# Learner Autonomy in the LOTE Classroom:

## A case study of teacher and student beliefs about roles and responsibilities

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# ABSTRACT

Learner autonomy in language learning has been described as the ability to take charge of one's own learning by determining the objectives, defining the contents and progressions, selecting methods and techniques to be used, monitoring the procedure of acquisition and evaluating what has been acquired (Holec, 1979). Few would doubt that learner autonomy in language learning is a positive thing and can lead to learners who are more proficient in the target language. These sentiments are echoed in many language programs, which have as their explicitly stated goal the development of autonomous, self-directed learners. This project is a pilot study with the aim of investigating one such program: the Languages Other Than English (LOTE) (Indonesian) program at a regional public high school.

Taking a collective case study approach this investigation sought to determine two LOTE (Indonesian) learners' and their teacher's beliefs about roles and responsibilities in the language learning process and how these beliefs are translated into their teaching and learning behaviour. Prior to any interventions aimed at facilitating the transfer of responsibility for the management of the learning process from the teacher to the learner, it is essential to access learners' and teachers' beliefs and attitudes as these have a profound impact on their learning and teaching behaviour and erroneous beliefs may lead to less effective approaches to learning, ultimately impacting on learners' success in language learning (Horwitz, 1987).

The data, collected through structured interviews and classroom observations, suggest that the subjects simultaneously exhibit characteristics consistent with and in contradiction to the profiles of autonomous learners and of a teacher who engages in pedagogy aimed at the development of autonomous learners. The two LOTE learners' beliefs, and their learning behaviour, suggest that they defer responsibility to the teacher for the technical aspects of their learning, such as identifying learning objectives and topics, selecting learning activities and resources. On the other hand, through their expressed beliefs, and from the observed lessons, it appears that the two learners accept some level responsibility for reflecting and evaluating their learning and fully accept responsibility for maintaining their interest and motivations in learning the LOTE. While the LOTE learners defer responsibility for the technical aspects of their learning to their LOTE teacher, the LOTE teacher herself defers responsibility to the LOTE syllabus. However, the LOTE teacher was observed

working with learners, helping them to evaluate and reflect upon their learning and maintaining their interest and motivation in learning the LOTE.

Recommendations for pedagogy to promote the development of learner autonomy and further research are presented.

CERTIFICATION OF THESIS

I certify that the ideas, experimental work, results, analyses and conclusions reported in this thesis are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award, except where otherwise acknowledged.

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Signature of Candidate Date

ENDORSEMENT

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Signature of Principal Supervisor Date

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# INTRODUCTION

> Instruction … has as its object to make the learner or problem solver self-sufficient … Otherwise the result of instruction is to create a form of mastery that is contingent upon the perpetual presence of a teacher … (Bruner, 1966, p.53)

## 1.1 Background

The concept of autonomy emerged from the changing socio-political landscape of the 1970's, which gave rise to an increase in social awareness, and is based on the concept of respect for the individual in society (Holec, 1979). The underlying philosophy for the promotion of learner autonomy was the belief that through the development of the ability of the individual to act more individualistically and pursue personal freedoms, the more capable the individual is to operate in the society in which the individual lives (Benson, 2001). Aimed at providing opportunities for lifelong, self directed learning, the Council of Europe's Modern Languages Project and the subsequent *Centre de Recherches et d'Application Pédagogiques en Langue* (CRAPEL), at the University of Nancy, France, first brought the concept of learner autonomy to the field of language learning (Benson, 2001).

Learner autonomy in language learning has been described as the ability to take charge of one's own learning by determining the objectives, defining the contents and progressions, selecting methods and techniques to be used, monitoring the procedure of acquisition and evaluating what has been acquired (Holec, 1979). By ability, Holec (1979) means a power or capacity to do something. He refers to autonomy as the potential capacity to act, rather than the action itself. Thus the autonomous learner 'may have the ability to take charge of his learning without necessarily utilizing that ability' (Holec, 1979, p. 4).

Few would doubt that learner autonomy in language learning can lead to positive learning outcomes, such as increased proficiency in the target language and the development of life-long learners. Indeed, the changing needs of language learners will require them to go back to learning several times in their lives and the

best way to prepare them for this task is to help them become more autonomous (Scharle & Szabo, 2000).

These sentiments are echoed in many language programs, which have as their explicitly stated goal the development of autonomous, self-directed learners. For example, the LOTE (Languages Other Than English) Syllabus, discusses the role language learning plays as a contributor to life-long learning. The goals of Education Queensland's LOTE curriculum (Queensland School Curriculum Council, 2000, p. 3) under the heading "Contributions of the key learning area to life-long learning" include:

> Learners reflect on their language learning and its role in a culturally diverse society and world. Through reflection on what and how they have learnt, students become strategic learners able to consciously direct and monitor their own learning. They are equipped, therefore for lifelong, independent learning.

The syllabus goes on to say (Queensland School Curriculum Council, 2000), amongst many other outcomes, that students will acquire:

- reflective attitude towards their language learning and their first language
- a repertoire of language learning strategies that can be applied to life-long learning
- creative thinking and problem solving abilities

The ideal notion of the self-directed, autonomous learner necessitates a shift in roles and responsibilities, for both the LOTE teacher and LOTE learner. Learners take on roles and responsibilities traditionally associated with teaching by determining objectives, deciding what topics are to be covered and what tasks and activities will be performed in the language classroom and reflecting on and evaluating their performance. Teachers, once considered to be the holders and distributors of knowledge, now take on less traditional roles of facilitators, counsellors and guides.

Prior to any interventions aimed at facilitating the transfer of responsibility for the management of the learning process from the teacher to the learner, it is essential to gauge learners' and teachers' readiness for the changes that learner autonomy implies (Cotterall, 1995). Accessing learners' and teachers' beliefs and attitudes is essential, as these have a profound impact on their teaching and learning

behaviour. All learning behaviour is governed by beliefs and experience (Cotterall, 1995) and erroneous beliefs may lead to less effective approaches to learning, ultimately impacting on learners' success in language learning (Horwitz, 1987).

## 1.2 Research Questions

This project is a pilot study with the aim of investigating LOTE teachers' and learners' concept of learner autonomy in a program which has as its stated goal the development of life-long, self-directed learners. More particularly, it seeks to explore LOTE teachers' and learners' beliefs about their respective roles and responsibilities in the language learning process and how these beliefs are translated into their teaching and learning behaviour. This investigation therefore addressed the following questions:

a). What is the learners' concept of learner autonomy in language learning as manifested through:

- their beliefs about a teacher's roles and responsibilities?
- their beliefs about their own roles and responsibilities?
- the ways the students engage in autonomous learning behaviour in the classroom?

b). What is the teacher's concept of learner autonomy in language learning as manifested through:

- her beliefs about her roles and responsibilities?
- her beliefs about her students' roles and responsibilities?
- the ways she fosters the development of learner autonomy in the language classroom?

## 1.3 Significance of the Investigation

This investigation is a preliminary examination of learner and teacher beliefs of their roles and responsibilities within a language learning program with the stated goal of developing life-long, self-directed learners. Accessing learners' and teachers' beliefs and attitudes is essential, as these have a profound impact on their teaching and learning behaviour. Thus, this study is significant in a number of aspects. Firstly, for a language program to fulfil its stated goal of developing self-directed, life-long learners, considerable thought needs to be given to exactly how

this can be achieved, lest these goals be reduced to mere rhetoric. It is anticipated that this investigation will lead to a greater understanding of the concept of learner autonomy in the LOTE context and contribute to the improvement of the quality of language learning and teaching and facilitating strategies for the development of life-long learning.

Secondly, although the examination of learner and teacher beliefs in language learning is well discussed in the literature, little discussion has occurred in regards to teacher and learner beliefs in relation to their respective roles and responsibilities in the language learning process. Finally, previous studies which have examined the concept of learner autonomy in language learning have tended to focus on tertiary contexts. Though there have been a small number of studies focusing on the development of learner autonomy amongst younger learners, in pre-tertiary contexts, none have examined pre-tertiary learners' beliefs about their respective roles and responsibilities in the language learning process. Additionally, there is no reported study in the literature on the issue of learner autonomy and pre-tertiary learners in the Australian context. This investigation is intended to fill some of the gaps in research into learner autonomy and deepen our current understanding of beliefs in language learning and the concept of learner autonomy in language learning.

## 1.4 Limitations of the Investigation

Taking a case study approach, this investigation attempts to provide a comprehensive account of teacher and learner beliefs as they related to roles and responsibilities in managing the learning process. While providing depth to an investigation, inherent in a case study approach is the lack of generalizability. The findings of this investigation cannot be extrapolated to wider population.

## 1.5 Organisation of the dissertation

Chapter One introduces the concept of autonomy and its relevance to the context under investigation. It introduces the research questions and discusses the significance, and limitations to this investigation. Chapter Two presents a review of the literature, beginning with definitions. This is followed by a review of the literature as it relates to learner autonomy from the learners' perspective and learner beliefs. Similarly, a review of previous studies in relation to learner autonomy from

the teachers' perspective and teacher beliefs is provided. Chapter Two concludes with a review of the literature related to the development of language programs aimed at fostering the development of learner autonomy. Chapter Three describes the research design used in this investigation and includes a description and explanation of methodological procedures used for data collection and analysis. In Chapter Four the results of the investigation are presented as three case studies, representing the three subjects who form this investigation. The results and findings are discussed in Chapter Five and conclusions are drawn with respect to the research questions. Finally, Chapter Six makes a number of recommendations for pedagogy and future research.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

With the stated research questions in mind, the following literature review firstly explores key definitions related to the concept of learner autonomy. Secondly, it considers the implications of autonomous learning for the respective roles and responsibilities of language learner and teacher, before considering learner and teacher beliefs in regards to these roles and responsibilities. Finally, it considers how learner autonomy can be fostered in the language classroom environment.

## 2.2 Toward a Definition of Learner Autonomy

While it is generally agreed that learner autonomy is an important and worthy goal, defining learner autonomy can be problematic. There are differing views as to what learner autonomy is and consequently a number of different views on its implication for language education (Benson and Voller, 1997).

### *2.2.1 Holec's definition*

As a starting point in definitional discussions it is appropriate to first draw upon Holec's (1979) seminal work. Stated simply, learner autonomy can be described as the ability or capacity to take charge of one's own learning by:

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition properly speaking
- evaluating what has been acquired (Holec, 1979, p.3)

In determining learning objectives, autonomous learners do so in accordance with their subjective criteria, compared to directed-learning where the objectives are fixed by the institution or the teacher and are applied to the learning group. In traditional directed-learning the contents of learning and their sequence are defined by the teacher, who is considered the holder of knowledge which is to be transmitted to the learner. In contrast, in self-directed learning the content, be it linguistic, functional or situational, is defined and created by the learners, based on the specific learning objectives they themselves have defined (Holec, 1979). The learner's self-determined priorities determine the progression (sequence) of this content. Through

the process of use and evaluation, the learners will decide which methods and techniques are appropriate to their own learning (Holec, 1979). The monitoring of the acquisition procedure relates to the individual's timetable and pace for learning. Self-directed learning recognises that 'the best time for learning and the length of time devoted to it occur at very different periods in time for different individuals' (Holec, 1979, p. 16), leaving it up to the learner to decide 'when to study,[and] how long to work at a time' (Holec, 1979, p. 16). Finally, self-evaluation 'integrates the learner's specific personal dimension' (Holec, 1979, p. 9), where the criteria used for evaluation are determined by the learner in accordance with the relative importance placed by the individual on the various components of language learning.

### *2.2.2 Learner Autonomy and Self-directed Learning*

Benson (1997) makes a nuanced distinction between self-directed learning and learner autonomy. Self-directed learning, according to Benson (1997) can be referred to as learners' global capacity to carry out learning, in contrast to autonomous learning, which refers to the particular personal characteristics associated with such a capacity. Self-directed learning is something learners are able to do, depending on the degree to which they possess this capacity (Benson, 1997). Put another way, self-direction refers to a particular mode of learning, whereas autonomy is an attribute of the learner (Benson, 1997). In this paper self-directed learning and learner autonomy are used as mutually inclusive terms, referring to both the mode of learning and the personal characteristics or capacity of the individual to operate in this mode.

### *2.2.3 Learner Autonomy and Individualization*

Learner autonomy has also been viewed as synonymous with individualisation. The concept of individualization, consistent with learner-centred language education, recognises that individual learners have preferred learning styles and needs. Learner autonomy can be seen as the capacity for students to access their needs and be aware of their learning styles. This does not mean, however, that learner autonomy favours individualistic approaches to language learning, which emphasize the role of learners as agents for their own learning, over collaborative approaches to language learning. On the contrary, learner autonomy recognises the collective and collaborative nature of language learning (Benson and Voller, 1997)

### *2.2.4 Learner Autonomy and Philosophies of Learning*

Learner autonomy can be considered in relation to three philosophies of learning: positivism, constructivism and critical theory. Positivist views of learning see knowledge as objective reality, that is, knowledge is a given, whether it is known or still awaiting discovery (Benson, 1997). Thus, on one hand learning occurs simply in the transmission of knowledge and on the other hand the knowledge to be acquired is predetermined, but withheld from the learners in the belief it will be discovered (Benson, 1997).

Positivist views of learning would, therefore, view autonomous learning as something which exists outside of formal learning institutions, where learners take charge of the direction of their learning, without intervention from the teacher or institution, leaving the classroom as the scene for the transmission of knowledge from the teacher to the learner (Benson, 2001). Learner autonomy has also been closely associated with concept and practice of self-access, where an institution provides resources for learners to access on their own volition, based on their individual learning needs and goals. Such resources include, but are not limited to, language laboratories and libraries of learning materials. The aims of these self-access schemes have typically been to provide 'opportunities for varied exposure and problem solving' (Littlewood, 1997, p. 79).

Positivist views of learner autonomy also support the notion that learner autonomy can be promoted within the context of the language classroom, whether it be to equip learners with training and strategies needed to manage learning outside the classroom or the promotion of learner responsibility for decisions about what is to be learnt and how it is to be learnt (Benson, 2001). Knowledge of these skills, strategies and responsibilities is predetermined and transmitted from the teacher to the learner. Benson (1997) classes this as a 'technical' version of learner autonomy because it calls for the learning of a new set of skills required to manage the learning, such as learning strategies and learner training.

In contrast, according to constructivist philosophies of education, knowledge is represented as the construction of meaning. Knowledge cannot be taught. It is

constructed by the learner as experience is filtered through this personal meaning system (Little, 1991, cited in Benson and Voller, 1997, p. 6). A constructivist view of learning posits that learning consists of the reorganisation and restructuring of experience, rather than the internalization or discovery of predetermined knowledge (Benson, 1997). Thus, language learning does not involve the internalization of structures and forms, nor does it prescribe set ways of learning such structures and forms. Learners construct their own version of the target language and are responsible for their own learning and their interaction and engagement in the target language (Benson, 1997).

Constructivist approaches view the development of autonomy as an innate capacity of the individual and supports versions of autonomy which promote individual responsibility for decisions about what to learn and how to learn it, focusing on the individual's learning behaviour, attitudes and personality (Benson, 1997). A learner's capacity for autonomy may be suppressed or distorted by institutional education.

While sharing the constructionist view that knowledge is constructed through experience, critical theory places emphasis on the social context and constraints in which such construction of knowledge takes place. In this view of learning, different social groups have different views of reality and autonomy is characterised by relationships of power and control between these different social groups, which themselves can be characterised as the dominant and the dominated. Autonomy is manifested in the control over the content and process of one's own learning and increases as learners become more critically aware of the social contexts in which learning takes place.

## 2.3 Learner Autonomy and the Learner

Having considered different views of learner autonomy, it is necessary to discuss the implications learner autonomy holds for language learners, specifically, what learner autonomy implies for the roles of learners in the language classroom environment. In traditional directed-learning the learner's responsibility is typically to be the beneficiary of the learning. However, learner autonomy necessitates a new role for the learner, a role in which the learner is described as 'the good learner'

(Holec, 1987), 'the responsible learner' (Scharle and Szabo, 2000) and 'the aware learner' (Breen and Mann, 1997).

### *2.3.1 The Good Learner*

A good learner is one who is actively involved in the learning and who takes on the management of learning, a task which has traditionally been assigned to the teacher. As a manager of the learning process the learner has the responsibility of making decisions and choices necessary to plan and carry out the learning. These decisions can be related back to Holec's (1979, p. 3) definition of autonomy, that is, a 'good student' makes decision regarding:

- choice of objectives
- choice of the contents and materials
- methods and techniques to be used
- how to assess progress and outcomes

A study by Holec (1987) sought to answer the question whether a particular group of language learners were 'good learners' or not. The subjects of his study were randomly chosen adult learners studying English at CRAPEL. In this study, learners were given an opportunity to self-direct their learning with the help of a teacher who acted as a counsellor. Students did not attend classes; rather, they consulted with a counsellor who offered guidance after listening to student-initiated questions. Over a period of three months students were interviewed by the teacher-counsellor a total of five times. The interviews focused on the way the learners defined objectives, selected materials, managed methods and techniques for learning and assessed progress, materials and techniques. From recordings of these interviews a number of observations were made. Most significantly it seems that in the beginning of the study the subjects were not 'good learners', in the sense that they did not manage the process well. However, it was noted that over time the learners changed their beliefs about their role in the learning process and their representation of the functions attributed to teacher and teaching materials (Holec, 1987). Learners gradually altered their beliefs about the learning process, until they viewed it as a process which involved active responsibility where learning no longer meant being taught (Holec, 1987).

So it seems learners can become good learners. Through the process of consulting with the teacher, learners built up a greater awareness of the learning process. For example, learners in Holec's study originally equated a language program to a collection of learning materials, such as cassettes or texts, evidenced through learners' requests for such materials, without being able to specify what types of exercises they wanted to do or for what purpose. As for methods and techniques, the students initially relied on the teacher for direction. After having the question of 'what should I do?' turned back on them, the learners, over time, began to make their own choices and decisions. Holec's study revealed that there was a change in learners' perceptions of their role in the process of learning to the 'belief that they can be the 'producers' of their own learning program and that this is their right' (Holec, 1987, p. 152).

It is interesting to note that Holliday (1994), in his discussion of the social forces which affect the attitudes and expectations individuals bring to the language learning situation, objects to members of the classroom being referred to as 'learner', preferring the term 'student'. Holliday (1994, p. 14) maintains the term 'learner' 'carries the implication that the only purpose for being in the classroom is to learn', ignoring other reasons for their presence. Whereas, the term 'student', according to Holliday (1994), implies roles and identities outside the classroom, which influence their attitudes and expectations inside the classroom. In this study, such a distinction is not made, and the terms 'learner' and 'student' are used interchangeably, as it is beyond the scope of this study to delve into influences from outside the classroom.

### *2.3.2 The Responsible Learner*

Responsibility in learner autonomy relates to learners having the freedom and ability to manage their own affairs, to be in charge of their learning, knowing that there are implications and consequences, both positive and negative, for their own actions (Scharle and Szabo, 2000). Responsible learners are those who accept that their own efforts are crucial for effective learning, who are willing to co-operate with the teacher and other learners, who consciously monitor their own progress and make an effort to use all available opportunities to engage in the target language and learning activities (Scharle and Szabo, 2000). Responsibility comes with the

acceptance that success in learning depends as much on individual learner efforts as it does the teacher.

In order to develop the characteristics associated with the notion of 'the responsible learner' learners must be intrinsically motivated to learn. That is, they need to be able to identify their learning goals, to access their inner drive and interests for learning. Learners must believe that they are capable of managing their own learning (Scharle and Szabo, 2000). Responsible learners focus on the process of their learning, rather than the outcome. Additionally, learners must possess a level of awareness, where the inner processes of their learning are brought to a conscious level (Scharle and Szabo, 2000).

### *2.3.3 The Aware Learner*

In order for learners to begin to manage the learning program, that is, to become 'good learners' or 'responsible learners', they need to possess a certain level of awareness: awareness of the learning process, awareness of their own attitudes toward learning, awareness of their responsibilities and roles in the learning process and the awareness of their strengths and weaknesses as learners. It is through the development of an individual's awareness that the potential for learner autonomy increases (Cotterall, 2000).

'Aware learners' are those who can see their relationship to what is to be learnt, to how they will learn and to the resources available in order to take charge or control of the learning (Breen and Mann, 1997). 'Aware learners', as well as being intrinsically motivated to learn, possesses a meta-cognitive capacity, which allows them to make decisions about what is to be learnt, how and with what resources, and is alert to change, that is adaptable and resourceful (Breen and Mann, 1997). With the locus of responsibility for instruction shifted from the teacher to the learner, 'aware learners' possesses the capacity to learn independently of the educational processes. Through an assessment of their own needs, wants, interests and preferred ways of working in order to identify appropriate goals, 'aware learners' make strategic use of their environment and resources available in it (Breen and Mann, 1997). This is not to say that the autonomous learner is operating purely outside of the classroom. On the contrary, the autonomous learner actively participates in the

learning process in the classroom environment, in cooperation with other learners and the teacher, viewing them as valuable resources for learning.

### *2.3.4 Learner Autonomy and Learner Beliefs*

Learner autonomy necessitates the transfer of responsibility for management of the learning process from the teacher to the learner. Prior to any interventions aimed at facilitating such a transfer of responsibility, it is essential to gauge learners' readiness for the changes that learner autonomy implies, by accessing their beliefs and attitudes to language learning (Cotterall, 1995). All learning behaviour is governed by beliefs and experience (Cotterall, 1995) and erroneous beliefs may lead to less effective approaches to learning, ultimately impacting on learners' success in language learning (Horwitz, 1987). To date, learners' reflections on the assumptions and beliefs as they relate to roles and responsibilities have received little attention (Benson and Lor, 1998).

Analysing learner beliefs has provided great insights into learners' use of learning strategies. Wenden (1986), in an analysis of the transcripts of interviews with twenty-five adult English as a second language (ESL) students studying at Columbia University, identified five dimensions on which learners reflected on their language learning: the language, their proficiency in the language, the outcome of their learning endeavours, their role in the language learning process and how best to approach the task of learning. The insights provided into their beliefs about their role in the learning process by the respondents, while illuminating, tended to focus on their reactions to a particular learning activity and the views they held of themselves as facilitating or hindering language learning (Wenden, 1986). The learners referred to perceptions of their personal characteristics such as aptitude, age, personality and learning style as either impeding or contributing to their success in language learning.

Learners' beliefs have also been explored using the Beliefs About Language Learning Inventory (BALLI), a questionnaire designed to elicit agreement or disagreement with statements of beliefs in five areas: difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies and motivations and expectations (Horwitz, 1987). While

BALLI does not elicit responses explicit to learner beliefs about roles and responsibilities in language learning, it is able to gauge learners' motivations, and awareness of what is to be learnt and how and with what resources it is best to learn.

