning resources at their pace, enhancing their ability to read, listen, or write because they want to, not because teachers asked them to do it. Students were able to get engaged in the learning activities through checking of meaning and pronunciation of new words, creating electronic mind maps after comprehension of a text, collecting more information about the topic of the reading text, doing online quizzes, participating in asynchronous discussion forums, doing homework and sending it by email or on the website of the school, participating in breaking rooms on the Microsoft teams, participating in chat boxes, and watching the recorded materials prepared for assessment.

Lastly, Learners had to follow the demands of the fixed curriculum, and covering the content was their priority rather than teachers providing learners with a chance to do extra activities using extra material to promote learner autonomy. This study highlights key issues on the perspectives the teachers had on learner autonomy in EFL class. However, this study was centered on virtual language learning programmes. Therefore, my study would try to add knowledge on autonomy from a non-virtual environment and try to establish how autonomous learners are in such an environment.

Additionally, Joshi, (2011) also conducted a study on “Learner Perceptions and Teacher Beliefs about Learner Autonomy in Language Learning.” The study aimed at surveying autonomous learning activities of the Master level students, majoring in English Education at Tribhuvan University, Nepal. A mixed methodological design was used and data was collected through questionnaires and semi-structured interviews. The study revealed that the teachers as well as the learners were highly positive towards autonomous learning. Majority of the students assumed that they had the ability to learn English well and they were able to make decisions and set learning goals frequently and they had a notion that they have to be responsible for their own ways of practicing English. Learners saw the teachers’ role as an imperative component of their learning. The teachers’ acknowledged their role of being facilitators in such learning. This study focused on students at University level who already are self-driven to take responsibility of their learning. In addition, this

study centred on university students and not secondary school learners. Therefore, my study would try to address this knowledge gap and establish the perspectives of teachers in a rural district in Zambia.

Dwee, & Anthony, (2017) also conducted a similar study on teachers' perception of autonomy. Their study was on "Learner Autonomy in University English Classrooms: Teachers' Perceptions and Practices." The purpose of this study was to examine what teachers think about learner autonomy as well as the strategies they use to develop autonomous learners in a university setting using a qualitative approach. The methodology used qualitative approach and data was collected through semi-structured interviews. The study showed that university teachers had a fair understanding of the concept of learner autonomy and had expectations for the learners to take the initiative to learn and not passively await teachers to spoon-feed them. Furthermore, teachers expected learners to have the eagerness and motivation to learn. In addition, the study showed also the roles of the teacher which included flexibility which should be given to students in order for them to be responsible for their own learning, giving students the freedom of choosing and selecting how they want to learn, use of meaningful and challenging tasks to stimulate learner autonomy and fostering the attitude of research in the learners by having them do research before class or to share something with their classmates.

The findings also showed the challenges in fostering learner autonomy in the classroom. The challenges included teachers lacking the readiness in fostering autonomy, students' passive attitude and lack of interest in learning English and the relevance and timing of the English courses within the university curriculum. The study established critical aspects on the perspective of the teachers on autonomy, their roles as well as challenges that affect fostering of autonomy in the classroom. However, this study still focused on university students as it was with studies done by Joshi, (2011) and Al-Husban & Tawalbeh, (2023), it is also critical to look at the perspective of teachers on learner autonomy in secondary school. Therefore, my study aims at addressing this knowledge deficit so that the Zambian perspective on autonomy can be established.

Tran (2020) also conducted a research on 'EFL students' attitudes towards learner autonomy in English vocabulary learning'. The purpose of this investigation was to explore students' attitudes towards learner autonomy in English vocabulary learning. The study was

conducted on university students who were English majors at a higher institution located in Ho Chi Minh City in Vietnam. The students learnt English as a foreign language. The study was a mixed one which involved both qualitative and quantitative data. The findings for this study revealed that the participants showed low interest in learner autonomy in English vocabulary learning despite knowing the importance of learner autonomy in learning of vocabulary in English Language. However, the study also revealed some significant points. Participants, in general, had positive attitudes towards learner autonomy in English language learning. The low interest came as a result of the vocabulary component which students had to learn.

The study carried out by Tran is similar to my present study because the purpose of my study is to establish how autonomous learners are in the learning of English Language. Despite the focus being on vocabulary and university students, my study takes a whole new different perspective because it encompasses every component of the English Language. It is not only restricted to vocabulary but includes everything that is learnt in the English Language at senior secondary school such as structure, composition, summary, reading and listening and speaking. Learning of English Language cannot be centered only on vocabulary but should include other components involved in it. Vocabulary can be incorporated and be taught in the components outlined. Therefore, My study does not only focus on interviews but further extends to lesson observations so that the data that is given from interviews can be verified with the data that exists in the classroom because people tend to say what they do not practice in the classroom. Therefore, my study helped understand also the perspective teachers have on learner autonomy in teaching of English Language as a whole in selected secondary schools in Zambia.

Additionally, Douglass and Morris (2014) also investigated on ‘Students Perspectives and self-Directed Learning’ the study also focused on university students and the purpose of it was to explore students’ thoughts regarding their own self-directive learning and explore ways to facilitate self-directive learning. The focus was on the perspective students had on self-directive learning which is simply autonomy. The study did not focus primarily on learning English language but on thoughts students had regarding autonomy. Participants in this study included 80 undergraduate upperclassmen recruited from the College of Business and the College of Health and Human Sciences at a large

Midwestern University. Although the study focused on college students, it had similar characteristics with this present study on assessing teacher's perspectives on learner autonomy. The study employed a similar methodology but included only focus groups. The study revealed that students already had an understanding of actively participating in various class activities and to network with learners in their learning process. They also knew that learning various tasks on their own depended on various factors such as consultations with their tutors or professors, setting goals, good time management. Furthermore, students also acknowledged the responsibility they had for self-directed study and the ownership they had to possess in relation to what they are trying to learn. Nevertheless, students held a strong view that the environment which fostered self-directed learning was largely the product of the actions and decisions of the faculty and administration. It is worth noting that autonomy in any learning situation is critical for learners to grasp the information effectively, this study affirms how multi-faceted autonomy is. It is not restricted to learning of English language but learning in general. This study looked at autonomy broadly without specifying the subject students were studying in which they were autonomous but focused on their perspective on autonomous learning. Therefore my present study added on the knowledge on the perspectives of the teachers on learner autonomy in the teaching of English Language.

In addition, Cirocki et al (2019) also investigated the readiness for autonomy in English language learning in Indonesian high school students. The purpose of this study was in three folds: to investigate how Indonesian secondary school students conceptualized the construct of learner autonomy; to ascertain the extent to which students were motivated to learn English; and to estimate how ready they were to participate in the teaching-learning process as autonomous learners. The study was a mixed methods and focused on EFL learners and teachers. Both urban and rural schools were selected to be part of the study. This study revealed that that students were not ready to act autonomously because of the culture of the Indonesian educational system, which was collectivist in nature which prioritises the needs of a group than individuals. Students held a perspective to language learning that was dependent on the teacher. They held a belief that it was the role of the teacher to give exact steps to follow when completing given activities and thus expected the teacher to make all the decisions on their behalf. Cirocki further (2019:12) posited that,

“life in the classroom resembles the hierarchical society outside, where subservience to those in authorities or of higher status is required. As a result, students strictly followed whatever their teachers said, they are convinced that there is only one best solution to a given problem-the teacher’s option.” It is therefore imperative to conclude that learners learning English language have a negative perspective to autonomy where language learning is concerned because of dominance and power relations which exist in the classroom. This dominance and power relation aspect to learning did not meet the social needs of the learners to promote autonomy and consequently have an impact on their perspective. This negative attitude is attributed to the environment where students were coming from as well as the teacher who never provided a conducive environment in order for learners to alter their perspective on learner autonomy in language learning. This study is critical and important to my present study because the focus is also on establishing how autonomous learners are in learning of English Language. This perspective can be affected by various factors which Cirocki and others have pointed out. Therefore my present study added knowledge on this dimension of perspective of secondary school teachers on autonomy because of the different environment for my study which emphasised on learners to take autonomy of their learning in the Zambian Education system.

Studies in Africa

A study by Balçikanli, (2010) on ‘Learner Autonomy in Language Learning: Student Teachers’ Beliefs.’ was also part of the review of this literature. This study was a survey on learner autonomy which was conducted with a group of student-teachers at Gazi University, Turkey. The objectives were to assess student-teachers’ perspectives on learner autonomy, the areas of learner autonomy student-teachers consider important, and the constraints they view as obstacles to deployment of learner autonomy. Despite the study focusing on student teachers’ beliefs, it was worth noting that autonomy was also used to ascertain the student-teachers’ beliefs on autonomy which they encountered while being students in Turkish Schools. It was concluded that Turkish education system had leanings towards the teacher centred part of teaching which Yumuk (2002: 143) described as, “that educational system that has some points that inhibit autonomous language learning.” The study also posited that schools which are formed on the premise of authority not shared, individuality and creativity are less encouraged. This tend to lead learners not to take responsibility of their

learning. Therefore, this gap seen in the environment which has leanings towards teacher centred approach would be filled with my present research because the environment in Zambian Education has a leaning on the learner and not the teacher. The emphasis is for the teacher to provide an enabling environment where learners showcase their independence in the learning process. Therefore, the research tried to address the perspective of learner autonomy in an environment which advocates for their independence.

Asiri and Shukri (2020) on the other part investigated Saudi Arabian learners' perspective on autonomy. The aim of this study was to explore learners' perspective of autonomy and the knowledge learners have on autonomy as well as factors that may prevent them from being autonomous. The study established that learner autonomy was considered as an emerging trend in language learning. Another factor that emerged was that of learners lacking what was termed as 'professional training'. This resulted in learners failing to comprehend the responsibility they had in relation to language learning. Interestingly, professional training that the study focused on inferred to the role the teacher had to play when teaching language to learners. Emphasis was placed on the teacher and not on what learners were capable of performing in order to learn a language. The study also revealed that that Saudi language learners were still in need of professional training to develop their autonomy. The researcher also suggested that learners need to be aware of student role in the learning process as this concept was still ambiguous to them. Nevertheless, readiness on the aspect of the learners was also prevalent. Therefore, the question that was asked is 'did the teachers create a platform where learners perceived them to be responsible only for their learning of a language or did they provide guidance to learners to be autonomous ?' the former question raised is answered by the conclusion of the study which revealed that learners were still dependent on the teacher even in setting their learning goals because they lacked the knowledge of how to study language despite being aware of the differences which encompasses them when learning other courses. This study was quite similar to my present study because the focus was on senior secondary learners. However, the only different dimension for my study was on the curriculum that dictates learning which focuses on learners being at the core of the learning process. Therefore, this study was quite interesting and it helped my present study to make a comparative analysis on the findings established by Asiri and Shukri (2020), since my study included lesson observations which

would help ascertain the learning conditions the teachers were able to create that shaped the perspectives of the teachers towards autonomy. Furthermore, since my study included lesson observations in the classroom, it would add a different facet to what has been a trend of just interviewing participants and getting responses from them. My study moved the advent of autonomy further by adding the observation aspect so that data could be comprehensive for the analysis in order to make a conclusion which was comprehensive in nature with reference to Mwense District.

Contrastively, Mustapha and Mahmoud (2020) in addition also carried out an investigation on autonomous learning readiness and English language performances of English as a foreign language (EFL) in Libyan Secondary Schools. One of the key research question centred on the perception of students toward autonomous learning. The study revealed that learners were willing and ready to learn English language autonomously. Their willingness hinged on the premise of them having practiced autonomous learning through carrying out activities outside the classroom to learn English. This showed that the teacher engaged learners in activities. This situation indicated that responsibility to learn independently on the part of students was an accepted practice under the guidance of a knowledgeable other, who is the teacher in this case. It is also important to note that for learners to carry out such a task, teachers should have played a role in fostering their autonomy. In addition, a conclusion was made in the study by stating that students had an inclination for autonomy, this is in relation to what Pang (2003) pointed out that there are internal and external factors that influence the development and fostering of learner autonomy. Internal factors comprise learner's self-efficacy, attribute, acquisition of cognitive strategies, and the developmental level of meta-cognition, degree of self-discipline and gender roles. The external factors include, school educational context (teaching mode, teaching materials and organisation, educational technology, classroom management), family and cultural factors. Despite all the factors that influence learner autonomy, it was worth noting that autonomy could be enhanced through understanding, guidance, support and care of the teacher, since autonomy can be incrementally promoted by the teacher and learners gradually be given full learning responsibility to become fully autonomous. This study was essential to my present one because from the onset of learning at senior secondary level in Zambia, the focus is for learners to be able to take responsibility of their learning. Therefore, my study added

information on this concept of learner autonomy in Mwense District when learning of the English Language.

Studies in Zambia

A study was carried by Musonda and Mwanza (2021) on ‘Contesting English Hegemony in Zambian Education System: Causes and Effects.’ The purpose was to establish why English was censured from its mandatory position and what effect the removal has had on the teaching and learning attitudes of teachers and pupils. The study revealed that English was removed as a mandatory passing subject because the Ministry of Education realised that it was throwing away potential senior secondary school entrants by putting English language as a compulsory passing subject at Grade 9 level. Most of the teachers of English and pupils held negative attitudes towards teaching and learning English while a few others held positive ones. This revelation of both teachers and learners having a negative attitude at junior secondary school could be elevated even at senior secondary school since what learners learn at junior secondary school are almost the same concepts and this attitude shown can have a negative effect at senior level since learners are already coming with a negative attitude towards learning of English. The findings also showed blame games between teachers and pupils. Another finding which is interesting about this study was that teachers’ negative attitude towards the subject was as a result of the learners attitude towards English because their learners had difficulties in reading and writing and few had interest to work collaboratively with the teachers. Therefore, this present study would bridge this knowledge gap by establishing the perspective the learners would have with such a background from junior secondary school where learners are coming with a negative attitude towards learning of the English language. This was achieved by assessing the perspectives learners had in English Language at senior secondary level and tried to ascertain the perspective they had with the advent of autonomous learning at senior secondary school.

Nymbili (2018) also studied on ‘The Use of Learner Centered Techniques in the Teaching of English Language in Selected Secondary Schools of Lundazi District’ the primary focus of the investigation was to assess the usage of learner centered techniques in the teaching of English language in the secondary schools of Lundazi District. Nevertheless, the study established that the teachers were not interested in teaching using learner centered

techniques hence they used a limited number of learner centered activities. Although the study was not primarily on establishing the perspective learners have in the learning of English language, it however, established that pupils were interested in learning English using the learner centered activities which teachers were not interested in. learner centered approaches entail that the focus is on the learner being an active agent in the learning process. However, this study did not reveal much on why the learners had that interest in the learner centered techniques. Therefore, this gap in knowledge was filled by my present study since the perception of teachers towards autonomy were established because the methodology that encouraged active learner participation focuses on learner centered methods of teaching, which are a necessity in promoting learner autonomy in the classroom. Furthermore, Mwanza (2017) also conducted a study on ‘Teachers’ Understanding and Attitudes towards the Eclectic Method to Language Teaching in Zambia.’ The study focused on secondary school teachers teaching English Language. The aim of this study was to establish teachers’ understanding of the eclectic method and attitudes they held about the method. The study revealed that teachers had a varying understanding of the eclectic method recommended in teaching English language in Zambia. Because of this varied understanding of the eclectic method, some teachers upheld a positive attitude towards this approach, and others had a negative attitude towards it. This revelation entails that it would be difficult to foster autonomy in the classroom if teachers lacked understanding of the eclectic method and if they had a negative attitude towards it. Since, some teachers had a negative attitude, this would affect autonomous learning in the classroom which is a critical concept in language learning and teaching. Rao (2018) also showed that eclectic method helps learners participate in a lesson actively and interacts with teacher and other students as well as bringing capabilities among the students and catering for individual needs. Therefore, if the teacher has a negative attitude towards this method, it would be difficult to foster autonomy in the classroom and learners will have a negative perception towards autonomy. Therefore, this gap established in this study was bridged by my present research which established the perspective teachers had towards autonomy when learning English Language.

Contrastively, Zulu (2019) also looked at ‘Teachers’ Understanding and Attitudes towards Communicative Language Teaching Method in ESL Classrooms of Zambia’. Her focus was

on communicative language teaching method. The aim of the study was to establish teachers' understanding and attitudes toward the Communicative language Teaching Method in selected secondary schools of Mufulira District. The study was qualitative in nature and used face-to-face interviews to collect data from the teachers. The study revealed that most of the teachers showed a limited understanding of the communicative language teaching method. In addition, misconceptions were also availed in this study which centred on CLT demanding for teaching materials which were expensive and not readily available. Apart from that, the study showed that most teachers upheld a negative attitude towards CLT because they felt the method was not practical and the goal of teaching English language to the learners, according to them was to make them pass their examinations and thus resorted to the traditional way of teaching English language.

The instrument used in this study to answer the research question on the teachers' understanding of the CLT method could have been enhanced if observations were conducted to ascertain how the CLT was being implemented in the classroom. The CLT Method entails that learners have to interact and practice the target language. This interaction could be among learners themselves or even with the teacher. Therefore, CLT method encourages autonomous learning which is a key concept this study did not try to address. CLT advocates for a cooperative learning setting where learners are allowed to share and defend their knowledge, converse, and exchange ideas with peers. They actively engage in learning activities (Laal, & Kermanshahi, 2012). Including observations in this study would have also revealed the level of autonomy the learners had on the method the teachers used in the classroom. This would have helped understand how the teachers' negative attitude affected learner autonomy in learning of English Language. Therefore, this gap which was observed in this research where the aspect of autonomy was neglected was addressed by my study through revealing the perspective teachers had towards autonomous learning through the incorporation of lesson observations as research instruments in this study.

In addition, Chishipula (2016) also conducted a study which centred on CLT. The study focused on 'Factors Hindering Teachers of English Language from Implementing Communicative Language Teaching (CLT) Approach'. This study aimed at establishing why teachers of English Language were not implementing CLT in Chongwe District. The

findings on the teachers' understanding of CLT were similar to what Zulu (2019) established. The study revealed that teachers did not have adequate knowledge of the understanding of the CLT approach and could not give a clear definition of the approach. Furthermore, the study established that the CLT approach was to a greater degree absent in the classroom. Moreover, factors that affect CLT implementation were also substantiated which included inadequate pre-service training, insufficient funding to support CLT, large classes, negative attitude of the teacher toward CLT, from-based examinations and pupils' low English proficiency. Although this study incorporated observations, an important aspect in language learning was neglected, which is autonomous learning. This study did not try to address autonomy despite focusing on CLT approach which is at the core of autonomous learning. Therefore, my study aimed at addressing autonomy and establishing the perspective teachers have towards autonomous learning which was neglected by Chishipula.

Banda (2020) also looked at teaching strategies in composition. The focal point of her study was on 'Teachers' Perception Of The Effectiveness Of composition Teaching Strategies used At Grade Twelve (12) Levels With Particular Reference To Public Secondary Schools In Monze District, Zambia.' The study aimed at establishing teachers' perception on the effectiveness of composition teaching strategies used by teachers at grade twelve levels in selected public secondary schools in Monze District, Zambia. The study was qualitative and used interviews, focus group discussions, and document analysis and classroom observations. The study established that strategies prescribed in the teaching of composition were not adequately used by the teachers despite them being aware of them. This finding was backed by reasons pertaining to lack of teaching materials with appropriate strategies, lack of pedagogical knowledge in teaching of composition among teachers from private colleges, ineffective feedback to learners and lack of Continuing Professional Development (CPD) programmes in composition teaching strategies. Additionally, the study revealed that teachers had a negative attitude towards composition teaching due large class size. This study was centrally focused on the perception of the teachers on one component of the English Language.

Therefore, it was important that my study was carried out so that findings be established on the perspectives teachers would have on learner autonomy in when teaching English Language.

Cardino J.M. and Cruz.R.A.O. (2020) also echoed that bringing a fundamental transformation in the learner is the primary purpose of teaching at any level of education and teachers should apply appropriate teaching strategies that best suit specific objectives and competencies to secure and facilitate the process of knowledge transmission. Therefore, my study added on this key component on autonomous learning and also established the perception teachers had on autonomy.

2.3 ROLE OF TEACHERS IN MAKING LEARNERS TAKE AUTONOMY OF THEIR LEARNING

A teacher is an important and knowledgeable person in the delivery of instructions and concepts in the learning process. Teachers' roles are multifarious because of the numerous activities they have to play in the teaching process. Dori, (2016: 9) defines a teacher as "a person who delivers an educational program, assesses student participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program." A teacher has numerous activities that must be performed both inside and outside the classroom. The role of the teacher is never uniquely defined because of the multifaceted nature of it.

Pianta and Hamre (2009: 113) posited that by providing "emotional support and a predictable, consistent, and safe environment", teachers can help students become more self-reliant, motivated to learn, and willing to take risks. According to Adams (1970: 121), the role of a teacher relates to "what individuals actually do (their behavior), while the role of an individual can also be influenced by the expected actions of individuals." Teacher's roles are influenced both by external and internal factors. External factors look at expectations and views of the role of a teacher while internal factors encompass how teachers view their roles or themselves. The roles a teacher will have to play come as a result of expectations by virtue of the profession. Teachers' roles in an autonomy oriented class has a mammoth task in helping learners take autonomy of their learning. Teachers have a role to inspire an internal locus of causality and a sense of being able to make informed choices since they encourage learners to act on their own decisions and

preferences. They avoid controlling learners through inducing a conception of being under external pressure and the manipulation of learner behaviour through the use of extrinsic incentives.

The roles they have to play is influenced by their experience and knowledge gained in their profession as well as what the curriculum dictates. The role teachers have to play in making learners take autonomy of their learning cannot be over-looked because of key responsibilities, since they are key players in the teaching and learning process. Autonomy has been viewed as a prerequisite for effective learning with the advent of learner-centered way of teaching. Autonomy being an idealistic goal is promoted in the teaching and learning of Languages, English inclusive. Advocates of autonomy argues that when learners succeed in developing autonomy, they will not only become better language learners but they also develop into more responsible and critical members of the community in which they live. Ho (1995: 236) pointed out that, “It is generally agreed that for learners to become autonomous, teachers must redefine their views about teacher-learner roles. The burden of the responsibility for such a redefinition should not be assigned solely to teachers.” The teacher also has a role to play in helping learners realize that they too, must take on responsibility for their learning. Teachers need to redefine their roles in order to be abreast with technological advancement in teaching English language as well as to be responsible not only for their teaching but also for the learners’ needs.

Studies outside Africa

Putro et al (2022) investigated on ‘Structural relationships among student teachers’ roles-strategies in promoting autonomous language learning.’ The purpose of this study was to explore the structural relationships among the dimensions of English student teacher perception towards their roles and strategies in promoting autonomous language learning and professional autonomy. The participants for this study were student teachers of English from Indonesia. Structural Equation Modelling (SEM) with MPlus 7.2 was used to test the models proposed in this study which was quantitative in nature. The major finding for this study was that the dimensions of student teacher roles and strategies in promoting autonomous language learning and professional autonomy were weakly to moderately related to one another. However, it is also important to take note of other findings in this research. The study established that there was a strong relationship between the student

teachers roles in promoting autonomy in EFL learning and their strategies in promoting autonomy in EFL learning. Student teachers in their promotion of learner autonomy played the role of facilitators and counsellors according to the findings in the research. (Asmari, 2013: 6) stated that, “as a facilitator, a teacher can promote learner autonomy through the curriculum by integrating the principles of autonomy into the learning goals, the learning process, tasks, learner strategies and reflection on learning.” Besides the study established that the teachers’ roles in promoting autonomous language learning as facilitator was positively linked to their roles in promoting autonomous language learning as counsellor as well as a resource. These findings are in tandem with the position that Yang (1998:129-130) puts across that “Teachers have a role in developing students’ learning strategy, which can facilitate the development of learner autonomy. That is to say, teachers should be responsible for strategy instruction.” It is without a doubt that teachers also have a responsibility to play in helping learners become autonomous. However, this research was carried out on student teachers of English and not on secondary school learners. My research therefore, contributed on knowledge pertaining to secondary school learners and the roles the teacher should be playing in ensuring that learners take autonomy of their learning.

In addition, Naibaho (2019) investigated the teachers' roles in English language teaching from the perspective of students centered learning approach. The aim of the study was to investigate the teachers' roles in teaching the English language to the students based on students centered learning activity and enlarging the knowledge of the language teachers' roles in teaching in order to help them to be more professional in their field. The study conducted a document analysis. Library research studies were used as data for the study where theories from any sources that related to the theory used in the study, were used to provide the answers to the problem of the study. This study revealed four critical roles the teacher has to play in a learner centred learning approach. The roles included; the teacher as manager and organiser has the responsibility of organising various kinds of activities that meet learners’ needs and interests. This position was also echoed by Cakici (2015: 39) in the paper ‘Autonomy in language teaching and learning process’ who concluded and suggested that, “ one of the basic ways of helping learners gain autonomy is to teach learning strategies, so as to provide the learners with a learning environment in which they

can learn in an autonomous way.” Learning strategies which Cakici’s study outlined can afford learners opportunities to be enlightened which helps in planning and creating harmonious and active class atmosphere to facilitate the learning process. Furthermore, a teacher as a facilitator has a role of ensuring that a conducive learning atmosphere is created for learners to learn effectively by ensuring that the activities done in the classroom will enable the learners take an active role in the learning process.

A teacher also has a role to play as a resource. In this role the teacher needs to ensure that language learning materials are available to learners such as magazines and newspapers. Naibaho further expressed that the teacher can also share useful websites for learners and choose on behalf of them materials that can arouse the interest of learners and cater for their learning level. A teacher as a counsellor has to provide guidance and advice to achieve more efficient learning and give support. Additionally, the study also revealed that the role the teacher will play may vary depending on the activity which is being done in the classroom. He further posited that “The ultimate goal is to respond to the students’ interests and abilities so that they will be highly motivated to perform in each stage of classroom activities. But the teacher should bear in mind that he or she should give clear instructions as to what is to be done because the success of many activities, no matter whether it is a specific role-play or a group discussion, depends on good organization and on the students knowing exactly what they are expected to do.” (pg.560)

A conclusion was made in this study that for the teacher to be successful in teaching English language using the learner centered approach, the roles which were established must be implemented. However, this study did not include any study for the Zambian context because of limited studies done on autonomy from the Zambian context. Therefore, autonomy in language learning with reference to the Zambian context has not been extensively studied. For this reason, this research gap established in this study bridged the gap with findings from this present study which was undertaken which partly looked at the role teachers have to play in ensuring learners take autonomy of their learning in the classroom when teaching English Language to the learners in selected secondary schools in Zambia.

In addition to Naibaho study, Hennebry-Leung and Xiao (2020) also looked at the roles a teacher plays from a perspective of motivation. The study was centered on ‘Examining the

role of the learner and the teacher in language learning motivation.’ The aim of this study was to examine the role of learners’ personality and teachers’ practice in shaping motivation and self-efficacy in language learning. The study employed a quantitative approach and data was gathered from 277 secondary school learners of English in Hong Kong, aged 11–14 years, and 24 lesson observations, across 10 classes, the study applied hierarchical multiple regression analysis to reveal a significant role of personality and teachers. Results revealed that while personality variables demonstrated large effect sizes for motivational orientations, teacher practice variables evidenced large effect sizes for language learning self-efficacy. The study centered on the teacher motivation practice and learners self-efficacy which is the belief in the learners’ ability to complete a task or achieve the set goals in this regard in relation to language learning. Although this study focused only at the teachers’ role as a motivator. It is quite important to note one of the key findings in this study that teachers discourse and encouraging positive retrospective self-evaluation both emerged as significant strong predictors of language learning self-efficacy. Teacher discourse refers to the language used by the teacher in the classroom. Therefore, one of the implications for this study was to equip teachers with the knowledge, skills and agency to understand motivation in their classrooms and to develop pedagogies that work for their learners. This study already outlined the crucial role a teacher has to play as a motivator in fostering self-efficacy in the learners. However, the teachers’ role as a motivator is not the only role which can improve learner’ self-efficacy. There are other roles which teachers have to play which will foster a belief in the learners’ capacity to reach specific goals. As a result, my current research study tried to fill in this research gap identified and generally looked at different roles which the teacher had to play in order for the learners to have capacity to reach specific goals on their own in the learning process.

Chun et al (2015) also investigated the roles of a teacher in autonomous learning. In their study, they focused on ‘University student and teacher perceptions of teachers’ roles in promoting autonomous language learning with technology outside the classroom.’ The purpose of their study was to examine students’ and teachers’ perceptions of the specific roles teachers may play in promoting autonomous language learning with technology outside the classroom. Interviews were conducted with 15 language learners and 10 language teachers at a university in Hong Kong. Although the study focused on various

languages; including Japanese, Spanish, French, German, Korean and English. It is important to note that being autonomous in learning any language is crucial for effective learning. The study revealed a mismatch between the students' and teachers' perceptions of the degree of their involvement and their specific roles. In addition, students had a higher expectation of the roles the teachers were supposed to perform. However, the study revealed that it is the role of the teacher to advise and support students in making use of the technological resources outside the classroom for language learning. This study established that it is the role of the teacher to have a solid understanding of the pedagogical affordances that different technologies possess for different learning purposes. In addition, the teacher has to assist learners to select and organise different technological resources to serve their learning needs. Conclusively, this simply echoes the role a teacher has to play as a resource. Nonetheless, this study only focused on the resources aspect and did not further establish other roles the teacher has to play in autonomous learning. It is for this reason that my present study addressed the multifaceted roles teachers play in fostering autonomy in the classroom in selected secondary schools in Zambia.

Studies in Africa

Razafindratsimba (2020) did a study on 'Fostering learner autonomy in an EFL Malagasy context.' The purpose of the study was in two folds; the first part focused on exploring the prevailing conditions for learner autonomy in a Malagasy rural school and the second phase aimed at promoting one dimension of learner autonomy with student teachers through a reflective learning course and used interviews as well as observations to collect data. The study revealed that teachers believed in the necessity and effectiveness of self-initiation as well as independence from teachers themselves. However, teachers constantly encouraged their students to read variety of books and to practice speaking the English language outside the classroom. This was done hand in hand with the provision of strategies for practising. From this finding, it is safe to conclude that the teachers in this study played the role of motivators where learning of English was concerned. Waka posited that, "acknowledging that motivation is the key to language learning, the teachers stated that they were doing their best to nurture motivation in their classes."(pg.69)

In addition, another role teachers performed was arrived at because of the strategies used to help learners take autonomy of their learning. The study also revealed that peer

collaboration was mainly promoted in the classroom to help learners become independent, this entails that the teachers performed the role of a facilitator in ensuring that learners take autonomy of their learning. Besides, teachers also ensured that the instructions given were clear and reminded learners on the importance of instructions until they completed the tasks. This role teachers played can be classified as that of an instructor. This study conducted in Malagasy does not exhaustively state the roles the teachers played in the classroom to foster autonomy. It has limited the roles of a teacher to that of a motivator, instructor and facilitator. These roles identified in this study are but a handful of other roles the teacher plays in the classroom in ensuring that learner autonomy is fostered in the learning of English Language. Therefore, this research gap was filled with this study which revealed the various roles the teachers played in the classroom to foster autonomy in selected secondary schools in Zambia.

Khalil and Ali (2018) also conducted a study on “Exploring EFL Teachers’ and Students’ Perceptions of Learner Autonomy in Egyptian Technical Schools.” The purpose of this study was to explore the perceptions of learner autonomy of 265 students and 89 EFL teachers in technical secondary schools in Egypt. The investigation employed a mixed method which used questionnaires and interviews for data collection. The findings revealed that EFL teachers had clear understanding of the concept of learner autonomy and were mostly aware of its importance in EFL classes. However, they perceived their students as non-autonomous due to individual and institutional challenges. In addition the study also established the teachers’ roles in promoting learner autonomy in class by stating that, “the teacher role was found out to be of great importance to promote autonomy from the students and teachers’ point of view. Teachers were perceived as a facilitator who guides learners to develop autonomy.” Teachers were in support of fostering autonomy by using autonomy-boosting strategies such as communicative methods of teaching and providing extra material and learning resources” pg. 19. The study confirms the perceived role teachers have in enhancing learner autonomy. This study is similar to my present study because of the similarities observed on how learners perceive learner autonomy in learning of English Language. However, the teachers’ roles in fostering learner autonomy were overshadowed by the perception this study focused on. Therefore, this research gap on various roles which

the teachers have to play in fostering learner autonomy in the learning of English language was established and the gap was bridged.

Elmahjoub (2014) also established the roles the teachers need to play in fostering learner autonomy in the classroom. The study hinged on, 'Investigation into Teachers' and Learners' Perceptions and Practices in Relation to Learner Autonomy in a Secondary School in Libya.' The purpose of the study was to observe how autonomy is manifested and what impinges on it through investigating how the participants perceive and practice their roles in the teaching-learning process, and how the concept of learners being allowed to take active roles is conceived. The investigation revealed that teachers mostly held positive attitudes about the teaching and learning process by allowing learners opportunities to be active, responsible, and learners themselves generally perceived themselves as adopting such roles. In addition, the study also established the perception students and teachers have on the roles of the teacher in ensuring that learner autonomy is fostered. The study revealed that, most of the teachers perceived their roles as being important in fostering autonomy. Roles such as facilitating autonomy in learning through creating an appropriate classroom atmosphere and encouraging learners, as well as helping them to work independently were identified. This notion is also supported by Yan (2012:562) who stated that "It is not an easy thing to make the students really become the master of autonomous learning... the teacher must believe in the students, respect them and create suitable education, making the class a one of discussion equality and cooperate friendly."

Facilitating autonomy entails that the teacher provides opportunities during the learning process through learners working collaboratively and interacting with both the teacher and other learners. This is observed in the study as he states that, "in the political-critical perspective, the distribution of power between learners and teachers mostly showed that teachers do not confine control for themselves with learners being passive. Rather, learners were co-partners in working on their lessons and teachers mostly adopted roles of facilitators and helpers where they support and encourage learners to be in control of their learning" pg.238. This study focused on the perception of autonomy by students and teachers in the context of Libyan schools where there are some assumptions in their cultural context that the notions of autonomy, critical and analytical thinking are inappropriate in a learning environment. It is therefore, important for my study to be carried out so that the

Zambian context which encourages and advocates learner autonomy is established on the roles the teacher has to play in ensuring that autonomy is fostered in the learning of English Language.

Studies in Zambia

Chuunga (2013) conducted a study on 'Teachers' Practices in the Teaching of Reading and Writing towards supporting learners with reading difficulties at Lower Primary.' One key thing to note is that, this study focused on language learning at primary school level. The purpose of this study was to investigate how teachers practice the teaching of reading (and writing) towards supporting learners with reading difficulties at the lower primary level in Zambia. The investigation was qualitative in nature and employed interviews, classroom observations as well as document analysis. The study sample comprised six teachers of fourth-graders in three types of schools which are rural, urban and peri-urban. The study revealed that teachers supported children in their classroom with reading difficulties. This was done through lessons in form of remedial work, homework, planning of independent learning activities according to the abilities of the learners and encouraging learners during lessons. All the activities Chuunga established in the study points to the role teachers play in ensuring effective language learning. In this study, it was noted that teachers facilitated learning in the reading and writing for learners with difficulties. This indicated the role the teacher engaged in to ensure that reading and writing among fourth-graders was improved. This facilitation is seen in the strategies the teacher used in the lessons. These included question and answer techniques, encouraging learners to participate in the lesson, scaffolding of learners; paired and group reading; chorus reading; role sharing and presentation of tasks; love and care to the learners and reflection on whether the lesson outcomes had been achieved. However, the study established that most of the teachers did not understand the benefits of these strategies to the learners as well as even those that seem to know the benefits had difficulties applying the strategies effectively due to challenges such as over enrolment, inadequate competency and lack of teaching and learning materials. Since this was a case study and focused on fourth-graders, findings are not generalizable, it is for this reason that this present research was carried out so that other similar contexts could also be investigated in order to establish the roles teachers have to play in ensuring that learners take autonomy of their learning of English Language.

In addition, Malama (2024) also conducted a study on “Analyzing The Nature Of Class Interactions In Grade Five English Language Teaching In Selected Primary Schools In Lusaka District Of Zambia.” The aim of the study was to analyze the nature of class interactions in Grade Five English language teaching in selected primary schools in Lusaka District of Zambia.

The investigation was a descriptive study which was qualitative in nature and incorporated interviews, classroom observations and document analysis. 20 participants were identified for this study which included head teachers, senior teachers and class teachers who taught Grade five learners. The study established that class interactions were conducive only in some classes and some learners had proficiency in communication in spite of some limitations in language proficiency. Teachers were able to create an enabling environment to encourage interaction. Furthermore, the study revealed that teachers incorporated interactive techniques in their lessons which included group work, whole class discussion and individual work. This study showed the teachers’ roles in ensuring that learners interact in the learning process. From the findings given, a conclusion can be made that the teachers in these classes understood the role they had to play if learners were to interact among themselves or with the teacher. The first role observed in this study is that of a teacher facilitating the learning process. The second role was through the choice of suitable strategies that can foster interaction in the classroom. These strategies included group work, pair work as well as question and answer. Mumba also pointed out that “Application of a variety of interactive techniques implies inclusive learning where all learners show interest in the subject, participate freely and connect with peers. It also helps to boost self-confidence, self-reliance and to overcome the barriers of language. Through a variety of techniques, interaction in class is effective and a teacher can easily see how participative learners become. Pupils are encouraged to take part in-group work or in any work assigned to them as long as the technique used suits their learning abilities” pg. 95. Therefore, this study has brought out how interaction is critical in the learning of English Language for Grade five learners. Implicitly the study is trying to bring to light aspects of fostering autonomy through interactions at primary level. My research broaden this view and included aspect of autonomy at senior secondary so that this research gap is bridged.

Mwelwa (2020) also researched on strategies in language teaching. The focus was On ‘Teachers’ classroom Strategies aimed at Developing Communicative Competence in Learners during English Grammar Lessons in Selected Secondary Schools in Nakonde District.’ The aim of this study was to establish teachers’ classroom teaching strategies aimed at developing communicative competence in learners during English grammar lessons in selected Secondary Schools of Nakonde District. The study revealed that teachers used classroom teaching strategies such as whole class discussions, group works and discussions, sentence construction and presentations, simulations, teacher expositions; brain storming oral questions and answers. These strategies were incorporated in the lesson because of the benefits they possess for the learners to help them develop communicative competence. Mwelwa’s findings are in agreement with what Tin (2012: 56) pointed out that strategies that the teacher can use to foster autonomy, “include both collaborative tasks such as group work, project work, and debate and individual activities such as reflective journals and extensive reading to promote learner autonomy. The former focuses more on opportunities for interaction and negotiation. The latter focuses more on opportunities for individual work. Although these appear to be opposed to each other, it is suggested that they both contribute positively to the enhancement of learner autonomy dimensions.” Furthermore, learning needs which the learners have should be satisfied by the teacher, hence, it is the role of the teacher to arrange for activities that will satisfy the needs of the learners.

This entails that in teaching of language to learners, a teacher has a huge role to perform in order for the learners to develop the expected competency in language. Competency can only be developed if learners are not passive but active in the learning process. This reactive response to the strategies teachers use to help learners learn a language points to their autonomy. Therefore, the choice of a learning strategy is at the jurisdiction of the teacher. The teacher has a role of selecting appropriate learning strategies within the prescribed methodologies which will help learners learn a language. Although this study was restricted to a specific component in language learning which is grammar, it is cardinal to point out that my study focused on English Language as a whole and narrowed this gap in knowledge on specific roles teachers have to play in fostering learner autonomy in the classroom.

Sichula, & Genis, (2019) in addition, conducted a study which focused on “Pedagogical Practices in non-formal Adult Literacy Classes in Zambia.” This study aimed at exploring pedagogical practices in relation to international standards of non-formal and adult learning pedagogies. The focus of this study was on the two literacy programmes; one run by the Government of Zambia’s Department of Community Development; and the other run by a non-governmental organisation (NGO) called Tikondane. The methodology approach used was a qualitative case study which used interviews, focus group discussions and observations. The study established that the teaching of literacy in these two programmes were dominated by teacher centred methods of teaching despite the facilitators acknowledging the need of teaching from the perspective of the learners’ needs and using participatory methods. Facilitators recognised their role which they had to play in teaching literacy but chose not to implement this role identified.

In addition, the study also showed that majority of the facilitators based their pedagogical decisions on their perception of the adult learners as illiterate and ignorant and perceived teacher centred method being the best in teaching literacy to adult learners. However, this study did not address the aspect of autonomy in teaching of literacy despite establishing that the learner centred method was the most appropriate methodology in teaching literacy which assists in enhancing learners’ understanding of the lesson. Learner centred methods of teaching cannot be discussed in isolation without including the key aspect embedded in it which is autonomous learning because the focus of this method hangs on allowing independence in learning. Therefore, my study tried to address this key concept missing from this study so that the aspect of the roles teachers have to play in ensuring learners take autonomy of their learning of English Language were addressed.

Furthermore, Mwanza (2020) also investigated on ‘An Analysis of Teachers’ Classroom Application of the Eclectic Method to English Language Teaching in Multilingual Zambia.’ The purpose of this study was to reveal how teachers recontextualise the approach in the teaching of English grammar in selected secondary schools in Central Province of Zambia. The study was a qualitative design and data was collected through classroom lesson observation, interviews and focus group discussion with the teachers. The study established that some teachers understood the application of the eclectic while others avoided it. Additionally the study showed challenges that teachers faced when using the eclectic

method. These challenges were on lack of English proficiency among learners, shortage of teaching materials and teachers being poorly trained for them to adequately use the method. Although the study was not centrally on the roles the teachers have to play in fostering learners' autonomy, the finding on how the application of the eclectic method was done had an embedded role which teachers have to play. Brown (2002) outlined that eclecticism allows the teacher to choose what works well in their classroom within their own dynamics. This simply means that the teacher will play a role in ensuring that the right methods are selected in order for the learners to engage actively in the lesson. Therefore, eclectic method cannot be divorced from autonomous learning because it requires learner interaction and engagement. This study by Mwanza did not bring out the aspect of autonomy despite observing teachers' application of the eclectic method. Nevertheless, my study added to this body of knowledge in order to bridge this knowledge gap on autonomous learning in the Zambian context.

Similarly, Mweemba (2023) also conducted a study like Mwanza's on 'Exploring Methods Used by Secondary School Teachers to Teach Grade 11 English Structure in Chililabombwe District.' The study aimed at exploring teaching methods teachers used to teach English structure in Chililabombwe District. This study was a descriptive research design and data was collected through interview guides, focus group discussion and lesson observations. The study established that traditional lecture methods were used more by teachers in teaching of grammar. Mweemba established that "The teachers' code switched between languages to enable learners understand the concept and be able to participate." (pg.72) In addition, teachers used teacher exposition in teaching structure. It was discovered that there was less usage of group work, dramatic activities or story telling by the teachers. Apart from that, challenges were identified which affected the teaching of structure. These challenges included lack of teaching and learning materials such as text books, large class sizes, higher pupils to book ratio, teachers' negative attitude towards the English structure because of it demanding adequate time for preparation as well as learners having a limited competence in the language which prevented them from actively participating in classroom activities. Additionally, teachers lacked training exposure to the practical teaching of structure in the lessons which resulted in poor selection of a teaching methodology hence they failed to grasp the ability to integrate teaching methods to enable learners understand

the concepts in structure lessons. Lack of knowledge of the prescribed methods because they were not exposed to the local in-service trainings (CPD), continuous professional development meetings did not address the teaching of structure in the secondary schools among others. Despite the study focusing on methods used in teaching structure and establishing that teachers used less of learner centred methods. An essential component was not addressed which is critical in this study which is autonomy. The study would have addressed this key component which cannot be separated in the discussion of learner centred methods because the purpose of using the methodology is for learners to take centre stage in the learning process which supports autonomous learning. Olugbenga (2021: 64) expressed that “the learner centered method encompasses methods of teaching that shift focus of instruction from the teacher to the students. It puts students’ interests’ first, acknowledging student voice as central to the learning experience.” Therefore, my study endeavored to add to this body of knowledge in order to bridge this knowledge gap on autonomous learning in the Zambian context.

3.4 HOW LEARNERS OF ENGLISH LANGUAGE EXERCISE THEIR AUTONOMY WHEN LEARNING ENGLISH AS A SECOND LANGUAGE.

Autonomy in language learning cannot be discussed without the aspect of understanding how learners exercise autonomy when learning English Language. Autonomy is exercised through active learning where deep and interesting learning experiences that allow a learner to analyses, synthesis and evaluate their tasks as they learn. Active learners in the class will exercise their autonomy through engagement and taking ownership of activities such as problem solving, reading, and writing or even in a discussion. An autonomous learner will exercise autonomy through giving feedback on how they comprehended their learning and problematic areas they encounter. Holec (1981:3) postulated that the ability to take charge of one’s own learning is “not inborn but must be acquired either by natural means or (as most often happens) by formal learning i.e. in a systematic, deliberate way,” and that “The autonomous learner is himself capable of making all these decisions concerning the learning with which he is or wishes to be involved.” Acquiring in a formal way does not mean that being autonomous has to be taught to learners but being fostered or promoted so that learners take an active role in the learning of English Language.

Holec further went on to highlight the fundamental principles that learners need in order to exercise their autonomy when learning English as a second language: These are based on two principles; learner involvement and learner reflection. Involvement encompasses taking charge, accepting responsibility, investing effort while learner reflection focuses on planning, monitoring, evaluating, engaging metacognition with the learning process and target language.

Rahmane (2019: 73) also showed that “Active learning plays a vital role in providing students with constructive learning opportunities that cater for their needs at their own pace in their preferred environment. It promotes learner involvement and responsibility, and enables students to make decisions about their learning. Collaborative student initiated and controlled learning activities, such as student-led debates and forum discussions, allow for active involvement and enhance their interest.” Therefore, autonomous learners will engage themselves in any given task to improve performance. Autonomous learners will engage the teacher to avail topics which learners are supposed to study within a stipulated time so that they can research ahead before the topics are presented in the classroom. Through engagement, learners collaborate with their peers in given tasks as a way of exercising their autonomy in learning English language.

Uslu and Durak (2022) also pointed out that autonomous learners exhibit the same kind of characteristics. Autonomous learners exercise their autonomy through planning. Planning involves learners setting goals and objectives of any given task and identifying the resources that can be used to achieve the given task. This helps learners in evaluating the success of the completed task and to be motivated to handle a more difficult task. When learners plan for their learning, it is easy for them to reflect and make judgement on strategies that are working to help them learn. Without reflection, learners cannot analyse their past learning and also learn from it. Learners who are actively involved in the learning process will inquire on any given task and go an extra mile to research on learning contents. In addition, they participate in class discussions and are willing to express themselves on what they think about the concepts they have been learning and always consults with peers or the teacher. They willingly engage in class activities and are not afraid of creating mistakes because of their focus which is to gain knowledge. An autonomous learner would engage in the discussion or task given by the teacher. Furthermore, Oxford (2015) also

noted that autonomous learners were proficient in controlling learning strategies, beliefs and emotions. Learners are able to choose learning strategies that help them learn better on their own. In addition, they also believe in their own ability to learn independently and are emotionally prepared for it. Scarcella and Oxford (1992: 63) define strategies as “the setting of goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. Learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning.” The learning strategies that autonomous learners use to exercise their autonomy include, mnemonics, cooperative, cognitive, social, affective and compensatory strategies. Learners will use mnemonics to exercise autonomy, they will store information acquired in order to make recalling easier.

Studies outside Africa

Yuanlan & Peng (2023) in their study ‘Exploring the relationships between learners’ engagement, autonomy, and academic performance in an English language in Massive Open Online Course (MOOC) examined learner engagement and its relation to autonomy and academic performance in the LMOOC. The research design was a survey and the participants for this study were students who were studying an English course for non-English-major university students. This study found that learners’ online task engagement significantly predicted LMOOC learning outcomes, and self-perceived cognitive engagement significantly mediated the relationship between learner autonomy and academic performance. Dixon (2015) also pointed out that the key to learner autonomy is learner engagement which is learners’ ability in promoting their psychological commitment to stay engaged in the learning process, to acquire knowledge and build his or her critical thinking. Since this study was purely a survey and involved tracking data, it would have added more on information if focus group interviews were incorporated which would have expanded their narrations on engagement. It is in this view, my present study tried to address how learners exercised their autonomy through collecting data using interviews and lesson observations which provided a rich source on how learners exercised their autonomy.

