CHAPTER IV

INSTRUCTIONAL DESIGN

Introduction

This chapter presents a description of the instructional design employed in this study. First, it provides information on the needs analysis procedures that were carried out prior to the implementation of the 15-week Strategy Training Programme. This is followed by a description of the instructional package. It provides information on the planning and designing of the training approach, the development of training materials and the training procedure. Finally, it looks into the evaluation procedures that were used to obtain feedback on the effectiveness of strategy training.
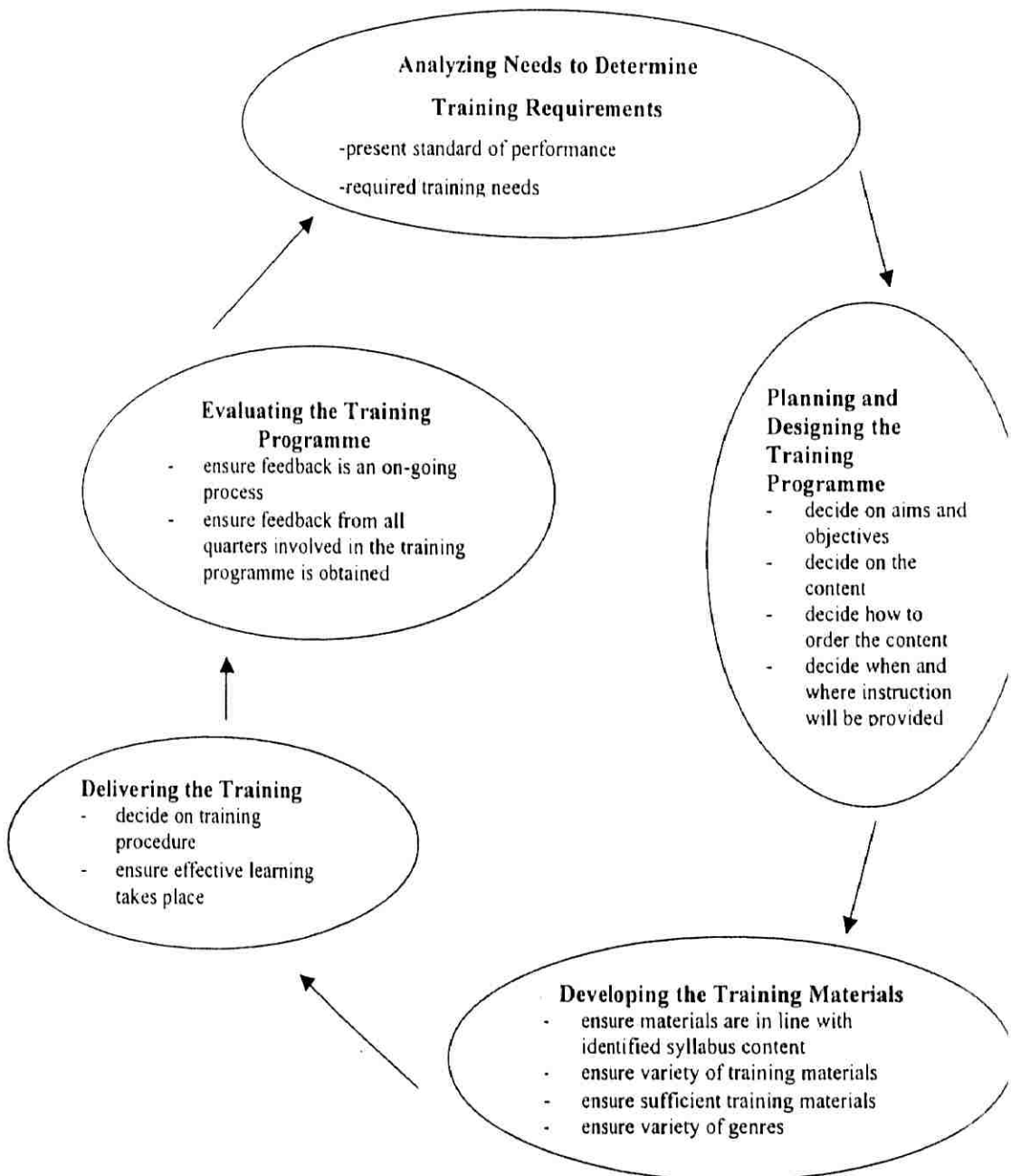
Researchers (Dickinson, 1987; Ellis & Sinclair, 1989; Holec, 1981; Tudor, 1996; and Wenden & Rubin, 1987) are of the view that learning should be learner-centered so that learners can be guided to take responsibility for their own learning. These researchers suggest that if learners are to become autonomous life-long learners, they must be provided with opportunities where they can be guided to take a proactive role in the management of their own learning. According to Ellis and Sinclair (1989) and Wenden (1987b) systematic guidance can be provided through informed or explicit learner training.

Hence, this study adopted a direct instruction paradigm to foster learner autonomy through strategy training in the ESL classroom. In this study, the 15-week training programme is referred to as the Strategy Training Programme. The teacher,

Karen conducted strategy training, in the identified intact ESL classroom (Form Four Orchid). Instruction in strategy training was provided during normal class hours allocated for the teaching of the English Language. Every week, the 42 students in Form Four Orchid, received strategy training for two 70-minute English Language lessons. During each ESL lesson explicit or informed strategy training was integrated into the regular English Language lessons. In this study, strategy training refers to the explicit introduction of language learning strategies where learners were "taught how, when and why strategies can be used to facilitate learning tasks" (Chamot & Rubin, 1994, p. 771).

Instructional Package

Pont (1996, p. 6) asserts that training should be viewed as a cyclical process which is on going "where all the various stages in the cycle should logically follow on from the previous stage." Bearing this in mind, an adapted version of Pont's (1996) training model was used for the 15-week Strategy Training Programme of this study. Given on the next page (Figure 11) is the training model that was employed in this study. It shows the logical stages that were used in designing and implementing the 15-week Strategy Training Programme. This training programme was collaboratively planned and designed by Karen and the researcher.

Analyzing Needs to Determine

Training Requirements

-present standard of performance

-required training needs

Evaluating the Training
Programme
- ensure feedback is an on-going
process
- ensure feedback from all
quarters involved in the training
programme is obtained

Planning and
Designing the
Training
Programme
- decide on aims and
objectives
- decide on the
content
- decide how to
order the content
- decide when and
where instruction
will be provided

Delivering the Training
- decide on training
procedure
- ensure effective learning
takes place

Developing the Training Materials
- ensure materials are in line with
identified syllabus content
- ensure variety of training materials
- ensure sufficient training materials
- ensure variety of genres

Source: Pont, T. (1996). "Developing Effective Training Skills - A Practical Guide to
Designing and Delivering Group Training," UK: Mc Graw Hill Int. p. 17

Figure 11 . The Strategy Training Programme Model.

Analyzing Training Needs

The first step taken before implementing strategy training was to determine the students' training needs. This needs analysis took into consideration both the teacher's and the students' perspectives. The teacher, Karen used the students' mid-term English Language test scores to gauge their current level of performance and to identify the skills that they needed to develop in order to become better language learners.

To help the students analyze their own learning needs, an adapted version of Allwright's (1982) system of needs analysis was provided to the 42 students in this study (Appendix 10). The results from both these procedures produced almost similar findings. The findings revealed that the students' needs were closely related to the demands of Paper 2 of the SPM 1119 English Language paper that these students would be sitting for the following year. A large majority of the students, that is, 40 out of the 42 students expressed a need to improve their writing skills. Karen's analysis of students' mid-term test scores also revealed that many of them obtained rather low marks in Paper 2, which evaluates students' writing abilities. The students' needs analysis forms indicated that they required help in summary writing, guided writing and extended or free writing. The students also highlighted the need to improve their reading comprehension skills especially their vocabulary and inferential skills.

Based on these findings, it was decided that the strategy training would focus on improving students' writing and reading comprehension skills. It would also take into consideration the development of vocabulary skills through the use of language learning strategies.

Planning and Designing the Training Programme

At the planning and designing stage, decisions were made as to the aims, objectives, duration and content of the training programme. It also looked into other aspects such as who would provide the training and how the training would be carried out.