Learner beliefs have also been examined for the purpose of determining learner readiness for learner autonomy (Cotterall, 1995; Benson and Lor, 1998; Chan, 2001). Learners who are 'ready' for learner autonomy are seen as those who possess a meta-cognitive capacity which allows them to identify their needs and preferred ways of working, that is, those who have the capacity to make decisions about what is to be learned, how and with what resources.

A recent discussion of the results of a self-report style questionnaire, administered to English as a second language learners in a tertiary education context in Hong Kong, revealed that these particular learners possessed a reasonable level of 'readiness' for autonomy. These learners had clear learning goals, which they articulated well and were aware of their preferred styles and preferences and expectations for learning, in addition to being an active participant in the learning process (Chan, 2001). Further, the study revealed that these students had gained 'an initial awareness of the different roles of the teacher and themselves, the existence of various learning preferences and approaches, and the choice over different learning practices and procedures' (Chan, 2001, p. 514). The results also suggested that students preferred a less traditional role for the teacher, indicating that the role of the teacher should be that of a resource person, a facilitator and motivator.

Chan's investigation was influenced by insights provided by Cotterall (1995), whose work recognised that an understanding of learner beliefs would facilitate the construction of a shared understanding by the learner and the teacher of their respective roles in the learning process, forming a basis for the promotion of learner autonomy. Cotterall's (1995) study was premised on the argument that variability in learner autonomy, that is, different ways and to differing degrees that autonomy manifests itself, could be accounted for in difference in learner beliefs about language learning. Her study set out to identify factors in student beliefs which would enable learner 'readiness' for learner autonomy to be assessed and to then determine appropriate levels of support for individual learners. Data from a 34-item,

self-reporting questionnaire administered to adult ESL learners in an intensive English for Academic Purposes (EAP) course were analysed. Cotterall identified six factors in students' sets of beliefs which could indicate their readiness for learner autonomy: (1) role of the teacher, (2) role of feedback, (3) learner dependence, (4) learner confidence in study ability, (5) experience of language learning, and (6) approach to study. Learners' responses to statements in the questionnaire related to these factors gave an indication of learners' readiness for learner autonomy. By way of example, learners who agreed to statements related to Factor 1, the role of teacher (such as, 'I like the teacher to tell me what my difficulties are' and 'I like the teacher to tell me how long I should spend on an activity'), would see the teacher's role as dominant, a view that is inconsistent with autonomous learning.

Taking a more qualitative approach to exploring learners' readiness for learner autonomy, Benson and Lor (1998) attempted to show how learner beliefs were operationalised in the discourse of students, rather than as transparent reflections of thought. The underlying premise of their investigation was the recognition that autonomy manifests itself in different ways and to differing degree in different contexts, and this variability in autonomy is accounted for by differences in learner beliefs. From observations of classroom discussions, informal classroom chat and formal interviews with students participating in the Independent Language program at the University of Hong Kong, Benson and Lor (1998) derived a number of statements which provide insight into students' perceptions of their and their teacher's roles and responsibilities in language learning. These statements were categorised into either one of two hierarchical levels, with the top level consisting of three elements ('work', 'method', and 'motivation') and the second level consisting of statements abstracted from the data. Beliefs that focused on work were reflected in statements related to effort ('you have to put in effort'), practice ('you have to practice') and time ('you have to be patient'). In contrast, beliefs focusing on method were concerned with conditions under which work would be successful and were reflected in statements such as 'you need a teacher', 'you have to build a good foundation' (referring to grammar and vocabulary), 'you need to pay attention to all aspects of the language' (referring to grammar, vocabulary and the four macro skills), 'you have to identify your needs', 'you have to pay attention to language use' and 'you have to expose yourself to the language'. Beliefs categorised as relating to

motivation were concerned with the conditions under which work would be successful and would enable learners to remain on task. These beliefs were reflected in statements such as 'you need to be pushed to learn by a teacher', 'you need to be in an environment that forces you to use the language' and 'you need to be self-motivated'. Recognising variability in learner autonomy exists, Benson and Lor (1998), in a later stage of their investigations, developed two case studies demonstrating how beliefs differ amongst learners. Benson and Lor's approach to their investigation undoubtedly adds depth to the existing body of work on autonomy in language learning.

### *2.3.5 Learner Autonomy and Pre-tertiary Learners*

Much of the research on learner autonomy in language learning has focused on post-secondary learners. If the underlying philosophies for the promotion of learner autonomy are the concept of respect for the individual in society and the value placed on the pursuit of personal freedoms, age should not be a factor. Autonomous, self-directed learning is not a phenomenon which 'appears' at some pre-determined age. It is something which evolves over the lifetime of the individual.

It is surprising then that very little has been written or discussed in relation to learner autonomy and pre-tertiary learners (that is, primary and secondary school learners), whose learning typically occurs in a classroom setting. Studies that do exist, while indicating that younger learners possess a capacity to manage the learning process, give little insight into students' perceptions of the learning process and their roles within it.

In a study of a small group of 17-19 year old female students studying through the medium of English at a secondary school in Hong Kong, Yap (2001) sought to determine whether students created opportunities for themselves to use English outside of class and whether students perceived these out-of-class activities as being beneficial to their learning. An analysis of data collected from a self-report questionnaire and semi-structured interviews confirmed that this group of students created opportunities for listening and writing outside of class (that is, receptive skills) and that they highly valued activities that involved native-speaker input, as

well as those activities which gave them a sense of achievement. It is interesting to note that the majority of out-of-class activities were reported as student initiated activities, indicating that these students were accessing their own needs and interests before making decisions about what and how to learn (Yap, 2001).

Other studies have shown that it is possible for young learners to be self-directed within the classroom environment, and that learning in a program in which students are responsible for selecting content and methods can lead to more effective acquisition of the target language. Dam and Legenhausen (1996) reported on vocabulary acquisition of a group of 12-year old Danish school students in the first few months of their English language instruction, which revealed that students learning English 'the autonomous way' achieved better results than their counterparts in terms of vocabulary acquisition. Their report represented part of the larger, longitudinal research project Language Acquisition in an Autonomous Learning Environment (LAALE). The aim of the project was to examine the language development of students in a class where the content and methods of learning were largely determined by the students, in comparison to those in parallel classes using more traditional approaches to learning.

### *2.3.6 Summary*

Learner autonomy has been defined as learners' capacity to manage the learning process, that is, the capacity to determine individual learning objectives, decide on appropriate methods and techniques for learning and to monitor and reflect upon their own learning, whether they act upon this capacity or not. Prior to any interventions aimed at promoting learner autonomy, it is essential to gauge learners' readiness for the changes that learner autonomy implies, including their readiness to take on the roles and responsibilities associated with autonomous learning. Accessing learners' beliefs and attitudes is essential, as these have a profound impact on their learning behaviour and erroneous beliefs may lead to less effective approaches to learning, ultimately impacting on learners' ultimate success in language learning. In a program with the stated goal of promoting self-directed, autonomous learners, it is essential to determine what LOTE learners' beliefs about language learning and teaching are, and how these beliefs are manifested in classroom behaviour.

## 2.4 Learner Autonomy and the Teacher

In discussing the learners' roles in learner autonomy the expression 'you can bring a horse to water, but you can't make it drink' has often been used, meaning that it is up to learners whether they act upon their capacity to become self-directed or not (Scharle & Szabo, 2000, p.4). It is the learner who has to become responsible for his or her own learning. Learners need to realise that their success in learning depends as much on themselves, 'that they share responsibility for the outcome' and that 'teachers can provide all the necessary circumstances and input, but learning can only happen if learners are willing to contribute' (Scharle & Szabo, 2000, p. 4).

However, not only must students be willing to participate greater in learning, they must be allowed to do so. In most classrooms the responsibilities for learning have rested in the hands of the teacher who typically retains control over the learning process, who typically decides what to learn, how to learn and evaluates what has been learned (Holec, 1987). A change in the representation of a learner's role necessarily entails a concomitant change in the teachers' role (Holec, 1987). Just as the teacher has undergone years of training to become a teacher, learners have undergone years of conditioning in becoming students. For learners to become autonomous, for this transference of control of the learning process to be made, changes need to occur in both teachers' and learners' beliefs about their respective roles and responsibilities.

### *2.4.1 The Transmission Teacher Versus the Interpretation Teacher*

It is possible to characterise an individual teacher as lying somewhere along a continuum between 'transmission teacher' at one end and 'interpretation teacher' at the other. Underpinning the characterisations of these different types of teachers are different sets of beliefs about the nature of knowledge, the process of learning and the teacher's role in the process (Voller, 1997). 'Transmission teachers' are those who set themselves up as authorities and assert control (Voller, 1997), with the learner being relegated to the role as simply the beneficiary of instruction. Such a teacher takes a rational-procedural approach to teaching, invoking the impersonal authority of the external syllabus and teaching materials and maintaining a social distance from learners (Stevick, 1976, cited in Voller, 1997, p.100).

In contrast, in an autonomous learning environment, the teacher possesses characteristics associated with 'interpretation teachers'. That is, teachers in autonomous learning environments take a fraternal-permissive approach to teaching, minimising the differences between themselves and students (Stevick, 1976, cited in Voller, 1997, p.100). 'Interpretation teachers' are those who work with learners, helping them become highly responsive and to make their own decisions about what to learn, how and with what resources to learn it and to evaluate what has been learned.

What is implicit in these two extremes of teaching (transmission and interpretation) is the transference of control to the learner (Voller, 1997). However, it is not simply a matter of one person giving up control and the other picking up this control. In the classroom environment such change depends on the conscious and deliberate actions of teachers not only to accept the roles associated with a 'interpretation teacher', but also to assist learners develop an understanding of the opportunities to available to them, and how to take advantage of opportunities. Thus learning becomes a dynamic process with the teacher assisting learners to develop their own learning strategies so that they will not be dependent on the teacher (Stevick, 1976 cited in Voller, 1997, p.100).

The 'interpretive teacher' is one who engages in pedagogy for autonomy has been viewed as one possessing attributes of self-awareness (that is, as knowing what beliefs s/he holds about teaching and learning), belief and trust in the learners' capacity to learn and assert their own autonomy and, finally, a desire in wanting to foster learner autonomy (Breen and Mann, 1997). In assuming these attributes, the 'interpretive teacher', as a participant in the learning-teaching situation, is a joint negotiator within the group and within the classroom procedures (Breen and Candlin, 1980, cited in, Voller, 1997, p.100). As problems occur when there is a mismatch between the teacher and the learner's perceptions of their respective roles (Nunan 1997), the notion of interdependence is central to the development of autonomy (Voller, 1997).

### *2.4.2 Teacher as Facilitator, Resource, and Counsellor*

In the literature on learner autonomy in language learning the teacher has been variously described as being a resource, a sharer in the decision making process, a facilitator of collaborative evaluation, a manager of risks and joint-negotiator. Perhaps the role most commonly associated with the teacher in autonomous learning, particularly in the classroom context, is that of a facilitator. The teacher-as-facilitator can be characterised by the psycho-social roles and the technical roles they fulfil (Voller, 1997). Taking on the pycho-social roles, through encouragement, assistance in overcoming obstacles, and engagement in dialogue with learners, teachers of autonomous learners take on the role of motivators (Voller, 1997). By engaging in dialogue with learners about the process of learning and teachers' and students' respective roles in such a process, teachers of autonomous learners take on the role of awareness raisers. As motivators and awareness raisers, the teachers of autonomous learners necessarily possess the personal qualities of patience, tolerance, openness and empathy (Voller, 1997).

The technical roles associated with teachers-as-facilitators include assisting learners to manage the learning process by helping the learners analyse their individual needs, set objectives, develop work plans, select materials, organise interactions, and evaluate themselves (Voller, 1997). Essential in offering technical support the teacher is responsible for equipping learners with the skills necessary to undertake such tasks, by raising awareness of language and the learning process and by providing training in identifying and using learning strategies (Voller, 1997).

In self-access programs, or learning contexts in which study programs are individualized, the term counsellor has been used to describe the teacher's role (Voller, 1997). The teacher-as-counsellor is one whom learners seek out and turn to for consultation and guidance once they have become aware of a deficiency in their learning. Teacher-as-counsellors take on an informational role, that is, they provide information and answer learner-initiated questions about which resources to use and how best to use them (Riley, 1997). The following Figure 2.1 highlights these differences in responsibilities between directed-teaching and counselling.

Figure 2.1: Responsibilities in directed-teaching and counselling

| | *Teaching* | | *Counselling* |
|---|---|---|---|
| *1.* | *setting objectives* | *1.* | *eliciting information about aims, needs and wishes* |
| *2.* | *determining course content* | *2.* | *why, what for, how , how long: giving information, clarifying* |
| *3.* | *selecting materials* | *3.* | *suggesting materials, suggesting other sources* |
| *4.* | *deciding on time, place, pace* | *4.* | *suggesting organization procedures* |
| *5.* | *deciding on learning tasks* | *5.* | *suggesting methodology* |
| *6.* | *managing classroom interaction, initiating* | *6.* | *listening, responding* |
| *7.* | *monitoring the learning situation* | *7.* | *interpreting information* |
| *8.* | *keeping records, setting homework* | *8.* | *suggesting record-keeping and planning procedures* |
| *9.* | *presenting vocabulary and grammar* | *9.* | *presenting materials* |
| *10.* | *explaining* | *10.* | *analysing techniques* |
| *11.* | *answering questions* | *11.* | *offering alternative procedures* |
| *12.* | *marking, grading* | *12.* | *suggesting self-assessment tools and techniques* |
| *13.* | *testing* | *13.* | *giving feedback on self-assessment* |
| *14.* | *motivating* | *14.* | *being positive* |
| *15.* | *rewarding, punishing* | *15.* | *supporting* |

(Source: Riley, 1997, p.122)

Holec's (1987) investigations into whether or not a particular group of learners were 'good learners' highlighted the impact teachers-as-counsellors can have on students becoming managers of their own learning. In his study the counsellors assisted learners with goal identification and making decisions about what to learn in order to reach such goals and what resources, used in what manner, would be most appropriate to use. In the counselling session, from which the data

for Holec's study were drawn, students initially presented vague criteria with which to make decisions about, anticipating that the counsellor would simply tell them how to proceed. Upon receiving responses from the counsellor, such as 'What are you interested in?' 'What do you think?' 'What do you want to use the cassette for?', students slowly changed their representation of their roles in the learning process, and became producers of their own learning program (Holec, 1987).

### *2.4.3 Learner Autonomy and Teachers' Beliefs*

As Holec (1987) noted, a change in the representation of a learner's role entails a concomitant change in the teachers' role. It is necessary then to also examine the teachers' perceptions about their roles and responsibilities and their learners' roles and responsibilities in a curriculum that promotes self-directed learning. While teachers' beliefs about language learner have been examined in the literature (see Kern, 1995; Richards, 1994), to date little research has been conducted examining teachers' beliefs about learner autonomy and, more specifically, their beliefs about roles and responsibilities for managing the learning process.

One such study, involving 41 English teachers from the English department of the Hong Kong Polytechnic University, reported on teachers' perceptions of their own roles and responsibilities, their perceptions of their students' decision making abilities, how they viewed learner autonomy and how often they encouraged their students to engage in different types of autonomous learning behaviour outside of class (Chan, 2001). The results of a questionnaire indicated that teachers generally perceived themselves to be more responsible for the methodological aspects of language learning and motivating their students, and less responsible for their engagement in outside class activities. The study also revealed that teachers did not ever ask students to choose their own materials, activities or learning objectives, that they felt uncomfortable to do so. Chan (2002, p.49) concluded that 'teachers who want to help students to function autonomously have to learn to "let go"'.

Approaches to investigating teachers' beliefs as they relate to fostering learning autonomy can be informed by approaches to investigations into teachers' beliefs of other aspects of learning and teaching, and how these are manifested in the classroom practice. Mangubhai, Marland, Dashwood and Son (2004), for example,

examined LOTE teachers' beliefs of communicative language teaching (CLT). Through in-depth, semi-structured interview and stimulated recall interviews the researchers attempted to gain access to teachers' practical theory of CLT. Practical theory, while not theory in the scientific sense, allows teachers to make sense of, describe and explain events which occur in their classrooms (Mangubhai, Marland, Dashwood and Son, 2004). As much of the research related to learner autonomy has focused on learning behaviour occurring outside the classroom or in specially designed independent learning programs, such an approach may provide insights into how learner autonomy is fostered in the classroom environment.

### *2.3.4 Summary*

The challenge facing teachers in a program aimed at promoting learner autonomy is how to support the transfer of responsibility for the management of the learning process to the learner. Teacher beliefs about learner autonomy and roles and responsibilities for managing language learning is an under-investigated topic in applied linguistics and in discussions on learner autonomy, surprisingly so given the profound impact beliefs have on teaching behaviour and thus the extent to which teachers support the transfer of responsibility to learners. In a program aimed at developing learner autonomy, it is essential to access LOTE teacher beliefs about roles and responsibilities and how these beliefs are manifested in classroom teaching.

## 2.4 The Language Program

A language program aimed at fostering learner autonomy will incorporate means of transferring responsibility for learning from the teacher to the learner. The principles which underpin a language program, and the teachers' acceptance of these principles by teachers and learners, as expressed through their respective beliefs, will influence its success. Difficulties occur when there is a mismatch between teachers' and learners' beliefs and the expectations created by the program. Kern (1995), for example, reports on an investigation into first year students studying French at the University of California, Berkeley, and how their beliefs compared to their teachers and their peers at another institution. The primary purpose of this investigation was to identify and minimise potential conflict which could result in learner frustration, anxiety and lack of motivation and an increase in attrition rates.

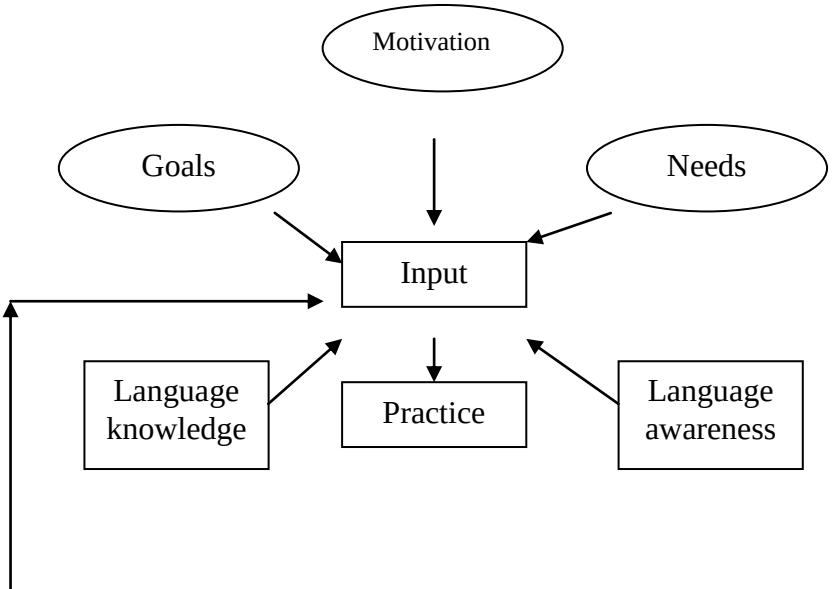
*2.4.1 Principles for the Design of Language Programs*

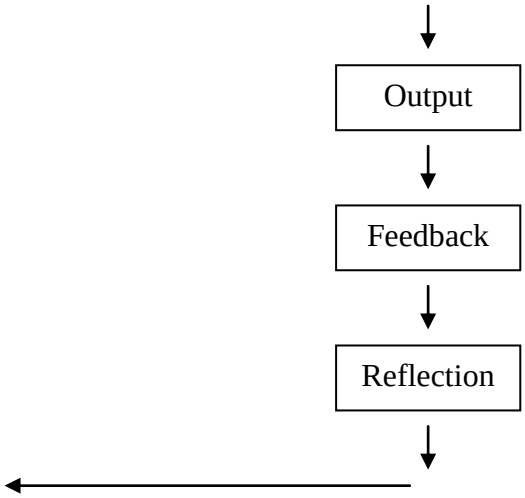
To avoid mismatches in beliefs occurring, or at least to minimise their effect on the outcomes of learning programs, program design needs to move beyond a simple statement of goals, to the incorporation and practice of key principles for the realization of such goals. Five guiding principles for the development of programs aimed at promoting autonomy and independence are suggested by Cotterall (2000). These five principles are related to learner goals, the language learning process, the learning tasks, learner strategies and reflection on learning.

The first of Cotterall's five principles is that the course reflects learners' goals in its language content, tasks and strategies. A program promoting learner autonomy devotes time to 'raising learners' awareness of ways of identifying goals, specifying objectives, identifying resource and strategies need to achieve goals, and measuring progress' (Cotterall, 2000, p.111). Decisions made in regards to the content of the program, the selection of texts and learning tasks and choice of strategies are made by learners, with reference to their stated goals.

To assist in the raising of learners' awareness of learning options available to them and the consequences of the choices they make, the autonomous learner needs to develop an understanding of the language learning process, as represented in the simplified model of the language learning process ( shown in Figure 2.2). Thus, the second of Cotterall's five principles suggests that explicit dialogue occur between the teacher and learners as to how learning texts and tasks, choices in learning strategies are related to the language learning process.

Figure 2.2: Simplified model of the language learning process






(Source: Cotterall, 2000, p.113)

The third of Cotterall's five principles states that course tasks either replicate real-world communicative tasks or provide rehearsal for such tasks. Therefore, the tasks, according to Cotterall (2000), would reflect those in which the learners will participate in the future, as identified in the statement of their learning goals and objectives.

A program which is aimed at promoting learner autonomy in language learning would incorporate explicit discussion and practice in relation to strategies which learners employ to facilitate task performance. This represents the fourth of Cotterall's five principles. Finally, according to Cotterall, a program aimed at promoting learner autonomy promotes reflection of the learning experience in order to enhance learning.

In a report on the integration of these guiding principles into two intensive adult English language programs at Victoria University of Wellington, New Zealand, Cotterall (2000) concluded that through doing so learners were able to develop control over their own language learning process. In Cotterall's (2000) study learners were asked to specify, in detail through peer interviews and class discussion, their learning goals and to identify resources required to reach such goals. Though some unrealistic goals were given by students, through teacher-student discussion, peer interviews, class discussion and the use of reflective journals goals were refined

in a way that did not harm the learners' initial motivation. A simplified model of the language learning process was presented to learners (as shown in Figure 2.2). By using this model it was possible to illustrate to learners where their learning preferences fitted in. Cotterall (2000) reports that the model also introduced some concepts and metalanguage useful for discussing learning problems. In Cotterall's study, learners were given the opportunity to identify difficulties they were having in reading and to suggest strategies they might use to address these difficulties (representing the forth of the five principles). Finally, activities which required the learners to reflect on their learning, from the goal-setting process to an analysis of tasks and strategy use, were integrated into the course and re-enforced through the use of a reflective learning journal.