On another aspect, Najeeb (2012) conducted a review of studies on autonomy that was presented at the Akdeniz Language Studies Conference on ‘Learner autonomy in language

learning'. In this review, focus was given on the concept of autonomy which was seen beyond a school context: which was a life-long process of constantly developing awareness. The three basic pedagogical principle governing autonomy in language learning were identified which included, involvement. This hinged on sharing responsibilities for the learning process by engaging learners, ;learner reflection which assists learners to be critical thinkers in order for them to plan, monitor and evaluate their learning and the usage of target language as a medium of learning. In this review, the position taken was that, "These learners understand the purpose of their learning programme, explicitly accepted responsibility for their learning, shared in the setting of learning goals, took initiatives in planning and executing learning activities, and regularly reviewed their learning and evaluated its effectiveness. In other words, there is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others" pg. 1240. Therefore, this review established that autonomous learners can be seen as those who are able to reflect on their own learning through knowledge about learning and who are willing to learn in collaboration with others. Therefore autonomous learners show autonomy through collaboration as well as interaction with fellow peers or the teacher. This review also showed that learners are not afraid to ask questions and to ask for assistance when necessary. This review is informing my study on aspects of the position of other scholars on autonomy. It also pointed out that the capacity for learner autonomy itself cannot be evaluated, only observable behaviours can be researched and this could be an indication of the degree of autonomy that a learner possesses. The review has also established characteristics of autonomous learners. It has incorporated a lot of studies from different scholars including the proponent of autonomy. Therefore, my research on autonomy added to this extensive rich data to give the perspective of learner autonomy in the Zambian context which was not part of the studies reviewed because of the topic not adequately investigated on.

Ahn (2015) also expanded the thought other scholars have put across on how learners exercised their autonomy in learning English Language. Engagement is the concept that many scholars identified to express how learners show autonomy in language learning. The study by Ahn focused on 'Exploring language awareness through students' engagement in language play.' The purpose of this study was to investigate how Korean students aged 11

to 15 years engage in ludic language play in English immersion camps in South Korea and discusses how these episodes offer learners an opportunity to display their language awareness. This investigation was an ethnographic and discourse analytic study on two classrooms, where Korean students aged 11 to 15 participated in two-week English immersion camp programmes in Korea that concentrated on the development of English communicative skills. The study revealed that learners collaboratively play with language and students were able to talk actively and participate in and lead the classroom discussion. Furthermore, the episodes of language play functioned as a site for demonstrating learner autonomy which were filled with collaborative and voluntary engagement in language learning. This was highlighted when Ahn stated that, “while heavy emphasis on the use of English was placed on both teachers and students, students took advantage of their positions as learners of English, as they relativised multiple languages in a playful mode. Overall, students’ voluntary and/or collaborative play with language(s) allowed students to increase their turns in talking, actively participate in and lead the classroom discussion, and display their learner autonomy.” This study only focused on the awareness learners had in language through engagement in play. The focus was on one language practice which is play. The study did not show how these learners expressed their autonomy generally in English language. Therefore my study tried to address this other aspect of how learners show autonomy when learning language in the classroom.

Studies in Africa

Alemu, Defa & Bedada (2023) conducted a study in Africa on ‘Empowering Learners with Autonomous Learning Strategies in EFL Classroom through Extensive Reading Strategy Training.’ The purpose of this study was to investigate the effects of extensive reading strategy training (ERST) on autonomous learning strategies (ALSs) that English language learners use in an EFL context. This was an experimental study with 61 participants who were undergraduate first-year social science university students. 31 participants were in a control group and 30 in an experimental group. The participants in the control group took only the institute's regular communicative English language course, and the participants in the experimental group received ERST intervention, in addition to the existing procedures of the communicative English language course. The intervention primarily focused on extensive reading strategies training integrated with learner autonomy framework to induce

them to work with ALSs. This study reveals the potential of ERST for increasing ALSs used by EFL learners. The study also shows that learners were able to express their autonomy through collaboration. This was observed by Alemu, Defa & Bedada and stated that “at the beginning of the training, ER and LA-based motivating activities were given to the students for two consecutive periods in which each period lasted for 70 minutes. The teacher's role was to facilitate and manage the classroom activities. Students worked collaboratively in small groups to complete particular assignments. The focal point was on understanding the concept and application of LA and ER. In line with this, metacognitive strategies such as planning, monitoring, and evaluating were introduced to help them manage their work effectively. Concurrently, affective strategies such as motivation and positive attitudes toward ER and LA were promoted.” The short coming for this study included the study sample which was not statistically significant for generalisations. Little focus was given to the qualitative aspect which did not bring much data on how ERS increase ALS used by EFL learners. To ascertain ALS, the study could have added an aspect of observation to strengthen data. It is in this same line that this research tried to address strategies that learners used in class to showcase their autonomy in the learning of the English Language.

Khoudri, et al (2023) also conducted a study similar to what Alemu, Defa & Bedada (2023) because both studies looked at specific strategies that can be used to help improve learner autonomy. The study by Khoudri et al was on ‘Enhancing EFL Learner Autonomy through Project-Based Learning.’ The focus of the study was to interview the presenters’ peers on their performance; a method whereby they could develop critical thinking skills. The study established that the project-based learning helped learners manage to improve their autonomy during the implementation of project-based learning, and levels of autonomy varied among learners. Khoudri et al also noted that “project-based learning succeeded in promoting learners’ autonomy. Instead of just manipulating what is scheduled in their textbook, all participants manifested that the project was conducted through research using ICT drawing on different sources. During the process, questions came to their minds and the fact that they did not try to ignore them, but, as they declared, they stopped every now and then to think carefully and critically about them to find solutions suggests that they are self-directed learners.” (Pg.346). ‘Stopping every now and then to think carefully’ indicates

critical thinking on the aspect of the learners. Autonomous learners are able to think critically on tasks which they have been given. Moreover, learners in this study were able to research on the given project. These characteristics mentioned expresses how learners showed their autonomy in learning of language. This study however focuses only on one aspect of fostering learner autonomy in the learning of English Language which is project based where learners were able to exercise autonomy through researching and being critical on a given project. This study did not establish other strategies in which learners expressed their autonomy, it is in this line of thought that this study tried to address other ways in which learners were able to express their autonomy in the learning of English Language in selected schools in Zambia.

Studies in Zambia

Simachenya (2017) conducted a study in Zambia on 'Language Practices in a Multilingual Classroom Situation.' The aim of the study was to analyse the language practices employed by teachers and learners in multilingual classrooms of selected primary schools in Livingstone Urban and implications thereof to the current educational language policy and sociolinguistic situation. Simachenya established that in a multilingual classroom, most of the learners preferred using Nyanja and English for both at lower and upper primary for a variety of functions. Nyanja was predominately used when learners were seeking for clarity to facilitate the learning process among their peer groups and also when responding to the teachers in order to enhance participation. Nyanja was used for social identity and facilitating discussions during group work. English was also used in preference to Tonga to facilitate participation and in addressing the teachers. Although this study was on language practices, it is cardinal to pinpoint some established salient issues in it. Learners were able to choose a language when seeking clarity to facilitate learning among peers. The study revealed that learners were able to facilitate discussions during group work. These characteristics shown in this study indicates the autonomy part of the learners and how they get involved in the lesson. Autonomous learners will translanguage to make their learning easy and to understand concepts better. Although the study did not centre on autonomy, it is important to take some insights from it with regard to how learners use these languages

in the classrooms in order to facilitate learning. My study build on this key issue implicitly brought out in this study by analysing how learners show their autonomy in the learning of English Language.

Nyimbiri and Mwanza (2020) also conducted a study on “Quantitative and qualitative benefits of translanguaging pedagogic practice among first graders in multilingual classrooms of Lundazi District in Zambia.” The purpose of this research was to find out whether translanguaging could lead to any measurable literacy development benefits on the learner. The study was a mixed method. Two grade one classes were selected for this study in Lundazi District. One was the control group which did not receive pedagogical translanguaging practices but continued with the monolingual practices of literacy teaching. The treatment group received pedagogical translanguaging practices in their literacy lessons. As a control measure, the two classes were taught by the same teacher.

After the assessment on their literacy in both groups, the findings revealed that the treatment group which received pedagogical translanguaging practices improved performance in literacy while the control group did not have any significance in literacy performance. Furthermore, learner participation improved in the treatment group and learners were able to use the language without any restrictions. Besides, the learners were able to interact with the teacher by providing answers on given words which corresponded to the sound of the day in the literacy lessons. Learners were able to participate in groups and presented well written words in different languages which included Cinyanja, Citumbuka and English. In addition, learners sought clarification from the teacher on the given tasks and asked questions. Answers were also discussed in the familiar language before a group representative did the task on the board. Social and academic interactions between languages were also observed among learners and they were able to correct each other on group presentations.

Fang et al (2022: 307) highlighted that “translanguaging has been applied in classroom settings to empower learning, regardless of pedagogical translanguaging where teachers carefully plan the language used for teaching, or spontaneous translanguaging, where stakeholders are able to maximize their linguistic repertoire for language and content learning.” This empowerment in learning results in autonomous learners who are able to take an active role in the learning process. The findings of this study points to autonomy.

The observable roles the learners were able to exhibit after undergoing pedagogical translanguaging practices in literacy enabled them to be autonomous in literacy learning despite autonomy being overshadowed. Nevertheless, my study bridged this research gap on the key issue of autonomy in trying to establish how learners showed autonomy in language learning.

Additionally, Mbalamweshi (2024) conducted a study on “Analysis of the methods being used to teach initial literacy in English at selected schools in Pemba District, Zambia.” The study aimed at ascertaining how teachers were teaching initial literacy in English in the absence of a prescribed approach by the Ministry of Education. This was a case study and used document analysis tool, lesson observation checklist and interview guide as instruments. The study established that teachers did not have any specific methodology or strategy but used any method or strategy that made their teaching effective. The methods or strategies used by teachers included question and answer, demonstrations, class and group discussions, role play, synthetic phonics, look and say, pair work and teacher expository. These methods the teachers used in their teaching assisted in learner engagement and helped them take an active role in the learning process. Mbalamweshi also established that “The learners were engaged in various activities: they arranged sentences in order, translated sentences from English to Zambian Language and vice versa, read in groups and individually, listened to teacher reading, answered questions, punctuated sentences, discussed meaning of new vocabulary, discussed pictures, said names of letters of the alphabet and sounded them out.” (pg. 35)

Furthermore, challenges were also established in this study. Learners had challenges understanding, reading and writing the English language which was a challenge also for teachers to teach initial literacy. Besides, learners participated actively and meaningfully whenever they were given an opportunity to do activities in Zambian Language. This study did not look try to establish the effectiveness of the methods teachers were using to teach initial literacy. Furthermore, the key component of autonomy has not been address in this study despite the findings on how learners were engaged in various activities in literacy. This engagement was supposed to address also issues of autonomous learning. Therefore, my study added to this body of knowledge on the aspect of autonomy and also established how learners exercised autonomy in language learning.

Hamainza (2019) also conducted a study on “An Assessment of Forms of Participation in Adult Literacy Programmes in Community Development Centres of Lusaka District.” The aim of this study was to assess the forms of participation used in adult literacy programmes in Community Development Centres in Lusaka District. The study was a description research design and used interview guide, Semi structured questionnaire, classroom observations and document review. The study revealed that group exercise, group discussion, whole lesson summarizing and opinion giving and teaching others were forms of participation in literacy lessons that emerged and the learners had a positive attitude towards participating in group exercise.

In addition, the forms of participation were subjected to a participation measurement scale and the findings were that participation ranged between low and medium. Attending classes was not the only thing adult literacy learners did but they also fully participated in giving of opinion on delivery service during class interaction and giving their points of view on issues that affected their learning. However, the study also established factors that influenced forms of participation and these included lack of a comprehensive Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) curriculum which hindered learner participation regarding decision making and evaluation of their learning. However, this was a case study and one of the limitations of a case study hinges on the issue of generalization. This study was on adult literacy programmes in Community Development Centres which is a parallel programme in the education sector. Furthermore, the research site for the study is urban which is a different case in my present study which is in a rural area. Therefore, looking at issues of the limitations of Hamainza’s study which bordered on research areas as well as research design, it was also important to establish the findings on how autonomous learners learning English language in a rural set up.

Similarly, Katukula (2015) also conducted a study on adult literacy. The focus of the study was on “Investigating the Participation of Inmates in Literacy Programmes at Kalomo State Prison, Kalomo District, Zambia.” The aim of this study was to investigate the participation of inmates in literacy programmes at Kalomo state prison since they were directly involved. In this study, a mixed method informed this study and a questionnaire and interview guide were part of the instruments used for data collection. The study established that inmates were not actively involved in the learning process and an opportunity was not given for

them to decide, plan or evaluate their learning because they were not provided with any degree of autonomy so that they were self-directed in the engagement process. Lastly, the study also established that inmates had no part in contributing to the development of a curriculum that drew on their interest and knowledge. The content was predetermined and imposed on the inmates who digested the information passively.

The findings of this study is contradictory to what Hamainza (2019) established on the participation of adult literacy programmes in Community Development Centres in Lusaka. These contradictory findings can be attributed to the different cases that exist in adult literacy programmes. Therefore, it was also cardinal for my study to be carried so that knowledge on learner autonomy from the perspective of secondary school learners could be established.

3.5 FACTORS THAT AFFECT LEARNER AUTONOMY WHEN LEARNING ENGLISH

Learner autonomy is an effective way of engaging learners in the learning process. Benson and Lor (1998) posited that learner autonomy is a prerequisite for learning effectiveness and success as it helps students develop more critical thinking and learning responsibilities. Although autonomy in language learning has numerous benefits, it also has challenges especially if the language being learnt is a second one. Learning a language hinges on numerous factors that must be present in order for learning to be effectively done.

Factors that affect learner autonomy can be classified in two categories; internal and external. Internal factors in relation to autonomy refers to those that are within the jurisdiction of a learner. These include psychological aspects, learning strategies, cognitive abilities, metacognitive abilities, and critical thinking. Psychological aspects are intangible that affect a person's attitudes, beliefs, behaviour, emotions, and motivation. Stansfeld and Rasul (2009) defines psychological aspects as "factors that include individual-level processes and meanings that influence mental states." These factors can either positively or negatively affect a person's psychological state, and in turn, their behaviour in learning.

Learner's attitudes and belief about themselves and their competence in learning have been directly linked to autonomy and academic success as a whole phenomenon. However, if they believe and express an attitude of being incompetent in any learning situation, they won't achieve academic success. (Reyes, 1984; Wilkins, 2004) established that attitude

towards learning by learners is a major predictor of learner achievement. Learners who encompasses more positive attitudes towards learning especially in classroom activities keep themselves more active in the learning process through participation and they take an effort to complete difficult tasks. Hedlund (2021) pointed out that, “Attitudes and beliefs about learning and intelligence seem to be strongly interconnected and give support to the results of successful interventions based on the concept of malleable intelligence. A possible illustration of this link would be a student who understands that the brain is always capable of change and will more likely have a more positive relationship toward learning and effort.” Attitudes with reference to learning refer to a set of emotions and beliefs on how learners see themselves and behaviour towards learning. Attitudes are very important in learner autonomy because they can determine how a learner responds to the learning process. Thanasoulas (2000: 52) advanced that, “attitudes learners hold about their role in the learning process, and their capability as learners ...if learners labour under the misconception that learning is successful only within the context of the "traditional classroom," where the teacher directs, instructs, and manages the learning activity, and students must follow in the teacher's footsteps, they are likely to be impervious or resistant to learner-centered strategies aiming at autonomy.” Attitude towards learning is a critical factor that can affect learner autonomy. If learners have a negative attitude towards autonomy and believe that it is the responsibility of the teacher to only impart knowledge without them playing a part, it will hamper on them being autonomous. In addition, cognitive abilities also have an effect on learner autonomy. Cognitive abilities with reference to learning refers to mental functions a learner uses in memorising, remembering inhibiting and focusing attention; speed of information processing; and spatial and causal reasoning.

Brandimonte, et al (2006: 3) explained that, “Cognition indeed refers to the mental process by which external or internal input is transformed, reduced, elaborated, stored, recovered, and used. As such, it involves a variety of functions such as perception, attention, memory coding, retention, and recall, decision making, and reasoning, problem-solving, imaging, planning and executing actions. Such mental processes involve the generation and use of internal representations to varying degrees, and may operate independently (or not) at different stages of processing. Furthermore, these processes can to some extent be observed

or at least empirically probed, leading to scientific investigation by means of methods akin to those of the natural sciences.” Cognition is key to autonomy because it allows learners to use their cognitive abilities to learn a language. This ability will enable learners develop metacognitive abilities which are crucial to language learning. Haque (2019: 207) highlighted on metacognition that, “Metacognition enables language learners to monitor and control their cognitive processes.” These processes are essential to the learner to develop because it helps learners use their prior knowledge in order to plan how best they can learn, monitor and reflect on feedback given during the learning process. Therefore, if learners do not have metacognitive strategies, it will be difficult for them to self-regulate how they learn. A study done by Vrugt and Oort (2008) on ‘Metacognition, achievement goals, study strategies and academic achievement: pathways to achievement,’ which focused on developing and testing a model of effective self-regulated learning revealed that metacognition had a positive effect on strategies involving mastery and performance.

In addition critical thinking is another internal factor that affects learner autonomy. Burns, & Sinfield, (2016: 94), defines Critical thinking as, “the art of making clear, reasoned judgements based on interpreting, understanding, applying and synthesising evidence gathered from observation, reading and experimentation.” Critical thinking is a skill which learners should be taught in order for them to become autonomous. Lack of critical thinking skills will hinder reasoning abilities on the part of the learner, analysing any given task successfully, making decisions on what learners have analysed which can lead to solving the problem successfully as well as evaluating the outcome of their tasks given.

Özçelik (2022) also conducted a study on ‘Parental involvement and learner autonomy in EFL context: A case study.’ The study was qualitative in nature and a case study was used. The participants were English Language Preparatory Class students at a state university in Turkey. The purpose of the study was to establish the relationship between parental involvement and learner autonomy. The study established that there is a moderate and positive involvement in English language learners’ learning process may lead to foster children’s autonomy; which should, involve all the areas such as setting goals and making decisions to applying appropriate techniques of children may result in less autonomous behaviors. Furthermore, the study also showed that in the way of becoming autonomous individuals and learners, not only teachers but also parents have important roles. Since the

study by Özçelik was a case study, one of the limitations of a case study centres on the issue of generalization, therefore, the findings cannot be applied to the Zambian context because of different cases which may exist which may not be similar.

Egitim (2016: 156) posits in his study that “in the context of second language acquisition, where learners are immersed into unknown social, cultural, historical events and issues, the need to have critical thinking skills becomes unquestionable. Language acquisition is a continuous process of acquiring new information, thinking, forming ideas and communicating them based on a given context.” Furthermore, his study on ‘the role of autonomy in critical thinking’ revealed that there is a link between learner autonomy and critical thinking and that autonomous learning skills play an essential role in developing critical thinking skills among university students.

Elder (2006) also noted that a learner with critical thinking skills will raise essential questions and problems, formulating them clearly and precisely, gather and assess relevant information, using abstract ideas to interpret it effectively, draw reasonable conclusions and solutions, testing them against relevant criteria and standards; thinks open-mindedly within alternative systems of thought, recognising and assessing, as need be, their assumptions, implications, and practical consequences; and communicates effectively with others in figuring out solutions to complex problems. Critical thinking is indispensable in language learning and if the skill is not taught to learners, it will affect how autonomous they will be in learning of English Language.

Another category that affects learner autonomy hinges on external factors. External factors refers to things surrounding a learner in the learning process. If external factors are not well managed, they affect autonomy. The environment in which learners are is one of the external factors that affect learner autonomy. The environment in this study refers to both inside and outside the classroom. The classroom environment will refer to the physical aspects of the classroom, interactions which occurs with others, learning resources and materials as well as teaching strategies. Wan and Zhang (2022: 3) pointed out that “the learning environment can be directly improved through the analysis of learners’ needs, so as to improve the autonomous learning behaviour.” Pratama and Kuswardani (2021) also identified the environment as a leading factor concerning challenges that affect learner autonomy. Although the study took into perspective of the covid-19 pandemic, the

environment was seen as a factor where autonomy was concerned because learners had challenges being autonomous in the environment, which did not support online learning. These environmental factors ranged from human activities such as a noisy surrounding, financial capabilities of parents for internet data plans; or other issues beyond the student's intellectual abilities. Swatevacharkul (2020) also attributed factors affecting learner autonomy to teachers. Teachers were viewed as a two-edged sword. They were considered as both a contributor and a hindrance to learner autonomy. The teacher can also affect learner autonomy. (Little 2000: 45) outlined that "the development of learner autonomy depends on the development of teacher autonomy. Teachers need to be knowledgeable on the task they have to play in fostering autonomy. If teachers failed to acknowledge their roles, they become a hindrance to fostering autonomy in the learning of English Language.

Studies outside Africa

A study by Marzuki et al (2023) on 'Teachers' Challenges in Promoting Learner Autonomy: the Socio-Cultural Barriers of Indonesian EFL Teacher' which aimed at searching into the socio-cultural challenges encountered by secondary school teachers when fostering learner autonomy also pointed to the teacher. This study adopted a qualitative approach and only included teachers who teach English in Indonesian high schools in a single province. The investigation categorised barriers which affect autonomy in three parts. These are barriers due to language issues, barriers related to a limited worldview and institutional barriers. According to this study, language barriers possessed a constraint to learners being autonomous in different components of the English Language such as listening comprehension, reading comprehension, speaking, writing, pragmatic competence, and vocabulary acquisition. Furthermore, barriers related to the worldview of the learners impinge on their critical thinking which help them question and analyse issues in language learning. Lastly, were institutional barriers which included using a traditional approach to teaching such as teacher-centered approach where teachers restricted themselves to traditional forms of teaching. Besides, Wong and Luo (2021) also established that traditional ways of teaching English in China were one of the key factors that contributed to learners not having high levels of overall learner autonomy. Furthermore, placing more emphasis on standardised testing instead has encouraged teaching learners for assessment and not focusing on the autonomous aspect. Lack of resources or opportunities for practice,

rigidity in the curriculum structure, lack of teacher training in promoting learner autonomy, as well as a limited integration of technology in the teaching of English Language. This study has outlined challenges that affect learner autonomy from the perspective of the educators. There was a need to also address challenges from the perspective of the learners, this study did not address challenges that affect learner autonomy from the students' perspective so as to establish a balanced view on what learners also considered to be challenges that they face. This present research tried to address factors that affected learner autonomy both from the perspective of the teachers as well as the learners.

In addition, Kemala (2016) also establish factors that affect learner autonomy. The study was centred on analysing the factors influencing the autonomous learners in learning English. The study builds on what Marzuki et al. (2023) established from the teachers' perspective on factors that affect learner autonomy in learning of English Language. In addition, Basri (2020) also researched on 'factors influencing learner autonomy and autonomy support in a faculty of education.' The study centred on the premise of focusing not on the learner but teachers as well. The findings were that teacher/learner backgrounds, mismatch between teacher and learner expectations, spoon-feeding tendencies of teachers, limited teacher autonomy and large classes were the main factors affecting learner autonomy. Despite Basri's specificity on the factors affecting learner autonomy in learning English, the findings conquer with Kemala's who categorically grouped the factors. In this study, Kemala also brings factors that affect learner autonomy from the perspective of the teacher. The investigation revealed five key factors that affect learner autonomy in the learning of the English Language. These factors are motivation, social environment, task, teacher and material. These factors can affect learner autonomy if they are not addressed. Learners need to be motivated in order for them to be autonomous, if motivation is not there learners will face challenges being autonomous. The teacher needs to select appropriate tasks that foster learner autonomy as well as provide an enabling environment where learners share the responsibility in the learning process. Tasks and activities if not well formulated become a barrier to autonomy because learners' perception of any given tasks will influence how they approach learning. Tasks and activities should provide a variety and diverse approach which should facilitate an interest from the learners and inculcate a sense of responsibility and willingness to perform them. Tasks and activities should be

planned in a way that learners think critically before they can solve them. In addition, material also plays a crucial role in determining autonomy in language learning. Kemala pointed out that “students will learn more successfully if they enjoy the activities they are involved in and are interested or stimulated by the topics. Therefore, teachers should think carefully about matching activities and material because material is one of important aspect to increase learner autonomy.” However, despite the study pointing out crucial components on fostering autonomy, the weakness identified in this study is the methodology. The investigation was a case study and one of the limitations of a case study hinges on generalisation, therefore, the findings cannot be generalised in the Zambian context, it is from this background that this present study was carried out in order to establish factors that affected learner autonomy and broadly established how autonomous learners were in Zambia, Mwense District in particular.

Song et al (2024) also researched on something different from Kemala (2016). The study was based on ‘Parent Autonomy Support and Undergraduates’ Academic Engagement in Online Learning: The Mediate Role of Self-Regulation’ the purpose of the study was to investigate the relationship between parent autonomy support and sub-dimensions of academic engagement and the mediating effect of self-regulation on such relationships. The study was conducted on university students during the COVID pandemic. The study revealed that Parent autonomy support was positively related to cognitive, behavioral, and emotional engagement among undergraduates in online settings. In addition, in online learning, undergraduates who received parent autonomy support demonstrated higher levels of self-regulation. As core supervisors in online learning, parents offered autonomy support that helped children recognize the intrinsic value of learning and actively regulated themselves. Despite these findings, it is important to note that the study was on university students and the focus was on establishing the relationship of parental support and academic engagement. It was important that this study was also carried in the Zambian context to establish how autonomous learners were in the learning of English Language which the study by Song et al did not address.

Al-Khasawneh et al (2024) also identified factors affecting learner autonomy which are similar to the two studies mentioned. The study was on ‘Factors affecting learner autonomy in the context of English language learning,’ and it aimed at investigating the factors

affecting learning autonomy and examining the differences between the reported factors and academic level. The study established five factors that affect learner autonomy. These factors were categorised as internal and external. Internal factors are psychological aspects such as anxiety, fear, and motivation, learning strategies, cognitive abilities, metacognitive abilities, and critical thinking while external factors refers to the role of the teacher, the task, and the environment. These findings resonate with what Kemala (2016) and Marzuki et al. (2023) established in their studies. However, the study by Al-Khasawneh et al (2024) was quantitative in nature which does not provide an in-depth analysis of the factors which affect learner autonomy. Studies on autonomous learning require a depth investigation which extends to interviews and observations in the classroom to ascertain practices which provide a real life situation to the study. Therefore, my study aimed at addressing such short comings in the methodology used to ascertain factors that affected learner autonomy in English Language learning.

Studies in Africa

Metto and Makewa (2014) reviewed on ‘Learner-Centered Teaching: Can It Work in Kenyan Public Primary Schools?’ The purpose of this review was to uncover the factors that have hindered the use of learner-centered teaching methods in Kenyan public primary schools. Learner centered methods are at the core of learner autonomy in language learning. Learner centered methods encourage autonomous learning. The review established that there are multiple components that impinge the practice of learner centered teaching. These include teacher factors, teaching and learning material factors and learner factors. The review indicated that the teachers’ beliefs are probably one of the key factors in determining the success or failure. The perception the teacher will have of their teaching is critical in promoting effective teaching and learning. Furthermore, effective teaching and learning material is another aspect that can hinder learner autonomy. Metto and Makewa pointed out “Equipment, books and other materials increase the learning opportunities within the physical environment of the classroom. It affects the behaviour of learners and their attitudes towards schooling and learning,” pg. 27. Learner factors according to the review entails that learners should play an active role in class. Passive learners hinder the usage of learner centered methods and the teacher resort to the traditional teacher centered approach. This review focused only on what others studies have established and it was contextualised

to the Kenyan Context. One of the weaknesses of this study is that, the review did not specifically look at any subject in relation to learner centered teaching, the review broadly tackled the topic on factors that affect learner centered approach. Therefore, this gap in knowledge is what my present study endeavoured to put across. My study focused on establishing factors affecting learner autonomy in English Language bearing in mind that learner centered methods are at the locus of learner autonomy.

Khalil and Ali (2018) also carried out a study on ‘Exploring EFL Teachers’ and Students’ Perceptions of Learner Autonomy in Egyptian Technical Schools.’ The focus was to explore the perceptions of learner autonomy of 265 students and 89 EFL teachers in technical secondary schools in Egypt. The study established findings on the topic and on awareness of autonomy. Learners were aware of autonomy practices and the roles the teachers have to play in order to foster autonomy. Furthermore, both teachers and learners were aware of the importance of autonomy in learning of English. The study further established factors that teachers cited that affect learner autonomy, the study revealed that “Large class size, lack of facilities and resources, students’ incapability to shoulder responsibility for their own learning, teachers’ insufficient training to promote autonomy, lack of support from administration, limited time to teach learner autonomy, low proficiency level of English for the majority of students in technical schools, limited exposure to English outside the class, irrelevant and outdated textbooks, and the dominance of teacher-centered culture in the Egyptian society.” pg. 17. These outlined factors were identified to affect autonomy in learning of the English language. This study only established factors affecting learner autonomy from the perspective of the teachers, this position does not encompass other factors that learners may bring up because the focus was only on the teachers to provide factors that affect learner autonomy. Therefore, my present study addressed factors that affect learner autonomy from both the teacher and the learners for a balanced view point.

Alrabai (2016) also contributed factors that affect low achievement in English language learning. The study focus on examining the factors responsible for the low achievement in English as a foreign language (EFL) among Saudi students. Although the study centrally looked at factors that affect learner achievement in English language, the findings brought out the aspect of autonomy. In the findings, the study revealed that there is a negative attitude towards autonomy in countries like Saudi Arabia. Suitable strategies that promote

learner autonomy are not incorporated into the EFL education in Saudi Arabia. This aspect affects the promotion of autonomy in the classroom. Alrabai pointed out that, “the reasons behind the ignorance of learner autonomy in the Saudi EFL context are diverse and multidimensional. One significant reason is that EFL instruction in Saudi Arabia is often based on the misconception that there is a fixed world of knowledge that students must know. Teacher-centered approaches and “spoon-feeding” methods are extremely prevalent. As mentioned before, in this context, teachers are regarded as authorities, knowledge givers, error correctors, and learning controllers. Consequently, there is very little or no room for student-initiated learning, independent thinking or interaction among students in EFL classes in Saudi Arabia.” Pg. 30.

From this perspective of the study, learner autonomy is affected by the misconception that learning is done only through the teacher. Authority and dominance in the Arabian context is given to the teacher. This kind of dominance entails that the teacher will use traditional methods of teaching that will not allow learners to have the freedom to exercise their independence in learning. This position can also be attributed to lack of awareness of autonomy by the teachers. In addition, the study established that the curriculum for foreign language learning is extremely overlooked and the course design is rigidly controlled by the curriculum which leaves no room for choices to be available to learners. Although this study primarily looked at examining the factors responsible for the low achievement in English as a foreign language (EFL) among Saudi students, it brought out a key component in language which is autonomy. Therefore, my present study endeavoured to build upon this knowledge established so that factors that affect learner autonomy are avoided.

Ombasa, (2021) also conducted a study on “Influence of Peer Bullying on Student Engagement in School Activities: The Case of Secondary Schools in Laikipia County, Kenya” The purpose of this research was to investigate the influence of peer bullying on school engagement of secondary school students in Nyahururu Sub-County. The study was a mixed method which used a descriptive survey design. The findings reveal three forms of peer bullying which were verbal, physical, and property forms of peer bullying. In addition, bullying was more prevalent in boarding schools than in day schools because of overcrowding. Besides the study established that verbal, physical, and property forms of peer bullying had the most significant effects on indicators of academic engagement.

Therefore, the conclusion of this study indicates that an increase in cases of peer bullying lowered academic and co-curricular engagement

Studies in Zambia

A study was conducted by Mumba and Mwanza (2020) on ‘Factors Affecting the Application of the Text Based Integrated Approach in the Teaching of English in Zambia.’ The primary focus of the study was to establish the factors affecting the application of the Text Based Integrated Approach which is one of the recommended methods to teach English. Text based integration approach requires learners to be engaged with the text. This engagement foster autonomy in the learning of English language through text based approach. The study established factors that affect text based approach to language teaching. These included; low levels of English proficiency which affected learners to construct sentences using the learnt text, big class sizes affected the approach to use in order to use the text based approach effectively, Learners’ poor language background can also be attributed to proficiency learners had, mother tongue interference, lack of books and materials, selection of a text, time consuming, lack of motivation, and no time for remedial work. Ramadhona et al (2024: 86) explained in relation to text based approach that “ The objective of the text-based approach often revolves around genre and grammar. In this method, a particular text example is introduced, and distinctive features of the text are highlighted to help students recognize its specific structure. Before writing, it is crucial to analyze the situational context to anticipate the necessary linguistic features. Furthermore, language understanding is intricately linked to societal context. In summary, the text-based approach enables students to examine specific text types or genres.” Text based approach is one of the approaches that focuses on how the learner interacts with a given text under the guidance of the teacher. This approach is one of the methods prescribed by Ministry of Education alongside the communicative approach. These methods are at the centre of learner autonomy in learning of English language. Once challenges are observed with the text based approach, then a conclusion can be made that learner autonomy is also affected by factors which will impend effective use of an approach to teaching. This study only addresses challenges which affect application of the text based approach in the teaching of English language in Zambia, it does not venture into aspect of autonomy while using the approach which is a natural phenomenon to look at when investigating approaches

in language teaching. My present study tried to address this research gap so that knowledge was added on language teaching in relation to learner autonomy in the Zambian context. Mulesu (2023) also carried out a study which centred on language practices. The research focused on “An Analysis of Classroom Language Practices among First Graders upon Entry into Grade One in Chongwe Urban District.” The aim of the study was to analyse the language practices among Grade One learners upon entry into grade one in selected schools in Chongwe Urban. The study was a descriptive research design and used interviews and observations. The study revealed that teachers and learners were multilingual in Grade one classrooms in Chongwe District and the commonly languages spoken in the school were Cinyanja, Soli, Bemba and English. Features of translanguaging were also present and the same teachers attempted teaching using different languages of play for the children in the classroom. The study also established language related problems teachers faced when teaching grade ones in the first two months. The challenges encompassed inadequate teaching and learning materials, large class sizes, and communication challenges using Cinyanja to teach learners from different linguistic background and time management were some of the challenges which both teachers and learners faced. Since the study was based on analysing language practices, it is important to note that the established finding that teachers were using some aspects of translanguaging in their lessons. Since translanguaging is a teaching strategy where the teachers and learners use the languages they are familiar with to make sense of what they are learning and express themselves, it is therefore, also important to pinpoint that translanguaging bridges the gap, fostering collaboration and creating a more inclusive learning environment. This collaboration and inclusiveness in the classroom which is brought about by translanguaging helps in fostering of learner autonomy. Therefore, challenges linked to this language practice can also affect learner autonomy. Although this study did not address the aspect of autonomous learning in relation to translanguaging, my study tried to address this knowledge gap in order to also establish challenges faced in autonomous learning.

Sakala (2013) also conducted a study on “Factors Contributing to Excess Use Of The Lecture Method Of Teaching Among High School Teachers In Selected Schools Of Kitwe And Kalulushi Districts: Lessons For Educational Administrators.” The purpose of this study was to investigate factors contributing to the excess use of the lecture method of

teaching among High School teachers in the Copperbelt Province of Zambia. A descriptive research design was used for this study. Questionnaires and interview schedules were instruments used in the study.

The findings revealed that teacher exposure to a variety of teaching methods during their initial teacher training contributed to the usage of lecture method during teaching. In addition, the study also revealed that teachers knew more teacher-centred methods of teaching compared to the learner centred ones. This paradigm influenced the selection of the teaching method since teachers could not use methods they lacked knowledge on and resorted to using the lecture method of teaching. This shift on the choice of method to be used in teaching depended on large class sizes, wide syllabi, lack of inadequate teaching and learning materials, lack of participation by the learners due to their background which demotivated the teacher. Furthermore, the lecture method was used by the teacher because of the need to strictly control learners' academic freedom and the more the older the teacher became, the less they prepared for their lessons.

This study generally addressed the contributing factors to the usage of lecture method by high school teachers. The study did not specify the subjects in which the teachers used the lecture method. Therefore, a conclusion cannot be made that in all the subjects, the teachers faced the same challenges which enabled them to use the lecture method in their study. Furthermore, this study did not address the aspect of autonomy as teachers used the lecture method which is a key issue to be addressed because of the methodology the teachers were using. Because of this research gap, my study tried to add on this knowledge gap on factors that affect learner autonomy in learning of English language.

Muchelemba (2019) also conducted a study on 'Effects Of Transition Of Language Of Instruction On Learner Centred Teaching In Grade Five In Selected Rural Primary Schools In Chipata District, Zambia' The aim of the study was to establish the effects of transition of language of instruction from Nyanja, the Zambian language, to English the policy language, on learner centered teaching. The study was mixed and used questionnaires, Focus group discussions, Observation checklist, and interview guide and document analysis. The study established that that most learners were passive and failed to respond when English was used as a language of instruction. This resulted in learners failing to participate in class activities due to not being proficient in English Language. The study also showed

that learners were failing to comprehend and speak English and thus led to decreased participation when English language was used as a language of instruction. This necessitated the teacher to code-switch, code mix, interpretation of concepts and reciprocity in order to create an interactive environment for the learners. Once English Language was used by the teacher, the learner centred methods of teaching were sparingly used or not even at all. When English Language was used in group work, the pace at which the lesson was conducted was reduced.

This study was conducted on Grade Five learners who were just transitioning from Nyanja to English. At this transitioning stage, learners' proficiency levels are still low and would need other teaching practices to enhance learning. Compared to my study, learners at Grade Eleven are at a level where they are supposed be proficient in English Language. Because of this proficiency difference, it was cardinal that my study was carried out so that knowledge on specific challenges that affected learner autonomy at secondary school were addressed.

Mwanza (2020) conducted a study on "An Analysis of Teachers' Classroom Application of the Eclectic Method to English Language Teaching in Multilingual Zambia." The study aimed at providing an analysis of teachers' classroom application of the Eclectic method in the teaching of English Grammar in Multilingual Zambia. This study was qualitative and data was collected through classroom lesson observation, interviews and focus group discussion with the teachers. The study established that some teachers understood and utilised the eclectic method of teaching in English language teaching while others avoided the method. This was observable from what Mwanza noted in the study that teachers A, B, C and E used the eclectic approach while Teacher D used a single method. Apart from that, the study also revealed challenges faced by the teachers in the application of the eclectic method. This included shortage of teaching materials which lead teachers to have a limited teaching materials to use and teachers never used any information communication technology (ICT). Proficiency in English was another challenge that teachers faced. Learners lacked proficiency in English which hindered their participation in the class activities where the teachers exclusively used English in their lessons.

The study done by Mwanza brings out critical issues in language learning on the application of the eclectic method which is the recommended approach in language teaching as well as

challenges that affect this method. Eclecticism focuses on usage of different approaches or methods in teaching English language. Mwanza (2019: pg.4) argued that “ teaching should serve learners and not methods’ means that teachers should focus on helping learners to learn and not on fulfilling the prescriptions of the methods. When teaching, the goal is learning and that learners should grasp the content.” Therefore, the eclectic approach in Language teaching supports autonomous learning. The study by Mwanza did not include this key concept in the application of eclectic methods to language teaching. This exclusion hampered on key knowledge on learner autonomy in the applications of the eclectic method. Eclectic method in language teaching cannot be isolated from learner autonomy. Therefore, this knowledge gap on autonomy which Mwanza’s study did not address was bridged by my study.

3.6 MEASURES OR PRACTICES WHICH CAN PROMOTE LEARNER AUTONOMY WHEN LEARNING ENGLISH LANGUAGE.

Promoting learner autonomy in the teaching and learning of English language has many benefits. As learners become autonomous, it builds their confidence and skills they have acquired in taking ownership of their learning through decision making, problem solving and becoming critical thinkers. In addition, promoting learner autonomy motivates learners learning new tasks and set goals for themselves. Bandura (2012) noted that goal setting and self- monitoring are great ways to build a sense of self-efficacy and increase learners’ belief in their ability to reach a particular goal. Asmari (2013:1) also acknowledged that, “A teacher should provide the students with appropriate tools and opportunities for practice in language learning. Presupposing that the teachers are willing to change and shift their roles from teaching-knowledge based to supervising students learning-based, a teacher’s responsibility is to facilitate the change.” In addition, Little (2007) highlighted on autonomy that learners will take small strides when taking charge of the learning in their first class and they have to learn how to manage themselves.

Various approaches and practices have emerged on how to foster learner autonomy. Benson (2011) came up with autonomy-supported approach. Reeve (2016) explained that autonomy support allows for the provision of instruction in a classroom environment which supports the needs for learners to be autonomous and to create a conducive teacher-student relationship. The primary goal of it is to provide students with factors that support their

autonomy, such as learning activities, classroom environment and teacher-student relationship. This autonomy support include paying attention and listening to students' opinions, suggestions, nurturing their motivational resources, permitting students to participate actively and to make contributions, allowing students to take control of their learning pace, providing the justification for performing activities, and acknowledging their perspective. From the elaboration stated by Reeve, autonomy support approach can encompasses in-class and out-of-class strategies. The in-class look issues pertaining to the learner, teacher, learning environment and the curriculum. On the other hand, the out-of-the class concern learner training and learner development.

Studies outside Africa

Intraboonsom et al (2020) conducted a study on 'Teachers' Practices in Fostering Learner Autonomy in Thai University.' The purpose was to investigate four teachers' practices, to identify how they fostered learner autonomy and the variables which affected their classroom practices. The investigation was qualitative in nature and utilised classroom observations, structured interviews and focus groups. To support all the four dimensions of learner autonomy, the investigation revealed that encouraging students to practice what they learn outside the classroom was one of the measures or practices that can promote autonomy. In addition, provision of adequate learning strategies and tools was another autonomy practice that can promote autonomy in the classroom. Learning strategies can help learners recognise the usefulness of them when they are learning English Language. Apart from that, giving students choices on classroom tasks or assignments, classroom activities, and classroom management is another practice which can help foster learner autonomy in the teaching of English Language. Giving choices to learners enables the teacher to shift the power to the learners and share the authority in the classroom by involving learners. This aspect helps learners have a sense of responsibility in their learning process. Encouraging interaction among students was another way that can foster learner autonomy in the learning of English Language This assists students to develop their language through interactions with the peers. It is therefore evident from the study that much of what is needed to be done in order to promote learner autonomy depended mostly on the teacher who must provide an enabling environment for learners to take charge of their learners. In addition, learners must reciprocate the favourable environment in order for them to be autonomous. This study

focused on University students, very few studies have tried to establish practices that can foster autonomy in English Language in secondary school learners. My present study addressed this research gap so that knowledge on practices that can foster learner autonomy at secondary school level can be established.

In addition, Cotterall (2017) also contributed on practices that can foster learner autonomy. Cotterall in her study 'The Pedagogy of Learner Autonomy: Lessons from the Classroom,' the article focused on the pedagogy of learner autonomy and reported on insights the writer gained from her career on exploring learners' efforts to learn a language. The article hinged on a pedagogical model which focused on enhancing learner engagement and autonomy. The model comprised five aspects which are engagement, exploration, personalization, reflection and support. These affordances were discussed in the article in relation to how they contribute to the quality of language learning opportunities. The affordances emerged from the analysis of the interviews and written narratives of Japanese university students engaged in independent language learning. These affordances identified were critical in fostering learner autonomy. The writer, however, pointed out that these affordances are a proposal to fostering learner autonomy and not a neat formula for classroom practice. This article only analysed the affordances from the pedagogical point of view with the use of a pedagogical model in enhancing learner autonomy in Japanese University Students. This article focuses again on analysing the interviews and written narratives of Japanese university students engaged in independent language learning just like Intraboonsom et al (2020). This focus does not address the aspect of secondary school learners. Therefore, my present study build on this article by providing knowledge from the perspective of secondary school learners and not only university students.

Daflizar, (2023) also gave insight on measures that can promote autonomy. The study which was a literature review looked at 'Approaches to Fostering Learner Autonomy in EFL Learning.' The purpose of this study was reviewing approaches to promoting learner autonomy. The review looked at the definitions of learner autonomy, teachers' roles in promoting learner autonomy and the six approaches to fostering learner autonomy which were proposed by Benson (2001). These six approaches to promoting autonomy included resource-based, technology-based, learner-based, classroom-based, curriculum-based and teacher-based approaches. Technology based approach to promote learner autonomy refers

to the use of technology in language learning. Technology based approach refers to technological devices such as computers which can be used to foster autonomy in the learners. Technology will help in sharing and recycling materials that the teacher and the learners can easily create, revise, and share learning resources, giving learners more control over the resources they use. Reinders and Hubbard (2013) indicated that technology is advantageous in fostering learner autonomy. One of the key benefits of technology is easy access which will enable learners have access to resources anytime and anywhere.

The other approach which can foster autonomy is the resource based approach. Resource based approach on fostering autonomy focuses on the provision of resources which learners can use to access materials so that they can learn independently. Resource based approach extends to libraries where learners can access relevant materials to learn independently without depending on the teacher as the custodian of knowledge. Daflizar, explained the approach of resource-based as “that which places emphasis on the provision of opportunities for learners to direct their own learning in self-study, self-access, and distance learning. The main instruments for the operation of these approaches are materials and counselling,” pg. 150. Therefore, resource based approach is one of the approaches that can be used together with others to promote learner autonomy.

The other practice that can help promote learner autonomy is the technology based approach. Technology identifies itself with an understanding of how knowledge is creatively applied to organised tasks involving people and machines that meet sustainable goals. In this study, technology will refer to the usage of gadget and machines which helps facilitate learning. Reinders & White (2016: 151) in their article on ‘20 years of autonomy and technology: How far have we come and where to next?’ posited that that, “Technology-mediated learner autonomy will need to be increasingly aligned to the tools, settings, and activities that are of significance to language learners. To achieve such an alignment will require increasing flexibility on the part of teachers as well as an openness to learners’ lives, their technologies and literacy practices and a willingness to relinquish control like never before. It will also involve finding new ways to validate and assess out of class learning and to pragmatically bridge the shifts between the tools, practices, and contexts which now define language learning.” Technology is a key media that can be used to promote learner autonomy, however, guidance on sites and usage of the same technology must be availed

to the learners in order for them to have access to other learning platforms which can help them enhance their learning. Mevina et al (2021) in their paper, 'The Use of Technology to Promote Learner Autonomy in Teaching English' which aimed at investigating EFL teachers' perceptions of the use of technology to promote learner autonomy in teaching English revealed that EFL teachers understood and were aware of technology promoting learner autonomy in teaching English. This study is in agreement with what Daflizar, (2023) tried to address. However, the study further pointed out a constraint to the usage of technology based approach in fostering learner autonomy. It was noted that, "Using the technology in teaching and learning in the classroom not only has the benefits but also has some barriers for both the students and teachers. Developing learner autonomy in the classroom is not an easy task for the teacher. However, the teachers believe that it is important to apply technology in the teaching and learning process to promote learner autonomy." Despite these findings, for teachers to effectively foster autonomy in class, they too must be abreast with technology with reference to understanding the skills to employ in order to effectively help learners take autonomy of their learning. Technology based approach can also further extended outside the classroom, however, it comes with its own constraints such as learners lacking the devices and tools to use technology efficiently and effectively.

Furthermore, effective use of learner-based approach practices can help promote learner autonomy in the learning of English language in schools. Learner-based approach focuses on what the learner can do and what practices can be inculcated in the learner in order for them to become autonomous. There are a lot of strategies which have been studied on which focuses on the learner performing stipulated skills in order to become autonomous. It is worthwhile to note that while autonomy cannot be taught, it is however, fostered depending on practices, strategies and skills a learner is helped to develop.

Learner autonomy can also be promoted through a classroom based approach. Classroom based approach will look at classroom practices which can be done that can foster learner autonomy. Classroom practices involve the teacher and learners in the classroom with reference to planning and negotiating decision making in the classroom. Classroom approach emphasises encompassing practices that engage learners in planning and decision making in order to foster autonomy. Engagement in the classroom between the teacher and

the learners has the ability of promoting autonomy and also learner's psychological commitment to continue being engaged in the learning process (Dixson, 2015). Classroom based approach also encompasses classroom practices that engage learners in their learning process. This can be in activities where the teacher assigns learners a task which involves them working together and finally presenting their findings. Instead of the teacher taking centre stage in correcting the outcomes of the assigned tasks, learners can be given the responsibility to correct errors made by their fellow learners or add additional information. By doing so, learners are constantly engaged in classroom based activities that can foster autonomy. Engagement of the learners has to be monitored if autonomy has to be fostered, engagement can occur at three levels. These are cognitive, emotional and behavioural levels. Cognitive level will require learners to present what they have learnt from the assigned task in relation to their own context, emotional level will require learners to feel connected with others within the classroom so that they can work together and stay committed to the task being worked on. Behavioural level ensures that the learner completes the task which is easily observable.

