

**Norwegian upper secondary EFL teachers' attitudes,
knowledge and beliefs about learner autonomy**



Linda Haglund

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Department of Foreign Languages

University of Bergen

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ABSTRACT IN NORWEGIAN

Denne masteroppgaven er skrevet innenfor engelsk didaktikk og har hatt som hensikt å se nærmere på norske læreres kunnskap, holdning og tanker om elevautonomi. Studien har blitt gjennomført blant lærere som underviser i engelsk på videregående skole i VG1 studiespesialiserende, VG1 yrkesfag eller VG2 yrkesfag. Elevautonomi er et begrep man ofte ser brukt i sammenheng med fremmedspråklæring, men det har til nå blitt gjort relativt lite forskning på hva lærere tenker om elevautonomi. For å kunne belyse dette, har det ved hjelp av en spørreundersøkelse over internett blitt samlet inn både kvantitativ og kvalitativ informasjon fra lærere ved offentlige videregående skoler over hele landet. Undersøkelsen er landsdekkende med minimum to svar fra hvert fylke.

Den teoretiske delen av oppgaven definerer elevautonomi, gir et innblikk i bakgrunnen for elevautonomi og viser hvordan elevautonomi er relevant for læreplanen. Teorikapittelet tar videre for seg hvorfor elevautonomi er hensiktsmessig i engelsk-klasserommet, men ser også på hva som kan gjøre det vanskelig å gjennomføre elevautonomi i praksis. Det er også satt fokus på hvordan elevautonomi kan gjennomføres i praksis. Teorikapittelet gir et innblikk i hvordan læreres oppfatninger og kognisjon kan påvirke deres undervisningspraksis, og derfor bakgrunnen for hvorfor det er viktig å undersøke læreres tanker og oppfatninger.

Hensikten med denne undersøkelsen har ikke vært å konkludere hva læreres tanker og erfaringer rundt elevautonomi er. Hensikten har heller vært å starte et arbeid med å få med læreres verdifulle tanker og erfaringer rundt elevautonomi i diskusjonen rundt temaet, ettersom det til slutt er lærerne selv som aktivt må tilrettelegge for autonomi i engelsk-klasserommet. Denne studien viser at norske engelsklærere virker positive til elevautonomi, likevel er det mange av lærerne i studien som uttrykker usikkerhet rundt temaet. Det virker som om en del av lærerne synes det er vanskelig å vite hvordan man kan fremme elevautonomi i engelsk-klasserommet. Denne studien har også vist hvilke utfordringer lærerne støter på i arbeidet med elevautonomi.

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LIST OF ABBREVIATIONS

EFL	English as a foreign language
FL	Foreign language
ICT	Information and Communication Technology
LK06	National Curriculum for Knowledge Promotion, introduced in 2006.
MMR	Mixed methods research

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1. INTRODUCTION

1.1 Introduction

The world we are living in is in constant change, much as a result of new technology, globalization and multiculturalism. Living in a world like this, education is increasingly important, however, the question of what the learners have to learn might have changed. In today's society, the internet is accessible to everyone. Needless to say, social media plays an important role in everyday life for many people, and instant access to information requires the users to be able to be critical, and adapt rapidly, especially in the age of 'fake news'. With this new technology, the world is on our doorsteps, and communication with people all around the world is easily accessible. People are traveling more than ever, and business is increasingly becoming more and more international. The need for proficient language users is hence escalating. Furthermore, Europe has experienced an extreme rise in immigration of refugees coming from outside of the Western world. These people are often bilingual, but they also need to learn Norwegian and English when they come to Norway. All these factors contribute to make our societies multicultural. It is more important than ever that education provides the learners with the ability to learn how to learn. This is also stressed as an important principle within the new Norwegian Core Curriculum, and stresses the importance of aiming for learner autonomy. Within language learning, learner autonomy has a great potential of letting the learners become independent, self-regulated individuals, which will prepare the learners for lifelong learning.

1.2 Background

During my studies in English didactics, I have found it quite interesting that there has been so much written about learner autonomy, while there seems to be little connection to the practical aspects of it, the classroom practice and the English as a foreign language (EFL) teachers' perceptions of the term. It is interesting, because the term has been defined so many times by many different authors, however there has been very little research on how teachers view learner autonomy. Learner autonomy has, among other things, been claimed to improve the quality of language learning (Borg & Al-Busaidi, 2012a). As a future EFL teacher, but also a Spanish teacher, I find this argument of particular interest.

Furthermore, relatively little research has been done in the area of teachers' perceptions about learner autonomy, which is extremely important in order to understand how EFL teachers feel about fostering learner autonomy. Borg and Al-Busaidi (2012a) comment on the lack of research done on teacher practices and beliefs by stating that: "Much has been written about what learner autonomy is, the rationale for promoting it, and its implications for teaching and learning." They furthermore state that: "teachers' voices have, however, been largely absent from such analyses, and little is actually known about what learner autonomy means to language teachers" (Borg & Al-Busaidi, 2012a, p. 3). It is highly important that teachers' perceptions of what learner autonomy is, to a much larger extent than of today, are included in studies concerning learner autonomy. Teachers are, after all, the ones to put the theories into practice in the classroom.

Learner autonomy may be an idea that is much too theoretical to many EFL teachers, and this might make it difficult to relate it to the EFL learning. Furthermore, learner autonomy is a very complex idea, and might therefore be difficult to grasp. Different aspects of language learning are affected in the process of promoting learner autonomy, and some of those aspects might be challenging to aim for. The reasons for this could be many, and it is therefore interesting to ask teachers about the challenges they face in the process of promoting learner autonomy. Also, there is reason to believe that "for many language teachers, autonomy is a good idea in theory, but somewhat idealistic in practice» (Benson, 2011, p. 119). The focus within autonomous language learning might be in need of a shift, where the focus is on the process of fostering learner autonomy, rather than the goal of becoming autonomous, and reaching the stage of full-autonomy.

1.2.1 Relevance

Learner autonomy has been argued to have positive effects on language learning, but also to the development as human beings. Borg and Al-Busaidi (2012a, p. 3) argue that learner autonomy can:

- Improve the quality of language learning
- Promote democratic societies
- Prepare individuals for life-long learning
- Allow learners to make best use of learning opportunities in and out of the classroom.