The aim of the Strategy Training Programme was to foster the development of learner autonomy through strategy training in the ESL classroom. Bearing this in mind, the objectives of the Strategy Training Programme were as follows:

1. To equip students with language learning strategies to facilitate language learning so that they could take responsibility for their own learning;

2. To develop in students the ability to plan their own learning, i.e. determining and formulating their own learning objectives and having the ability to propose a plan of action to handle future or upcoming learning tasks;

3. To develop in students the ability to organize their own learning, i.e. determining learning tasks, learning materials and learning strategies to be used in order to successfully accomplish learning objectives;

4. To develop in students the ability to monitor and evaluate their own learning; and

5. To instill in students a sense of self-discipline, awareness and responsibility towards taking charge of their own learning.

At the planning stage, it was decided that the Strategy Training Programme would be based on a direct instruction paradigm. Hence, explicit or informed training on the use of language learning strategies was provided to the 42 students in Form Four Orchid. Training was provided during the students' two double-periods per week (Tuesdays and Wednesdays) for the duration of 15 weeks. Under the training programme, the students received a total of 30 strategy training ESL lessons over the period of 15 weeks.

The rationale for the 15-week programme was to time the training programme in such a way that it ended one month before the students sat for their Form Four final-term examination. This would give the students ample time to submit their learning journals, learning contracts and English Language exercise books for checking purposes and to get them back in time for the preparation for the final-term examination. Moreover, the month-long duration would also give the researcher the time needed to administer the SILL Questionnaire, the Feedback Form and carry out interviews with the students and the teacher before the Form Four school-based final-term examination.

Karen was chosen to provide the training for a number of reasons. Firstly, Karen had undergone a week-long national-level training course in LHTL. Secondly, she had been a facilitator and teacher-trainer for the LHTL Programme for other TESL teachers in her state and district. Moreover, Karen had been with this identified group of 42 students for the last four months and she had managed to gain their confidence and develop a good rapport and working relationship with the students. It was felt that in such a relationship it would be easier to develop a good student-teacher partnership needed for the implementation of a learner autonomy programme. Finally, Karen had

been experimenting with the LHTL programme with another one of her ESL class since the previous year. Hence, it was felt that Karen not only had a good theoretical background but also the skills and knowledge needed to implement a learner autonomy programme.

Since the selected school was a government-aided public school, Karen was required to follow and complete a stipulated English Language syllabus drawn up by the English Language Unit of the Curriculum Development Centre (CDC). In such a case, the students in this study had little choice with regards to 'what' (content) to learn. Therefore, the content for the Strategy Training Programme covered the topics and skills based on the Upper Secondary English Language Curriculum Specifications under the Integrated Curriculum for Malaysian Secondary Schools (Ministry of Education, 1990). Nevertheless, students in this study were provided with some choice as to 'what' to learn. A list of all the topics to be learnt for the upper secondary levels were given to the students of Form Four Orchid. They were required to rank according to interest what they would like to learn. Based on the students' choice of interest the following topics were identified and taught under the Strategy Training Programme:

1. Talks on current issues such as environment problems

2. Information in charts, graphs and manuals

3. Information in reports such as newspaper reports

4. Descriptions of famous events such as the SEA Games

5. Descriptions of scenes and famous places

6. Stories on moral values

7. Opinions on current and social issues such as health care and consumerism

As mentioned earlier (p. 4), the results from the students' needs analysis indicated that they needed to improve their writing and reading comprehension skills. Therefore suitable writing and reading comprehension skills were identified based on the English Language curriculum specifications for Form 4. Given below are examples of some of the identified reading comprehension, vocabulary and writing skills covered under the Strategy Training Programme:

1. Read and understand; locate main and supporting details; follow sequence of events and ideas; predict outcomes; find proof to support statements; locate cause and effect relationships and draw conclusions from stories, reports and articles.

2. Use a dictionary to locate meanings of words and learn how to use these words in different contexts and read and understand meaning of words, phrases and sentences.

3. Write stories on moral values; reports such as newspaper reports; descriptions of scenes and famous places around the world; and write summaries of talks, stories, articles and reports.

At this stage of planning, it was decided that the Strategy Training Programme would be 'task-based' with a metacognitive knowledge approach. This meant that students would be provided with information about the purpose of a task, the type of task and the demands of task, which would include the knowledge, skills and strategies needed to accomplish the task. In this way, the training programme took into consideration both the 'product' and 'process' of the learning process. The ESL lessons focused on language learning based on the content area stipulated by the Form Four English Language syllabus. Inserted into this content area was the incorporation of language learning strategies needed to help students in the management of the learning

process (i.e. planning, organizing, monitoring and evaluating). Therefore, built into the authentic language learning tasks were suitable language learning strategies that would help enhance students' learning. For this purpose both Oxford's (1990) and O'Malley and Chamot's (1990) categorization of learning strategies were taken into consideration. A variety of cognitive, socio-affective and metacognitive strategies were identified for each topic. It was felt that such a move would provide students with opportunities to select strategies that would best suit their own personal needs and learning styles.

A detailed outline and listing of the specific strategies that were to be focus for each component and when they were to be explicitly taught was drawn up. This strategy training schedule is provided in Appendix 11. For instance, Appendix 11 on page 377, shows that for weeks 1 and 2 the teacher will explicitly introduce vocabulary strategies such as memorization, association and resourcing using the dictionary. At this stage of planning thought was also given to ensure that the recycling of learning strategies would be an on-going process. This is evident in the Strategy Training Schedule that explicitly shows that LHTL strategies such as planning, self-management and self-monitoring are recylced in most lessons.

As the main aim of strategy training was to foster the development of learner autonomy, students were required to keep a learning journal and work on their own using learning contracts. Dickinson (1987) points out that these two written documents are the best and most convenient ways for learners to keep a record of the two important components in the management of the learning process - self-monitoring and self-assessment.

Developing Training Materials

The materials selected and prepared were in line with the content areas specified by the syllabus topics to be taught under the training programme. A wide choice of materials were sourced from school textbooks and other relevant reference books, magazines (e.g. Reader's Digest and Asia Week), newspapers and the Internet.

Karen prepared texts and worksheets and graded them according to the three levels of language proficiency found in the class. For each topic she ensured she prepared materials for the high, medium and limited proficiency students in her class. Besides preparing passages and worksheets, Karen also prepared audio-visual aids such as transparencies and audio and videocassette tapes. Her list of materials included suitable movies (The Medicine Man) and popular songs like 'Vincent,' 'Saltwater' and 'What a Wonderful World.'

During the initial and middle phase of the training programme (week 1-10), most of the learning materials were prepared by Karen. With the gradual phasing-out of teacher direction, students were encouraged to source materials on their own from the school and public libraries, from the Internet and from newspapers, books and magazines.

The Training Procedure

The training procedure used in this study was based on direct instruction training models put forward by researchers such as Baumann (1988), Jones et al. (1987) in the Strategic Teaching Model, O'Malley and Chamot (1990) in CALLA (Cognitive Academic Language Learning Approach) and Oxford (1990). All these researchers

postulate training models that use direct or informed training during which learners are explicitly taught how and when to use language learning strategies.

The training procedure used in this study consisted of five main stages, viz.: preparation, presentation, practice, evaluation and enrichment.

Step 1 - The preparation stage assessed the students' strategy use and helped them to develop their awareness of their own knowledge of strategies through the use of procedures such as discussions, interviews and other methods like surveys, question and answer sessions and think-aloud sessions.

Step 2 - The presentation stage helped to develop students' knowledge about the new strategy that was introduced for the lesson. Here, the teacher explicitly introduced the students to the 'what', 'why', 'how' and 'when' aspects of the new strategy. She provided the rationale for the use of the strategy and explained the strategy by both describing and naming it. The teacher also explained 'how' and 'when' the strategy could be used. This was done through modeling it step-by-step and where possible she verbalized her own thought processes while performing the task.

Step 3 - At the practice stage, students were given a chance to practice the strategy introduced with appropriate and immediate feedback. In the initial stage, there was a need for more guided practice. Hence, where and when possible the teacher provided scaffolding instructions.

Step 4 - The evaluation stage helped to develop the students' ability to evaluate their use of the new strategy. This was done through tasks such as discussing strategy use in class or in small groups. Students were required to record and react to strategy use in their learning journals.

Step 5 - The final stage of expansion or enrichment, aimed to help students to transfer the strategies to new tasks. At times students were given homework or assignments based on new strategies learnt. In other instances, students were required to carry out additional practice in strategies learnt through enrichment activities. These enrichment activities were carried out through the use of group or individual learning contracts.