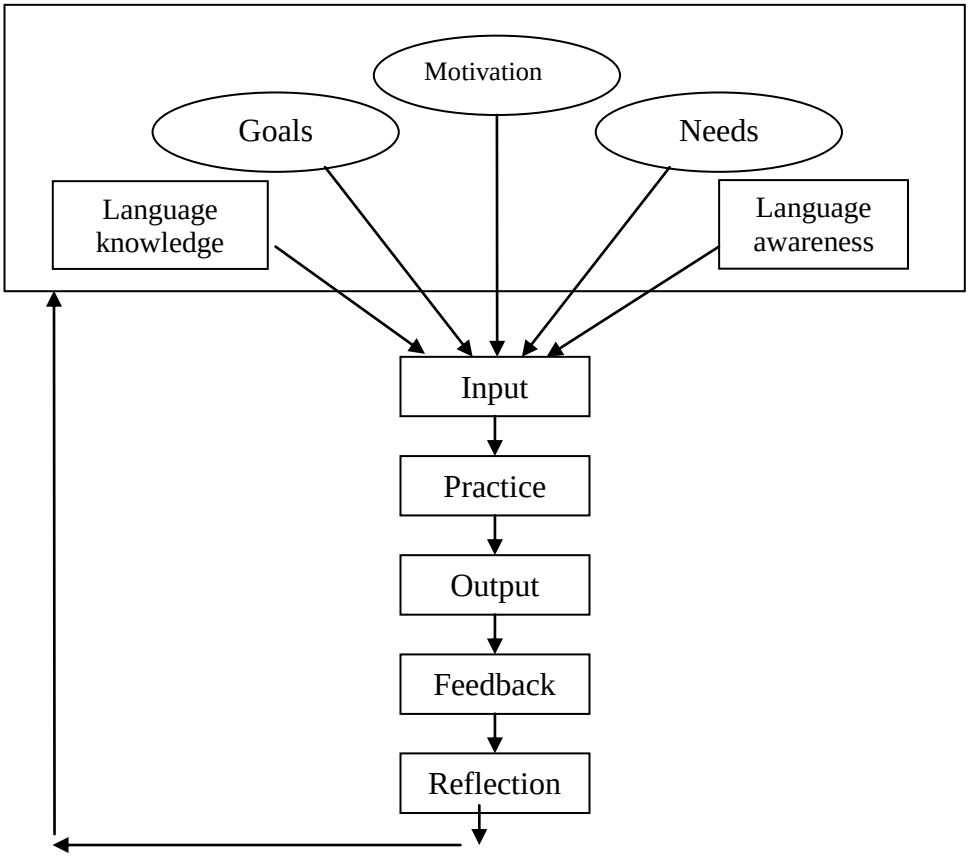
Esch (1996) proposes a set of criteria, which overlap significantly with the principles suggested by Cotterall, for evaluating the extent to which a program is more likely to support rather than suppress learners' ability to make their own decisions. These criteria are choice, flexibility, adaptability, reflectivity and shareability. Taken together, Cotterall's principles and Esch's criteria provide a useful model through which the autonomous language learning can be represented. Cotterall's model of the language learning process has been reconfigured (see Figure 2.3 below) to reflect the incorporation of Esch's criteria. A program that incorporates choice, flexibility, adaptability, reflectivity and shareability will allow learners to re-assess their learning goals, needs and motivations and re-examine their language knowledge and language awareness.

Central to Cotterall's principles is the concept of choice, an essential characteristic of any program aimed at developing autonomous, self-directed learners (Esch, 1996). The choices autonomous learners make in relation to deciding topics, learning activities and resources will reflect goals and needs of the learners, as determined by the learners themselves and will be genuine, that is, not those which involve choosing from predetermined categories (Esch, 1996).

Not stated explicitly in Cotterall's principles, but perhaps inferred through her simplified model of the language learning process, choices must be flexible and adaptable. Flexibility relates to once a choice has been made there must be

opportunities for learners to self-repair and to change options as their awareness of their choices and consequences of their choices grows (Esch, 2000). Adaptability relates to whether it is possible to change learning plans to suit different learners' learning styles or strategies (Esch, 2000). In order to make explicit the characteristics of flexibility and adaptability, Cotterall's model (the following Figure 2.3) has been altered to indicate the changes these two characteristics allow on learners' motivations and leaning goals and needs, and the changes in their levels of language knowledge and awareness that ensue.

Figure 2.3: Adaptation of Cotterall's simplified model of the language learning process



(Source: Adapted from Cotterall, 2000, p.113)

Cotterall's principles and her model of the language learning process explicitly incorporate another essential characteristic, as recommended by Esch: reflectivity. Reflectivity has to do with whether or not the learning program provides a means for learners to reflect and look back on their learning experience (Esch, 2000). Another key characteristic of a program aimed at promoting learner autonomy in Cotterall's principles is sharability, which relates to whether the learning program provides a means for learners to share activities, problems or difficulties with each other and the teacher. Though Cotterall explained that learners in her study engaged in dialogue with each other about their individual goals and objectives, it is not clear from the report the extent to which learners were able to share their learning experiences. It can be assumed though that because Cotterall's principles were integrated into classroom courses (rather than a self-access environment) learners would be exposed to and develop an awareness of others' learning experiences.

### *2.4.2 Principles Underpinning the LOTE Curriculum*

On the surface, the principles of the LOTE curriculum seem quite consistent with those mentioned by Cotterall and Esch. Taking a learner-centred approach, where learning is viewed as the active construction of meaning and teaching is viewed as the act of guiding and facilitating learning, the stated goal of the Queensland LOTE curriculum is to assist students to become life-long, self-directed learners, as explained in the extract from the LOTE curriculum in the following Figure 2.4. However, the extent to which the LOTE goals and principles are being operationalised at the classroom level, in a manner consistent with design principles as suggested by Cotterall and Esch, needs closer examination.

Figure 2.4: Goals and principles underpinning the LOTE curriculum

*A life-long learning is defined in the curriculum document as one who is:*

- *a knowledgeable person, with deep understanding;*
- *a complex thinker;*
- *a creative person;*

- *an active investigator;*
- *an effective communicator;*
- *a participant in an interdependent world*

*Underpinning this goal is the belief that students learn a language best when:*

- *they are treated as individuals with their own needs and interests*
- *they are provided with opportunities to participate in communicative use of the target language in a wide range of activities*
- *they are exposed to communicative data that are comprehensible and relevant to their own needs and interests*
- *they focus deliberately on various language forms, skills, and strategies in order to support the process of language acquisition*
- *they are exposed to sociocultural data and direct experience of the culture(s) embedded within the language that they are learning*
- *they become aware of the role and nature of language and of culture*
- *they are provided with appropriate feedback about their progress*
- *they are provided with opportunities to manage their own learning.*

*To communicate effectively, therefore, students should:*

- *be aware of the socio-cultural context in which they are operating*
- *have an understanding of the linguistic features of the language being used*
- *become familiar with strategies to understand and use language.*

(Source: Australian Language Levels Guidelines, cited in Queensland Board of Senior Secondary School Studies, 2001, p. 8)

Approaches to examining the manner and extent to which principles aimed at fostering learner autonomy in language learning are implemented can be informed by approaches to investigations into other aspects of language teaching and learning, such as the Communication Orientation in Language Teaching (COLT) observation inventory. The COLT observation inventory, was originally developed for use in the Development of Bilingual Proficiency project, carried out at the Ontario Institute for Studies in Education in Canada in the early 1980's, for the purpose of systematically describing instructional practices and procedures in language classrooms and their effects on learning outcomes (Spada & Fröhlich, 1995). The COLT observation inventory allows for the description of classroom events at the level of episodes and activities and the collection of data related to the nature of classroom interactions.

With some adjustments, the COLT framework could prove a useful tool for observing how goals and principles aimed at fostering the development of learner autonomy in the language classroom are operationalised through instructional practices and procedures.

### *2.4.3 Summary*

A language program aimed at fostering learner autonomy should incorporate explicit means of transferring responsibility for learning from the teacher to the learner. Cotterall (2000) and Esch (1996) have presented complementary guidelines for program design to support such a transfer of responsibility. The extent to which these program design elements are incorporated into the LOTE program and operationalised at the classroom level has yet to be investigated.

# CHAPTER THREE
# METHODOLOGY

## 3.1 Introduction

Learner autonomy is the capacity for students to make decisions about what to study, when to study and how to study and with what resources. Central to the development of learner autonomy is learners' awareness of the learning process, and their role within this process. Important questions have been raised as to what beliefs learners are bringing to the learning process. Specifically, these questions seek to determine what learners believe their roles and responsibilities, and those of their teachers, to be and whether learners believe they have the capacity to take on such roles. In promoting learner autonomy, the role of the teacher is to support the transfer of responsibilities to the learner. In doing so, the teacher assumes new roles, which are in stark contrast to those assumed in directed-learning. Questions have been raised as to what beliefs about respective roles and responsibilities teachers bring to the learning-teaching process and whether these are consistent with program goals. The importance of seeking answers to these questions should not be underestimated; difficulties occur when there is a mismatch between teachers' goals, learners' goals and goals of the program.

With these key issues in mind, this investigation sought to find answers to the following questions:

a). What is the learners' concept of learner autonomy in language learning as manifested through:

- their beliefs about a teacher's roles and responsibilities?
- their beliefs about their own roles and responsibilities?
- the ways the students engage in autonomous learning behaviour in the classroom?

b). What is the teacher's concept of learner autonomy in language learning as manifested through:

- her beliefs about her roles and responsibilities?
- her beliefs about her students' roles and responsibilities?
- the ways she fosters the development of learner autonomy in the language classroom?

## 3.2 Research Methods

As the purpose of the study was to focus on developing a greater understanding of the concept of learner autonomy in language learning in relation to LOTE, a case study approach was taken. This choice was based on the belief that a systematic/holistic case study approach, where 'elements are interdependent and inseparable and a change in one element changes everything else' (Sturman, 1997, p.61), would provide a more comprehensive account of teacher and learners beliefs and open up the topic to new ideas and questions. Specifically, a collective case study approach was chosen. A collective case study is one in which the researcher may jointly study a number of cases in order to investigate a phenomenon, population or general condition (Stake, 2003). A collective case study is an instrumental approach, that is, one where the case is examined mainly to provide insight into an issue and is of secondary interest, playing a supportive role, and facilitating our understanding of something else' (Stake, 2003). The 'something else' in this study being the phenomenon of learner autonomy in language learning. An overview of the research methodology is shown in Figure 3.1 below.

Table 3.1: Overview of Research Methodology

| Question | Sources of Data | Technique | Type of Data | Method of Analysis |
|---|---|---|---|---|
| What are LOTE **learners'** beliefs about their roles and responsibilities in the language learning process? | Year-11 LOTE (Indonesian) Students | Initial Interview | Free response | Interpretive |
| What are LOTE **learners'** beliefs about their teacher's roles and responsibilities in the language learning process? | Year-11 LOTE (Indonesian) Students | Initial Interview | Free response | Interpretive |
| In what ways are **learners** engaging in autonomous learning behaviour? | Year-11 LOTE (Indonesian) Students | Class Observations<br><br>Follow-up Interviews | Record of teaching/ learning incidences<br><br>Free response | Interpretive |
| What are LOTE **teacher's** beliefs about her roles and responsibilities in the language learning process? | Year-11 LOTE (Indonesian) Teacher | Initial Interview | Free response | Interpretive |
| What are LOTE **teacher's** beliefs about the student's roles and responsibilities in the language learning process? | Year-11 LOTE (Indonesian) Teacher | Initial Interview | Free response | Interpretive |
| In what ways does the **teacher** foster the development of learner autonomy? | Year-11 LOTE (Indonesian) Teacher | Class Observations<br><br>Follow-up Interviews | Record of teaching/learning incidences<br><br>Free response | Interpretive |

## 3.3 The Subjects

The subjects of the collective case study totalled three: two Year-11 LOTE (Indonesian) students from a local public high school and their teacher. The subjects participated in the investigation on a voluntary basis. Consent was secured with the subjects signing consent forms, attached in Appendix A and Appendix B. At the beginning of the investigation the two students, one male and one female 17-year olds, were in the final weeks of their Year-11 school year. At the completion of the investigation, the subjects were in the first few weeks of their Year-12 school year. The third subject was a non-native speaking LOTE (Indonesian) teacher, with over sixteen (16) years classroom teaching experience.

## 3.4 Instruments

The decision to use a multi-method approach to data collection was informed by current literature which posits that 'good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources and researcher to enhance the validity research findings' (Mathison, 1988, p.13). Thus, three instruments for data collection were utilised in this investigation: an initial structured interview; classroom observations; and a follow up interview. This methodological approach is aimed at ensuring the data collection will provide more and better evidence from which the researcher can construct meaningful propositions (Mathison, 1988).

### *3.4.1 Initial Structured Interview*

Interviews are the most common and powerful ways in which we try to understand our fellow human beings (Fontana & Frey, 2003). Even though the interviews in this investigation were structured, with subjects answering pre-established questions with a limited set of response categories, the subjects were given an opportunity to expand on their responses, allowing each individual's voice to come through. The interview questions were designed to collect the following data:

- biographical and language learning/teaching background information on the subjects
- the teacher's interpretation of the term 'learner autonomy'
- learners' and teacher's beliefs about roles and responsibilities in the language classroom

- learners' and teacher's beliefs about the learners' abilities to perform these roles and responsibilities
- learners' beliefs about language learning
- frequency of autonomous learning behaviour in the classroom
- frequency of autonomous learning behaviour outside the classroom

The structured interview questions (shown in Appendices A and B) drew on Chan's (2001, 2003) surveys of teacher and learner preparedness for language learning autonomy.

### *3.4.2 Class Observations*

Recognising that the beliefs about roles and responsibilities expressed by the teacher and learners in the interview might not reflect what actually occurs in the language classroom it was considered essential to observe how these beliefs and attitudes were manifested in classroom behaviour.

Though it was designed for another purpose, the Communication Orientation of Language Teaching Observation Scheme (COLT), developed by Spada and Fröhlich (1995), was considered to be a useful tool with which to systematically record observations of classroom teaching and learning behaviour in this study. For the purposes of this study, Part A of the COLT scheme was adapted (see Appendix C) to facilitate the collection of data from teaching and learning episodes related to autonomous teaching and learning behaviours. In particular the focus was on the frequency with which these behaviours occurred, who performed them and who assumed responsibility for:

- determining the lessons' objectives
- defining the content and the sequencing of this content
- selecting methods and techniques to be used
- monitoring the procedure (individual's timetable and pace for learning)
- evaluating what has been acquired

The scheme was also used to provide insight into the degree to which learner autonomy was being promoted through the development of meta-cognitive skills, such as strategy training, and meta-linguistic skills, such as awareness building.

Part B of Spada and Fröhlich's scheme was not used at all. Part B of the scheme is intended to examine the verbal interactions which take place within a

learning task or activity at a micro level. As the focus of the observations in this investigation was at a macro level, that is, on the nature of the learning activities, Part B was not deemed useful.

In total, three class observations took place, once a week over a three week period. The duration of each class observation was one hour and twenty minutes. In keeping with the data collection procedures recommended by Spada and Fröhlich (1995), the categories in the inventory were coded in 'real time', that is, while the observer was present in the classroom. Additional notes were taken to allow for detailed descriptions of the teaching/incidences so that as complete a picture of the observed lessons as possible was taken.

### *3.4.3 Follow-up Interviews*

In order to better understand the phenomenon under investigation, the subjects were interviewed after the observations occur. The rationale behind this is the belief that the observation inventory will not allow for an understanding of the motives behind the autonomous teaching/learning behaviours which occurred in the lesson. Therefore the interview questions were based on specific incidences which occurred in the lesson. The follow-up interview occurred the week after the third and final class observation occurred. The follow-up interviews with the two learners were twenty minutes in duration, while the follow-up interview with the teacher was one hour in duration.

## 3.5 The Context

The local high school from which the subjects were drawn is in the top 10 largest public high schools in the state. The curriculum offers students a choice of two LOTE's: Indonesian and German. The study of a LOTE is compulsory for one semester in Year 8 (the first year of high school), after which it becomes an elective subject. A typical LOTE class is made up of combined grades, for example, a Year-8 and 9 or Year-8, 9 and 10 combined class and Year-11 and 12 or Year-10, 11 and 12 class.

The LOTE classes follow the Queensland Study Authority's (a branch of Education Queensland) LOTE curriculum, which is an outcomes-based curriculum.

According to the curriculum, LOTE programs are designed to cover language in a variety of ways, recognising that communication takes place in different cultural contexts, which provide different language-use settings, themes and topics, requiring different knowledge and use of language functions and structures. LOTE teachers are advised to use four defined themes through which students are to experience and utilise the target language:

- Family and community
- Leisure, recreation and human creativity
- School and post-school options
- Social issues

It is expected that students will receive a minimum of 55 hours of LOTE instruction per semester. The topics, lasting in duration from 3 to 6 weeks, are to be chosen for reasons of interest, enjoyment and relevance to the students.

## 3.6 Data Collection

Availability of the subjects to participate in the investigation presented some constraints on the time-frame for data collection. The school calendar and subjects' prior commitments dictated when interviews and observations could take place. The initial interviews were conducted in the final two weeks of the school year, with the observations and follow-up interview taking place in the first few weeks of the next school year (approximately 2 months after the initial interviews), following the school's summer vacation. At the time of the initial interviews the two student subjects were completing their Year-11 studies. At the time of the observations the two student subjects were beginning their Year-12 studies. The interviews each took 30 minutes and were conducted separately and privately by the researcher, and later transcribed and coded.

The subjects were observed in their normal class times a total of three times, over a week and a half period. Each of the classes observed was an hour and twenty minutes in duration. Including the three subjects of the investigation, the class was made up of 12 students, and represented a combined Year-10, 11 and 12 class. Data were collected through tape-recording of the lessons, completion of the observation inventory, which allowed for field notes to be taken, as the lessons were taking place.

The follow-up interviews with the student subjects were conducted in the week following the observations. School commitments and a fast approaching mid-term break (precipitated by an earlier than usual Easter) necessitated that the two students were interviewed together. Given that the two students enjoyed a positive working relationship it was consider that they would feel free to speak honestly and openly in each others company. Similarly, school commitments also meant that the teacher was not available to be interviewed until approximately three weeks after the final observation occurred.

## 3.7 Data Analysis

Data were analysed using an interpretive approach, which involved a number of interrelated stages: note-taking, coding, memoing, sorting and, finally, writing (Dick, 2002). After transcription of the interview and observation records, the data were coded. Data from the interviews were presented in a matrix display (see sample in Appendix F) that summarised information so that this data could then be used in the presentation of results (see Chapter Four) (Keeves and Snowden, 1987). Data from the class observations were similarly presented in a matrix display so that patterns of learning and teaching behaviour were evident (see sample in Appendix G).

# CHAPTER FOUR
# RESULTS

## 4 Introduction

This investigation sought to examine two individual learners' orientation toward learner autonomy as evidenced by their beliefs about roles and responsibilities and the manner in which these beliefs were manifested in the classroom. Recognising that learning is also heavily influenced by factors surrounding the learner, this investigation also sought to examine one teacher's beliefs about roles and responsibilities and the way in which these beliefs were manifested in the classroom.

The results presented below include statements (shown in inverted commas) by the subjects in relation tho their beliefs and extracts of specific learning/teaching incidences which act as examples of how beliefs are manifested in learning/teaching behaviour. The decision to include the subjects' exact words was the belief that it would allow their voices to resonate through the report, which would give an added depth to of each of the cases below. The excerpts from the interviews, shown in inverted commas, are coded, representing the subjects' name, the interview the excerpt was taken from (that is, the initial interview or the follow-up interview) and, in the case of the initial interview, the section (for example, Part A) of the interview the excerpt was taken. For example if the excerpt was taken from Part A of the initial interview with Jen, it would be represented as J1A. The follow-up interview was not made up of discrete parts. Therefore, if the excerpt was taken from the follow-up interview with Jen, for example, it would be represented as J2. Similarly, details of teaching and learning incidences presented in the report are coded according to which of the three class observations these incidences were observed. For example, if the details related to a learning incident involving Jen in the first class observation, it would be represented as JO1.

## 4.1 Case Study 1 – Jen

### *4.1.1 About the subject*

The first subject, Jen (a pseudonym), is a 17-year student at a local state senior high school. At the time of the investigation, Jen had been enrolled at her

current school since the beginning of the 2004 school year. Prior to this she attended primary school (years 1 – 7) and high school (years 8 – 10) in a rural town in the Northern Territory. Altogether Jen had been studying the LOTE, Indonesian, for six years and had never studied another LOTE. Jen described her experience in studying the LOTE as a positive one, explaining that:

> The teacher always made it interesting and I had a group of friends, who, and I think we encouraged and motivated each other to continue with the language. It always helps to have friends doing the same subject. Which is good as well, because, we could just talk to each other about dorky things in the other language across the classroom. It was fun. (J1A)

This positive attitude to LOTE was reflected in Jen's response to the question of whether she would recommend studying a LOTE to other students. In Jen's view studying a LOTE can lead to more employment opportunities and studying a LOTE offers an opportunity to understand a different culture and give students some insight into the difficulties faced by immigrants who are learning English (J1A).

### *4.1.2 Beliefs about the teacher's and students' roles and responsibilities*

Jen generally believed that responsibility for the roles discussed in the interview rested mainly or completely with the language teacher, with the exception of 'make the lessons interesting' (J1B). Jen indicated that the students also share equal responsibility for this role, explaining that:

> I think the teacher has a huge part to play if students want to continue with the subject. It can make a really big difference. Also it is up to the students to be willing to want to learn. [Having friends in the class] easier, because if you can mess about with it then it is not so bad. (J1B)

Further, Jen feels that a good language learner not only 'has got to understand the grammar' (J2), but must be 'willing to have a go' (J2) and 'always put in a good effort' (J2). What keeps Jen interested is a 'desire to communicate' (J2). Jen explained that she was brought up with books and loves learning 'how words come to be' (J2). Jen feels that 'it's great to appreciate your language because it is an expression of your culture' (J2), that 'it is exciting to think about meeting a whole new group of people and their culture'(J2) and that 'it pushes your understanding of

the world as you know it' (J2) so you come to realise that 'the world doesn't revolve around yourself' (J2).

In contrast to these statements Jen indicated that students have a little responsibility for motivation (see Table 4.1). Jen explained that 'the teacher plays a big role in how interested you are in the subject but I think you have got to be willing to learn. So it's up to you to decide if you are going to continue with something' (J1B). Recounting an experience from her earlier language learning days, Jen explained that she didn't like her first Indonesian teacher because 'he was boring and did a lot of mathematical stuff in the LOTE', which made it difficult for her to 'grasp the content' (J1B). As a result of this experience Jen felt that 'if the teacher can teach in a way that you understand, it's better' (J1B). Fortunately for Jen, this was the case with her next teacher and 'things just began to click' (J1B).