The new Norwegian Core Curriculum presents five principles for learning, development and Bildung. Within these, learning to learn is one principle, which seems to signal a significant

focus on learner autonomy in Norwegian classrooms in the near future. It is highly important to research what the EFL teachers' beliefs are when it comes to learner autonomy, because their beliefs can shape what the teachers do, and therefore, the learning opportunities the learners receive (Borg & Al-Busaidi, 2012a). To what extent learner autonomy is promoted in the EFL classroom will be influenced by teachers' beliefs, and how desirable and feasible it is to foster it (Borg & Al-Busaidi, 2012a). Borg and Al-Busaidi (2012a) also argue that teacher education is more likely to have an impact on teachers' practices when the basis of this education is an understanding of the beliefs teachers hold. For this reason, it is also extremely important to carry out research on teachers' perceptions about learner autonomy.

1.3 Related Research

To my knowledge, relatively few studies have been done in the area of teacher cognition, and especially teacher cognition in relation to learner autonomy. In Norway, I have not been able to find any research conducted with the same aim as this present thesis. However, Simon Borg and Saleh Al-Busaidi (2012b) have conducted a study that examines English language teachers' beliefs and practices about learner autonomy in Oman in 2012. This has been a valuable source for comparison of the Norwegian teachers' beliefs in the present thesis. Other than Borg and Al-Busaidi's research, I have only been able to find master theses with different aims within learner autonomy. A master thesis written by Bent-Magne Koldal has been the most important study for the thesis at hand. In Koldal's study, the aim is: "Autonomous while reading: A quantitative and qualitative study of the relationship between Norwegian VG1 students' perceptions of Learner Autonomy and Reading Literacy" in 2017. In this study, he asked students in VG1 to rate different statements, in which many are comparable to what the teachers in the thesis at hand were asked about. It has been interesting to view Koldal's results in comparison to the findings in the thesis at hand, to see if there is a coherence between what Norwegian EFL learners report that they do, and what Norwegian EFL teachers say that they view as important.

1.4 Research Methods

This study has been conducted by sending a questionnaire to all the Norwegian upper secondary state run schools. This questionnaire contains both qualitative and quantitative

answers, and in total, 200 EFL teachers in upper secondary school, teaching upper secondary general studies year 1, or upper secondary vocational studies year 1 or 2 responded to the study. The study was carried out as a mixed methods research, and the material was analyzed in two sequences, first, the quantitative data was presented by making figures and tables, then the analysis of the qualitative data was carried out. When performing the qualitative analysis, the data was coded by using both in vivo codes (codes of the participants' actual words), and standard educational terms (Creswell, 2014). The categories chosen were a result of a mix between Holec's (1980)¹ description of an autonomous learner, Dam's (2011) principles of learner autonomy² and participants' actual words, such as "responsibility for own learning". More in depth information of the research methods used is provided in chapter three.

1.5 Pilot Study

During the spring of 2016, I carried out a pilot-study prior to my master studies during my eight weeks of practice in an upper secondary school in Bergen, year one. To narrow down the project and to be able to focus on the practical aspects of learner autonomy, I analyzed my findings in accordance to Dam's (2011) five principles³. During my teaching practice, the students tried various methods and learning strategies and were also expected to evaluate their own work. The research was based on general classroom observations, collected qualitative logs written by the students as an evaluation of each method tested, quantitative evaluation forms performed by the students and lastly, an oral interview with three students. There were 29 students in the class, however, naturally, various students were sometimes absent on the evaluation days.

The research was based on a curiosity to explore learner autonomy in the EFL classroom, and which opportunities it could offer for the students. Another point of interest was if the students would be willing to take more responsibility for their own learning by being given choices regarding their EFL learning (Haglund, 2016). The research was based on the idea that "in a foreign language classroom, active students is crucial, as the students' development

¹ Determining own objectives, defining own contents and progression, selecting methods and techniques to be used, the ability to monitor the procedure of acquisition, and to evaluate what has been acquired (Holec, 1980, p.4).

² The principle of choice, clear guidelines, focus on learning, authenticity and evaluation (Dam, 2011, pp. 43-45).

³ The principle of choice, clear guidelines, focus on learning, authenticity and evaluation (Dam, 2011, pp. 43-45).

of the target language needs to be acquired through actively using the language, orally or written” (Haglund, 2016, p. 2).

What became apparent in this study, was that many students wanted to take part in the decision-making in the entire learning process. Specifically, the students wanted to make decisions regarding learning goals, methods to be used, in what order they wanted the topics taught and how to structure the lessons. Although the methods tested on the students left many choices open to them, they still expressed a wish to take on even more responsibility, and seemed to be willing to take control over their own learning. The students showed willingness to take responsibility when it came to planning, carrying out and evaluating their own learning process. In this regard, it should be noticed that these students seemed like they were used to having an autonomous aim in the EFL classroom, and therefore they were used to evaluating their own work and being given moderate choices regarding their own EFL learning. Most students seemed to be willing to be ‘co-responsible’ (Dam, 2011) with the teacher in their own learning, and furthermore there were numerous examples of the EFL teacher and the students scaffolding each other. The study used Dam’s principles of autonomy to categorize how the students worked with the methods, and showed the importance of carrying out these autonomous principles in the EFL classroom to get active students. By having to make choices about objectives, methods, topics etcetera, the students became more active learners. These findings inspired me to research learner autonomy further, but this time from the teachers’ perspective.

1.6 Research Questions and Hypotheses

The main focus of this thesis, written within English didactics, is to study English as a foreign language teachers’ perceptions of learner autonomy. The main research question is therefore: “What are EFL teachers’ attitudes, knowledge and beliefs about learner autonomy?” To be able to answer this, the following research questions are provided:

- What do Norwegian upper secondary EFL teachers know about learner autonomy?
- How important is learner autonomy to Norwegian EFL teachers in upper secondary?”
- How are Norwegian upper secondary EFL teachers’ attitudes towards learner autonomy?
- What do Norwegian upper secondary EFL teachers do to foster learner autonomy?

These questions concern various topics within teacher cognition, in the field of learner autonomy, and by asking Norwegian upper secondary EFL teachers about this topic, it might be possible to understand more about how they think about learner autonomy.

I have made the following hypotheses in regard to the research question:

- Learner autonomy might be difficult to understand for Norwegian EFL teachers, and might therefore be difficult to foster in the EFL classroom.
- Norwegian EFL teachers' attitudes towards learner autonomy and the promotion of this varies to a great extent.
- Teachers meet restrictions and challenges when it comes to promoting learner autonomy in the EFL classroom.

1.7 Organization of the Thesis

The thesis at hand contains five chapters. Chapter one is the introduction, and provides the reader with information about the aim of the thesis, background, relevance and previous research done in the field. Chapter two presents a theoretical background of learner autonomy and teacher cognition. Chapter three gives an overview of the research design and method, and provides information about how the research has been carried out, but also pitfalls and limitations of the study. Chapter four is a discussion of the findings, organized by using the research questions, and lastly, chapter five is the conclusion.