In delivering the training, Karen prepared a lesson plan for each training session. When preparing each lesson, Karen took into consideration aspects such as the topic and the language learning objectives. Incorporated into these authentic language learning tasks were language learning strategies. Karen's lesson plans also gave details such as the learning materials, audio-visual aids and the methodology she employed to teach the lesson. A sample lesson plan prepared by the teacher is provided in Appendix 12.

At this juncture, it is perhaps apt to emphasize that although the lessons moved step by step there was room for some degree of flexibility. Researchers like Duffy and Roehler (1989) caution that though a teacher must always be prepared with a lesson plan she must be ready at all times to make "spontaneous subtle distinctions and adjustments as she teaches" (p. 235).

Introduction to the Strategy Training Programme

Before the actual implementation of the Strategy Training Programme, about eight sessions were set aside to familiarize students with the training programme.

Given in Table 7 below, is an outline of the introduction to the 15-week Strategy Training Programme.

Table 7

Introduction to the Strategy Training Programme

Week	Task
1 - 2	Ice-breaking Sessions (3 sessions)
3	Introduction to Strategy Training Programme (1 session)
4 - 5	Introduction to learning contracts (3 sessions) and learning journals (1 session)
6 - 20	15 weeks of strategy training

Information provided in Table 7 shows that the first three sessions were allocated to ice-breaking sessions. During these sharing sessions, students were encouraged to talk about how they learned so that they could discover more about learning. These sessions also made students reexamine their roles as learners so that they could become more aware of taking responsibility for their own learning. All these were carried out through activities such as discussions and completing self-analysis surveys and inventories that helped students discover things like their learning style, their strategy profile, their goals and how they learnt English. These activities also

sensitized students to their own strengths and weaknesses in the learning of English as a second language.

At the end of the ice-breaking sessions, learners were encouraged to negotiate and execute a study plan using a learning agreement for the next 15 weeks. This was to aid students in making long-term study plans. Students were required to identify their weaknesses in language learning and propose suitable steps they would take to overcome these weaknesses over the next 15 weeks. This activity was aimed to consciously get students to make an effort to take responsibility for their own learning.

After the ice-breaking sessions, the students were given a brief introduction to the Strategy Training Programme. Lamb (1998) proposes that one way to develop a real and honest partnership that empowers learners to develop learner autonomy is by getting students involved in all aspects of their learning. This includes getting students to know the syllabus, aims and objectives of their learning programme.

Taking heed of this, each student was provided a folder. The Strategy Training Programme folder contained documents such as the aims and objectives of the 15-week training programme, the training schedule and guidelines on the writing of learning journals and learning contracts. It also included the Form Four syllabus topics and language skills covered under the training programme. The inclusion of these documents was aimed at giving students a better understanding of what was happening during each learning topic and to help them in the writing of their learning objectives for learning journals and learning contracts.

Being a strategy-training programme, students were introduced to the benefits of using language learning strategies and how strategies could help improve their language

learning to help them become better learners. They were informed that there was a variety of language learning strategies that they could use to facilitate their learning. Both Oxford's (1990) and O'Malley and Chamot's (1990) lists of categorization of language learning strategies were provided to students in the Strategy Training Programme folder.

Another important inclusion in the folder was an empty exercise book, which was to be used as a learning journal. After the ice-breaking sessions, one session was put aside to familiarize students with the writing of a learning journal.

Students were informed regarding the purpose of keeping a learning journal and how it could help them monitor their progress in language learning. The learning journal was aimed at helping students to become more aware of their learning as it required them to record and reflect upon their learning experience during the strategy training lessons. The format used in writing the learning journals required students to first identify the topic and the learning objectives of each strategy-training lesson conducted during their ESL lessons. They were encouraged to express their feelings about the lesson by recording their observations, asking questions, expressing doubts and perhaps commenting on the subject matter and the methodology used during these strategy-training lessons. Students were also required to state the learning strategies introduced in each lesson and 'respond and reflect' upon how the strategies could help them to facilitate their own learning. Finally, students were required to evaluate their understanding of the day's lesson using a given scale. Students were provided with guidelines and a sample of a learning journal entry (Appendix 3).

Under the training programme, the last five to seven minutes of each lesson were allocated for the writing of learning journals. Farrell (1998) notes that this is the best time to get students to make a journal entry as the event is still fresh in the students' minds and they need not have to recall it later. However, when faced with time constraints these journals were written outside class hours or at home.

The strategy-training folder also contained guidelines and a sample of a completed learning contract (Appendix 4). Each student was provided with ten blank copies of learning contracts to help them plan and carry out their own learning.

The learning contract was aimed at helping students to manage their own self-directed learning. The learning contract used in this study provided a supportive framework and a sense of direction through which learners could learn how to plan, organize, and evaluate their own learning process. When preparing their learning contracts, students were required to determine and formulate their own learning objectives and to determine suitable learning tasks to fulfill the chosen objectives. Students were also required to decide on suitable learning materials and determine target dates for completing the proposed language tasks. Finally, the learning contract encouraged students to judge and evaluate their overall performance of the language task.

Being school students it was felt that they would find it difficult to write a learning contract. Hence, three sessions were put aside to help students familiarize themselves to the use of learning contracts. During these sessions students were briefed on the aims and benefits of learning contracts and they were encouraged to comment on samples of completed learning contracts. Then, in small groups, students were

encouraged to draw up a learning contract on an upcoming topic. The purpose of this activity was to help students become aware of how to write clear and realistic learning objectives and how to evaluate their own learning process. It was felt that this gradual introduction to writing their own learning contracts would give students the confidence in preparing their own learning contracts later on in the training programme.

Finally, for the first strategy-training lesson, Karen provided students with an outline of her lesson. It included aspects such as the topic, objectives, materials, methodology and evaluation. This was distributed to the students at the end of the lesson. This move was aimed to help students become aware of the learning process in their classroom and to help them write their learning journals and learning contracts.

Evaluating the Training Programme

In the 15-week Strategy Training Programme, evaluation was an on-going process and the feedback was obtained from all quarters involved in the training programme. In this study, feedback was obtained from both the teacher and the students involved in the training programme.

Right from the beginning of the programme, students were able to provide feedback as to the effectiveness of strategy training through their written documents (learning journals and the learning contracts). For instance, the writing of learning contracts showed how effective strategy training was in helping students to manage their own learning process. It showed students' success in planning, organizing and evaluating their own learning.

Furthermore, the writing of learning journals required students to evaluate their understanding of classroom lessons based on the given scale of 1 to 4. A score of 1 indicated that students had a very poor or unclear understanding of the day's lesson. In contrast to this, a score of 4 showed that the students had a full and very clear comprehension of the day's lesson. These ratings indirectly helped students to evaluate how much learning had taken place and what proportion of the lesson they had not understood. This helped them to think about what steps they needed to take to further improve themselves.

In this study, students had the option of sharing their learning journals with the teacher. It was found that a large majority of students in this study chose to do so. Through the students' responses obtained in the learning journals, the teacher was able to get immediate feedback as to how the students were responding to the classroom lessons. Moreover, this helped her gain an insight as to how much learning had actually taken place. The on-going feedback received from the students' learning journals and learning contracts probably helped the teacher to become more aware of her strengths and weaknesses. It also gave her a chance to address the problems and shortcomings of the training programme and to able to adapt her teaching materials and methodology to ensure learning took place.

The periodic interview sessions carried out between the teacher and the researcher probably helped the teacher to carry out a self-analysis. The interviews provided moments for self-reflection and made her address the shortcomings of the programme in its implementation stage. Hence, the interviews helped her to reexamine

various aspects involved in fostering learner autonomy and to make the necessary changes along the way.

Interview sessions carried out with the six students (case studies) at the end of the 15 weeks helped to provide further insights as to the effectiveness of strategy training. These interview sessions presented students' perceptions as to whether strategy training helped them to manage their own learning and their opinion on the effectiveness of strategy training in developing learner autonomy.

Besides the use of student-produced written documents and interviews, a number of other research instruments such as classroom observations, the SILL Questionnaire and the Feedback Form were used to investigate the effectiveness of strategy training. The SILL Questionnaire (Appendix 6) was administered prior to and after the 15-week Strategy Training Programme. It helped to evaluate whether strategy training had improved the frequency use of language learning strategies among the students. At the end of the training programme, the Feedback Form (Appendix 7) was administered to all 42 students. The Feedback Form provided feedback regarding the students' perceptions on the effectiveness of strategy training in helping them manage their own learning. It also provided feedback on the students' overall perception of the 15-week Strategy Training Programme.

