

DYNAMIC ROLES OF ESL TEACHERS IN FOSTERING EFFECTIVE AUTONOMOUS LEARNING

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ABSTRACT: *‘How to motivate English language learners’ – is an age old question; yet, it is even more necessary to figure out how to encourage ESL learners to take charge of their own learning. In Bangladesh, English is taught as second language, but the pathways to success in teaching English to the Bangladeshi learners are rather challenging as there are no specific formula. Thus the paper tries to explore whether and to what extent diverse roles of teachers can enhance students’ acquisition of second language through autonomous learning. This study combines both qualitative and quantitative research methods where research paradigm is pragmatic. Finally, the paper shows that dynamic roles of teachers at tertiary level in Bangladesh can certainly be successful in implementation of autonomous learning among students enabling them to take responsibilities of learning in their own hands for getting prepared to face the challenges of the competitive world outside the classroom.*

KEY WORDS: Dynamic role of teachers, Tertiary level, English as Second language, Bangladesh, Successful Implementation, Autonomous Learning

INTRODUCTION:

The role of English language as the primary medium of communication for world citizens has become more important in the current millennium. As multicultural and multinational barriers have crumbled down and we are inextricably intertwined in this borderless world, we have to ensure that the Bangladeshi graduates stand out globally as efficient communicators in English. In this regard, a great deal continues to be said about teaching of English at tertiary level in Bangladesh, and the focus has often been on teachers to encourage students to learn and use the language in a variety of contexts. The pathways to success in teaching English to the Bangladeshi learners are rather challenging as there are no specific language teaching formula that always work with learners in all contexts. Therefore, an ESL teacher should not only be adept in the language but also be able to empathize with the students in order to appreciate their requirements, psychological obstructions and cultural differences. While giving importance to individual students they should also subordinate their teaching manners to the learning needs of the students. Thus this paper focuses on how the dynamic roles of teachers can be beneficial for learners in the ESL classroom

at tertiary level in Bangladesh by successful implementation of autonomous learning. Moreover, it tries to explore which strategies and learning tasks the teachers can promote for effective autonomous learning to take place among students that will exhilarate their acquisition of English as a second language.

Research Hypothesis:

Playing dynamic roles in an ESL classroom at tertiary level in Bangladesh, teachers can enhance students' second language acquisition by promoting effective autonomous learning.

Research Purpose:

To investigate whether and to what extent dynamic roles of teachers can be more effective for students in case of acquisition of second language through autonomous learning.

Research Questions:

The questions that have been addressed in this paper as of central importance are given below:

- What challenges do the teachers face in fostering learners' autonomy in ESL classroom?
- What roles can the teachers play for successful implementation of autonomous learning?
- What strategies can enhance effective autonomous learning?
- What kind of activities can help to develop autonomous learning?
- If learners' autonomy is promoted, do the learners feel more motivated and responsible towards their own learning?

Research Scopes:

This study tries to encourage diverse roles of ESL teachers in promoting successful learners' autonomy in ESL classrooms at tertiary level in Bangladesh. It also aims to open up the scopes to carry out similar investigations on different Bangladeshi students who are struggling to acquire second language within their language classrooms.

Research Limitations:

One of the most prominent limitations of this paper is that it is based on some ESL teachers working in one single private university of Bangladesh and some students studying in the same university. Therefore, the results to which the researcher has derived cannot be easily generalized for any set of students in any country.

LITERATURE REVIEW:

According to Lightbown & Spada (2006), "Language acquisition is one of the most impressive and fascinating aspects of human development" (p.1). Nevertheless, acquiring a second language

is anything but a simple uniform process as addressed by Ellis (1985). Ellis defined second language acquisition as a complex process involving many interrelated factors. In his words, there is no single way in which learners acquire the knowledge of a second language. SLA (second language acquisition) is the product of many factors pertaining on the one hand and the learning situation on the other. Different learners in different situations learn a L2 in different ways (p.4). Therefore, to summarize Ellis, SLA is a process of learning or acquiring a language influenced by many factors either in a classroom or naturalistic setting (p.5)

With the passage of time various approaches and methods have been introduced in the field of teaching English as a second language. The focus shifted from teacher-centred to learner-centred approach, and communicative approach was introduced to provide opportunities to the learners to use the language in real-life contexts. Jacobs and Farrell (2003) suggest that CLT paradigm shift led to eight major changes in approaches to language teaching/ learning and the most important change is the learner autonomy.