Other than 'making the lesson interesting', Jen's responses indicated that she believes students share very little responsibility at all for the roles within the language learning process. Jen felt that students should be able to provide input into many of the decisions made within the language class, but deferred this responsibility to the teacher whom Jen felt is better equipped in terms of being more experienced and able to determine the learners' needs (see Table 4.1). For example, although Jen answered 'some' to the question of who was responsible for deciding what topics to study in class, she explained that this responsibility rested 'almost equally between the teacher and the student' (J1B) but that she felt 'the teacher should have the main say because they are the ones teaching the language and they know how best to teach it' (J1B).

Table 4.1 Jen's beliefs about the teacher's and students' roles and responsibilities

| **Question – Who is responsible for …** | **Teacher** | **Student** |
|---|---|---|
| deciding what topics to study in class? | Mainly | Some |
| choosing which activities to do? | Mainly | Some |
| deciding how long to spend on each activity or task? | Mainly | A Little |
| making the lesson interesting? | Completely | Mainly |
| explaining what you are learning? | Completely | A Little |
| explaining how you are learning? | Completely | None |
| providing study materials? | Mainly | Some |
| correcting your mistakes? | Mainly | Some |
| evaluating how well you have learned the LOTE? | Completely | None |
| identifying your weak and strong points in the LOTE? | Completely | Some |
| giving you work to do outside of class? | Completely | None |
| motivating you to learn the LOTE? | Mainly | A Little |

Similarly, as Table 4.1 above shows, Jen felt that, although 'there should be student input in what activities to do, because they are able to learn better with different activities … the teacher would be [better] able to see what the class needs to work on' (J1B). When asked whether she felt she knew which activities or tasks suit her learning style best, Jen indicated that she possesses some awareness, however sometimes, when she is 'not in the mood', Jen would much more prefer it 'if the teacher sorted it out' (J1B). As for decisions regarding the timing or length of activities, Jen felt that 'definitely the teacher' should be responsible.

While resting the main responsibility for providing study materials with the teacher (indicated in Table 4.1), Jen did feel that students are responsible for making some contributions. Demonstrating some insight into how language might be learned better, Jen felt that '… that the teacher provide[s] the students with some materials, but also the students. It is really helpful if you can bring in something that you are familiar with … and learn how to relate language to that' (J1B). She felt that by doing this the language learning experience is within the learners' 'comfort zone' (J1B).

Jen also believes that the students also have some responsibility for correcting their own mistakes, with the teacher having main responsibility, as expressed in the following statement:

> Definitely the teacher, but I think also, once again, sometimes … if you really didn't like the teacher or something, it's really helpful if you have a friend give you a nudge. (J1B)

Likewise, although Jen believes that students have some understanding of what their weak spots are, the responsibility for identifying weak points in the LOTE rests with the teacher, as expressed in the following statement:

> Pretty much entirely the teacher. Although, I think we have some understanding of our … what the weak spots are. I like to have the teacher give me some feedback so then, you sort of, you know that it's not just your own thinking. I think sometimes you get too caught up and you think you have done badly, and think you are not doing so well and perhaps just to have the teacher say. Or if you think you are doing well, the teacher says well no, I think you could have done better at that. (J1B)

Although she indicated that she can reflect on how well she has or has not done, she needs confirmation, or a realistic assessment, from the teacher so as to be sure that 'it's not just your own thinking' (J1B). Jen explained that 'sometimes you get too caught up and you think you have done badly, and think you are not doing so well and perhaps just to have the teacher say' you are doing well (J1B). Conversely, Jen felt that 'if you are doing well, the teacher says "well no, I think you could have done better at that"' (J1B).

As shown in Table 4.1, those roles which Jen felt students have a little or no responsibility at all for were deciding how long to spend on each activity, explaining what students are learning, explaining how you are learning, evaluating how well you have learned the LOTE, giving you work to do outside of class and motivating students to learn the LOTE. As for deciding how long to spend on each activity, Jen emphatically stated that 'was definitely the teacher's' responsibility (J1B), with the student have a little responsibility for this role. Again, Jen's response was based on her trust in the teacher's judgement and expertise.

Jen indicated that the teacher holds complete responsibility for the roles of explaining what students are learning and how they are learning, with the learner holding a little and no responsibility at all, respectively. Jen did indicate that students can play a role in helping their classmates understand what they are learning.

> The teacher mostly and I think the student a little because sometimes you don't understand what the teacher is saying, so you can get help from your friends. (J1B)

As for explaining the best way to learn a language, Jen expressed the view that students have very little experience in learning another language, and, conversely, that teachers have received training in how to teach a language.

> I think mostly the teacher because once again, they have done a course in learning about how to teach a language and often people, even once you get to year 10 you still have people that have done a little language in grade 7 in grade 9 and then thought that they might come back to it and so they don't always have an understanding. (J1B)

Although Jen believes that students themselves do possess some idea of how well they are performing in the LOTE, this was not the learners' responsibility at all. While acknowledging that some peer evaluation is useful, in particular giving her classmates positive feedback, the teacher was solely responsible for 'the negative stuff' (J1B).

Jen felt that students had no responsibility for 'giving work to do outside class' (J1B). Jen expressed that there is absolutely 'no way' she was going to give herself work to do outside of class (J1B).

### *4.1.3 Confidence in own ability to take on such roles and responsibilities*

Generally, Jen felt that she had little to no confidence at all in her ability to take on the responsibilities associated with managing the learning process, as indicated in the following Table 4.2. One exception was that Jen felt very confident in her ability to help her classmates learn the LOTE. Jen explained that she likes it when 'someone gives me something back' (J1C), particularly if this feedback is coming from a friend, so in return, she feels very confident (and perhaps comfortable) helping them.

Another exception, shown in Table 4.2, was that Jen felt she was confident in her ability to decide what is important to learn. She also felt that she could confidently study the LOTE independently, with the essential/important ingredient to this being a willingness to learn (J1C). Jen also felt that she had a good enough

grasp of the basics of the language and what was required of her to study effectively and independently (J1C). Given Jen's belief that students have no responsibility for giving themselves work to do outside of class, her beliefs about her ability to study independently were interpreted to mean that she was confident in being able to independently study that which has been allocated to her by the teacher.

Table 4.2: Jen's confidence in her abilities to take on roles and responsibilities

| **Question – How confident are you in your ability to …** | **Level of Confidence** |
|---|---|
| decide what is important to learn? | Confident |
| choose what topics to study in class? | A little confident |
| decide which activities to do? | A little confident |
| decide how long to spend on each activity or task? | Not confident at all |
| choose the materials/resources for your LOTE lessons? | A little confident |
| help your classmates learn the LOTE? | Very confident |
| study the LOTE independently? | Confident |
| correct your mistakes? | A little confident |
| test what you have learned so far? | A little confident |

It is interesting to note that Jen's lack of confidence relates to the technical aspects of learning, such as choosing topics, activities and materials, correcting mistakes and assessing performance in the LOTE, as opposed to the psycho-social aspects of learning, such as helping classmates. In regards to choosing topics, Jen believes that the teacher has a greater ability in deciding what is important, or what is needed to improve in the LOTE, explaining that 'Um, I think that maybe the teacher has, is more able to think of what topics will actually improve your understanding of LOTE, rather than what you think a good thing to study' (J1C). As for deciding what activities to do in class, Jen also firmly believes that this 'is a teacher's thing' (J1C).

Asked whether she felt confident in choosing materials and resources for the LOTE lessons, although Jen checked 'a little confident', she explained that if the teacher asks the students to bring something in to class she felt 'pretty confident' that she could choose appropriate resources/materials (J1C).

Jen indicated that she felt 'fairly confident' in correcting her own mistakes. However, she felt that she may not always be able to do so because 'it is a different language, because I don't understand if I have made any mistakes or not' (J1C).

Similarly, despite checking ‘a little confident’, Jen felt ‘pretty confident’ in regards to testing what she has learned so far.

Of all the roles discussed, Jen felt that she had no confidence at all in her ability to decide how long to spend on each activity. Although Jen did not explain her answer, perhaps it could be related to her earlier thoughts where Jen stated that she preferred to rely on the judgement and expertise of the teacher.

### *4.1.4 Beliefs about language learning*

Despite Jen’s lack of confidence in her ability to take on these roles and responsibilities associated with autonomous learning, she exhibited a positive attitude toward learning a language, as shown in the following Table 4.3. Through her responses Jen indicated that she possesses a great deal of awareness of language learning and her individual learning preferences.

Firstly, Jen expressed that she feels she is responsible for her learning and that in order to get an education, one must be willing to learn. Though she likes to study by herself, however, she feels when studying a language it is ‘helpful’ to study in a group, especially the ‘communication’ aspect of the language (J1D). Jen explained further that she likes to ‘become familiar and comfortable about how to use words, and learning about them in a group is one of the best ways’ (J1D). Although Jen indicated that she likes the role of self assessor, she is ‘just sort of happy to let the teacher do that one’ (J1D). She also does not mind asking for and getting feedback from the teacher, even when she makes mistakes, unless the feedback is ‘given in an unfriendly way’ (J1D).

Table 4.3: Jen's beliefs about language learning

| Statement | Perception/attitude |
|---|---|
| I am responsible for my own learning. | Agree |
| I like to study by myself. | Not sure |
| I like to assess my own progress. | Agree |
| I like to decide what to study and when to study it. | Not sure |
| I enjoy studying my LOTE. | Agree strongly |
| I think it is important to learn from my mistakes. | Agree strongly |
| I feel comfortable asking for help when I don't understand something. | Agree |
| I don't care if I make mistakes when using (speaking or writing) a second language. | Disagree |
| It is important to receive feedback from the teacher about how I am progressing in lessons. | Agree strongly |
| I enjoy getting feedback from the teacher. | Agree |
| I don't like it when the teacher points out my mistakes. | Disagree strongly |

### *4.1.5 Autonomous behaviour inside class*

By often deciding what to learn in the LOTE lesson, choosing activities and reflecting on what she has learned and how much she has improved, it appears that Jen does engage in autonomous learning behaviour inside the class, as seen in the following Table 4.4. Jen explained that in the past she and her fellow students have been able to choose the topic of the semesters work, most recently choosing the topic 'mass media' (J1E). She further explained that even if the teacher decides on the lesson topics, she is sometimes able to contribute to the decision making on what stimulus materials are to be used in class. In particular Jen felt that she is able to determine what materials to use in the lessons in situations when the teacher has requested the students to bring items related to the lesson topic to class.

Table 4.4: Jen's language learning behaviour inside the class

| Question – How often in your LOTE class do you … | Frequency |
|---|---|
| decide what to learn in your LOTE lesson? | Often |
| decide what you need to learn? | Rarely |
| decide what is the best way learn something in your LOTE lesson? | Rarely |
| choose the materials/resources you use in your LOTE lesson? | Sometimes |
| choose activities? | Often |
| decide how long to spend on each activity? | Rarely |
| reflect on what you have learned? | Often |
| reflect on how much you have improved? | Often |
| identify your strong points and weak points? | Sometimes |

Many aspects of language learning are, according to Jen, collaborative efforts between the teacher and the students, where the teacher presents choices to the learners to decide on. For example, Jen explained that the teacher will offer students a choice of activity, that is, whether they would like to do writing, reading or

speaking activities. However, the way the activity is carried out is up to the teacher. Other elements of learning done in collaboration with the teacher are reflecting on what she has learned and on how much she has improved and identifying strong and weak points in the language (see Table 4.4). Jen did explain, however, that she does take moments on her own to 'just think about it' (J1E).

Jen stated that she rarely decides what she needs to learn and the best way to learn the LOTE (see Table 4.4), saying that she feels 'the teacher has a better idea of the things we really [need to] improve on' (J1E). Similarly, the teacher has control over how long to spend on each activity, so she rarely has input into this aspect of her learning.

### *4.1.6 Autonomous behaviour outside class*

Jen's engagement in learning behaviour synonymous with learner autonomy extends to limited learning behaviour outside class (see Table 4.5). Specifically, she sometimes reads a LOTE textbook, newspaper or book on her own. When the teacher organises for native speakers to come into class, she is sometimes able to speak to them outside of class. She often speaks to her friends in the LOTE. Jen explained that she also has an Indonesian friend living in her former hometown who she often speaks to on the telephone (J1F).

Table 4.5: Jen's language learning behaviour outside the class

| **Question – How often outside your LOTE class do you …** | **Frequency** |
|---|---|
| read LOTE textbooks on your own? | Sometimes |
| do non-compulsory assignments? | Rarely |
| do revision not required by your teacher? | Rarely |
| note down new words/meanings? | Rarely |
| write letters or e-mails to a pen-pal in your LOTE? | Rarely |
| write a diary in your LOTE? | Never |
| use the internet in your LOTE? | Never |
| read newspapers, magazines or books (other than textbooks) in your LOTE? | Sometimes |
| listen to TV or radio in your LOTE? | Rarely |
| talk to a native speaker of your LOTE? | Sometimes |
| talk to your friends in your LOTE? | Often |
| do LOTE self-study in a group? | Never |
| see your LOTE teacher about your LOTE studies? | Rarely |

*4.1.7 How beliefs are manifested in classroom learning behaviour*

The beliefs which Jen expressed about teacher and learner roles and responsibilities were mirrored, to some extent, in the classroom activities observed. Although Jen indicated that she believes students have some responsibility for deciding what to learn, how to learn, when and with what resources to learn, and reflecting on and evaluating what has been learned, and that she often engages in such behaviour inside the class, Jen demonstrated very few incidences where she carried responsibility for managing the learning process.

The theme of the observed lessons, 'leisure, recreation and human creativity', was chosen earlier in the term in consultation with Jen and other students in the class (A2). In addition, Jen and the other students had an opportunity to contribute ideas for topics they would like to undertake under this theme. Other than contributions to the topic selection, most other aspects of the learning where managed by the teacher, allowing Jen and her classmates little or no opportunity to contribute.

The collaboration between the teacher and learners in regards to choice of activities and selection of resources and materials, of which Jen spoke in the interview, was not evidenced in the observed lessons. In contradiction to Jen's indication, the daily learning objectives and activities were determined by the teacher, as were the sequencing and timing of the activities and creation and use of learning materials, such as worksheets (A2).

The three observed lessons followed a similar format. In the opening stages of the lessons the teacher called on students to share the results of their homework task. Students then had an opportunity to practise the language. Finally, the students applied the language to one of the continuing tasks, for example, journal writing, an email project or preparing for visits by native-speaking Indonesian teachers.

At the beginning of the second observed lesson, for example, the teacher instructed several students in turn, including Jen, to read aloud from their journals (the journal is an ongoing task set by the teacher at the beginning of the school year). Students are required to write daily about anything which has happened in their daily lives, for example what they did at school, in the evenings and on weekends. In

pattern with those who preceded Jen in this activity, after Jen read aloud her journal entry the teacher elicited comprehension from the students' through a series of questions, in both the target language and English. It was the teacher, not Jen, who interpreted the journal to the class, by highlighting the key language contained within the journal.

After several more students had read aloud from their journals, the teacher directed the class to 'steal' key expressions/vocabulary from each other's journals and make note of any new learning in their notebooks. It was perhaps in this instance that Jen demonstrated her ability to manage an aspect of her learning. Jen was able to, and frequently did so throughout the observed lessons, reflect on and evaluate what she has learned. Jen appeared to frequently identify gaps in her language knowledge and seek assistance from the teacher and other learners to help bridge those gaps. She did this by physically highlighting the concerned language items and asking explicit questions to the teacher and her classmates as to their meaning (JO2). It was observed, too, that Jen independently employed a number of strategies, such as dictionary use, strategic questions to the teacher, interpreting linguistic and non-linguistic clues in the text, in order to bridge the gap in her understanding of the language (JO2). This approach was a recurring feature in Jen's learning behaviour throughout the observed lessons. Jen's learning behaviour confirmed the statement she made that she often reflects on what she has learned and how much she has improved (see Table 4.4) and that she in fact enjoys assessing her own progress (see Table 4.3). However, such learning behaviour does seem to contradict Jen's previously stated belief that teachers are completely responsible for evaluative aspects of learning (see Table 4.1) and the lack of confidence she expressed in being able to do so (see Table 4.2).

It was observed in each of the observed lessons that the time allocation for each activity and transition from one learning activity to another was managed explicitly by the teacher. This was consistent with Jen's belief that it is the teacher's responsibility to decide how long to spend on each activity (see Table 4.1) and Jen's lack of confidence in her ability to do so (see Table 4.2). How tasks were managed within the time allocated by the teacher was up to Jen and her classmates. The third observed lesson, for example, began with the teacher asking the class to divide into

four groups. Angie distributed a different worksheet to each group, with each worksheet including a different text and learning task. Jen appeared quite comfortable working through the task without direction from the teacher. This seems to reflect Jen's earlier statement of confidence in her ability to study independently (see Table 4.2). Working through the task, as noted earlier, Jen appeared to be able to identify the gaps in her understanding and was able to seek assistance in bridging these gaps by strategically employing resources such as a dictionary, the teacher or other students.

Given her personality, language skills, relative to other students in the group, her language learning experience and her status as a senior (Year 12), it was not surprising to witness Jen taking on a prominent role within the group and assisting other students as they progressed through the task. It could be said Jen was assuming a facilitator or resource role amongst her peers. When this observation was brought up in the follow-up interview Jen expressed the belief that her role as a student was to be a 'role model' and to support the younger grade students in the combined class, to 'help pull up their level of Indonesian' (J2). In Jen's view her role is to make other's 'feel comfortable' in the LOTE class and that to learn a language students have to put in the effort and try 'to get along with others' in the classroom (J2). This was reflected in the high level of confidence in helping her classmates to learn the LOTE which Jen expressed (see Table 4.2).

## 4.2 Case Study 2 - Brad

### *4.2.1 About the subject*

Brad (a pseudonym), the second subject of this investigation, is a 17-year old student in Year 11 at the same local state high school as Jen. Brad has been enrolled at the school since the beginning of the 2001 school year (Year 8). Before beginning high school, Brad was enrolled in a primary school in a small country town, approximately 40 kilometres from where he currently resides (B1A).

Brad studied Indonesian in Years 6, 7 and 8 before dropping the subject in Year 9 and then later returning halfway through Year 10. According to Brad, his motivation for returning to his LOTE studies was that he needed good marks for his Year 10 Certificate, and the realisation that he has always achieved well in the subject. Now that he is back studying the LOTE, he is enjoying the opportunity to learn about a different culture and he feels that 'the knowledge I've gained from … this unit drives me to do more Indonesian because of it, because it is really interesting' (B1A). Although he does not plan to continue learning the language after he completes high school, Brad believes that 'it would still be handy to have Indonesian in my life anyway' (B1A).

### *4.2.2 Beliefs about the teacher's and students' roles and responsibilities*

With only two exceptions (responsibility for making the lessons interesting and motivating learners) Brad believes that responsibility for the roles discussed in the interview rested completely or mainly with the language teacher, with the student having little or no responsibility at all (as shown in Table 4.6).

Table 4.6: Brad's beliefs about the teacher's and students' roles and responsibilities

| **Question – Who is responsible for …** | **Teacher** | **Student** |
|---|---|---|
| deciding what topics to study in class? | Mainly | Some |
| choosing which activities to do? | Mainly | Some |
| deciding how long to spend on each activity or task? | Completely | None |
| making the lesson interesting? | Completely | Completely |
| explaining what you are learning? | Completely | None |
| explaining how you are learning? | Mainly | Some |
| providing study materials? | Completely | A Little |
| correcting your mistakes? | Completely | None |
| evaluating how well you have learned the LOTE? | Mainly | A little |
| identifying your weak and strong points in the LOTE? | Mainly | Some |
| giving you work to do outside of class? | Completely | None |
| motivating you to learn the LOTE? | Mainly | Mainly |

Brad felt that responsibility for deciding topics, activities and materials rested with the teacher (as indicated in Table 4.6). He explained, in the following statement, that these decisions are made by the teacher, though the students are able to contribute somewhat, explaining that the small size of the class has led to the development of a friendly atmosphere, where students feel comfortable contributing to the decision making.

> Being the teacher … [Angie] always has the say in what we do in the lesson. She actually tells us the layout of the lesson when she comes in. But … we are more like friends because we are such a small class … we get our say. (B1B)

In regards to choosing which activities to do and with what in class, Brad felt that when he and the other students have an idea about what they could do in the language learning tasks, they often 'try to verbalise it and see what affect it has [on the teacher]' (B1B). Brad did explain that the types of activities the learners are most likely to request are games, especially at the end of term.

The amount of time spent on each activity is completely the responsibility of the teacher, according to Brad. He explained that the teacher is required to get through a certain number of topics in a term and a certain number of activities have to be done with the lesson. With limited flexibility in the schedule the students 'just really go with the flow' (B1B).

Brad feels that the teacher is completely responsible for explaining what the learners are studying in the LOTE. When pressed a little further, Brad did explain that there are times, when the learners can ask questions about what they are learning. However, the teacher usually creates 'an opportune moment' (B1B). That is, the teacher indicates to the learners when they should be reflecting a little deeper about what they are learning.

In regards to responsibility for explaining how students are learning the language, that is, explaining what strategies might best employ for effective language learning to occur, Brad relinquishes all responsibility to the teacher and to his more confident and proficient classmate, Jen. As Brad explained:

> I guess [Angie] and [Jen] share the role of explaining to myself the better strategies in doing Indonesian, like the structure of sentences, the right words and when to place them and stuff. So they both share the role. Mainly for [Angie] and sometimes for [Jen]. (B1B)

> Oh. I think [Jen], being the more better student, I guess [Angie] and [Jen] share the role of explaining to myself the better strategies in doing Indonesian, like the structure of sentences, the right words and when to place them and stuff. So they both share the role. (B1B)

Brad also assigns responsibility for correcting his mistakes to both the teacher and Jen. He explained that it is part of Jen's personality that she wants to help out. He explained:

> I would say, again like the question before the last question, it is [Jen] and [Angie's] role mainly. 'Cause, we were doing sentence structure the other day and [Jen] said "you've got to do it this way" and [Angie] said "Yeah, that's right".' (B1B)

While Brad felt it was the teacher's responsibility to provide textbooks, magazines and internet sites, he acknowledged when asked, the students bring along an Indonesian dictionary, a game or magazine, depending on the topic being covered in class (B1B).

As for the issue of evaluation, Brad felt that, again, this was the total responsibility of the teacher. He did acknowledge that some responsibility to self-reflect, saying that is was natural for students to look back on what they have learned and say:

> "Oh, I did that pretty well" or "I could have done better on that". We all want to improve, so I guess it's mainly my own thing to evaluate my tests that I've done for self-development and improvement. (B1B).