The data from these various research instruments were analyzed using both deductive and inductive approaches. Furthermore, data from all these sources helped to triangulate the findings so as to gain a more comprehensive understanding as to the effectiveness of strategy training in the ESL classroom.

Implementation of Strategy Training in the ESL Classroom

This section focuses on how the teacher, Karen, implemented strategy training in Form Four Orchid. Four main categories emerged from the classroom observations after the analysis of lesson transcripts and field-notes. Where necessary further insights were obtained from students' learning journals and transcripts from interview sessions carried out with Karen.

Classroom and Time Management

Generally, Karen managed her classroom through three modes of instruction - addressing the whole class, individual work and providing opportunities for co-operative work. Co-operative work was seen when students worked in pairs or in small groups of four to six.

While the three modes of instruction received equal emphasis, findings indicated that towards the end of the programme, more opportunities were provided for individual work. This information is provided in Table 8.

Table 8

Percentage of Time Spent on Different Modes of Instruction.

Mode	Lesson I (Week 3)	Lesson II (Week 6)	Lesson III (Week 11)	Average
Whole class instruction	35 min. (50.0 %)	20 min. (28.6 %)	12min. (18.5 %)	22 min. (32.4 %)
Individual work	15 min. (21.4 %)	23 min. (32.9 %)	35 min. (53.8 %)	24 min. (36 %)
Co-operative work	20 min. (28.6 %)	27 min. (38.5 %)	18 min. (27.7 %)	22 min. (31.6 %)
Total	70 min. (100 %)	70 min. (100 %)	65 min. (100 %)	68 min. (100 %)

The results shown in Table 8 above indicate that on the average, Karen spent an equal amount of time on each of the three modes of instruction. She allocated 36 per cent of classroom time on individual learning, 32.4 per cent on whole class instruction and the remaining 31.6 per cent on co-operative learning.

The findings also show that the emphasis shifted from whole class instruction (Lesson I) to individual work (Lesson III). At the beginning phase of the training programme, when Lesson I (week 3) was observed, Karen spent about 50 per cent of classroom time addressing the whole class. The teacher-centred nature of these initial lessons was also noted by a number of students in their learning journals. For example, Student 3 in her journal entry 3B wrote that she was "very sleepy in class" because "the

teacher just kept talking." This was further confirmed by Student 29 who made the following recording in her journal entry 2B:

> I know today's lesson was rather useful and helpful. I don't know why
> I have been drifting in and out of the lesson. I guess it may be because the
> teacher is talking so much and I am getting bored. I hope we will have
> more chance to talk and do things in the next lesson.

Between weeks 3 and 6 of strategy training, the time spent on addressing the whole class, however, gradually decreased. In Lesson II (week 6), approximately 28.6 per cent of classroom time was spent addressing the whole class. This dropped further to 18.5 per cent in Lesson III (week 11). Thus, there appeared to be a shift in the role of the teacher from her initial authority figure to a 'partner' in the learning process.

Over the course of the training programme, the teacher was seen providing more opportunities for students to learn and work on their own. At the beginning phase of the training programme (Lesson I - week 3), students spent about 21.4 per cent of their classroom time on individual learning. This mode of instruction increased to 32.9 per cent in Lesson II (week 6). This amounted to approximately one-third of the total classroom time. By the end of the programme, that is, in Lesson III (week 11), individual work increased to 53.8 per cent.

On the other hand, the amount of time allocated for co-operative learning remained consistent throughout the programme. In Lesson I, slightly less than one-third of classroom time (28.6 per cent) was allocated for co-operative learning. It, however, increased to 38.5 per cent in Lesson II but dropped to 27.7 per cent in Lesson III.

In conclusion, it can be said that the total amount of classroom time spent addressing the whole class decreased from 50 per cent seen at the beginning phase

(Lesson I - week 3) to less than 20 per cent by the end of the training programme (Lesson III - week 11). The reverse was seen with regards to individual work. It increased by more than two fold from 21.4 percent at the beginning of the programme to 53.8 per cent by week 11. This increase in time allocated for individual work perhaps signifies that the teacher was seen making gradual efforts towards providing more opportunities for students to learn how to work independently so as to develop learner autonomy.

Introduction of Language Learning Strategies

The second process of analyzing the lesson transcripts looked into the aspect of the introduction of language learning strategies (LLS). This analysis yielded a number of findings.

Firstly, results indicated that the explicit introduction of LLS was based on a continuum, which moved from presentation to practice and later from production to evaluation.

Evidence of this can be seen in Excerpt 1 taken from Lesson I (Appendix 13). This excerpt reveals how Karen explicitly introduced the language learning strategy of 'intelligent guessing' using contextual clues. At the presentation stage, Karen first developed student knowledge of the new strategy by providing the rationale as to 'when' the strategy could be used. In her own words, Karen pointed out that intelligent guessing is used when " not all information that is facts and things like reasons and explanations are given to you up front or clearly." Next, she named the strategy: "we

call this strategy, intelligent guessing." After that, she defined the strategy as "using clues and other information from the passage to guess and make logical connections so that we understand the passage better."

At the practice stage, Karen modelled the use of the new strategy. For the first example, she pointed out how students could infer that the conversation was taking place indoors by focussing on the clue 'room.' In this instance, she explicitly showed them 'how' to use the strategy. The students were then given a chance to practise the strategy. Together with the students she worked out two other examples on 'intelligent guessing' (Appendix 13). This modelling and working out of the strategy step-by-step provided the scaffolding and practice needed for the students to apply the strategy.

Later in the lesson, the students completed a short exercise where they had to use the strategy of 'intelligent guessing.' This provided them with a chance to apply and evaluate their understanding of the strategy taught. Finally, by discussing the answers to the questions posed in the given exercise the students received immediate feedback on their performance.

The three lesson transcripts revealed that the explicit introduction of LLS provided Karen with opportunities to implicitly introduce other related strategies. This resulted in a variety of strategies introduced in each ESL lesson.

The following excerpt taken from Lesson III shows that other related strategies were implicitly introduced while Karen was explicitly teaching the strategy of 'predicting' and 'analyzing and reasoning.'

Teacher:	Yes, what's part two about? Anyone? Tell me what's part two about. Quickly, quickly. What's Part 2 of the story about? *Give me one sentence or one word.*
Student 1:	His birthday.
Teacher:	Yes, it is his birthday. And how do we know?
Student 2:	Everything is about his birthday.
Teacher:	Yes, good. *Part 2 is about his birthday because the whole section describes how the boy celebrated his birthday and the presents he received from his parents.* What about Part 3?
Students:	The exam.
Teacher:	Now, *how do you know it is about the exam?*
Student 3:	There is a lot about the description of the examination,
Student 5:	Explanation of what the exam is going to be.
Teacher:	Good, Part 3 gives you a preview of what the exam is all about. Now, tell me what do you think is going to happen?
Student 3:	Something scary is going to happen.
Student 4:	I think something bad. . .
Teacher:	Now, *tell me why do you say something bad is going to happen.*
Student 4:	Maybe, *since there is so much talk about the exam and with the mother crying on the boy's birthday, I think maybe the boy is going to fail the exam . . .*

In the above excerpt of Lesson III, Karen is seen carrying out a reading comprehension exercise. The main objective of the lesson was to enable students to read, understand and predict outcomes. In the instance above, the students have just completed reading Parts 2 and 3 of a short story that was distributed to students in eight different parts. Prior to this activity of Lesson III, Karen had explicitly introduced the strategy of 'prediction' and 'analyzing and reasoning.'

In the excerpt Karen asked her students to explain in about "one sentence or one word" what Part 2 of the short story was all about. By asking this question she indirectly introduced the strategy of summarizing. She then went on to describe to the students

why and how they could reach such a conclusion. She said, "Part 2 is about his birthday because the whole section describes how the boy celebrated his birthday and the presents he received from his parents." In this instance, she implicitly made her students aware that summarization is a product of locating the main idea and supporting details.

Next, Karen asked her students what Part 3 was about. This provided students with more opportunities to practise the strategy of summarizing. Later by asking the question, "How do you know it is about the exam?" she was not only indirectly getting them to locate the main idea and details but she got them to self-evaluate their performance.