In the communicative language teaching, language learners are expected to “take on a greater degree of responsibility for their own learning” (Richards, 2006, p. 5) while teachers work as facilitators helping learners to develop their own purposes in learning and giving them greater choice over their own learning, which involves the content and processes of learning, self-assessment and their use and awareness of learning-strategies (Richards, *ibid*, pp. 24-25). The communicative language teaching methodology tends to develop learner autonomy. This concept obtained consideration of ESL teachers and researchers in 1980s when Henry Holec defined the term as the ability to take charge of one’s own learning (Benson, 2006), and much attention was devoted to this concept for creating a better understanding between teachers and students.

Some commonly used definitions of learner autonomy are:

‘... a capacity and willingness to act independently and cooperation with others, as a social, responsible person’ (Dam, Eriksson, Little, Miliander, & Trebbi, 1990, p.102)

‘... an attitude towards learning in which the learner is prepared to take , or does take, responsibility for his own learning’ (Dickinson, 1993, p. 330-341)

‘... a capacity for detachment, critical reflection, decision making and independent action’ (Little, 1991, p.4)

Learner autonomy has its own levels which vary with circumstances. The optimal form of learner autonomy is in making complementary contributions which results from students and teachers’ negotiation process in planning and implementing activities and exercises. Wolter (2000, p. 315) believes that “ownership is an important condition” in which the learners think of classroom and curriculum as their own. Thus, learners become responsible for their own language learning and when their enrolled course finishes “they can continue the learning process more independently and with more self-confidence” (Jordan, 1997, p. 98).

RESEARCH METHODOLOGY:

Methods:

This study basically combines both qualitative and quantitative research methods, where research paradigm is pragmatic. While doing so, there is an attempt to triangulate the researcher's observation with primary and secondary data. Primary data collection for this study comprises of written questionnaire distributed by the researcher among the target group. Moreover, this research used other instruments, like, interview, journals, focused group discussions (FGDs), etc. The research methodology also included the review of existing literature, and the possible sources were relevant journal articles, books, etc. To summarize, there was an earnest attempt to bridge the gap between theory and practice.

Subjects:

The 100 respondents were students who were in summer trimester, 2016 (June – September) doing a core course called 'Basic English' under 4 different teachers where they were learning English as a second language as part of their BBA (Bachelor of Business Administration) programme at United international University, a leading private university in Bangladesh, where the researcher has been teaching for eight years. Nevertheless, though they were under graduate students, their English language proficiency was still at threshold level.

Why the subjects were chosen:

The main objective of the researcher was to see whether and to what extent dynamic roles of ESL teachers can be more effective in fostering learners' autonomy for successful acquisition of second language. Besides, the researcher was having direct interaction with the teachers as they were colleagues of the researcher and the students as they were studying in the same university, and it was also important in case of collecting proper data through familiar conversations (informal interview, FGD) along with formal questionnaire.

Instrument of the Data Collection:

The main instrument of this case study was questionnaires. Moreover, there were other instruments, like, informal interviews, journal writing, focused group discussions (FGDs), etc.

DATA ANALYSIS:

Questionnaire-1 was given to the students in the first class of the trimester, and after collecting them, they were analyzed qualitatively as most of the questions were open ended; then, the topics and materials to be taught in the classes were designed accordingly. Questionnaire-2 was given to the students, and Questionnaire- 3 was given to the teachers at the end of the trimester after applying autonomous learning throughout the trimester. Then all collected data from the questionnaires, informal interviews, journal written by students were analyzed qualitatively

through some procedures. In this method, the researcher carefully read the answers written by the subjects in the questionnaire, took notes while taking informal interviews or group discussions, monitored the students' performance in different activities, evaluated the students' journals.

RESULT:

The results revealed that after playing dynamic roles by the teachers for fruitful implementation of autonomous learning, ESL students were learning English more effectively and independently taking responsibilities on their own. The following results were found:

The students were working more persistently in the classroom:

Most of the students listened carefully, answered different questions willingly and took down notes carefully, which could be read in their exercise books.