2. THEORETICAL BACKGROUND

2.1. Introduction

This chapter will provide a theoretical framework of learner autonomy within EFL learning. Learner autonomy has been a focus area within language learners since the 1970s (Little, 2008), and has been widely discussed in academia. Although this term has been discussed and examined by many scholars, it seems that learner autonomy is difficult to actualize in the EFL classroom. Learner autonomy offers unlimited opportunities in the EFL classroom when it comes to language learning, but it might feel like a complex and vague term to many EFL teachers. We know little about Norwegian EFL teachers' perceptions of the term, and until this has been mapped, it is difficult to say anything about how Norwegian EFL teachers view learner autonomy, its benefits and its challenges.

2.1.1. Definition of learner autonomy

Learner autonomy has been described and defined in many different ways, and I will therefore provide a theoretical background of the term, but I will also give an explanation of how learner autonomy is to be understood in this text. As this term has been defined by various scholars already, it should be clarified in order to provide a mutual understanding to be able to discuss learner autonomy in this text. Furthermore, it should be mentioned that the two terms *learner autonomy* and *autonomy* are both discussed as being different and indifferent by scholars. In this text, the two terms will not be treated as two separate terms, although, naturally, the focus will be on learner autonomy, as the thesis is written within the field of language didactics. In some literature, autonomy has been viewed as something that relates more to everyday life, not necessarily school and the learner role. Littlewood (1996), relates autonomy to different domains within the classroom, but also to real life situations. In regard to this, I would argue that learner autonomy is and should be something that does not only involve life as a student, but is constructed to help learners to obtain lifelong learning.

Learner autonomy is described to be “learning to learn” by the *Common European Framework of Reference for Languages* (2001), which is a rather open definition of the term. At the same time, ‘learning to learn’ is clarifying and specific to what autonomy concerns. However, in order to be able to understand which aspects of language learning that should receive attention, it is necessary to get a broader understanding of the term. As discussed

further in section 2.2, Holec was one of the first to define learner autonomy, and according to him, “autonomy is consequently the ability to take charge of one’s own learning” (Holec, 1980, p. 3). Taking charge of one’s own learning is described as the students’ ability and willingness to be in charge of determining their own objectives, defining their own contents and progression, selecting methods and techniques to be used, their ability to monitor the procedure of acquisition, and to evaluate what has been acquired (Holec, 1980, p. 4). If a learner is able to perform all these aspects of autonomy, Holec (1980) sees the learners as self-directed learners. The idea of self-direction is a central aspect of autonomy, and it means that the learners determine the objectives, progression and evaluation themselves (Benson, 2011).

Benson defines autonomy as “the capacity to take control of one’s own learning” (Benson, 2011, p. 58), and argues that it is neither necessary, nor desirable to define the term further. He emphasizes the importance of using the term ‘control’ in opposition to Holec’s definition of ‘taking charge’ or ‘taking responsibility’, because ‘control’ can be more functional when it comes to empirical investigation (Benson, 2011). In agreement with Benson, I would like to define learner autonomy in a broad and open sense, because I find it important to be able to include all aspects of learning in learner autonomy.

I define learner autonomy as the process in which each learner becomes aware of what learning consists of, and then becomes active and conscious in his or her learning⁴.

2.1.2 What learner autonomy is not

According to Little (1991), there are many misconceptions with regard to learner autonomy. He emphasizes that learner autonomy is not something teachers do to learners, it is not a state, and not a behavior, but rather something that has to be obtained and worked for (Little, 1991). It seems that a misconception of learner autonomy is that the ‘goal’ is to eventually make the learners autonomous, as if one can follow a ‘recipe’ to become autonomous, and that certain learners can achieve this steady state of being autonomous. According to Little (1991), a learner can be close to autonomous in one area, while they often are non-autonomous in other areas, and hence forth, the focus should lie on the process of autonomous learning rather than measuring to what extent the learners are autonomous. It can be difficult to describe and spot

⁴ It should be noted that this process is different for each learner, and what learning consists of is also individualistic.

autonomous behavior, since it is not a single identifiable behavior (Little, 1991), but has different areas of focus, and therefore many might find it hard to understand how autonomous behavior develops.

Learner autonomy does not mean that the students are self-instructed, and certainly not a lack of a teacher in the classroom (Little, 1991). In this context, it should also be mentioned that autonomy is not exclusively a matter of how learning is organized (Little, 1991). He also expresses a concern about the misbelief that the teachers should give up all control and initiative when promoting autonomous learning, and if this is not done, it can make the learners less autonomous (Little, 1991). The teacher's role clearly changes in autonomous language learning, however, that does not mean that the teachers are deprived from the task of being the classroom manager. The EFL teachers' role in autonomous language learning will be discussed more thoroughly in section 2.6.4. Little also stresses that learner autonomy should not be looked upon as an aim that will eventually make the teacher redundant (Little, 1991).

2.1.3 The different domains of learner autonomy

Littlewood (1996) presents a framework for developing autonomy in and through foreign language learning, and according to him, there can be three different domains of autonomy. Firstly, he mentions autonomy as a communicator, which has to do with the ability to use the target language, but also the use of appropriate strategies for communication. Autonomy as a communicator is often what receives the most attention by EFL teachers, because this concerns language learning and the ability to use the language in actual conversations. Next, Littlewood (1996) mentions autonomy as a learner. This has to do with the ability to use meaningful learning strategies and the ability to be self-directed. Autonomy as a learner is therefore a more general type of autonomous learning, because this is the type of learning that actually teaches the students to learn autonomously. The last type of autonomy according to Littlewood (1996), is autonomy as a person. Autonomy as a person concerns the ability to express oneself in normal conversation and the ability to encounter learning situations outside of the EFL classroom (Littlewood, 1996). This is the type of language learning, and other learning that gives the learner the opportunity to discover how he or she can use what is learned in school in real life situations, and might also provide the learner with an overview of what he or she should practice more. When looking at learner autonomy in this way, it could be seen as important for learners in the classroom, but also for personal development. Maybe

this type applies the most to what Fenner claims often is spelled out in curricula, which is that autonomy should provide the learners with ‘lifelong learning’ (Fenner, 2006, p. 29).