After this Karen gave her students more practice on the explicit strategy learnt for the day - which was 'predicting.' This indirectly embedded the compensation strategy of 'intelligent guessing' into the lesson. When the students presented their predictions she challenged them further by getting them to analyze and reason. For example, when a student predicted that something bad was going to happen, Karen asked, "Why do you say something bad is going to happen?" In rationalizing her answer, the student explained that "since there is so much talk about the exam and with the mother crying on the boy's birthday, I think maybe the boy is going to fail the exam." By asking the appropriate question the teacher had provided practice for the cognitive strategy of 'analyzing and reasoning' which was explicitly introduced in the earlier part of the lesson.

The above excerpt indicates that while introducing the explicit strategies of 'prediction' and 'analyzing and reasoning', Karen was able to implicitly expose the

students to a number of other related strategies such as summarizing, intelligent guessing and self-evaluation. Hence, the second finding indicated that through the explicit introduction of strategies a variety of other related strategies were introduced in each of the three observed training sessions (Table 9).

Table 9

Strategies Introduced Explicitly and Implicitly in Classroom Lessons

Type of Strategies	Lesson I	Lesson II	Lesson III
Memory Strategies	1. Grouping 2. **Semantic mapping***	1. **Using keywords*** 2. Structured reviewing	1. Association 2. Grouping
Cognitive Strategies	1. Practising naturalistically 2. **Reasoning deductively*** 3. Note-taking 4. Summarizing	1. Skimming & scanning 2. Using resources 3. Reasoning deductively 4. **Note-taking*** 5. **Summarization***	1. Skimming & scanning 2. **Reasoning deductively*** 3. **Predicting*** 4. Summarizing
Compensation Strategies	1. **Guessing Intelligently*** 2. Adjusting accordingly	1. Guessing Intelligently 2. Using Synonyms	1. Guessing Intelligently 2. Adjusting accordingly
Metacognitive Strategies	1. Overviewing 2. **Paying attention*** 3. Arranging and planning learning. 4. Self-evaluating 5. Self-monitoring	1. Overviewing 2. Selected attention* 3. Arranging and planning learning 4. **Self-evaluating*** 5. **Self-monitoring***	1. Overviewing 2. Paying attention 3. **Arranging and planning learning*** 4. Self-evaluating 5. Self-monitoring
Affective Strategies	1. Writing a language learning diary	1. Using a checklist 2. Writing a language learning diary.	1. Writing a language learning diary 2. Discussing feelings with someone else.
Social Strategies	1. Asking questions for clarification /verification 2. Co-operating with others	1. Asking questions for clarification/ verification 2. Co-operating with others	1. Asking questions for clarification / verification 2. Co-operating with others 3. **Becoming aware of others' feelings / thoughts***

Note: Asterisks (*) indicate that strategies were explicitly introduced

Findings presented in Table 9 indicate that approximately four to five strategies were explicitly introduced in each lesson. For example, in Lesson I, students were introduced to four explicit strategies and 12 implicit strategies. In Lesson II, students received informed instruction on five explicit strategies and in Lesson III students received informed training on four strategies with 14 strategies being implicitly embedded in the lesson.

Findings exhibited in Table 9 also reveal that all six strategies from Oxford's (1990) categorization of LLS (memory, compensation, cognitive, metacognitive, affective and social) were introduced in the three observed classroom lessons. Furthermore, students were also exposed to a number of the sub-categories of Oxford's categorization of LLS (Appendix 2).

For instance, in the case of metacognitive strategies, students received exposure to all the three sub-categories of metacognitive strategies of 'centering your learning' (over-viewing and paying attention) 'arranging and planning your learning' and 'evaluating your learning' (self-monitoring and self-evaluating). Similarly, students also received exposure to both the sub-categories of compensation strategies (guessing intelligently and overcoming limitations), the four sub-categories of cognitive strategies (practising, receiving and sending messages, analyzing and reasoning and creating structure for input and output) and the three sub-categories of social strategies (asking questions, co-operating with others and empathizing with others).

Classroom observations also indicated that students were introduced to three sub-categories of memory strategies. They were, 'creating mental linkages' by grouping and making associations, 'applying images and sounds' by using key words and

'reviewing well' as in structured reviewing. The final sub-category of memory strategies that is 'employing action through the use of physical response or mechanical techniques' was, however, not observed. In all the three observed lessons, students were exposed to only one sub-category of affective strategies, that is, the strategy of 'taking your emotional temperature' which includes using a checklist, writing a learning diary and discussing one's feelings. There was no evidence of the two other sub-categories, which are 'lowering your anxiety' and 'encouraging yourself'.

A third finding that was obtained from the results (Table 9) indicates that the strategies introduced both explicitly and implicitly were often recycled in each lesson. For example, the metacognitive strategies such as 'self-monitoring', 'self-evaluating' and 'planning and arranging for learning' were either introduced or reviewed in all three observed lessons. Similarly, the compensation strategy of 'guessing intelligently', the affective strategy of 'writing a learning diary' and the social strategies of 'asking questions' and 'co-operating with others' were recycled in all three observed lessons. By recycling language learning strategies the students were provided with the opportunity to revise and review strategies they had learnt.

A fourth finding obtained from the analysis of lesson transcripts indicated that Karen's classroom instructional procedures paid more emphasis to cognitive and metacognitive strategies when compared to the other four categories of language learning strategies. This finding is exhibited in Table 10.

Table 10

Percentage of Strategies Introduced in Classroom Lessons

Type of Strategies	Lesson I	Lesson II	Lesson III	Average
Memory Strategies	12.5 %	11.1 %	11.1 %	11.6 %
Cognitive Strategies	25.0 %	27.8 %	22.2 %	25.0 %
Compensation Strategies	12.5 %	11.1 %	11.1 %	11.6 %
Metacognitive Strategies	31.3 %	27.8 %	27.8 %	28.9 %
Affective Strategies	6.2 %	11.1 %	11.1 %	9.5 %
Social Strategies	12.5 %	11.1 %	16.7 %	13.4 %
Total	100 %	100 %	100 %	100 %

The findings presented in Table 10 above reveal that in all the three observed lessons, students received the most exposure to metacognitive strategies. On the average approximately one-third (28.9 %) of all strategies introduced in classroom lessons were metacognitive strategies. This was most probably because the focus of the Strategy Training Programme was to help students in the management of their learning process. The next most emphasized group of strategies in the classroom was cognitive strategies (25 %). This was followed by social strategies, (13.4 %) while both memory and compensation strategies received equal emphasis (11.6 %).

(11.6 %). Least emphasis was given to affective strategies as they accounted for an average of only 9.5 per cent of the total strategies introduced during classroom instruction.

Findings exhibited in Table 10 show that in Lesson I, approximately 31.3 per cent of the strategies introduced were metacognitive strategies while another 25 per cent were cognitive strategies. Together these two groups of strategies accounted for a total of 56.3 per cent of the total number of strategies introduced in Lesson I. Meanwhile, the other four categories of strategies amounted to 43.7 per cent of the strategies introduced. There was, however, equal emphasis given to social, compensation and memory strategies as they all accounted for about 12.5 per cent of the strategies introduced. The exposure given to affective strategies for Lesson I stood at 6.2 per cent.

The same pattern occurred in Lesson II and III. In Lesson II, both metacognitive (27.8 %) and cognitive (27.8 %) strategies accounted for 56.6 per cent of the strategies introduced in the lesson. Meanwhile, all the other categories of strategies received an equal emphasis of about 11.1 per cent. In Lesson III, metacognitive strategies accounted for 27.8 per cent whilst cognitive strategies amounted to 22.2 per cent of all strategies introduced in the lesson. Meanwhile, social strategies saw a rise to about 16.7 per cent with memory, compensation and affective strategies receiving equal exposure of about 11.1 per cent of all strategies highlighted in Lesson III.

A fifth finding revealed that Karen's classroom instructional procedures paid equal emphasis to both direct and indirect strategies. This finding is presented in Table 11.