They became more vigorous in the classroom activities:

Compared with before, they seemed to be thinking more actively in the classroom. They interrupted when they wanted to add something to what the teacher was saying. Even the "quiet" ones sometimes whispered something amongst themselves, and were given chances to express their ideas.

They could complete their assignments independently:

The students depended too much on their reference books at the beginning of the new trimester. Later we found that they were able to do their work independently taking charge on their own.

They were able to evaluate their achievements based on their initial plan:

The students focused on their learning in their journals. Apart from recording what they had and hadn't done according to their plan, they reflected on what needed to be improved the next weeks. They could recognize what they acquired and what they missed.

They tried to use some effective learning strategies:

As their learning was progressing, the students reacted actively to difficulties in their learning. They didn't wait to see as before but began to employ some strategies to improve their learning.

DISCUSSION

In the prevailing myriad scenes of globalization, the English language classroom can offer the right platform for skills development, and learning opportunities for understanding, empathizing and evaluating the world around. To empower the students to achieve all these opportunities and possibilities, we need to find out the challenges we and our students face, and facilitate them to overcome the impediments by promoting autonomous learning.

Challenges:

Inevitably human capital has taken a slant to fit in with the globalized world. What is widely accepted in this regard is that English, not being the native language of the learners in an ESL context, elicits some difficulties. The majority of students at most universities in Bangladesh come from various streams, like Bangla medium, English medium, English version or even Madrasha education. It is found that tertiary level students are facing diverse hindrances developing functional language skills, such as using proper language in different social context, using language in creative ways, using English in transactional activities, etc. Even a vast majority of the graduates produced by the universities of Bangladesh are not able to read, write, speak and listen to English effectively. The challenges we find among our students at tertiary level are mainly as follows:

- a. Lack of general language skill development:

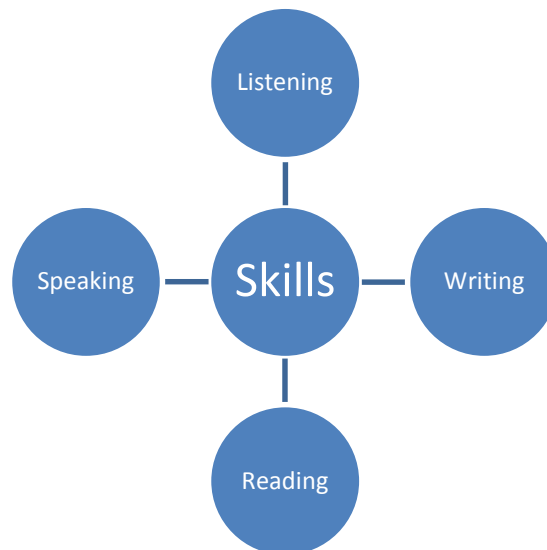


Figure - 1: General skills of Language

b. Lack of functional language skill development:

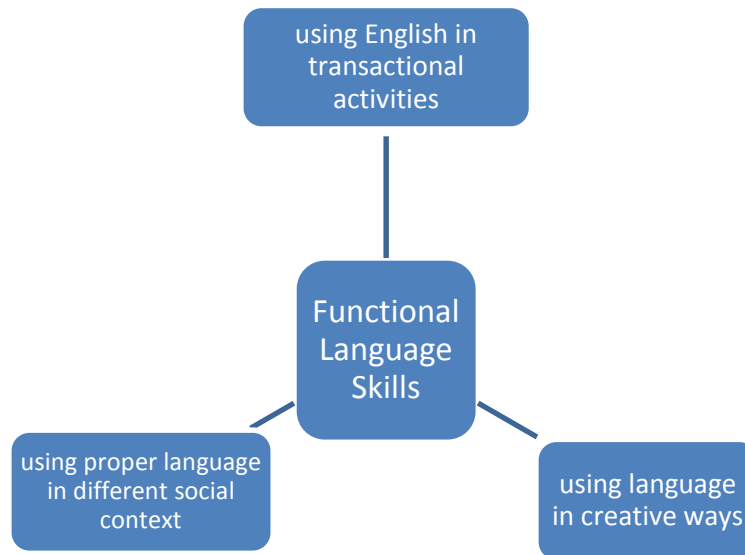


Figure - 2: Functional skills of Language

Moreover, there are many challenges we as teachers encounter. Many teachers may come across difficulty in involving the students in decision making as the students may have different expectations and learning styles. They are hesitant to bring more learner autonomy into the classroom because they feel that since their students come from cultures which depend heavily on the authority of both the teachers and institutions, they will feel uncomfortable with learner autonomy initiatives. Also, teachers could be afraid of handing over some responsibility to their learners for fear of losing control, especially if they have had control of the classroom for most of their teaching life (Lacey, 2007). In addition, some teachers have a strict curriculum to follow and deadlines to meet which make the development of learner autonomy all the more difficult (Smith, 2003).