Curriculum based approach to learner focuses on the curriculum in use and how it can promote learner autonomy. The curriculum being the totality of student experiences that occur in the educational process should be tailored in such a way that it supports learner autonomy. A curriculum can be descriptive, prescriptive or both. A prescriptive curriculum refers to what "ought" to happen, and they more often than not take the form of a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study. (Ellis, 2004, p. 4) while a descriptive curriculum refers to "not merely in terms of how things ought to be . . . but how things are in real classrooms"

Lastly but not the least, a teacher based approach can be used to foster learner autonomy in the learning of English language. The teacher should be knowledgeable of their role in ensuring that learners take responsibility of their learning. Since the teacher's role changes according to the situation in which the teachers find themselves in, it is therefore imperative for the teacher to be aware of the practices needed in order to foster autonomy. Black and Deci, (2000: 742) suggested that "that an individual in a position of authority (e.g., an instructor) takes the other's (e.g., a student's) perspective, acknowledges the other's feelings, and provides the other with pertinent information and opportunities for choice,

while minimizing the use of pressures and demands.” For the teacher to promote autonomy in learners, various practices must be observed. Acknowledging the perspective of the learners is an imperative practice which helps the teacher understand how learners view autonomy. In addition, the teacher should be acquainted with the emotions and feelings of the learners so that there is assurance and support for learners to take charge of their learning as well as to motivate them. The teacher must also be willing to adapt to the situation as it arises. Adaptability will involve change, novelty and uncertainty as a teacher’s response for adaptation. Adaptive teachers were linked to positive outcomes to both the sense of well-being and organisational commitment (Collie & Martin, 2017). Teachers need to communicate clear expectations, give an outline of the content to be studied, monitor and adjust tasks which are difficult when need arises, provide feedback which is constructive and use deep learning strategies. (Cheon et al, 2022: 2) posited that, “teachers can provide any individual element of classroom structure in either an autonomy supportive way (e.g., with perspective-taking, choice, and a supportive tone of voice) or a controlling way (e.g., with pressure, demands, and a harsh tone of voice).” How the teacher positions himself or herself is crucial in fostering autonomy in Language learning. Daflizar’s review focused only on literature which was on university students. Studies in the literature review had a focus on university students. The study by Intratat (2004) were on university students in Thailand. Sari and Sulisty (2022) also investigated the perspective of 95 EFL teachers in vocational schools in the Indonesian context, in addition, Ramirez (2014) also focused on students from Colombian regional and public University, furthermore, Chauhan (2013) also the study was based on university students. From this literature review done by Daflizar, (2023), the studies in this review were more focused on autonomy and university students. Therefore, my study addressed such a research gap from the Zambian context perspective focusing on autonomy for secondary school learners.

Mistar (2009) also established learning strategies that can promote autonomy. The study focused on ‘Maximizing Learning Strategies to Promote Learner Autonomy.’ The participants involved three different groups of learners of English at the tertiary education level in Malang. The study revealed that learners at tertiary level used metacognitive and social strategies more compared to memory, cognitive, compensation, and affective strategies. Learners can be taught metacognitive strategies which focuses on how learners

think about learning. Metacognitive strategies will help learners develop critical thinking in the learning process. Critical thinking according to Saiz and Rivas, (2008: 131) “is a knowledge-seeking process via reasoning skills to solve problems and make decisions which allows us to more effectively achieve our desired results.” The reasoning ability will enable learners acquire skills to analyse, evaluate and synthesise which will help in problem solving. Therefore metacognitive skills will help learners identify an established approach for various tasks given, circumstances in which these approaches can be used, and the scope to which the approaches are effectual and helpful, and knowledge about oneself. This study also focuses on university students. It was however, important to also establish practices that can foster learner autonomy among secondary school learners.

Studies in Africa

Oubadi & Lamkhanter (2024) also adds on measures that can promote learner autonomy in their study, ‘The Role of Web Technologies in Promoting Learner Autonomy among EFL University Students.’ The study aimed at exploring students’ experiences with online learning and how they perceive its relevance to the enhancement of autonomous abilities. The investigation was a mixed study and focused on university students and their interaction with online learning platform. The study revealed that a high level of autonomy was displayed by students as they valued their experience with online learning. Furthermore, students’ willingness in becoming autonomous increased when using online platforms. Incorporating web technologies in language learning is a practice which can promote learner autonomy and improve their educational experience through provision of flexibility in accessing information and other learning possibilities. The student focuses only on one measure that can enhance learner autonomy in learning of English among university students. It does not add other practices that can foster autonomy in language learning. Therefore, my study addressed various aspect on measures that can promote autonomy in language learning among secondary school learners and not university students.

In addition, Mokoena (2023) also explored on ‘Promoting Self-Directed Learning for English FAL (First Additional Language) Learners in a Rural Context: An Asset-Based Approach.’ The study aimed at exploring how an asset-based approach could promote self-directed learning for English first additional language learners in a rural context. Asset-based approach focuses on variety of affordances that exist in the community which

learners can capitalize on in their self-directed study. These assets can be tangible or intangible. These assets can range from primary, secondary or tertiary. In the context of the school, buildings, books comprise the physical resources and skills, capabilities of English FAL teachers comprises the intangible assets. At secondary level, resources which are both tangible and intangible are outside the school but belong to the community where the school is located. At tertiary level, the assets are neither controlled by the school or the community. These assets available in the vicinity of the learners needed to be identified and utilized by the learners that can assist in improving the writing skills. Mokoena proposed that these assets can be used in promoting self-directed learning in a rural context. The study first revealed the factors that affect English FAL from being autonomous when learning which affects their writing skills. In addition, an establishment was made on variety of assets that are found in homes that can help learners to learn autonomously and improve their writing skill. Finally the study also concluded that incorporating the asset-based approach can promote self-directed study. The study's focus was on utilization of the available assets in helping promoting self-directed study. However, the study did not explain how the specific identified assets can be utilized to help learners in self-directed learning. The approach was used as an affordance that learners can use in their self-directed learning but did not explain how it can be used to help learners improve their writing skills. Therefore, my present study tried to address practices or measures that could be used to promote learner autonomy in learning of English Language in selected secondary schools in Zambia.

Furthermore, Magwa & Mohangi (2022) conducted a study in Zimbabwe by on 'Using theoretical frameworks to analyze democratic student-teacher engagement and autonomous learning for academic achievement in Zimbabwe.' The participants for the study were the same as Mokoena (2023) who also involved secondary school learners. The study by Magwa & Mohangi aimed at investigating the stakeholders' opinions on the intrinsic importance of a democratic student-teacher relationship and autonomous learning in mediating students' academic progress in Zimbabwean secondary schools. The study revealed that a democratic student-teacher relationship allows an open discussion with their teachers and autonomous learning opportunities such as capacity for goal planning, self-monitoring, self-evaluation, and self-reinforcement. These may act as a remedy to enhancing students' participation. The study focused on the democratic relationship

between the student and teacher relationship and autonomous learning in enhancing academic progress. The study only focused on the relationship that should exist in order to create an enabling autonomous environment which will translate into academic performance. The study did not further explore other factors that are connected to learner autonomy which would also improve academic performance. Therefore, my study aimed at adding to this body of knowledge by establishing various practices that could enhance learner autonomy in the learning of English Language.

Studies in Zambia

Kangwa et al (2024) also highlighted on practices that promote learner autonomy. The study focused on ‘enhancing student engagement in online education: the role of self-regulation and teacher support in Zambia.’ Although the study did not focus on enhancing learner autonomy in English Language learning, it established some key insights that can promote learner autonomy generally. The findings show that the teacher-scaffolded online interactions directly and indirectly affected student engagement by enhancing self-regulation in online learning. This study investigated how teacher-scaffolded online interactions and self-regulation improve student engagement in online learning environments. Teacher scaffolding encompasses aspect of support skills by building on and extending students’ existing skills and knowledge. Such a practice is cardinal in fostering learner autonomy. Although the study was centrally on student engagement in online education, one key aspect that was highlighted in the study is that “teacher-scaffolded online interactions are a navigational tool that can be used to guide students through the difficulties of online learning and support them in developing a capacity for online self-management.” In enhancing student engagement, the teacher has to ensure that the choices made promoted autonomous learning. It is however, important that knowledge is built on this study by focusing on learner autonomy in English Language and to establish whether teacher-scaffolding interactions would enhance learner autonomy.

Furthermore, Mwila (2023) carried out a study on “Exploring Interactive Techniques Used by Teachers of English Language to Teach Grade Ten Learners in Selected Public Schools of Kitwe District.” The aim of the study was to explore interactive techniques used by teachers of English Language to teach Grade Ten learners of public schools of Kitwe district. Interactive techniques focuses on ensuring that learners are active in the learning process

and are engaged by the teacher. This study was a descriptive research design which used interviews, focus group discussions and classroom observations. The study established that teachers did not have complete understanding of the interaction techniques and only used question and answer, group work and class discussion as interactive techniques to teach English. According to Mwila's study, the teaching which some of the teachers of English considered interactive was between the teacher and learner or learner to learner. Teachers did not consider other interaction approaches and focused only on the ones they were familiar with. This entailed that Mwila's study was advocating for a variety of interactive approaches that should be used to help learners take an active role in the learning of English. This implication showed that to support active participation of learners in the learning of English Language, the teacher should use variety of interactive approaches in the teaching of English Language. This study focused only on the interactive approach that supported active learning in English Language, it did not assess the perspective of the teachers towards the interactive approach as well as how autonomous learners were in the learning process. Therefore, my study builds on this body of knowledge to establish also the perspective learners have towards autonomous learning since it is interactive by nature. In addition, other practices on fostering autonomy apart from the interaction process were established. Bwalya (2019) also studied on "Democratization of the Classroom through Teachers' Language Choices and Practices in Multilingual Classrooms of Zambia." The study aimed at analysing teachers' language practices and to determine whether these language practices were democratic or not. This research was on Grade six learners in Zambian primary schools in Chibombo District. The study used an explanatory research design and mixed methods were incorporated. Data was collected through questionnaires and lesson observations. The findings of this study showed that learners and teachers came from varied linguistic backgrounds hence the Grade Six Classrooms in Chibombo District were multilingual. The languages they knew were Tonga, Bemba, Nyanja, Lenje, English, Namwanga, Lozi and Kaonde. Furthermore, the study also showed that some teachers adopted translanguaging as a pedagogical language practice, others focused on the monolingual language practices which resulted in symbolic violence. Translanguaging was used through translation when teaching. Despite these critical findings to language learning, Bwalya's study did not address the issue of autonomous learning when

translanguaging practices were used by teachers in Grade Six Classrooms in Chibombo District which is a natural phenomenon to address because of its benefit in helping learners in language learning. Kwihangana, (2021: 9) in his study established that “introducing translanguaging and a flexible language policy in the classroom can lead to an equitable participation of all students in a mixed ability groups during collaborative learning activities regardless of their level of fluency.” This shows how beneficial translanguaging practices in the classroom assists learners in participating in the lessons. Therefore, translanguaging can be used as a teaching strategy that can help promote learner autonomy in the classroom because learners will be able to use their local languages as repertoires for enhanced learning. This gap established was addressed by my current study which addressed the concept of learner autonomy and further extended to practices or measures that enhanced it.

Sikaindo (2017) also conducted a study on “Methodologies Used in Teaching Oral Communication Skills in Secondary Schools in Lusaka Urban, Zambia.” The aim was to investigate the type of methodologies teachers in the senior secondary schools in Zambia used to teach Oral Communication Skills. This study was a case design and data was collected through the use of lesson observations, semi structured interviews and document analysis. The study established that task-based and text-based instruction were used by most teachers and they were able to apply various instructional strategies and used teaching and learning materials that supported the task-based and text-based instruction methods. However, the study also established that successful teaching of English is still a challenge. Therefore, if successful teaching is still a challenge then a conclusion can be made that learner autonomy in English language is also affected. The study also revealed challenges which pertained to inadequacy in the teaching methodology, limited resources such as prescribed teaching and learning materials that support task-based and text-based instruction methods as well as laxity of both teachers and pupils.

The study by Sikaindo is central to autonomy in language learning which is scarcely addressed by the researcher. Task-based and text-based instruction methods advocates for learner engagement which in turn promotes autonomous learning. However, this critical concept in language learning is missing from this study. On the aspect of autonomy, Sikaindo only noted that teachers were aware of activities that fostered learners’ active

participation in given task. This did not address the issue of autonomy adequately in this study, as a result, my current study addressed this issue on learner autonomy and also established practices or measures that can promote it.

Furthermore, Bahufite (2015) conducted a study on “Application of the Constructivist Methods of Teaching and learning Through The use Of Information and Communication Technologies (ICTs) In Zambian Schools. A Case of Three Secondary Schools in Lusaka.” The purpose of this study was to find ways secondary school teachers in the selected schools of Lusaka get the learners involved in the teaching-learning process through the use of ICT-mediated methods and the benefits learners and teachers get from the use of these methods. The study also aimed at identifying the challenges teachers face in attempting to apply the constructivist methods through the use of ICTs in the teaching-learning process. The research design was a case study which used both qualitative and quantitative methods. Data was collected through a semi-structured interview schedule, questionnaire, and focus group discussion guide. The findings show that ICT facilities that were found in schools included computers and internet connection, projectors, tablets and mobile phones. The commonly taught subjects were ICT was used was ICT which was at a 100%, followed by English at 36.1% and other subjects followed. ICT was used by pupils in free researching, peer teaching, ICT supported demonstration and guided research. The study also indicated that, some rooms were left by the teacher for the pupils to research for some additional information about the topic being taught in classroom.

The study also established that teachers acknowledged that ICT were more effective and efficient in their teaching, besides they also helped learners to be active and to participate in the learning process as well as being socially interactive because learners were able to get access to information faster. Furthermore, learners also acknowledged that it was easier for them to understand better when they did their own research on the content taught through internet. This enabled learners to comprehend concepts faster resulting in high interest and motivation. Additionally, using a constructive method of ICT also fostered a sense of responsibility on the learners to participate in the learning process. Similarly, the study also addressed the challenges that came as teachers tried to use the constructivism method of teaching and learning using ICT. The study showed that ICT facilities came at a

high cost and there was a higher pupil-computer ratio, lack of training in the usage of ICT facilities, and inadequate ICT facilities in the classroom.

The study by Bahufite (2015) highlights critical aspects in autonomous learning. Constructivism as a method of teaching that focuses on the premise that learning takes place when learners are actively involved in knowledge construction or meaning making. The usage of the application of constructivism method in the teaching and learning through the usage of ICT can be attributed to practices that promote autonomous learning. Despite the study establishing that constructivism method in teaching and learning which enables learners to take responsibility of their learning, it took a broader approach of examining the usage of constructivism approach in teaching and learning with ICT without exactly specifying the subject where it was applied. Therefore, my study addressed this aspect on learner autonomy in relation to English language learning.

SUMMARY OF RELATED LITERATURE AND IDENTIFIED GAPS

The review of related literature has tried to critically look at some studies bordering learner autonomy in English language learning. Autonomy in language learning is an important factor that fosters achievement. Studies have established that perspectives of teachers towards autonomy are different depending on variety of factors that affect autonomy. Generally, teachers have shown both positive and negative attitude towards autonomy as well as approaches to English Language teaching. Teachers have also acknowledged the responsibility they have towards autonomy in language learning. Studies have established that the teacher has a major role to play in ensuring that they foster autonomy in their classrooms and is also one of the contributing factors in autonomy.

It is worth noting also that studies in Europe and Asian Countries have critically looked at autonomy mostly from the perspective of university students in an EFL classroom. Studies have focused more on university and college students and less on secondary and primary school learners. However, studies in Africa indicates that autonomy is an emerging trend because of the perspective of teachers being seen as authorities in the dissemination of knowledge. Furthermore, a lot of studies in Zambia have focused on the learner centered methods of teaching and classroom practices, and translanguaging in teaching English Language neglecting a critical issue on autonomy. Despite all these findings, no study has yet been done in Zambia specifically to ascertain how autonomous learners are in the

learning of English Language. Therefore, my study endeavoured to bring out this new body of knowledge so that an establishment could be made on how autonomous learners were in the learning of English Language in selected secondary school classrooms in a rural District of Mwense.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.0 Introduction

Holec (1979) originally articulated the concept of learner autonomy and language learning. The purpose of learner autonomy is to provide learners with the ability to take full control of their own learning. Therefore, this study was theoretically guided by Critical Discourse Analysis, Pedagogical discourses, and Metacognition Theories. These theories were used to interpret learner autonomy in relation to the classroom situations. Learner autonomy explicitly focuses on the learner's ability and their willingness to learn on their own with the guidance of a teacher as a facilitator, it was therefore, imperative to enhance thorough comprehension of the research through a critical analysis of the theories relating to the aforementioned variables because of the interdisciplinary paradigm of analysing language.

3.1 CRITICAL DISCOURSE ANALYSIS THEORY

Critical discourse analysis emanates from a critical theory of language that views language as a form of social practice. CDA is a method that analyses language as discourse. Fairclough and Graham (2002:1) outlined that, "Language is conceived as one element of the social process dialectically interconnected with others." Wetherell, Taylor and Yates

(2001:1) viewed critical discourse analysis as “the study of talk and texts. It is a set of methods and theories for investigating language in use and language in social contexts. Discourse research offers routes into the study of meanings, a way of investigating the back-and-forth dialogues which constitute social action, along with the patterns of signification and representation which constitute culture.” CDA can be attributed to scholars such as Theo Van Leeuwen, Gunther Kress, Teun Van Dijk and Norman Fairclough. The locus point of critical discourse analysis is on social problems and its function of discourse in relation to power, dominance and inequality.

Critical discourse analysis helps analyse and explain how discourse works as well as describing and interpreting it. Fairclough (2001:125) defines critical discourse analysis as “a form of critical social science geared to illuminating the problems which people are confronted with by particular forms of social life, and to contributing resources which people may be able to draw upon tackling and overcoming those problems.” These problems do not only affect the social life of people but also extends to the classroom where social interactions occur during the teaching and learning process. CDA is an imperative theory that examines ways in which inequalities are constructed and perpetuated

Language learning and teaching carries with it an ideological framework. Ideology in language teaching transmit ideas, values, and perceptions of reality that create or influence one's world view through language-teaching, especially language texts. Van Dijk, (2001:96) established that CDA “focuses on social problems, and especially on the role of discourse in the production and reproduction of power abuse or domination” Therefore, it is imperative that CDA is used in this study to understand problems that emanates from the classroom during the teaching and learning process. The teacher being a facilitator in language teaching has ideological leanings on classroom practices and teaching strategies that affect learner autonomy in learning of English Language in the classroom, which brings about issues of power, dominance and social inequality. Therefore, CDA was used to analyse interactions that occur in the classroom between the teacher and the learners, and the influence the teacher has in the classroom in relation to autonomous learning. Since CDA is problem oriented and flourishes in studying social problems, it is seen as one of the best theories used to study classroom interactions that occur in the teaching and learning process in order to understand how autonomous learners are in learning of English

Language. Van Dijk (2003) also noted that CDA analysis focuses on the way; social power abuse, dominance, and inequality are enacted, reproduced and resisted by text and talk in the social and political context.

This theory was critical in this study because it assisted in explaining how autonomous learners are in an environment where the teacher has the power and influence over the choice of language to use in the classroom as well as the selection of the teaching strategy or strategies to be used. The teacher has authority as an implementer of the curriculum. This authority the teacher has is in two folds and is usually contradictory which both looks at oppression and empowerment. As a result, CDA was also used to analyse aspects of power and dominance in language teaching and learning. The analysis focused on choices the teacher makes when using language and the teaching strategies in the classroom.

Furthermore, it is cardinal to note that the teacher's ideology can either be implicit or explicit, hence can improve the teaching and learning process or impede it. However, since CDA focuses on observable power relations, dominance and social inequality, the theory was also used to explain the power the teacher possess as the implementer of the curriculum and the impact it has on the learning processes and outcomes. The teacher as a facilitator has the jurisdiction of decision making on activities that need to be undertaken in the classroom which should encourage practice of the English Language since learning any language hinges on practicing. This jurisdiction on decision making was analysed by the use of CDA in order to establish dominance in the advent of autonomous learning.

The power in the selection of the methodology and the setting of learning outcomes necessitates the teacher to have control over the teaching and learning process in order to achieve the set outcomes. This selection of methodology to be used in the lessons and setting of learning outcomes can bring about inequality in the teaching and learning process because the needs of the learners may be ignored. This power to use the methodology is within their jurisdiction as teachers since the methodology has already been outlined in the syllabus which advocates for eclecticism when teaching English language to the learners. Consequently, the teacher has the ascendancy on the methodology to use in class since they are knowledgeable on numerous classroom conditions that may exist. These include having knowledge of the abilities of the learners, class size as well as their language proficiency which will dictate the objectives to be achieved and content to be learnt. Having this

thorough knowledge and power over the selection of an appropriate methodology will necessitate the teacher to choose a methodology which they are familiar and comfortable with despite the knowledge they possess on the stipulated methodologies which have been set in the syllabus. Because of all these conditions that exist in the classroom, the teacher may resort to using a method that favours one group in the classroom while neglecting others which create inequalities in the learning process. It is for this reason that CDA was used to analyse such inequalities which can occur in the classroom and affect autonomous learning in English Language.

Similarly, since CDA also focuses on language as a social practice, the learning environment will play a huge role in autonomous learning. This means that the social context or immediate environment matters if autonomy has to be created. If the teacher neglects the social context, it will have an effect on the autonomy of the learners. Social context allows the teacher to have control of the interaction process in language learning through the choice of questioning techniques, control of the interaction between the teacher and the learners, and between the learners themselves. This power the teacher possess on interaction can encourage learners to be autonomous or not depending on how the teacher uses the social context to control the interaction process. Furthermore, power relations centres on social power abuse, dominance, and how inequality are enacted. Wodak (2002:10) explained that, “critical discourse analysis often chooses the perspective of those who suffer, and critically analyses the language use of those in power, who are responsible for the existence of inequalities and who also have the means and the opportunity to improve conditions.” so, CDA was also used to analyse the control of language in the classroom as a social context.

Additionally, CDA was used to analyse the social context or the classroom environment with reference to how learners interact in the learning process. It is quite important to note that for the learners to be autonomous, the immediate environment should have a knowledgeable person who provides assistance to an inexperienced or less confident other. In this case, the teacher is supposed to be strategic in placing knowledgeable learners with those who are not. Context according to Blommaert (2005:251) refers to, “the totality of conditions under which discourse is being produced, circulated and interpreted.” Likewise, CDA was used to explain aspects of dominance among learners themselves when learning

English Language. Blackledge (2005:5) pointed out that, “It is usually in language that discriminatory practices are enacted in language that unequal relations of power are constituted and reproduced, and in language that social asymmetries maybe challenged and transformed.” These discriminatory practices are also observed among learners in language learning which normally have an effect on autonomy. Discriminatory practices occurs among learners with less competence in language learning which leads to passive resistance to participate in the interaction process during language learning which later on affect autonomy. CDA was used to analyse interactions between learners and discriminatory practices that occur when as they take autonomy of their learning of the English Language. Discriminatory practices also have an impact on learner identity in language learning. Kolb and Kolb (2009: 5) noted that “people with a learning identity see themselves as learners, seek and engage life experiences with a learning attitude and believe in their ability to learn” if this identity is affected, learners can have challenges with the learning process which requires them to be autonomous. Language learning in the classroom context has a lot of negotiations and beliefs from the perspective of the learner. Blackledge and Pavlenko (2001: 246) posited that “there are various aspects of the ongoing construction, negotiation and renegotiation of identities in multilingual settings are beliefs about, and practices of, language use.” Learners usually struggle with identity and expectations from their learning experience due to lack of competence and proficiency with language usage. This results in learners not being autonomous in language learning and usually expects the teacher to take center stage in the teaching and learning process while they take a passive role. Therefore, CDA was used to analyse these discriminatory practices that occur among the learners themselves.

In summary, CDA in this study was used to analyse power relations in the interactions between the learners and the teachers as well as the selection of the methodology used in teaching English language learning. Likewise, analysis was also on the discriminatory practices among learners in their interactions. Finally, analysis over the choice of language to be used in the classroom was also done.

3.2 PEDAGOGICAL DISCOURSES THEORY

Additionally, Pedagogical discourses is another theory that was used to explain the concept of learner autonomy in the context of learning of English language. Pedagogical discourses

theory is a concept developed by Bernstein (1975) who focused on the relationship between language and education. Bernstein (1990:181) defines pedagogic discourse as: “a principle for appropriating other discourses and bringing them into special relation with each other for the purposes of their selective transmission and acquisition” Being considered an influential theorist, Bernstein’s theory of pedagogical discourse is applied across various disciplines in order to explain phenomenon in education practice. Bernstein’s pedagogical theories focus on the idea of classification, framing and the pedagogic discourse. This theory was used to analyse classroom practices by both the teacher and the learner in the learning of English Language that shape learner autonomy.

Bernstein’s concept of classification and framing was used to provide a meaningful and systematic framework for analysing classroom interactions in language learning. The idea of classification and framing was used to analyse how the curriculum content is structured and how it brings about aspects of power and control. Classification highlights the distinct boundaries between different content and knowledge and can facilitate or hinder autonomy in learning English language. Bernstein (1996:1) established that “classification and framing describe the structural and interactional aspects of pedagogic practice, exposing the power and control relations that are inherent in pedagogic practice.” Classification is seen in the control and power the Ministry of Education has on the curriculum and the content to be taught in school, sequence of instructions, methodology and goals which has to be attained by the learners and the teachers. It dictates what the teacher and learners need to do in the learning of English language with a focus on autonomy.

Framing on the other hand “refers to the degree of control the teacher and the learner possess over the selection, organisation, pacing and timing of the knowledge transmitted and received in the pedagogical relationship” Bernstein (1973b:88). Framing was used in this study to analyse the set-up relationship between the teacher and the learner in the classroom, and the degree of control the teacher and the learners also have towards practices that happen in the classroom that foster autonomous learning, including control over content and method of delivery as well as expectations surrounding autonomous learning. Furthermore, the concept of framing also assisted in analysing whether there is a weak or strong framing in autonomous learning in English Language and if the curriculum codes brought about collection, where the teacher positional knowledge or an integrated

curriculum where the teacher cooperated with the learners and gave them more freedom in the classroom during learning which brought about personalised knowledge. This was important in my study as it was central in analysing the freedom the teacher and the learners had in applying practices that support autonomous learning. Framing was used in this study to analyse lesson preparation and lesson delivery. Sadovnik (2001:3) highlighted that “strong framing refers to a limited degree of options between teacher and students; weak framing implies more freedom.” Therefore, framing was used to analyse practices in the classroom between the teacher and the learner to ascertain whether English language classrooms had a weak or strong framing. Since the pedagogical device is a collection of rules and regulations, it will regulate how knowledge is distributed. In this case, teaching of English Language is controlled by Ministry of Education through the provision of a standardised curriculum that provides rules and regulations on how the subject has to be taught in relation to sequencing of topics, knowledge, values and skills to be gained as well as teaching approaches to be used. The distribution rules were used in this study to analyse the content, methodology and conditions that English Language has to be taught in secondary schools through the provision of a syllabus.

The rule of distribution comes with power and control on how content has to be taught in schools. The Ministry of General Education (1996:51) highlights that the purpose of secondary education for learners is “to provide educational experiences that will nurture skills that will enable pupils to take charge of their own learning.” The senior English language syllabus controls different components that has to be taught to the learners, the specific outcomes intended as well as the content. Recontextualisation rules regulate the formation of specific pedagogic discourse by relocating it and refocusing it. Recontextualisation involves shifting the discourse from its one education site to the other. It involves taking linguistic and cultural knowledge from its original context and adapting it for pedagogical use. This can be achieved through the identification of key discourses that shape the learning environment.

Recontextualisation was used in my study to help analyse how the teachers interpreted the Ministry of Education Senior English Language syllabus which recommends a methodological interpretation of the syllabus which has to be functional and communicative. Analysis was on the choice of methodology the teachers used and strategies in teaching,

allocation of time and resources which allowed the learners to get involved in the lesson in order to foster autonomous learning in the classroom. CDC (213:vii) dictates that “The specific outcomes are followed by the content in form of knowledge, skills and values which learners must master in order to achieve the desired outcomes. The teacher's task, therefore, is to provide effective learning experiences/activities which will enable the learners achieve the planned results.” In addition, Ministry of General Education (1996:51) outlined the main objective of Secondary Education, which is “to provide educational experiences that will nurture skills that will enable pupils to take charge of their own learning.” Therefore, autonomy was analysed using recontextualisation rules to assess how the teacher interpreted the methodology in teaching of English Language which should promote autonomous learning.

Furthermore, recontextualisation was also used to analyse how learners recontextualise the teachers’ discourse in the classroom. Since recontextualisation according to Bernstein (1996) cited in Singh (1997:7) “refers to the rules or procedures by which educational knowledge is moved from one education site to another”, it was therefore, important to draw attention to how the learners were able to recontextualise the teachers’ discourses in their own learning situations.

Additionally, the evaluative rules deals with recognising what adds up as legitimate acquisition of instructional (curricular content) and regulative (social conduct, character and matter) texts. Furthermore, Gibbons (2018:4) stated that “in Bernstein’s model, the evaluative rules are concerned with recognising what counts as valid acquisition of a specific educational discourse or practice. They serve to understand the stance of the person he refers to as ‘the acquirer’ (in this context the student), and they can be used as a method to identify students’ mastery of a practice (or lack of) and the rules underpinning their competence.”

Similarly, Singh (2002:573) also illustrated that “evaluative rules are concerned with recognising what counts as valid acquirement of the curricular content (instructional) and the social conduct, character and manner (regulative) texts (Singh 2002: 573). This argument established by Bernstein on regulative rules was used to analyse the practices the learners exhibited in the classroom in the learning of English language in order to show autonomy. The evaluative rules were used to ascertain whether learners had knowledge of

the curricular content which was presented by the teacher. This analysis was on how the learners were able to socialise and behave in class activities to showcase their autonomy. Gibbons (2018:4) stated that evaluative rules in Bernstein pedagogical discourse theory “serve to understand the stance of the person he refers to as ‘the acquirer’ (in this context the student), and they can be used as a method to identify students’ mastery of a practice (or lack of) and the rules underpinning their competence.” In this way, evaluative rules constitute specific discourse practices. Evaluative rules helped in understanding to what extent the learners have acquired the content they learnt or what is lacking. This can only be observed through the competence learners will exhibit through specific discourse practices which will translate to being autonomous or not. Therefore, learners’ competences in English Language learning were analysed for autonomous learning.

To sum up, the pedagogical discourses theory was used in this study because of its suitability to help analyse classroom practices by both the teacher and the learner in the learning of English Language that shape learner autonomy. The concept of classification and framing was used to provide a meaningful and systematic framework for analysing how the curriculum content is structured and how it brings about aspects of power and control on schools as well as the teacher who has the mandate of implementing it. Analysis was made on how teachers of English language recontextualise the syllabus through the selection of the methodology, strategies and resources to use and the degree of freedom they have in doing so. In addition, analysis was conducted on the learners as well to understand how they recontextualise spoken discourses in the classroom to other similar contexts. Lastly, the evaluative rules were used to ascertain whether learners had knowledge of the curricular content which was presented by the teacher, this analysis was on how the learners were able to socialise and behave in class activities to showcase their autonomy.

3.3 METACOGNITION THEORY

The concept of metacognition was first proposed by Flavell. He proposed that ‘Metacognition’ refers to one’s knowledge concerning one’s own cognitive processes and products or anything related to them, e.g. the learning-relevant properties of information or data.... Metacognition refers, among other things, to active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective.” (Flavell

1976: 232). Metacognition with reference to Flavell definition refers to the ability one possesses to monitor and control one's cognitive processes which involve aspects such as thinking, knowing, remembering, judging, and problem-solving, which are key issues in autonomous learning.

Metacognition in this study focused on analysing both the learners' and teachers' awareness of thinking and learning and the responsibilities they have in the classroom. Awareness is the focal point in metacognition in language learning which is crucial for both the learner and the teacher because it allows them to assess the learning process. Metacognition in this study was used to analyse the perspectives the teachers have on learner autonomy in English language learning. Awareness of autonomous learning is critical in the learning of English language. This understanding helps in planning on how best they can achieve assigned tasks in order to meet set objectives. Bransford, Brown, & Cocking, (2000: 67), noted that learners who are aware of their learning "actively monitor their learning strategies and resources and assess their readiness for particular tasks and performances" thus this is a precursor for learners to be autonomous in language learning since autonomy focuses on one's ability and willingness to perform a task.

This process is imperative to the learner in language learning as learners will be able to control their cognitive processes. Learners who are given opportunities to think about learning eventually come to understand and develop metacognitive awareness. This awareness comes as a result of a teacher guiding learners on becoming aware of their learning process such as using appropriate metacognitive strategies that will engage learners as focal persons in the learning process, as well as making it known to the learners the expectations of what and how they are supposed to learn.

Metacognition awareness or ability rests on three premises, these are metacognitive knowledge, regulation and experience. Schraw (1994), observed that metacognitive knowledge encompassed a person's knowledge of their weakness or strengths which would influence their cognitive activity, task knowledge which helps in performing obligations required to complete a task and strategy knowledge required to complete tasks by using different strategies. Pintrich (2010) also posited that metacognitive knowledge needed to be embedded within the content the teacher is teaching so that learners are taught strategies for thinking and problem solving. This knowledge which is advocated for has to be

embedded within the content which is imperative in autonomy because learners shall have the necessary knowledge on how to go about different tasks. This will enable learners to choose from a repertoire of strategies they have mastered with the guidance of the teacher. This knowledge can be declarative, procedural or conditional.

Declarative knowledge focuses on facts, concepts or theories about any piece of information or topic learnt in class, this is considered the lowest order level of knowledge while procedural focuses on how to perform a specific task or skill. This knowledge only comes about through practising doing a specific task following a certain method or procedure. Procedural knowledge can become ingrained behaviour in learners if they constantly practice performing a task. This knowledge is higher compared to declarative knowledge which involves rote memory. Anderson (2005) pointed out that the learner's metacognitive knowledge develops from memorizing facts, theories about strategies then knowing the proper situations to use them, and finally, mastering each strategy. This is critical to a learner because it helps learners develop critical thinking which thus translates to autonomy as they use this knowledge acquired. Procedural knowledge can only be achieved if learners themselves are allowed to perform a task following the given procedure in language learning. Similarly, Conditional knowledge focuses on strategies that can be used to perform a task successfully. Odundo, Amolloh et al, (2018: 126) explained that "Conditional knowledge requires application of critical thinking and problem solving skills that demonstrate deeper mastery of what to teach and how to teach requiring concrete experiences, reflective observation, abstract conceptualization and active experimentation." Therefore metacognition knowledge was used to analyse how the teacher develops learners' metacognition knowledge through the structuring of content and the formulation of objectives that has to be achieved. Analysis was done on how the objectives were sequenced in the lesson, and if knowledge was sequenced in such a manner that it moved from being declarative, procedural and finally conditional. This is essential in metacognition because it helps learners not only learn about facts but also on how something is done as well their own application of the learnt concept which encourages them to apply critical thinking skills. By doing so, the teacher encourages the learners to have adequate conditional knowledge that helps them perform a task on their own successfully which supports autonomous learning.

Metacognition also involves regulation which Stephanou & Mpiontini (2017: 1942), defines as “the actual activities in which we engage in order to facilitate learning and memory, and it is broken down into component activities of planning, monitoring and evaluating.” Metacognition regulation allows adjustments made to help control learning such as planning, information management strategies, comprehension monitoring, debugging strategies, and evaluation of progress and goals. Metacognition regulation was used to analyse if the teacher encouraged learners in the learning of English Language to reflect on their learning by questioning what they are supposed to do, what can be done if the learners did not understand, how learners should proceed in doing given work and how well they did the task according to the communicated expectations.

On the other hand, metacognition was also used in this study which focuses on experiences through regulation occurs. Metacognitive experience as proposed by Flavell (1979: 906) describes “any conscious cognitive or affective experience that accompany or pertain to any intellectual enterprise.” The focus of metacognitive experience is on the affective aspect of the cognitive process. Tarricone (2011:130) states, metacognitive experiences are conscious cognitive and affective experiences, including “awareness, unexpected awareness, thoughts, intuitions, perceptions, feelings and self-judgements of oneself as a cognisor during problem-solving and task completion” Metacognitive experiences is what learners experiences during a cognitive endeavor. Efklides (2001: 306) advanced the thought that metacognitive experiences were influenced by cognitive ability as well as “personality and other affective factors”. She argued that metacognitive experiences monitored task characteristics and also an individual’s goals in tasks making. Task characteristics involves five skills postulated by (Hackman & Oldham, 1975) which are skill variety, task identity, task significance, autonomy, and feedback.

Metacognition experiences was used to help analyse how learners approached given tasks in the classroom during learning. Analysis was on the perception learners had when doing the given tasks, how they considered the task to be significant to their learning and adjustments learners made in order to improve the outcomes of the given task.

In summary, metacognition was used to analyse the perspectives the teachers and learners have on autonomy, the strategies the teachers uses in the teaching of English language to help develop learners’ awareness of how they learn and strategies to use when learning,

how the teacher develops learners' metacognition knowledge through the structuring of content and the formulation of objectives that has to be achieved and how learners approached any given task in the learning process.

Summary of the Chapter

Chapter three has presented the theoretical framework guiding this research. The theories that have been discussed in this study included critical discourse analysis, pedagogical discourses, and metacognition theories. Critical discourse was used to analyse power relations in the interactions between the learners and the teachers as well as the selection of the methodology used in teaching English language learning. Likewise, analysis was also on the discriminatory practices among learners in their interactions and the choice of language that has to be used in the classroom was also done. CDA was used to analyse factors that affect learner autonomy in learning of English language. This was theory was selected because of the power relations and control that exists in the classroom which can affect autonomous learning.

The pedagogical discourses theory was used in this study to help analyse classroom practices by both the teacher and the learner in the learning of English Language that shape learner autonomy. The concept of classification and framing was used to provide a meaningful and systematic framework for analysing on how the curriculum content is structured and how it brings about aspects of power and control on schools as well as the teacher who has the mandate of implementing it. Analysis was also on how teachers of English language recontextualise the syllabus through the selection of the methodology, strategies and resources to use and the degree of freedom they have in doing so. Furthermore, learners were also analysed with reference to how they recontextualise spoken discourses in the classroom to other similar contexts. The evaluative rules were used to ascertain whether learners had knowledge of the curricular content which was presented by the teacher, this analysis was on how the learners were able to socialise and behave in class activities to showcase their autonomy. Pedagogical theory was suitable in this study because it assisted in explaining from a theoretical point of view on the roles the teachers have in making learners take autonomy of their learning as well as on how Grade Eleven learners exercised their autonomy when learning English Language.

Furthermore, metacognition was used to analyse the perspectives the teachers have on autonomy, the strategies the teachers uses in the teaching of English language to help develop learners' awareness of how they learn and strategies to use when learning, how the teacher develops learners' metacognition knowledge through the structuring of content and the formulation of objectives that has to be achieved, and how learners approached any given task in the learning process. This theory was central to this study because it helped with the theoretical understanding on the perspective teachers had on autonomy as well as measure or practices that can be used to promote learner autonomy.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.0 Introduction

Sileyew (2019) defines methodology as “the path through which researchers need to conduct their research.” Patel (2019) viewed methodology as “the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.” Typically, it encompasses aspects that help shape and direct the systematic study of the research problem at hand. Therefore, this chapter critically focused on key aspects that comprised methodology in the study ‘Analysis of Learner Autonomy in Selected `Secondary School English Language Classrooms in a Rural District of Mwense’ This included the research paradigm, research design, study population, sample size and sampling techniques, methods of data collection, data collection procedure, data analysis, ethical considerations, validity and reliability, limitations of the study, and positionality of the researcher.

4.1. Research Paradigm

A research paradigm is a way of viewing the world (or analytic lens akin to a set of glasses) and a framework from which to understand the human experience Kuhn (1962). Research paradigm is associated with a set of beliefs, values and assumptions that a researcher has in relation to the nature and conduct of research. Easterby-Smith et al (2012:18) defines a research paradigm as an “overall perspective on how research is/should be conducted. It is underpinned by philosophical assumptions (including ontology and epistemology) and informs methodological choice.” A research paradigm guides the research in relation to the methods, instruments to use and analysis of the data. Since all research is based on these philosophical assumptions, it was therefore imperative to discuss assumptions underpinning the study.

Teaching of English Language and performance in English has had numerous challenges for quite a long time. These challenges have been attributed to shortage of text books and inadequate application of effective methodologies for teaching English (Ilubala, 2022) and low English Language proficiency (Maala, 2022). Therefore, this research is in line with Zambia’s agenda to improve learner performance in English and this can only be achieved

if learners actively participated in the learning and practice using the English Language. One way is by promoting learner autonomy. How best it could be done is the focus of this study. This study encompasses aspects that help shape and direct the systematic study of the research problem at hand. The paradigm of the study is based on how a teacher as a facilitator can promote autonomous learning and how learners apply various methods to show how autonomous they are. As a result, the author approaches this study through qualitative method approach.

Therefore, constructivism was the research paradigm that directed this study. This paradigm was used because of the nature of the study which was looking at how autonomous learners are in learning of English language. The study envisioned that there is no one objective way to autonomy but subjective. Learners use various methods to show how autonomous they are. Therefore, this paradigm helped explain how learners become autonomous as they construct their own knowledge in the learning of English Language as well as how the teacher construct knowledge by interpreting the syllabus and constructing knowledge on the type of methods to use in order to foster autonomy. The research paradigm discussed aspects dealing of ontology, epistemology, axiology and methodology.

Honebein (1996) views constructivism as a philosophical paradigm that proposes that knowledge of the world is constructed through experiencing things and reflecting on those experiences by individuals. Kim (2005) suggested two main ways in which knowledge is constructed through experiences, these are accommodation and assimilation. Accommodation in many instances looks at the process of taking new information in one's environment and changing pre-existing schemas in order to fit in the new information while assimilation deals with the interpretation of new information in terms of pre-existing concepts, information or ideas. While assimilation deals with keeping existing knowledge and schemas intact and finding a new place to store information, accommodation involves actually changing one's existing knowledge of a topic. Constructivism cannot be separated from accommodation and assimilation because it is a process through which knowledge is constructed by people (Block, 1982). Constructivism paradigm is closely associated with the qualitative research approach because of a great deal of trying to establish understanding of the problem through critically studying experiences of participants. Constructivism focuses on the premise that knowledge is the product of human intelligence interacting with

experiences in the real world thus knowledge cannot be separated from the environment. In addition, the knowledge is constructed by people active in the research process and thus the researcher should attempt to comprehend the complex world of lived experience from the perspective of those who live and experience it.

Constructivism also shows that people construct new knowledge based on the prior knowledge which they have. Therefore, under constructivism, there is fitting of information together to form a whole. Learners assimilate new knowledge which they pair with any prior knowledge they have to construct meaning. Driscoll (2000) stated that the knowledge only exists in the mind and does not match any real world reality. Learner's perception of the real world is formed from their own mental model of a real world. Because of the aforementioned process, there is a constant update on learner's mental models as they reflect new information because of their perceptions, interpretation and experience of new knowledge.

This is only attainable through experiences. However, learning new knowledge in the constructivism approach may be affected by the context in which something is presented to the learners such as a learner's belief and attitude. Tam (2000) highlighted on four characteristics of a constructivist learning environment. Knowledge is seen as something that can be shared between the teacher and the learners. Authority between the teacher and the learner is a shared one. In addition, the teacher is not the custodian of knowledge but a guide or facilitator of the learning process, and that learning groups consists of heterogeneous learners who should be small in number. Therefore, autonomous learners should be able to construct knowledge based on learning strategies that the teacher avails them with.

Ontology

Ontology in constructivism research paradigm tries to find out what is real. Ontology is defined by Crotty, (2003:10) as the "the study of being, what kind of world we are investigating, with the nature of existence, with the structure of reality." Ontology therefore, focuses on the nature of reality. It aims at providing a definitive and exhaustive classification of entities in all spheres of reality. Constructivism holds a position on ontology that reality is socially constructed. Guba & Lincoln(1994: 110-111) argued that " reality is made up of multiple, tangible mental constructions, socially and experientially

based, local and specific in nature... and dependent for their form and context on the individual persons or group holding the constructions.”

Schwandt (2000:197) on the other aspect highlighted on constructivism that “we are all constructivists if we believe that the mind is active in the construction of knowledge. Most of us would agree that knowing is not passive-a simple imprinting of sense data on the mind but active; the mind does something with those impressions, at the very least forms abstractions or concepts.” In addition, Lektorsky (2009:28) also posited that, “a human being does not exist without the world; he is part of it and cannot ignore and, at times, unpredictability of the process that he tries to interfere with.” therefore, what is real in the context of this study was what the participants were able to put forward or construct from the data given through mental representations. This reality was constructed based on the interpretation of the researcher because reality is embedded through a sense making process and thus is subjective in nature. Saunders et al. (2009:111) considered subjectivist view as “social phenomena are created from the perceptions and consequent actions of social actors”. Therefore reality in relation to constructivism is not based on a single position but multiple ones. The themes which emerged were as a result of the researcher constructing knowledge based on interviews and lesson observations and document analysis in order to ascertain how autonomous Grade 11 learners are in learning of English language in selected secondary schools in a rural District of Mwense. Reality in the constructivist view is not independent of the mind. The purpose of constructivism in relation to reality is to understand a social phenomenon through a qualitative approach to research which focuses on guiding the direction of the research since the goal of qualitative research is to understand concepts, opinions, or experiences.

Epistemology

In Epistemology, constructivism holds a belief that knowledge is symbolically and not objectively constructed. Moser (2009:3) defined epistemology as “the study of the nature of knowledge and justification: in particular, the study of the defining components, the substantive conditions or sources, and the limits of knowledge and justification.” Epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we ensure it is adequate and legitimate (Maynard, 1994). Constructivism emphasises subjectivism because its core purpose is on diversity of

interpretations that can be applied to the world. Guba and Lincoln (1998) viewed epistemology in constructivism as relational, transactional and subjective. Relativist infers that there is no objective truth to be known because the truth is dependent on how one interprets and applies it to the world. Transactional means that the truth emerges from interactions between elements of some rhetorical situation and is a product of these interactions and individuals' thoughts (Berlin, 1987). The subjectivist part on epistemology positions the world, including the psychological world of research participants, as unknowable and the role of a researcher in constructivism is to construct an impression of the world the way they see it (Ratner, 2008). Therefore, to avoid biasness, the experiences shared by the participants were collected and constructed as they were presented through interaction activities and observations since the epistemological view entails that the researcher interacts with that which is being researched. To achieve meaning, engagement must be there with the realities in our world, thus opt for a more personal, interactive mode of data collection.

Epistemology in constructivism refers to the sources of knowledge. In this study, the source of knowledge were the participants of the study as well as using different data collection tools such as observations and interviews. Therefore, the role of a researcher is that of a facilitator and not a participant in order to avoid biasness.

Axiology

All researchers using different paradigm are expected to adhere to ethics in relation to conducting research. Christian (2005:148) posited that “a morally neutral, objective observer will get facts right.” constructivist asserts that reality is constructed in the mind and thus it is dependent on it and knowledge is subjective and thus this is value-bound and value laden. As a researcher, values and biases related to the topic under study, which may interfere with the neutrality of the study need to be reported. Edelheim, (2014:31) explained that, “axiology, or the study of value or of goodness, is definitely the philosophical strain out of these three that has received least attention, even though it is fundamentally linked to our actions in our daily lives. The value of something can be seen as having intrinsic properties, valuable in its own right, or to have extrinsic properties, valuable for the sake of something else, which in turn can have intrinsic properties.” Axiology refers to

what the researcher sees as of value or ethical in research which the researcher acknowledges research to be of value.

Values and ethics that shape the research include the interpretations of the researcher and participants. Ethical considerations is a key element which underpins any research work. This philosophical view ensures that the ethical considerations attached to research are adhered to which include among other, anonymity of participants, and confidentiality. Generalisations is an ethical issue which was critically adhered to because of the nature of the research which was quite qualitative. Generalising findings in a descriptive research which is highly qualitative would have ethical issues. Generalisation of the findings is not the locus in qualitative research because the focus is towards providing an in-depth explanation and meaning rather than generalising.

Methodology

Methodological aspects have an underlying theoretical perspective. Constructivism, which aims to interpret research participants' meaning, which is themselves interpretations, and produce a substantial theory or working hypothesis (Lincoln and Guba, 1985), is dependent on the researcher's view. Methodology in constructivism paradigm focuses on researcher-centred research methods, which emphasize data collection tools such as observations, interviews, focus groups and document analysis. Therefore, constructivism is grounded in qualitative methods in research because its foundation is interpretation of data through the specific themes that the researcher picks from the data. This entire data analysis procedure is processed inductively. Thomas, (2006, pg. 238) defines inductive analysis as "approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by an evaluator or researcher." This process of analysis is central to qualitative research in order to have a depth understanding of the phenomenon.