Table 11

Direct and Indirect Strategies Introduced in Classroom Lessons

Category of Strategies	Lesson I	Lesson II	Lesson III	Average
Direct Strategies (memory, cognitive & compensation strategies)	50 %	50 %	44.4 %	48.2 %
Indirect Strategies (metacognitive, affective & social strategies)	50 %	50 %	55.6 %	51.8 %

By introducing all the six categories of LLS, both language learning goals (product or content) and management of the learning process goals were fulfilled. Direct strategies such as memory, cognitive and compensation strategies that help in language learning process accounted for 50 per cent of all strategies introduced in Lessons I and II. In Lesson III, the introduction of direct strategies fell slightly to about 44.4 per cent. On average, direct strategies accounted for about 48.2 per cent of the total number of strategies introduced in the three observed lessons.

On the other hand, indirect strategies like metacognitive, affective and social strategies that help students to support and manage the learning process accounted for the remaining 51.8 per cent. The equal emphasis paid on direct and indirect strategies reflected that Karen placed equal emphasis on both the 'product' (helped by direct strategies) and process of learning (helped by indirect strategies).

Managing the Learning Process

Since indirect strategies aid in the development of learner autonomy, further analysis at the micro level was carried out to shed light as to how classroom instruction helped students manage the learning process. The lesson transcripts were analyzed to locate instances that depicted the management of the learning process, that is, planning, organizing, monitoring and evaluating (Table 12).

Findings presented in Table 12 show that all four aspects involved in managing the learning process, that is, planning, organizing, monitoring and evaluating, were observed in all the three lessons. An analysis of the findings indicated that on the whole, the teacher paid more attention to helping students to organize and monitor the learning process in contrast to helping them to plan and evaluate their learning process. On the average, the teacher allocated more than one third of the total number of instances (35.7 %) on organizing and one third of the instances (28.6 %) on monitoring the learning process. In comparison to this, less attention was paid to planning their learning process (21.4 %) and guiding students to evaluating their own learning (14.3 %).

Table 12

Number of Instances Depicting the Management of the Learning Process

Lesson & Awareness and Application	No. of instances showing planning	No. of instances showing organizing	No. of instances showing monitoring	No. of instances Showing evaluating	Total no. of instances showing managing the learning process
Lesson I	2 (15.4%)	5 (38.5 %)	4 (30.8 %)	2 (15.4 %)	13 (100 %)
Awareness	2 (15.4 %)	3 (23.1 %)	3 (23.1 %)	1 (7.7 %)	9 (69.2 %)
Application	-	2 (15.4 %)	1 (7.7 %)	1 (7.7 %)	4 (30.8 %)
Lesson II	3 (18.8 %)	6 (37.5 %)	5 (31.3 %)	2 (12.5 %)	16 (100%)
Awareness	2 (12.5 %)	4 (25 %)	3 (18.8 %)	1 (6.25 %)	10 (62.5%)
Application	1 (6.3 %)	2 (12.5 %)	2 (12.5%)	1 (6.25%)	6 (37.5 %)
Lesson III	3 (20%)	5 (33.3 %)	4 (26.7 %)	3 (20 %)	15 (100%)
Awareness	2 (13.3 %)	2 (13.3 %)	2 (13.35%)	1 (6.7 %)	7 (46.7 %)
Application	1 (6.7 %)	3 (20 %)	2 (13.35%)	2 (13.3 %)	8 (53.3 %)
Average no, of instances	3 (21.4 %)	5 (35.7 %)	4 (28.6%)	2 (14.3 %)	14 (100%)
Awareness	2 (14.3 %)	3 (21.4 %)	3 (21.4 %)	1 (7.15 %)	9 (64.3%)
Application	1 (7.1 %)	2 (14.3 %)	1 (7.2%)	1 (7.15%)	5 (35.7 %)

In fact, both the organizing and monitoring aspects of the learning process accounted for approximately 65 per cent of the total number of instances displaying management of the learning process. For example, in Lesson I, nine instances (69.3 %) out of the total 13 instances on managing the learning process concentrated on helping students to organize and monitor their learning process. In contrast to this, only four instances (30.8 %) out of the total 13 instances were allocated for planning and evaluating the learning process. As shown in Table 12, a similar pattern was observed for Lessons II and III.

Table 12 also reveals that Karen provided more assistance in creating awareness for managing the learning process (64.3 %) as compared to providing opportunities for students to apply (35.7 %) what was communicated during classroom lessons. This pattern was consistent for all four aspects of the learning process, that is, planning, organizing, monitoring and evaluating. This was obvious in both Lessons I and II. This trend, however, changed slightly in Lesson III where instances creating awareness (7 instances - 46.7 %) and application (8 instances - 53.3 %) for the learning process received equal emphasis.

Planning the Learning Process

Findings presented in Table 12 indicate that on the average, classroom instruction on helping students to plan accounted for approximately 21.4 per cent (3 out of 14 instances) of the total number of instances spent on managing the learning

process. Furthermore, twice the number of instances (14.3 %) that created awareness were presented in contrast to instances for application (7.1 %).

Classroom observations also indicated that help was provided for both advance organizational planning and other aspects of planning such as formulating and determining learning objectives. Though instances which required students to apply their planning skills were few in comparison to instances creating awareness, there were instances that helped students to apply their planning skills. The following excerpt taken from Lesson III shows that students were given the opportunity to apply their planning capabilities:

Teacher :	Now, before you write your story what must you do?
Students :	Plan.
Teacher :	Yes, you must plan your plot. Remember a good story teller writes a plot that is able to arouse his reader to read on to find out what happens at the end and sometimes when we think it is the climax we are surprised with an anticlimax like the story we just read. Now, we have seen and plotted the plan or outline of a number of stories for the past few days. Now, I want you to draft a plan for your story. Remember a plan or outline will help you write a better and more organized piece of work. Then, when you have finished I want you to share your plan or outline with your friends and get their feedback before you start writing . . .

Prior to this section of the lesson, the teacher had explicitly explained to students the processes involved in planning a narrative piece of writing. In the instance above, the students were required to plan an outline for a story on moral values. Such an activity provided the opportunity for the students to apply and practise their planning ability.

Organizing the Learning Process

Results presented in Table 12 show that on the average, classroom instruction on helping students to organize their learning process accounted for approximately 35.7 per cent (5 out of 14 instances) of the total number of instances spent to help them manage the learning process.

Like planning, the disparity between instances creating awareness and application was also seen when it came to organizing the learning process. Findings (Table 12) suggest that on the whole, instances showing awareness for organizing learning accounted for about 21.4 per cent. In contrast to this, about 14.3 per cent of the instances provided helped students to apply organizational skills. This situation was seen in both Lesson I and II. The reverse was, however, witnessed in Lesson III. Out of the five (33.3 %) instances, only two instances (13.3 %) created awareness whereas three instances (20 %) depicted application of organizing the learning process.

Classroom observations showed that in helping students to organize the learning process the teacher introduced instances where students were helped in determining learning tasks, pacing the learning process, locating suitable materials and determining suitable strategies to accomplish a learning task. For example, Excerpt 2 taken from Lesson II (Appendix 13) shows an instance where the teacher was able to show awareness and at the same time provide an opportunity for the students to organize their learning. In Excerpt 2, the teacher first created an instance depicting awareness for one aspect of organization of the learning process, that is, determining suitable learning tasks. In this case, she showed them how by using the strategy of resourcing from texts

(that is using the given reading passage) they could also use it to improve their vocabulary. She made them aware that the passage contained a number of words that described both quick and slow movements. After getting students to locate these words, she went on to provide an opportunity for them to think of other learning tasks they could determine using the same resource (the reading passage). Such an activity provided the students an opportunity to apply one aspect of organizing the learning process, which was how they could determine their own learning task.

Monitoring the Learning Process

Findings presented in Table 12 indicate that on the average, classroom instruction on helping students to monitor their learning accounted for 28.6 per cent (4 out of 14 instances) of the total number of instances spent on managing the learning process. Findings also indicated that Karen paid more attention on creating awareness for monitoring (21.4 %) when compared to instances showing application (7.2 %). Similar to the organizational aspect of learning, this situation was obvious in both Lessons I and II. A different pattern was, however, seen in Lesson III. An equal number of instances (that is, two each) were provided for creating awareness and application for monitoring the learning process.

An example depicting awareness for monitoring is presented in the following extract taken from Lesson I.

Teacher :   Okay, look at the newspaper report. To get a better
              understanding I told you just now, always ask yourself
              'wh' questions like "what is this report about?" "where did
              the incident take place?" and so on. Do you understand?

In the above extract, the teacher helped her students to be aware that one way

they could monitor their learning (in this case, comprehension monitoring) was by using

the social strategy of self-questioning. Students could monitor their understanding by

posing and answering 'wh' questions like 'why', 'when' and 'what.'