The Role of the Teacher in Autonomous Learning:

In autonomous learning, the exact nature of teachers' role varies according to contexts and personalities involved. Little (1995) thinks that autonomy depends on teacher autonomy in two senses: it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner. In determining the initiatives they take in their classrooms, teachers must be able to apply to their teaching those same reflective and self-managing processes that they apply to their learning (p. 175).

In their 2002 study, Chan, Spratt, and Humphreys conducted a large-scale study on learner autonomy at the Hong Kong Polytechnic University where they aimed to represent the students' views on responsibility, motivation, and decision making outside of the classroom. In this study, Chen et al. conclude that the vast majority of students view their instructor as playing a major role

in the development of their language skills. This study has pedagogical implications, as it argues that understanding the students' perceptions on learning can help a teacher identify what responsibilities can be transferred to the student. (Chan et al., 2002).

Teachers can play dynamic roles for efficient autonomous learner development to take place, such as:

- Organizer of resources
- Inventor of Activities
- Manager
- Facilitator of the communication process
- Assessor and feedback provider
- Researcher/Learner
- Need Analyst
- Syllabus designer and reformer
- Motivator and guide
- Role Model

(William Littlewood (1981) and A K Paliwal (1996))

Organizer of Resources:

To make autonomous learning successful, the ESL teachers have to take the role of organizer of resources. They are responsible for arranging and handling the various study materials which are test based, task based and realia, for example:

Text based: Books, audio/video cassettes and CDS etc.

Task based: Worksheets, word puzzles, games, themes.

Realia: Newspapers, magazines, letters, diaries.

When these materials are not available they themselves have to act as a resource. Planning ahead and gathering relevant material to different learning tasks beforehand could save time for teachers (Little, Ridley, & Ushioda, 2002).

Inventor of Activities:

For effective autonomous learning to take place, the teachers must keep themselves well-informed of the latest techniques and methods of language teaching, because they have to select and even arrange acquisition-promoting drills and activities. These activities should be interesting, challenging and success oriented. But it should also be multilayered so the brighter ones can move on with it. Sometimes students can be invited for designing the activities also. Generally, "learners

do want and appreciate the opportunity to express their views about their course and wish to exercise some degree of control over the way the course proceeds” (Davies, 2006, p. 8).

Manager:

In a learner autonomous classroom, a teacher becomes more of a manager, a resource person and a counselor (Camilleri, 1997). A teacher as a manager needs to be skillful in managing a class where learners actively participate in decision-making. The classroom can be modeled into a natural learning setting for the ease of the students. The time, the place, the syllabus, the activities and even the students have to be managed so that the complete programme reaches its desired end, and a congenial warm, teaching-learning environment can only support this to come about. Nevertheless, discipline, rules and regulations of the institution should not be compromised.

Facilitator of the Communication Process:

The communication process should be learner centered. The teachers should subordinate their teaching comportment to the learning essentials of the students. Instead of over powering own self as an omniscient God, they should act only as a promoter to the learner’s communication. At times they can also act as independent participants in group activities in order to teach the students through example. The trust and cooperation between the teacher and the students makes the students feel comfortable and secure in the classroom. Only then can the students have the confidence to adventure in language learning (Voller, 1997).

Assessor and Feedback Provider:

The teachers must arrange tests, quizzes so that they can evaluate the success of the methods employed in the class and what more is yet to be accomplished. After assessing, the instructor is expected to provide feedback to the students so that they may improve. But the temptation to correct should not slide into overcorrection. Though feedback is essential to avoid fossilization of errors, yet on the spot correction should be withheld till the activity is over and individual correction should be replaced by collective correction or peer correction.

Researcher and Learner:

A good teacher always keeps learning new things, new ways of training and teaching the students through persistent vigilance. They should remain very observant and vigorous to bring the best out of the students.