2.2 Historical View of Learner Autonomy

The concept of autonomy was first introduced by the Council of Europe’s Modern Language Project in 1971 (Benson, 2011). It was developed as a concept by Yves Châlon, the founder of the Centre de Recherches et d’Applications en Langues (CRAPEL), but because of his early death in 1972, Holec continued as the leader of CRAPEL (Benson, 2011). Holec continued to develop autonomy as a concept in foreign language learning, and was the first one to introduce the term ‘learner autonomy’ through a report published by the Council of Europe in 1979 (Little, 2008).

Autonomy and self-access were closely linked together already from the beginning. Self-access was based on the idea that if the learners were given access to a great variety of second language materials, the learners would be more likely to be able to strive to be self-directed in their learning (Benson, 2011). In this regard, authentic material were important elements in aiming to be autonomous (Benson, 2011), and Dam points out that it is important to create a learning environment which reflects real life, and therefore aims to be authentic (Dam, 2011). According to her, it is important that “the participants act and speak as *themselves* within their respective roles in the teaching/learning environment” (Dam, 2011, p. 44). At the time when self-directed learning was introduced in education, students were accustomed to teacher-centered learning (Benson, 2011), and had to get used to taking a more active role in their own learning. According to Holec (1980), the learners need to learn self-directed learning through experimenting individually, the reason being that the learners could not be taught how to be self-directed, as that would serve the opposite purpose (Holec, 1980, as cited in Benson, 2011). In opposition to this conception, Holec (1981) proposes that to be able to take charge of one’s own learning, learners must acquire it by “natural” means or by formal learning (Holec, 1981, as cited in Little, 2008, p. 1). According to Holec (1981), it is extremely challenging to find a learning system that aims to promote autonomy and self-directed learning (Holec, 1981, as cited in Little, 2008, p).

Self-directed learning at CRAPEL lead to individualization as the learners “determined their own needs and acted upon them” (Benson, 2011, p. 13). Self-access spread and lead to an individualization of learning, and according to Holec (1981), there was now a distinction

between “teaching that takes the learner into consideration” and “learning that is directed by the learners themselves” (Holec, 1981, as cited in Benson, 2011, p. 13). In 1987, Dickinson defined autonomy as “the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions” (Dickinson, 1987, as cited in Benson, 2011, p. 14). Furthermore, he creates a new concept, ‘full autonomy’ to describe learners who are fully capable of self-directed learning, working independently of teachers, institutions or specially prepared materials (Dickinson, 1987, as cited in Benson, 2011).

2.3 Learner Autonomy and Curricula

It is crucial to examine the curriculum, and how learner autonomy has shaped the LK06, to see how, and in what ways it affects teachers and learners. After all, the curricula are one of the most important guidelines of how and what teachers should teach. Fenner (2006) argues that “although curricula present autonomy in very general terms that are important for the development of, for instance, *Bildung* or lifelong learning, it is regarded as the responsibility of the teacher in many countries” (Fenner, 2006, p. 29). Klafki (1996) points out that *Bildung* is, in German pedagogical thought since the 19th century, used as a central category to characterize the goal of upbringing (Klafki, 1996). Looking at the Norwegian Core Curriculum, one might say that leaving the responsibility of *Bildung* to the teacher is the tendency here too (Utdanningsdirektoratet, 2006). Kunnskapsløftet (LK06) leaves many decisions to the teacher, and except from certain traces one can see from learner autonomy, it is really up to each teacher to decide how to work to reach the learning goals. On the other hand, one can see the openness as a positive matter, because to develop learner autonomy, it is important to have a curriculum that allows for creativity and leaves decision-making to the teachers, and eventually to the learners.

2.3.1 The Norwegian Curriculum of 2006

The EuroPAL project was a collaborative work on autonomy in language learning between seven countries: Bulgaria, Cyprus, England, Norway, Portugal, Spain and Sweden (Benson, 2011). According to this project, Norway was the country with the strongest articulated policies supporting autonomy explicitly on paper (Benson, 2011). The basis for this finding is this excerpt from the Norwegian National Common Core Curriculum for primary and secondary schools:

Education shall provide learners with the capability to take charge of themselves and their lives, as well as with the vigour and will to stand by others. [Education] must teach the young to look ahead and train their ability to make sound choices, allow each individual to learn by observing the practical consequences of his or her choices, and foster means and manners, which facilitate the achievement of the results they aim at. The young must gradually shoulder more responsibility for the planning and achievement of their own education- and they must take responsibility for their own conduct and behavior. (Udir, 2006, as cited in Trebbi, 2008, as cited in Benson, 2011, p. 17)

This excerpt points towards autonomous learning and it actually presupposes that the teachers are capable of promoting learner autonomy with their learners. The students should be able to take more and more responsibility, and in this excerpt, it seems like the students should be trained to be self-directed, not encounter the skills through natural means. However, Benson suggests that many researchers acknowledge that autonomy cannot be ‘taught’ or ‘learned’ (Benson, 2011, p. 124), and because of this, he introduces the term ‘fostering autonomy’ (Benson, 2011, p. 124). ‘Fostering autonomy’ is henceforth used to address “educational initiatives that are designed to stimulate or support the ‘development’ of autonomy among learners” (Benson, 2011, p. 124).

To be able to foster autonomy, it is important that the curriculum allows the teacher and students to make choices regarding how they want to learn. Knaldre (2015) has compared the current Norwegian curriculum to the anterior curriculum, L97 (Reform 97), with the purpose of understanding to what extent they foster autonomy. He has found that:

In L97 the subject matter is expressed in process-oriented aims, aims that state what learners should experience in the subject. Concerns about the high level of detail in these aims and their weak relation to assessment led to the introduction of competence aims in the 2006 reform, aims that express what learners should be able to do at the end of each stage of education. These competence aims are more centered on the learners, and through working with these aims learners may better understand and reflect upon their own progress. However, these aims also cause a greater focus on summative assessment, which might lead to teachers and learners emphasizing assessable aims at the expense of the aim of developing the ability to learn. (Knaldre, 2015, p. 74)

According to Little (2008), there are two aspects of the curriculum that are important in order to give the teachers the chance to promote learner autonomy. First, it is important that the curriculum gives the teachers and learners a high degree of freedom, and equally, it is important that the forms of assessment are harmonious with the types of self-assessment that correlate to learner autonomy. Although LK06 offers a fairly high degree of freedom, as it does not contain instructions to what teachers should do to reach the objectives, summative testing has become an increasingly discussed matter in Norwegian schools. International and national tests may leave teachers feeling obligated to focus on summative assessment, and this might hinder the process of fostering learner autonomy, simply because learner autonomy promotion is time demanding, and is not easily measurable. Therefore, the teachers might feel reluctant towards aiming for learner autonomy, as it does not necessarily lead to positive results in summative testing.