In addition, Eichelberger (1989:9) illustrated the methodological work of constructivism as "wanting to know what meaning people attribute to activities... and how that relate to their behaviour. These researchers are much clearer about the fact that they are constructing the 'reality' based on the interpretations of data with the help of the participants who provided the data in the study. They often carry out their research much as anthropologists do in their studies of culture. They do a great deal of observation, read documents produced by

members of the groups being studied, do extensive formal and informal interviewing, and develop classifications and descriptions that represent the beliefs of the various groups.” Furthermore, such specified activities derive meaning making from the participants, which call for detailed capturing of activities in relation to their behaviour toward a given situation through interaction. Therefore, qualitative research will range from case studies, phenomenological or ethnographic studies. Denzin & Lincoln (2011) asserted that qualitative research draws from a constructivism research paradigm which tries to understand the subject being investigated and not predict outcomes. The focus is to understand a phenomenon and not to predict outcomes through building of knowledge on specific study subjects. Qualitative research, conducted thoughtfully, is internally consistent, rigorous, and helps us answer important questions about people and their lives (Lincoln & Guba, 1985).

Constructivism views knowledge as constructed as people work to make sense of their experience (Creswell & Poth, 2018). In whole, qualitative research values people’s lived experiences and is inherently subjective and sensitive to the biases of both researchers and participants. That subjectivity, while considered a serious flaw from the positivist perspective, speaks to the core value of qualitative research and the interpretivist/constructivist paradigms.

The methodology that was used in this study was qualitative in nature that aligned with the constructivism paradigm. A descriptive case study was selected because of its ability of allowing the researcher to gain an intensive, detailed understanding of a phenomenon in its real-life context. The real life context that was used in order to gain understanding on autonomous learning was the Grade Eleven classrooms in Mwense District. Therefore, a descriptive case study was used to offer a detailed insight on how autonomous learners are when learning English Language in Grade Eleven classrooms.

4.2. Research Design

Research design is the proposed framework for a study. MacMillan and Schumacher (2001:166) define research design as “a plan for selecting subjects, research sites and data collection procedures to answer the research question or questions.” the research design that was used in this study is a descriptive case study. Simons (2015:175) define a descriptive case study as “the study of the singular, the particular, the unique, whether that

single case is a person, a project, an institution, a programme or a policy.” One of the characteristics of a descriptive case study is that, it can examine one complex phenomenon or more. Yin (2009:2) explains, “case studies are the preferred method when (a) “how” or “why” questions are being posed, (b) the investigator has little control over events, and (c) the focus is on a contemporary phenomenon within a real-life context.” Case studies can be used to contribute to the knowledge of the phenomena, group or individual being investigated in order to understand their complexities. However, the most imperative issue, which most scholars criticise on case studies, is the part of generalisation. In most instances, case studies are not generalizable because of the unique cases. Gerring (2007:248) argues, “to be a case of something broader than itself, the chosen case must be similar (in some respect) to a larger population. Otherwise, if it is purely idiosyncratic (unique) it is uninformative about anything lying outside the borders of the case itself. A study based on a non-representative sample has no (or very little) external validity.” Arguments for a case study are mostly centred on the premise of generalisation. The goal of case studies is not for generalisation; nevertheless, generalisation can occur when the findings are applicable to other similar situations bearing the same characteristics. Mwense District was selected for this study because the researcher works in the district as a secondary school teacher and it was also as a result of the issue of proximity which necessitated the researcher to select the district.

4.3 Study Population

The study population comprised Grade 11 learners and teachers of English language from all the schools in Mwense District. McMillan and Schumacher (2016:16) defines a population as “a group of elements or causes, whether individuals, objects or events, that conforms to specific criteria and to which the researcher intends to generalise the results of the research.” Grade 11 learners were selected because they are an intermediate class at senior level and at this stage; they are expected to have mastery of their own learning. In addition, teachers of English language teaching or who have taught Grade 11 learners before were also be part of the study population because they teach English Language and therefore have first-hand information how autonomous their learners are.

4.4 Sample Size/ Sampling Techniques

Kadam and Bhalerao (2010:55) explain the concept of a sample size to be “the portion, piece or segment that is a representative of a whole.” The sample size for the study consisted of 363 learners from the 7 selected secondary schools in Mwense District. The District has a total number of 14 secondary schools. Most of these schools are located in the rural parts of Mwense with only one school which is at the central place of the District. Each school from the 7 selected secondary schools had a class average of 51 learners. In addition, 3 teachers from each one of the 7 secondary schools who teach or have taught Grade 11 learners were also part of the sample. All the 21 selected teachers had been trained to teach English language. This included a total number of 21 teachers from the selected secondary schools in Mwense District. Therefore, the total sample size for this study was 384 participants.

The sampling techniques that was used to select schools and Grade 11 pupils was purpose sampling which was homogeneous. Purposeful sampling is widely used for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). Obilor (2023:4) also defines purposive sampling as “a non-probability sampling technique where the researcher selects only those subjects that satisfy the objectives of the study based on the researcher’s conviction. It is a sampling technique where the researcher relies on his discretion to choose participants from the study population. Thus, the entire sampling process depends on the researcher’s judgment and knowledge of the context. Purposive sampling is also known as subjective or judgement sampling.”

Expert sampling was used to select teachers who teach or have taught Grade 11 learners. Etikan & Bala (2017) on expert sampling established that “The researcher here seeks for the consent of those that are expert or known expert in the area of study, and begin the process of collecting his information directly from individual or group of respondent. It also involves sample assembling of group of people that can demonstrate using their experience or those that specialised in part of the areas. The reasons for using expert sampling are to have a better way of constructing the views of individuals that are expert in a definite area.” Expert sampling was used to select Grade 11 teachers because the teachers as participants are experts in teaching of English language and have a deeper understanding of the

interpretation of the syllabus on the methodology to use that support learner centred approach to learning which is a prerequisite for autonomous learning. In addition, expert sampling was also used to select teachers who were part of the lesson observation. Teachers who have been teaching more than five years were part of the class observation

Homogeneous sampling was used to select Grade 11 learners because the participants had the characteristics or experiences which were similar. Baiju (2022:4) defines homogenous sampling as “a type of purposive sampling that aims to produce a homogenous solution or one in which all of the components have the same traits or properties. Homogeneous sampling is the complete antithesis of the highest variance sampling in this regard. A homogeneous sample is commonly used when the research topic is specific to the features of a particular population.” The homogenous characteristics the participants had was being in a Grade 11 class also being learners of English Language.

4.5 Methods of Data Collection

Data collection methods refers to the strategies the researcher uses to collect data and these may include interviews, focus groups, observation, testing, and questionnaire (Mkandawire, 2019). The corresponding tools or guides used to collect data include interview guides, focus group discussion guides, observation checklist, testing and questionnaire. Kabir (2016:202) defines data collection as “the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research question, test hypothesis and evaluate outcomes.” to collect data, instruments such as semi-structured interviews, focus group discussions, observations and document analysis were used to collect data.

4.5.1. Interviews.

Interviews are integral to qualitative research. Fox (2009:5) posits that “the interview is an important data gathering technique involving verbal communication between the researcher and the participant.” The interviews used in this study were face to face. Interviews for data collection can be structured or unstructured. Structured interviews are tightly structured with closed ended questions while semi-structured interviews are not tightly structured and uses open ended questions in data collection.

Semi-structured interviews comprised open ended questions and were ideal for this study because it allowed the researcher to probe the question further if it was not adequately handled by the respondent, Mathers et al (2002:2) explained further that, “semi-structured interviews involve a series of open-ended questions based on the topic area the researcher wants to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both the interviewer and interviewee to discuss some topics in more details. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further.

In a semi-structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee.” Semi-structured interviews were used to answer all the raised questions in this study. The semi-structured interview guided was formulated for the teachers of English who were interviewed. This was essential in this study because they provided an opportunity for the researcher to further discuss the topic, it also assisted in considering the question further if a new line of response is given by the interviewee.

The interviews were conducted in an environment which was free from disturbances, a room was availed to the researcher to conduct the interviews, and the researcher assured the teacher on confidentiality with the data that was to be given. The teacher was given information on the number of questions they had to answer, the time allocated for the interview and they were further guided that if they needed to add more information on any particular question pertaining to the interview, they were free to do so. The researcher used a tape recorder to capture the whole recording as well as a note book to take note of important points which were raised by the teachers who were interviewed. The teachers interviewed were made at ease so that the interview flowed naturally. Dornyei (2007:140) outlines that a ‘good’ qualitative interview has two key features: “(a) it flows naturally, and (b) it is rich in detail.” The interviews in this study were semi-structured and the interview guide had 7 opened ended questions according to the research questions which required answers to. Since the questions were open ended, I was able to ask the same question in a variety of ways in order to probe teachers more so that they can give a clear response for each question.

4.5.2. Focus Groups

Focus groups were also used to answer questions pertaining to the learners' perspective on autonomy when learning English, the role of teachers in making learners take autonomy of their learning, factors which affect learner autonomy when learning English and measures or practices can promote learner autonomy when learning English. Wilkinson (2004:177) described Focus group discussion as "...a way of collecting qualitative data, which essentially involves engaging a small number of people in informal group discussions, 'focused' around a particular topic or set of issues." Two focus group discussions were conducted from each school which comprised 10 learners in each focus group. A total number of 14 focus groups were conducted in order to generate the much needed information. Each focus group took 20 to 30 minutes for the discussion to end. Learners who were part of the focus group discussions were assured on the aspect of confidentiality in order for them to be free during the interviews. Since some learners had challenges expressing themselves using the English Language, the researcher had to code switch in order to assist the learners understand better.

In addition, learners were also allowed to express themselves in the language they were fluent in which was *icibemba*. Focus group discussions were used for triangulation purposes so that both views from the teacher and the learners could be established. Furthermore, focus group discussions were captured using a tape recorder. The learners were assured of the confidentiality in their responses which was only used for academic purposes. The researcher also used a field note book to take note of important points as the learners expressed themselves.

4.5.3. Observations

Observations were also included to generate data from the classroom on how the teacher and learners interacted in the learning of English Language. The observation instrument was used to capture observation data. The instrument that was used was developed specifically for capturing data that involved autonomous learning activities used in the teaching and learning of English Language. The purpose of incorporating observations was to see the teachers' and the learners' interaction in their real settings and to generate rich data for interpretation and analysis on the aspect of learner autonomy. The observations were made to establish how learners exercise their autonomy in the learning of English

Language. Dornyei (2007) highlighted the significance of observation method as being a basic research tool that enables the researchers to generate data that might be missed in the questioning method. Since people tend to say what they do not practice, it was important to include classroom observation to ascertain whether the interview data was a true reflection of the situation in the classroom. Malhotra (2007) also posited that observations centred on recording the patterns of people, objects and events in a manner which is systematic in order to obtain information of interest.

The researcher was part of the activities that took place in the classroom for a day as an observer so that the learning environment was not affected by her presence. The researcher was introduced as one of the teachers in the district who has come to be part of them. This enables learners to be free and they took the researcher as their own teacher. The researcher used a camera which was used to assist in the capturing of the lesson which the teacher had to present. The observation video was used to answer research objective three which focused on how Grade 11 learners exercised their autonomy. Permission was sought from both the teachers and the learners on the usage of a camera to record the lesson. The learners and the teachers were assured that the video which was captured was for academic purposes and would remain confidential until its deletion point. This process was done to all the seven schools where the researcher had to observe one lesson.

4.5.4. Document Analysis

Document analysis schedule was another instrument that was used. Bowen, (2009:27) defines document analysis as “a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge” The document that was analysed in this study was the lesson plan. The lesson plan was selected for analysis in order to analyse the activities the teacher plans for which promote autonomous learning in the classroom, teaching strategies used and how the teacher planned class interactions which would show if the lesson was learner centered or not. Data was collected using document analysis from seven lesson plans which were for the lessons observed. However, Bowen pointed out that in document analysis, there are two major issues to consider when beginning the analysis. The first is the issue of bias, both

in the author or creator of the document, and the researcher as well. Therefore, it is important to analyse documents for their completeness in order to avoid biasness. Therefore, the document must be considered for its subjectivity and the target audience it addresses. Therefore, the lesson plans were analysed based on the subjectivity because of the perspective and beliefs teachers may bring when planning the lessons as well as the target audience who were the learners. O'Leary (2014) established that one way of conducting a document analysis is by treating the document like a respondent that provides information to the researcher. Therefore, the lesson plan was treated like a respondent in order to gather information on the activities the teacher plans for which promote autonomous learning in the classroom, teaching strategies used and how the planned class interactions show if the lesson was learner centered or not in order to explain how learners will show autonomy with such practices.

4.6 Data Collection Procedure

Before embarking on data collection, a letter of authority was sought from the Research Ethics Committee, which was availed to the District Education Board Secretary in charge of Mwense District for clearance at District Level. Finally, the clearance letter was availed to head teachers for specific secondary schools for the purpose of data collection. Data was collected over a period of two weeks.

Data was collected beginning with lesson observations which focused on establishing how learners exercised their autonomy in the learning of English language by incorporating video recordings. Thereafter, focus group discussions were also conducted which centred on establishing the perspectives of the learners towards autonomy in the learning of English language. The researcher began with lesson observations in order to collect real information and not to give clues to the teachers which may have affected how they normally presented their lessons. Furthermore, learners were also interviewed on the roles the teacher has to play in fostering autonomy in the classroom, challenges that affect learner autonomy and practices or measures that can help promote learner autonomy in the classroom.

Lastly, semi-structured interviews were also done for teachers of English which sought to address their perspective on learner autonomy, their roles in making learners take autonomy of their learning, factors affecting learner autonomy when learning English language as well as practices that promote learner autonomy when learning English language.

Both the learners and the teachers had similar questions which were asked during the interview. This was for triangulation purposes so that both sides of the learners' and teachers' views could be analysed in order to strengthen the validity of the data except for the first objective which only focused on interviewing teachers only.

4.7 Data Analysis

Data Analysis is a process of using a variety of analytical procedures to provide a way of drawing inductive inferences from the collected data and distinguishing the signal (phenomenon of interest) present in the data (Shamoo & Resnik, 2003). To analyse qualitative data, which was collected by semi-structured interviews, focus groups and observations, thematic analysis was used to interpret data. The researcher began with being familiar with the data. Thereafter, codes were given for specific responses which answered the research questions. The codes were grouped according to similarities on the type of responses given then a theme was generated which encompassed all the codes which answered a specific research question. Data was searched for repeated patterns that were used in coding in order to generate themes.

Thematic analysis is considered a critical method of data analysis because of its usage in analysing and classifications of themes that relate to the data. Namey et al (2008:138) posited "thematic moves beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas. Codes developed for ideas or themes are then applied or linked to raw data or summary markers for later analysis, which may include, comparing the relative frequencies of themes or topics within a data set, looking for code co-occurrence, or graphically displaying code relationship."

Data for document analysis was analysed through the content which it contained using the metacognitive theories. Metacognition was used to analyse how the teacher develops learners' metacognition knowledge through the structuring of content and the formulation of objectives that has to be achieved in the lesson. Analysis was done on the sequencing of the objectives and the kind of knowledge learners were exposed to which helps learners not only learn about facts but also on how something is done as well as their own application of the learnt concept which encourages them to apply critical thinking skills which supports autonomous learning. In addition, the strategies the teachers use in the teaching of English language to help develop learners' autonomy was also analysed in the lesson plan.

4.8 Ethical Consideration

Informed consent was one of the ethical considerations in this study. Only teachers and learners who volunteered to be part of this study were considered. Participants were not subjected to harm, there was respect for anonymity and confidentiality. In addition, respect for privacy was considered during the study. Permission was sought from the District Educational Board Secretary, Mwenje (DEBS) and school head-teachers. Thereafter, the school head-teachers allowed the researcher to go to the Head of Department for Languages department to carry out the research. The head of Department of Languages Department gave permission to the researcher to conduct research since the researcher needed to observe the lesson and interview three Grade 11 teachers and Grade 11 learners. The teachers who were part of the study were given a consent form to sign to allow the researcher to conduct the research. In addition, learners were also given a consent form each to be part of the study. The learners were guided by both the teacher and the researcher that if they did not want to be part of the study, they were free to withdraw. Data collection was completed in two weeks.

4.9 Trustworthiness

Trustworthiness is an important part in determining how effective an instrument is in collecting intended data. Trustworthiness refers to how credible, confirmable, transferable and dependable the study conducted is. It is essential in qualitative research that the findings are trustworthy.

4.9.1. Credibility

Credibility refers to the truth of the research study's findings. This trickle down to how the researcher knows that the findings are true. To ensure credibility, data source and instrument triangulations were used. Flick (2011:545) defines data source triangulation as "the collection of data from different types of people, including individuals, groups, families, and communities, to gain multiple perspectives and validation of data." Data source triangulation was used to collect the same data from both teachers and learners. While instrument triangulation involves multiple usage of instrument for triangulation purposes. In this study, focus group interview guide, semi structured interview guide, document analysis guide and lesson observation sheet were used to triangulate the data to ensure that the findings were credible.

4.9.2. Confirmability

Confirmability refers to the degree of neutrality in the research study's findings. Confirmability in qualitative research ensures that the data which is collected are based on the experiences or perspectives of the research participants and not the bias interpretations of the researcher. Qualitative researchers can establish confirmability by providing an audit trail that highlights every step of data analysis and justifies the decisions made. To ensure confirmability of the research findings, the researcher had to do member checking so that the responses participants gave highlighted the exact idea they wanted to convey.

4.9.3. Transferability

Transferability pertains to the degree to which the research findings can be extrapolated to alternative contexts or situations (Riazi et al (2023)). Since transferability hinges on aspect of generalisations, the findings of this study will not be generalized because of the research design which is a descriptive case study. Transferability can only be achieved in this study if there is a detailed and comprehensive explanations which allow readers to evaluate how applicable the findings are to similar situations, thus improving the study's transferability.

4.9.4. Dependability

Dependability pertains to the enduring and unwavering nature of the research findings across time which focuses on the degree of dependability of a measurement. Creswell and Creswell, (2018:215) defines reliability as “the consistency or repeatability of an instrument. The most important form of reliability for multi-item instruments is the instrument's internal consistency which is the degree to which sets of items on an instrument behave in the same way. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable.” To ensure that the instruments were reliable, I pretested the interview guides on selected teachers and learners to ensure that they collected data which they intended to collect. I made some changes on phrasing of questions so that the questions I asked in the interview guides were not suggesting responses on behalf of the participants. After making changes. I once again tested the instruments for their dependability.

4.10 Limitations of the Study

Since the research design was a descriptive case study, the findings for the study would not be generalised to other Districts because of different cases that may exist which are not similar to those in Mwense District.

4.11 Positionality of the Researcher

Positionality refers to the researcher's identity and position in the research. Savin, Baden & Major (2013:71) explains the concept of positionality as that which "reflects the position that the researcher has chosen to adopt within a given research study." Positionality of the researcher is important in qualitative research because it influences the field the researcher is observing. Positionality alludes to a number of self-identifications such as the researcher's background, personal experiences, gender identity, national origin, and other factors that the researcher brings to the research process.

This principle is very important not only for collecting rich data but also for conducting research in an ethical manner. One of the seven schools which I chose to be part of the sample is where I work from. Since the data collection involved interaction with the learners who personally knew me as a teacher and with teachers as colleagues as well as participants, there was potential for the researcher to influence the research process. However, the researcher ensured that the research was conducted in an ethical manner, for the data collected to be valid and reliable. This was achieved through triangulation methods where interviews and observations were used in data collection in order to prevent manipulation of the respondents. Each time I went to class to observe the lessons, I also introduced myself to both the teacher and learners in order for learners to be aware of my role and identity in the classroom. I also made sure that I did not interfere with the lesson by being silent all the time so that I only capture the interaction between the teacher and learners. Further, I will provide verbatim in the data so that only the data that came from the respondents is shown. Further, I informed both the teachers and learners to be free and assured that the data I was collecting was for academic purposes and that it would be confidential. All these steps helped to make the teachers and learners to be professional and to look at me, not as their teacher, but as a researcher from the University of Zambia.

Notwithstanding the above, the familiarity of the researcher with the participants had one advantage. Participants were free with the researcher and were able to give more

information on what the researcher was investigating because there was no fear and they trusted the researcher with confidentiality of the information gathered.

4.12 Conclusion

A comprehensive arrangement was laid down in the study. This chapter highlighted on the methodology used in this study. Furthermore, a comprehensive explanation was given on the research design, study population, sample size and sampling techniques, research site, the procedure followed to collect data, data analysis, ethical consideration, validity and reliability of the study, positionality of the researcher and limitations of the study.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.0 Introduction

This chapter focuses on presentation of findings on the study ‘Analysis of Learner Autonomy in Secondary School English Language Classrooms in a Rural District of Mwense’ which aimed at establishing how autonomous these learners are when learning English Language. The presentation of findings were based on interviews with teachers of English Language, focus groups with Grade 11 learners as well as lesson observations. In this section, the findings from the interviews done with teachers and learners were presented by bringing out emerging themes from both the responses of respondents. These were supported by participants’ own voices presented in the form of verbatim. Therefore, this chapter presented participants’ demographics followed by the research findings.

5.1. Table 1: Codes used for Anonymity

Table 1 indicates the codes used in the research for anonymity

S/N	CODE	MEANING
1	SCH	School

2	TR	Teacher
3	L	Learner

5.2. Participants' Demographics

A variety of participants were selected to participate in this study. The categorisation of how they participated by gender, interviews, focus group and lesson observation

5.2. Table 2: Learners who Participated by Gender

GENDER	TOTAL NUMBER OF PARTICIPANTS	PERCENTAGE
MALE	162	45%
FEMALE	201	55%

Table 2 indicates total number of learners who participated by gender. 162 males participated in this study representing 45 percent and 201 females participated representing a 55 per cent.

5.2.1. Table 3: Learners who participated in Focus Groups

S/N	SCHOOL	MALES	FEMALES	TOTAL
1	School A	10	10	20
2	School B	10	10	20
3	School C	0	20	20
4	School D	10	10	20
5	School E	10	10	20
6	School F	10	10	20
7	School G	10	10	20
	TOTAL	60	80	140

Table 3 represents the number of participants in the focus group by gender. Two focus groups were conducted from each selected school. Each focus group had 5 males and 5 females therefore, the total number selected for two focus groups for each class was 20. However, there was an exception of school D which is a single sex school and the two focus groups had only females in each group. Therefore, a total number of 140 learners were selected for the focus groups conducted.

5.2.2. Table 4: Teachers who participated in the Interview

SCHOOL	MALE	FEMALE	TOTAL
School A	3	0	3
School B	1	2	3
School C	2	1	3
School D	1	2	3
School E	2	1	3
School F	1	2	3
School G	2	1	3
TOTAL	12	9	21

Table 4 indicates the number of teachers who were interviewed. A total number of 21 face to face interviews for teachers were conducted for this study. 12 were males while 9 were females for this study.

5.2.3. Figure 3: Teachers who participated in the interview by Qualification

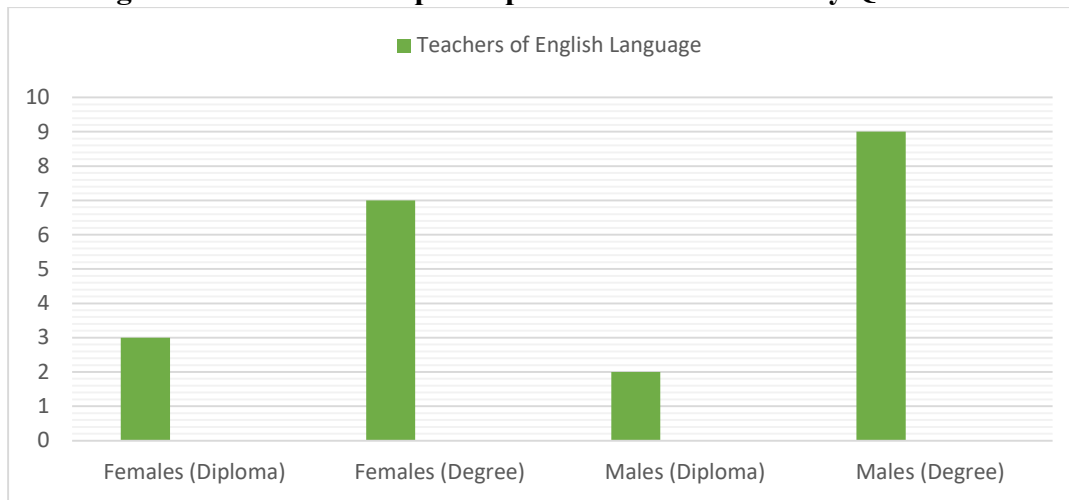


Figure 3 shows teachers and their qualifications who participated in the interview. The figure shows that 3 female teachers had diploma qualifications and 7 female teachers had degree qualifications. In addition, 2 male teachers had a diploma qualification and 9 male teachers had a degree qualification.

5.2.4. Table 5: Qualification of teachers who participated in the lesson Observation

S/N	Gender	Total number	Qualification
1	Female	3	Degree
2	Male	4	Degree

Table 5 shows the number of teachers who participated in the lesson observation according to the qualifications. The table shows that 3 female teachers had a degree qualification as well as 4 male teachers. The total number of teachers who participated in the lesson observation were 7.

5.2.5. Table 6: Learners who participated in the Lesson Observations

SCHOOL	MALE	FEMALE	TOTAL
School A	28	31	59
School B	32	16	48
School C	27	19	46

School D	0	46	46
School E	24	19	43
School F	23	34	57
School G	28	36	64
TOTAL	162	201	363

Table 6 indicates respondents in the lesson observations conducted in 7 secondary schools in each Grade 11 class. School A had a total number of 59 learners comprising 28 males and 31 females, School B had a total number of 48 learners comprising 32 males and 16 females, School C had a total number of 46 learners comprising 27 males and 19 females, School D had a total number of 46 learners who were female because of it being a single sex school, School E had a total number of 24 males and 19 females, School F had a total number of 57 learners consisting of 23 males and 34 females and finally School G had a total number of 64 learners consisting of 28 males and 36 females. In conclusion, a total number of 363 learners were part of the lesson observations conducted.

5.3. WHAT ARE TEACHERS' PERSPECTIVES ON LEARNER AUTONOMY IN ENGLISH LANGUAGE TEACHING

This research question presents findings on the perspectives teachers have on learner autonomy in the teaching of English Language. Perspective in this regard referred to the teachers' particular attitude, behaviour or thinking towards autonomy when teaching English Language. The findings will be presented in accordance with the themes which emerged from the data. A frequency table will first be presented on the responses teachers gave followed by narrations.

5.3.1. Table 7: Teachers' Responses on their Perspectives on Learner Autonomy

S/N	TEACHERS' PERSPECTIVES	CODE	FREQUENCY OF THE CODE MENTIONED BY TEACHERS	PERCENTAGE
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1	POSITIVE PERSPECTIVE	Autonomy makes teaching and learning easy/ helps learners research/ learners find out things on their own/helps learners not forget	11	52%
2	NEGATIVE PERSPECTIVE	Learner are not willing take to autonomy/ Learners want all the information to come from the teachers	6	29%
3	TEACHERS WITH LACK OF KNOWLEDGE ON AUTONOMY	I don't understand learner autonomy /I don't know how I can explain	4	19%

Table 7 shows a summary of the perspectives teachers had on learner autonomy.

Teachers' were asked on their perspective on learner autonomy in teaching of English Language. The themes which emerged from the teachers were three. The first theme was on a positive perspective and 11 teachers representing 52% were able to mention this positive aspect on learner autonomy in teaching of English Language. In addition, 6 teachers representing 29% expressed a negative perspective in their responses which was also generated from the interviews conducted and 4 teachers representing 19% lacked knowledge on the concept of learner autonomy. This is shown in the excerpts highlighted.

5.3.2. Teachers' Positive Perspectives towards Learner Autonomy

This theme focused on the positive perspective teachers had on learner autonomy. A positive perspective entails that some teachers saw the benefit of learner autonomy in the teaching and learning of English Language. Therefore, 52% of the teachers expressed this theme in their responses. This can be seen from the following narrations;

SCHATR 1: *If I allow my learners for example, today I am teaching summary and I give them a topic in advance. If I allow them to research what a summary is work will be easy because I won't be the one to tell them everything, they will also have ideas on the lesson because they have researched it. It really makes work easy because you know that the learners*

have done their part. It is not just about me and actually, I want to say when it comes to English, most things learners learn them through discovery as you read, you learn idioms, you learn certain phrases, you learn proverbs through reading. As you probably expose yourself to reading materials or things that will help you become better because the more you learn new words, the better you will be in comprehension, the better you will be in writing, the better you will be in your speech.

SCH A TR 2: *When learners have this independence or autonomy to learn by themselves or do things themselves, they can do things by themselves. Then it means my work will be easy because when I come to class, it doesn't matter the term I use, I will introduce a topic and I will ask them what it is. It helps because from there, you are able to build from the stones that the learners have laid and it gives you the drive to teach.*

SCH B TR 2: *Mostly it does make my work easy because if I discover the levels of knowledge for my learners, I would know what kind of work to issue them, so as to build up on what they have. So sometimes, you are able to tell that this work that I have given, these learners' understanding is above the work or below this work. Therefore, it is easy for me to challenge them with work.*

SCH C TR 3: *Learner autonomy is very beneficial in teaching and learning of English Language, in most cases, learners tend to get exposed to things that they have never been told for example, new words whenever they have been given reading activities, they tend to meet new words that they have never been told by teachers. In most cases, they will try by all means to understand them to know their meaning and I think that adds on their vocabulary.*

SCH E TR 2: *When you look at our current syllabus, it shows that the teacher is not the alpha and the omega of the learning, the teachers' role is more like to switch on the learners' mind and learners also respond to that particular learning process. Learner autonomy is important in teaching and learning, it is rare that a learner will forget everything*

that they have taken time to learn on their own of course with the guidance of the teacher. For example, if I teach synonyms and I give them words to find synonyms to those words, once they research on their own, they will own the information because it will be difficult for them to forget what they have learnt themselves.

The data shows the findings on the positive perspectives of the teacher on learner autonomy in the learning of English Language which emerged has a theme from the data.

5.3.3. Teachers' Negative Perspectives towards learner autonomy.

This theme focused on the negative perspective teachers had on learner autonomy in the teaching of English Language. A negative perspective entails that other teachers did not see the benefit of learner autonomy in the teaching and learning of English Language as well as knowing what it is. Therefore, 29% of the teachers expressed this theme in their responses. This can be seen from the following narrations;

SCH C TR 1: *Learners are not very willing to take charge of their learning in my classroom. Maybe it is because of the environment from where they come from, no role models. They expect all the information to come from the teacher, so you end up pushing them, giving them an extra push because they are responsible for their own learning and learning is always effective if the learner is participating in his or her own learning rather than the teacher dishing out all the information. So in the end you just ignore about autonomy because learners are passive with independent learning and you stop pushing them to be independent with their own learning.*

SCH E TR 1: *I would say learners do not want to take autonomy of their learning, you will find that you can be teaching and most of the learners won't even ask you a question. They will just be quiet even when you probe them and encourage them because what I know is learners have to be responsible for their learning in class participating, discussing but they expect the teacher to do everything for them. They believe learning is only done when the teacher is the one giving all the information.*

SCH F TR 3: *There is a notion by the learners that there is already a teacher.*

A good number of the learners would want to be spoon-fed. They want all the information to come from the teacher. They feel the teacher is coming to explain, the teacher will come and give answers. So they really make now the teacher to just forget about autonomy since the learners are not willing to do it on their own

5.3.4. Teachers' lack of knowledge of the Concept of Learner Autonomy.

Although the research question was on teachers' views on the relevance of learner autonomy, it was found out that 4 teachers representing 19% did not know what learner autonomy or learner independence was. The lack of knowledge by teachers on what learner autonomy meant made them not to respond to the question of how they perceived its relevance in teaching and learning of English. This can be seen from the following excerpts:

SCH B TR 3: *I think I don't understand learner autonomy. You can clarify what learner autonomy is then after I know what it is, I can answer the questions properly.*

SCH F TR 2: *Learner independence like how free a learner is? Mmmm I don't know. You can tell me madam, I don't know what learner independence is when learning.*

SCH D TR 3: *Autonomy is like, I don't know how I can explain. Autonomy is the word itself that I don't understand here*

SCH G TR 2: *Learner independence when learning of English language. Maybe if you can try to clarify on that one what do we really mean there when we talk about learner independence.*

The findings presented show the negative perspective of teachers on learner autonomy in the teaching of English Language. Furthermore, 19 % of the teachers had no knowledge of what learner autonomy or learner independence was.

The data presented on the objective on teachers' perspectives on learner autonomy in the teaching of English language showed two perspectives that emerged. 52 % of the teachers expressed a positive perspective on learner autonomy, however, 29 % of the teachers held a negative perspective, in addition, 19 % of the teachers did not know what learner autonomy or independence is.

5.4. WHAT IS THE ROLE OF TEACHERS IN MAKING LEARNERS TAKE AUTONOMY OF THEIR LEARNING?

This objective focused on the role the teacher has to play in ensuring learners take autonomy of their learning. Teachers and learners were interviewed on the role the teachers have to play in making learners take autonomy of their learning. Roles in this regard refer to the function, part or activity the teacher has to perform or display so that learners take autonomy of their learning of English Language. The data presented shows both responses from the teachers and the learners on the roles that teachers are required to play in making learners take autonomy of their learning. The presentation begins with the responses from the teachers and ends with responses from the learners on the same objective.

5.4.1. Teachers' Responses on their Role of Making Learners Take Autonomy of their Learning.

Teachers were asked on the role they play in order to help learners take autonomy of their own learning. Eight themes emerged from this objective. Teachers identified various roles which they have to play that ranged from developing a friendly relationship with learners, providing communicative opportunities to the learners, promoting autonomous learning through discovery learning, using group work and role plays which promote independent learning. Furthermore, the teacher has to adapt the lesson to the cognitive level of learners, promotion of inclusiveness in the classroom to facilitate independent learning, allowing learners to communicate in their familiar language, and providing appropriate learning resources to promote independent learning.

5.4.2. Teachers to develop a friendly Relationship with learners

This theme focused on the teacher-pupil relationship which has to be a friendly one. Autonomy can only be possible if the learners are free with the teacher which will call for an environment that accommodates the learners. Therefore, teachers expressed this theme in their responses which focused on them developing a friendly relationship with the learners. This can be seen from the following narrations;

SCH F TR 3: *It has to be a friendly environment where learners are free to air out their views. As a teacher, you have to allow them to say their views without interjecting or judging them and from their home, they should be given enough time to do their work. I think even when it*

comes to their fellow pupils they should be talked to, give room when others are airing out their concerns.

SCH D TR 3: *let me start with being friendly part. If the teacher is friendly to the learners and creates a friendly environment, learners feel drawn towards the teacher and they will learn freely and exercise autonomy in the lesson I will present. Learners will not be intimidated by the authority the teacher has in the classroom since there is already that friendly environment. The friendly environment gives learners the freedom to ask questions and to contribute and to participate in class activities on the lessons without fearing.*

SCH C TR 3: *A teacher has to be friendly to the learners when learning English. When the teacher is friendly to the learners, it is very easy for the learners to do work on their own with just a bit guidance from the teacher since they have trust to approach the teacher once they want to consult. So I would say being friendly is very important for the teacher to do in learner autonomy*

The data presented shows that for learner autonomy to be fostered in the classroom, the teacher has to be friendly to the learners so that learners are not intimidated by the authority the teachers has over them.

5.4.3. Teachers to Provide Communicative Opportunities/Activities to the Learners

This theme focused on the teachers providing communicative opportunities/activities to the learners. Since English language focuses on developing the communicative competences of the learners. For this reason, autonomy can be fostered in the classroom if the teacher is able to provide the communicative opportunities in the classroom. This theme emerged from the following responses from the teachers who expressed the need for them to give communicative opportunities to everyone in the classroom. This can be seen in the excerpts shown.

SCH G TR 2: *But where you just allow everyone to freely participate and contribute what they are thinking. For example, interpreting charts, you can put one chart for the whole class or split them into groups or just as individual work*

SCH A TR 2: *As a teacher, I have come to realise in my teaching of English and ensuring learner independence is created in my classroom is through giving a voice to the learners on the lesson. English language requires learners to participate in listening and speaking activities so as a teacher, I must ensure that all the learners have an opportunity to participate in the task I have given them. This is important because it helps learners build the confidence expressing themselves in English during the lesson.*

SCH A TR 3: *Through encouraging practising because for one to use a language, in as much as we can put it that English is a language like any other but I think when you are learning a foreign language, mostly you also have the interest getting to know how to spell the words and how to structure the sentences. Through practising, it is where they use the language in speaking where they strive to interact in other activities such as debate and because of different backgrounds that other learners would have, they are also exposed to new words that they have not heard before. They get interested to know what it means and be able to use those.*

SCH C TR 1: *Teachers should be pushing to say that lets use this language. We normalise using this language so that it is easy for us to understand things in English to use it and to write. We forget that pushing them to practice can also help enhance their autonomy and that is where they get the zeal. When you begin to learn a language, you hear someone say something you get interested.*

The data presented highlights one of the roles which the teacher has to play in order to make learners take autonomy of their own learning.

5.4.4. Promoting Autonomous learning through Discovery learning

The central focus of this theme was on the teacher promoting learner autonomy through discovery learning. Discovery learning is learner centered which allows learners to explore on their own without being helped to solve a problem. Teachers mentioned this theme in their interviewed and noted that learner autonomy can be fostered in the classroom if the

teacher is able to provide activities in the classroom that promote discovery learning. This theme emerged from the following excerpts shown.

SCH B TR 1: *I ask them to write a new word each day. Something that they don't know, they have to discover as they read. They discover a new word, write it down and write the meaning. That is how they have been able to improve in their vocabulary. So as they do that every day that is Monday to Friday, they write a new word and once in a while, I test them on their vocabulary, so I will just pick a book and ask them a word they wrote in their book if they have mastered it or know what it really means. So through that, I have seen some improvement in the way that they learn.*

SCH B TR 2: *I usually give them lead questions, questions that are leading to something that I want them to pick and by the time they would be realising that they are falling into what I want them to pick, and I would have achieved my objectives.*

SCH D TR 2: *For us here at school, for instance we have created groups, a situation where pupils are supposed to research on given work on their own and come up with answers which they are supposed to present to the class. In this case they discover new information which they have to share to the rest of the members in the classroom*

SCH C TR 3: *I provide what I call content mapping. Out of the schemes of work I have prepared, I pick important topics to cover in a year. In summary, I write topics and stick at the back of their classroom and I tell them to study the topics in advance.*

The data presented highlights one way of promoting learner autonomy which is through discovery learning.

5.4.5. Using Group work and Role plays.

This was another theme which emerged on the role the teacher has to play in order to promote autonomy in the classroom. The theme focused on the teacher using strategies in teaching that promote independent learning in the classroom. Teaching strategies that promote independent learners are those that encourage learner centred learning. Since

autonomy requires the learner to be at the core of the learning process, the teacher must ensure that the strategies used in the classroom encourages independent learning. Therefore, teachers mentioned group work and role plays as activities which promoted learner autonomy. This theme can be shown from the following excerpts.

SCH G TR 2: *Apart from that, I have put them in groups whereby, someone is in a group with someone they stay close to so that when they go home, they are able to share ideas not like even when I am giving them homework, they just find themselves alone at home because some of these our children where they come from, their parents are not even educated, so they do not even afford to help them do their homework. So at least you give them work with someone near them.*

SCH F TR 1: *Giving learners group work helps in enhancing autonomy because in that manner, you are considering different abilities, so when they work in groups, the learners' understanding is usually in different levels. Through interacting and working out activities within the group with the peers that may have understood ahead of them or that may have more knowledge above them, through putting them in groups they learn better from their peers than the teacher.*

SCH A TR 1: *Giving them role plays about a particular topic specifically in language, if they can listen to a sketch then they get to learn structure sentence even how to use simple words. So by that, you are exposing them to various ways of using language and they get to learn how to play around with language and at the end of the day, they are able to use words or new words themselves because they may have understood it in a play or sketch.*

SCH G TR 1: *Involving learners in group work where you give them maybe a summary to do and then you ask them to identify points on their own or you can even give them paragraphs where they can concentrate as learners. This helps them to learn on their own if teachers use this group work in the classroom*

From the data presented, teachers were able to note that group work and role plays are important in fostering learner autonomy in the classroom.

5.4.6. The teacher has to adapt the lesson to the cognitive level of learners

This theme focused on the teachers adapting their lessons to the cognitive level of the learners. Cognitive level focuses on the learners' intellectual level. Teachers' responses showed that the teacher has the role of adapting the lesson to the cognitive level of the learners in order to foster autonomy. This theme is highlighted in the narrations of their responses shown.

SCH A TR 3: *Instead of using Grade ten or eleven text books, I just go back to the basics may be a grade six book or grade four book for comprehension, and I use that for those who are struggling. That activity will enhance their interest because they are able to understand the Basic English which will encourage them to participate in the learning process effectively.*

SCH B TR 1: *Learner autonomy is also fostered mostly by being flexible. There are times when you have written a lesson plan and you have gone to class and probably you start with recapitulation and as you begin with your recaptualisation, you discover that the learners didn't understand something that is going to help them learn this new concept. You don't just go ahead with what you have prepared, so flexibility is important to a teacher because as you ask them questions may be a question and answer session, and you discover they have not understood something. May be you want to teach about possessive pronouns and you introduce that, you discover that they don't even know what a pronoun is. So you go back to pronouns as a part of speech and then you still come back to the lesson. So a lot of flexibility is needed.*

From the presented data, it can be seen that one of the role of teachers is to adapt their lesson to suit the cognitive ability of the learners in order to promote autonomous learning. The narrations indicate how teachers adapted their lessons to accommodate learners.

Therefore, teachers have a role to play of adapting their lessons in order to suit the cognitive ability of the learners. This allows the learners to be responsible for their own learning.

5.4.7. Promotion of Inclusiveness in the classroom to facilitate Independent learning.

Being inclusive in the classroom was another role teachers identified of promoting learner autonomy. Teachers were able to bring out this theme in their responses. This can be seen from the excerpts below:

SCH G TR 2: *By giving all the learners chance to respond to questions like not focusing on certain individual learners.*

SCH E TR 1: *When you have a listening and speaking session in the classroom, I ensure that I allow everyone to participate even those who are struggling speaking the English language because you are teaching them to use the language in different situations*

SCH G TR 2: *Like for instance, in a lesson that I taught, there were points, since we were looking at reading numbers, so I would also point at those who did not raise their hands to say something about the numbers I gave them so that they also participate in the class since they were supposed to figure out the solution to the given problem. If they were not pointed at, they will just be quiet the whole lesson and it becomes difficult to foster autonomy in a classroom like that*

The data presented shows the role the teacher has to play in ensuring that there is inclusiveness in the class. Inclusiveness focuses on the teacher giving chance to the learners to take part in the lesson and not only focusing on a selected few.

5.4.8. Providing Appropriate Learning Resources to Promote Independent Learning.

Providing appropriate learning resources is another theme that emerged on the role the teacher has to play in order to make learners take autonomy of their learning of English language. Learning resources are materials used by the teachers to promote effective learning. Teachers were able to bring out this theme in their responses from the interview. This is observable from the excerpts shown.

SCH B TR 3: *Providing what is required especially material. You just have to make that provision of material. You just have to put everything in*

place. Usually, I give the text books where they have to do a task and later on they come and explain what they learnt from that assignment. So text books are important and the teacher should be providing them when teaching English language.

SCH E TR 1: *As a teacher, I have a lot of roles to play in ensuring learner autonomy is enhanced in my classroom. I need to ensure that learners have access to books. They can't learn independently if they have no books to learn from.*

SCH F TR 1: *The best thing is just to be providing dictionaries to the learners. You know, in learning of English Language, learners come across many words which they would want to know the meaning and they rely on the teacher to give them the meaning. If the teacher can provide dictionaries may be ask administration to buy the dictionaries, it would help the learners to depend on themselves and discover meaning of words instead of depending on the teacher to give them the meaning to the words they don't know.*

The data presented highlight the other role the teacher has to play in fostering autonomy in the classroom. The teacher has to provide appropriate learning resources to promote independent learning. These resources include text books which are appropriate for autonomous learning.

5.4.9. Allowing Learners to Communicate in their Familiar Language

Allowing learners to communicate in their familiar language was a theme which also emerged on the roles the teacher has to play in fostering learner autonomy in the classroom.

This theme can be seen from the following narrations from the teacher:

SCH D TR 3: *I also become flexible in my lesson delivery by giving them chance to express themselves in a familiar language in groups or even in answers they give. It being a rural school and a rural environment, we really have an issue with the foreign language. So at some point, you would find out that you want them to relay information to the learners and what you are discussing is something that they know. When you use the foreign language without code switching, you end up making them lose track. So at some point,*

I code switch and use the familiar language and get back to the foreign language.

SCH B TR 1: *In my class, someone has to use English unless otherwise I see that my lesson will not be successful that's when I allow the pupils to explain in a language which they are familiar with which is icibemba so that they will be able to understand so that you proceed because sometimes, you may ask and they don't answer may be there is a certain word that they are not understanding the meaning what it means. So meaning they will be quiet.*

SCH E TR 2: *You will find out that if learners want to contribute, it will be difficult to contribute in English language and most of them will be quiet or if they will contribute any, they will maybe try to contribute in the local language and I sometimes allow them to contribute in the local language.*

In summary, the data presented focused on the teachers' responses on the role they have to play in order to foster autonomy in the classroom. Teachers were able to note various roles they have to play. The themes that emerged from their responses included developing a friendly relationship with learners, providing communicative opportunities to the learners, promoting autonomous learning through discovery learning, using group work and role plays which promote independent learning. Furthermore, the teacher has to adapt the lesson to the cognitive level of learners, promotion of inclusiveness in the classroom to facilitate independent learning, allowing learners to communicate in their familiar language, and providing appropriate learning resources to promote independent learning.

5.4.2. Learners' Responses on the Role of Teachers in making them take Autonomy of their Learning.

Learners were also interviewed on the roles the teacher has to play in order to help them take autonomy of their own learning. Five themes emerged from this objective. According to the learners, teachers have various roles which they have to play which included developing a friendly relationship with learners, providing communicative opportunities to the learners, using teaching strategies which promote independent learning, providing

appropriate learning resources to promote independent learning, and to model the language skill being taught before learners take control of their learning.

5.4.2.1. Teachers to develop a friendly relationship with learners

This theme centres on the development of a friendly relationship between the teacher and the learners. A friendly relationship between the teacher and the learners assists in helping learners take autonomy of their learning because it removes the barrier that hinders learners from approaching autonomous learning with freedom in order for the learners to take charge of the learning process. This theme was generated because of the responses learners were able to give on developing a friendly relationship as shown in the narrations.

SCHAL9: *The teacher must be friendly to the pupils so that even when we are learning, we are free with the teacher to ask questions and do activities freely on our own so that we understand what we learning and the teacher should not be scaring us.*

SCHAL16: *The teacher must be friendly to the pupils so that learners are free to participate in the learning*

SCHBL12: *The teacher has to be fair to all and be friendly so that we can feel free to participate and do the tasks without fear of the teacher. Because it is good to participate in what the teacher is teaching if he is friendly.*

From the data presented, the findings from the learners indicated that the teacher has to be friendly so that learners can be free in order for them to take autonomy of their learning.

5.4.2.2. Teachers to provide communicative opportunities to the learners

The findings showed that the teacher has to provide opportunities for learners to communicate in the classroom was also another theme which emerged from the interviews with the learners. Most of the learners expressed the need to be given an opportunity to express themselves in the classroom activities. This is shown in the narrations highlighted.

SCHAL3: *The teacher should be making us participate in the learning process whereby, they give us chance to come to the board and write what we think are answers.*

SCHAL 18: *Giving us a chance to express ourselves during lessons so that the teacher knows what we are thinking whether we have understood or even to contribute*

SCH E L8: *The teachers should be encouraging us to participate in the lesson. The teacher can even be giving us a passage to read then they ask you to go in front and explain to your friends on what you read and not always pointing at the same people to be doing the activities in the classroom.*

SCH B L15: *Teachers need to be encouraging us to be speaking English throughout the lessons so that we become good speakers.*

SCH C L 5: *The teacher should be giving us a quiz so that we express ourselves by providing answers to the questions asked in the quiz.*

The data presented indicates that the teacher has to provide communicative opportunities/activities to the learners which encourages the learners to express themselves in various activities that the teacher has to initiate in the classroom. The learners noted that it was the role of the teacher to provide communicative opportunities to the learners.