Brad also felt that the teacher would be in a better able to identify learners' strengths and weaknesses. As Brad explained:

> Oh, I guess me and [Angie] both share the same sort of thing – identifying my weak points. But [Angie], having all the gathered information from the lessons and exams and the tests, she'd have a more stronger … So she would be mainly and I would be sometimes, I guess. (B1B)

Brad believes that it is the teacher's responsibility to give learners work to do outside of class, but added that it is the students' responsibility to actually do it. As Brad explained, 'this is how it goes. [The teacher] gives us homework to do and it's on our shoulders to do it or not' (B1B).

While Brad indicated that he felt the teacher is mainly or completely responsible for the roles discussed in the interview (as discussed above), two exceptions to this were the belief that students are responsible for making the lesson interesting and motivating themselves to learn the LOTE. Brad expressed the belief that 'in our own individual ways we make the lesson interesting, so I guess it is completely done by both of us' (B1B). As for motivation, Brad explained:

> Well, I think it is all of our responsibilities to motivate. Like, um, doing the LOTE, as I said before, I am driven by interesting facts about different cultures and stuff. There are so many things I didn't know before I entered doing Indonesian. So, the motivation comes from [Angie] and [Jen] as well. They motivate me to do Indonesian and I motivate myself because I want to learn about different cultures. (B1B)

For him this is a unique experience. As Brad explained, 'not many people can actually say that they have actually spoken another language before, well, any of my mates anyway' (B1B). Brad returned to LOTE studies after giving it away for a year and 'only came back to it because I got good marks' (B1A). However, he has developed a fascination for the LOTE and 'other country's culture', realising that 'there are so many worlds out there' (B2).

A lot of Brad's motivation also comes from his classmate Jen, from her encouragement and support (B2). He also derives a great deal of his motivation from being able to achieve good grades in the subject. Although Brad has no plans to pursue the language once he finishes high school, he believes that knowledge of Indonesia and the language will be handy in life. Brad also attributes his interest and motivation in the LOTE to the teacher, explaining that 'the teacher needs to be enthusiastic and patient because LOTE is a difficult subject compared to others' because 'we are stepping into other peoples' culture' (B2).

*4.2.3 Confidence in own ability to take on such roles and responsibilities*

Like Jen, Brad indicated that he believed the teacher is responsible for many of the roles discussed in the interview. In contrast to Jen, however, he feels quite confident in his abilities to undertake such roles (as indicated in Table 4.7).

Table 4.7: Brad's confidence in his abilities to take on roles and responsibilities

| **Question – How confident are you in your ability to …** | **Level of Confidence** |
|---|---|
| decide what is important to learn? | Very confident |
| choose what topics to study in class? | A little confident |
| decide which activities to do? | Very confident |
| decide how long to spend on each activity or task? | A little confident |
| choose the materials/resources for your LOTE lessons? | Confident |
| help your classmates learn the LOTE? | Very confident |
| study the LOTE independently? | Very confident |
| correct your mistakes? | A little confident |
| test what you have learned so far? | A little confident |

Brad felt very confident in deciding what is important to learn, to the extent that he knows that he can contribute his opinion to what happens in the lesson. He also felt very confident in his ability to decide what activities to do in class. Brad explained that he had a good sense for knowing which types of activities are best for practicing the different skills. Brad appeared to enjoy this aspect of learning and explained that the students and the teacher, who can 'be lenient and laid-back', work together and 'have a lot of fun choosing our own activities, but at the same time learning Indonesian' (B1C). In regards to his ability to choose materials/resources for use in his LOTE lessons Brad explained that he and his classmate are often required to bring items from home which relate to a particular lesson's topic. He seemed comfortable in contributing his ideas as to what materials might be useful for a particular lesson.

While valuing team work and the assistance of his peers, Brad felt very confident in studying the LOTE independently. Working independently mostly involves doing homework assigned by the teacher. He feels that he had enough resources to help him while doing his homework that if a difficulty arose he felt confident that he could resolve it. If he was unable to resolve a problem with his independent studies he felt quite confident and comfortable seeking the advice of his teacher and/or his classmate. Or he would 'just do it by myself and get it corrected the next day and see where I went wrong' (B1C).

Brad felt only a little confident in his ability to choose topics to study in class because studying Indonesian was still new for him (B1C). In his mind he is not experienced enough as a language student to do comfortably. The second of the roles which Brad felt only a little confident in his ability to undertake was deciding how long to spend on each activity. He is not sure how to determine the length of time it takes for students to 'get the idea' and because it varies from person to person he doesn't feel would be able to make such a judgement (B1C). Similarly, Brad felt a little confident in his ability to correct his own mistakes. He explained that he feels he is not experienced enough in the language to know whether he has made a mistake or not, so he relies on his teacher and his fellow, more proficient student, to do this (B1C).

Despite this, however, Brad expressed that he feels comfortable peer assessing what he and his classmate have learned so far. Brad explained that one day a week they have an unsupervised class, which he and his classmate use to catch up on their work and quiz each other on what they have learned in the previous week's lessons. This spirit of co-operation between he and his classmate is fostered by what is called a *gudong royong*, which in Indonesian means 'working together' or 'teamwork' (B1C). Brad and his classmate have embraced this approach to learning and often help each other out. As Brad explains, however, his classmate Jen 'does it more than me because of the status that we are at' (B1C). As Jen has studied the language longer than Brad and is more proficient in the language, she assumes the role of 'teacher' more often (B1C).

### *4.2.4 Beliefs about language learning*

As with Brad's earlier comments, he feels that he is responsible for his own learning, however, as he also stated before, he feels the teacher and his classmate 'have a great impact' or influence on his learning (B1D). Through his responses Brad indicated that he possesses a great deal of awareness of his individual learning preferences (see the following Table 4.8).

Table 4.8: Brad's perceptions of, and attitude toward, language learning

| Statement | Perception/attitude |
|---|---|
| I am responsible for my own learning. | Agree |
| I like to study by myself. | Agree strongly |
| I like to assess my own progress. | Agree strongly |
| I like to decide what to study and when to study it. | Agree |
| I enjoy studying my LOTE. | Agree strongly |
| I think it is important to learn from my mistakes. | Agree strongly |
| I feel comfortable asking for help when I don't understand something. | Agree |
| I don't care if I make mistakes when using (speaking or writing) a second language. | Not sure |
| It is important to receive feedback from the teacher about how I am progressing in lessons. | Agree strongly |
| I enjoy getting feedback from the teacher. | Agree |
| I don't like it when the teacher points out my mistakes. | Agree |

Although Brad and his classmate, Jen, have embraced the concept of *gudong royong*, he still enjoys those moments when he has an opportunity to study by himself. Brad expressed the feeling that he 'just [likes] to know I can do it by myself' (B1D). Similarly, he enjoys the moments of self-reflection, in his own time and away from school, stating that there is seldom time in class to do so.

As mentioned in his comments about the teacher being responsible for deciding what to study, Brad did feel that he enjoys it when he can contribute or influence what to study and when to study it.

The classroom atmosphere is such that Brad feels comfortable asking for help. There are times, however, when he feels a little self-conscious. He is concerned about saying 'stupid things in Indonesian and … I don't want to ask for help with this, because what I said is really stupid' (B1D). Despite the feeling that sometimes he should not speak for fear of making an 'idiot out of myself' he does, generally, feel comfortable asking for help (B1D).

This self-consciousness extends to the next statement related to making mistakes. Brad was not sure about his answer to this statement. He felt that sometimes his mistakes were embarrassing for him, but that 'usually I don't care if I make a mistake' (B1D).

Brad felt very strongly that feedback from the teacher about his progress in the LOTE was very important to him in order to get a sense of how he was progressing in the subject. However, he did not always enjoy getting this feedback, though with the 'stupid mistakes' he usually laughs it off (B1D).

### *4.2.5 Autonomous behaviour inside class*

More than Jen, Brad indicated that he engages in autonomous learning behaviour in the class (as indicated in Table 4.9). Unfortunately, due to Brad's school commitments, he was unable to dedicate more time to the interview. This time restriction meant that Brad did not have the opportunity to expand on his responses.

Table 4.9: Brad's language learning behaviour inside the class

| **Question – How often in your LOTE class do you …** | **Frequency** |
|---|---|
| decide what to learn in your LOTE lesson? | Sometimes |
| decide what you need to learn? | Often |
| decide what is the best way learn something in your LOTE lesson? | Often |
| choose the materials/resources you use in your LOTE lesson? | Often |
| choose activities? | Sometimes |
| decide how long to spend on each activity? | Sometimes |
| reflect on what you have learned? | Sometimes |
| reflect on how much you have improved? | Sometimes |
| identify your strong points and weak points? | Often |

### *4.2.6 Autonomous behaviour outside class*

Brad indicated that he rarely engages in autonomous behaviour outside of class (see the following Table 4.10). Again, due to time restrictions in the interview, Brad did not have the opportunity to expand on all his responses. Brad did explain that he is willing to do homework assigned by the teacher and catch up on work when he has the time, but rarely undertakes non-compulsory tasks. For example, Brad stated that he never writes in a diary in the LOTE, other than as required for the ongoing class assignment. Brad indicated that he rarely writes e-mails in the LOTE, though he has exchanged e-mail addresses with Pak Isa, a visiting native-speaking teacher, with whom Brad hopes to correspond upon his return to Indonesia. Brad explained that the presence of Pak Isa provides him with some opportunities to chat to him outside of class. In addition, Brad indicated that he takes advantage of opportunities to watch the Indonesian news on SBS (Australia's multilingual television network).

Table 4.10: Brad's language learning behaviour outside the class

| Question – How often outside your LOTE class do you … | Frequency |
|---|---|
| read LOTE textbooks on your own? | Sometimes |
| do non-compulsory assignments? | Rarely |
| do revision not required by your teacher? | Rarely |
| note down new words/meanings? | Rarely |
| write letters or e-mails to a pen-pal in your LOTE? | Rarely |
| write a diary in your LOTE? | Never |
| use the internet in your LOTE? | Never |
| read newspapers, magazines or books (other than textbooks) in your LOTE? | Sometimes |
| listen to TV or radio in your LOTE? | Rarely |
| talk to a native speaker of your LOTE? | Sometimes |
| talk to your friends in your LOTE? | Often |
| do LOTE self-study in a group? | Never |
| see your LOTE teacher about your LOTE studies? | Rarely |

### *4.2.7 How beliefs are manifested in classroom learning behaviour*

Overall, Brad demonstrated very few incidences where he carried responsibility for managing the various aspects of the learning process, that is, deciding what to learn, how to learn, when and with what resources to learn, and reflecting on and evaluating what has been learned. While a number of Brad's beliefs about the teacher's roles and responsibilities were mirrored in the classroom learning behaviour observed, others, particularly those beliefs related to the roles of the learner, did not manifest themselves at all.

In contrast to Brad's belief that students have some responsibility for making decisions on what topics to study and choosing learning activities and, to a lesser extent, choosing learning materials (see Table 4.6), and his confidence in his ability to do so (see Table 4.8), opportunities for him to do so were not observed (BO1, BO2 & BO3). By way of example, the first observed lesson (BO1) began with the teacher handing out a worksheet which had on it three postcards written in the target language. The teacher began the activity by reading the first postcard aloud, requesting that the students read along silently. After reading the postcard, the teacher, through questions to the class, elicited students' understanding of the writing style and whether the students recognised the humour in the postcard's message. The teacher then elicited students comprehension of the content of the text in the same manner, as well as pointing out key linguistic and socio-linguistic features in the postcard message. The teacher then asked the students to identify and highlight

with their pens new or important words. The teacher walked amongst the group and either answered questions initiated by the students or asked questions to individual students in order to check their comprehension. The lesson continued in this same manner, with Brad and another student taking over the reading of the remaining two postcards. It is interesting to note the teacher nominated which students were to read the postcards aloud to the class, rather than have students volunteer.

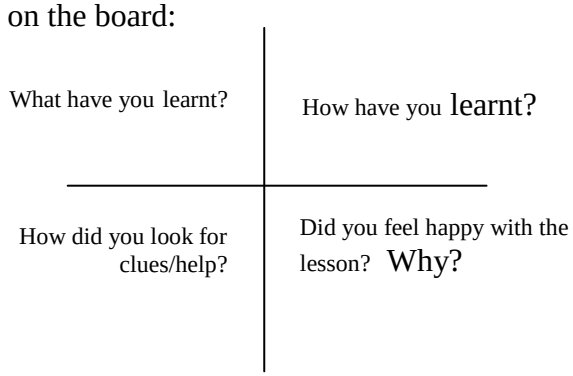
In another section of the same lesson the students were directed by the teacher to listen to the recorded voice of an Indonesian native-speaker and to complete a 'bio-data' sheet in their textbooks with information provided in the recording. Rather than listen to the tape a second time, the teacher asked Brad to read the tape script (located in the textbook). As Brad read, and again when he finished reading, some students initiated questions to the teacher and consulted with each other in order to check their comprehension. This incident seemed to indicate that students were willing to, and capable of, working in a self-directed manner (this observation of student initiated reflection and evaluation of their learning is discussed in more detail below). The teacher then directed the students to their own personal information sheets, which they had been working on in a previous lesson and were given time to go over the sheets at their own pace. Those who had completed the sheets were directed to go to the computers (located at the back of the classroom), where they were to log onto an Indonesian e-pal website and post their personal data. The teacher worked individually with the remaining students, including Brad, to go over what they had written in their personal information sheets, highlighting sentence structure problems and eliciting corrections from the student.

One exception to this trend of teacher-directed learning observed, however, was students' request from a previous lesson that they be allowed to listen to an Indonesian song, which appeared in their core text book (BO3). Though Brad and his classmates were able to influence the choice of topic (A2), the management of the listening activity rested with the teacher. The teacher directed the students to listen to the song and read along silently. After listening once, the teacher requested Brad to read the song aloud, and as he did so, the teacher elicited students comprehension of key language and socio-linguistic features of the lyrics (namely different levels of formality within the lyrics and the mixture of Javanese and Bahasa used by the song

writer). Following this, the teacher then requested the students to write a few questions related to Indonesian music to ask the next week's visiting native-speaking Indonesian teachers.

Brad indicated that students have little responsibility for reflecting and evaluating on learning (see Table 4.6) and he himself has only a little confidence in his ability to do so (see Table 4.7). However, during the three observed lessons, Brad appeared quite willing and able to self-reflect and self-evaluate. He appeared to be quite aware of his language ability and was able to identify gaps in his language knowledge, by highlighting language he did not understand. Further, he did not hesitate to seek assistance from the teacher or Jen in attempts to bridge these gaps.

Not all reflection on learning was initiated by Brad. In the third observed lesson (described above and which began with the teacher asking the class to divide into four groups and distributing four different worksheets and tasks to each group) the teacher concluded by directing the students' attention to the following diagram which she had drawn on the board:




Brad and his classmates, in their groups, spent approximately fifteen minutes discussing these questions, before being requested by the teacher to report their responses to the class. Brad explained that this type of reflective activity is not a common occurrence in class, explaining that the teacher more often gives feedback individually to the students and gives students 'an opportunity to ask ourselves the questions' (B2).

## 4.3 Case Study 3 - Angie (the teacher)

### *4.3.1 About Angie*

Angie (a pseudonym) is an experienced LOTE (Indonesian) teacher having taught Years 8 to 12 for over 16 years at a local high school. Apart from a short stint teaching at an adjacent primary school and a year abroad as a volunteer in East Timor, Angie has been continuously employed at the same high school. Angie describes her experience as a LOTE teacher as a very positive one, explaining that she is buoyed by the network of local teachers, who meet regularly, offering a lot of support and opportunities to share ideas and activities. She feels learning a LOTE is a positive experience for students as well, due primarily to the accessibility of the language to the students and the many opportunities she has to include visiting native-speaking teachers and guests into the program (A1A).

Angie's concept of an autonomous learner is one who is aware of how he/she is learning and one who possesses 'an understanding of what the teacher wants them to do without having to ask for clarification' (A1B). Informing Angie's personal understanding of the characteristics of an autonomous learner are the eight principles of language learning referred to in the ALL Guidelines, which are quoted in the Queensland LOTE syllabus document (A1B).

Angie explained the she feels her students exhibit characteristics of autonomous learners, in her understanding of the concept, as evidenced by the value they place on the language and learning the language. Additionally, she attributed the nature of the outcomes-based syllabus, where students are able to achieve at different levels, to the development of her students as autonomous learners. In order to help her students become autonomous learners, Angie believes the key is in 'scaffolding', where 'scaffolding is defined … very loosely … as providing lots of different opportunities' to learn (A1B). The teacher's role in this approach, according to Angie, is to 'sit back' and observe the students as they work and make errors and to offer assistance if necessary (A1B). Although Angie recognises the value in engaging in explicit dialogue with the learners about how they are learning, their learning styles, she admits that this occurs only once a year, usually at the beginning of the school year and is seldom revisited (A2).

### *4.3.2 Beliefs about teacher's and students' roles and responsibilities*

Angie's beliefs about her roles and responsibilities as a teacher, and those of her students, did not differ significantly from those expressed by Jen and Brad (see Table 4.11). The themes and topics available for use in the LOTE classes are decided by the curriculum handed down from Education Queensland, as Angie explained:

> Well, it's really not even the teacher who decides the topic in some ways. The curriculum decides the topics or the syllabus gives a guide of the topics. And the teacher decides which topics, according to what they're interested in and what they think the students might be interested in, mainly. (A1C)

Table 4.11: Angie's beliefs about the teacher's and students' roles and responsibilities

| **Question – Who is responsible for …** | **Teacher** | **Student** |
|---|---|---|
| deciding what topics to study in class? | Mainly | Some |
| choosing which activities to do? | Mainly | Some |
| deciding how long to spend on each activity or task? | Mainly | Some |
| making the lesson interesting? | Mainly | Mainly |
| explaining what the students are learning? | Mainly | A Little |
| explaining how the students are learning? | Mainly | A Little |
| providing study materials? | Mainly | A Little |
| correcting students' mistakes? | Mainly | Some |
| evaluating how well students have learned the LOTE? | Mainly | Some |
| identifying students' weak and strong points in the LOTE? | Mainly | Some |
| giving students work to do outside of class? | Mainly | Some |
| motivating students to learn the LOTE? | Mainly | Mainly |

While there is room to negotiate with students which of topics learners are most interested in undertaking, Angie explained that the veto power is held by the teacher who needs always to be mindful of 'the big picture' (A1C). That is, armed with an understanding of what resources are realistically available and whether a topic fits in with the school calendar, for example, the teacher carries the main responsibility for deciding what topics and, similarly, what activities to cover in class. Angie felt that the extent to which learners can contribute to decision making differs from grade to grade, and the level of maturity and awareness of the learners, with the younger learners requiring a lot more guidance from the teacher. In addition to age, maturity and level of awareness of the learners, Angie felt that the level of contribution to decision making also depends on the personality of the learners and

whether they feel comfortable enough to express what it is they like. According to Angie, Brad and Jen will certainly express their preferences.

In line with Brad and Jen's responses, Angie believes that the teacher is mostly responsible for deciding the length of learning activities:

> Well again, it comes back to the syllabus in some ways, especially in the senior, because they have to cover certain topics in a certain time frame. (A1C)

While the curriculum dictates the content to be covered within a given term and the teacher's decisions are guided by such time frames, according to Angie there is a certain amount of flexibility allowed, however, so that if students interest in a particular topic is high, the teacher can 'stretch it out a little bit more' (A1C). Or if there is a special guest coming or a special event on, the teacher has the discretionary power to adjust the learning schedule. Overall, according to Angie, it is the teacher who takes on the role of deciding whether to 'stretch' activities or not, explaining that the students 'are just happy to roll with whatever goes … because … it is not important to them' (A1C).

As for responsibility for deciding learning activities, Angie felt that this was the responsibility of the teacher, though students could make a contribution, as expressed in the following statements:

> Well I think it comes down to the teacher of how we do things, but I think the students can have some level of say. If you ask them "Well what did you think of that? Did you like that? Do you want more of that?" (A1C)

> I know the year 11's know that they can say whatever, that they feel comfortable to say whatever they like. And they soon tell me when, or I can see – no good. And that's again, because of the nature of [the class]. (A1C)

Angie, as do Brad and Jen, believes that the responsibility for making the lessons interesting rests equally with the teacher and the students. The reality is, Angie explains, is that the students come into … [the lessons] …with different priorities and motivations which the teacher has to take into account. The teacher

too, Angie continues, has a vested interest because the teacher needs to get ‘some kind of satisfaction out of it’ (A1C).

In regards to questions of who is responsible for making lessons interesting and for motivating learners, Angie was of the belief that both parents and administration would say the responsibility for this role rests completely with the teacher, in keeping with school’s ethos to ‘keep students motivated’, which echoes through the school’s mission statement (A1C). In contrast, Angie felt that:

> We’re not paid to be motivators, we are paid to maintain or develop an interest in learning and a love of learning and of making mistakes at the same time self evaluate. (A1C)

While acknowledging that students must take some responsibility for motivation, the stakes are high for Angie. As a non-compulsory subject, the continuation of the subject offering and Angie’s job are dependent on a sufficient enrolment of students in the LOTE (A1C). However, because the LOTE is non-compulsory after the first semester in Year 8, it is assumed that those students who join the class have a certain level of interest and motivation to study the LOTE (A1C).

As for explaining what students are learning and what strategies they are, or should be, employing in their learning, according to Angie this ‘comes back to the syllabus’ (A1C). By this Angie means the guidelines set out in the LOTE syllabus document, which presents eight key principles for effective language learning and stipulate the topic and themes to be covered in the LOTE program (A2). The teacher has some responsibility and the student very little. Angie feels that the extent to which teachers are able to take on the responsibility of explaining to students what and how they are learning ‘depends on how skilled the teacher is and having an awarenss of how people learn … understanding the methodology’ (A1C), in addition to ‘how religious the teacher is in adopting the goals of the syllabus’ (A1C). However, Angie did feel that older students could be more capable of taking on these responsibilities. As Angie explained, ‘by the time students are in Year 11 and 12 they are understanding how they are learning and why they are learning it’ (A1C).

The issue of responsibility for providing learning materials is a tricky one, according to Angie. Budgetary considerations decide what resources are available to the teacher and what is available in the school's library for the students to access (A1C). In addition, students are required to pay for their textbooks and if textbook fees are not paid, students do not get issued with textbooks (A1C). Angie explained that some students come along to class with their own dictionary, which they might have found at the local opportunity shop. However, she does not expect that many students would be able to afford $30 to $50, the average retail cost of supplementary resources, such as an Indonesian book or dictionary.