Need Analyst:

The needs differ from person to person and the teacher has to cater to these individual needs. If needs are clear, the learning aims can be expressed more easily and the language course can become motivating. If the learners' needs are not taken into account, the course will be based on unstable or irrelevant material, will disillusion the students with the value of instruction or their capacity to learn the language, and will lead to low motivation (Mackay, Mountford, 1978). To put it simply, the needs assessment provides the teacher with the base on which to build new knowledge of the students.

Syllabus designer and reformer:

Teachers sometimes have to act as Syllabus designer and reformer. In this regard, they can take help from Munby's Communicative Syllabus Design (1978) which is a famous work dealing with needs analysis for English language teaching. Munby presented a series of procedures to identify the expected needs in English. The first is called the "Communicative Needs Processor," which consist of a series of questions related to the variables in communication, such as the subject matter, the participants, and means of communication. Such variables help pinpoint the specific needs of the learners in the target language. The other is "a profile of needs," which highlights students' needs in the target language; hence, the program designer has only to take these needs into consideration when specifying the elements of the proposed program.

Motivator and Guide:

ESL teachers need to demonstrate a purpose to learn besides just passing the course because it is a requirement. Gardner and Lambert (1972) define 'motivation' in terms of the L2 learner's overall goal or orientation. The motivated individual is goal-oriented, persistent, attentive and aroused. In fact, motivation plays a role in various ways in the process of learning a second language. According to W F Mackey (1965), "Good teaching is no guarantee of good learning, for it is what the learner does that makes him learn". As the learning takes place inside the learner, the teacher should motivate them to make the classroom activities a success.

Role Model:

The features and ideals of the teachers will carry more value if they act as a role model for the students. So for fruitful autonomous learning to take place, the ESL teachers should try their best to keep on the top of the field and be at the leading edge as far as possible. They should try to reduce the gap between theory and practice.

Some strategies to be taken for successful autonomous learning:

The teacher can also take different strategies, like:

- Constantly persuading them to take risks in developing their language skills
- Finding chances in the classroom to monitor and promote their independent learning
- Promoting low affective filter
- Monitoring whether the materials helping them to reach their goals
- Acknowledging their achievements and thus encouraging them to move on.

Constantly persuading them to take risks in developing their language skills:

The teachers should encourage the students to speak by telling them that errors are quite a natural part in language-learning (Rubin & Thompson, 2004, p. 10), and if they make slightest progress, teachers must praise them and give them encouragement. Thus they will contribute their ideas, express and share their thoughts in the ESL classroom.

Finding chances to monitor and promote their independent learning:

The language teachers have to let the students know that learning doesn't mean finding a predetermined answer; rather give them strategies to solve their own problems. Thus teachers must try to find ways for fostering independent learning among students.

Promoting low affective filter:

Krashen (1981a; 1982) incorporates the notion of the 'Affective filter' as proposed by Dulay and Burt (1977). The filter controls how much input the learner comes into contact with, and how much input is covered into intake. It is 'affective' because the factors which determine its strength have to do with the learner's motivation, self-confidence, or anxiety state. Learners with high motivation and self-confidence and with low anxiety have low filters, so obtain and let in plenty of input. Learners with low motivation, little self-confidence and high anxiety have high filters, so receive little input. Therefore, the teaching and learning environment should promote low affective filter.

Monitoring whether the materials helping them to reach their goals:

If learners are given enough time and space, effective materials as well as clear directions, they can succeed considerably. If teachers want to promote learner autonomy, they need to encourage them "to set personal goals, monitor and reflect on their performance, and modify their learning behavior accordingly" (Cotterall, 2000, p. 116).

Acknowledging their achievement and thus encouraging them to move on:

It is needed to express appreciation even if the students make only slight progress. Everyone has the need for recognition to hear oneself being admired at what he/ she has attained. In this way

they can become highly enthused and exhilarated, and then gain self-confidence in achieving their goals.

Different learning tasks:

The learners have different goals, strategies and proficiency level; eventually, they learn in different ways. “The emphasis on pair or group work and problem-solving allows for these differences” (Dudley-Evans & St John, 2000, p. 27). However, if a class is composed of heterogeneous group of learners, the teachers need to introduce different types of activities, exercises, and topics “that are common to various interests in the group” (Dudley-Evans & St John, 2000, p. 152). On the other hand, if the class is homogeneous, the teachers can present and practice more specific work.