5.4.2.3. Using teaching strategies which promote independent learning

Learners also brought out this theme of the teacher using teaching strategies to promote independent learning in their interview. Teaching strategies refers to set plans, methods, approaches or scenarios which are used by the teachers to assist learners in the learning process. Teaching strategies to be used in lesson presentations are those that foster autonomy in learners. This theme is described from the excerpts shown;

SCHAL 8: *The teacher should be putting us in groups when we are learning so that you go and present in front of the class on what we discuss and even giving us debate to help us speak. Even giving us quiz.*

SCH G L1: *The teacher should help us the pupils in grammar, here in the rural areas, a lot of pupils are afraid of speaking English, so the teacher should be giving us debates in class so that it helps us with communication between ourselves.*

SCH D L3: *The teacher should be using group discussions, it helps us to teach ourselves and to teach others in the group who don't understand. There are those pupils who know how to explain in our group so the teacher should be putting us in groups so that we learn from each other.*

SCH A L8: *The teacher must translate some difficult words to our local language. The way we understand our local language, we will be able to understand English if some words are translated.*

From the data presented, learning strategies are an essential component that a teacher has to incorporate in order to promote autonomy in the classroom.

5.4.2.4. Provide Appropriate Learning Resources to Promote Independent Learning

Providing appropriate learning resources was another theme which learners brought out in their responses. Learners indicated that the teacher has a role of exposing learners to appropriate learning materials that can be beneficial to the learners in fostering their autonomy. This is shown in the following excerpts;

SCH C L8: *The teachers should expose us the pupils to the library so that we are exposed to different kinds of books in order to strengthen grammar.*

SCH C L11: *If we are given books to go and read so that we improve and learn a lot from the books on the new words because some learners are poor in reading. The teacher should be giving us books to read even story books so that we improve our English.*

SCH G L10: *We need variety of books which the teacher can be giving us to take home so that we read and we improve our grammar and learn new words on our own*

5.4.2.5. Teachers to Model the Language Skill Being Taught Before Learners Take Control

Modelling the language skill being taught before learners take control of their autonomy was another theme that emerged. Learners expected the teachers to be role models in the usage of the English Language. Being a role model as a theme entails that the leads the correct usage of the language as well as pronunciation. This is seen the excerpt shown;

SCHAL9: *The teacher must be an example on the way they pronounce words so that we also learn from the way they pronounce the words and use the language.*

SCHAL4: *The teacher must be giving correct pronunciation of words and write correct spellings so that we learn how to say words correctly.*

Modelling the language skill before teaching is cardinal for learners. This is an essential role a teacher has to play because it will arouse interests in the learners to learn more and also helps in the correct pronunciation and usage of English Language.

In summary, the findings on the role the teacher has to play in making learners take autonomy of their learning have been presented as shown. The findings were in two folds, the former were responses from the teacher and the latter were from the learners for triangulation purposes. The findings revealed that teachers have various roles which they have to play in fostering autonomy in the classroom from developing a friendly relationship with learners, providing communicative opportunities to the learners, promoting autonomous learning through discovery learning, using group work and role plays which promote independent learning. Furthermore, the teacher has to adapt the lesson to the cognitive level of learners, promotion of inclusiveness in the classroom to facilitate independent learning, allowing learners to communicate in their familiar language, and providing appropriate learning resources to promote independent learning.

5.5. HOW DO GRADE 11 LEARNERS OF ENGLISH EXERCISE THEIR AUTONOMY WHEN LEARNING ENGLISH AS A SECOND LANGUAGE?

Findings for this objective will be presented to show how learners of English exercised their autonomy. The findings will be on the lesson observations conducted which will first begin with the presentation of the lesson plans from the observed teachers then followed by the transcription of the same observed lesson.

5.5.1. Figure 4: Lesson Plan for Teacher A at School A

Figure 4 shows the lesson 4 for Teacher A at School A which is located in Mwense rural District. The teacher who was observed was a degree holder and had a lesson plan. The lesson was on a composition writing. The lesson was presented to a Grade 11 class. The type of composition which was taught was a descriptive one and the lesson was for 80

minutes. The learners in the classroom were 59. This included 28 boys and 31 girls. The teacher had no teaching aid except for a text book which was used for reference. Below is the sample of the lesson plan which the teacher used during the lesson delivery followed by the transcription of the actual lesson:

NAME: _____ DATE: _____
 CLASS: II C DURATION: 50 mins
 SUBJECT: English TIME: 10:20 - 11:40 hrs
 ENROLMENT: BOYS: 28 GIRLS: _____ TOTAL: _____
 ATTENDANCE: BOYS: _____ GIRLS: _____ TOTAL: _____
 TOPIC: Compositional writing
 SUB-TOPICS: Descriptive writing
 REFERENCES: Program 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
 TEACHING/ LEARNING AIDS: Blackboard, Chart, Textbook and Lesson notes
 RATIONALE: Lesson based on learner's writing. Learners will appreciate the skill of descriptive writing. Teacher expects to enhance and enrich their own writing. This is the first and only lesson.
 SPECIFIC LEARNING OUTCOMES: PSBT. Define descriptive composition and explain what is involved in descriptive writing. Describe how to write the descriptive composition. Attempt to examine the question specifically from 2017
 PRIOR KNOWLEDGE: They have knowledge of adjectives
 LESSON INTRODUCTION: N/A

LESSON DEVELOPMENT			
TIME	CONTENT	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY
STEP 1	<p>A descriptive composition gives the features or characteristics of someone, or something. It takes into account vivid and sensory details to describe a person, place, object or an experience.</p> <p>The writer aims to create a clear image of the reader by engaging their senses and imagination.</p>	<p>Asks the pupils to define the term descriptive composition.</p> <p>Asks learners to explain what is involved in descriptive writing.</p> <p>Based on the answers, teacher gives the details of the topic.</p>	<p>Define the term descriptive composition.</p> <p>Explain what is involved in descriptive writing.</p> <p>Listen as teacher explains and take notes.</p>
STEP 2	<p>Parts of the Composition:</p> <p>Intro Main Body Conclusion</p>	<p>Teacher asks learners to state the main parts of a descriptive composition.</p>	<p>Pupils should be able to state: Intro, Main body and Conclusion.</p>

STEP 3	<p>How to write:</p> <ol style="list-style-type: none"> <u>Title</u> should be brief, only few words - for example, "A wedding Reception to Remember" or "Death at the Party". It should capture the attention of the reader. <u>Introduction</u>: Should introduce the topic and provide context. It can answer many of the WH- questions. It should be brief and create a snapshot of what the composition will contain. <u>Main Body</u>: Highlights the details of what is being described. Describe the character, events, or occasion in the story. Points a vivid picture of what is being described. <ul style="list-style-type: none"> - Appeals to the 5 senses - use adjectives and adverbs in a correct way. - Use hyperbole, similes and other forms of figurative language. <u>Conclusion</u>: It closes the description. It can summarize and reinforce the dominant impression. 	<p>Teacher:</p> <ul style="list-style-type: none"> Asks learners to suggest any intriguing topics worth writing. Writes on the chalkboard. Explains what is involved in a good title, body, introduction and main body. Explains what is involved in a good conclusion. Asks auxiliary questions. Provides a demand for well-written descriptive writing. Distributes to the learners. 	<ul style="list-style-type: none"> Suggest topics to write about. Copy the topic. Listen as teacher explains. Ask questions and participate. Listen as teacher explains. Answer the auxiliary questions. Study the document and identify the main parts.
LESSON CONCLUSION:	Teacher reviews the main points of the lesson by means of oral questions.		
FOLLOW UP ACTIVITY	G12 P1 2021 question: Describe the most memorable house you have been to.		
EVALUATION	Learners who are anxious. Learners were able to ask questions and answered them asked by the teacher. Some learners were very active. They were helped to understand the task. Some learners were very active. They were helped to understand the task. Some learners were very active. They were helped to understand the task.		

Teacher A School A lesson Transcription

The lesson which teacher A presented to a Grade 11 was transcribed in order to show how the teacher presented the lesson and also to establish how learners exercised their autonomy when learning English language. This is shown in the transcription below

(Teacher walks to the front and cleans the board and writes the date and the title descriptive Composition)

Teacher: We are discussing something to do with descriptive writing and we earlier discussed that when we are talking about something to with describing, this is where we put pictures in words and all things that we describe, we describe things, events, places and people. Now we

pick on a place and this is where we describe a place (house). In this place we are going to discuss a disgusting place. When describing a place, what are we supposed to consider?

Learner 1: *Theme*

Learner 2: *Location*

Learner 3: *Appearance*

Teacher: *Having considered the location, what other things do we need to consider*

Learner 2: *Uniqueness of the place*

Teacher: *When we consider the uniqueness of the place, this is where we are going to pick the story on the part of appearance, what does this place look like? When we are picking of appearance, what are we going to pick from there?*

Learner 4: *Size*

Learner 1: *Surrounding*

Learner 5: *Arrangement of the building*

Teacher: *Ok when describing what are some of the things we have to consider? In this case, we are talking about describing a place. And in describing a place, what are some of the things that we should first put in consideration.*

Learner 2: *Theme*

Learner 1: *Location*

Teacher: *Yes, we consider location because we are not going to describe a place without knowing where it is located. Now, having considered the location of this place that you want to describe, what are other things that we need to put into consideration? Because we are saying it is a descriptive thing*

Learner 3: *What makes this place stand out?*

Teacher: *Yes, what makes this place that we visited unique from other places that we have visited? What makes this place stand out? Now, let's do this, when we consider things that make a place stand out, this*

is where we are even going to get the story from because, you are going to highlight things that makes this thing unique from other places that you have visited and as we highlight those that will help us come up with things to write on that thing that we are describing. What other things? Because we said when we talk about descriptive, we want to appeal to the senses.

Learners: *Appearance*

Teacher: *Appearance that is where we are going to highlight the sense of sight. Now, on the part of appearance, we all know what we are referring to how does this place that we are describing look like. For example, if it is a school, how does this school look like? And when we are talking about appearance, what are some of the things that we are going to pick to highlight that which will point out appearance? What are some of the things? Utufintu tumo uto twalacita (some of the things we are going to do) that we are going to pick from there which will depict appearance to help us write*

Learner 2: *The size of that thing that you are talking about*

Teacher: *Yes, the size of that place we are describing. For example, it is a school. The size of that school. What else?*

Learner 1: *The surrounding of the school*

Teacher: *How the surrounding of that school is it, are we just going to get only on describing the surrounding?*

Learners: *No*

Teacher: *We are also going to pick on what?*

Learner 1: *How the building is arranged*

Teacher: *Arrangement of the building blocks what else? We want to appeal to the sense of sight*

Learner 6: *Height of the class*

Teacher: *The height of the class and the colour. We are very interested in colours. As we describe, you want to put a picture on how does this thing look like? The thing that we are describing so that as a person is*

reading, he will be able to visualise the image of the thing that we are describing with words. Now, we are starting to describe something.

Which place can we pick on that we can describe together?

Learners: *School A*

(Writes the name of the school on the board)

Teacher: *Now, let's look at our theme, our title for this story. Now what about school A story? Now, as we write this story. Is it a group that is going to write this story or is it an individual? This story will either be in the first and second person. If at all we pick on the first person, which is where we are going to highlight a lot to do with 'I'. I visited School A on this date, I saw this and this. We are going to maintain 'I' if it is a group, we are going to pick 'we' as we are writing, we are going to maintain the 'we'. How are we going to introduce the story?*

Learner 2: *School A is a good place which is our school*

Teacher: *School A is a good place. You are coming up. That is very good*

Learner 3: *I am starting to describe School A combined school. In this piece of writing, I will describe School A combined school. Is this what you meant?*

Teacher: *Yes*

Learner 4: *There is nothing like an introduction?*

Learner 2: *The day I visited School A*

Teacher: *There is no harm in trying. There is one right which every pupil has that is the right to contribute which nobody will deny you. Let's contribute. So let's locate where School A is. Where is School A?*

Learners: *Within B Constituency*

Teacher: *When we talk about B Constituency, isn't it too wide? Let's now be specific. Where exactly in the constituency of B?*

Learners: *B Village*

Teacher: *Where exactly is B Village?*

Learners: *In B Ward*

Teacher: *Now this B Ward can be in Mwense District and we may have another B Ward in Mansa but which B?*

Learners: *Mwense District*

Teacher: *Now, Mwense District is very big and wide. Where exactly in Mwense District.*

Learners: *Mulundu*

Teacher: *And when we talk about Mulundu, the catchment of Mulundu starts from where? Let's be specific. Suppose you are in America, when you happen to visit this place, you will know where exactly this School A is. So what do we need to do, we pick on places that are prominent that will help us locate this place. As we describe the place, School A. so what are we going to do then?*

(Teacher writes on the board)

Teacher: *What other things are we going to pick on? Because this is a descriptive writing. It should give out images to the one reading.*

(Teacher writes on the board)

Teacher: *This school has only how many blocks? Only four blocks. Now, you are going to tell the person that is reading how are these blocks arranged? We have the administration block which is on the southern side of the school with a red roof where the head teacher's office is. The blocks are arranged in the L shape*

(Teacher demonstrates the L shape)

Teacher: *We also have the other block where the Deputy Head teacher's office is then you go on explaining. What other things are we going to highlight about School A? So now, let's do this, since we picked on the school, what are the things that we should highlight when we are discussing something on this school?*

Learner 3: *Arrangement of the building*

Teacher: *What else?*

Learner 1: *The colour of the building*

Teacher: *What else?*

Learner 1: *And the pupils that are found in that school*

Teacher: *Yes, category of pupils. We have the senior secondary, the junior secondary and since we are saying it is a combined school, we also have the primary section, the lower basic section. What else are we going to highlight?*

Learners: *Teachers*

Teacher: *The teachers that we have in that school. In that case, it is School A. how many teachers? What is the attitude of those teachers in that school? How do they contribute to your learning? Then you are describing the school. What other things? And at some point, you may also talk about the leadership and that is where you are going to highlight you have something to do with prefects. How prefects help in the running of the school. The monitors, how the monitors help in the running of this school. That is where you highlight your role. In ensuring that your learning is effective. How do you ensure that your learning is effective? Finshi muchitako pakwebati mwasambilila bwino bwino (what do you do to ensure you learn well)*

Learner 7: *You should keep quiet in class*

Teacher: *You see to it that order is in class when the teacher is not there. What else do you do as a monitor?*

Learners: *To write noise markers*

Learner 7: *To encouraging people to have study group.*

Teacher: *You also encourage these people to have study groups? Ah! The monitor is doing very well. Look at this, mostly, you are the people that check that the teacher comes to the class and you also highlight by seeing to it that the teacher signs against his period, if at all he has taught that period and that is checking and seeing to it that your learning is done effectively. Questions? Let me invite questions on describing a place and that is another right that a pupil has. You have a right to ask questions. Now that you don't have questions, let me give you a simple question from a 2021 paper. Describe the most*

uncomfortable place you have been to. Can you describe that place? You are going to describe a place you visited which was the most uncomfortable, you visited a lot of places, just pick on one place. You have a lot of things that make that place uncomfortable. Things that make that place not to be forgotten by you. All I want is the introduction and title. Highlight things that make the place uncomfortable to you? I just want an introduction. Your introduction should be between 75 to 100 words. Since it is very short, it should be very rich, correct sentences, spellings, punctuations well taken care of

(The siren rings and the teacher walks out)

5.5.2. Figure 5 Lesson Plan for Teacher B at School B

Figure 5 shows the lesson for Teacher B at School B which is located in Mwense rural District. The teacher who was observed is male, a degree holder and had a lesson plan. The lesson was on summary writing. The lesson was presented to a Grade 11 class. Both note and prose summaries were presented in the lesson. The lesson was for 80 minutes. The learners in the classroom were 48. This included 32 boys and 16 girls. The teacher had a chart as a teaching aid, as well as handouts which had two passages on summary. Below is the sample of the lesson plan which the teacher used during the lesson delivery followed by the transcription of the lesson:

Subject: ENGLISH Time: 08:20 - 09:40

Class: V.A Duration: 80 min

Topic: SUMMARY No Of: Boys: 15 Girls: 15

Sub-Topic: PROSE Summary

Reference: SENIOR ENGLISH / 1001 PAMPHLET / PAGE: 57

Teaching/Learning Aids: Chart, 2017 Past papers p: 2

Rationale: In the lesson learners will learn the basic knowledge of a prose summary. Learners will appreciate Summary writing skills. Discussion, inquiry and group are the method to be used.

Specific Outcomes:

- Define prose Summary
- Explain how to write a prose Summary
- Write the prose Summary

Introduction: Recap on the note Summary

CONTENT	TR'S ACTIVITY	PPLS' ACTIVITY	METHOD
Unlike, the ^{STEP 1} not Summary, a prose Summary is written as well connected sentences learners need to just write in one paragraph unless the question states otherwise.	Teacher ask questions about the prose Summary	Pupils to discuss as a class.	Class discussion

<p><u>STEP 2</u></p> <ul style="list-style-type: none"> - Should be competent - provide unproblematic service to the complainant. - must be factual - Educated - well trained & friendly. - Exemplary - must be objective - must be physically fit - honest - hard working - Flexible - had into humane face when dealing with both witnesses and suspects - Committed - apply the law - approachable - patient - respectful of civilians - must not use violence - must be objective. 	<p>Teacher tells learners to be in groups</p>	<p>Learners to be in groups and bring out the points on the attributes of a good police officer.</p>	<p>Attempts to be in group Group work.</p>
<p><u>STEP 3</u></p> <p>in not more than 110 words, State the attributes of a good police officer</p>	<p>Teacher tells learners to write an exercise on the prose Summary</p>	<p>Learners to write a prose Summary.</p>	<p>Included work.</p>
<p>Conclusion..... Teachers ask some more questions on how a prose Summary is to be written.</p> <p>Evaluation..... The lesson was presented. The performance from learners was good especially that they already had knowledge on the prose Summary. So writing a prose Summary was not a challenge to the learner. It was a successful lesson.</p>			

Teacher B /School B lesson Transcription

The lesson which teacher B presented to a Grade 11 was transcribed in order to show how Teacher B presented the lesson and also to establish how learners exercised their autonomy when learning English language. This is shown below

(Teacher walks to the front and cleans the board and writes the date and the title summary writing.)

Teacher: *There is a simple question there. What is a summary?*

Learner 1: *It is a short way of writing or saying something*

(Teacher points at another learner)

Learner 2: *It is a way of writing something short*

Teacher: *You have just paraphrased*

Learner 3: *It is a way of simplifying something*

(Teacher points at another learner)

Learner 4: *It is maybe like a passage that contains important points*

Teacher: *It is a brief account of a written work. You know what, senior level even at junior, one of the most important component in English language is summary. Normally, you are given a passage which you are going to summarise. Summarising is not just that since you have been given a passage, you are going to cut like this. (Teacher demonstrates cutting the passage on the paper) No. you have to read the whole passage and identify the main points. How any of you watch Zee World? Iwe (you) (Teacher points at a learner) which movie do you like?*

Learner 2: *Twist of Fate*

Teacher: *How many hours does it take to watch the show?*

Learner 2: *1 hour*

Teacher: *Can you tell us that movie in one hour?*

Learner 2: *I can't*

Teacher: *Can you tell us in 30 seconds?*

Learner 2: *It is a story of love, kindness and relationships*

Teacher: *How many of us have watched Chintelelwe? Journey to Parade*

(Learner 5 raises a hand)

Learner 5: *How Chintelelwe moved from the Village to Lusaka. He was surprised to see a lot of cars and buildings.*

Teacher: *Those major points you have given me is a summary. Those of you SDA, which preacher do you like the most, the one who prolongs the sermon or the one who just preaches briefly?*

Learners: *The one who preaches briefly*

Teacher: *Why?*

Learner 3: *Because they just state points*

Teacher: *I hate people who are not brief. The reason why we teach summary is, we are trying to expose you what you are going to face at college, so when a lecturer is teaching, you have to take the main points. So a summary is a brief account of a speech, something that is being said and you are taking notes and then in this case at your level, you are not going to take notes of what is being said but you are going to take notes of what is in the passage. That is why you have to be exposed to two types of summaries. Can you tell me those types of summaries that you?*

Learners: *Note and Prose summary*

Teacher: *What is the difference between note summary and prose summary?*

Learner 6: *A note summary is written in point form while a prose summary is written in paragraphs.*

Teacher: *Correct. A note summary is written in note form, bullet form or in numbers. You identify a point and you put it in bullet form. Now one thing that you should know when you are been given a passage since you are in Grade 11. When I give you work, what you will be doing is this, you will be writing two summaries, and you will be writing a note summary so that I know how you identify those points. Okay and then, the same points you identify in a note summary, you are going to write them in prose because a prose is a well-connected points in a paragraph form. But when you are given a test like what you did yesterday, you will be allowed to underline those points, you make the paper dirty, especially with summary and then those points you*

underline will work as a note summary then you just retrieve those points and put in a prose form why because you cannot waste time you write a note summary and again a prose summary, for exam purposes, you only write a prose summary. Meanwhile, you have underlined the points in the passage but in a classroom situation, when I give an exercise, you are going to write both. Now, a summary is very different from a comprehension. When you have been given a summary, the first thing that you have to do is to read the question before you start reading the passage, why?

Learner 3: *So that you understand what kind of points you are going to get in that passage*

Teacher: *So that you understand something in the passage. I need a suitable word*

Learner 7: *Recognise*

Teacher: *There is a certain word that I want. Ok I want this word guide. The question is going to guide you.*

(Teacher distributes question papers to the learners)

Teacher: *I have given you that handout. There are two summaries. There is that one which says 'Institute' that is the one you are going to do as a discussion and the other one you are going to do as an exercise. There is one thing that you should know when handling the passage questions. Normally, when you are looking at the summary, you avoid introductions. Introductory sentences, examples and illustrates. Are you getting me? There is one thing that you should bear in mind is word limit. If they say in not more than 120 words, explain the causes of HIV for example. Now you have to write exactly the number of words. If you have to exceed, they have only allowed you to exceed at least 5 words but if you are able to identify all the 20 points in less than the required word limit, the better. For example, you say in not more than 120 words and then you write in 100 words and the points are there, it is okay. They will even know that you are a very good*

student. You know what we do when we are marking, if there is work which is very tiresome, we count word by word until we reach the number required. If you have exceeded the number of words required, they will just cross the line and cancel these. So if you have written points beyond that required number of words and then here, you are talking about five or two, they will mark from here and they will avoid such. So make sure that when you are writing a summary, you come up with points as soon as possible so that even if they count then they found that these you have not gone beyond the word limit then you are safe. You don't have to exceed the word limit. Can someone read the question below there?

Learner 3: *According to the passage, what are the attributes of an ideal police officer? Present a well-connected summary of not more than 110 words*

Teacher: *Who has understood the question? I will allow you to say it in icibemba. I have seen that you guys here you are giving a lot of problems. Someone was telling me Sir, understanding is very difficult. How am I going to teach understanding honestly? Who has understood that question? That's what people were telling me yesterday in Grade 12. No, sir understanding of the comprehension is very difficult. So where should I begin from surely? Who has understood the question in Bemba? There are those key words there 'ideal' and 'attributes'. Quickly, time is not with us. According to the passage, what are the attributes of an ideal police officer? Who are we talking about here?*

Learners: *Police officer*

Teacher: *Who is he? See, I knew it. What are the attributes, ideal? Fintu nshi ififwile fyakwata police officer umusuma. Uleitwa nga police officer afwile aba shani? Fwaufwika? (What things should a good police officer have? How should the person be? Have you understood?)*

Learners: *Yes*

Teacher: *The attributes, things, characters, and good things someone has to possess. What are the attributes of a good teacher? What are the attributes of a good preacher? Okay, so the question is trying to tell you to identify the things that a police officer must possess for him to be called good, ideal is good, attributes what someone has to possess for him to be called a good police officer. Are you getting me?*

Learners: *Yes*

Teacher: *I have found out a lot about pupils here at my school. When you see a big word, a vocabulary word which is big, you think that is a point. Find what a point is. You know in a summary, there are leading statements leading to a point, avoid those. Again, there are those sentences which talk more about a point avoid such. Are you getting me? I will show you one, Edward, read paragraph one.*

(Learner reads the paragraph)

Teacher: *Some of you have not even understood this. They are saying the Institute of ICT conducted a research on the attributes an ideal police officer. They are people who were researching and then conducted a research. The research started asking respondents are those people who are being asked and then they are giving answers. A flip chart is where they were recording so this is a flip chart*

(Teacher shows a flip chart to learners)

Teacher: *So when the answer is given, it was written on the flip chart. So if you have observed in paragraph one there is no point there. It is just an introductory part who can read paragraph 2.*

(Learner 8 reads paragraph 2)

Teacher: *I am not impressed with the way you are reading at your level. What have you gotten from what you were reading?*

(Learners keep quiet)

Teacher: *A police officer should be competent. What other point?*

Learner 2: *Who provides unproblematic service.*

Teacher: *This passage is very interesting. A police officer should be competent. What is the meaning of competent?*

(Learners keep quiet)

Teacher: *If we say Teacher B is a very competent driver. What it means is someone who knows things better. Now, the opposite of competent is incompetent. So meaning that the second sentence is trying to talk about the point already identified. Furthermore, an ideal police officer is one who provides unproblematic service to the complainant. The point has come out. The next sentence is just supporting the point, so avoid that. That is what I was saying, avoid examples and illustrations. So your task is to identify the points. If you want in a summary, they are not going to penalise you if you write point full stop, point full stop but they are going to question your integrity as a learner if you write like that. That is why there are connecting words such as furthermore, moreover, besides, finally and in addition*

(Teacher divides learners in groups of 5 and asks them to identify 20 points.

The teacher asks the learners to choose a secretary who will present the identified points. Teacher goes round checking what the learners are doing)

Teacher: *Can I have all the secretaries to come to the front and present on the points you identified as a group*

(Learners walk to the front and starts presenting on the identified points)

(Teacher displays two charts, one on note summary and the other in prose form)

Teacher: *As your friends are presenting I will be ticking points they have identified which are appearing on the chart and other group members can add points left out by your secretaries*

(Learners present points on a given summary and other pupils add on some of the points they failed to identify as a group)

Teacher: *How many words are there in the note summary?*

Learner 6: *Note summary has 70 points*

Teacher: *So you even have an allowance of 40 words to beef up your prose summary so that it is well written. After writing this, in an exam you don't have to write a note summary, just underline the points. The summary which talks about advantages and disadvantages, separate the two summaries. Now let's look at this other chart I have point on the board on the prose summary which I did as an example for you. An ideal police officer should be competent, offers unproblematic service to the complainant* (Teacher goes through the whole passage)

Teacher: *Points which seem similar must be put in one place. If you count words, in this prose summary, the words are less than 110. Turn the handout. You are going to come up with a note summary and a prose summary as homework. Bring your books for marking once you get done.*
(Teacher leaves the classroom)

5.5.3. Figure 6: Lesson Plan for Teacher C at School C

Figure 6 indicates the lesson plan for teacher C at School C which is also located in Mwense rural District. The teacher who was observed is female a degree holder and had a lesson plan. The lesson observed was a structure lesson on Direct Speech. The lesson was presented to a Grade 11 class. The lesson was planned for 80 minutes. The learners in the classroom were 46. This included 27 boys and 19 girls. The teacher had teaching aids as well as lesson notes which had sentences on direct speech. Below is the sample of the lesson plan and lesson notes which the teacher used during the lesson delivery followed by the transcription of the lesson:

GRADE: 11 A DURATION: 80 MINUTES
 SUBJECT: ENGLISH LANGUAGE ATTENDANCE: 46 BOYS; 27 GIRLS; 19
 TOPIC: STRUCTURE CLASS: A
 SUBTOPIC: DIRECT SPEECH

OUTCOMES:
 ✓ Explaining what direct speech is all about.
 ✓ Highlighting grammatical rules governing sentences in direct speech.
 ✓ Answering the given class exercise on direct speech.

T/LAIDS: CHART SHOWING RULES THAT GOVERN SENTENCES IN DIRECT SPEECH

REFERENCE: ZBEC GRADE 8 PUPILS BOOK 1 & PAMPHLET FOR SENIOR GRADES

RATIONAL: learners will learn about direct speech and the lesson will equip them with knowledge and skills on how to write sentences in direct speech using task-analysis, scaffolding and group work to teach. This is a 1 of 2 lesson plans.

PRE-REQUIST:

✓ There are two types of speeches i.e direct and indirect speech.

INTRODUCTION: The teacher introduces a lesson by writing two sentences on the board, one for direct speech and indirect respectively and ask learners to identify a sentence in direct speech and justify their answer.

LESSON DEVELOPMENT

TIME	LESSON CONTENT	METHODOLOGY/ ACTIVITIES
	<p><u>DIRECT SPEECH</u></p> <p>✓ This is one of the structures in English language which deals with the actual/ exact words spoken by someone.</p> <p>✓ In written, this is represented by enclosing someone's words in quotation marks.</p>	<p>✓ Task-analysis (breaking down the lesson into smaller manageable tasks).</p> <p>- explaining what direct speech is all about after learners have identified the sentence in direct speech.</p> <p>- guiding learners on the rules that govern sentences in</p>

EXAMPLE

1. Waiyaki said, "I will become a teacher."

NB: "I will become a teacher" are the exact words said by Waiyaki and they are in inverted commas.

GRAMMATICAL RULES TO FOLLOW

WHEN PUNCTUATING SENTENCES IN DIRECT SPEECH

1. The quotation must begin with a capital letter even if the speech tag comes first e.g. Zombo said, "You can go home now!"
2. There must be a punctuation mark at the end of the quotation i.e. . , ! ? and must be placed inside the closing inverted commas.
3. Set off the speech tag from the quotation using a comma when the speech tag comes before a quotation e.g. Uncle said, "I will be coming!" etc.

Direct speech.

- GROUP WORK

⇒ In your respective groups, punctuate the following sentences to show direct speech.

1. the teacher said sit down
2. Is Misonda your name asked the teacher

CLASS ACTIVITY (EXERCISE)

⇒ punctuate the following sentences correctly to show direct speech in your exercise books.

1. Bwalya said today is Monday
2. watch out. Shouted the man
3. today I will not have supper said Edima

INCLUSION: The lesson is concluded by guiding learners to always follow grammatical rules when punctuating sentences in direct speech.

EVALUATION:

SOME LESSON NOTES ON HOW TO PUNCTUATE SENTENCES
IN DIRECT SPEECH

4. When the speech tag comes after the quotation, set off the speech tag from the quotation by placing a comma after the quotation.

e.g. "I am relocating to Chingola," Mother said.

Note: If the quotation ends with a question mark or exclamation, the punctuation mark is left unchanged.

e.g. - "Where can I find the market nearby?" Boko asked.

- "Get out of here!" Nyambura shouted.

5. When the speech tag comes after the quotation, the reporting verb can also be replaced before its subject but not when the subject is a pronoun. E.g. -

"I am relocating to Kasama," said mother

"Get out of here!" shouted Jimmy.

✓ Wrong: "I need a break," said he.

✓ Correct: "I need a break," he said.

6. When a title is mentioned in the quotation, punctuate as follows:

"I have read 'Things Fall Apart,'" said Lutanda.

7. The speech tag can also be placed in the middle of the quotation. In this case, place a comma after the first part of the quotation and another after the speech tag. E.g.

- (a) "Let us go," Bupete said, "and see what is happening outside."

(b) "I was wondering," he said, "if we could start over!"

(c) "I had a good harvest last year," said the farmer. "The seed I used was of good quality."

Note:- In sentences (a) and (b), the direct quotation after the speech tag begins with a small letter because the speech tag merely intrudes a sentence.

- As for example (c) the quotation after the speech tag begins with a capital letter because, though it is the same speaker, it is a different sentence.

School C /Teacher C lesson Transcription

The lesson which teacher C presented to a Grade 11 was transcribed in order to establish how Teacher C presented the lesson and also to establish how learners exercised their autonomy when learning English language. This is shown below:

(Teacher walks to the front and cleans the board and writes the date and the title summary writing.)

Teacher: *Good morning boys and girls*

Learners: *Good morning madam*

Teacher: *Today in English, we are going to look at a topic that we have already done before. It's one of the topics that causes a major challenge to learners like any other topic in English probably. Today, we are going to look at Direct Speech. I know most of you have done this before from Grade 8. You have done Direct Speech and probably at primary school but at secondary school, we look at both Direct Speech and Reported Speech. But for the sake of a better understanding, we are going to look at Direct Speech alone and I know, you are not hearing this for the first time. Does anyone know what the term Direct Speech is? Anyone from the class. When we say Direct Speech, what do we mean?*

(Teacher begins pointing at learners who raised hands)

Learner 1: *Direct Speech identifies what someone said or spoke*

Learner 2: *Direct Speech describes the actual words used by a speaker*

Learner 3: *The words that are said by a person*

Teacher: *Boys and girls, have spoken what Direct Speech is. Okay without wasting time, in simple terms, Direct Speech is a sentence in*

which the actual words spoken by someone are recorded or written. It brings out the actual words of the speaker. I will simply write that down quickly and you should copy what I will write on the board

(Teacher writes the definition on the board and asks all the learners to read the definition)

(Learners read the definition on the board)

Teacher: *Direct Speech are reproduced in quotation marks. So there is a particular punctuation mark that is very very important when it comes to Direct Speech and that punctuation mark is the quotation mark or speech or inverted comma. Now, when we talk about Direct Speech in a sentence that has to do with Direct Speech, there are two parts. We have what we call the speech tag and we have what we call the Direct Speech. I hope you get that. Direct Speech is made up of two parts, the speech tag and the Direct Speech.*

(Teacher displays a chart)

Teacher: *From here, we can see Uncle said, "I will be coming." Uncle said is the speech tag. I will be coming is the Direct Speech. Now when we look at Direct Speech, I am sure you have noticed that one of the greatest challenges that Direct Speech possess to learners like you is the punctuation. And so today, our focus will be on punctuation marks. What are the rules that surround Direct Speech when it comes to punctuation because that is very important because in certain places, we are going to be asked to change a sentence from Reported Speech to Direct Speech. It means, you have to know how to punctuate that sentence. In some cases, you will be asked to change from Direct to Reported Speech but in most cases, learners can change a sentence from Direct Speech to Reported Speech but fail to change Reported Speech to Direct Speech. So today, we are going to look at some of the rules that you observe as we look at Direct Speech. So I hope you get that. So how many parts has a sentence in Direct Speech?*

Learners: 2

Teacher: *What are they?*

Learners: *Speech tag and Direct Speech*

Teacher: *So now, we are going to look at the punctuation rules and that is what I want you to focus on. So when it comes to punctuation rules, I want you to take note that number. When a sentence starts with a speech tag. When a speech tag comes first, what do we start with? We are starting a sentence, the very beginning*

Learner 1: *Comma*

Teacher: *A capital letter not a comma. When we look at sentences, the first thing we must bear in mind is that a new sentence should start with a capital letter. So we are starting with a capital letter and since we are looking at the speech tag coming first, it means that the person who has said, we are going to know the person who has said. So if the speech tag comes first, start the speech tag comes first, start the speech with a capital letter. This is none negotiated.*

(Teacher demonstrates)

Teacher: *Immediately after said what comes next?*

Learner 2: *A comma*

Teacher: *So put a comma after a speech tag, now we are getting into the Direct Speech. What is the next thing?*

Learner 2: *Open inverted commas*

Teacher: *Yes. Put opening inverted commas and there is a reason why I have said opening inverted commas. What is the difference between opening inverted commas and closing inverted commas? Can someone come and show us?*

(Learner 4 goes to the board and shows the opening inverted commas and closed inverted commas)

Teacher: *As you have seen, there is a difference as seen on the board in the opening and closing inverted commas. How should we now start the Direct Speech?*

(Learners raise hands and the teacher points at them)

Learner 2: *The actual words spoken*

Learner 5: *You start with a capital letter*

Teacher: *You start the Direct Speech with a capital letter*

Learner 1: *Why are we starting with a capital letter when there is a comma after a speech tag?*

Teacher: *Somebody is asking why we are starting with a capital letter because there is a comma. So if you look at this. This is a speech tag and not a sentence. Now Direct Speech is a sentence and has to start with a capital letter. The Direct Speech is a sentence and can stand alone and should start with a capital letter. Once you write the Direct Speech, put the last punctuation mark which can be a question mark, an exclamation mark or full stop. And then the inverted commas must be put last or closed. The inverted commas will be the last punctuation mark. Can someone come and punctuate the following sentences on the board (Waikayi said I will become a teacher)*

(Learner 3 goes to the board and punctuates the sentence)

Teacher: *Is this sentence correct?*

Learner 6: *Madam, there must be a comma after the speech tag (Waikayi said,)*

Teacher: *We are going to look at other rules. When the Direct Speech comes before the speech tag*

(Teacher writes examples. Ann said, “I am not feeling well, lee cried, “Help!” Jimmy shouted, “Get out of here!”)

Teacher: *You do not put a full stop and an exclamation mark at the same time. You cannot put a question mark and an exclamation mark at the same time. You only put one punctuation mark, if it is shouting, exclaiming, you put an exclamation mark. If it is just an ordinary sentence where someone says something in their natural tone, you put a full stop and close with inverted commas. Is that clear?*

(Learner 5 raises a hand)

Teacher: *Just wait a minute, I want to mention that Direct Speech is very very important when it comes to writing. When you are writing your essay and you use some Direct Speech, it actually helps you to get more marks in your exam. When you use Direct Speech in your writing, it helps us send the tone of the speaker to the reader. For instance, if you write, Jimmy shouted, "Get out of here!" The reader will know exactly how the atmosphere is. It will be more interesting. Who was that person who wanted to ask a question, you can ask now.*

Learner 5: *Are those sentences the same Jimmy shouted, "Get out of here!" and Lee cried, "Help!"*

Teacher: *Those sentences are different sentences and are showing exclamations. When the Direct Speech comes first, before the Speech Tag. You start with a capital letter. Of course knowing that the Direct Speech must be in inverted commas. Start with inverted commas and close the inverted commas after the last punctuation mark of the Direct Speech. Add the speech tag beginning with a small letter. We are going to look at some examples, "Let us go," Bupeta said. Bupeta is a proper noun, so it should be capitalised. Take note, "I have read 'Things Fall Apart,'" she said. She is written in small letters*

(Two learners raises hands)

Learner 7: *Why are we writing in small letters?*

Learner 4: *Why are we putting a comma at the end of the Direct Speech? Why not a full stop?*

Teacher: *In this case, a full stop comes at the end of the speech tag. Any further questions*

(Learner 2 raises a hand)

Learner 2: *Madam, is this sentence correct? "I will teach you English tomorrow," said Luka*

Teacher: *Yes, the sentence is correct. Any other question*

Learner 8: *Can we use one single quotation mark?*

Teacher: *No, we don't use those in Direct Speech. Write a sentence in Direct Speech and punctuate it. You can write any sentence starting with a speech tag or Direct Speech. Write as a pair and I will go round checking what you have written.*

(As the learners are writing the task given, the teacher writes the exercise on the board, thereafter, the teacher goes round checking the work which the learners have done)

Teacher: *Okay I can see that you have done well most of you. Now you can write the exercise on the board. Punctuate the sentences and after you have finished. Give the books to the monitor to bring for marking.*

(Teacher goes out)

5.5.4. Figure 7 Lesson Plan for Teacher D at School D

Figure 7 shows the lesson plan for teacher D at School D which is also located in Mwense rural District. The teacher who was observed is female, a degree holder and had a lesson plan. The lesson that was observed was a structure lesson on Conditional Sentences. The lesson was presented to a Grade 11 class. The lesson was planned for 80 minutes. The learners in the classroom were 46. This included only 46 girls. The teacher had a no teaching aids. Below is the sample of the lesson plan which the teacher used during the lesson delivery followed by the transcription of the lesson:

SUBJECT: ENGLISH CLASS: 11
 TOPIC: Structure DURATION: 80min
 SUB-TOPIC: conditional sentences (zero & likely)

REFERENCES: Progress 11

T/L AIDS: Text book, chalk and chalkboard.

OUTCOMES: By the end of the learning experience P.S:

- ✓ Understand and identify the two types of conditional sentences.
- ✓ Use conditional sentences correctly in context.
- ✓ Practice using conditional sentences in speaking.

RATIONAL: In this lesson, pupils will learn about two types of conditional sentences, the zero condition and the likely or probable condition through teacher exposition, question and answer, class discussion and individual work.

INTRODUCTION: Asking learners what conditions are common among them and the possible outcomes.

LESSON DEVELOPMENT

TEACHER'S ACTIVITY	PUPIL'S ACTIVITIES	CONTENT
<ul style="list-style-type: none"> ✓ Asking learners what conditions have been given to them by their parents or teachers and their possible outcomes. 	<ul style="list-style-type: none"> ✓ answering by giving conditions with context. = If you study hard, you will pass the examination. = If you come late, you will be punished. 	<ul style="list-style-type: none"> ✓ conditional sentences are types of sentences that express a condition and its possible results or outcome. ✓ Conditional sentences usually follow a specific structure

<ul style="list-style-type: none"> ✓ Explaining the two conditionals and how they can be identified and used. ✓ Asking learners to construct examples for the two conditionals given based on what explanations and examples have been given. ✓ Writing brief notes on the board. ✓ Giving a class exercise. <ol style="list-style-type: none"> 1. Water freezes, — 2. If you don't water plants, they —. 3. If I have time, I — my friends 	<ul style="list-style-type: none"> ✓ Following along as explanation and examples are being given. ✓ Using the given information to construct more examples of the two conditionals, following each sentence structure. ✓ Asking questions where unclear. ✓ Answering given class exercise. <p style="text-align: center;"><u>Expected answers</u></p> <ol style="list-style-type: none"> 1. when put in the freezer (zero) 2. they die (zero) 3. I will visit / be with my friends (type or / likely). 	<p>which is; an 'if' clause which represents the condition and the main clause which represents the outcome.</p> <p><u>Zero conditional.</u></p> <ul style="list-style-type: none"> ✓ used for universal rules, facts and habits. = If + present simple, present simple. E.g. If you stand in the rain, you get soaked 2. If you heat ice, it melts. 3. If water reaches 100° C, it mett boils. 4. If the clock strikes midnight, it is a new day. <p><u>Likely condition</u></p> <ul style="list-style-type: none"> ✓ used for future possibilities, predictions and plans. = If + present simple, will + base verb. E.g. If you rest, you will feel better.
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CONCLUSION: Re-emphasizing the rules of the structure by asking learners to explain what they just learned.

LESSON EVALUATION

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School D /Teacher D lesson Transcription

The lesson which teacher D presented to a Grade 11 class was transcribed in order to establish how learners exercised their autonomy when learning English language. This is shown below.

(Teacher walks to the front and cleans the board and writes the date and the title Conditional Sentences.)

Teacher: So we are looking at something you are familiar with Conditional sentences. We have a very interesting word "condition" What comes to your mind when you hear the word or term condition?

Learner 1: Madam, me I think that these are terms that need to be presented for

something to occur.

Teacher: *Any other opinion?*

Learner 2: *These are requirements for something to happen*

Teacher: *You are all right. We are going to take a look at sentences that have both a situation and or condition that has to be satisfied and the result. Now, these sentences that we have come in four forms. We have the zero condition which we use for habitual and natural facts. We have the first also known as the likely condition then we have the second which is the unlikely and then we have the third which makes it number four which is impossible condition. What are some of the words that we use when we are speaking about a condition?*

Learner 1: *Unless*

Teacher: *Unless, good. What other words? Which one is the most common?*

Learner 3: *If*

Teacher: *So we usually use the word if when giving a condition that has to be satisfied. That is why, most of the time, the clause that describes the condition is called the if- clause. We have the if-clause and the resultant clause. So I will need you guys to help me. You give me a sentences, you can use if or any other word that you feel expresses condition and then give me your result. Just simple sentences*

Learner 4: *If you do not visit me, I will not send pocket money*

(Teacher writes the sentence)

Teacher: *Who can help us identify which one is the condition and which one is the result?*

Learner 2: *The condition is the person not visiting and the result is not sending pocket money.*

Teacher: *If you do not visit, meaning, the visiting is the condition while as not sending pocket money is the result. This is an example of likely condition. Then we also have the first one which is the zero condition. Like I said, which talks about things that are natural or habitual. For example. If you stand in the rain?*

Learners: *You will get soaked*

Learners: *You might get sick*

Teacher: *What happens when you heat ice?*

Learners: *It melts*

Teacher: *So I was looking for an answer like the last one. Your answer was correct but it is not a zero condition because it uses will. So we are going to look at all these in details. Today, we are only focusing on two types of condition and then continue as we go on. So I am going to write a few things on the board. I expect you to copy quietly then we can discuss more examples*

(Teacher writes sentences on the board)

Teacher: *We have a number of rules on the board. We are going to share them. You will read them aloud then we will explain it together. Who is going to read the first one?*

(Learner 5 raises the hand and reads the first rule)

Learner 5: *Conditional sentences have an if-clause and the main clause*

Teacher: *How many clauses do we have in a conditional sentence?*

Learners: *2*

Teacher: *The first one is called?*

Learners: *If clause*

Teacher: *The other one is called?*

Learners: *Result clause*

Teacher: *So before we go any further, we need to understand that this sentence is made up of two clauses. The if-clause and the result clause. Who is going to read the second rule?*

Learner 2: *For the result clause to happen, the if clause must be fulfilled*

Teacher: *Same thing as the first one. So you need something to happen for another thing to happen. Number 3?*

Learner 6: *If the sentence begins with an if-clause, you insert a comma before the result clause.*

Teacher: *What does that mean? What should you do?*

Learner 3: *What the sentence means is that you need to put a comma before you write the result clause.*

Teacher: *For example. If the clock strikes midnight, it is a new day. What if you begin*

with the result? Are you going to put a comma?

Learners: *No*

Learner 7: *We are not going to use a comma. It is a new day if the clock strikes midnight.*

Teacher: *Thank you very much. You only put a comma if you begin with the if-clause. We have four types of conditional sentences. Zero condition, in this type of conditional sentence, the outcome result or consequences is certain. What do we mean?*

Learner 8: *What it means when we say the outcome is certain, means it is true*

Teacher: *Any different opinion?*

Learner 9: *For that particular thing to occur, it just must happen like when it reaches 100 degrees the water boils. It is just a mandate, it just has to happen.*

Teacher: *It definitely has to occur for the other thing to happen. Simply put, when one thing happens, the other thing happens. We have two words that we can use for this condition only. You can use the if-clause and when. For example. If water reaches 100 degrees, it boils. If the clock strikes midnight, it is a new day. Why do you think those words are underlined?*

Learner 10: *Because it is simple present tense*

Teacher: *Yes, because it is simple present tense. Remember, when you gave me the answer, she used the word 'will' what tense is will? Will is in the past?*

Learners: *No*

Teacher: *It is in the future but for the zero condition, we use only the present simple tense. So if you see when, definitely, you will know this is zero condition. Questions before we move to the second one? Before we started writing, we mentioned that we use zero condition for natural things or habitual things. What other natural sentences can you construct using zero condition? Something that you know this just happens or happen? What happens if you wash your hands with soap? What happens if you cut your hair? What happens if you cut yourself?*

Learners: *You bleed.*

Teacher: *Now let's construct sentences using the zero condition*
(Learners raise hands)

Learner 6: *When it is in June, it gets cold*

Learner 4: *When I see food, I eat.*

Learner 11: *If she studies hard, she is going to pass the exam.*

Teacher: *What tense is that?*

Learners: *Future*

Teacher: *Another one?*

Learner 11: *If you pass, you will go to college.*

Learners: *Future*

Learner 12: *When the temperature rises, transpiration in plants take place*

Teacher: *Excellent. Are we safe? Can we go ahead and do type 1?*

Learners: *Yes*

Teacher: *What do you know about this type of condition?*

Learner 2: *The result is not certain but very likely that one condition will lead to another thing to happen.*

Teacher: *Not certain means what?*

Learner 13: *Maybe you are not sure or not having the positive part.*

Learner 5: *It is not definite*

Teacher: *Does it mean if it is not 100 percent, it would not happen?*

Learners: *No*

Teacher: *The if-clause will be in the present, the result clause will be in the future. For example. If you rest, you will feel better. Is it always the case?*

Learners: *No*

Teacher: *Most of the time, you do feel better not so?*

Learners: *Yes*

Teacher: *I will answer if he calls me. Which one is the resultant clause?*

Learner 7: *I will answer*

Teacher: *Ok. You are going to identify the resultant clause by looking at the tense will then we have our verb answer. Do we have a comma in the last sentence?*

Learners: *No*

Teacher: *When you are looking at the if clause, we discussed to say, if you start with a resultant clause, we do not add a comma unless you start with a conditional clause*

(Learner raises her hand)

Learner 14: *If Cletus asks Judy, she will marry him*

Teacher: *Yes, that's a likely condition. So this is where our lesson ends but I need to give you an exercise before I go. When you finish answering, bring the books for marking.*

(Teacher begins writing the exercise on the board)

5.5.5. Figure 8 Teacher E Lesson Plan at School E

Figure 8 indicates the lesson plan for teacher E at School E which is also located in Mwense rural District. The teacher who was observed is male, a degree holder and the teacher had a lesson plan. The lesson observed was a structure lesson on Relative Clauses. The lesson was presented to a Grade 11 class. The lesson was planned for 40 minutes. The learners in the classroom were 43. This included 24 boys and 19 girls. The teacher had no teaching aid. Below is the sample of the lesson plan used followed by the lesson transcription.