> The school decides, works with the teachers to decide, as to the budgetary … how much the students should be paying each year for materials. (A1C)

> Only now and again does the student come along with their own dictionary that they found at the op shop. I suggest to students that they get their own, but we have them available on hire. So a lot of it is resource development or study material provided by the teacher. (A1C)

By the time a learner has reached senior high school (Years 11 and 12, and to some extent Year 10) Angie expects that students would be responsible for studying the LOTE outside of class, with some guidance from the teacher. Angie continually encourages students to study the LOTE outside of class and has reminders posted on the classroom wall, such as '10 minutes a night' (A1C). Such posters are intended to encourage and reinforce the idea that time spent outside of class studying the LOTE is necessary for learners to develop responsibility for learning and good study habits (A1C).

While Angie felt that correction, feedback and evaluation were mainly the responsibilities of the teacher, she did acknowledge that it is preferable for students to take on these responsibilities, as expressed in the following statement:

> 'If they can sit back and evaluate their learning and I think if we can get students to do that we have been successful. But then again, it depends on, in my mind, how well students can do that.' (A1C)

*4.3.3 Perceptions of students' abilities*

Overall Angie has little confidence in students' ability to decide what is important to learn (see Table 4.12). Angie explained that the approach to assessment in the outcomes-based syllabus is such that students are required to demonstrate their language ability repeatedly overtime, 'so that at any stage of their learning it can be assessed' (A1D). This has resulted in students deciding what is important to learn by continually asking the teacher at the beginning of any activity 'Is this assessed?' The students' criteria for deciding what is important to learn, therefore, is whether or not they are going to be assessed on it. Angie does acknowledge, however, that her students can identify what areas they need more work on.

Angie feels that despite the fact that students do not really have an opportunity to decide what topics to study in their LOTE, that given such an opportunity they would be able to do so. This is also the case for choosing activities to do in class. Angie feels that students are 'quite happy to go along with what you are doing'.

Table 4.12: Angie's confidence in her students' abilities to take on roles and responsibilities

| **Question – How confident are you in your students' abilities to …** | **Level of Confidence** |
|---|---|
| decide what is important to learn? | A little confident |
| choose what topics to study in class? | A little confident |
| decide which activities to do? | A little confident |
| decide how long to spend on each activity or task? | Not confident at all |
| choose the materials/resources for your LOTE lessons? | A little confident |
| help their classmates learn the LOTE? | Very confident |
| study the LOTE independently? | Confident |
| correct their mistakes? | A little confident |
| test what they have learned so far? | A little confident |

As do Brad and Jen, Angie has little confidence in her students' abilities to decide how long to spend on an activity. Students, explained Angie, are not very good at monitoring a task and given an amount of time to complete a task, students will wait until the last minute to actually begin it. Without time limits or controls set by the teacher, 'nothing would get done'.

Similarly, Angie believes her students are not capable of making wise choices when it comes to choosing materials and resources to use in class. Given the

opportunity to do so, which they rarely have, Angie believes the students would act on impulse rather than make decisions meaningfully.

As do Brad and Jen, Angie has a great deal of confidence in her students' abilities to help their classmates. She acknowledges, however, that some students lack maturity and may be too self-centred to be able to identify situations where others need help. Often too it 'depends on the situation, their levels of comfort … [and] … who they are with in the group'.

Maturity is also the key as to whether students are capable or not of studying the LOTE independently, according to Angie. It is hoped that by Year 11 students are studying the LOTE independently, but 'realistically, you can't expect more from them because they have 5 other subjects'. For younger learners, it is necessary for the teacher to give them a lot more instruction and guidance in studying the LOTE.

### *4.3.4 How beliefs are manifested in classroom teaching behaviour*

As discussed above, Angie expressed the belief that the teacher has responsibility for managing the learning process and generally has little confidence in her students' abilities to take on such responsibilities. Not surprisingly many of Angie's beliefs were manifested in the classroom. Overwhelmingly so, decision making in relation to the lessons' objectives, activities and tasks, resources and procedures, were managed by the teacher.

The extent to which learning topics and activities observed in the lessons reflected learners' goals was discussed with Angie, who advised that she spends a little time with students at the beginning of the school year 'finding out what they want to do' (A2). At the beginning of Year 11 students are formally surveyed by the school about their expectations and how they feel these expectations might be achieved. Angie explained that she follows up on these at the beginning of the school year and again when assessment occurs at the end of term. As for revisiting goals throughout the term, Angie feels that this is done 'incidentally' (A2).

When reflecting on the three observed lessons Angie explained that in her role as a teacher she is seen, by the students, as the expert and information giver

(A2). By way of example, the first observed lesson began with Angie eliciting from students their knowledge of etiquette for writing letters and emails, thus setting the scene for the day's lesson. Students responded individually, as Angie wrote this key language on the board, predominately using the target language. It was noted that Angie did not begin each of the lessons by informing students of the lessons' objectives. It was assumed that students would understand that the lesson was related to the term's guiding theme (A2).

The lesson continued with Angie handing out a worksheet which had on it three postcards written in the target language and began reading the first postcard aloud to the class with the students reading along silently. After reading the postcard Angie, through questions to the class, elicited students' understanding of the writing style and whether the students recognised the humour in the postcard's message. As Angie continued to elicit responses, indicating students' level of comprehension, she also pointed out key linguistic and socio-linguistic features of the postcard message.

Angie then asked the students to identify and highlight with their pens new or important words. As students did this, Angie walked amongst the group and either answered questions initiated by the students or asked questions to individual students in order to check their comprehension. Some students, without being directed to do so by the teacher, moved on to the next two postcards on the worksheet and began to highlight new and key words. The lesson continued in this same manner, with students taking over the reading of the next two postcards. It is interesting to note that Angie nominated which students were to read the postcards aloud to the class, rather than have students volunteer to do so. After all postcards were read the students began working with a partner or in small groups, initiating questions and answers amongst themselves and seeking clarification from each other and from the teacher.

The pacing of the lesson learning activities was managed by the teacher. On her reflection of the observed lessons, Angie explained that as the teacher she was the 'time keeper' with the responsibility of keeping students on task (A2). She explained that 'sometimes you are not allowing students to learn as much as they probably want to because you have to put the time constraint on them' (A2). The

exception to this would be in the last 15-20 minutes of each lesson (the synthesizing stage), where students had an opportunity to work independently on one of the continuing projects, for example, maintaining a journal, writing to e-pals or preparing for the visit of native-speaking Indonesian teachers from Borneo.

The orchestration of learning activities in all three observed lessons followed a very similar pattern to the activity described above. In the third lesson, there was a slight deviation from this trend. At the beginning of this lesson Angie asked the class to divide into groups of their choosing. Each group was given a different handout, each with a different text and task, but each related to the same topic, which was *gamelan*, a traditional Indonesian orchestra. The students were familiar with this topic as the school has a *gamelan* club, of which Brad and Jen were both members and other students, as part of their LOTE lessons in earlier grades, have had opportunities to participate in (A2). In their groups the students worked through their tasks at their own pace, seeking confirmation on understanding from group mates, class mates and their teacher. The only materials students brought to this activity (and any other activity in any of the observed lesson, other than their diaries) were their textbook and dictionary.

During the third lesson, Angie spent time with each of the groups to give them some strategies to aid comprehension. For example, Angie helped students to identify words that indicate a negative, showing students how to reduce a word to its base form in order to find that word in the dictionary, and how to infer meaning from context. At times, instead of answering students' questions directly, Angie modelled meaning, using gestures, words or expressions with which students were familiar, or used realia.

After spending approximately 30 minutes working on their handouts, Angie directed students' attention to the board where she had drawn the following grid:

| What have you learnt? | How have you learnt? |
|---|---|
| How did you look for clues/help? | Did you feel happy with the lesson? Why? |

In discussing what they had learned the students focused on the language content, which Angie wrote on the board and introduced meta-language to assist in her explanation (such as the Indonesian for 'past tense' and 'passive voice'). The students also focused on the information contained in their texts related to *gamelan* and various musical instruments and cultural events. In comparison to the first question, relatively little time was spent on the remaining three questions (approximately 5 minutes in total).

This particular learning task indicated that Angie was attempting to have students reflect on the learning process, and develop strategies to do so (A2). This is in contrast to Angie's stated belief that students only have a little responsibility to explain what and how they are learning. On reflection of this activity Angie explained that she does this type of reflective task perhaps once or twice a term, though usually less explicitly (A2). Angie explained that upon the completion of a learning task she sometimes ask the class 'Did you learn anything?' and then directs her students to share with each other what they have learned. She explained that because students don't have confidence in their language abilities 'they don't know what they have learned', so they need to be directed to reflect. Angie further explained that this type of reflection is incidental, as opposed to planned, and usually occurs when there is some confusion or students need some extra support.

Queried as to how much time she spends with students discussing learning strategies and styles, Angie advised that this too was done infrequently and incidentally (A2). At the beginning of the current school year she did conduct an activity aimed at highlighting learning styles, but at the end of that activity felt that students were not really aware of their individual styles. As for learning strategies, it was evident in the observed lessons that Angie encouraged learners to share learning tasks and strategies for learning, for example, they 'share how they learn vocabulary best' (A2). Generally, however, Angie feels that they have to 'work it out for themselves … to find our how they work best' (A2).

# CHAPTER FIVE
# DISCUSSION

## 5.1 Introduction

Learner autonomy is not an all or nothing concept, that is, there are degrees of autonomy (Nunan, 1996). Autonomy manifests itself in different ways and to differing degree in different contexts, and this variability in autonomy can be partly accounted for in differences in learner beliefs. This investigation sought to examine two individual learners' and their teacher's beliefs about learner autonomy. Specifically this investigation sought to address the following questions:

a). What is the learners' concept of learner autonomy in language learning as manifested through:

- their beliefs about a teacher's roles and responsibilities?
- their beliefs about their own roles and responsibilities?
- the ways the students engage in autonomous learning behaviour in the classroom?

b). What is the teacher's concept of learner autonomy in language learning as manifested through:

- her beliefs about her roles and responsibilities?
- her beliefs about her students' roles and responsibilities?
- the ways she fosters the development of learner autonomy in the language classroom?

Having described two LOTE (Indonesian) learners' and their teacher's beliefs about roles and responsibilities, and examined the environment in which teaching and learning takes place, it is necessary to discuss, and to draw conclusions from, these findings in relation to the research questions and to the literature which discusses how learner autonomy can be promoted. Key statements made by the subjects and presented in Chapter Four are reproduced in this chapter to exemplify and emphasize the points discussed.

## 5.2 Students' beliefs about their teacher's roles and responsibilities

Jen and Brad are certainly motivated to learn, and are willing to co-operate with teachers and other learners, two of the three key characteristics of the 'responsible learner' (Scharle and Szabo, 2000). However, as evidenced through their responses to the survey questions (summarised in Table 5.1), Jen and Brad rest a great deal of responsibility for managing the learning process with their teacher. Accepting some responsibility, it would seem that Jen and Brad defer to the teacher's judgement and expertise for:

- deciding what topics to study
- deciding on learning activities and resources
- explaining what is being learned and how it is being learned
- correction and evaluation
- setting work to be performed outside of class.

In doing so Jen and Brad appear to conceptualise the role of the teacher as an authority figure, that is, 'someone who acts as authority on the target language and on language learning, as well as directing and controlling all learning in the classroom' (Cotterall, 1995, p.197).

Table 5.1: Summary of student beliefs in relation to responsibilities in learning

| **Who is responsible for …** | **Teacher** | **Student** | **Teacher** | **Student** |
|---|---|---|---|---|
| | **Jen's responses** | | **Brad's responses** | |
| deciding what topics to study in class? | Mainly | Some | Mainly | Some |
| choosing which activities to do? | Mainly | Some | Mainly | Some |
| deciding how long to spend on each activity or task? | Mainly | A Little | Completely | None |
| making the lesson interesting? | Completely | Mainly | Completely | Completely |
| explaining what you are learning? | Completely | A Little | Completely | None |
| explaining how you are learning? | Completely | None | Mainly | Some |
| providing study materials? | Mainly | Some | Completely | A Little |
| correcting your mistakes? | Mainly | Some | Completely | None |
| evaluating how well you have learned the LOTE? | Completely | None | Mainly | A little |
| identifying your weak and strong points in the LOTE? | Completely | Some | Mainly | Some |
| giving you work to do outside of class? | Completely | None | Completely | None |
| motivating you to learn the LOTE? | Mainly | A Little | Mainly | Mainly |

Learners who subscribe to the view of the teacher as an authority figure do not fit the profile of autonomous learners, and such a conceptualisation can present an obstacle to the transference of responsibility for managing the learning process from teachers to their learners (Cotterall, 1995). In contrast, subscribing to a view of

the teacher as a facilitator, who assists learners establish the purpose of their learning, make choices regarding learning activities and timing, diagnose their strengths and weaknesses and evaluate their learning, is central to the profile of an autonomous learner (Cotterall, 1995).

### *5.2.1 Beliefs about responsibility for deciding what topics and activities to study and with what resources.*

Generally, the insights provided by Jen and Brad into their beliefs, stated below, suggest that they ascribe predominant responsibility to the teacher for deciding what topics and activities to study and with what resources.

> 'I think the teacher should have the main say because they are the one teaching the language and they know best' (Topics) (J1B)

> Being the teacher … [Angie] always has the say in what we do in the lesson. She actually tells us the layout of the lesson when she comes in. But … we are more like friends because we are such a small class … we get our say. (Topics) (B1B)

> I think there should be student input in what activities to do, because they are able to learn better with different activities, but I think the teacher would be able to see what the class needs to work on. (Activities) (J1B)

> I think definitely the teacher. (Timing/length of activities) (J1B)

> We just really go with the flow. Yeah, we just really go with the flow. For that I guess the teacher has got that completely. (Timing/length of activities) (B1B)

> The teacher will provide the students with some materials, but also the students. It is really helpful if you can bring in something that you are familiar with. And learn how to relate language to that. (Resources) (J1B)

> Textbook wise, magazines and internet sites - that's completely [Angie]. Sometimes she asks us to bring a game along or makes sure we bring an Indonesian dictionary and magazines. (Resources) (B1B)

These beliefs expressed by Jen and Brad are more consistent with directed-learning, where such decisions are determined by the teacher or the teaching establishment and are fixed and applied to the whole group, however well considered these decisions may be (Holec, 1979). In contrast, self-directed, autonomous learners will take on the task of identifying why they will learn by accessing their

own learning needs and objectives and these will not necessarily be fixed (Holec, 1979). Learners who have clearly defined goals will tend to be comfortable experimenting with new activities and to take risks (Cotterall, 1995).

### *5.2.2 Beliefs about responsibility for explaining what is being learned and how it is being learned.*

Again, Jen and Brad generally ascribe predominant responsibility for explaining what is being learned and how it is being learned to the teacher, though they do feel they and their classmates also share, to a lesser extent, in this responsibility.

> The teacher mostly and I think the student a little because sometimes you don't understand what the teacher is saying, so you can get help from your friends. (explaining what is being learned) (J1B)

> I think mostly the teacher because once again, they have done a course in learning about how to teach a language and often people, even once you get to year 10 you still have people that have done a little language in grade 7 in grade 9 and then thought that they might come back to it and so they don't always have an understanding. (explaining how it is being learned) (J1B)

> It's completely [Angie] for that one' however 'when we see an opportune moment [to ask questions] we grab it. (explaining what is being learned) (B1B)

> I guess [Angie] and [Jen] share the role of explaining to myself the better strategies in doing Indonesian, like the structure of sentences, the right words and when to place them and stuff. So they both share the role. Mainly for [Angie] and sometimes for [Jen]. (explaining how it is being learned) (B1B)

> Oh. I think [Jen], being the more better student, I guess [Angie] and [Jen] share the role of explaining to myself the better strategies in doing Indonesian, like the structure of sentences, the right words and when to place them and stuff. So they both share the role. (explaining how it is being learned) (B1B)

Generally the beliefs expressed by Jen and Brad above are somewhat consistent with the profile of a self-directed learner who is less likely to depend on the teacher for explanations of what is being learned and how. Where gaps in understanding occur, self-directed learners will access their knowledge of the language learning process, and, will draw upon strategies developed from prior

experience, trial and error, learning from other and those devised by themselves to compensate. Further, self-directed learners, who are more likely to have clearly defined goals, will be comfortable experimenting with new methods and techniques for learning (Cotteral, 1995).

### *5.2.3 Beliefs about responsibility for correction and evaluation.*

Self-directed learners are less likely to depend solely upon the teacher for feedback and evaluation. Rather, they will consciously monitor and evaluate their own performance. Evaluation of performance in the language will occur with reference to the learners' own learning objectives and what learners deem to be satisfactory performance of these objectives (Holec, 1979). In contrast, in their comments below, Jen and Brad indicated a preference for the teacher to assume responsibility for such roles attributing a limited responsibility to their classmates and themselves.

> Definitely the teacher, but I think also, once again, sometimes you don't really like, like if you really didn't like the teacher or something, it's really helpful if you have a friend give you a nudge. (correct mistakes) (J1B)

> I would say, again like the question before the last question, it is [Jen] and [Angie's] role mainly. 'Cause, we were doing sentence structure the other day and [Jen] said "you've got to do it this way" and [Angie] said "Yeah, that's right". (correct mistakes) (B1B)

> Mostly the teacher, but I think the student probably has some understanding of how they are going, but, yeah, mostly the teacher. (evaluate how well students have learnt the LOTE) (J1B)

> [Angie] all the way. (evaluate how well students have learnt the LOTE) (B1B)

> Pretty much entirely the teacher. Although, I think we have some understanding of our … what the weak spots are. I like to have the teacher give me some feedback so then, you sort of, you know that it's not just your own thinking. I think sometimes you get too caught up and you think you have done badly, and think you are not doing so well and perhaps just to have the teacher say. Or if you think you are doing well, the teacher says well no, I think you could have done better at that. (identify your weak and strong points) (J1B)

> Oh, I guess me and [Angie] both share the same sort of thing – identifying my weak points. But [Angie], having all the gathered information from the lessons and exams and the tests, she'd have a

> more stronger … So she would be mainly and I would be sometimes, I guess. (identify your weak and strong points) (B1B)

## 5.3 Students' beliefs about their roles and responsibilities

As evidenced through the survey and interview responses Jen and Brad certainly exhibited some characteristics of autonomous learners as described by Holec (1979; 1981) Breen and Mann (1997) and Scharle and Szabo (2000). For instance, as 'responsible learners' Jen and Brad seemed to enjoy learning the LOTE and to feel comfortable in their current learning environment and appeared to enjoy a constructive relationship with the teacher and their fellow students (J1A; B1A). These two students exhibited a sense of collaboration amongst themselves, the teacher and other students. They recognised that individual contributions were valued, as evidenced by their re-occurring reference to *gudong royong* (teamwork).

Jen and Brad did accept responsibility for some aspects of their learning. Brad most decisively believe that he was responsible for maintaining motivation and interest, compared to Jen who was less sure of this. Jen and Brad, however, both attributed a great deal of responsibility for maintaining motivation and interest to learners.

### *5.3.1 Beliefs about responsibility for making the lessons interesting*

Self-directed, autonomous learners accept that success in learning depends as much on individual efforts as it does on the teacher (Scharle & Szabo, 2000). Both Jen and Brad indicated strongly the belief that making the lessons interesting was equally the responsibility of learners (referring to both themselves and their classmates) and the teacher. This belief is represented in the comments below:

> I think the teacher has a huge part to play if students want to continue with the subject. It can make a really big difference. Also it is up to the students to be willing to want to learn. [Having friends in the class] easier, because if you can mess about with it then it is not so bad. (J1B)

> We… in our own individual ways we make the lesson interesting. So I guess it is completely done by both of us. (B1B)

### *5.3.2 Beliefs about responsibility for motivating learners*

Self-directed, autonomous learners are intrinsically motivated to learn. Jen and Brad both ascribed a great deal of responsibility for motivation to the learner, as indicated in their comments below. Both Jen and Brad's motivation came from an appreciation for learning about new groups of people, their language and their culture.

> Um, as I said before, I think the teacher plays a big role in how interested you are in the subject but I think you have got to be willing to learn. So it's up to you decide if you are going to continue with something. (J1B)

> 'Well, I think it is all of our responsibilities to motivate. Like, um, doing the LOTE, as I said before, I am driven by interesting facts about different cultures and stuff. There are so many things I didn't know before I entered doing Indonesian. So, the motivation comes from [Angie] and [Jen] as well. They motivate me to do Indonesian and I motivate myself because I want to learn about different cultures.' (B1B)

## 5.4 Teacher's beliefs about her roles and responsibilities

It has been argued in this paper that the development of learner autonomy is not dependent solely on the realisation by learners that learning happens only when they are willing to contribute. Not only must learners be willing to participate greater in learning, they must be allowed to do so. In an autonomous learning environment, the teacher possesses characteristics associated with an 'interpretation teacher', that is, one who works with learners, helping them become highly responsive and to make their own decisions about what to learn, how and with what resources to learn it and to evaluate what has been learned. The development of learner autonomy in the classroom context relies upon the conscious and deliberate actions of teachers not only to accept the roles associated with an 'interpretation teacher', but also to assist learners develop an understanding of the opportunities to available to them, and how to take advantage of these opportunities.

This investigation sought to examine one LOTE teacher's beliefs about roles and responsibilities in language learning and how these beliefs are manifested in classroom teaching behaviour. It was observed that Jen and Brad were willing to contribute to the management of the learning process, but were not always able to.

As discussed above, they deferred a great deal of responsibility to the teacher. The teacher on the other hand deferred responsibility for many aspects of learning to the syllabus, with the exception of motivating learners. Decisions about what to learn, when and with what resources, according to the teacher, were often beyond the control of the learners and, to a lesser extent, beyond the control of the teacher. The teacher's role in respect to these responsibilities had become one of a negotiator or intermediary between the syllabus and the students. Angie's beliefs suggested that she exhibited some characteristics associated with being a 'transmission teacher' and some characteristics associated with being an 'interpretive teacher'.

### *5.4.1 Beliefs about responsibility for deciding what topics and activities to study and with what resources*

Angie seemed to exhibit characteristics associated with a 'transmission teacher' in her assertions that the LOTE syllabus decided learning objectives and content. Angie took on the responsibility and control of deciding learning activities and resources, as well as the timing or pacing of these activities. The topic of the semester's work ('leisure, recreation and human creativity') was chosen from a number of possible topics in the LOTE syllabus document in negotiation with the learners. However, all activities, and their associated resources, observed in the lessons were determined by the teacher. Similarly, the sequencing and timing all learning activities were determined by the teacher. There were a few instances where students were able to proceed at their own pace. This was typically toward the end of the lessons, in the synthesizing stages.

Actions in the language classroom mirrored the beliefs expressed below by Angie regarding the teacher's responsibility for deciding topics, activities and resources.