Later on, in the same lesson, Karen provided an opportunity for students to

apply their self-monitoring abilities. Evidence of this is given in the following extract

taken from Lesson I.

Teacher: Okay, now I want you to read the next two newspaper reports.
              Then working in pairs or in small groups, decide which one is
              the best headline for the report. Remember you must be able to
              tell me or give me a reason for your choice...
              (A little while later)
Teacher: Yes, now let's all look at the questions. . . Yes, what is your
              answer to question 1?
Student 2:   Teacher, I think the answer is "Council Wants Bigger Grant."
Teacher :   Yes, why do you say so?
Student 2:   They haven't got the money and they are in fact thinking of
              going to ask for it so they want a grant and therefore have not
              got the grant but thinking of asking for it . . .

In the above instance, the teacher got her student to rationalize the reason for her

choice of answer. By doing so she evaluated whether the student had succeeded in self-

monitoring her own learning. Student 2 who succeeded in rationalizing her answer was

considered to have monitored her learning and was thus able to provide the correct

answer.

Evaluating the learning process

Results in Table 12 exhibit that classroom instruction paid the least emphasis to helping students to self-assess their own performance. On the average only 14.3 per cent (2 out of 14 instances) of the total number of instances were allocated to helping students evaluate their own learning. Out of this total, however, an equal number of instances were provided for creating awareness and application of the evaluation process of learning. This was also observed in both Lessons I and II. In Lesson III, however, there was a tilt in favour of application. Out of the three instances, only one instance helped create awareness for evaluation whereas another two helped students to apply their evaluation skills.

All three lessons provided opportunities for students to evaluate their learning process. For example, in Excerpt 3 taken from Lesson II (Appendix 13), students carried out an inter-group quiz. In this instance, students were required to first formulate 'Wh' questions based on a reading passage. Then, they posed these questions to members of the opposing team. Later, they were required to allocate marks for the given answer. Such an activity clearly helped the students apply their ability to evaluate their learning. In the same lesson, the teacher provided a detailed marking scheme for evaluating summary writing. Before getting students to mark the summary, she made them aware of the different aspects involved in assessing summary writing. Such an activity clearly provided instances in creating both awareness and application of evaluating the learning process.

From the above analyses of classroom observations, it can be said that students were provided with opportunities for managing all the four aspects of learning - that is planning, organizing, monitoring and evaluating. However, more opportunities were provided for organizing (35.7 %) and monitoring (28.6 %) the learning process in contrast to planning (21.4 %) and evaluating (14.3 %) the learning process. Furthermore, there were more instances that created awareness for managing the learning process (64.3 %) when compared to instances showing application (35.7 %) for managing the learning process.

Hence, it can be concluded that though classroom observations indicated that Karen provided more instances in creating awareness for the learning process at the beginning of the programme (69.2 % in Lesson I) there was a slight change towards the end of the training programme. By week 11, when Lesson III was observed an equal balance was achieved between instances showing awareness (46.7 %) and instances depicting application (53.3 %) for managing the learning process. Moreover, results indicated a tilt in favour of instances depicting application for the learning process.

Levels of Autonomy

Finally, classroom observations provided an understanding of language tasks and activities that encouraged the development of learner autonomy in both the product (content) and the process of learning (planning, organizing, monitoring and evaluating). These activities were analyzed using Nunan's (1997) proposal of the five levels for

encouraging and implementing learner autonomy (Appendix 8). The findings are displayed in Table 13.

Table 13

Levels of Autonomy Observed in Classroom Lessons

Levels / Lessons	Lesson I	Lesson II	Lesson III	Overall Average
Level 1 Awareness	42.8 %	42.8 %	27.8 %	37.8 %
Level 2 Involvement	42.8 %	38.1 %	28.9 %	36.6 %
Level 3 Intervention	4.8 %	8.9 %	16.1 %	10 %
Level 4 Creation	9.6 %	10.2 %	27.2 %	15.6 %
Level 5 Transcendence	0 %	0%	0 %	0 %
Total	100 %	100 %	100 %	100 %

Results presented in Table 13 indicate that a large proportion of language tasks and classroom activities were focussed on creating awareness (37.8%) and getting learners involved (36.6 %) in strategy use. Together these two components contributed to slightly less than three-quarters (74.4 %) of all classroom activities. There were also opportunities for learners to learn how to intervene (10 %) and create their own tasks (14.3%). Though the highest level of autonomy, that is, the transcendence level where

the students learn to become researchers and teachers themselves was not evident in the three lessons transcribed for the data analysis, the researcher's field-notes indicated that Karen did provide such activities in other lessons.

Level 1 - Awareness

Findings presented in Table 13 show that classroom activities that helped create awareness necessary for learner autonomy dominated all three lessons. For example in both Lessons I and II the frequency of activities that encouraged creating awareness accounted for slightly less than half (42.8 %) of the total number of activities. These activities, however, saw a decrease to 27.8 per cent in Lesson III. The following extract from Lesson II, is an example of classroom instruction that focussed on creating awareness for language learning (i.e. the product):

Teacher:	Ok, so she looked into the dictionary to understand the difficult words and this is one way to increase your vocabulary. Class, this is what we call resourcing using the dictionary. Remember we have learnt resourcing using the dictionary. When you come across difficult words you have to resource and one resource that is easily available is the dictionary. Besides the dictionary what else can you use? Yes? Anyone?
Student 1:	Thesaurus.
Teacher :	Yes, we can use the thesaurus. Any other source?
Student 2:	Teacher, by learning synonyms and antonyms.
Teacher:	Yes, very good. We can get such information if you look into a thesaurus Anymore? Anyone? . . Well another way is by resourcing from given text such as your reading passage. . .

The above extract taken from a question and answer (Q&A) activity, reveals an instance where the teacher made her students aware of the many ways they could improve their vocabulary using the strategy of 'resourcing.'

Level 2 - Involvement

'Involvement' under Nunan's (1997) proposal of five levels of learner autonomy states that learners must be provided with opportunities not only to make choices in the 'what', 'when', 'why' and 'how' aspects of the learning process but also getting students involved in the learning process. In relation to this, findings in Table 13 reveal that on the whole, activities and language tasks that encouraged students' involvement ranged from 42.8 per cent (Lesson I) to 28.9 per cent (Lesson III).

The researcher's field-notes indicated that students' involvement took the form of choices to use either materials provided by the teacher or locate their own materials from newspapers and magazines (Lessons II and III). Evidence of another form of choice as to 'how' to learn is presented in the following extract taken from Lesson II:

> Teacher : Well ... You can either work in pairs or you can
> work as individuals. Ok. I want you to formulate at least
> two 'Wh' questions from the passage, alright?. . .
> What? You want to do in fours? All right, *you can work in*
> *small groups of four* if you want but you must each
> *formulate two questions* each, ok?

In the above extract, students were given the choice whether to work as individuals, in pairs or in small groups. The teacher, however, emphasized that whatever choice they made they still had to fulfill the learning task, that was formulating two questions each.

A more controlled form of 'involvement' was, however, seen in the numerous activities where students were provided with opportunities to practise strategies that had been taught previously. For example in Lesson III, the teacher got her students to read a short story, which was distributed in six parts. At the end of each part, students were required to predict what would happen next. Such an activity directly got the students 'involved' in practising the strategy that was introduced in Lesson III - which was 'predicting.'

Level 3 - Intervention

Intervention refers to language tasks that encourage students to modify or adapt tasks or goals and content of language tasks (Nunan, 1997). On the whole, activities encouraging such 'intervention' accounted for a mere 10 per cent of the total classroom activities. This was three times less compared to activities creating awareness and student involvement. Nevertheless, the percentage of tasks and activities for 'intervention' increased over time. Such activities increased by three-folds from 4.8 per cent of total classroom activities in Lesson I to 16.1 per cent in Lesson III.

The following excerpt taken from Lesson I shows how the teacher provided the opportunity for students to 'intervene' (to adapt / modify given task).

Teacher :   This is your task. Each of you in your groups of four has a different handout to read. Each of you will read it silently whatever article you have, Ok? I'll give you about ten minutes to read and *you decide what you want to use it for.* You can also *decide to do the task stated on your handout or modify the exercise to suit your own learning need.* You decide. *You can make short notes or make mind-maps to record what you read* or learn from this handout. Then we will share what we have learnt from these handouts, okay?