If we choose to look at the different aspects of autonomy included in the definition of learner autonomy by Holec (1980), one can for instance see how evaluation plays an important role within different sections of LK06. Evaluation of the learners' own work is central in all the sections of LK06, and supports Holec's idea of learner autonomy where the students are "evaluating what has been acquired" (Holec, 1980, p. 4). Furthermore, LK06 states that students should be able to use different strategies of learning, and also, that they should be able to choose themselves which strategies that are most helpful in various situations, which supports Holec's statement that the learners should "[select] methods and techniques to be used" (Holec, 1980, p. 4). In LK06, this is stated in three out of four sections in the English Core Curriculum, within "language learning", "oral communication" and "written communication" (Utdanningsdirektoratet, 2013, p.10).

2.3.2 The New Curriculum

The process of designing a new curriculum is in progress, and in September 2017, a hearing document was released of the new Core Curriculum. Within the section "Principles for learning, development and Bildung" (own translation, Læreplanverket, overordnet del, 2017, p. 10), the new Core Curriculum has included a section called "to learn to learn" (own translation, Læreplanverket, overordnet del, 2017, p. 12), which is very interesting in relation to learner autonomy. This section is a very strongly articulated proof that learner autonomy is regarded an even stronger focus in the future of Norwegian schools. In this section, it is stated that learning to learn will give the learners the opportunity to reflect over and understand their own learning (Læreplanverket, overordnet del, 2017). It is furthermore argued that this

understanding and reflection can heighten the learners' independence and sense of achievement (Læreplanverket, overordnet del, 2017). The new Core Curriculum also articulates the importance of the fact that the education should promote the learners' motivation, their attitudes and strategies (Læreplanverket, overordnet del, 2017). According to the new Core Curriculum, these factors form the foundation of life-long learning (Læreplanverket, overordnet del, 2017). In the new Core Curriculum, learning to learn is presented as an important aim within all kind of learning, not only language learning. The new Core Curriculum comments on the teacher's role in the process of acquiring knowledge by explaining that the teacher has to follow up their learners closely, and to give them support that correlates to the learners age, maturity level, and functional level (Læreplanverket, overordnet del, 2017).

The new Core Curriculum also specifies how the learners can become active in their own process of learning by stating that: "Pupils who learn to formulate questions, search for answers and express their understanding in various ways, will gradually be able to take an active role in their own learning and development" (own translation, Læreplanverket, overordnet del, 2017, p. 12). Becoming active learners is highly important, especially as a language learner, and is discussed further in section 2.4.1. In the new Core Curriculum, it is also emphasized that it is important that the learners master a great diversity of strategies that can help them in the process of acquiring knowledge (Læreplanverket, overordnet del, 2017). In section 2.6.3, the importance of giving the learners a repertoire of strategies is discussed further. Lastly, it is also acknowledged that learning to learn may be challenging, and that some learners will have bigger obstacles than others in the process of learning to learn, however it is concluded that the schools have to apply a wide approach to be able to realize the goal of developing life-long learning for all learners (Læreplanverket, overordnet del, 2017).

2.3.3 The Common European Framework and learner autonomy

According to Fenner (2006), the Common European Framework of Reference for Languages does not mention the term 'learner autonomy', but refers to "the ability to learn", or "savoir-apprendre" (Council of Europe, 2001, p. 12). In the Common European Framework of Reference for Languages: Learning, Teaching and Assessment, it is stated that "[the ability to learn] mobilises existential competence, declarative knowledge and skills, and draws on various types of competence. Ability to learn may also be conceived as 'knowing how, or being disposed, to discover "otherness" ' " (Council of Europe, 2001, p. 12). The 'other' may

include another language, another culture, and people or areas of knowledge (Council of Europe, 2001). It is further argued that the notion of ability to learn is in particular relevant to language learning, even though the ability to learn also is applicable in general (Council of Europe, 2001). Because of, among other aspects, the cultural aspect of learning a new language, the ability to learn is of special interest to a language learner. Learning a new language does not only involve learning the grammatical structures, phonology and morphology, because there would be no use in knowing the language unless the learner eventually is able to communicate with 'the other'. In interaction, several other competences are important apart from knowing vocabulary, morphology and phonology. In a situation of interaction, the learner will have to be able to comprehend and relate to 'the other'.

The Council of Europe (2001) presents some examples of the various types of knowledge that they include as being a part of *the ability to learn*. These are: existential competence, declarative knowledge and skills and know-how, where existential competence is described as when the learners are willing to take initiative, or will risk having face-to-face interaction (Council of Europe, 2001). This competence deals with a learner's ability to seize the opportunity to speak and get assistance from the people who are taking part in the conversation (Council of Europe, 2001). One example of the assistance needed could be asking the other to rephrase. Other skills needed are: listening skills, attention to what is being said and awareness concerning the potential risk of misunderstandings between cultures (Council of Europe, 2001). Furthermore, declarative knowledge is perceived as:

E.g. knowledge of what morpho-syntactical relations correspond to given declension patterns for a particular language: or, awareness that there may be a taboo or particular rituals associated with dietary or sexual practices in certain cultures or that they might have religious connotations. (Council of Europe, 2001, p. 12)

Lastly, skills and know-how are described as "e.g. facility in using a dictionary or being able to find one's way easily around a documentation centre; knowing how to manipulate audiovisual or computer media (e.g. the Internet) as learning resources" (Council of Europe, 2001, p. 12).

Furthermore, The Council of Europe has introduced the European Language Portfolio (ELP) in order to provide language learners with tools to plan, monitor and evaluate their language learning (Little, 2008). Little (2008) argues that the ELP might "provide a focus for developing a whole-school approach to language teaching for learner autonomy" (Little,

2008, p. 254). However, he emphasizes that this still needs to be thoroughly tested and documented.

2.4 Why Learner Autonomy?

There are many different reasons why learner autonomy should be an aim in EFL classrooms. In the following, various reasons for promoting learner autonomy are discussed, both benefits for the individual learner, but also socio-economical reasons of why learner autonomy can provide new opportunities.

2.4.1 The learning individual

First, autonomy is a capacity that can strengthen detachment, critical reflection, decision-making and independent-action (Little, 1991, as cited in Benson, 2011). One will be able to see the result of this capacity of autonomy in the way the learner learns and in how the learner is able to transfer what has been acquired into different contexts (Little, 1991, as cited in Benson, 2011). Furthermore, Dam (2011) stresses that there is evidence that learners do not necessarily learn what the teacher thinks he or she is teaching, and therefore learner autonomy is necessary in the process of finding out what the learners have acquired. Within learner autonomy, evaluation is, particularly important, nevertheless, all aspects of learner autonomy is involving the learner to a larger extent in the process of acquisition, and therefore the learners are able to regularly check what they have acquired, and likewise, the teacher can get an overview of what has been learned. The teacher needs to let his or her learner evaluate themselves but also what they have learned, in order to create some kind of consensus with what the teacher thinks he or she is teaching.