NAME OF TEACHER: _____

CLASS: 11-A

DURATION: 80 Minutes

SUBJECT: English

TOPIC: Relative Clause

SUBTOPIC: Defining Relative Clause

NO OF PPS: 8/24/6.19 Total/43

REFERENCES: MK English BK page 55-

TEACHING LEARNING AIDS: Text books / past questions papers

LEARNING OUTCOMES: L.S.B.A.T: Define Relative Clause, use

defining relative clauses correctly,

INTRODUCTION: The lesson to be introduced by
revising the previous lesson (summary)

LESSON DEVELOPMENT

A relative clause is one that generally modifies
a noun or noun phrase and is introduced by a
pronoun (which, that, who, whom, whose) which connects
it to the main clause of the sentence.

e.g. She is a girl who runs fast.

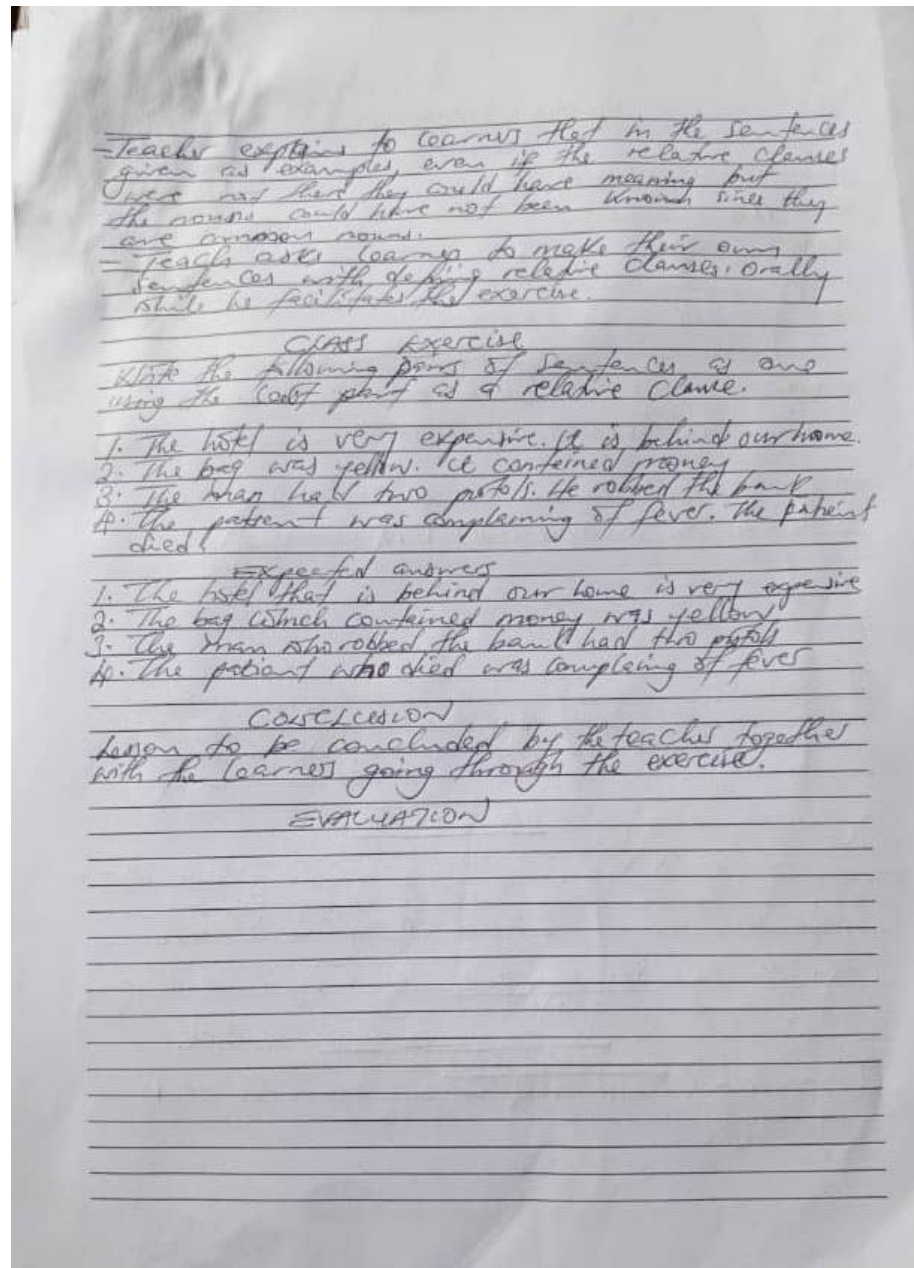
The clause 'who runs fast' is a relative clause that
is modifying the noun 'girl' it is providing more
information about the noun so that it is known.

2. The boy who has died was a pupil at Musang
secondary school.

3. Our teacher who teaches us English is sick.

4. The boy who sells sweets had come.

A relative clause must be put next to the noun
it is modifying.



School E /Teacher E lesson Transcription

The lesson which teacher E presented to a Grade 11 class was transcribed in order to establish how learners exercised their autonomy when learning English language. This is shown below.

(Teacher walks to the front and cleans the board and writes the date and the title Relative Clause.)

Teacher: We are going to learn on a Relative Clause. So we know what a clause is not

so? Clause is coming from a word clause and Relative Pronouns from pronouns. You did relative pronouns in Grade 9 and Grade 10. So what is a clause?

(Learners keep quiet)

Teacher: *A clause is a group of words with at least a subject and a verb. It may not have a predicate. So we are putting together a relative from relative pronouns and clause, so we will be having a clause that will have a relative pronoun as its subject. Are we together?*

Learners: *Yes.*

Teacher: *So we are saying these Relative Clauses when we use them in sentences, they help us identify or modify the nouns so that we differentiate this noun from other nouns. In most cases, when we use a Relative Clause, we discover that the noun that you are modifying is not a proper noun but a common noun because proper nouns are already identified not so?*

Learners: *Yes*

Teacher: *They are already modified. When I say 'Bwalya has died' will there be any questions to know the person that I am talking about?*

Learners: *No.*

Teacher: *Definitely, you will know that I am talking about Bwalya that everyone knows more especially the person, I am talking to. Now, we want us to be modifying common nouns so that we different them so that they become different from other nouns. For example. She is a girl. This sentence still has meaning but we can modify it. A question may come, which girl or what type of a girl? So what we are going to do is, we are going to add a Relative Clause and it is this Relative Clause that will identify the noun girl. She is a girl who runs fast. So we are identifying or modifying the noun girl so that it is different from other nouns as long as we can call them girls. So it is this clause that will make it different from other nouns. Again, we have another example. The boy who has died was a pupil at Rusangu Secondary School. The underlined part is the Relative Clause. The original sentence is, 'the boy was a pupil at Rusangu Secondary School. We are going to identify the boy by what happened to the same boy. What has happened to the same boy?*

Learners: *He has died.*

Teacher: *So we will say, 'The boy who has died was a pupil at Rusangu Secondary School. So this is a Relative Clause that we are talking about and we are calling it a Relative Clause because it begins with a Relative Pronoun and this Relative Pronoun is referring to the subject. So we have a lot of Relative Pronouns. Today, we are going to focus on Relative Clauses that begin with who or that and these Relative Clauses refer to subjects that are people. When we go back to Relative Pronouns, when you were looking at Relative Pronouns, you were told that we have Relative Pronouns that can be used for people and things and others can be used for both. So today, we want to look at who and that for relative subjects that are people. So what we are saying is, when we use who or that to introduce a Relative Pronoun, this Relative Pronoun will be modifying the subject and not the object. We all know what the subject is and the object is not so?*

Learners: *Yes*

Teacher: *Abashaishiba object na subject tulondolole? (Those who don't know the object or the subject, can I explain?) Learner 1, what is the subject?*

Learner 1: *A subject is a person who is acting an action in a sentence.*

Teacher: *In simpler terms, a subject is a name of a person or thing that is doing something in a sentence. Ku Grade 7 or ku Grade 8 balanda ati a subject is a doer of the verb (Grade 7 and Grade 8 they define a subject as a doer of a verb) What about an object?*

Learner 2: *An object can be a person or thing which can receive an action*

Teacher: *Yes. A person or thing receiving an action. So today, our area of concentration will be on subjects that are people. So when we use 'who and that' to introduce a Relative Clause, we are saying the Relative Clause should come immediately after the subject that is being modified by a Relative Clause. For example. Our teacher is sick. He teaches us English. Between the two sentences, we have a main clause and the other one a subordinate clause. The sentence that can stand on its own is 'Our teacher is sick.' Now suppose this teacher is not known, we want to identify this teacher by what he does and that is the information we are going to use in our Relative Clause that will begin with either 'who or that.' Who or that*

mean the same thing and can be used interchangeably. Choose which one you would want to use. So what we are saying, we want to make the second sentence a Relative Clause so that it describes or modifies the noun teacher and we are saying after we make it a Relative Clause, it has to come after the noun it is modifying. Nga twaipanga Relative Clause, yalaisa ibe yonse mu sentence imo. Tatuleipanga. Nshimwebele ukuipanga. Nga yasanguka Relative Clause, yalaambilako na who or that. Tufwile twaibika nga yapwafye noun so yalaisa bela pesa? (When we make a Relative Clause, it will be part of the whole sentence. Do not make it now. When we turn it into a Relative Clause, it will start with who or that and we should place it immediately after the noun. So where are we placing it?)

Learner 2: *Between sick*

Learner 3: *Between teacher and is*

Teacher: *Which teacher is sick?*

Learners: *Who teaches English.*

Teacher: *Or that teaches us English. So this Relative Pronoun will replace the subject he because it is referring to the noun.*

(Learner 4 raises the hand)

Learner 4: *Our teacher who teaches us English is sick*

Teacher: *Yes. Have we all understood?*

Learners: *Yes*

Teacher: *So we have another sentence. The boy has come. He sells sweets. Can we have an individual to change this as a Relative Clause and put it in the main sentence?*

(Learner 2 walks to the board to change the sentence)

Teacher: *So we have 'The boy who sells sweets has come' just as learner 2 has shown us on the board. Let's have our last example before we write the exercise. The girls have won the competition. They answered most questions.*

Learners: *The girls that answered most questions have won the competition*

Teacher: *So we have identified the girls by what they have done. So this is what should be done when using 'who or that' to introduce a Relative Clause that will be modifying a subject who is a person. Do you have any questions, clarifications or*

contributions?

Learners: *No*

Teacher: *If you don't have can you answer the following questions*

(Teacher writes the exercise on the board and after that he goes round marking the learners' work)

5.5.6. Figure 9 Teacher F Lesson plan at School F

Figure 9 indicates the lesson plan for teacher F at School F which is also located in Mwense rural District. The teacher who was observed is male, a degree holder and had a lesson plan. The lesson observed was structure which was on reading and writing numbers. The lesson was presented to a Grade 11 class. The lesson was planned for 40 minutes. The learners in the classroom were 57. This included 23 boys and 34 girls. The teacher had no teaching aid. Below is the sample of the lesson plan.

DEPARTMENT OF LITERATURE AND LANGUAGES
LESSON PLAN

TEACHER: _____

GRADE/CLASS: IIB

TIME: 09:20hrs

SUBJECT: ENGLISH

DURATION: 40mins

TOPIC: STRUCTURE

LESSON: READING AND WRITING NUMBERS

REFERENCE: ENGL 21BEC

T/L AIDS: WORK CARDS

OBJECTIVES/RATIONALE: Through study of work cards and class discussion pupils will learn how to read and write numbers. It is important for learners to interpret figures and write them in words.

PSBAT: Change figures into words correctly

LESSON CONTENT	TEACHER'S ACTIVITY	PUPILS ACTIVITY
<p>i. INTRODUCTION (5-10 mins)</p> <p>Teacher revisits the previous lesson and introduces the day's lesson</p> <p>ii. Group work (5-10 mins)</p> <p>iii. Discussion (5-10 mins)</p> <p><u>Examples</u></p> <p>a. K 905.5 - Nine hundred, five Kwacha - Fifty ngwee</p> <p>b. $3\frac{3}{4}$ - Three and three quarters</p> <p>c. 2.08 - Two point zero eight</p> <p>d. 2.80 - Two point eight zero</p>	<p>i. Teacher asks questions on what the learners learnt in the last lesson</p> <p>ii. Teacher divides the class into groups of 4-5 learners and asks each group to study the given work cards</p> <p>iii. Teacher asks the learners in group to read the numbers on the work cards</p>	<p>i. Pupils should respond.</p> <p>ii. Pupils should be in groups and study the work cards</p> <p>iii. One pupil from each group should read the given number</p>
<p>iv. Individual work exercise</p> <p>Write the following figures in words</p> <p>i. $12\frac{1}{2}$</p> <p>ii. K885.88</p> <p>iii. 33.521</p> <p>iv. 90°</p> <p>v. 1050</p>	<p>iv. Teacher asks the learners to express the given figures in words</p>	<p>iv. Pupils should write the given figures in words</p>

EVALUATION: Most of the learners were able to grasp the concept, only a few like Memory, Stephen and Joseph got below average.

School F /Teacher F lesson Transcription

The lesson which teacher F presented to a Grade 11 class was transcribed in order to show how teacher F presented the lesson and to also establish how learners exercised their autonomy when learning English language. This is shown below.

(Teacher walks to the front)

Teacher: *Good morning boys and girls*

Learners: *Good morning Sir*

Teacher: *The structure in the previous lesson, I thought that there was that demand that we look at the last two questions. So may be just quickly before we get in today's lesson. I talk about the last two questions from the previous lesson using owing to. In the first place, I want to state that this is an instruction that you may be given when you are rewriting sentences. So that is why the focus is that even before we can discuss how you were supposed to attempt that question, we have to understand first of all the instruction. How do you start the instruction? When the instruction is presented like thisowing what are you supposed to do? How are you supposed to do it? How are you supposed to handle this instruction? How did you do it? Open the books so that you tell me what you did. Where did you put that instruction? Was it at the beginning, middle or end?*

Learners: *In the Middle*

Teacher: *So that was what I was trying to explain in the first place that when you have been given this instruction to rewrite, it simply means that there should be words before owing and other words again after owing. We were talking about expressing reason and what was the question stating?*

Learner 1: *He was cited for contempt of court because of his unruly behaviour in court.*

Teacher: *He was cited for contempt of court because of his unruly behaviour in court. We are trying to express reason here and I said it that there are different ways of expressing reason. Simply meaning that where you were using because with that word there. There was nothing that was supposed to change there. He was cited for contempt then we add the word owing which goes with the preposition to. The main thing was to replace because with owing to. Let's check the sentence once more. He was cited for contempt because of his unruly behaviour in court. So we*

are supposed to replace because with owing like this 'He was cited for contempt owing to his unruly behaviour in court. Why are we learning English? The main purpose of learning English language is to communicate. I want to continue with communicating effectively. We are trying to look at how relevant is communication in different situations even in our communities. I want to give you this scenario. You are sent to deposit money in the bank and may be you are given this amount of money.

(Teacher writes K905.)

Teacher: *So you have been told to deposit this money and then on the deposit slip, they tell you to write that money in words. So what is that money in words?*

Learners: *Nine hundred and five kwacha*

Teacher: *Nine hundred and five kwacha only because that is the only amount which you are depositing. This is the reason why it is important to learn reading and writing number. Our topic of the day is reading and writing numbers .So today we are going to learn reading and writing numbers so that we stop making mistakes and to communicate effectively when reading and writing numbers. It is important for you at this stage to learn how to read and write numbers. (Teacher writes $3\frac{3}{4}$ on the board)*

Teacher: *When I write the number there, you just put up the hand and you tell me how to read the number. Put up your hand. We are saying that the communication you are learning at this level has to do with reading and writing. So someone in short who will be passing the English Language examinations is that person who we can say is comfortable to read and write. You are reading. Read for me that number I have written on the board. Let me see hands? Just tell me what you think? How do you read it? Look it is not about the correct way, it is how you are reading it. What should I write in words? As you are thinking about that one, read for me this number*

(Teacher writes 2.08)

Learners: *Two point eight*

Teacher: *That number which you are saying is this 2.80. This number can be read as two point eight zero or simply two point eight. This one, you can read it*

like that. It should be read as two point zero eight. Common mistakes in reading numbers especially numbers with decimal points, you may be tempted to say two point eighty. So after a decimal point, every number that is read is read separately or on its own. Even if we were to put more figures after the decimal point, numbers should be read separately. So we are saying communication at this level is reading and writing effectively. Let's get more numbers. These buses that we see here that pass here. All the buses that you know that pass here, the day that you will be going to the university in Lusaka or Copper belt or even to visit, you are going to find a number inside the bus, in front of the driver which is similar to this number here.

(Teacher writes 21°)

Teacher: *Read this number*

Learners: *Twenty-one degrees*

Teacher: *So that is reading temperature. We are moving*

(Teacher writes 12¢s)

Teacher: *Let's get different ideas*

Learner 2: *Twelfth centuries*

Learner 3: *Twelve century*

Teacher: *Let me give you a clue. This is the money. This is twelve cents. In Zambia, we have kwacha and ngwee. In other countries, they are going to have dollars and cents. Look guys, we are saying that this as simple a topic as it may appear, it is part of your reading skills, you may find that you are reading a passage for comprehension and passages can be about different topics. There could be a passage that is talking about someone's journey. Which country in the world use cents?*

Learner 2: *England*

Teacher: *What other countries where you are going to find such language?*

Learner 4: *In Congo*

Teacher: *Maybe you are writing a story about yourself and then you find you are writing a story about fiction. May be you are writing about the day you went to New York and at some point, you write about money. You can't be writing that I bought a*

drink for six kwacha in New York. Let's look at just two or more numbers then I will give you some numbers to practice.

(Teacher writes 500 000 000)

Teacher: *What number is that?*

Learner 1: *Five hundred million*

Teacher: *I am going to write the last one or even this one. We have two fractions.*

(Teacher writes $\frac{3}{4}$ and $3\frac{3}{4}$)

Teacher: *Let's begin with the smaller one. Who can read this number?*

Learner 5: *Three over four*

Teacher: *Yes, it can be read as three over four but you can read it in another way as what?*

(Learners keep quiet)

Teacher: *Grade 11, how are you going to read that number? We have accepted three over four. What other ways?*

Learner 6: *Three divide by four*

Teacher: *Three divide by four is wrong*

Learner 2: *Three quarters*

Teacher: *This reminds me, I was marking a composition and someone wrote. It was half past before 12. So I was trying to figure out what time is half past before 12. That is how much this topic can affect your writing. So at least, it makes the job easier here since you know three quarters, so when we combine $3\frac{3}{4}$ how are we going to read? How are you going to read it? Let's give it a try, there is some practice I want to give just five numbers*

Learner 1: *Three and three quarters*

(Teacher gives an exercise to learners to change figures into words then he goes round checking the learner's work)

5.5.7. Figure 10: Lesson Plan for Teacher G at School G

Figure 10 indicates the lesson plan for teacher G at School G which is located in Mwense urban and is the only Secondary School within the Boma. The teacher who was observed is female, a degree holder and had a lesson plan. The lesson observed was on summary writing. The lesson was presented to a Grade 11 class. The lesson was planned for 40 minutes. The learners in the classroom were 64. This included 28 boys and 36 girls. The

teacher had teaching aids which were handouts containing a summary. Below is the sample of the lesson plan followed by a transcription of the lesson:

CLASS:
 SUBJECT: English..... TIME: 08.10 - 09.30
 ENROLMENT: BOYS:..... GIRLS:..... TOTAL:.....
 ATTENDANCE: BOYS:..... GIRLS:..... TOTAL:.....
 TOPIC: Summary (Good Practices in Dairy Farming)
 SUB-TOPICS: Prose Summary
 REFERENCES: All English paper book 10
 TEACHING/ LEARNING AIDS: All English book 10
 RATIONALE: In this lesson on prose summary, learner will acquire the skill on how to identify key points. They will appreciate knowing how to extract points through careful and attentive reading and writing and will learn the proper methods.
 SPECIFIC LEARNING OUTCOMES: Discuss ways on how to identify key points.
 Explain by giving an example.
 PREREQUISITE KNOWLEDGE: Learner know the meaning of prose summary
 LESSON INTRODUCTION: Teacher to introduce the lesson by asking questions on prose summary procedure.

LESSON DEVELOPMENT			
TIME	CONTENT	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY
	<u>Good practices in Dairy farming</u> Intensive reading	Teacher to ask learner to read the given passage intently.	Learner to read the passage quietly.
	<u>Discussions on how to identify key points</u> - Read the text carefully - Look for topic sentences - Identify supporting details - Recognise transitional phrases - Watch for repetitions	Teacher to put learner in groups and ask them to discuss on how to identify key points for the passage	Learner to discuss how to identify key points from the given passage

Learners: *Good morning madam.*

Teacher: *Today, we are going to talk about summary writing. This is not the first time that you are going to learn about summary. First of all, who can define a summary?*
(Teacher writes summary writing on the board)

Learner 1: *It's a short way of writing something*

Teacher: *Okay. Who else can say something else?*

Learner 2: *It's a way of writing only important points*

Teacher: *Alright. A summary is important and it only captures key points in any given passage. When you are writing a summary, it is important to only consider important points in the given passage. How many types of summaries do we have?*

Learners: *Prose and note summary*

Teacher: *Who can give us the difference between note and prose summary?*

Learner 3: *A note summary is written in point form while a prose summary is written in paragraph form*

Teacher: *Thank you. Today we are going to concentrate on how to write a prose summary. At Grade 12, learners are examined on a prose summary, so it is important that you learn how to write a prose summary before we begin*
(Learner 4 raises a hand)

Learner 4: *Madam, what happens if you write a note summary and the instruction is to write a prose summary?*

Teacher: *If you write a note summary instead of a prose summary, marks will be deducted. Waumfwa? (Have you heard?) When writing a prose summary there are points we need to consider. Who can give us some of the points to consider when writing a prose summary?*

Learner 1: *You read the passage first*

Teacher: *Okay but before that, there should be something to be done before you even read the passage. Who can give it a try or maybe you want me to help you?*

Learner 5: *You read the question first*

Teacher: *Yes, you must read the question first and then it is not just about reading, it is also about understanding what you have read. It is important to first read the question that you have been given so that you understand what the question is*

talking about so that when you start reading the passage, you will know exactly the type of information that you need to search for in that passage. So kubelenga first question, elo wayamba ukubelenga, fyaufwika? (So you first read the question before reading the passage. Are you clear?)

Learners: *Yes*

(Teacher writes the point on the board)

Teacher: *What other things should you do when writing a summary passage?*

Learner 2: *To identify main points in the passage*

Teacher: *How do we identify points in a passage?*

Learners: *Underlining the points madam*

Teacher: *You need to underline the main points so that you don't forget them when you finish reading. It will be easier for you to come and write down the points once you have underlined them in the passage. And then when you are identifying points, you must make sure that you don't include examples which have been mentioned in the main point which you have identified. That will just be causing repetitions which are not part of the main points and then you also need to look for topic sentences in the passage which talks about the point which the passage is trying to bring out. You are also supposed to take note of transitional words such as on the other hand. Now I want you to be in groups of how many are you today? Monitor can you count your friends in here.*

(Learner 6 starts counting his fellow learners)

(Teacher writes on the board points on prose summary writing)

Learner 6: *We are 64 madam*

Teacher: *Can we be in groups of 8 then I will give three copies of the past paper for summary.*

(Learners start forming groups)

Teacher: *Imwe (you) can you hurry up, we are just doing this lesson for 40 minutes and you want to be making noise. Can you just form groups quickly?*

(Teacher goes round distributing the handouts to the learners)

Teacher: *Okay so we are going to look at this summary passage on 'Good Practice in Dairy Farming' so when we look at our title of the passage it is talking*

about those farmers who keep cows. A cow is a female cattle. Ingombe iyanakishi (A female cattle) and a male cattle is a bull. So the passage is about good practices in dairy farming. Raising cows which give milk. So what did we say is the first thing to do when you have been given a summary passage?

Teacher: *Who is going to read the question for us?*

(Learner 1 raises the hand)

Learner 1: *According to the passage, what are the good practices in dairy farming? Use not more than 125 words. Excess words will be cancelled. The summary has been started for you. A good farmer*

Teacher: *So when we look at this question, there are three things which the question is asking us to do. The first one is that, the points we are going to identify should be about good practices in dairy farming. Ifichitwa fisuma mukuteka ingombe sha mukaka (Good practices in rearing cows for milk) then the other thing is that, we have been given a word limit. We are only supposed to write this summary in not more than 125 words and the third point is that, if we write beyond the word limit, what will happen to the excess words?*

Learners: *Will be cancelled*

Teacher: *So you are not supposed to exceed the word limit. Okay. Group one can someone read the first paragraph for us*

(Learner 7 reads the first paragraph)

Teacher: *Do we have any point in paragraph 1 which is talking about good dairy practices?*

Learners: *No*

Teacher: *Group 2 choose a person to read paragraph 2*

(Learner 4 reads the passage)

Teacher: *Has the passage talked about the good practices in dairy farming?*

Learners: *Yes*

Teacher: *Let's identify the points which are in paragraph 2*

Learner 1: *Keeping a closed herd.*

Learner 8: *Buy animals of known health status*

Learner 1: *Animals must be screened for diseases; the seller must disclose the disease*

status of cattle and any treatment and vaccinations that have been carried out.

(Teacher writes down the points learners are giving)

Learner: 9: *The purchased animals must be quarantined for a period of time*

Teacher: *So you have seen how we are identifying points, so what I want you to do is to identify all the 20 points in those groups. The other thing I want to talk about is how you are going to connect those points you will identify to write a prose summary since that is our focus. So once you identify those points, you are supposed to connect them in sentences so that they make sense. The summary has stated that we begin with a good farmer, so we need to connect points like this*

(Teacher writes on the board)

Teacher: *A good farmer keeps a closed herd and buys animals of known status. Have you seen now that this is a sentence and not a point? So that is what I expect you to do. Only include important points in your prose summary. Your prose summary should only be in one paragraph. Do you have any questions on what you are supposed to do?*

Learners: *No*

Teacher: *You can write the summary after you identify all the point and you should bring your books for marking*

In summary, the findings on how learners exercised their autonomy have been presented with the help of class observations. The findings were in two folds, the lesson plans were presented first which teachers used for the lesson observations followed by the lesson transcriptions to show how learners exercised their autonomy when learning the English language.

5.6 FACTORS THAT AFFECT LEARNER AUTONOMY WHEN LEARNING ENGLISH

This objective focused on the factors that affect learner autonomy when learning English. Both the teachers and the learners were interviewed on the factors that affected learner autonomy in the classroom. The data presented shows both responses from the teachers and the learners on the roles that teachers are required to play in making learners take autonomy of their learning. The presentation of findings began with the responses from the teachers and ended with responses from the learners on the same objective.

5.6.1. Teachers' views on Factors That Affect Learner Autonomy When Learning English Language.

Teachers were asked on factors that affect learner autonomy when learning English language. Seven themes emerged from the responses from interviews with teachers. These include; perceived learners' English Language proficiency, inadequate teaching and learning materials, lack of self-confidence by the learners, lack of confidence in schooling by both learners and parents, lack of parental support, lack of opportunities to practice the English language and large class sizes.

5.6.1.1. Perceived Learners' low English language Proficiency

Perceived learners' low English language as a theme emerged in the interview data. Teachers' responses indicated that learners experienced difficulties using the English Language in the learning process which affect their autonomy. This is shown from the following excerpts;

SCH G TR 3: *The language itself. When you are teaching the English language, you expect learners to get what you are saying but since most of the learners do not know how to speak English, it becomes difficult to communicate to them. At some point, one is forced to use the mother tongue in short, in order to make someone understand so that they can have that confidence to do work on their own and find out variety of things learnt because when you are teaching language, you are looking at spellings, the way they are expressing themselves when they are writing maybe a composition. So you are able to tell that there is a problem here because they do not understand the language. Sometimes even when a simple question is given for example, when they are writing a composition. You will find that a child writes something parallel to what the question is asking maybe learners are told to write the negative effects of paying bride price but this child is going to write something different from the topic, meaning that the child has difficulties to do with language. Pupils do not understand the language properly.*

SCH D TR 1: *Their inability to speak and understand English. If you give*

them a task, they fail to understand even if you try to explain, they may understand when you explain but when they go out to carry out a research on their own, it becomes difficult because they are handicapped in the language

SCH B TR 3: *A lot of learners here they don't usually understand the language itself because they don't usually speak the language. It is like you force them to speak it so that they understand whatever they are reading and writing. In my class, someone has to use English unless otherwise I see that my lesson will not be successful that's when I can explain in a language that they will be able to understand which is icibemba so that we proceed because sometimes, you may ask and they don't answer maybe there is a certain word that they are not understanding the meaning. What it means.*

From the data presented, the findings revealed that there is a perceived low English language proficiency among learners which eventually affects their autonomy in the learning of English language.

5.6.1.2. Inadequate teaching and learning Materials

Inadequate materials was another theme that emerged from the interviews with the teachers. This theme focused on the learning materials which learners have to use such as prescribed text books, novels, magazines and other literature which can enhance their autonomy. Teachers established this theme in their explanations during the interview. The can be observed from the following excerpt;

SCH A TR 2: *I have seen that exposure to books and educational materials will develop their intellectual capabilities, their understanding all that but then, in this side of the world, very few homes have any literature even when it comes to a basic thing like a bible. Most of them don't even own one. So they don't have books. And then as a school, we don't have a lot of books that we can give to learners. We don't have a library, it is one thing to have a library and it is also another thing to have books. We may not probably have a building but if we have books that's fine. It is very hard sometimes, we have to give them personal*

copies which are expensive. Sometimes, they lose them.

SCH D TR 2: *The other thing that has contributed is the exposure to material that has a wide usage of English Language. Let's say in this set-up, it is not easy for learners to access materials such as magazines for them to improve on their vocabulary. So in reading those materials that have that language, they come across new vocabulary or vocabulary that they are familiar with and they get to learn on their own to practice to use it more often. So they can't access those magazines in this area. It is difficult to find a newspaper. So there is limited exposure.*

SCH E TR 2: *Materials madam, our school doesn't not have a library where learners can have access to books and find out information. It is difficult to research on the given topics. It is a rural set-up so materials is a challenge.*

SCH A TR 3: *Materials are not adequate, we only have one set of text books by MK for Grade 11 and that book does not cover all the topics that are supposed to be taught at that level. We do not have the ZBEC books.*

The presented data shows that learner autonomy is affected by inadequate learning and teaching materials. Having adequate materials is cardinal in fostering learner autonomy because learners will have reference books which they can use to learn English Language.

5.6.1.3. Lack of Self-Confidence by the Learners

Lack of self-confidence by the learners was another theme which emerged on the factors that affect learner autonomy. From the responses the teachers gave, this theme emerged as shown in the teachers' narrations.

SCH C TR 2: *Learners are afraid of making mistakes because their friends would laugh at them which is a demotivation on their part. This prevents them from doing activities on their own especially where they have to express themselves during learning of English language.*

SCH A TR 1: *I think some learners are just shy. They fail to ask if they are behind when they don't know the meaning of certain words or sentences. They fail to ask or even go and find out on their own. They would rather not participate and just listen to what the teacher is*

teaching.

SCH G TR 2: *with them, they are afraid of making mistakes because they would think friends would laugh at them because with them, that's how they do it. When a person makes a mistake others would laugh at them which has become part of their culture. This prevents learners from trying out on their own because they don't have that confidence to try even if they don't know much about what they want to say or express themselves on. At the end of the day, you will not see that person contributing.*

From the data presented, lack of self-confidence was one of the challenges that was cited by the teachers in their responses. Learners lacked the confidence to use the language because of fear of making mistakes which hindered their autonomy in language learning.

5.6.1.4. Lack of confidence in schooling by both learners and parents

Lack of confidence in schooling by both learners and parents was another theme that emerged which affected learner autonomy. Teachers' responses established that some parents and learners lacked the confidence in schooling. This can be shown from the following excerpts:

SCH B TR 3: *Here on this side of the world, there is also the issue that education doesn't amount to anything were the value of education has been brought low because so many people have been to school but they are still in the community, they have nothing to do so again that is discouraging to the parents especially those who have not understood the value of supporting their children with materials as well as helping them with their school work.*

SCH F TR 2: *The school as much as it is a major factor of learning it is intertwined with the community. So our learners have limited areas for exposure. A situation where these learners are coming from a community of the same mind-set where they believe that you just learn from school. So you find that even when you give them work to say go and research, they will still come back with wrong answers or work that is not done because there is no one to help*

5.6.1.5. Lack of parental Support

This was another factor that emerged from the data. The finding revealed that one of the factors that affect learner autonomy was because of lack of parental support by some parents.

This can be seen from the excerpt shown below:

SCH C TR 1: *Parents' participation in the learning of their children also affects learner autonomy. When you give homework, some parents do not enforce that learner autonomy you are talking about. Parents should be involved. When pupils fail to find information they are looking for, parents should come in and help more especially in buying of the needed materials. Now the problem here is parents are not involved in the learning of their children.*

SCH F TR 3: *The other factor is from the homes where learners are coming from. Most of the learners are coming from homes where parents are not working so they don't understand the importance of awarding enough time to their children to do their work. You find that after knocking off, they are given other tasks to do which leave them exhausted and unable to give quality work as expected.*

The home environment is critical in ensuring that learners are autonomous in the learning process. The data presented indicates that the home environment affects autonomy of learners in the learning of English Language.

5.6.1.6. Lack of Opportunities to Practice the English language

Lack of opportunities to practice using the English language was another theme that emerged on factors that affect learner autonomy in the learning of the English Language.

Lack of practice entails that learners do not use the language in their everyday conversations both in and outside the classroom. This is observable from the following excerpts;

SCH G TR 3: *A lot of learners here don't usually understand the language itself because they don't usually speak the language. It's like you force them to speak it so that they understand whatever they are reading and writing.*

SCH E TR 2: *They don't regularly use English Language unless you are pushing them so hard to say in the school environment, learn to use*

the English Language. It affects them because we say practice is what makes perfect. So there is no learning without practice. It may not be perfect but learners build on practice but there is less practice in language use. You will find that there are some teachers that would just allow the learners to speak to them in whichever language because as a teacher themselves, they do not want to be stressed to say speak English because they just want to have it the easy way as well because even learners zeal is not there, so why should I punish this child? Let them speak in whichever language they would speak so that they can communicate easily. So we forget that pushing them to practice can also help enhance their autonomy and that pushing them to practice can also help enhance their autonomy and that is where they get the zeal.

SCH G TR 2: *Sometimes even the environment contributes like a child who is coming from a home they don't use English at home because they won't practice at home, they only try to use English while in class which is not adequate for them to learn effectively since they need adequate time and situations to practice effectively. So you find out that even at home, they can't practice it because there is no one to practice with.*

From the data presented, lack of practice as the theme affects learner autonomy because learners do not practice using the language which they are learning. This affects their responsibility to learn on their own because they are not doing their part in learning of the language.

5.6.1.7. Large Class Sizes

Class size is another theme that emerged on factors affecting learner autonomy in learning of the English Language. This theme centres on the number of learners in class which can affect autonomy of the learners. Teachers were able to establish this theme in their response as seen in the following excerpt:

SCH A TR 3: *Over enrolment also is a challenge that affects learner autonomy here because it is almost impossible to choose an appropriate method which will help learners to exercise their autonomy and also to give*

chance to almost all the learners to express their views which is not possible because of the number of learners in class, in the process the teacher will just forget about such methods and see what would work well in class.

SCH F TR 1: *I feel learner autonomy is mostly promoted in an environment where first of all the number of learners is not so big because when you look at our classes, they are too big, certain learners may not feel that freedom to participate effectively in their learning. Class size is one factor that affects learner autonomy because it is very difficult to give activities which will support individual learning when the class size is very big.*

From the findings presented, class size was cited as one of the contributing factors to learner autonomy. Large class sizes affect learner autonomy in English Language learning because not all the learners will participate and it would be difficult for the teacher to be supportive to all learners due to the large number of learners in the classroom.

5.6.2. Learners' views on Factors That Affect Learner Autonomy

Learners were also asked on factors that affect learner autonomy when learning English language. Three themes emerged from the responses from interviews with teachers and focus groups. These include; perceived learners' English Language proficiency, poor teacher-relationship, and fear of classroom bullying by Fellow Learners.

5.6.2.1. Perceived Learners' low English language Proficiency

Perceived learners' low English language proficiency was a theme that emerged from the learners' responses. Learners were able to mention the challenges they face which affect their autonomy. This can be observed from the narrations shown;

SCH D L2: *Sometimes English yalishupa ukumfwa. Bakuletela ifima difficult words tawishibe umwakufibikila fya lakushupa (English is difficult to understand, they bring difficult words which you don't even know how to interpret)*

SCH D L10: *Failure to understand what the teacher is teaching or*

talking about or the discussion we have in class because of English which is difficult to understand.

SCH B L14: *if you don't know how to read, if you don't know how to speak that language the teacher he or she is teaching especially English. It is difficult to do the work on your own so you just stop and wait for the teacher to show you corrections*

From the presented data, perceived learners' low English language proficiency is one of the factors that affect learner autonomy. Learners at senior level who are in an intermediate class are expected to have mastery of the English Language. However, this is not the case because this challenge was cited from the data which has affected their autonomy in the learning process of English Language.

5.6.2.2. Poor Teacher-Learner Relationship

Poor teacher-learner relationship was a theme that emerged from the responses the learners gave during the interview. Learners cited this theme in the responses as one of the contributing factors that affect their autonomy. This can be shown from the excerpts below;

SCH A L13: *Limo ba teacher nga balikupata limbi filya ifya kuti wayasuka tabafifwaya takuba ukuibimbamo mufyo balefunda. Icilenga ukukaana ukuibimbamo mufyo balefunda (Sometimes when the teacher does not like you maybe you give the answer but the teacher does not like that. You fail to participate in what is being taught. That is what contributes to not participating in what the teacher is teaching)*

SCH C L11: *The comments passed by the teacher when we are learning affects us participating in the lesson. When you fail to answer the question or do the work the group the teacher will be angry and call us dull. So we fail to participate in the lessons and we just listen to what the teacher is teaching.*

SCH C L2: *When you hate the teacher because of the bad comments she pass in class when learning, it will be difficult for you to understand and follow instructions on what to do. So you just become quiet in class and you don't participate but only watch what others are doing.*

From the data presented, a poor teacher-learner relationship is one of the factors that affect learner autonomy. Learners were able to identify this factor in their responses. Poor teacher-learner Relationship affects learner autonomy because it impends learner participation in the learning of English language.

5.6.2.3. Fear of Classroom Bullying by Fellow Learners

Fear of classroom bullying by fellow learners was another theme that emerged from the learners' responses. Classroom bullying incorporated aspects of learners being laughed at when they make a mistake by their fellow learners. This can be observed from the excerpts shown.

SCH A L9: *If you lack self-esteem, you cannot participate in the lesson or even answering questions and even asking because of fear of being laughed at. So sometimes you just become quiet and not say anything but just hear what others will be saying.*

SCH A L16: *Sometimes our fellow learners laugh at us if we give wrong answers so we fail to participate and present in class.*

SCH B L18: *When the teacher asks the question and you know that answer in your local language and you fail to interpret it in English then when you say wrong English, the pupils will laugh at you and you will just be quiet and stop involving yourself in the lesson or presentations.*

The data presented indicates that fear of classroom bullying is another contributing factor which affects learner autonomy in the learning of English language. Classroom bullying was identified by the learners in their responses which affected their autonomy.

In summary, the findings on the factors that affect autonomy when learning English language have been presented as shown. The findings were in two folds, the former were responses from the teacher and the latter were from the learners for triangulation purposes. The findings reveal that there are a lot of factors that affect learner autonomy such as perceived learners' English Language proficiency, inadequate teaching and learning materials, lack of self-confidence by the learners, and lack of confidence in schooling by both learners and parents. In addition, lack of parental support, lack of opportunities to

practice the English language, poor teacher-relationship, fear of classroom bullying by Fellow Learners and large class sizes.

5.7. WHAT MEASURES OR PRACTICES CAN PROMOTE LEARNER AUTONOMY WHEN LEARNING ENGLISH?

Teachers and learners were asked on the measures or practices that can promote learner autonomy when learning English among Grade 11 learners. Measures or practices are the interventions that can be put in place so that autonomy is promoted in the classroom as well as among learners. The findings on the measures or practices are presented beginning with the teachers responses and then followed by the learners' responses.

5.7.1. Teachers' suggestions on Measures or Practices that can promote Learner Autonomy.

Teachers were asked on the measures or practices that can promote learner autonomy. Four themes emerged from the responses given which included the usage of appropriate teaching strategies, providing teaching and learning resources to promote independent learning, encouraging and motivating learners to speak the English language, and building and stocking the library with appropriate books and materials

5.7.1.1. Use appropriate teaching Strategies

Using of appropriate strategies emerged as a theme on practices or measures that can promote learner autonomy. Appropriate learning strategies according to the teachers' responses focus on aspects of the methods that can help learners develop confidence in their own knowledge, learning abilities and proficiency. This can be seen in the following excerpts;

SCH A TR 3: *When you are teaching, encourage group discussions. There are some pupils when you are teaching, they cannot understand from the teacher but when they are exposed to their friends and their friends explains to them, they may try to understand. In class, organise some debate, give them a topic every time so that they are able to debate just to help them research and use English and they debate.*

SCH D TR 2. *I will give them a topic to research on for instance, I want to come and present on argumentative writing. I will give them a topic well in advance. When they come back, then I will get answers from them on*

the topic I gave them. This helps them to research and present their findings, by doing so, they are able to learn on their own through what they focus on when researching.

SCH F TR 3: *The other measure is having activities in class when I am teaching like debate because when it comes to debate also that is where the learners learn the rules or the acceptable manner of using language, the etiquettes of language. In debate to say this is how you introduce yourself, this is how you excuse yourself. when you want to interject such that a learner gets an opportunity to learn to politely interject a point even in the midst of their friends, they still use that knowledge to say the way this person interjected, this point was so rude why didn't he just say this, I beg to differ and so on*

From the presented data, the responses from the teachers showed that using appropriate teaching strategies are a key component in promoting learner autonomy because the focus is on the learner and how they would learn.

5.7.1.2. Provide Teaching and Learning Resources to Promote Independent Learning

Providing teaching and learning resources to promote independent learning was another theme that was generated from the responses of the teachers. These materials include prescribed text books, dictionaries, novels, magazines and newspapers. This can be observed from the following narrations;

SCH G TR 3: *I think there is an aspect of lack of materials, reading materials for these learners. Sometimes we may be there busy blaming it on the learners that no these learners do not exercise their independence but how do they exercise if they do not have materials and they can only be filled with information if materials to read are made available, not only material related to their syllabus even where they read for pleasure but such materials cannot be found e.g. novels, magazines. If those things are improved on, learner independence can be enhanced.*

SCH C TR 1: *To us we have bought dictionaries whereby when I come to class, I have to come with those dictionaries. If they don't know the meaning of certain words. As I was saying some words are difficult for learners to*

understand the meaning. You just give them the dictionaries they search for the words and find the meaning on their own instead of the teacher providing meaning to them.

SCH F TR 1: *I feel much is needed to be done in terms of material that we are using. We are lagging behind even in terms of materials that we are using for reading. For instance, I was in another class, I was thinking of how to teach words to learners. A learner is supposed to learn words on their own as they are reading. So if there is not much material for them to read, it becomes difficult. Ensuring that there is adequate materials provided in schools could help learners like magazines, novels and newspapers. Not whereby, you find that even a teacher has no access to a newspaper, it makes it worse for the learners.*

The data presented shows that provision of teaching and learning resources is cardinal in promoting autonomous learning.

5.7.1.3. Encourage and Motivate Learners to Speak the English language Encouraging and motivating learners to speak English is another measure that was generated from the teachers' responses. This entails that learners need encouragement and motivation from the teacher to promote the development of autonomous learning in the learners. This can be observed from the excerpts given;

SCH B TR 4: *I think we just have to give them encouragements. Expose them like what I do in my case, those that have a privilege of watching movies, those cartoon movies are good for them to improve English. The books that they can lay their hands on make use of them even those newspapers they find around, I encourage them to read widely and use English so that they are expose to variety of material.*

SCH D TR 1: *Learner autonomy can be promoted if autonomy is encouraged in the learning process if learners are encouraged to speak English. Learning will be taking place very well in the sense that learners will learn in a free environment with a free mind because they will know what is expected of them. Unlike a situation where learners are not encouraged, it's like they*

don't even know what is expected of them. Creating an environment of encouraging learners will definitely make learners realise why they are in school and why they are supposed to learn.

SCH F TR 3: *Encourage learners to interact in English. When they interact in English, it will be easier for them to also write and encourage learners to read anything that they come across especially in English language, such as story books, those books for primary so that they are exposed to variety of language usage which is more than what they are exposed to in the classroom.*

From the presented data, encouraging learners to be autonomous is critical in promoting it. Learners have to understand why it is important for them to take responsibility of their learning. The data shown highlights how autonomy can be promoted through support from the teacher's encouragements and motivation.

5.7.1.4. Build and Stock the Library with Appropriate Books and Materials

Building and stocking the library with appropriate books and materials also emerged as a theme from the teachers' responses on practices or measures that can foster learner autonomy when learning English Language. This theme refers to a building with a collection of text books and other materials where learners can go to and research as well as read on their own. This can be observed from the following narrations;

SCH E TR 2: *If we were to have a library, it would also help because in as much as learners at any stage would be more interested in pictures, the reading pictures, there are also interested in the words to interpret the pictures that they are seeing. If we have a library, some pupils will just go there to the library not knowing what they are going there for just because their friends are going there but they will find themselves seated on a table reading books that are interesting to them and by so doing, they will slowly gain interest in learning the language through interacting with materials, they are building on the weak foundation that they have had which helps them to learn on their own.*

SCH A TR 1: *One of the measures to be put in place is that the school should have a library and it has to be operational and it has to have enough books.*

SCH D TR 2: *To promote learner autonomy in my class, a library is needed which should have basic materials like magazines, youth books, and simple supplementary books. If we can have those books in the library, I know that learners would express interest of reading and discovering a lot about language through visiting the library, getting a book and reading without the teacher just providing these books we use when teaching reading.*

From the data presented, learner autonomy can be fostered through measures like having a library in school. From the information presented, a library is a crucial infrastructure that every school need to have in order to foster autonomy. Learners need to have access to a building with variety of books where they can search for information on their own. If such a measure is put in place, autonomy can be fostered.

5.7.2. Learners' Suggestions on Measures or Practices that can Promote Learner Autonomy.

Learners were also asked on the measures or practices that can promote learner autonomy for data triangulation purposes. Four themes emerged from the responses given which included the usage of appropriate teaching strategies, providing teaching and learning resources to promote independent learning, encouraging and motivating learners to speak the English language, and building and stocking the library with appropriate books and materials

5.7.2.1. Use Appropriate Teaching Strategies

Using of appropriate teaching strategies emerged as a theme from the responses learners gave in the interview. Learners mentioned that using appropriate strategies by the teacher can promote learner autonomy in the learning of English Language. This can be seen from their narrations below:

SCH D L 3: *Learner autonomy can be promoted by giving learners individual activities e.g. giving variety of books, by giving us a lot of work that requires us to research.*

SCH C L2: *When the teacher is teaching, he or she must be using group discussions in lessons, giving assignments and homework.*

SCH B L8: *The teacher should be putting us in groups to help us learn independently and consult each other so that we have self-confidence and interest in what the teacher teaches*

From the findings presented, learners established that for learner autonomy to be promoted, the teacher should use appropriate teaching strategies which should help the learner to learn independently.

5.7.2.2. Provide Learning Resources to Promote Independent Learning

Provision of teaching and learning resources to promote independent learning is a theme which emerged from the learners' responses. Learners also identified the learning resources which must be provided in order to promote learner autonomy which include text books and dictionaries. This can be seen from their excerpts shown:

SCH C L5: *Learners should be given a variety of books by the teacher instead of just using one every time the teacher teaches comprehension. We need books so that we can be using them to learn on our own.*

SCH B L3: *We need to have dictionaries so that we research on difficult words. Sometimes it's difficult to understand words but if we have dictionaries it will help us to understand the difficult words because we will be checking the meaning on our own without asking the teacher*

SCH C L11: *We need books which we can be using in our free time when studying so that we learn from the language which is the books and even learning new words on our own.*

The presented findings show that the provision of learning resources can promote learner autonomy in the learning of English Language. The learning resources according to the data presented include variety of books and dictionaries.