Teachers can implement different learning tasks, such as:

- Short talks and seminar discussions
- Group presentations
- Debates
- Newspaper projects
- Student-teacher consultation

(Victoria Chan: 2000)

Teachers can also do the following:

Asking students to keep their learning journals once a week:

Students who are looking to improve language skills on their own can keep a reflective journal. A journal logging the general events of the day increases writing ability and it provides an effective means to focus on areas where the learner may experience problems. Nevertheless, the benefits of writing a journal are greatly enhanced when a qualified teacher is able to make and explain the corrections in a coherent approach, allowing the student to rectify mistakes.

Dictating the new words and short paragraphs regularly in the classroom:

The development of vocabulary is one of the critical areas of second language learning. A gradual and close study of vocabulary can provide consistent development and growth to increasing knowledge of words (Anderson, 2004, p. 21). Dictating helps the students to get on with their retention of the vocabulary. Dictating some short paragraphs may promote their skills of listening and taking notes.

Some points to remember while designing the activities:

- Audio-visual aids promote retention of knowledge.

- Group work not only creates a natural learning setting but also enriches skills like proper turn taking, not interrupting, being tolerant to opposite opinions etc. Mixed ability groups should be formed.
- Expressive arts like drama, music, masks can be successfully used for teaching language. The creativity of the learners should be engaged.
- The discussions should be open ended; yet the subject must be within the range of the learners' experience.
- Word games and linguistic puzzles could be used in a play way method.
- The activity should be success oriented. But it should also be multilayered so the brighter ones can move on with it.
- Faith should be established in the effectiveness of the classroom activities. For this the teacher can keep periodical record of the learners progress through voice recording or video recording.

Autonomous Learners are more motivated and responsible:

In a study, Chan (2001) reported that the learners identified the following characteristic qualities of autonomous learners: highly motivated, goal oriented, well organized, hardworking, initiative, enthusiastic about learning, flexible, active, willing to ask questions, and making use of every opportunities to improve their learning. Nunan (1997) found encouraging learners to move towards autonomy is best done inside the language classroom.

Learner autonomy can be supported by teachers' minimizing the evaluative pressure and any sense of correction in the classroom, as well as by maximizing students' perceptions of having a voice and choice in the academic activities. Researchers suggest that autonomy supportive teaching practices are associated with greater positive outcomes in the classroom. For example, Chirkov and Ryan (2001) studied Russian and US high school students and found that students' perceptions of both teacher and parent autonomy support were associated with greater internalization of academic motivation and a way to facilitate internalization is that teachers provide students with a meaningful rationale or why a learning activity is useful.

Students will ultimately become independent from teachers and teaching and thus in education, "the development of autonomy and self-sufficiency may be desirable ends" (Dickinson, 1994, p. 3). If learners have developed their own autonomy, they will then take the necessary responsibility for their own learning and become intrinsically motivated and engage themselves in their learning initiatives and actively (Little, 2006). What's more, autonomous learners can apply the knowledge.

CONCLUSION:

Autonomy in learning is a process and not a product. Autonomy requires understanding one's own strengths and weaknesses and accumulating a diverse set of resources that will maximize exposure and improvements in general and functional language skills. Skills can be learned by studying independently, but skills are only truly adapted when they can be confirmed and responded to by

a competent mentor. It has been seen that successful language students did not reach their desired levels of fluency exclusively by autonomous learning, but with the help of facilitators.

De Vries and Kohlberg (1987, p. 380) explain an autonomous teacher in these words:

The autonomous constructivist teacher knows not only what to do, but why. She has a solid network of convictions that are both practical and theoretical. The autonomous teacher can think about how learners are thinking and at the same time think about how to intervene to promote the constructive culture. Autonomous teachers do not just accept uncritically what curriculum specialists give them. They think about whether they agree with what is suggested. They take responsibility for the education they are offering.

Thus the students can be best prepared to face the ‘real’ and ‘much bigger world’ outside the classroom by taking responsibilities of learning in their own hands.