Little also states that it is important that the students are able to perform a task beyond the immediate context (Little, 2008), which means that learner autonomy should be seen as a skill in school and language learning, but also as a skill which can be used in the learners' personal lives. In this context, Dam (2011) points out the difference between school knowledge, which is what someone else presents to the learner, that he or she partly grasps, but the knowledge remains someone else's knowledge, and action knowledge (Barnes, 1976, as cited in Dam, 2011). Action knowledge is what the learner incorporates into his or her own view of the world and use it to cope with living (Barnes, 1976, as cited in Dam, 2011). Dam (2011) suggests that because of this, teachers have to establish learning environments where the learners achieve action knowledge. What has to be done in EFL classrooms to let learners

experience action knowledge, is that the learners need to become active in the process of learning, and avoid all kind of passiveness. In this way, it could be argued that learner autonomy can help the students become more actively engaged in the process of learning, and therefore the learners might more easily be in possession of what they have acquired. The same is also emphasized by Bruner (1996), as he suggests that a teaching method should aim towards letting the child discover things on their own. He draws an important line between active learners and the learner's ability to make what is to be acquired his or her own (Bruner, 1996). The overall goal within language learning, is, after all, to aim towards active language users. According to Bruner (1996), the learner will also discover and develop a high degree of self-confidence if the learner is able to perform the task.

2.4.2 The economical perspective

According to Benson (2011), another reason why learner autonomy is relied upon is that it reduces the per capita costs of language education. As the number of language students have increased through the years, many governments and institutions have embraced this new learning opportunity (Benson, 2011). By giving the learners the opportunity to aim towards becoming self-directed, the teachers might be able to work with more students, as they most often will develop their self-directedness and end up needing less and less support by the teacher. Another reason for promoting learner autonomy could be what Benson (2011) calls 'post-industrial' or 'new-capitalist' economies. Services and knowledge work is argued to be the new capitalism, and because of the new technological world, the ability to learn how to learn is more important than ever (Benson, 2011). Also, generic skills and flexibility are highly appreciated skills in the changing job market, and according to Little (2008), learners are autonomous in relation to a particular task when they can perform it "flexibly, taking account of new and unexpected factors" (Little, 2008, p. 247). In this way, autonomy can help the learners to prepare for the changing job market which will require more creativity and the ability to take account of new and changing factors while performing work.

2.4.3 A digital society

It has been argued that learner autonomy is becoming more and more substantial in a society that is continuously becoming digitalized. In this context, it is even more important to be flexible and creative. To be able to be an active part of the technological world, learners need to acquire independently. It is also highly important to educate learners who are in possession of the skill of critical thinking. Social media is an important platform to master as a member of society, and in a time with "fake news" and cookies, it is crucial to teach the learners how

to be critical. With today's development within technology, preparing the learners to be critical and informed is a big part of preparing the learners for life as a well functioning citizen in their communities. Furthermore, new social platforms and technology are emerging continuously. This means that the ability of learning to learn is very central because the process of acquiring knowledge does not, and should not cease when an individual finishes his or hers education.

2.4.4 Personal outputs

According to Cameron (2002), learning to use foreign languages as 'communication skills' is important in the 'self-improvement culture' (Cameron (2002), as cited in Benson, 2011, pp. 21-22), and this learning can happen in informal settings, and could be seen as a form of personal development (Cameron (2002), as cited in Benson, 2011). To be able to reach this kind of 'personal development', one has to be able to acquire knowledge and skills beyond the immediate context (Little, 2008) to proceed with the informal language learning.

Basically, the ability of learning to learn is applicable to many areas outside of school life, and can therefore lead to the development of more than a language learner, as it develops the human being and its abilities to cope in real life situations.

Lastly, learner autonomy has been argued to have a positive effect on language learning because it increases motivation with the learners. The studies conducted in the area show that there is reason to believe that the aim of learner autonomy will boost students' motivation in the EFL classroom. Dickinson states that:

It has been shown that there is substantial evidence from cognitive motivational studies that learning success and enhanced motivation is conditional on learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning successes or failures are to be attributed to their own efforts and strategies rather than to factors outside their control. (Dickinson, 1995, pp. 173-174)

As a consequence of this, one can argue that learner autonomy can result in better motivation in EFL classrooms. The motivation to learn is, in my opinion, one of the most important aspects of language learning, and a great first step, but also a foundation of what language learning relies on. If learner autonomy can create this foundation of motivation for the learners, learner autonomy can provide EFL teachers with endless opportunities within language learning.

2.5 Teacher Cognition

It has been implied that teaching is shaped by the teachers' beliefs, thoughts and judgements (Borg, 2015), and in order to get more information about how teachers view learner autonomy, it is necessary to review teacher cognition. Teacher cognition is defined as "the unobservable cognitive dimension of teaching - what teachers know, believe, and think" (Borg, 2003, p. 81). Murphy and Mason define beliefs as "all that one accepts or wants to be true. Beliefs do not require verification and often cannot be verified" (Murphy & Mason, 2006, as cited in Borg, 2015, p. 489). Teachers' practice might be influenced by the teachers' beliefs about teaching and learning, and these beliefs can be influenced by each teacher's experiences as a learner, hence those experiences are established by the time future teachers start their teacher education (Borg, 2015). The beliefs might influence how the teachers interpret new information, and in this manner, it may limit the influence of teacher education (Borg, 2015). At the same time, Borg argues that those beliefs are not always reflected in what teachers do in the EFL classroom, however, he argues that these beliefs might influence how teachers seize and react to educational change (Borg, 2015). For this reason, it is essential to research how teachers perceive learner autonomy, because teachers are the ones to apply learner autonomy in the EFL classroom. If the Norwegian EFL teachers' attitudes and beliefs towards learner autonomy are negative, or if the teachers are insecure about how learner autonomy is applicable in the EFL classroom, it is nearly impossible to foster learner autonomy in Norwegian EFL classrooms.