5.7.2.3. Encourage and Motivate Learners to Speak the English language

Encouraging and motivating learners to speak the English language was another theme that emerged on the measures or practices that can promote autonomy. Learners were able to bring out this theme in their responses as shown below.

SCH C L11: *The teacher is supposed to encourage us when we do work correctly so that we continue with that spirit. This encourages us to continue having interest in what we are learning even researching once a topic is given.*

SCH A L18: *Ba teacher bafwile balechinchisha ukulalanda icisungu ngatulesambilila pakuti twaposako amaano (The teacher should be encouraging us to be using English when learning so that we stay focused)*

SCH C L18: *The teacher should be encouraging us to use English which should be spoken by learners and teacher so that we get used to speaking English.*

The presented findings show that promotion of learner autonomy in English language also depends on the teacher encouraging and motivating learners to speak the language.

5.7.2.4. Build and Stock the Library with Appropriate Books and Materials

Building and stocking the library with appropriate books and materials emerged as a theme from the responses from learners. Learners established that a library with appropriate books and materials will help promote learner autonomy as observed from the excerpts shown below:

SCH A L19: *The school must provide a library where we can be researching and studying from because it is difficult to just study in the classroom.*

SCH D L2: *First of all, there should be a library with books so that when we want to research on any topic given, we will be going to the library, this will make us learners to know more on our own because we will be researching more.*

The findings presented show how building and stocking the library with appropriate books and materials can promote learner autonomy. Learners were able to bring out this theme in their narrations and identified some materials that must be in the library such as variety of text books and dictionaries which would enable them to research more when learning English language.

In conclusion, the findings on the measures and practices that can promote learner autonomy when learning English language have been presented as shown. The findings

were in two folds, the first presentation were responses from the teacher and the second one was from the learners for triangulation purposes. The findings reveal that learner autonomy can be promoted through practices or measures such as the usage of appropriate teaching strategies, providing teaching and learning resources to promote independent learning, encouraging and motivating learners to speak the English language, and building and stocking the library with appropriate books and materials.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.0 Introduction

This chapter presents the discussion of the findings on ‘Analysis of Learner Autonomy in

Secondary School English Language Classrooms in a Rural District of Mwense.’ The chapter will discuss the findings in relation to the questions raised on what are the teachers’ perspective on learner autonomy in teaching of English language, the role of teachers in making learners take autonomy of their learning, how grade 11 learners of English exercise their autonomy when learning English as a second language, factors that affect learner autonomy when learning English, and measures or practices that can promote learner autonomy when learning English.

6.1 WHAT ARE TEACHERS’ PERSPECTIVES ON LEARNER AUTONOMY IN ENGLISH LANGUAGE TEACHING?

In order to answer the question raised on how the teachers perceived learner autonomy in the learning of English Language, interviews were conducted with teachers. Below I present a discussion of findings.

6.1.1. Teachers’ Perspectives on Learner Autonomy.

The findings on the perspective teachers had on learner autonomy in the teaching of English Language revealed that teachers had varying perspectives on learner autonomy. This variation implied that fostering of learner autonomy in English Language learning would also have such variations established in this finding. The finding confirmed with Borg (2012) who established that promotion of learner autonomy is influenced by the teachers’ beliefs on what it is and what is desirable and how likely it is to happen in certain contexts and this usually affects their practices in teaching. The established effect on how learner autonomy is affected borders on the varying levels of how teachers perceived learner autonomy in the learning of English Language.

6.1.2. Teachers’ Positive Perspectives towards Learner Autonomy.

In this study, 11 teachers representing 52 % held a positive perspective to learner autonomy. They perceived learner autonomy as beneficial in the teaching and learning of English language because of its benefits to both teachers and the learners. Teachers linked learner autonomy to making their work easy in the teaching and learning of English language. They were able to foster autonomy in their classrooms through giving advance topics for learners to research on. This allowed learners to learn independently through discovery method as expressed by TR1 SCH A and TR 3 SCH C. By providing this autonomy supportive learning

and using discovery learning that promoted it, teachers were able to value autonomous learning because it made their work easy and they were able to build on the knowledge learners acquired using discovery method. This standpoint is supported by Bicknell-Holmes and Hoffman (2000) who viewed discovery learning as based on the principle of using existing knowledge as the base to building new knowledge. This enabled teachers to meet the learners' needs in autonomous learning and helped them learn new words and to become better in comprehension through discovery learning. This view is also in agreement with Najeeb (2013) who established that independent language learning is characterised by optimising or extending learner choice, focusing on the needs of individual learners, not the interests of a teacher or an institution, and the choice of decision-making to learners. Thus, this permits the learners to effectively have the freedom and to be equipped with necessary strategies that would help them perform tasks and be responsible for their learning. Besides, Gülnihal and Cem (2019) also stated that there is a link between autonomy and learners' language learning achievements which emphasizes that learners who take responsibility of their own learning often results into successful learning on the part of the learner.

To add on, teachers also indicated that learner autonomy enabled them to have knowledge of the cognitive levels of their learners so that they know what kind of work to give them as expressed by TR 2 SCH B. This encouraged critical thinking so as to build the knowledge level by ensuring that learners discover the kind of knowledge they have to acquire in learning of English Language through autonomous learning. This is in tandem with Chew and Cerbin (2020:2) who stated that “effective teaching involves translating cognitive principles of learning into pedagogical practice. Teachers need to understand how people learn and incorporate those principles into their teaching.”

The positive perspective teachers had towards autonomy enabled them to be aware of the fact that they were not the sole custodians of knowledge. Teachers who held a positive perspective to learner autonomy had a mixture of qualifications. From a total of 11 teachers who expressed this positivity towards learner autonomy, 10 teachers had a degree qualification and only one teacher had a diploma qualification.

Furthermore, teachers were able to interpret what the current Senior English Language Syllabus required them to do when teaching English Language and that is to foster autonomy. Besides, they were able to acknowledge their role in autonomous learning which

involved directing learners to learn autonomously as stated by TR 2 SCH E. Teachers also affirmed that when learners take autonomy of their learning, they do not usually forget the things they learn. This position is supported by Friere as cited in Hussain et al (2013) who showed that educators are at the core of developing teaching and learning, and they are responsible for directing students in the best direction through their profession as educators. In addition Ho (1995) also pointed out that it is generally agreed that for learners to become autonomous, teachers must redefine their views about teacher-learner roles in English language as well as to be responsible not only for their teaching but also for the learners' needs.

This positive perspective the teachers had as facilitators of autonomous learning enabled them shift their power from being knowledge-givers to knowledge facilitators as expressed by TR 3 SCH E who viewed teachers as facilitators of knowledge which qualified them to guide learners through knowledge discovery in the learning process which promote independent learning. Therefore, the teacher would focus on addressing the needs of the learners and not their own needs because of the positive perspective they have. The positive perspective of most teachers towards autonomy in English language learning supports the metacognitive theory because it confirmed that teachers were aware of their thinking towards learner autonomy in the learning of English language, and the responsibilities they have in the classroom in ensuring that they plan for activities which will foster it. Awareness is the locus point in metacognition in language learning which is crucial for the teachers to promote learner autonomy because it allowed them to think, plan, monitor and evaluate the learning process which promoted autonomous learning.

If teachers have a positive perspective to learner autonomy, their teaching will be centred on the learner and they would ensure that they foster autonomy through the usage of various activities and strategies that support it. Moreover, teachers also need to be reminded on the importance of their perspective through periodic departmental meetings so that they have the knowledge of the effect of their positive attitude towards fostering learner autonomy in the learning of English Language and ways of improving it since learner autonomy is a continuation process.

6.1.3. Teachers' Negative Perspective towards Learner Autonomy.

Notwithstanding the above, 6 teachers representing 29 % held a negative perspectives to

autonomy owing to the learners. They saw autonomy as something which learners could not do because of their unwillingness and passiveness to take charge of their learning. This negative perspective teachers had on learner autonomy was as a result of the implied barrier they perceived because they viewed learners as not willing to learn autonomously and thus necessitated them to perceive learner autonomy negatively and to use methods that did not support it. This negativity shown is in tandem with findings by Musonda and Mwanza (2021) who established that teachers' negative attitude had a huge impact on how they taught. The teachers who expressed this negativity were aware of what autonomy entailed but they chose to ignore it in their classroom practices. Despite this negativity expressed, teachers were knowledgeable of the concept of learner autonomy and the implication autonomy had in their teaching. In addition, both teachers who had a diploma and degree qualification were able to express this negativity in their narrations.

Teachers' negative attitude was attributed to the learners' and the environment from which they came from which had no role models for them to provide insights in English language learning that could help them learn autonomously as expressed by TR 1 SCH C. This lack of role models in the environment who could provide insights in English Language learning had an effect on how learners exercised autonomy in the classroom. This made learners to depend on the teacher as the only role model and provider of knowledge without taking any active role in ensuring that they took autonomy of their learning. This was because learners were not able to take autonomy of their learning due to their intellectual weaknesses and how they perceived the role of the teacher in the learning process. They viewed the teacher as the knower. This dependency on the teacher caused the teacher to abandon his role of fostering autonomous learning and instead selected teaching methods that did not promote autonomous learning as highlighted by TR 3 SCH F. Learners also wanted all the information to come from the teacher and would not even inquire when the teacher is teaching English Language as shown in the responses of TR 1 SCH E and TR 3 SCH F. This view is in tandem with findings by Khalil and Ali (2018) who also found that although EFL teachers in technical secondary schools in Egypt had clear understanding of the concept of learner autonomy and were mostly aware of its importance in EFL classes, they perceived their students as non-autonomous due to individual and institutional challenges and therefore did not foster learner autonomy in their classrooms. Likewise, Cem (2010)

established that the Turkish education system that had leanings towards the teacher centred method of teaching because of learners' unwillingness to be autonomous. Such unwillingness lead the teachers to have leanings towards the teacher centered approaches to teaching which negatively affected autonomous learning of English Language.

The negative attitude shown by other teachers on the perspective they had towards learner autonomy does not support the metacognitive theory. The theory proposes awareness creation on learning which should also concur with strategies and responsibilities to support those strategies as well as metacognitive regulation which allows the teacher to adjustment and help control learning such as planning, information management strategies, comprehension monitoring, de-bugging strategies, and evaluation of progress and goals. However, in this case, where teachers had a negative attitude to learners' autonomy, the findings showed that teachers were aware of the importance of autonomous learning as shown in the findings presented, however, their choice of not supporting it centred on the perceived barrier of learners' unwillingness to take autonomy of their learning. However, this theory dictates the teacher should adjust and help control the learning process by using strategies that addresses the learners' needs. This called for the teacher to plan, monitor and evaluate how they would help foster learner autonomy in the classroom where learners were not willing to take charge of their learning. It is also important that CPD meeting in the literature and languages department are held on a regular basis so that teachers are made aware of the importance of learner autonomy and how it can be fostered in the classroom in order to promote autonomous learning in English Language.

6.1.4. Teachers' Lack of Knowledge of the Concept of Learner Autonomy.

The finding also showed that 4 teachers representing 19 % did not understand the concept of learner autonomy. They failed to define learner autonomy or explain what it meant as expressed by TR 3 SCH B, TR 2 SCH G and TR 3 SCH D in the previous chapter who tried to explain learner autonomy as how free a learner is. However, they could not continue explaining what this freedom meant but requested the researcher to give a definition of what learner autonomy is in language learning. Teachers who expressed lacked of knowledge had varying qualifications. Only one teacher among the four had a diploma qualification, the rest of the three teachers had degree qualifications. Therefore, their lack of knowledge of the concept of learner autonomy may not be attributed to their qualifications because of

teachers with degree qualifications are seen as specialists in their field of study. For teachers to foster autonomy in the classroom, firstly, they need to be knowledgeable of the definition of what learner autonomy is, what roles they have to play and the benefits. So this centres on the awareness the teacher need to have on the concept of autonomous learning which focuses on giving freedom to learners by allowing them to take centre stage in the learning process through involvement while the teacher facilitates this process. The view is supported by Duong (2014) who posited that teachers needed to be aware of the meaning and importance of learner autonomy so that students are helped in order for them to become independent.

Teachers' knowledge of autonomy is very imperative in promoting learner autonomy because it will help them know exactly what to do and how to do to promote learner autonomy in the classroom and that a conducive environment is created for it. On that account, if they fail to acknowledge and interpret the concept of learner autonomy, their teaching will either be teacher centred or be learner centred by coincidence since they cannot foster what they do not know.

If teachers do not understand what learner autonomy or independence meant in relation to language learning, they will fail to properly plan for it and use strategies that will guide learners on exercising autonomy and also using appropriate metacognitive strategies that will engage learners as focal persons in the learning process. This perspective is also supported by Yuzulia (2020) who established that the teacher's roles and their presence are important in introducing the students to the concept of autonomous learning as well as promoting strategies to foster learner autonomy. However, if teachers lack this understanding of autonomy, it would be difficult for them to plan for activities that will promote autonomous learning.

This lack of giving a clear definition of learner autonomy and simply failing to define it does not support the metacognitive theory. The theory focuses on creation of awareness and the usage of appropriate strategies that can be used to foster it. If teachers have no such awareness, they will not be knowledgeable on the specific strategies that can be used to foster autonomous learning.

Teachers have a huge responsibility or role in ensuring that learner autonomy is promoted in the classroom. For this to happen, teachers need to be knowledgeable on the concept of

autonomy in order for relevant interventions to be put into place such as using methods and strategies that promote autonomous learning.

Therefore, teachers needed to know that learner autonomy means the capacity and willingness to act independently and in cooperation with others, as a social, responsible person (Dam et al. (1990), the ability of knowing how to learn Wenden, (1991), the ability to ‘control’ one’s learning activities (Cotterall, 1995), the capacity to make and carry out choices (Littlewood (1996), ability to perform rational decision-making processes over learning activities (Hunt, Gow, & Barnes, 1989) and finally “ the capacity to become competent speakers of the target language who are able to exploit the linguistic and other resources at their disposal effectively and creatively.” Illés, (2012:509).

This finding does not support the metacognitive theory because the findings revealed that teachers are not aware of what learner autonomy meant and the strategies that should be used to foster it in the classroom. Metacognitive theories advances awareness of the learning and teaching process so that appropriate strategies can be applied which would enhance learning.

The findings on how teachers understood learner autonomy have implications on teacher education. For example, colleges of education should not only focus on training students on learner centred methods of teaching but should teach what learner autonomy is, how it can be fostered in the classroom in order to create awareness during teacher training so that teachers will be knowledgeable and the implications that comes with it. In addition, Literature and languages department should constantly orient teachers on methods of teaching which should align with autonomous learning.

Summary of the Findings on the Perspectives of Teachers on Learner Autonomy in the Teaching of English Language.

The findings have been discussed on the perspectives teachers have on learner autonomy in the teaching of English Language. The discussion was based on the positive, negative as well as others teachers who lacked knowledge of the concept of learner autonomy.

6.2 ROLE OF TEACHERS IN MAKING LEARNERS TAKE AUTONOMY OF THEIR LEARNING

Another objective in this study rested on the role the teacher has to play in order to make learners take autonomy of their learning. The findings on this objective were derived from

both the interviews of the teachers and that of the learners. The findings revealed that the role the teacher has to play was multifaceted. The teacher has no single role but various ones to play in the classroom in order to promote autonomous learning. The roles the teacher has to play in fostering autonomy in the classroom collectively involved facilitation and fostering of various learning activities because the teachers' focus was helping the learners in numerous ways so that they can take autonomy of their own learning and the focus of their teaching is centred on fostering and facilitation of autonomous learning. This position is supported by Ben-Peretz et al (2003) who established that teachers have a role to inspire an internal locus of causality and a sense of being able to make informed choices since they encourage learners to act on their own decisions and preferences. They avoid controlling learners through inducing a conception of being under external pressure and the manipulation of learner behaviour through the use of extrinsic incentives.

The findings revealed roles which the teacher had to perform in the classroom in order to help learner to take autonomy of their learning. This included developing a friendly relationship with learners, providing communicative opportunities to the learners, promoting autonomous learning through discovery learning, using group work and role plays which promoted independent learning and adapting the lesson to the cognitive level of learners. In addition, the teacher has to promote inclusiveness in the classroom to facilitate independent learning, allowing learners to communicate in their familiar language, providing appropriate learning resources to promote independent learning and modelling the language skill being taught before learners take control of their learning. These findings on the roles teachers have to perform will be discussed further in this chapter.

6.2.1. Developing a Friendly Relationship with Learners.

Developing a friendly environment is one of the findings that emerged on the roles the teacher has to play in order to make learners take autonomy of their learning. This allows learners to be free with the teacher and participate in classroom activities because the teacher will be fair and friendly to the learners and acts as a motivation to their participation according to L9 SCH A, L 16 SCH A and L12 SCH B. This entailed that the teacher has a responsibility of creating a good rapport so that there is a harmonious understanding between the learners and the teacher. This view is supported by Marzano (2003) who confirmed that teacher-student relationships should not be left to chance or dictated by the

personalities of those involved. The teachers themselves should influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning. This shows how important it is for the teacher to create relationships with learners that support their learning process.

In addition, the harmonious understanding between the teacher and the learners will foster cooperation and trust in the learning of English Language as indicated in the findings chapter in the responses of both learners and teachers as well as in the observation data and thus will lead to learner engagement. Therefore, when learners cooperate and trust the teacher as a result of their relationship, they will be more willing to take autonomy of their learning, they will be able to do the tasks given by their teacher in the English Language, engaging in the lesson through class discussions, presentations and pair work because they will not feel intimidated by the teacher because of the trust which has already been established through the relationship which the teacher develops as indicated in the findings. Learners will be able to collaborate with the teacher and they will ensure that they take autonomy of their learning in English Language. This is also supported by Dillenbourg (1999) who stated that through collaboration between teachers and learners, learners acquire skills of negotiating, analyzing and synthesizing solutions to problems constructively. These skills of negotiation will enable the learners to take autonomy of their learning and it comes as a result of the friendly relationship which has been developed by the teacher.

Furthermore, developing a friendly relationship creates an enabling environment where the power that the teacher has in the classroom will be bridged which will allow the learners to be free with the teacher as they learn English Language and will not be intimidated as shown from the responses of the teachers in the previous chapter in the responses of L16 SCH A and L12 SCH B. This will enable learners to contribute effectively during the learning process by airing out their views and opinions on what they think of the learning activities as well as asking questions as expressed by L 9 SCH A. It also gives a voice to the learners to register challenges they are encountering in the learning of English Language and how they would want the teacher to approach the teaching of the subject, strategies they feel are helpful which will support their learning. This freedom promoted their engagement in the learning of English Language because the teacher will facilitate how best their learning needs are addressed. By so doing, learners are able to engage the teacher in their learning

of English Language. All these activities the learner will be able to do centres on the relationship which the teacher will develop. This view confirms what Rimm-Kaufman et al., (2009) established that external elements like the educator-learner relationships can lead to a high level of engagement. This finding on developing a friendly environment also aligns with the study conducted by Cakici's (2018) who accentuated that the teacher has to afford learners opportunities to be enlightened which helps in planning and creating harmonious and active class atmosphere to facilitate the learning process. This creation of a harmonious atmosphere entailed that the atmosphere in the classroom must be a friendly one where the teacher has to initiate this friendliness. In doing so, learner autonomy will be fostered in the classroom because the friendly environment created will help bridge the power relation which exists in the classroom.

6.2.2. Providing Communicative Opportunities to the Learners.

Providing communicative opportunities to the learners is another role which the teacher has to perform in order to foster autonomous learning in English Language. Providing communicative opportunities entailed that learners needed to be given the opportunity to interact and express themselves during the lessons, making learners participate in the learning process through listening and speaking activities and inquiry based activities which would improve their communicative competence. Creating of communicative opportunities is a deliberate plan that the teacher can plan for which can be realised through the methodology and strategies used in the classroom which allows learners to practice using the English Language in various situations such as debate, presentations or group discussions. Through the provision of communicative opportunities, learners would improve their proficiency in English Language, have knowledge on the usage of various words in different contexts and their vocabulary would be enriched and would also promote confidence in English Language usage which would also improve their communicative competence as indicated by TR 3 SCH A in the previous chapter. This view corresponds to what Tanyeli and Kuter (2013) who mentioned that there is a link between the development of learner autonomy and the growth of target language proficiency. In addition, Yuzulia (2020) also posited that teachers have both the duty and the responsibility to help their students in the learning process to promote and foster their communication strategies to help them become more proficient communicators. Furthermore, Mwila (2023) also

advocated for a variety of interactive approaches that should be used to help learners take an active role in the learning of English. These strategies the teacher uses which are interactive in nature will equip learners to learn effectively through practicing using the language in different contexts. This view also adds on to Baker et al. (2003) who showed that learners require practice in speaking in order to learn despite some language learners habitually choosing to remain silent, this showed how important it is for the teachers to promote opportunities for the learners to practice using the English Language which would enhance their autonomy because it would require the learners to use the language in different contexts which would improve their proficiency and vocabulary. This shows how important the role of providing communicative opportunities is important because the needs of the learners will be met if communicative opportunities are provided by the teacher. Therefore, in order to provide communicative opportunities to the learners, the teacher has to ensure that the methodologies and strategies used are those which will maximize the effective provision of communicative activities and will be able to meet the needs of the learners who will need to practice using the English Language so that their proficiency is enhance. As a result, Literature and Languages Departments need to be emphasising on the important of giving opportunities through activities which will allow all the learners to communicate using the English Language so that it fosters their autonomy.

6.2.3. Promoting Autonomous Learning through Discovery Learning.

Promoting autonomous learning through discovery learning was another finding that was establish in the previous chapter on the roles the teacher has to play in ensuring that learner autonomy is promoted in the learning of English language. Autonomous learning entailed that teachers have to give situations or tasks that learners have to construct their own knowledge without the teacher giving step by step guidance but instead gave strategies that could be used to solve the given problem. This showed that the teachers have a role of selecting appropriate methods in the teaching of English language which promoted autonomous learning through problem solving strategies which centred on learners constructing their own knowledge in activities given. This aspect aligns with Asmari (2013) who established that promotion of autonomy through the curriculum is by integrating the principles of autonomy into the learning goals and one of the principles centres on the methodology to use which extends to discovery learning, the learning process, tasks, learner

strategies and reflection on learning. Discovery learning is a learning process that occurs when learning material is not presented in its final form, but it is expected that students organize it themselves, (Balim ,2009). The teacher has a role of using discovery method in the teaching process so that learners can construct their own knowledge without interfering in how the knowledge has to be constructed. This is central to learner autonomy because it takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned. The teacher only has to ensure that guidance is given or instructions on what must be done as highlighted in the response of TR 4 SCH B. This finding on the teacher promoting autonomous learning through discovery learning was very important in fostering autonomous learning because the learners would be able to create their knowledge based on the guidance given by the teacher as well as their own experience and solve the given problem which promotes independent learning. Discovery learning shoulders the responsibility on the learners who will try to solve the given problem. This notion aligns with Bell (2010) who highlighted that the learning duties shouldered by the learners is to work more cooperatively with other group learning members to overcome the assigned learning problems through problem solving strategies which are applicable with their group learning projects, and forge their creativity to accomplish the real-life problems bringing into their classroom contexts. This entailed that the teacher has a role of ensuring that problem solving strategies are fostered or taught to the learners in order for them to effectively shoulder their responsibilities in solving the given problems. In addition, Wijaya, (2021) also noted that learners' learning autonomy can be efficiently built up under the precise integration of collaborative as well as problem-based learning approaches. These two approaches enables learners to progressively transform into more critical thinkers, independent knowledge discoverers, creative conception interpreters, efficient problem-solvers, prudent decision makers, and proactive knowledge disseminators. Therefore, promotion of discovery learning is central to fostering learner autonomy in the classroom.

6.2.4. Using Group Work and Role Plays Which Promote Independent Learning.

Using group work and role plays to promote autonomous learning in English language learning was another finding the study revealed that the teacher has to play in order to foster autonomy in English Language learning. Group work and role plays are teaching strategies

that the teacher need to use in order to promote autonomous learning. This entailed that the teacher should provide appropriate learning activities that learners must do in groups or act out in roles plays. These activities encouraged interaction among learners and would enable them to bring out their views and knowledge on what was being learnt through contributing in the group or by acting out on any given role. Therefore, group work and role plays enabled the learners to be engaged with peers and allowed collaboration in the assigned group as expressed by TR 1 SCH F in the findings chapter. This perspective is in tandem with Dixson (2015) who pointed out that the key to learner autonomy is learner engagement which is the learners' ability in promoting their psychological commitment to stay engaged in the learning process, to acquire knowledge and build his or her critical thinking. This meant that the teacher needed to create this engagement through the introduction of group work and role play in the learning of English Language. Role play allowed learners to take centre stage in assuming roles assigned to them to interact as peers and to assume roles which they could act out which improved their speaking skills since language learning involves sharpening the speaking skills of the learners. This view points to Yen et al (2015) who indicated that the learners improved their speaking and writing skills through the learning tools and role-playing activities which can be through peer-to-peer and self-correction behaviors. In addition, these two strategies can be grouped as strategies that promote collaborative learning because learners have to collaborate among themselves and even learn from their peers in order to promote autonomous learning in English language. So, integrating group work and role plays in the learning process foster collaboration among learners. This perspective corresponds to Akindele and Trennepohl (2008) who established that in cooperative learning, students learn communication skills and speaking in group discussions and during the interview process. Through the group activities, each student is afforded the opportunity to participate in the tasks. It gives the lecturer the opportunity to see each student at work, contributing to the attainment of the group goals, thus granting the lecturer freedom to teach and assess individual students. Similarly, Razafindratsimba (2020) in his study also established that strategies for practising language learning through peer collaboration was mainly promoted in the classroom to help learners become independent.

6.2.5. Adapting the Lesson to the Cognitive Level of Learners

Adapting the lesson to the cognitive level of the learners was another role the teacher has to perform according to the findings on the role of the teacher in promoting autonomous learning. The cognitive level of the learners refers to the learners' level of thinking, learning, and understanding or the learners' intellectual level. Adapting to the cognitive levels as a finding showed that teachers have to select work which corresponded to the intellectual capacities of the learners in order to promote learner autonomy. This was cardinal because the tasks the teacher would be able to select in fostering autonomy should also consider the intellectual capacities of the learners and would call for the teacher to modify activities for the learners in order for them to effectively take autonomy of their learning. This view aligns with O'Malley and Chamot (1990), who echoed the importance of cognitive strategies the teachers uses which operates directly on incoming information and manipulating it in ways that enhance learning. By manipulating the information to promote learner autonomy calls for flexibility on the part of the teacher in order to ensure that learner autonomy was promoted in the classroom as shown in the response of TR 3 SCH A and TR 4 SCH B in the previous chapter. This position aligns with Raya and Vieira (2015) who highlighted on teachers modifying their strategies to suit the cognitive abilities of the learners through a term which was known as 'cognitive flexibility' which promoted individuals in terms of critical reflection about their needs, interests and beliefs that led to a greater level of cognitive involvement, and learner autonomy in learning. Cognitive flexibility involves the teacher being flexible in selecting and using appropriate information in making decisions about learners' processes of learning. In addition, Orakçı (2021) also extended this view and established that cognitive flexibility was a positively significant predictor of learner autonomy and the increase in cognitive flexibility skill had an increasing effect on learner autonomy. Therefore, it is important that the teacher adapts the lesson to the cognitive level of the learners through the usage of cognitive flexibility strategy so that learners will not find it a challenge in understanding the task and taking centre stage in their learning.

6.2.6. Promotion of Inclusiveness in the Classroom

The promotion of inclusiveness in the classroom to facilitate autonomous learning in English Language learning was another role which the teacher had to play in order to make

learners take autonomy of their learning. Inclusiveness as a role which the teacher had to perform in this context referred to the teacher engaging all the learners in the learning of English Language and by giving chance for the learners to practice in activities or by giving each learner equal chance without segregating other learners in the classroom fostering autonomy. This inclusion can be achieved through the methodology the teacher selected for a particular task or strategy which should involve all the learners to be engaged in. Inclusive activities involve group work, individual presentations on assigned activities which allow all the learners to be part of the learning process. This view on inclusion is supported by Mahmoud (2013) who showed that learner involvement in learner centredness can be realised by having the students correct themselves individually, in pairs, or in groups and by giving the opportunity to choose the technique of correction they prefer. Inclusiveness in language learning recognises the learners' benefits in relation to autonomous learning which allows the teacher to remove barriers which hinders their participation through identification of learners who are passive and giving them chance to answer questions as expressed by TR 2 SCH G and TR 1 SCH G in the findings chapter on inclusiveness. This finding on promotion of inclusiveness in the classroom to facilitate independent aligns with Zhang (2022) who encourages teachers to provide instructional support and create optimal learning environment to facilitate learner engagement. In addition, Ürün, et al (2014) also validates the importance of the teacher promoting inclusiveness in language learning through learner involvement by re-emphasizing that the teachers themselves are capable of implementing activity-based practices to foster learner autonomy in their classes via involving the students in the process of determining activities, using different and attractive activities in the classes, assigning projects and making use of technology in their classes. Through these practices, the teachers can promote inclusiveness in the classroom which is a precursor to autonomous learning. In short, inclusiveness meant that the teacher ensured that every learner is part of the lesson regardless of their capabilities, identities or unique characteristics.

6.2.7. Allowing learners to communicate in their familiar language

Allowing learners to communicate in their familiar language was another role the teacher has to perform in making learners take autonomy of their learning. This finding showed that the teacher has to allow learners to use their familiar language so that they could

participate in class activities since English language was perceived as a challenge and learners had difficulties expressing themselves in English as highlighted by TR 3 SCH D and TR 2 SCH E in the findings chapter. This finding entailed that for learner autonomy to be fostered in the teaching and learning of English Language, the teacher needed to incorporate translanguaging practices in the classroom. Translanguaging in language learning is a learning strategy which many researchers have advocated for because of the numerous benefits it poses in language learning. This is seen in the study by Nyimbili and Mwanza (2020) who established that pedagogical translanguaging practices improved performance in literacy. In addition, Mweemba (2023) also showed that teachers' code switch between languages to enable learners understand the concept and be able to participate. Mwanza and Bwalya (2019) also established that teachers adopted translanguaging as a pedagogical language practice and that it was mainly used in translation when teaching. Furthermore, Sikaindo (2017) also consented and showed why it is necessary to let learners code switch as they learn as it helped them to confidently express themselves and to improve their English spoken language after being corrected. These studies show how important translanguaging is in language learning. If the teachers encouraged learners to translanguage during the learning of English Language, it would promote learner autonomy because learners would be empowered with a strategy they could use to help them learn. This view is also supported by Fang et al (2022) who highlighted that if translanguaging is applied in the classroom settings to empower learning, where teachers carefully plan the language used for teaching, or spontaneous translanguaging, it will maximize learners linguistic repertoire for language and content learning which will foster autonomous learning. Encouraging translanguaging strategies is essential in fostering learner autonomy in language learning because it will assist learners to translate difficult words encountered which will enhance comprehension of any given text, and will help them learn a language faster. This view is in tandem with Herdina & Jessner (2002) who established that translanguaging helps build strong multilingual mental networks, transfer linguistic and cognitive elements from previous language learning to other languaging learning activity which helps learners learn new languages faster.

Teachers using translanguaging strategies in English Language learning is important not only for students' identity and individuality but it becomes a resource that learners can use

in the learning of English Language.

6.2.8. Providing Appropriate Learning Resources to Promote Independent Learning.

Provision of appropriate learning resources highlighted the other role that the teacher performs. Teachers have a role to play in the provision of variety of learning resources in the teaching and learning in order to foster learner autonomy in English Language Learning. Appropriate learning resources that the teacher has to provide learners with are materials such as dictionaries and books which learners can use when learning English Language as indicated in the responses by TR 1 SCH F and L8 SCH C and L 11 SCH C. These books as resources help learners to be exposed to the English language. Once learners are exposed to these appropriate resources, they will be able to examine how language is used in the same resources which will enrich their vocabulary and language use. This view is supported Yu, (2020) who established that providing resource is one of the roles of the teacher in fostering learner autonomy and the word "resource" means something or someone that you can use or refer to. If someone has resource, he or she can take advantage of the ability to solve problems and difficulties quickly and efficiently and thus will enhance their autonomy. In addition, learning resources do not only encompass the print based resources, it extends to other online learning resources that the teacher can use as learning resources for the learners in order to develop their autonomy. Both print based and online based are essential in fostering learner autonomy. Therefore, the teacher has to ensure their availability in language learning. This perspective aligns with Littlejohn et al (2008) who confirms learning resources being fundamental to quality education as well as an integral part of teaching across various sectors in education and has since seen major changes in both the availability as well as the affordances of new types of resources based on digital technologies.

Furthermore, in providing appropriate learning resources, the teacher can share appropriate online sites where learners can access learning resources which would promote autonomous learning as learners will be able to access sites outside classroom time. This view concurs with Naibaho (2019) who expressed that the teacher can also share useful websites for learners and choose on behalf of them materials that can arouse the interest of learners and cater for their learning level. In addition, Hsieh & Hsieh (2019) also established on the same view that one way to encourage autonomous language learning is by increasing an

individual's self-access centre by creating a self-access environment where a student is equipped with opportunities to use resources which will enhance learning.

6.2.9. Modelling the Language Skill Being Taught Before Learners Take Control of Their Learning.

The findings also revealed that the teacher has the role of modelling the English language skill being taught before the learners take autonomy of their learning. Modelling of the English language skill involved the teacher demonstrating the appropriate register in English language usage as well as giving the correct pronunciation of words to the learners as shown in the responses by L4 SCH A and L9 SCH A in the previous chapter. This showed that in modelling of the English Language, the teacher would need to guide learners on how to identify different registers in the English Language in order for the learners to discover the type of language they would use in explaining different situations. This view is also held by Rexhepi (2021) who showed modelling to be a new form of learning or as a facilitation of learning units both from the students as well as teaching units from the teacher where the teachers demonstrate units on different teaching tasks to their students so they can understand them more easily.

In addition, the teacher also models the English Language through sentence construction as well as correct punctuations. The teacher has to ensure that grammatical rules are followed in the modelling process as well as the actual Received Pronunciation. This view aligns with , Haryanti, et al (2022) who confirms that the use of English pronunciation application in learning pronunciation can help the students to overcome their problems in learning pronunciation, making them more motivated in learning pronunciation and they become more autonomous learners who feel better and confident while practicing their pronunciation and can improve their pronunciation skills. Modelling of the English Language skill being taught before learners take control of their learning is an important aspect which promotes autonomous learning also entails that teachers have to model the practical use of the English Language in order to foster autonomous learning. This view is in line with Khanh (2024) who showed that English language teachers not only impart knowledge about the language itself but also emphasised practical usage, placing a particular emphasis on fostering strong communication skills.

Modelling of the English Language skills is key in fostering of learner autonomy in the

learning of English Language. The role which the teacher has in the modelling of the English Language skill exposes the learners to the practical usage of the language skill which is an essential component in language learning. Learners need first to get expose to the practical usage of the language skill before they can practice the actual language skill which they have been expose to and use it in various contexts. Hence, teachers need to be reminded through CPD activities to be the role models in modelling the English Language to the learners in order to foster autonomy.

The findings on the role the teacher plays in the classroom in order to foster learner autonomy in the classroom supports the pedagogical discourses theory which posits the control the teacher has over the recontextualisation of the syllabus in order to foster learner autonomy in the classroom. The roles identified which the teacher plays in the fostering of learner autonomy show the degree of control the teacher has over the selection, organisation, pacing and timing of the knowledge which has to be presented in the classroom. The roles the teacher plays show how the teacher recontextualise the syllabus through the selection of method of delivery and practices in English Language Learning which promote learner autonomy.

Summary of the Discussion on the Roles of the Teacher in Ensuring Learner Autonomy

In conclusion, the findings that emerged on the roles that the teacher has to perform in making learners take autonomy of their learning have been discussed. The discussion showed that the role which the teacher has to perform in making learners take autonomy of their learning is multifaceted. The teacher has no one single role that they play but a complex one in order to foster autonomy in the classroom, the role the teacher plays are dependent on the classroom practices which are done in order to promote autonomous learning. The roles the teacher perform in ensuring that learners take autonomy of their learning highlights the power and control they have on the recontextualisation of the knowledge dictated by the syllabus, the selection of the methodology, strategies as well as the discourse which has to be used in order to ensure that a conducive environment is created which supports autonomous learning. Therefore, teachers need a constant reminder on the roles they have in promoting autonomous learning in English Language. Professional meetings held in schools should constantly remind teachers on the specific roles they have

to perform in order for autonomy to be fostered.

6.3 HOW LEARNERS OF ENGLISH LANGUAGE EXERCISE THEIR AUTONOMY WHEN LEARNING ENGLISH AS A SECOND LANGUAGE

This objective focuses on how learners' exercise their autonomy in the learning of English Language. In order to provide answers to the objective raised, lessons were observed in order to ascertain how learners exercised autonomy in the learning of English Language. Therefore, seven lessons will be discussed in relations to how learners exercise autonomy in the learning of English Language. The findings on how learners exercised their autonomy was also varied. Learners did not only show autonomy in one single way but it was shown in various ways. Learners were able to show autonomy through collaboration, providing feedback to peers, inquiry on presented topics, and engaging in individual work.

6.3.1. Table 8: Summary of how learners Exercise their Autonomy

Table 8 presents a summary on how learners were able to exercise autonomy in various classes in selected secondary schools in Mwense District.

6.3.2. Collaboration with Peers.

S/N	TEACHER	TEACHING METHODS	TEACHING AND LEARNING RESOURCES	HOW LEARNERS EXERCISED AUTONOMY
1	TR A SCH A	Inquiry	No teaching and learning Resources	Answering oral questions
2	TR B SCH B	Inquiry/Group discussion	2 Charts/ past paper	Collaboration/Giving feedback to peers/presentation
3	TR C SCH C	Pair work/inquiry	Chart	Collaboration/ Asking questions
4	TR D SCH D	inquiry	No teaching and learning Resources	Asking Questions/ giving feedback to peers
5	TR E SCH E	inquiry	No teaching and learning materials	Answering oral questions
6	TR F SCH F	Inquiry/ Group discussion	No teaching and learning materials	Answering oral questions
7	TR G SCH G	Inquiry/ Group Discussion	Work cards	Asking Questions / Collaboration

Collaboration was a way in which learners were able to exercise their autonomy. Learners collaborated with each other in activities which the teachers gave them which were group discussions and pair work. These activities which supported learner autonomy were reflected in the lesson plan in Teachers B, C and G lesson plans and were used accordingly while Teachers A, D, E had no activities in their lesson plans which did not promote collaboration among learners as highlighted in the findings chapter. Furthermore, the lesson plan for Teacher F had a group discussion activity but the teacher never utilised it in the lesson presentation and focused on question and answer method. This finding

correspondents to Rahmane (2019) who supported collaborative activities as being student controlled learning, such as student-led debates and forum discussions which allow for active involvement and enhance learner interest and autonomy. Collaboration was not observed in all the lessons, this was only seen in Teachers B, C and G classes where learners were provided with group activities as in the case of Teachers B and G while Teacher C promoted this activity through pair work as observed from the classroom data in the findings chapter. In these group activities, Teachers B and G gave step by step instructions on what learners were supposed to do in writing a prose summary and further went on to give a model of both prose and note summary which enabled learners to analyse the prose summary model with reference to the discussed strategies which the teachers availed to them which still pointed to reactive autonomy. This promoted a reactive autonomy because learners were only able to exercise autonomy by reacting to the activities which were given and thus promoted a rote kind of learning because learners were just repeating what the teachers had discussed with them without any form of knowledge construction. Kolb (1991: 271) advised that learning should not center on rote memorisation of information but should be “a constructive process that involves actively seeking meaning from (or even imposing meaning on) events.”

Learning through repeating what the teacher said does not support critical thinking by learners since they just recall information availed to them without reflecting much on strategies learnt which could help them develop a higher level of autonomy. In fact, Dixon (2015) pointed out that the key to learner autonomy is learner engagement which is learners' ability in promoting their psychological commitment to stay engaged in the learning process, to acquire knowledge and build his or her critical thinking. Additionally, Najeeb (2012) also noted that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others.

However, in teacher C class, Proactiveness in learner autonomy was observed in the lesson observation data from the questions Learners 1, 4, 7 and 8 posed. Few learners were able to question concepts on punctuation rules which the teacher had discussed in the class. This questioning on such rules showed characteristics of proactive autonomy where the learner reflected on the information given and questioned concepts availed to them by the teacher.

This proactiveness supported critical and reflective thinking because it was initiated by the teachers through rule explanation on Direct Speech. This view is in agreement with what Najeeb (2012:1214) who stated that “there is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others.”

In Teachers B, C and G classes where learners collaborated with their fellow peers, participation in the activities was very high compared to other Teachers A, D, E and F who did not incorporate activities that fostered collaboration among learners as seen in the classroom observation data in the findings chapter. Contrary to the teachers’ practices as presented, some studies have advocated for collaborative learning to foster learner autonomy. Rao (2019) advocates for collaborative learning which he viewed as an enhancement to English Language learning skills because it gives learners an opportunity to share their ideas with their peers and pave way to learn anything in depth which enhances storage of information learnt for a long period of time. Additionally, Ahn (2016) also promotes that collaborative play with language(s) allowed students to increase their turns in talking, actively participate in and lead the classroom discussion, and display their learner autonomy. Yildiz, (2017) also supports this position that participation in the group activities has a vital importance in establishing a close interaction with the group participants which gives opportunities to learners take on responsibilities.

Collaboration is an effective learning strategy in English language and teachers need to be oriented on how it can be incorporated in various lessons in English. This can be done through departmental lesson observations where teachers observe a colleague on how they can implement this strategy in the teaching and learning of English.

Additionally, various classroom practices were also identified and how they promoted and affected learners exercising their autonomy in the learning of English Language. In the classroom, Teacher B used question and answer, group work and group presentation. On the other hand, Teacher C used question and answer, and pair work while in Teacher G used question and answer and group discussions. The three teachers were able to foster autonomy through the use of more than one strategy in the teaching and learning of English Language which encouraged all the learners to take part in the lesson. It was also observed that using one strategy restricted learner participation because some learners did not take an active

role in in the learning process. This finding is observed in the classroom data in chapter 5 and shows that Teacher B, C and G correctly interpreted the English Language syllabus which advocates for eclectic approach to English Language teaching (cf. CDC: 2013).

Teachers B, C and G who were eclectic in the teaching of English Language fostered learner autonomy in the classroom because the limitation of one method was addressed by another which the teachers were able to incorporate in the teaching and learning process. This view is in agreement with Mwanza (2019) who established in his study that some teachers understood and utilised the eclectic method in English Language teaching while others avoided the method which was observed in Teachers A, D, E and F. Therefore, Teacher B, C and G used the eclectic approach to teaching which enabled the learners to take autonomy of their learning.

This showed the kind of awareness that teachers had on teaching of the English Language and strategies that could foster autonomy in relation to interpreting the syllabus. This view points to metacognitive theory which focuses on the teacher being aware of their responsibility in teaching and learning. In addition, the usage of variety of methodology in language teaching pointed to the pedagogical theory on how teachers recontextualise the syllabus through the identification of key discourses that shaped the learning environment in order to foster autonomy in the classroom.

Contrastively, Teachers A, D, E and F only used one technique which did not promote learner autonomy in the classroom because only few learners in each class were able to take part in the lesson. The technique which the teachers used was question and answer. This method restricted learner participation because of their inability to include everyone during the lesson because of being restricted to its use. In addition, the responses learners were giving centred on one word answers which did not encourage autonomous learning. This view aligns with Karuru, et al (2023) who revealed that question and answer technique is a two way communication which is between the lecturer and the student. The use of variations in its execution should involve guessing objects answering method, questioning through body movements, and argumentative questioning which improves students' thinking abilities and also creates an interactive and enjoyable learning environment. Therefore, asking learners questions which require them to give a yes or no answer or simply one word answer does not show autonomy or promote it.

Consequently, the lessons which were delivered by Teacher A, D, E and F does not support the pedagogical theory because the teachers controlled the learning environment by using only one method in the teaching and learning of English. The teachers did not give more freedom to the learners in relation to the methodology because it restricted majority of the learners to take an active role in the learning process

6.3.3. Providing Feedback to Peers.

Providing feedback was another way in which learners were able to exercise their autonomy. Learners were able to provide feedback to their peers during presentation on mistakes made as well as on information which peers omitted. This finding corresponds to Sadaghian and Marandi (2021) who established that autonomous learners are able to add new information; deleting existing information; correction of information; clarification; synthesis; and reflection. Additionally, Hamainza (2019) also confirms that autonomous learners fully participated in giving of opinion on delivery service during class interaction and giving their points of view on issues that affected their learning. This autonomous practice was observed in Teachers B and D classes as presented in the findings chapter where learners were able to correct the presented materials from their fellow peers and they also added information on points which their representatives had omitted during the presentation. In addition, Teacher D class also had the whole class giving feedback to learner 11 who failed to grasp the concept of a Zero condition and when the teacher asked the learners to identify what type of conditional sentence learner 11 constructed, all the learners in unison identified the condition and gave feedback to learner 11 as shown in the observation data.

This role the learners were able to do were as a result of the teacher using instructional behaviour in fostering autonomous learning. This view is supported by Reeve and Jang (2006) who illustrated that many instructional behaviours positively correlated to students experiences of autonomy which included among others listening, creating time for independent work, giving the student opportunities to talk, praising signs of improvement and mastery, encouraging the student's effort, offering progress-enabling hints when the student seemed stuck, being responsive to the student's questions and comments, and acknowledging the student's perspective and experiences. This activity learners did in exercising autonomy was only observed in Teachers B and D classes who allowed group

members to correct and add information on the presentations being made by their peers as well as giving feedback to their peers.

This freedom Teachers B and D gave the learners in the learning of English Language centres on metacognitive awareness of the teacher on the responsibility they have in ensuring that learner autonomy is promoted in the classroom because metacognitive awareness (Flavell, 1976), focuses on analysing the teachers' awareness of the thinking and learning process as well as the responsibilities that they have in the classroom in ensuring that learners take autonomy of their learning.

Peers reviewing each other's work is an important learning strategy that teachers must promote in the classroom in order to foster autonomy.

Furthermore, Teacher C failed to give freedom to learners to provide feedback on the questions asked by their peers. The teacher was the only one answering questions which learners posed to her. This restricted the learners from exercising their autonomy through providing feedback by being given a chance to try to answer questions raised in the classroom because the teacher never encouraged learners to try to provide answers to the raised questions so that autonomy is encouraged in the classroom. This perspective concurs with Cakici (2015:32) who stated that "the starting point to encourage learners to become more autonomous is to have them accept the responsibility for their own benefit." This position taken by Teacher C confirms the pedagogical discourses theory on the degree of control the teacher has on practices that occurs in the classroom including control over content and method of delivery as well as expectations surrounding autonomous learning. In this case, the teacher also showed that teachers sometimes abuse their authority to an extent where they deprive learners of their freedom to be active participants in the learning process. Allowing learners to provide constructive feedback to their peers is an activity in which learners can exercise their autonomy. This can be done by allowing learners to give a comment on answers their peers give so that confidence is promoted in learners in order to encourage critical thinking and reflection on any given work which a learner comes across. This can be achieved through the teacher teaching this skill to the learners so that they learn the strategies to use when providing feedback to peers. Therefore, teachers need to be enlightened on the importance of giving questions raised in class back to the learners so that they can try to answer them. In this way, learner autonomy will be fostered.

6.3.4. Inquiry on Presented Topics

Inquiry was another way in which learners were able to exercise their autonomy. In inquiry, learners were given chance and invited by the teacher to ask questions during the presentations of the lessons where they faced challenges. This finding relates to Uslu and Durak (2022) who showed that autonomous learners exhibited the same kind of characteristics and are actively involved in the learning process, will inquire on any given task and go an extra mile to research on learning contents. Inquiry from the learners was observed in the lesson conducted by Teacher C, D and G. Other lessons did not have this aspect of inquiry from the learners despite the teachers requesting the learners to inquire on the learnt topic. However, the findings showed a limited view on how inquiry based learning was conducted which learners tried to venture in. Akhter & Fatima (2016) illustrated in line with the finding that in inquiry based learning, both teachers and learners must generate questions before hand which need to be asked during the lesson to promote critical thinking and independent learning. The key point is that the learners have some issue to address and they have to carry out enquiry in order to understand the issue, find answers and generates the next stage of questions. Therefore, questions asked in the classroom need to be given back to the learners so that they can venture into research so that they generated answers to their own questions which promoted independent learning. Inquiry which learners ventured into supports the metacognitive awareness because learners were able to think about their learning which required them to use strategies that can enhance their learning, Schraw (1994).