REMEDIAL RECOMMENDATIONS:

According to the results and findings of the study, it is recommended that in attempts to promote a higher level of learner autonomy in Bangladesh, it requires a different way of thinking about classroom dynamics and the roles of teachers, as well as learners. Though it requires a lot of planning which should be undertaken in association with learners, fellow teachers, administrators and parents, it is most important for the teachers to use the activities and strategies mentioned in this paper that will empower students to explore realms and means that could ultimately pique a greater interest in autonomous learning. Finally, if teachers come out of their traditional role as ‘the supplier of knowledge’ or ‘supreme authority’, and take diverse roles in ESL classroom at tertiary level in Bangladesh as mentioned in this study, they can certainly implement autonomous leaning successfully which will enable Bangladeshi graduates stand out globally as efficient communicators in English.

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Appendix: A

Appendix A: Survey Questionnaire-1

Name:

Age:

Current Profession:

Please read the following instructions before you fill up the questionnaire:

[The below given questionnaire has been designed to get introduced to you. This has been designed mainly to get a general idea about you as a person as per requirement of a small survey. Therefore it will be highly appreciated if you provide as much information as you can. However, you can skip giving answer to any of the questions if you are not comfortable enough. Your honesty and patience will be highly respected]

Survey Questionnaire

1) What is your mother tongue?

2) What was the medium of instruction in your school for all the subjects? Did you get instructions in English in English classes?

3) What things did you learn under this discipline?

- 4) How was English speaking done in your classrooms?
- 5) Was there any group/pair work, role plays, picture based q/a etc. activities?
- 6) What were some common ways of learning English?
- 7) Can you give me an idea about any type of activity which you think enhanced your English learning abilities?
- 8) What area of English did you have good grasp on?
- 9) As a Second language learner, what do you think was your main barrier in way of acquiring communicative skills?
- 10) How were you treated by your teachers when you used to make grammatical mistakes?
- 11) What was your main objective of learning English in your school/college?
- 12) What could have turned you into a better user of English?

Appendix- B

Appendix B: Survey Questionnaire-2

Name:

Age:

Current Profession:

Please read the following instructions before you fill up the questionnaire:

[The below given questionnaire has been designed mainly to get a general idea about you as a person as per requirement of a small survey. Therefore it will be highly appreciated if you provide as much information as you can. However, you can skip giving answer to any of the questions if you are not comfortable enough. Your honesty and patience will be highly respected]

Survey Questionnaire-2

- 1) How much interesting was your learning English at UIU?
- 2) Were you worried after getting admitted to UIU where the medium of instruction is English?
- 3) What type of environment did you like the most in case of learning English?

- 4) Did you learn English in this same way throughout your school/college life? Or were there any changes in the discipline in the advanced levels? For example, tell me something about learning English in your University.
- 5) Do you think if you have got such an environment earlier in your school, it could have been better?
- 6) What were the most useful factors that have contributed to your acquisition?
- 7) Did you really like learning English by taking responsibilities on your own?
- 8) How did you use to notice your mistakes, and how were you motivated to correct your mistakes?
- 9) Do you think you have overcome all your lacking?
- 10) What are the skills you are good at now?
- 11) How fruitful was your learning in your ESL classroom? What do you think from your experience?
- 12) Do you think someday you will be a communicator in English like the natives?

Appendix- C

Appendix C: Survey Questionnaire-3

Name:

Age:

Current Profession:

Please read the following instructions before you fill up the questionnaire:

[The below given questionnaire has been designed mainly to get a general idea about you as a person as per requirement of a small survey. Therefore it will be highly appreciated if you provide as much information as you can. However, you can skip giving answer to any of the questions if you are not comfortable enough. Your honesty and patience will be highly respected]

Survey Questionnaire-3

- 1) Was learners' autonomy implementable in ESL classroom at tertiary level in Bangladesh?
- 2) What challenges did you face in fostering learners' autonomy in ESL classroom?

- 3) What roles did you play for successful implementation of autonomous learning?
- 4) Which strategies helped you to promote effective autonomous learning?
- 5) What kind of activities can help to develop autonomous learning?
- 6) If learners' autonomy is promoted, do the learners feel more motivated and responsible towards their own learning?
- 7) What were the most useful factors that have contributed to learners' acquisition of English as second language?
- 8) How much effective is learners' autonomy to exhilarate second language acquisition?