According to Borg and Al-Busaidi (2012a), learner autonomy is already an established central concept within foreign language learning. Although there is much literature written within the field of learner autonomy, this literature offers limited attention to FL-teachers' beliefs about learner autonomy (Borg & Al-Busaidi, 2012a). Furthermore, Borg and Al-Busaidi point out that "understanding such beliefs is central to the process of understanding and promoting changes in the extent to which teachers promote learner autonomy in their work" (Borg & Al-Busaidi, 2012a, p. 7).

One of the findings in a study about teachers' beliefs and practices regarding learner autonomy, is that teachers seem to be positive about the idea of learner autonomy and its potential support of second language learning in theory, but in practice it seemed like many teachers were hesitant when it comes to involving the learners in course decisions.

Paradoxically, most teachers understood learner autonomy as a high degree of learners' choice (Borg & Al-Busaidi, 2012b, p. 287). In this present research, it has been vital to study teachers' attitudes towards the different aspects of learner autonomy, without mentioning the term 'learner autonomy', to see if the teachers are positive towards giving the learners different responsibilities and freedom. Meanwhile, it is decisive that the study is interpreted as only a study of the teachers' beliefs and attitudes, not a study about their practice. It is essential to keep in mind that theoretical measures of teachers' beliefs, such as the questionnaire with open and close-ended answers performed in this study, can, under no circumstances, be seen as what teachers do in the classroom (Borg, 2015).

2.6 Learner Autonomy in Practice

The following section is an attempt to give a more practical overview of the term learner autonomy. How can learner autonomy be applicable in the EFL classroom? The framework around learner autonomy might appear too theoretical to EFL teachers, which might seem discouraging, overwhelming and abstract to EFL teachers.

2.6.1 The principles of learner autonomy

When discussing learner autonomy, both Holec (1980) and Dam (2011) stress the importance of choice, which mainly concerns learners' motivation by being given a choice. Dam (2011) stresses that even a limited choice can have an impact on learners, and by giving the learners limited choices, they may feel more comfortable with their new role in the autonomous EFL classroom. The aspect of choice often results in reflection, which will happen automatically when the learner is forced to make a choice. Fenner (2006) suggests that the type of reflection that often occurs when the learner makes a deliberate choice, is an easy first step towards critical thinking. The learners are in this way involved in an advanced cognitive process, without being aware of it themselves. Fenner (2006) states that even young learners, or beginners will be able to utter content or discontent and give simple reasons for their choices. This is, according to Fenner (2006), the first step towards meta-communication about texts and tasks, and the learners develop their thinking in accordance to this communication. Besides, taking part in the decision-making process can lead to heightened self-esteem, as a result of being able to make decisions regarding own learning (Dam, 2011). Lastly, the teacher can benefit from letting their learners make choices regarding their own learning, because it will eventually make the learners co-responsible for their own learning (Dam,

2011). This is an important step towards letting the learners become active in their own learning process.

When discussing choice as one aspect of EFL learning, it is important to look at the challenging part of this topic as well. Fenner, (2006) sheds light on the challenges by giving learners choices, and particularly asks if it is possible for the learners to make the decisions concerning content. In foreign language learning, and therefore in EFL learning, content can concern both linguistic and cultural content (Fenner, 2006). In many cases, Fenner (2006) argues the learners are incapable of making these choices, because the learners are more likely to choose from the areas where they already have knowledge, and therefore the teacher has to scaffold the learners to guide them to make qualified choices.

Scaffolding is based on the idea that a more capable peer supports the learner, and this peer withdraws little by little as the learner becomes more trained at what he or she is trying to learn (Säljö, 2013). When the skill has been acquired by the learner, he or she is able to perform that skill independently, without assistance from the peer (Säljö, 2013). The idea of scaffolding is closely related to Vygotsky's analysis of the Zone of Proximal Development, which is the idea that learners acquire knowledge through communicating with others, and it is interaction with more capable peers that helps the learners to learn (Säljö, 2013). The Zone of Proximal Development is described as "the distance between the existing level of development as determined by independent problem solving and the potential level of development as determined by problem solving during adult guidance or in cooperation with more skilled peers" (own translation, Vygotsky, 1996, p. 159). This is also described as "the nature of the tutorial process" (Wood, Bruner & Ross, 1976, p. 89), because the child is, from early stages used to being a 'natural' problem solver, however, children usually are assisted at early levels in order to become more skillful (Wood, Bruner & Ross, 1976). This process is the situation in which an adult or an 'expert' helps a person who is less adult or expert (Wood, Bruner & Ross, 1976). Scaffolding is therefore the "process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (Wood, Bruner & Ross, 1976, p. 90). In a process like this, the scaffolder, often the teacher, although learners can scaffold each other as well, controls the elements of a task that are beyond the learner's capacity (Wood, Bruner & Ross, 1976).

Additionally, it is important to establish clear guidelines for the learners from the beginning until the end (Dam, 2011). It is important to let students know about guidelines such as curricula, tests and exams, so they know what they have to work with from the

beginning. It is crucial that the students feel secure about what is expected of them in order to be willing to take the responsibility, because the learners need security and predictability to be willing to act as co-responsible in the learning process (Dam, 2011).

Furthermore, Dam (2011) emphasizes that we need a shift in the way we think about classroom practice, as the focus should be on learning, not on teaching. In this regard, we need to think about creating a learner-centered environment, not the traditional teacher-directed approach. The EFL classroom is dependent on active learners, because this is the only way to create authentic interaction in the target language. In this context, Dam proposes one question to ask oneself as a teacher; “How do I best support my learners in learning this or that?” (Dam, 2011, p. 43). This untraditional way of thinking about learners leaves more responsibility and opportunities to the students, at the same time as it demands a different type of teacher. The teacher has to support the learners in the process of acquisition by scaffolding the learners. The role of the teacher will be discussed in section 2.6.4.

Authenticity is discussed by Dam as an aspect of the EFL learning that should receive more attention. She asks how one can best create learner situations that reflect real life situations (Dam, 2011). It is highly important that the students are able to act and speak like themselves in the learning situation, however, often teachers let students practice English with peers or with the teacher, asking questions the student and the teacher already know (Dam, 2011). This type of communication does not mirror real life situations, nor does it have any function as there is no information gap. Johnson (1979) argues that if a speaker is able to select what he is going to say, then the listener will be in doubt of what will be said. He furthermore states that “speaker selection implies listener doubt. Thus if we create classroom situations in which the students are free to choose what to say, the essential information gap will have been created” (Johnson, 1979, p. 202). Information gap is in this way an efficient communicative language learning activity that can give valuable chances for learners to acquire knowledge in a more authentic way which may feel more meaningful to the learners. Tandem learning is described as the situation when “two people who are learning each others’ language work together to help one another” (Lewis, 2005, as cited in Benson, 2011, p. 131), and has been argued to offer good opportunities for authentic language learning situations. In a situation like this, the learners will be able to have genuine conversations with genuine questions. Besides, the learner will be exposed to a variety of authentic sentence structures and cultural gestures by the authentic user of the language, which might not happen in an EFL classroom where all users are L2 learners.