In the above activity, Karen distributed four different worksheets to students who were sitting in small groups of four. The task was aimed at improving students' reading comprehension skills. Each student was given the freedom to either complete the task indicated on the worksheet or modify or adapt the task given to suit her own learning needs. The researcher's field-notes indicated that some students decided to read and summarize the information given, some made short-notes, while others presented the information in the form of mind-maps. In fact, there were some students who just did the comprehension questions given on the worksheets while others looked up meanings of difficult words.

Level 4 - Creation

The fourth level of autonomy, creation, was also observed in all three lessons. In such activities students were provided with opportunities to create their own goals, objectives and tasks. Such opportunities though few in comparison to activities creating awareness and student 'involvement', however, increased from 9.6 per cent in Lesson I

to 27.2 per cent in Lesson III. Below is an extract of Lesson II, which depicts an example of such a learning opportunity:

> Teacher : Yes, everyone, please listen. Now for your homework, I want you to read this passage and *decide for yourself what you want to use this passage for*. You could summarize it to one-third of its length. Do a vocabulary lesson, or you could even do a comprehension exercise. Remember, today we learnt how to formulate 'wh' questions. You can formulate your own questions - using the list of guidelines I gave you at the beginning of this programme on the types of comprehension questions, okay?

In the above situation, the teacher provided the students with the learning material but with no predetermined task or skill being emphasized. The students were given the opportunity to create their own task based on the given passage. Such an opportunity would help students create learning tasks to suit their own learning needs.

The researcher's field-notes also indicated that more such opportunities for 'creation' were also provided when students were required to complete three learning contracts in the 15-week training programme. For example, in Learning Contract 1, students were required to create a learning task based on extensive reading. For Learning Contract 2 they were required to perform a task on the topic, 'Description of Places of Interest' and for Learning Contract 3, students had to plan and create their own task for the topic, 'Stories on Moral Values.' In these three instances the teacher merely provided the topic to be covered while the students were given the freedom to create their own learning tasks.

Level 5 - Transcendence

According to Nunan (1997) for students to reach transcendence, the highest level of autonomy, they must be provided with opportunities that would allow them to become teachers and researchers. Although there was no evidence of such tasks in the transcripts of the three observed classroom lessons, there was evidence in the researcher's field-notes of other lessons where opportunities to reach the transcendence level were provided to the students.

An example of this was seen in week 4 when the students were divided into four groups to carry out a mini-project. They had to research a topic of interest and present it in the form of a chart, table, graph or manual. Each group was given ten minutes to present their work. Field-notes indicated that students produced classification charts on musical instruments, television programmes and processes involved in digesting food.

Another example of such an activity was observed in weeks 13 and 14 of the training programme. In groups, students were required to present a 20-minute lesson on the topic, 'Opinions on current and social issues.' This activity allowed students to become researchers and teachers as they were required to plan, organize, monitor and evaluate their own performance. Analysis of field-notes, indicated that the students covered topics such as 'violence', 'gender bias', 'eating disorders' and 'drug addiction'.

The researcher's field-notes indicated that a majority of the groups were successful in carrying out a 20-minute lesson. Furthermore, their presentations indicated that they had been successful in researching for materials and they were able to come up with interesting activities such as cross-word puzzles and quizzes. Evidence

of the success of this activity was mentioned in some students' learning journals. For example, Student 36 had this to say about Group One's performance:

> Group 1 really showed that they can be good teachers - the short sketch
> from 'Macbeth' was an interesting start to their topic on 'Violence' - i.e. many
> of us are willing to shove and fight to win. I felt Group 1 has researched and
> presented the topic excellently.

The above comments made by Student 36 show that the students from Group 1 have been successful in becoming 'good teachers.' It also indicated that they were able to conduct research independently and the final product was 'excellently' presented.

Field-notes indicated that at least two out of the six groups were not very successful in their project. One group failed to complete their project within the given time frame and had to be given more time. Another group showed limited research skills and poor management of the learning process. Evidence of this was seen in the journal entry of Student 9 when she made the following entry:

> I think Group 4 was not well-prepared. They had a lot of figures and all
> the information was read very fast and a lot of information was spilling
> out of their mouths at top speed. Unfortunately it wasn't a good presentation
> for me because it was quite monotonous. The class had no chance to participate
> in their presentation. We only had a crossword puzzle, which was given on the
> board to do. My partner and I were not interested in it as it was difficult to see
> what was on the board. Maybe their way of teaching didn't appeal to me.(sic.)

The above extract indicates that not all students in the class were successful in reaching the level of transcendence. In this case, members of Group 4 perhaps still needed more guidance before they could become successful teachers and researchers.

More importantly these two extracts of students' journal entries indicate that the teacher did provide opportunities that encouraged her students to reach the highest level of autonomy - transcendence.

Findings shown in Table 13 indicate that though effort was made to encourage all levels of autonomy in the ESL classroom, the emphasis remained on Level 1 (creating awareness) and Level 2 (involvement). The three other higher levels of autonomy, that is, intervention, creation and transcendence amounted to a quarter (25.6 %) of total classroom activities.

The above finding (that the students were exposed and involved in all the five levels of autonomy) was further corroborated by Karen during Interview III.

Teacher's Perception of the Implementation of Strategy Training

In Interview III, Karen pointed out that throughout the 15-week training programme, she had guided her students in 'learning-how-to-learn' through the use of language learning strategies. She pointed out that she explicitly introduced three to four learning strategies in one lesson. She felt that by equipping them with these strategies she had introduced them to the tools and given them the confidence to take responsibility for their own learning.

Karen noted that in her classroom, she had provided her students with choices on 'how' to learn as she often gave them the freedom to work in pairs, individually or in small groups in numerous classroom activities. Furthermore, she usually gave her students a choice of learning materials so that they had the freedom to choose and work with materials they liked or felt most comfortable with. Karen stressed that she usually gave her students a range of different activities so that they could choose to work on tasks they liked. She cited an example whereby she gave them a list of four different

topics for writing. She was of the view that this gave the students the freedom to write on the topic of their choice.

Karen emphasized that towards the end of the programme she felt her students were 'rather ready' to work on their own. Therefore, she provided her students with more opportunities to work on their own especially in the last 3 weeks of the training programme. She talked at length about the students' 20-minute 'micro-teaching' performance during weeks 13 and 14. By giving them the topic, presenting 'opinions on social and current issues' she gave the students the freedom to plan their own lessons based on their own areas of interest. She reported that the project encouraged students to determine their learning objectives and tasks and gave them the opportunity to come up with learning strategies that they would like to share with their friends.

In Karen's opinion, her students were rather successful in this project of self-directed learning. She pointed out that they were "able to come up with good learning materials and interesting activities such as quizzes, role-playing, and cross-word puzzles." In the interview, she made a special mention of Group 1's performance on the topic of 'Violence.' She noted that their handout indicated that they had collected their learning materials from a variety of sources such as newspapers and magazines. She stated that the students from Group 1 displayed good presentation skills and their lesson was fun and enjoyable. In addition to that, Karen stressed that both Groups 1 and 2 students were successful in becoming 'good teachers and researchers' as they were successful in conducting their research independently and their 20-minute lesson was task-based and interesting. She felt that the members of these two groups were successful in reaching the highest level of autonomy - that is transcendence.

Karen disclosed that though Group 1 and Group 2 did excellent presentations, there were still some students who lacked the skills needed to manage their own lessons. She, however, concluded that by providing students with such activities she felt she was "in one way or another helping and guiding students to take charge of their own learning - even though at this time they were working in groups."

In week 15, Karen encouraged her students to work on their own. The students had to plan their own lessons for two periods and record their performance in their learning journals. She reported that based on her observation, a "large majority were rather capable of working on their own and most of them knew 'what' and 'how' to learn."

Karen added that by getting the students to work using learning contracts she was able to foster the development of learner autonomy. Since the learning contract required students to plan, organize and evaluate their own learning, it encouraged the students to take charge of their own learning. Karen pointed out that though the students had to complete three compulsory learning contracts, there were some who managed to complete seven learning contracts during the 15-week training programme. She added that on the average, each student completed 5 learning contracts.

In conclusion, Karen emphasized that learner autonomy is a gradual process and on the whole, she felt satisfied with the aspects of learner autonomy that she had implemented in her ESL classroom for the past 15 weeks.