> Well, it's really not even the teacher who decides the topic in some ways. The curriculum decides the topics or the syllabus gives a guide of the topics. And the teacher decides which topics, according to what they're interested in and what they think the students might be interested in, mainly. (deciding topics) (A1C)

> Well I think it comes down to the teacher of how we do things, but I think the students can have some level of say. If you ask them "Well what did you think of that? Did you like that? Do you want more of that?" (deciding activities) (A1C)

> I know the year 11's know that they can say whatever, that they feel comfortable to say whatever they like. And they soon tell me when, or I can see – no good. And that's again, because of the nature of [the class]. (deciding activities) (A1C)

> Well again, it comes back to the syllabus in some ways, especially in the senior, because they have to cover certain topics in a certain time frame. (deciding timing of activities) (A1C)

> The school decides, works with the teachers to decide, as to the budgetary … how much the students should be paying each year for materials. (choosing resources) (A1C)

> Only now and again does the student come along with their own dictionary that they found at the op shop. I suggest to students that they get their own, but we have them available on hire. So a lot of it is resource development or study material provided by the teacher.' (choosing resources) (A1C)

### *5.4.2 Beliefs about responsibility for explaining what is being learned and how it is being learned*

Angie also seemed to exhibit characteristics associated with a 'transmission teacher' in her beliefs about who was responsible for explaining what was being learned and how. While Angie did not deny the importance of learners developing an awareness of what they were learning and how they were learning, she again defers responsibility for these aspects of learning to the LOTE syllabus (A2). The extent to which teachers take on a greater role for these aspects of learning is dependent upon their skill, their understanding of methodology and their awareness of how people learn.

> Certainly by the time students are in year 11 and 12 they are understanding how they are learning and why they are learning it. (A1C)

> I think again, it comes back to the syllabus. (A1C)

> For the teacher. It depends on how skilled the teacher is and having an awareness of how people learn. Understanding the methodology on what they are learning. (A1C)

> But it depends on how religious you are in adopting the goals of the syllabus. (A1C)

In contrast, teachers wishing to transfer responsibility for managing learning to learners endeavour to develop their learners' ability to understand what they are learning and how they are learning by engaging in explicit dialogue or explanation of the language learning process. From the beliefs expressed by Angie (A2) and observations of the language classrooms in this study, this type of dialogue occurs infrequently and incidentally.

### *5.4.3 Beliefs about responsibility for correction and evaluation*

In self-directed, autonomous learning, evaluation of performance in the language will be undertaken by the learner with reference to the learners' own learning objectives and what learners deem to be satisfactory performance of those objectives. In contrast, the beliefs expressed by Angie, to a large extent, indicated that responsibility for managing correction and evaluation rest with the teacher and the syllabus. Students are assessed and evaluated by the teacher against level statements in the LOTE syllabus. Further, Angie indicated that she had little confidence in her students' abilities to undertake such responsibilities independently.

However, as exemplified in the statement below, Angie did indicate the belief that it is more desirable for students take a more subjective approach to feedback and evaluation.

> How well your students have learned the LOTE is how well they can converse and communicate with each other. Whether that be with other students from other schools, or other teachers, student teachers. Whether that be working with guest teachers or other people from the community. That's how a LOTE teacher would really like to evaluate. (A1C)

Without indicating exactly how she perceived how students might actually develop the skills to take on such responsibilities, Angie felt self-correction and evaluation were dependent upon students' abilities.

> If they can sit back and evaluate their learning and I think if we can get students to do that we have been successful. But then again, it depends on, in my mind, how well students can do that. (A1C)

Despite not articulating how she envisaged learners being able to take on the responsibilities of self-correction and self-evaluation, and what skills learners would

need in order to do so, in the observed lessons it was obvious that students felt comfortable enough to indicate to their teacher and classmates what aspects of the language they had or had not understood. The students demonstrated little inhibition in self-correcting or seeking input from the teacher and the other learners in order to check their understanding. The relaxed, friendly atmosphere Angie and her students had created in the classroom could possibly be attributed to the personal qualities of patience, tolerance, openness and empathy which Angie exhibited. These characteristics were consistent with the description of an 'interpretation teacher', who does not attempt to maintain a social distance from learners as a 'transmission teacher' might do.

## 5.5 Teacher's beliefs about her students' roles and responsibilities

Of all the responsibilities discussed, Angie attributed the greatest responsibility to the learners for 'making the lesson interesting' and 'motivating students' (A1C). Angie believed that responsibilities for these aspects of learning are shared equally by both teacher and learners. It was to this extent that Angie's beliefs best matched the profile of a teacher of autonomous learners. As 'interpretation teachers', teachers of autonomous learners work with their learners, helping them to become highly responsive and to make their own decisions. Such a teacher will help learners access their own interests in, and motivations for, learning the language.

### *5.5.1 Beliefs about responsibility for making the lessons interesting*

In responding to the question of who is responsible for making the lessons interesting, Angie attributed responsibility to both the teacher and the learners. From the teacher's side, this responsibility entailed developing in learners an appreciation for language learning (A2). From the learners' side, this responsibility entailed identifying exactly what they mean by 'interesting' (A2).

> Well I think it is both. Because the teacher wants it to be interesting as well, to get some kind of satisfaction out of it. So I think is both. (A1C)

> It's maintain a level of interest, rather than motivate. Maintaining the interest. We're not paid to be motivators, we are paid to maintain or develop an interest in learning and a love of learning and of making mistakes. (A1C)

> So it depends on how you define interesting. Is interesting super fun, high energy, doesn't look like you are doing any work. Or is interesting topic, I didn't know about that, I learned something. (A1C)

> Like for Jen to come shows her interest or level of involvement or interest in wanting to know more. (A1C)

### *5.5.2 Beliefs about responsibility for motivating learners*

Angie believed that it is predominately the responsibility of the learners to motivate themselves. While she believed the teacher plays a large part in developing learners' interest in and appreciation for learning the language, students need to motivate themselves. Angie did not indicate whether she felt teachers had a role to play in assisting learners identify or analyse their motivation for learning the language.

> We're not paid to be motivators, we are paid to maintain or develop an interest in learning and a love of learning and of making mistakes at the same time self evaluate. (A1C)

> You certainly want to motivate them to keep them in the room, to keep yourself in a job. (A1C)

## 5.6 How the students' and the teacher's beliefs were manifested in classroom teaching and learning behaviour

To a large extent the beliefs expressed by Jen, Brad and Angie in relation to their respective roles and responsibilities were reflected in the observed teaching and learning behaviour. Jen, Brad and Angie expressed the beliefs that the teacher is almost completely responsible for deciding topics, activities and resources, with Angie also ascribing some responsibility for such decisions to the LOTE syllabus.

Jen, Brad and Angie expressed the belief that the teacher, as the trained and experienced professional was responsible for explaining what was being learned and how. Angie deferred some responsibility for such explanations to the LOTE syllabus. This was also observed in the lessons. It was also observed that despite deferring responsibility, Jen and Brad appeared quite willing and able to reflect on what they have learned and worked co-operatively with each other and their classmates.

Similarly, despite ascribing responsibility for correcting and evaluating to the teacher, Jen and Brad were observed engaging in such learning behaviour. It was these roles which Jen and Brad seemed to embrace most. Throughout the observed lessons Jen and Brad were constantly monitoring their understanding and language output. They appeared comfortable identifying their strengths and weaknesses and open to giving and receiving corrective feedback.

### *5.6.1 Beliefs about responsibility for deciding what topics and activities to study and with what resources.*

Jen and Brad expressed the belief that responsibility for deciding what topics to study, through which activities, and with what resources rests primarily with the teacher. Similarly, Angie expressed the belief that responsibility rests with the teacher and the syllabus. The beliefs which Jen, Brad and Angie expressed about teacher and learner roles and responsibilities were evident in the classroom activities observed.

In the observed lessons there were few occasions where Jen and Brad carried responsibility for deciding what topics and activities to study, and with what resources. The theme of the observed lessons, 'leisure, recreation and human creativity', was chosen earlier in the term in consultation with Jen, Brad and other students in the class. Other than contributions to the topic selection, all activities, and their associated resources, observed in the lessons were determined and managed by the teacher, allowing Jen and Brad little or no opportunity to contribute. Collaboration between the teacher and learners in regards to choice of activities and selection of resources and materials of which Jen and Brad spoke was not evident in the observed lessons. Further, there were few instances where students were able to proceed at their own pace. This was typically toward the end of the lessons, in the synthesizing stages.

An essential characteristic of a program aimed at developing autonomous, self-directed learners is choice (Esch, 1996). Choices made by learners in relation to their management of the learning process must be genuine choices and not those which involve choosing from predetermined categories. The choices which autonomous learners make in relation to deciding topics, learning activities and

resources will reflect goals and needs of the learners, as determined by the learners themselves (Cotterall, 2000; Esch, 1996). Not only must choices be genuine, they must be flexible, that is, once a choice has been made there must be opportunities for learners to self-repair and to change options (Esch, 2000) as their awareness of their choices and consequences of their choices grows.

The element of choice was noticeably absent in the observed lessons. Certainly, being an elective subject, students could choose whether or not to study the LOTE. Further at Angie's school students had a choice of two languages, German and Indonesian. Both Brad and Jen consciously exercised this choice. Jen explained when she began high school she was deciding between Indonesian and another LOTE and chose Indonesian. Brad too chose to drop LOTE in Year 10 and chose to return to LOTE in Year 11.

Genuine choices seemed to be lacking in deciding which topics or themes to study to use. The theme of the unit of work on which the observed lessons were based was decided on, in negotiation between Angie and her students, originated from a predetermined list of possibilities stated in the LOTE syllabus. Additionally, Jen and Brad were not able to contribute to the decision making in regards to learning activities and resources. Not only were they unable to do so, they and Angie had little confidence in their abilities to take on such responsibilities.

To facilitate genuine choice a program aimed at developing autonomous learners will devote time to increasing learners' awareness of ways in which they can identify their goals, specify their objectives, identify resources and strategies needed to achieve their goals and measure progress (Cotterall, 2000). Provided with a model of the language learning process, learners can be empowered with an understanding of the choices available to them, for example, choice related to input texts and tasks, and an understanding of the consequences of the choices they make.

The beliefs about language learning and teaching which acted as a model or guide for Angie's teaching behaviour, were largely informed by the principles underpinning the LOTE curriculum (A2). These principles are not inconsistent with those suggested by Cotterall (2000) and Esch (1996) for the development of a

program to promote learner autonomy. However, a discrepancy exists between these guiding principles and the extent to which they were operationalised at a classroom level. Learners were exposed to communicative, socio-cultural language input and were presented with many and varied opportunities to practise the language. Practice activities reflected real-world, communicative tasks or rehearsal for such tasks. The learning topics, tasks and associated resources seemed interesting and enjoyable for learners. Many opportunities were provided for students to share the learning with each other and to reflect upon their learning.

What seemed to be lacking was any opportunity for learners to manage their learning. Further, learners were not given an opportunity to become familiar with and use strategies to understand and use the language or strategies for effective management of the learning process. There was little explicit dialogue between the teacher and the learners about the language learning process, the connection between the learning activities and resources and learners' needs and interests. Nor was there any explicit dialogue with learners in relation to their roles within such a process. which would enable learners to become more aware. As Angie explained, this type of dialogue with learners occurs infrequently and incidentally (A2). This lack of awareness raising is a potential threat to the promotion of self-directed, autonomous language learners.

### *5.6.2 Beliefs about responsibility for explaining what is being learned and how it is being learned*

Armed with an understanding of the language learning process, self-directed, autonomous learners are capable of identifying what is being learned and how it is being learned, as the topics and activities undertaken in the language program are derived from their own identified learning goals, needs and motivations. A program promoting learner autonomy would incorporate discussion and practice with strategies known to facilitate task performance, which would effectively extend the choices available to learners (Cotterall, 2000). Another related, essential characteristic of a program aimed at promoting autonomous learners is reflectivity (Esch, 2000). Opportunities need to be made available for learners to reflect on what they have learned and the strategies by which they have learned. By making explicit

their methodologies and their representations of the learning process, learners reflect on the choices they have made and repair and change strategies (Esch, 2000).

Jen and Brad expressed the belief that responsibility for explaining what was being learned, and how, rested with the teacher as a trained and experienced professional. Angie on the other hand, deferred responsibility to the LOTE syllabus. Despite this, during the observed lessons Jen and Brad appeared quite willing and able to reflect on what they had learned. They appeared to be quite aware of the level of their language ability and were able to identify gaps in their language knowledge. Further, they did not hesitate to seek assistance from the teacher or other learners, in attempts to bridge these gaps. Not all reflection on learning was initiated by the learners. As was observed in the third lesson, Angie concluded the lesson by directing the students' attention to the following diagram which she had drawn on the board. The purpose of this activity was for students to learn how to reflect on what they had learned and how they had learned it.

| What have you learnt? | How have you learnt? |
|---|---|
| How did you look for clues/help? | Did you feel happy with the lesson? Why? |

It is not easy to determine whether the reflectivity Jen and Brad exhibited was a result of the deliberate actions of the teacher, or the language program, or a reflection of the personalities of these two learners. Certainly, Angie seemed to provide psycho-social support (Voller, 1997) by encouraging and motivating her learners, exhibiting support, patience and openness. This most likely contributed to the value place by Jen and Brad on *gudong royong* (team work) and their co-operative and collaborative behaviour in class.

### *5.6.3 Beliefs about responsibility for correction and evaluation*

A program aimed at developing self-directed, autonomous learners is characterised by reflectivity, where learners are able to look back on their learning in a negotiated way, that is, between learners and teachers and learners and other learners (Esch, 1997). Armed with an understanding of the language learning process and supported by activities which prompt learners to reflect on their learning experience, learners are able to identify their strengths and weaknesses in the language and, where necessary, make adjustments. Reflectivity can lead to greater awareness, and as awareness of the learning process and self-awareness, in relation to understanding goals, interests, motivations, strengths and weaknesses grow, the potential for leaner autonomy increases (Cotterall, 2000).

Contrary to their beliefs that reflection and evaluation were the responsibility of the teacher, it was observed in the lessons that Jen, Brad and Angie initiated reflection. Jen and Brad appeared to be quite aware of the level of their language ability and were able to identify gaps in their language knowledge. Further, they did not hesitate to seek assistance from the teacher or other learners, in attempts to bridge these gaps. Sharability is another characteristic of a program aimed at promoting self-directed, autonomous learners (Esch, 1996). Sharability relates to learners being able to share activities, problems, difficulties and successes together (Esch, 1996).

The discrepancy between expressed beliefs and learning and teaching behaviour was not explored in this study, but it can be partly attributed to the nature of the class dynamics and the level of comfort and openness exhibited by Jen and Brad, their teacher and classmates. As Jen expressed, for example, it can some times be preferable to 'get help from your friends' and to 'have a friend give you a nudge', in addition to having the teacher, who has more experience, provide confirmation or a realistic assessment to be sure that 'it's not just your own thinking'.

### *5.6.4 Beliefs about responsibility for making the lessons interesting*

A program aimed at developing autonomous learners devotes time to identifying learners' needs, goals, interests and motivations, which in turn would be reflected in the learning topics, activities and resources chosen. It is assumed that because these choices have been made available to students, they would be interested

and motivated to learn. This would be evidenced by classroom learning behaviours which would be participative and cooperative.

Jen, Brad and Angie expressed beliefs that both the teacher and learner were responsible for making the lesson interesting. In the observed lessons, it appeared that Jen and Brad did take responsibility for this role. The two learners participated in the lesson in a co-operative and collaborative manner. Additionally, from the views expressed by Jen and Brad they appeared to enjoy the language learning experience and to have an interest in learning about other cultures and lifestyles, which the lesson topics, activities and materials provided by the Angie allowed them access to. Jen and Brad felt that lessons were interesting when they could interact in a fun, friendly and relaxed atmosphere with their classmates and teacher.

### *5.6.5 Beliefs about responsibility for motivating learners*

Jen and Brad expressed the belief that both the teacher and learners are responsible for motivating learners. Again, it was difficult to determine from the observed lessons the level to which Jen, Brad and Angie took on responsibility for this role. Angie, in determining the lesson topics and selecting activities and resources (which in a program aimed at developing autonomous learners would reflect learners' goals, needs, interests and motivations) seems to taken on much of this responsibility. As for the learners' contribution, the level of responsibility taken was indicated by the attitudes they brought to class.

## 5.7 Conclusions

This study sought to examine two LOTE learners' and their teacher's concept of learner autonomy, as evidenced through their beliefs about their respective roles and responsibilities in a program, which has, as one of its stated goals, the development self-directed, autonomous learners. This study also sought to examine how the teacher's and learners' beliefs were manifested in their classroom teaching and learning behaviour. It should be noted that observation data was collected over three, one hour and twenty minute periods, and does not, therefore, comprise extensive observations. The conclusions drawn from this study must be considered in light of this limitation.

### *5.7.1 Learners' concept of learner autonomy*

The results of the investigation indicate that the two LOTE learners possess some acceptance of the concept of learner autonomy, as manifested through their beliefs and classroom learning behaviour. They simultaneously exhibited characteristics consistent with and in contradiction to the profile of autonomous learners.

On one hand the beliefs expressed by the two LOTE learners are more consistent with directed-learners. Their beliefs, and their learning behaviour, indicated that they deferred responsibility to the teacher for the technical aspects of their learning, such as identifying learning objectives and topics, selecting learning activities and resources. This is inconsistent with the view of self-directed, autonomous learners as ones who take on the task of identifying their own learning objectives, in accordance with their subjective criteria, and who, through the process of use and evaluation, decide which methods, resources and learning strategies are appropriate to their own learning.

On the other hand, the two LOTE learners accepted some level of responsibility for reflecting and evaluating their learning and fully accepted responsibility for maintaining their interest and motivation in learning the LOTE. Self-directed learners are less likely to depend on the teacher for explanations of what is being learned and how it is being learned, that is, what strategies and techniques should be used. Where gaps in understanding occur, self-directed learners will access their knowledge of the language learning process, and will draw upon strategies developed from prior experience, trial and error and from others to compensate. Self-directed, autonomous learners are less likely to depend solely upon the teacher for feedback and evaluation. Rather, they will consciously monitor and evaluate their own performance, with reference to their own learning objectives and what they deem to be satisfactory performance of these objectives. Finally, self-directed, autonomous learners accept that success in learning depends as much on individual effort and motivation as it does the teacher.

### *5.7.2 Teacher's concept of learner autonomy*

Similar to the results regarding the learners' acceptance of the concept of learner autonomy, the results seemed to indicate that the LOTE teacher simultaneously possessed characteristics consistent with and in contradiction to the profile of a teacher who engages in pedagogy aimed at the development of autonomous learners. The results suggested that the LOTE teacher exhibited characteristics of both a 'transmission teacher' and an 'interpretation teacher'. As a 'transmission teacher', the LOTE teacher deferred responsibility to the syllabus for the technical aspects of their learning, such as identifying learning objectives and topics, selecting learning activities and resources. Through her expressed beliefs and classroom teacher behaviour the LOTE teacher seemed to set herself and the syllabus as authorities. As an 'interpretation teacher' the LOTE teacher worked with learners, helping them to evaluate and reflect upon learning and maintaining learners' interest and motivation in learning the LOTE.

# CHAPTER SIX
# RECOMMENDATIONS

## 6.1 Recommendations

The recommendations that follow must be considered in light of the limited scope of the investigation. Notwithstanding, a number of recommendations can be made for pedagogy to promote greater autonomy, that is, to facilitate the transfer of responsibility for managing the learning process from the teacher to the learner. This investigation has also highlighted a number of implications for the development of pedagogy aimed at fostering learner autonomy and the need for further research of teacher and learner beliefs.

## 6.2 Recommendations for pedagogy

This investigation sought to examine the LOTE learners' and teacher's concept of learner autonomy within the context of a program which has as its stated goal the development of self-directed, lifelong learners. The teacher's and learners' concept of learner autonomy, as evidenced through their respective beliefs and classroom teaching/learning behaviour, suggest that a gap may exist between curriculum goals and the realities of the language classroom. While not intending to diminish the value of syllabus documents, such as the LOTE (Indonesian) syllabus, this investigation highlights a common problem faced by teachers in a formal teaching context, that is, how syllabus goals are to be operationalised at the classroom level. Teachers, and learners, could benefit from some key, guiding principles to facilitate the transfer of responsibility for the management of the language learning process from the teacher to the learner, such as those recommended by Cotterall (2000) and Esch (1996): choice, awareness raising, explicit dialogue, flexibility and adaptability, reflectivity and shareability.

### *6.2.1 Choice*

Genuine choice is an essential characteristic of any pedagogy aimed at developing autonomous, self-directed learners (Esch, 1996). The choices autonomous learners make in relation to deciding topics, learning activities and resources will reflect goals and needs of the learners, as determined by the learners themselves not those which involve choosing from predetermined categories (Esch, 1996). Choices of learning topics, tasks and resources will either replicate real-

world communicative situations or provide rehearsal for situations in which the learners will participate in the future, as identified in the statement of their learning goals and objectives.

### *6.2.2 Awareness raising*

A pedagogy promoting learner autonomy devotes time to 'raising learners' awareness of ways of identifying goals, specifying objectives, identifying resource and strategies need to achieve goals, and measuring progress' (Cotterall, 2000, p.111). A program aimed at developing learner autonomy must also devote time to raising learners' and teachers' awareness of their roles and responsibilities within such a program. To assist in the raising of learners' awareness of learning options available to them and the consequences of the choices they make, as well as learner and teacher roles, the autonomous learner needs to develop an understanding of the language learning process. It is through the development of an individual's awareness that the potential for learner autonomy increases (Cotterall, 2000).

Aware learners can see their relationship to what is to be learnt, to how they will learn and to the resources available in order to take charge or control of the learner (Breen and Mann, 1997). With the locus of responsibility for instruction shifted from the teacher to the learner, the 'aware learner' possesses the capacity to learn independently of the educational processes, through an assessment of his own needs, wants, interests and preferred ways of working in order to identify appropriate goals this independent learner makes strategic use of his environment and resources available in it (Breen and Mann, 1997).

### *6.2.3 Explicit dialogue*

To facilitate the raising of learners' awareness of roles and responsibilities and of the language learning process, a program which is aimed at promoting learner autonomy in language learning would incorporate explicit discussion and practice in relation to strategies which learners employ to facilitate task performance. Explicit dialogue between teacher and learners and amongst learners can also provide a means for learners to share expectations, goals, activities, problems or difficulties. The term 'explicit' is used to highlight the need for open discussion and practice, allowing the learners to make conscious knowledge and understanding that may be

sub-conscious, as opposed to situations where students are lead blindly or without purpose.

### *6.2.4 Flexibility and adaptability*

Flexibility relates to whether once a choice has been made there must be opportunities for learners to self-repair and to change options as their awareness of their choices and consequences of their choices grows (Esch, 2000). Adaptability relates to whether it is possible to change learning plans to suit different learners' learning styles or strategies (Esch, 2000). Aware learners possess a metacognitive capacity, which allows the learner to be alert to change, that is adaptable and resourceful (Breen and Mann, 1997).