Inquiry is essential in autonomous learning because it gives the learner freedom to inquire on many aspect of their learning which need clarifications as well as finding information on how information was arrived at. Therefore, teachers need to promote this key learning strategy in their classroom so that autonomy is promoted. This can be done through professional meeting such as CPD meeting where teachers can be guided on using the inquiry learning approach in the classroom in order to foster autonomy in English Language Learning.

6.3.5. Engaging in Individual Work Given.

Learners also exercised autonomy through practicing answering the task given by the teachers. This showed that some learners in the lessons which were observed were able to

engage themselves in the task which was given as expressed in the classroom data in the previous chapter. This view concurs with Dixson (2015) who noted that the key to learner autonomy is learner engagement which is learners' ability in promoting their psychological commitment to stay engaged in the learning process, to acquire knowledge and build his or her critical thinking. However, it is important to note that all the seven teachers gave tasks for learners to do and learners were observed working on the tasks given individually. However, only Teachers C, E and F, provided partial feedback to few learners who completed the task. Feedback was not adequately given to all learners and it was thus difficult to determine whether learners were autonomous in the task which were given despite it being an important aspect in language learning. This view is confirmed by Herra and Kulińska (2018) who indicated that teachers do not have to shy away from giving feedback to students but they need to ensure that it is provided for students in a manner which is meaningful, and that caters for students' individual needs.

Engaging learners in individual tasks by the teacher and providing feedback rests on the evaluative rules established in the pedagogical discourses theory. Evaluative rules help in understanding to what extent the learners have acquired the content they learnt or what is lacking. This can only be observed through the competence learners will exhibit through specific discourse practices which will translate to being autonomous or not. Therefore, through giving learners feedback, teachers will be informed to what extent the content presented was acquired.

Therefore, it is important to note that when learners are engaged in the task, feedback is given so that it helps them reflect on their choices of strategies they used and if there is need to adjust strategies in order to get a favourable response. This is all dependent on the teacher who has to ensure that timely and constructive feedback is given in order to promote autonomy.

In summary, the discussions on how learners exercise their autonomy have been presented with the help of class observations. Learners were able to show autonomy in the learning of English language. This was done through answering questions, collaboration in the group discussions, asking questions on the lesson being presented, and providing constructive feedback to peers as well as answering the given exercise individually.

6.4 FACTORS THAT AFFECT LEARNER AUTONOMY WHEN LEARNING

ENGLISH

In order to answer the question raised on factors that affect learner autonomy in the learning of English Language, interviews were conducted for both teachers and learners. The findings showed that learner autonomy was affected by various factors which emanated from the learners, the school, the teacher and the parents. These factors collectively included; perceived learners' English Language proficiency, lack of self-confidence by the learners, inadequate teaching and learning materials, lack of confidence in schooling by both learners and parents, lack of parental support, lack of opportunities to practice the English language, large class sizes, poor teacher-learner relationship and fear of classroom bullying by fellow learner. This chapter will further discussed the identified factors that affect autonomous learning of English language.

6.4.1. Factors Attributed to the Learners

Factors which affected learner autonomy were attributed to the learners. This meant that the learners themselves were the ones who brought out these factors which affected the way they exercised autonomy in the learning of English Language. These learner factors included, perceived learners' English Language proficiency and lack of self-confidence when learning English Language. These learner factors are further discussed in this chapter.

6.4.1.1. Perceived Poor Learners' English Language Proficiency.

Perceived poor learners' English Language proficiency is one of the learner factors which emerged as a finding that affected learner autonomy in the learning of English Language. This finding implies that learners have challenges using the English language effectively because of lack of proficiently in English Language. This view on lack of proficiency by the learners aligns with Mwanza (2020) and Muchelemba (2019) who established that learners lacked proficiency in English which hindered their participation in the class activities where the teachers exclusively used English in their lesson. Lack of proficiency in English language usage by learners would mean learners experiencing difficulties in learning independently because it will be challenging for the learners to take part in class activities in the lesson that require them to communicate in the English Language as shown in the responses of TR 3 SCH G, TR 1 SCH D as well as L10 SCH D and L2 SCH D. This entails that learners will not be able to participate in listening and speaking activities which require them to use the English language in my different contexts in order to carry out verbal

practices in individual work, pair work, group work, role play in different situations and class presentations. This view aligns with Zhang and Li (2004) who linked autonomy and language proficiency and established that learner autonomy was closely related with the language levels and showed that learners with high language proficiency levels also show high levels of autonomy while learners with low language proficiency show low levels of autonomy. In addition, Marzuki et al (2023) also agrees with the perspective on the perceived learners' English Language proficiency and established that language barriers possessed a constraint to learners being autonomous in different components of the English Language such as listening comprehension, reading comprehension, speaking, writing, pragmatic competence, and vocabulary acquisition. Furthermore, Dafei, D. (2007) also indicated that learner autonomy and the English proficiency of the participants were significantly positively and linearly correlated. This meant that learners' English Language proficiency increases with their learner autonomy and decreases with learners' low English Language proficiency.

4.4.1.2. Lack of Self-Confidence by the Learners.

Lack of self-confidence by the learners is another factor that affects learner autonomy. This factor identified implied that learners do not have self-confidence where learning exclusively in English language is concerned because they do not have the ability to trust and have confidence in their learning capabilities. This perspective concurs with Basavanna (1975) who emphasised the importance of self-confidence in language learning and established that learners who have self-confidence trust their own abilities, capacities and judgement in the learning of English language in order for them to be autonomous. However, this aspect of learners trusting their own abilities and capacities is not there in the learning of English Language and eventually affects their autonomy because learners are afraid of making mistakes and fail to ask questions as shown in the previous chapter on findings from the responses of TR 1 SCH A and TR 2 SCH G.

Lack of self-confidence by the learners in language learning which requires them to take autonomy of their learning was attributed to learners being afraid of making mistakes especially where they have to express themselves in English Language during learning and as a result, they lacked the ability to act effectively when taking autonomy of their learning of English Language. This view concurs with what Jabor et al (2017) who contrasted for

both learners with self-confidence and those without self-confidence that self-confident learners are risk takers at using language even if they commit mistakes in activities which they are engaged. They often learn from the mistakes made and work hard which enhances their language proficiency. However, learners with low self-confidence, are uncomfortable when using the language because they are concerned about their performance being criticized or disapproved, so they tend to perform less successfully.

In addition, because of lack of self-confidence by the learners in taking autonomy of their learning of English Language, will also have an implication on their academic achievements because learners who are not willing to learn autonomously may not improve academic performance.

6.4.1.3. Fear of Classroom Bullying By Fellow Learner.

Fear of classroom bullying by fellow learners was another finding which emerged on factors that affect learner autonomy. The finding implied that learners were bullied in the classroom when learning English language and thus autonomy was affected as shown in the findings chapter from the responses of L9 SCH A, L16 SCH A and L 18 SCH B. This bullying was attributed to learners themselves during learning of English Language. Bullying in English language will affect their level of autonomy which also has an effect on their academic performance. Therefore, this position established aligns with Ombasa (2021) who established that an increase in cases of peer bullying lowered academic and co-curricular engagement. Furthermore, classroom bullying also entailed that the teacher does not effectively manage the classroom by providing a conducive environment where learners were free to learn and make mistakes which were addressed with the view to improving autonomous learning. This position aligns with Pianta and Hamre (2009) who posited that providing emotional support and a predictable, consistent, and safe environment help students become more self-reliant, motivated to learn, and willing to take risks. Therefore, teachers have a mandate to ensure that the classroom environment is free from bullying and should allow learners to take autonomy of their learning.

Furthermore, classroom bullying has implication that points to poor class management by the teacher and it was seen primarily as managing discipline and learner misbehavior which can be done by allowing learners to come up with the code of conduct themselves on how to conduct themselves when learning English through the formulation of rules. This

position aligns with Oliver and Reschly (2007) who showed that preventive component of classroom and organisation centres on the use of rules which establish the behavioural context of the classroom by specifying behaviour which are acceptable by the students, behaviour which will be reinforced and consequences of inappropriate behaviour.

Therefore, classroom bullying deters learners from taking autonomy of their learning in English Language. This affects learner participation in class activities. It is therefore, important that teachers are constantly reminded in professional meetings such as CPD on the importance of classroom management in the teaching and learning of English Language so that learner autonomy can be promoted.

6.4.2. Factors Attributed to the School

Factors which affected learner autonomy were also attributed to the school. This meant that the school has a role to play in ensuring that learner autonomy was promoted and if they did not perform their role, autonomy would be affected in English Language Learning as well as teaching. Factors that pertained to the school included, inadequate teaching and learning materials and large class sizes. These school factors are further discussed in this chapter.

6.4.2.1. Inadequate Teaching and Learning Materials.

Inadequate teaching and learning materials was a factor that affected learner autonomy in the learning of English Language. This factor came as a result of the school not providing adequate teaching and learning materials. The finding entailed that schools did not have adequate teaching and learning materials which could foster autonomous learning. This was also seen in the lesson observations where teachers had little to no teaching and learning materials for their lessons. The view corresponds to what Mulesu (2023) and Sakala (2013) who established that inadequate teaching and learning materials are challenges that teachers face in the teaching and learning process in Zambian schools.

For a teacher to effectively teach the English language to the learners and for the learners to take autonomy of their learning, there is need for materials to be adequate which can be used as references for both teachers and the learners following the learning content which must be taught. Using teaching and learning materials maximises the effectiveness of the lesson as well as the learner's involvement in the lesson because of their interaction with

different learning materials and providing learners with relevant autonomous learning materials to meet their learning needs. The perspective established correspondent to Metto and Makewa (2014) who showed that equipment, books and other materials increase the learning opportunities within the physical environment of the classroom. It affects the behaviour of learners and their attitudes towards schooling and learning. In addition, Kemala (2016) also pointed out that students will learn more successfully if they enjoy the activities they are involved in and are interested or stimulated by the topics as well as availability of learning resources. Therefore, teachers should think carefully about matching activities and learning material because this is one of important aspects to increase learner autonomy.

6.4.2.2. Large Class Sizes.

Large class size was another factor which was identified in this study that affected learner autonomy in the learning of English Language. The MOE (1996) noted that the average class size is over 45 which affirms this challenge identified. Large class sizes has for long time been established in English language teaching and learning. Studies on large class sizes such as Mumba and Mwanza (2020), Mulesu (2023) and Sakala (2013) concurs with this finding in this study. In addition, large class sizes possess a challenge in fostering learner autonomy in the classroom because of the challenges that come with it. Having large class sizes has a negative effect on learner autonomy because the teacher will find it difficult to use effective teaching strategies that will promote learner autonomy. This view is supported by Sakala (2013) who attributed the excess use of the lecture method of teaching among high school teachers to large class sizes which are in Zambian Schools. Furthermore, Mbozi (2008) also highlighted on this finding that large class sizes might be a limiting factor to the teacher in their choice of the teaching methods and they may not employ other methods hence depriving learners who could have benefitted from such strategies.

Large classes are a hindrance to learner autonomy because it will affect the effective use of teaching and learning strategies that the teacher will have to use in the classroom in order to foster learner autonomy in the teaching and learning of English Language. In addition, it will also affect collaboration among learners in the classroom which leads to a more negative and non-supportive environment on learner autonomy because the teacher will face challenges engaging all the learners in the lesson in order to meet each and every

learning need of the learner, which potentially lead to gaps in understanding and a slower academic progress. Therefore, institutions should ensure that schools take considerations of this effect when enrolling learners so that enrolment corresponds to the availability of the teachers.

6.4.3. Factors Attributed to the Parents.

Factors which affect learner autonomy were also attributed to the parents. This meant that parents have a role to play in ensuring that learner autonomy is promoted and if they do not perform their role, autonomy will be affected in English Language Learning of their children. Factors that pertained to the parents included; lack of confidence in schooling by both learners and parents and lack of parental support. These school factors are further discussed in this chapter.

6.4.3.1. Lack of Confidence in Schooling by both Learners and Parents.

Lack of confidence in schooling by both some learners and parents was another factor that was established which affected learner autonomy. The finding meant that some learners and parents have uncertainties about the value of schooling. They fail to comprehend the value of schooling which affected autonomy of the learners in the learning of English Language because learners are not motivated by their parents on the benefits of schooling as indicated by the responses of the TR 3 SCH B and TR 2 SCH F in the findings chapter. This lack of motivation by parents was also transmitted to the learners who also lacked confidence in school. This finding agrees with Pratama and Kuswardani (2021) who identified the environment has a leading factor on challenges that affect learner autonomy because learners have challenges being autonomous in the environment which does not align with their aspirations or lack of it. A study conducted by Boberiene (2013) shows how parents affect the child's learning by pointing out that family engagement in the schooling of the child improves classroom dynamics and increases the expectations of the teachers, teacher learner relationships, cultural regardless of the age of the student. Besides, Tabiati, (2016) also showed parents as external factors contributing to the development of autonomy which was seen in their support, encouragement and providing of facilities that made the learners have autonomy in making decision to read EFL materials. Parents in this study were willing to pay for the course for the students, provided printed materials could foster the learners

to read autonomously. This variation in findings can be align to different contexts, economic situations in their environment, literacy levels and how the school tries to engage parents in their children's education.

6.4.3.2. Lack of Parental Support.

Parental support is key in the promotion of learner autonomy. If parental support is not available, learners will have challenges with autonomous learning. The finding on lack of parental support meant that some parents did not provide necessary support which can either be emotional or material for their school going children which can be aligned to the parents not understanding the role they have to play in supporting their children in learning as shown in the responses of TR 3 SCH F and TR 1 SCH C in the previous chapter. The finding is supported by Sapungan (2014) who suggested that lack of support among parents may be linked to their inability to comprehend the role they have to play in the success of their children and the incapability to support the school academic undertakings.

Accordingly, parents have a responsibility of ensuring that learners are provided with all the learning materials in order for them to effectively learn the English Language and to take autonomy of their learning. However, in most instances, parents do not participate in the learning of their children which also affects them and eventually will have a ripple effect on learner autonomy because parents will not provide material resources such as text books for the learners which will enhance learner autonomy in the learning of English Language as well as motivating learners to practice using the language being learnt. This finding advances the need for parental support in learner autonomy. This is in tandem with Griffin and Steen, (2010) who revealed in their study and indicated that parental support, involvement, encouragement and positive reinforcement are all connected to children's learning competence, healthy social relations, a strong feeling of self-worth and fewer behavioral problems.

In addition, parents who do not afford ample time for their children to attend to work given at school also affect how the child's autonomy because learners will not have enough time to attend to their work on their own which the teacher has given them. In reference to lack of support by parents, Özçelik (2022) supports the notion that parental moderation and positive involvement in English language learners' learning process may lead to foster children's autonomy; nevertheless, involving in all process from setting goals and making

decisions to applying appropriate techniques of children may result in less autonomous behaviors.

6.4.4. Teacher Factors

Factors which affect learner autonomy were also attributed to the teachers. This meant that teachers have an essential role to play in ensuring that learner autonomy was promoted in the classroom and if they did not perform their role, autonomy would be affected in English Language Learning of their children. Factors that pertained to the teachers included; lack of opportunities and poor-teacher. These school factors are further discussed in this chapter.

6.4.4.1 Lack of Opportunities for Learners to Practice the English Language.

Lack of opportunities for learners to practice the English language was a factor that affected learner autonomy which this study brought out. The finding aligns with Borg and Alshumaimeri (2019) who illustrated that teachers influence the autonomous opportunities they provide to their students. This meant that learners were not availed with opportunities or situations where they can practice using the English Language by the teacher as highlighted by TR 2 SCH E and TR 2 SCH G in the findings chapter. This finding aligns with Swatevacharkul (2020) who attributed factors affecting learner autonomy to teachers and saw teachers as a two-edged sword who can be considered as both a contributor and hindrance to learner autonomy. Learning of any language calls for practice, English inclusive. If learners are not provided with opportunities to practice using the language, it would be very difficult for them to exercise autonomy in learning of English Language that calls for learners to practice using the language in various contexts. CDC (2013) also recommends learners developing a high level confidence in English so that they are able to effectively use it in everyday life, the work and in further education. Therefore, for learners to develop a high level of confidence in English and to effectively use it, a lot of practice is needed and the teacher must ensure that they incorporate strategies that will enable learners to practice using the English Language in various contexts be inside the classroom outside of it. This corresponds to, (cf. Mwila: 2023) and (cf. Baker et al: 2003). Asmari (2013) also acknowledged that a teacher should provide the students with appropriate tools and opportunities which should help them practice language learning.

Teachers need to provide opportunities for the learners to practice in order to foster learner autonomy in the learning of English Language. If learners lacked the opportunity to practice, it will be difficult for them to exercise autonomy when learning the language and it will affect their autonomy since practicing builds fluency and skills. Thus, CPD meeting in the department should be encouraged for teachers to incorporate more opportunities which should also extend outside the classroom environment for the learners to practice using the English Language which will promote autonomy

6.4.4.2 Poor Teacher-Learner Relationship.

Poor-teacher relationship was another factor that contributed to autonomous learning. This finding showed that the relationship between the teacher and the learner is critical in promoting autonomy in the learning of English. Teacher-learner relationship is important because it supports the wellbeing, motivation, autonomy, and achievement of the learners. The finding established is supported by Kim & Lundberg, (2016) who indicated that teacher-student relationship relates positively to students' motivation, engagement, achievement, retention, and well-being. In addition, the finding is also in line with Hagenauer, et al (2023) who uncovered that in teacher-student relationship, teachers need to provide support to the students which should be at an effective level to foster students' autonomy in learning.

However, if the relationship between the teacher and learners is poor as established by the findings in the responses of L13 SCH A, L2 SCH C and L 11 SCH C in the previous chapter, learner autonomy in learning of English Language will be affected and the learners will not be autonomous unless the teacher develops a good relationship with the learners that is when a positive aspect of it can be seen. This perspective is validated by Krause et al (2006) who illustrated that teachers are able to form positive student relationships and engage their students and this has an effect on learning which becomes an enjoyable experience that takes place in a balanced classroom atmosphere. Additionally, Wang and Zhang (2022) also confirms that the learning environment can be directly improved through the analysis of learners' needs, so as to improve the autonomous learning behaviour.

Teachers need to create a positive relationship between them and the learners. This positive relationship if created enables the learners to be free with the teacher in the teaching and learning process. This relationship promotes autonomous learning in Language learning.

For this reason, teachers in schools need to be constantly reminded through professional meetings on the importance of positive relationships with their learners. Teachers need a constant reminder on the importance of having a good relationship with learners in order to foster their autonomy.

The identified factors which affect learner autonomy supports the implementation of the critical discourse analysis theory. This theory focuses on how discourse shapes the classroom practices through control, inequality and dominance. This dominance and inequality in the fostering of learner autonomy is seen in the teacher not providing opportunities for practice for the learners as well as the poor-learner relationship that exists. The teacher has control on practices which must take place in the classroom as well as outside of it. Furthermore, since critical discourse analyses applies also in the social context, this was observable in discourses generated in relation to education on the lack of self-confidence by parents in education as well as support. This shows the control the parents also have on autonomy of their children. Finally, power and control was also seen in the school in relation to the discourse generated on the inadequate teaching and learning materials as well as large class sizes.

6.4 MEASURES OR PRACTICES WHICH CAN PROMOTE LEARNER AUTONOMY WHEN LEARNING ENGLISH LANGUAGE.

This research objective focused on measures or practices which can promote learner autonomy when learning English Language. In order to answer the question raised on measures or practices which can promote learner autonomy when learning English Language, interviews were conducted for both teachers and learners. The findings showed that four measures or practices which can promote learner autonomy when learning English Language. These included; use of appropriate teaching strategies, providing teaching and learning resources to promote independent learning, encouraging and motivating learners to speak English Language and building and restocking the library with appropriate books and materials.

6.5.1. Use of Appropriate Teaching Strategies

The use of appropriate teaching strategies was one of the key measures or practices that the teacher must incorporate in their teaching so as to promote autonomy in the classroom. This finding meant that for learner autonomy to be promoted in the classroom, the teacher must

use teaching strategies which engaged learners in the lesson and would help them learn independently. The finding attest to Huynh, (2019) who established that teachers are required to be involved in a variety of activities. They are responsible for communicating expectations like learning objectives or task requirements, provide students with appropriate activities and allow students to have a choice in organizing work so that students are able to reach previously assigned goals as well as their personal goal raise students' awareness of all the elements of the learning process by initiating and encouraging discussions among learners as well as between the teacher and students. These strategies enables learners take control of their learning by working collaboratively with their peers. Furthermore, Nguyen (2012) also supported the finding and suggested that the teacher has a role to play of implementing teaching approaches, which will encourage learners to be autonomous. Additionally, Yang (1998) also supported the finding by establishing that teachers are able to use strategies through lectures such as debates, panel discussions and reading materials that can encourage effective strategy use and promote learner autonomy in language learning as stated in the responses from TR3 SCH A, TR 3 SCH B and TR 2 SCH D. Furthermore, Kangwa et al (2024) also showed that teacher-scaffolding as a teaching strategy employed by the teacher directly and indirectly affected student engagement by enhancing self-regulation in online learning.

The finding on the use of appropriate teaching strategies as a measure or practice in promoting learner autonomy in the learning of English Language is also echoed in the Senior Secondary English Syllabus which requires a teacher to provide effective experiences as well as activities which enables learners to achieve the planned results (cf.CDC:2013). In addition, the study by (cf.Mwila:2023) also advocates for the teacher to use interactive techniques which focuses on ensuring that learners are active in the learning process and are engaged by the teacher.

Provision of appropriate teaching strategies can only come about if the teacher is aware of the responsibility they have over the choice of strategies to use in the teaching and learning of English language as well as the importance those teaching strategies will have on the promotion of learner autonomy. Thus, professional meetings held in schools need to create awareness on the strategies teachers should use in their teaching of English Language so that autonomy is fostered in the classroom.

6.5.2. Provide Teaching and Learning Resources to promote Independent Learning

Provision of teaching and learning resources to promote independent learning was another measure or practice that could promote learner autonomy in the classroom as reported in the findings chapter. This finding showed that in the teaching and learning process of English Language, the school had the responsibility of planning and providing the teaching and learning resources that must be used in order for the successful presentation of the lesson to the learners and for learner autonomy to be fostered in the classroom. The finding correlates with Esu et al (2004) who affirmed that materials for instructions in the classroom facilitate learning of abstract concepts by assisting learners to concretise ideas and stimulate learners' imagination. Cotterall and Crabbe (1992) also showed that the usual reference works and books are not the only pedagogical materials that can be used but can include materials like newspapers and radio broadcast among other in language resources. Therefore, learners need to be creative in using such resources by drawing on what they know about language learning. Despite the emphasis on the importance of resources in language learning, the observation made in the classroom data indicated that some teachers confirmed that schools had provided teaching and learning resources such as dictionaries as stated by TR 1 SCH C. However, during lesson observation, the dictionaries were not used in the teaching and learning process. This position observed indicated the need for the teacher to ensure that in the provision of the teaching and learning resources, the materials that must be used are those which will engage the learner and will thus promote learner autonomy. Saeed (2021) also confirmed that learners are involved in studying a variety of resources such as books, periodicals apart from the allocated materials which help them improve their interest in learning and to develop autonomy in learning. The provision of teaching and learning resources to promote independent learning also aligns with the study by Sikaindo (2017) who also confirms the teachers' use of teaching and learning materials that supported the task-based and text-based instructional methods in teaching of English Language. In addition, Reinders, & Bałçıkanlı, (2011) also noted that textbooks do have the potential to foster autonomy in a number of ways even if the progression of learning is largely fixed. Therefore text books are some of the learning materials that the teacher can use as a measure in promoting learner autonomy.

Daflizar, (2023) further advanced the finding on the provision of teaching and learning

resources by citing the benefits of using technology as a teaching and learning resources by stating that using technology in teaching and learning in the classroom has the benefits to both the students and teachers and it is important for the teachers to apply technology in the teaching and learning process to promote learner autonomy.

6.5.3. Encourage and Motivate Learners to Speak English Language

Encouraging and motivating learners to speak English Language was another practice or measure that teachers needed to do in the classroom in order to promote learner autonomy which was highlighted in the findings chapter. The finding rests on the premise that language learning focuses on the aspect of practice because it helped learners to improve their proficiency in English. This finding is in line with what Rao (2019) revealed on the teachers encouraging the learners to participate in the classroom discussions where learners improved their speaking skills tremendously and the learners created situations themselves to speak not only in the classroom but also outside the classroom. He also suggested activities that could help learners practice using the English language such as in games, role plays and pair or group work. Additionally, Najeeb (2013) also supported learner autonomy in language learning to include the use of the target language as the preferred medium of teaching and learning from the inception. Language learning involves learning the four skills which are listening, writing, writing and speaking. Speaking in language learning is one of the skills which is difficult for learners to acquire among the four language skills that learners have to learn, thus learner have to practice using the English Language to improve their speaking skill. This perspective is supported by Bueno, Madrid, and McLaren (2006) who pointed out the speaking being one of the most difficult skills learners face in English Language learning, it is therefore important that learners are encouraged to use English Language to enhance the speaking skill.

Furthermore, Meng (2009) also noted that students need proper conditions which not only allow but encourage them to speak in English and instructors must structure time in their lessons for learners to practice their English with partners or in groups since fluency and accuracy is built by talking, not by listening to the teacher talk.

In the language learning, English in particular, proficiency comes as a result of consistent practice. Therefore, the teacher must encourage and motivate learners to constantly practice speaking English as shown in TR 3 SCH F and TR 1 SCH B responses in the findings

chapter. Through this practice, learners will be able to consolidate new information, making it easier to recall and use in the future as well as being able to learn on their own as they engage in conversations with others on aspect of pronunciation and word usage without the teacher teaching them. Therefore, schools must make a deliberate local policy on the usage of English at school which should encourage learners practicing using the English Language.

6.5.4. Building and Stocking the Library with Appropriate Books and Materials

Building and stocking the library with appropriate books and materials was another measure or practice presented in the previous chapter that could help foster learner autonomy in the learning of English Language. This finding meant that for learner autonomy to be enhanced, schools should have libraries that were stocked with appropriate books so that learners could have access to such materials which they can use in their learning and thus will improve learner autonomy in the learning of English Language. The finding is also emphasised by Arko-Cobbah (2004) who validated that there is a need to create the infrastructure necessary to foster contacts for learners to access learning materials which helps in the mastery of subject contents.

Building and stocking the library with books can help learners to be expose to variety of reading materials which will allow them to discover a lot about language through reading on their own. This finding on building and stocking the library with appropriate books and materials aligns with Benson (2001) who showed that resource based approach on fostering autonomy focuses on the provision of resources which learners can use to access materials so that they can learning independently which extends to libraries where learners can access relevant materials to learn independently without depending on the teacher as the custodian of knowledge. Similarly, Mokoena (2023) also supported this view and pointed out that variety of affordances may exist in the community which learners can capitalize on in their self-directed study. These affordances can range from primary, secondary or tertiary. In the context of the school, buildings, books comprise the physical resources and skills, capabilities of English First Additional Language teachers comprises the intangible assets which learners can use in their self-directed study as learning resources.

Building and stocking the library with appropriate books and materials is essential in promoting learner autonomy. Schools should ensure that they have a library stocked with

appropriate books so that learner can have access to variety materials which can expose them to the English language as pointed out by TR 1 SCH A, TR 2 SCH D and TR 2 SCH E from the responses given in the findings chapter. This will improve their language skills and grammar because they will be expose to variety of materials which will promote independent learning.

The findings on this objective show that promoting of learner autonomy in the learning of English language is multifaceted and is dependent upon the teacher and school. The findings upholds the metacognitive theory which was used to explain this objective. The measures or practices in fostering learner autonomy rests on awareness of the metacognitive strategies that the teacher as well as the school can use to ensure that learner autonomy is fostered not only in the classroom situation but also as a school through the provision of a well-stocked library which should have appropriate books. Hence schools should ensure that they build libraries and stock them with appropriate learning materials.

In summary, the findings on the objective on measures and practices that can promote learner autonomy show practices and measures that both the teacher and the school have to be engaged in so that learner autonomy is promoted in English Language.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.0 Introduction

The previous chapters have presented and discussed the data in this study. In this chapter, conclusions and recommendations have been made on the study with respect to each of the research objectives as presented in chapter one of this study which aimed at establishing how autonomous learners are when learning English Language in a Rural District of Mwense in Zambia. The aim of this study was answered by specific questions which were raised in chapter one of this study which included the following:

- i.** What are the teachers' perspectives on learner autonomy when teaching English Language?
- ii.** What is the role of teachers in making learners take autonomy of their learning?

- iii. How do grade 11 learners of English exercise their autonomy when learning English as a second language?
- iv. Which factors affect learner autonomy when learning English?
- v. What measures or practices can promote learner autonomy when learning English?

The questions raised were answered with the help of interviews, focus group discussions, lesson observations and document analysis. A total number of 363 learners participated in this study as well as 21 teachers of English Language who were selected from the seven secondary schools in the district. Data was analysed thematically and critical discourse theory, metacognitive and pedagogical discourses theories were used in this study. The chapter will begin by presenting the conclusions of the study followed by recommendations as well as implications for this study.

7.1 .Summary of Findings

The summary of findings of this study are presented according to the research questions.

i. What are the Teachers' Perspectives on Learner Autonomy in English Language Teaching?

To answer this question, interviews were conducted with teachers to ascertain their perspective on learner autonomy in the teaching of English Language. The study reported that teachers had a diverse perspective on learner autonomy.

Teachers' Positive Perspectives towards Learner Autonomy

The study reported that 11 of the teachers representing 52 % held a positive perspective towards autonomy and pointed out that it made their teaching easy because they would not be required to give all the information to the learners during the teaching and learning process. The teachers stated that learner autonomy required learners to do their part by engaging in the lesson and making sure that they discovered information on their own without the teacher providing all the information but through facilitation, which would help them develop their critical thinking skills. The teachers would only focus on meeting the needs of their learners through using teaching methods and strategies that promoted autonomous learning such as group work, giving assignment for learners to research on as well as availing topics to learners for them to research in advance before lesson

presentations. This positive attitude many teachers had was also seen in their lesson plans and implementation of the planned lessons which were centred on learners taking autonomy of their learning during lesson observations. Positivity towards learner autonomy by the teachers is advantageous to the learners because it shapes how autonomy is fostered in the classroom in English Language learning.

Teachers' Negative Perspective towards Learner Autonomy.

Additionally, 6 teachers representing 29 % held a negative perspective towards autonomy and attributed negativity to unwillingness of the learners to take autonomy of their learning. They blamed learners for their negative attitude towards learner autonomy and they avoided using strategies that would help learners to learn independently by using methods and strategies that focused on the teacher during lesson delivery because of the perceived unwillingness of learners being autonomous. This was also seen in their classroom practices where they took control of the learning process which made learners be passive with little engagement from them.

Teachers' Lack of Knowledge of the Concept of Learner Autonomy.

Lastly but not the least, 4 teachers representing 19 % did not understand the concept of learner autonomy and they neither held a positive or negative attitude to it. They did not know what autonomous learning was all about as well as how it was supposed to be fostered in the classroom. This conclusion was also seen in the lessons observed where the teachers used only one teaching method instead of being eclectic which did not promote autonomous learning because of few learners who were able to participate by responding to questions that required them to give one word answers which restricted the learners to be autonomous in learning of English Language. On the perspective of teachers on autonomy, it can be concluded that teachers had a varying perspective to learner autonomy in learning of English Language.

ii. What is the role of teachers in making learners take autonomy of their learning?

The study reported multifarious roles that teachers have to play in order to make learners take autonomy of their learning. These included developing a friendly relationship with learners, providing communicative opportunities to the learners, promoting autonomous learning through discovery learning, using group work and role plays and adapting the

lesson to the cognitive level of learners. In addition, promoting inclusiveness in the classroom, allowing learners to communicate in their familiar language, providing appropriate learning resources and modelling the language skill being taught before learners take control of their learning. These were the roles that teachers needed to play in order to foster autonomous learning in their classrooms.

It can be concluded that fostering of autonomy in the classroom is not dependent on one single role the teacher has to play. It involves all the roles the teacher plays which centres on establishing a conducive learning environment that caters for the social aspect between the teacher and the learners, as well as classroom practices which must be done so that autonomy is fostered. Besides, fostering autonomy is not an end to learning but a continuous process in the learning of English Language which requires the teacher to constantly perform the roles which are needed in fostering autonomy in English language learning. The teacher should not focus on one role but must integrate roles in order for learner autonomy to be promoted. In addition, if teachers side-lined some roles, it would be difficult for learners to effectively take autonomy of their learning of English Language.

iii. **How do grade 11 learners of English exercise their autonomy when learning English as a second language?**

The study reported various ways in which learners were able to exercise their autonomy. These included collaboration with peers, providing feedback to peers, inquiry on presented topics and engaging in individual work. All these activities the learners were able to do was as a result of them reacting to the given activities by the teacher during the learning process. A conclusion can be made that learners exercising their autonomy was dependent on the teacher and the strategies the teachers used. Learners were able to show autonomous learning from the perspective of a reactive point of view. Most of the learners exercised their autonomy because of being engaged by the teachers in the classroom activities which enabled them to get involved in the teaching and learning process. However, very few learners were able to exercise proactive autonomy where they took it upon themselves to question concepts which they were learning as observed from the previous discussed chapter.

iv. **Which factors affect learner autonomy when learning English?**

The study reported variety of factors that affected learner autonomy. The factors ascribed to the school, teacher, learners and the parents. All the three stakeholders in the teaching and learning process contributed to the factors which affected autonomous learning of English Language. School factors centred on inadequate teaching and learning materials which affected the resources to be used that fostered autonomous learning such as dictionaries as well as text books. On the other part, large class sizes affected the choice and implementation of effective strategies that teachers can use to foster autonomy in learning of English.

Teacher factors hinged on poor teacher-learner relationship. Learners were able to cite that some teachers were not friendly to them and used bad discourses which affected their participation. Additionally, teachers not creating opportunities by for the learners to practice using the English was another teacher factor. This factor was also observed during lesson observations where some teachers gave little to no opportunity for learners to practice using the English language because of the large number of learners who were in the classroom.

Furthermore learners also were a contributing factor to autonomy. Learners had challenges with proficiency in the English Language. This challenge that affected autonomy was cited by both teachers and learners themselves. Learners were failing to adequately express themselves in English Language which affected their autonomy since it was difficult for them to understand some words in English thus limited their engagement in the learning process because of a limitation in vocabulary in English Language. In addition, learners failed to collaborate in class activities because of bullying. Learners cited this factor because once they made mistakes using the English Language in class, they were laughed at by their peers. Besides, learners also lacked confidence in using the English Language. They feared making mistakes which prevented them to practice using the English since learning a language centres on practice.

Moreover, parental factors also affected learner autonomy. Some parents did not support their children with the necessary materials because they felt learning only took place at school. Besides, some parents and children lacked confidence in schooling because of not seeing the benefits of schooling in the community.

From what the study reported, it can be concluded that factors which affected learner autonomy was as a result of the combination of the four key stakeholders in secondary school education which were purported by the school, teacher, learners and parents. Therefore, autonomous learning is a consolidated effort which requires the school, teacher, learners and parents to execute. If the identified stakeholders do not perform their roles, learner autonomy will be affected.

v. **What Measures or Practices can Promote Learner Autonomy When Learning English?**

The study also suggested measures or practices that can help promote autonomous learning. The study identified for practices or measures which teachers and learners came up with and included; use of appropriate teaching strategies, providing teaching and learning resources to promote independent learning, encouraging and motivating learners to speak English Language and building and restocking the library with appropriate books and materials.

It can be concluded that measures or practices that can promote learner autonomy in the learning of English Language depended on the practices by the teacher and the school in ensuring that their respective responsibilities are made. This showed that the teachers should use appropriate teaching strategies in the teaching and learning process because if they did not use appropriate strategies, learner autonomy would be affected. Additionally, teachers should ensure that learners are motivated to speak English Language for them to practice so that they improve their proficiency.

Lastly but not the least, the school should ensure that teaching and learning materials or resources are adequately provided so that they are used to foster autonomy in the teaching and learning of English Language. Moreover, the school should ensure that they build a library and stock it with appropriate books which learners can be using to promote independent learning.

7.1. Recommendations

Based on the findings of this study, the following recommendations are proposed to colleges of education, secondary schools in Mwense District and Heads of Departments for Languages:

7.2.1. Training Colleges

Teacher training Colleges in Zambia should not only teach student teachers on the learner centred approaches and methodology to use in English Language. They should also teach the concept of learner autonomy to the students so that they can know what it is and what it required of them as they interpret the English language syllabus, the methodology to use and activities that can promote autonomous learning in the teaching of English language so that awareness is created for student teachers before they start practicing.

7.2.2. Teaching and Learning Resources

Secondary schools administration in Mwense District should provide adequate and appropriate teaching and learning materials which would foster autonomous learning.

Secondary schools should also build libraries and stock them with appropriate learning resources.

7.2.3. Literature and Languages Department

Heads of Departments should ensure that literacy clinics are established in their departments where the teachers should be teaching literacy skills to learners with English Language proficiency challenges so that learners' English proficiencies could be enhanced. Heads of Departments should be conducting constant CPD meetings for practicing teachers so that they are made aware of their expectations when it comes to the interpretation of the Senior Secondary School English Syllabus.

Heads of Departments need to intensify monitoring to ensure that teachers are using the correct approaches to language teaching and learning and should be reminding teachers on the roles they have to perform in promoting autonomous learning in English Language.

Heads of Departments need to intensify CPD activities so that teachers are made aware of what learner autonomy is and the strategies they can use to foster it in the classroom.

Teachers of English language need to be reminded constantly on the roles they have to play in order to foster learner autonomy

Heads of Departments should constantly be reminding teachers to be eclectic when teaching English Language so that a variety of teaching methods are used which will enable learners to exercise their autonomy.

Heads of departments should ensure that factors that affect learner autonomy are addressed in order to promote it in English Language teaching.

7.4 Contribution of this Study to the Body of Knowledge.

Since the study aimed at analysing learner autonomy in secondary school English Language classrooms in a rural District of Mwense Therefore the study has made the following contributions to the body of Knowledge.

The study has contributed on how autonomous learners of English are when learning English language in the secondary education context which for a long time has been advocating and focusing on teaching which must be learner centred without taking in interest in the learners where the same methodology is applied and how autonomous they are in taking charge of their learning. The study has contributed that learner autonomy in Mwense District is a reactive one which is dependent on the teacher to foster it.

The study has also added to the body of knowledge on how teachers of English language perceived learner autonomy in the teaching of English Language which revealed a varied perspective on learner autonomy.

The study has also established ways learners exercised their autonomy in the learning of English Language and has also shown that learner autonomy is dependent on the teacher since the learners' autonomy is a reactive one to the activities that the teacher engages them during the teaching and learning process.

The study has also established contributing factors that affect learner autonomy which were attributed to the teachers, learners, parents and the school.

The study also made suggestions on practices or measures that could help promote autonomy in the teaching and learning of English language.

7.5 Implications for Further Research.

Based on the findings and limitations of this study, the following are suggestions for further research.

- a) Since this study focused on analysing learner autonomy in a rural context, a similar study can be conducted to analyse learner autonomy in an urban context.
- b) Since this was a case study, the findings cannot be generalised to other rural contexts. Therefore, a replica study can be conducted in other rural districts in Zambia so that different contexts can be known.

c) This study generally focused on learner autonomy in learning of English Language. Another study can be conducted in other subject areas like mathematics, science to ascertain how autonomous learners will be in such subjects.

In conclusion, the chapter has presented the conclusions and recommendations of the study and contributions made to the body of knowledge as well as implications for further research.

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APPENDICES

Appendix 1.

CONSENT FORM FOR TEACHERS' LESSON OBSERVATION

Dear, Participant

I am Musonda Chishimba Josephine, a PhD student at the University of Zambia conducting a research on the topic “Analysis of Learner Autonomy in Secondary School English Language Classrooms in a rural District of Mwense.” The purpose of the study is to analyse how autonomous Grade 11 learners are when learning English Language in selected Grade 11 classrooms in Mwense District. This research will involve your participation in the

lesson observation that will take about one hour. You are being invited to take part in this research because we feel that your experience as an educator (English Language Teacher) can contribute much to our understanding on how autonomous learners are in the learning of the English Language at Senior Secondary school. Your participation in this research is entirely voluntary. It is your choice whether to participate or not. There is a risk that you may share personal or confidential information by chance or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to take part in the observation, if it makes you uncomfortable. The information that we collect from this research project is meant for academic purposes. Your name will not be written in the research findings and schools will be coded to address anonymity. You do not have to take part in this research if you do not wish to do so and choosing to participate will not affect your work or any work related evaluations in any way.

Signature.....

Date:.....

Appendix 2

CONSENT FORM FOR TEACHERS’ INTERVIEWS

Dear, Participant

I am Musonda Chishimba Josephine, a PhD student at the University of Zambia conducting a research on the topic “Analysis of Learner Autonomy in Secondary School English Language Classrooms in a rural District of Mwense.” The purpose of the study is to analyse how autonomous grade 11 learners are when learning English Language in selected Grade 11 classrooms in Mwense District. This research will involve your participation in the interview that will take about one hour. You are being invited to take part in this research

because we feel that your experience as an educator (English Language Teacher) can contribute much to our understanding on how autonomous learners are in the learning of the English Language at Senior Secondary school. Your participation in this research is entirely voluntary. It is your choice whether to participate or not. There is a risk that you may share personal or confidential information by chance or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to answer any question or take part in the interview if you find the questions are too personal or if talking about them makes you uncomfortable. The information that we collect from this research project is meant for academic purposes. Your name will not be written in the research findings and schools will be coded to address anonymity. You do not have to take part in this research if you do not wish to do so and choosing to participate will not affect your work or any work related evaluations in any way. I will give you an opportunity at the end of an interview to review your remarks and will accord you the right to remove certain remarks you may feel the need to.

Signature.....

Date:.....

Appendix 3

CONSENT FORM FOR LEARNER PARTICIPATION IN THE FOCUS GROUP DISCUSSION

Dear, Participant

I am Musonda Chishimba Josephine, a PhD student at the University of Zambia conducting a research on the topic “Analysis of Learner Autonomy in Secondary School English Language Classrooms in a rural District of Mwense.” The purpose of the study is to analyse how autonomous grade 11 learners are when learning English Language in selected Grade 11 classrooms in Mwense District. This research will involve your participation in the focus group interview that will take about one hour. You are being invited to take part in this

research because we feel that your experience as a learner of English Language in Grade 11, can contribute much to our understanding on how autonomous learners are in the learning of the English Language at Senior Secondary school. Your participation in this research is entirely voluntary. It is your choice whether to participate or not. There is a risk that you may share personal or confidential information by chance or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to answer any question or take part in the focus group discussion if you find the questions are too personal or if talking about them makes you uncomfortable. The information that we collect from this research project is meant for academic purposes. Your name will not be written in the research findings and schools will be coded to address anonymity. You do not have to take part in this research if you do not wish to do so and choosing to participate will not affect your work or any work related evaluations in any way. I will give you an opportunity at the end of an interview to review your remarks and will accord you the right to remove certain remarks you may feel the need to.

Signature.....

Date:.....

Appendix 4

CONSENT FORM FOR LEARNER PARTICIPATION IN THE LESSON OBSERVATION

Dear, Participant

I am Musonda Chishimba Josephine, a PhD student at the University of Zambia conducting a research on the topic “Analysis of Learner Autonomy in Secondary School English Language Classrooms in a rural District of Mwense.” The purpose of the study is to analyse how autonomous grade 11 learners are when learning English Language in selected Grade 11 classrooms in Mwense District. This research will involve your participation in the lesson observation that will take about one hour. You are being invited to take part in this research because we feel that your experience as a learner of English Language in Grade

11, can contribute much to our understanding on how autonomous learners are in the learning of the English Language at Senior Secondary school. Your participation in this research is entirely voluntary. It is your choice whether to participate or not. There is a risk that you may share personal or confidential information by chance or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to answer any question or take part in the focus group discussion if you find the questions are too personal or if talking about them makes you uncomfortable. The information that we collect from this research project is meant for academic purposes. Your name will not be written in the research findings and schools will be coded to address anonymity. You do not have to take part in this research if you do not wish to do so and choosing to participate will not affect your work or any work related evaluations in any way. I will give you an opportunity at the end of an interview to review your remarks and will accord you the right to remove certain remarks you may feel the need to.

Signature.....

Date:.....

Appendix 5

LESSON OBSERVATION SHEET

Grade:Total Enrolment:.....

Boys:.....Girls:.....

Professional Qualifications:.....

Date of Observation:.....

Time of Observation:.....

Topic:.....

Sub Topic:.....

CLASSROOM ACTIVITIES THAT SUPPORT LEARNER AUTONOMY		
	SUPPORTIVE ACTIVITIES	NON-SUPPORTIVE ACTIVITIES

ACTIVITIES LEARNERS PERFORM IN THE CLASSROOM IN EXERCISING THEIR AUTONOMY		
	ACTIVITIES DONE	ACTIVITIES NOT DONE
FACTORS AFFECTING LEARNER AUTONOMY IN THE CLASSROOM		
	TEACHER FACTORS	LEARNER FACTORS

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Appendix 6.

SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHERS.

1. How do you define learner autonomy in your own words?
2. What kind of activities do you think can foster learner autonomy and can create a suitable environment for it?
3. How do you implement learner autonomy in class?
4. Does learner autonomy help in the teaching/ learning of English Language among Grade 11 learners?
5. Explain ways in which Grade 11 learners exercise their autonomy when learning English Language?
6. What kinds of factors affect learner autonomy when teaching English language?
7. What measures or practices can help promote autonomy in language learning?

Appendix 7

SEMI-STRUCTURED INTERVIEW GUIDE FOR LEARNERS

1. Do you like learning English Language?
2. Does the teacher give you activities that make you learn on your own?
3. What activities are done in your class that help you take control of your learning?
4. Explain the role you think the teacher need to be doing in order for you to learner English language better?
5. Explain ways you get involved in the lesson when the teacher is teaching?
6. what reasons make you fail to be actively involved when learning English
7. What kind of measures can be done to make you learners do work more independently.

Appendix 8.

LESSON PLAN ANALYSIS DOCUMENT

1. What is the title of the planned lesson?

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2. What are the objectives of the lesson?

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3. What classroom activities did the teacher plan for?

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4. What teaching and learning materials did the teacher plan to use in the lesson?

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5. What type of teaching methodology did the teacher plan for in the lesson?

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Appendix 9

ETHICAL CLEARANCE APPROVAL



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | Email: director.drugs@unza.zm | Website: www.unza.zm /directorates/drugs

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2024-NOV-023

12th December, 2024

Ms. Musonda Chishimba Josephine
The University of Zambia
P.O. Box 32379
LUSAKA

Dear Ms. Musonda

**RE: "ANALYSIS OF LEARNER AUTONOMY IN LEARNING OF ENGLISH LANGUAGE
IN SELECTED GRADE 11 CLASSROOMS IN MWENSE DISTRICT"**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:- 2024-NOV-023
Approval and Expiry Date	Approval Date: 12 th December, 2024	Expiry Date: 11 th December, 2025
Protocol Version and Date	Version - Nil.	11 th December, 2025
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Towards Improving Service and Excellence in High Education Beyond Fifty Years

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

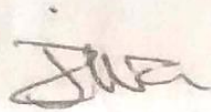
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



DR. J. I. Ziwa
CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

cc: Director, Directorate of Research, Innovation and Development
Assistant Director (Research), Directorate of Research, Innovation and Development
Assistant Registrar (Research), Directorate of Research, Innovation and Development

Appendix 10:

Field Work Letter



**THE UNIVERSITY OF ZAMBIA
OFFICE OF THE ASSISTANT DEAN (POSTGRADUATE)
SCHOOL OF EDUCATION**

Telephone 291777/291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

P.O. Box 32379
Lusaka, Zambia
Fax: +260-1-25395

.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: FIELD WORK FOR MASTERS/PhD STUDENTS

The bearer of this letter ~~Mr. Ms.~~ **MUSONDA CHISHUMBA JOSEPHINE** Computer number **2019099535** is a duly registered student at the University of Zambia, School of Education.

~~He/She~~ is taking a ~~Masters/~~ PhD programme in Education. The programme has a fieldwork component which ~~he/she~~ has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours faithfully,

PP.

Sitwe Benson Mkandawire (PhD)
ASSISTANT DEAN- POSTGRADUATE
c.c. Dean, Education
Director, DRGS