### *6.2.5 Reflectivity*

A program aimed at promoting learner autonomy promotes reflection of the learning experience in order to enhance learning. Learners should be given opportunities to reflect on all aspects of their learning from the goal-setting process to an analysis of tasks and strategy use. Through reflection learners are able to evaluate the consequences of the learning choices they have made in relation to their motivation, needs and goals.

### *6.2.6 Shareability*

Dialogue, awareness raising and reflectivity are not done in isolation. Rather, they are undertaken cooperatively and collaboratively. The learning program should provide means for learners to share activities, problems or difficulties with each other and the teacher.

## 6.3 Recommendations for future research

The Queensland LOTE curriculum, through its stated objectives attaches significant value to the development of self-directed, autonomous learners who possess the necessary skills to manage their learning, not only whilst they remain in school context, but for life-long learning. As this investigation focused on only two LOTE learners' and their teacher's beliefs about roles and responsibilities, the results cannot be generalised to a wider target population, necessitating further investigations into the issue.

### *6.3.1 Teacher and learner beliefs*

This investigation was based on the premise that prior to any intervention aimed at facilitating the transfer of responsibility for the management of the learning process from the teacher to the learner, it is essential to access learners' and teachers' beliefs and attitudes, as these have a profound impact on their teaching and learning behaviour. While this investigation provided some insight into learner and teacher beliefs about roles and responsibilities with a program aimed at transferring responsibility from teachers to learner its results cannot be generalised to other LOTE teachers and learners. Further investigations involving a larger sample size of the target population are necessary in order to gain a deeper understanding of LOTE teachers' and learners' beliefs about roles and responsibilities for managing the language learning process.

### *6.3.2 Interventions aimed at fostering learner autonomy*

Curriculum goals and guidelines, such as those presented in the LOTE syllabus, provide direction for teachers by specifying desired learning outcomes. However, they often give little guidance on how such goals and guidelines are to be operationalised at the classroom level. Teachers, both in-service and pre-service, would benefit from the provision of concrete strategies, and examples of instructional activities and tasks, which have been shown to facilitate the transfer of responsibility to the learner. Further research could identify specific, successful strategies, techniques and tasks used by LOTE teachers to allow learners to make genuine choices in relation to their learning, to raise learners' awareness of their learning goals and motivations and of the language learning process itself and to engage in dialogue with their learners in flexible, reflective and co-operative manner.

### *6.3.3 Changes in learners' and teachers' beliefs*

This investigation sought to gain insights into LOTE learners' and teachers' beliefs about their roles and responsibilities and how these beliefs are manifested in classroom teaching and learning behaviour in a program with the stated goal of developing self-directed, lifelong learners. With the implementation of specific interventions aimed at transferring responsibility for managing the learning process from the teacher to the learner, further research could provide insights into the extent

to which LOTE teachers' and learners' beliefs change over time, if at all, in the wake of such interventions. The results of such investigations could only add to the existing body of research on learner autonomy in language learning and research into beliefs about language learning and teaching.

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# APPENDICES

## Appendix A: Statement of Consent – LOTE Students

Hereby, I, (*please write your name here*) ……, give my consent to participate in the study of Learner Autonomy (self-directed learning) in the LOTE Classroom conducted through the Centre for Language Learning and Teaching at the University of Southern Queensland.

I agree to make the following contributions:

I agree to give an initial 30-minute interview about my attitudes and beliefs toward learning a LOTE. I understand that, as part of the interview, I will have to talk briefly about my experience as a LOTE learner.

In addition I agree to allow the researcher to observe me as I participate in LOTE lessons. I understand that there will be 3 such observations over a 3-week period (once a week), each followed by a 15-minute interview.

I understand that any data I may provide will be used only for the purposes of the research project and that it will be kept secure and confidential.

I further understand that any information that I provide will be reported using a fictional first name (no family name will be reported).

……..
Participant's signature

…….. ……
Guardian's full name (please print) Guardian's signature

If you have a concern regarding the implementation of the project, you should contact The Secretary, Human Research Ethics Committee USQ or telephone (07)4631 2956

## Appendix B: Statement of Consent – LOTE Teacher

Hereby, I, (*please write your name here*) ……, give my consent to participate in the study of Learner Autonomy (self-directed learning) in the LOTE Classroom conducted through the Centre for Language Learning and Teaching at the University of Southern Queensland.

I agree to make the following contributions:

I agree to give an initial 30-minute interview about my attitudes and beliefs toward teaching a LOTE. I understand that, as part of the interview, I will have to talk briefly about my experience as a LOTE teacher.

In addition, I agree to allow the researcher to observe me as I teach LOTE lessons. I understand that there will be 3 such observations over a 3-week period (once a week), each followed by a 15-minute interview.

I understand that any data I may provide will be used only for the purposes of the research project, that it will be kept secure and confidential.

I further understand that any information that I provide will be reported using a fictional first name (no family name will be reported).

……..
Participant's signature

If you have a concern regarding the implementation of the project, you should contact The Secretary, Human Research Ethics Committee USQ or telephone (07)4631 2956

# Appendix C: Initial Interview Questions – LOTE Students

## Part A – Background Info

| |
|---|
| How old are you? |
| How long have you been a student at this school? |
| Which school did you go to before this school? |
| How long have you studied this LOTE? |
| Have you ever studied another LOTE?<br>▪ If so, which LOTE?<br>▪ How long did you study it for? |
| Overall, how would you describe your experience learning this LOTE?<br>▪ e.g. positive, negative<br>▪ Why? |
| Overall, how would you describe your experience learning previous LOTE?<br>▪ e.g. positive, negative<br>▪ Why? |
| Would you recommend learning a LOTE to other students?<br>▪ Why/Why not? |

## Part B - Beliefs about roles and responsibilities

Who is responsible for the following?

| | | Not at all | A little | Some | Mainly | Completely |
|---|---|---|---|---|---|---|
| Decide what topics to study in class. | **teacher** | | | | | |
| | **students** | | | | | |
| Choose activities to do. | **teacher** | | | | | |
| | **students** | | | | | |
| Decide how long to spend on each activity. | **teacher** | | | | | |
| | **students** | | | | | |
| Make the lesson interesting. | **teacher** | | | | | |
| | **students** | | | | | |
| Explain what you are learning. | **teacher** | | | | | |
| | **students** | | | | | |
| Explain how you are learning. | **Teacher** | | | | | |
| | **students** | | | | | |
| Provide study materials (such as textbooks, magazines, computers, pictures, games, etc) | **teacher** | | | | | |
| | **students** | | | | | |
| Correct your mistakes. | **teacher** | | | | | |
| | **students** | | | | | |
| Evaluate how well you have learned the LOTE. | **teacher** | | | | | |
| | **students** | | | | | |
| Identify your weak and strong points in the LOTE. | **Teacher** | | | | | |
| | **Students** | | | | | |
| Give you work to do outside of class. | **teacher** | | | | | |
| | **Students** | | | | | |
| Motivate you to learn the LOTE. | **teacher** | | | | | |
| | **Students** | | | | | |

Part C - How confident are you about your ability to do the following?

| | very confident | confident | a little confident | not confident at all |
|---|---|---|---|---|
| Decide what is important to learn | | | | |
| Choose what topics to study in your LOTE class. | | | | |
| Decide what activities to do in class. | | | | |
| Decide how long to spend on each activity. | | | | |
| Choose the materials/resources for your LOTE lessons. | | | | |
| Help your classmates learn the LOTE. | | | | |
| Study the LOTE independently. | | | | |
| Correct your own mistakes. | | | | |
| Test what you have learned so far. | | | | |

Part D - Student perceptions/attitudes of their learning.

To what extent do you agree with the following statements?

| | **AS** | **A** | **NS** | **D** | **DS** |
|---|---|---|---|---|---|
| I am responsible for my own learning. | | | | | |
| I like to study by myself. | | | | | |
| I like to assess my own progress. | | | | | |
| I like to decide what to study and when to study it. | | | | | |
| I enjoy studying my LOTE. | | | | | |
| I think it is important to learn from my mistakes. | | | | | |
| I feel comfortable asking for help when I don't understand something. | | | | | |
| I don't care if I make mistakes when using (speaking or writing) a second language. | | | | | |
| It is important to receive feedback from the teacher about how I am progressing in lessons. | | | | | |
| I enjoy getting feedback from the teacher. | | | | | |
| I don't like it when the teacher points out my mistakes. | | | | | |

Part E - Autonomous behaviour inside class
How often do you do the following things in your LOTE class?

| | often | sometimes | rarely | never |
|---|---|---|---|---|
| Decide what to learn in your LOTE lesson. | | | | |
| Decide what you need to learn. | | | | |
| Decide what is the best way learn something in your LOTE lesson. | | | | |
| Choose the materials/resources you use in your LOTE lesson (such as textbooks, magazines, computers, pictures, games, etc). | | | | |
| Choose activities. | | | | |
| Decide how long to spend on each activity. | | | | |
| Reflect on what you have learned. | | | | |
| Reflect on how much you have improved. | | | | |
| Identify your strong points and weak points. | | | | |

Part F - Autonomous behaviour outside class
How often do you do the following things outside your LOTE class?

| | often | sometimes | rarely | never |
|---|---|---|---|---|
| Read LOTE textbooks on your own. | | | | |
| Do non-compulsory assignments. | | | | |
| Do revision not required by your teacher. | | | | |
| Note down new words/meanings. | | | | |
| Write letters or e-mails to a pen-pal in your LOTE. | | | | |
| Write a diary in your LOTE. | | | | |
| Use the internet in your LOTE. | | | | |
| Read newspapers, magazines or books (other than textbooks) in your LOTE. | | | | |
| Listen to TV or radio in your LOTE. | | | | |
| Talk to a native speaker of your LOTE. | | | | |
| Talk to your friends in your LOTE. | | | | |
| Do LOTE self-study in a group. | | | | |
| See your LOTE teacher about your LOTE studies. | | | | |

## Appendix D: Initial Interview Questions – LOTE Teacher

Part A – Background Info

| |
|---|
| How long have you been teaching this LOTE? |
| How long have you been a teacher at this school? |
| Which school did you teach at before this school?<br>Any other roles? |
| Have you ever taught another LOTE?<br>▪ If so, which LOTE?<br>▪ How long did you teach it for? |
| Overall, how would you describe your experience teaching this LOTE?<br>▪ e.g. positive, negative<br>▪ Why? |
| Overall, how would you describe your experience teaching previous LOTE?<br>▪ e.g. positive, negative<br>▪ Why? |
| Would you recommend teaching a LOTE to other teacher/student teacher?<br>▪ Why/Why not? |

Part B - About the concept of learner autonomy

| |
|---|
| What is your interpretation of 'learner autonomy'? |
| What do you think are the personal characteristics of an autonomous learner? |
| What do you think is the language learning behaviour of an autonomous learner? |
| To what extent do you consider your learners to be autonomous learners? |
| What can the teacher do to help students become more autonomous? |
| What are some factors that you feel help develop learner autonomy in your learners? |

Part C - Beliefs about roles and responsibilities

Who is responsible for the following?

| | | Not at all | A little | Some | Mainly | Completely |
|---|---|---|---|---|---|---|
| Decide what topics to study in class. | **teacher** | | | | | |
| | **students** | | | | | |
| Choose activities to do. | **teacher** | | | | | |
| | **students** | | | | | |
| Decide how long to spend on each activity. | **teacher** | | | | | |
| | **students** | | | | | |
| Make the lesson interesting. | **teacher** | | | | | |
| | **students** | | | | | |
| Explain what your students are learning. | **teacher** | | | | | |
| | **students** | | | | | |
| Explain how your students are learning. | **Teacher** | | | | | |
| | **students** | | | | | |
| Provide study materials (such as textbooks, magazines, computers, pictures, games, etc) | **teacher** | | | | | |
| | **students** | | | | | |
| Correct your students' | **teacher** | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| mistakes. | **students** | | | | | |
| Evaluate how well your students have learned the LOTE. | **teacher** | | | | | |
| | **students** | | | | | |
| Identify your students' weak and strong points in the LOTE. | **Teacher** | | | | | |
| | **Students** | | | | | |
| Give your students work to do outside of class. | **teacher** | | | | | |
| | **Students** | | | | | |
| Motivate your students to learn the LOTE. | **teacher** | | | | | |
| | **Students** | | | | | |

Part D – Confidence in Students' Abilities

How confident are you about your students' abilities to do the following?

| | very confident | confident | a little confident | not confident at all |
|---|---|---|---|---|
| Decide what is important to learn | | | | |
| Choose what topics to study in your LOTE class. | | | | |
| Decide what activities to do in class. | | | | |
| Decide how long to spend on each activity. | | | | |
| Choose the materials/resources for your LOTE lessons. | | | | |
| Help your classmates learn the LOTE. | | | | |
| Study the LOTE independently. | | | | |
| Correct your own mistakes. | | | | |
| Test what you have learned so far. | | | | |

Appendix E: Observation Inventory

| | | | | | |
|---|---|---|---|---|---|
| | | Time | (1) | | |
| | | Activity / Episode | (2) | | |
| Learning Phase | | Orientation Phase | (3) | | |
| | | Enhancing Phase | (4) | | |
| | | Synthesizing Phase | (5) | | |
| | Linguistic | Form | (6) | | |
| | | Function | (7) | | |
| | | Discourse | (8) | | |
| | | Sociolinguistic | (9) | | |
| | Meta-cognitive | Learning strategies | (10) | | |
| | | Learning process | (11) | | |
| | | Self-awareness (attitudes/beliefs) | (12) | | |
| | Mngt | Procedural | (13) | | |
| | | Discipline | (14) | | |
| | Topic | Narrow | (15) | | |
| | | Broad | (16) | | |
| Student Modality | | Listening | (17) | | |
| | | Speaking | (18) | | |
| | | Reading | (19) | | |
| | | Writing | (20) | | |
| | | Other | (21) | | |
| Part-icipants Org | | T-S | (22) | | |
| | | T-S Group | (23) | | |
| | | S-S | (24) | | |
| | | S-S Group | (25) | | |
| Control | By whom | T | (26) | | |
| | | S indiv | (27) | | |
| | | T/S neg | (28) | | |
| | | S groups | (29) | | |
| | Over what | DO | (30) | | |
| | | DC | (31) | | |
| | | SM | (32) | | |
| | | MP | (33) | | |
| | | ER | (34) | | |
| | | Other | (35) | | |

(Source: Adapted from Spada & Fröhlich, 1995, p. 13)

| | | |
|---|---|---|
| (1) | Time | The starting time of each episode/activity. |
| (2) | Activity / Episode | A brief description of each teaching episode/activity. |
| (3) | Orientation Phase | The episode/activity is relate pre-task phase of the lesson (i.e. is preparation for practice activity. |
| (4) | Enhancing Phase | The episode/activity is relate practice phase of the lesson. |
| (5) | Synthesizing Phase | The episode/activity is relate post-task phase of the lesson. |
| (6) | Form | The episode/activity is in reference to grammar, vocabulary, pronunciation etc. |
| (7) | Function | The episode/activity is in reference to language functions, communicative acts (e.g. requesting, apologising and explaining). |
| (8) | Discourse | The episode/activity is in reference discourse (i.e. the way sentences combine into cohesive and coherent sequences). |
| (9) | Sociolinguistic | The episode/activity is in reference to forms or styles appropriate to particular contexts. |
| (10) | Learning strategies | The episode/activity is in reference to learning strategies, such as learning-how-to-learn type activities. |
| (11) | Learning process | The episode/activity is in reference to learning process, such as how languages are learned. |
| (12) | Self-awareness (attitudes/beliefs) | The episode/activity is in reference to self-awareness, such as exploring attitudes and beliefs about language learning. |
| (13) | Procedural | The content, that is, the subject matter, is in reference to procedural directives, such as 'Open you books to Chapter 3'. |
| (14) | Discipline | The content, that is, the subject matter, is in reference to disciplinary statements, such as 'Be quiet and listen to me'. |
| (15) | Narrow | The content is in relation to a topic connected to the classroom and the students' immediate environment & experiences, such as personal information, routines and family. |
| (16) | Broad | The content is in relation to a topic beyond the classroom and immediate environment, such as international news and hypothetical events. |
| (17) | Listening | The episode/activity involves listening skills. |
| (18) | Speaking | The episode/activity involves speaking skills. |
| (19) | Reading | The episode/activity involves reading skills. |
| (20) | Writing | The episode/activity involves writing skills. |
| (21) | Other | This category includes any other activities such as drawing, acting, arranging classroom displays. |
| (22) | T-S | In the episode/activity the teacher interacts with students individually |
| (23) | T-S Group | In the episode/activity the teacher interacts with students as a class group or smaller groups |
| (24) | S-S | In the episode/activity the students interact with each other one-on-one, i.e. pairs |
| (25) | S-S Group | In the episode/activity the students interact with each other as a class group or in smaller groups |
| (26) | T | In the episode/activity the teacher individually assumes control over an aspect of the learning procedure in (30)-(35). |
| (27) | S indiv | In the episode/activity the students individually assume control over an aspect of the learning procedure in (30)-(35). |
| (28) | T/S neg | In the episode/activity the teacher and students collectively assume control over an aspect of the learning procedure in (30)-(35). |
| (29) | S groups | In the episode/activity the students collectively assume control over an aspect of the learning procedure in (30)-(35). |
| (30) | DO | Refers to assuming control over determining the objectives |
| (31) | DC | Refers to assuming control over defining the content and sequence of |

| | | |
|---|---|---|
| | | content |
| (32) | SM | Refers to assuming control over selecting methods and techniques to be used |
| (33) | MP | Refers to assuming control over monitoring the process |
| (34) | ER | Refers to assuming control over evaluating and reflecting what has been acquired |
| (35) | Other | Refers to assuming control over any other aspect of the learning process not covered in (30)-(34)) |

(Source: Adapted from Spada & Fröhlich, 1995, p. 13)

# Appendix F: Sample of Coded Interview Data

| | | |
|---|---|---|
| Interviewer | And when the teacher does explain what you are learning, does she do it in the target language, um, or your native language, English? | B5. Who is responsible for explaining what you are learning?<br>T= Completely, S=A little |
| Yr 11 F1 | She pretty much always says it first in Indonesian and if we don't understand we just have blank looks and she will say it in English? | |
| Interviewer | Um, I wasn't sure whether you would understand this next one or not, about explaining how you are learning. | |
| Yr 11 F1 | No. | |
| Interviewer | What I meant by that question was, um, does the teacher or who should explain what is the best way to learn a language, what strategies are you using to learn a language and that kind of thing. | B6. Who is responsible for explaining how you are learning?<br>T= Completely, S=Not at all |
| Yr 11 F1 | I think mostly the teacher because once again, they have done a course in learning about how to teach a language and often people, even once you get to year 10 you still have people that have done a little language in grade 7 in grade 9 and then thought that they might come back to it and so they don't always have an understanding. And also I think, I think that native speakers of the language. When they come into class I really appreciate that because they understand their own language so they have an idea of how to get across to you. | |
| Interviewer | Let's see. More on roles and responsibilities. So whose responsibility is it to provide the study materials, such as text books and magazines, games, pictures etc. | B7. Who is responsible for providing study materials?<br>T= Mainly, S=Some |
| Yr 11 F1 | I think that, um, the teacher will provide the students with some materials, but also the students. It is really helpful if you can bring in something that you are familiar with. And learn how to relate language to that. | |
| Interviewer | So you find that for yourself that is the best way to learn or a good way for you to learn to .. | |
| Yr 11 F1 | Yes. I think, um, that is one way that is good for me, because it is putting it in your comfort zone, so it is not foreign. | |
| Interviewer | And whose responsibility is it to correct your mistakes? | B8. Who is responsible for correcting your mistakes?<br>T= Mainly, S=Some |
| Yr 11 F1 | Definitely the teacher, but I think also, once again, sometimes you don't really like, like if you really didn't like the teacher or something, it's really helpful if you have a friend give you a nudge. | |
| Interviewer | Whose responsibility is it to evaluate how well you have learnt the LOTE? | B9. Who is responsible for evaluating how well you have learned the LOTE?<br>T= Completely, S=Not at all |
| Yr 11 F1 | Mostly the teacher, but I think the student probably has some understanding of how they are going, but, yeah, mostly the teacher. | |
| Interviewer | And do you ever have a chance to talk to Kyle in class and say well you did well at that, but you didn't do well at this. | |
| Yr 11 F1 | Oh, well. | |
| Interviewer | Like peer evaluation I guess. | |
| Yr 11 F1 | Yeah I mostly like to well guess, say something if Kyle's done well. I think with the negative stuff, that's the teacher's job. | |
| Interviewer | And how about whose responsibility is it to identify your weak and strong points. | B10. Who is responsible for identifying your weak and strong points?<br>T= Completely, S=Some |

# Appendix G: Sample of Class Observation Data

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **Time** | (1) | 9:20 – 9.25 | | T gives students time to go over the postcard |
| | | **Activity / Episode** | (2) | postcards | | |
| **Learning Phase** | | Orientation Phase | (3) | | | Students work individually to highlight sentence starters and other key language that might be in a letter |
| | | Enhancing Phase | (4) | X | | |
| | | Synthesizing Phase | (5) | | | |
| | **Linguistic** | Form | (6) | X | | Late student arrives |
| | | Function | (7) | X | | |
| | | Discourse | (8) | | | Brad and other students working individually |
| | | Sociolinguistic | (9) | | | |
| | **Meta-cognitive** | Learning strategies | (10) | | | |
| | | Learning process | (11) | | | Brad occasionally checks how student next to him is doing |
| | | Self-awareness (attitudes/beliefs) | (12) | | | |
| | **Mngt** | Procedural | (13) | X | | |
| | | Discipline | (14) | | | T is monitoring and checking in with students individually |
| | **Topic** | Narrow | (15) | | | |
| | | Broad | (16) | X | | |
| **Student Modality** | | Listening | (17) | X | | Students tell T that they can understand most of key words and understand the gist of the postcards |
| | | Speaking | (18) | | | |
| | | Reading | (19) | X | | |
| | | Writing | (20) | | | |
| | | Other | (21) | | | |
| **Part-icipant Org** | | T-S | (22) | | | Some students have moved on to other postcards on handout and highlighting key language |
| | | T-S Group | (23) | X | | |
| | | S-S | (24) | | | |
| | | S-S Group | (25) | | | |
| **Control** | **By whom** | T | (26) | X | | As students finish the task they begin interacting more with each other about the postcards, confirming understanding and asking for help |
| | | S indiv | (27) | | X | |
| | | T/S neg | (28) | | | |
| | | S groups | (29) | | | |
| | **Over what** | DO | (30) | X | | |
| | | DC | (31) | X | | |
| | | SM | (32) | X | | |
| | | MP | (33) | X | X | |
| | | ER | (34) | | X | |
| | | Other | (35) | | | T monitoring students and contributes when appropriate |