Lastly, evaluation is taken into consideration. As several others, Dam (2011) emphasizes the importance of evaluation by asking how teachers know what the students learn. We never know how students interpret what we think we are teaching, and also, all learners come with different socio-cultural backgrounds. To know what the students learn from the teacher's teaching, it is decisive to use evaluation as a tool to know what the learners pick up. Also, it is important with evaluation, because the students need to see their own progress and to reflect on their own learning. In this way they will be more aware of the different elements that constitute the learning process. However, there is especially one challenge when it comes to evaluation which is important to mention, and that is that evaluation could be time consuming and may therefore be avoided by teachers for this reason. This is in particular often the case when the learners are not used to going through the process of evaluation, but a constant aim to use evaluation as a part of the learning might make the learners more efficient after some time.

2.6.2 Learner Autonomy in the EFL classroom

Dam (2011) emphasizes the importance of looking at learner autonomy as a never-ending process, not a destination. It is therefore important to always include different aspects of learner autonomy in the classroom if the aim is an autonomous approach. Dam (2011) suggests that other teachers than EFL teachers also should carry out the autonomous approach, because only in this way, can the autonomous approach feel integral to the students. By doing this, the students will grow accustomed to learn with an autonomous approach.

Dam (2011) believes that it is important to look at how the teacher's role should be in the autonomous EFL classroom. A more detailed discussion of the teachers' role in the autonomous EFL classroom and how the lessons should be planned will be provided in section 2.6.4. It is important to look at the structure of lessons, and this has to be carried out by the EFL teacher, and Dam (2011) explains that a social seating is beneficial in language learning. One could seat the learners into groups or pairs, and by doing this, one can arrange for the students to have better access to being social and to access peer-tutoring (Dam, 2011). She comments on the fact that it will feel less frightening for the students to speak in the target language in groups or pairs than speaking in front of the whole class (Dam, 2011). Putting students in groups or pairs will be beneficial to teachers as well, because it can make the students less dependent on the teacher.

The use of logbooks and posters have also been suggested to give positive results in developing learner autonomy. First of all, the use of a logbook is more systematic and easier

to keep control of than loose papers, and this book might help the learners to be able to gather their own progress, which later could be viewed by teachers and parents (Dam, 2011). This logbook could provide good opportunities for the learners to structure their entire learning process, both planning out, executing and evaluating the work that has been done. Dam (2011) also gives a helpful instruction to how the teacher can use posters in the EF classroom. In her opinion, the posters should be displayed in the classroom, and should include plans for the lesson, ideas for activities/homework, and what the learners have to remember, for instance brainstorming by the students.

There should be a focus on activities in the autonomous language classroom, and the teacher should introduce activities that the learners are able to take over. The activity has to be accessible to a strong and a weak learner, both have to gain knowledge from the activity (Dam, 2011). It is also essential that the participants, both the teacher and learners are using English in the classroom, and in this regard, one should focus on authentic language situations in order to avoid reproduction (Dam, 2011). The focus should be that the learners need to practice to reformulate their own answers, and this presupposes that the teacher is mindful when choosing language tasks (Dam, 2011).

Self-evaluation does not have to be time consuming, but has to be done on a daily basis, according to Dam (2011). She suggests simple evaluation methods for use in the end of a lesson, such as the use of smileys, or numbers to evaluate, and she finds it important that the learners are given the opportunity to answer what has been good in the lesson, and what they feel could be improved (Dam, 2011). She also stresses that the learners should give reasons for their choices of numbers, smileys etcetera (Dam, 2011). The evaluations have to be done in groups, pairs or with the teacher, and in regard to testing, the students should be asked to evaluate their own work before the teacher does (Dam, 2011). Lastly, Dam focuses on the involvement of parents in the learning process. She views this as something that could be very helpful to do in the process of establishing an autonomous classroom, because the parents might not be used to this way of learning, and may therefore be in need of information. She continues by saying that the teacher should provide them with information about the structure of a lesson, what do they do in class, why, how and what is expected of parents (Dam, 2011). There should be a continuous contact with the parents to keep them updated, even though the parents might be accustomed to this way of working (Dam, 2011).

2.6.3 Strategies - giving the learners a repertoire

According to Carol Griffiths, self-directed learning and language learning strategies can be seen in context of each other, and one should ask what learners *do* in order to regulate their own learning (Griffiths, 2008), and states that this is indirectly the same as asking “what are their strategies?” (Griffiths, 2008, p. 85). One of the most important aspects of learner autonomy, is that the learners should be helped to be able to monitor their own processes when it comes to acquiring knowledge. The learners should be able to make choices concerning their own learning, and one of those choices is how they want to work. In other words, the students will in the end, have to choose which learning strategies they want to use in each case. Therefore, it is crucial that the teacher is prepared for the task of introducing different strategies to the students. Griffiths suggests the following definition of language learning strategies: “Activities consciously chosen by learners for the purpose of regulating their own language learning” (Griffiths, 2008, p. 87). Furthermore, language learning strategies can also be seen as “the techniques or devices which a learner may use to acquire knowledge” (Rubin, 1975, as cited in Griffiths, 2008, p. 83).

If the EFL learners are going to be able to choose strategies themselves, they need to be exposed to a wide variety of language learning strategies. The EFL teacher needs to act like a guide in this work, because, not only do the students need help to be creative, they also need to try new strategies and techniques with someone who can help them monitor the process the first time. If the EFL teacher can guide the students through new strategies, the learners are more likely to feel secure and confident when they use these strategies later. The teacher has to make sure that the learners feel secure in order to be willing to take the responsibility of making their own choices in the process of becoming autonomous. In a study with language learners performed (Griffiths, 2003 & 2006, as cited in Griffiths, 2008), he concludes that higher level learners have a wider range of language learning strategies and are able to use them frequently. He further asks if “...by helping students to expand their strategy repertoires and encouraging them to use strategies more often, we will help promote good language learning” (Griffiths, 2008, p. 93).

2.6.4 The EFL teacher’s role in learner autonomy

The autonomous teacher is described as one “who reflects on her teacher role and who can change it, who can help her learners become autonomous, and who is independent enough to *let* her learners become independent” (Thavenius, 1999, as cited in Benson, 2011, p. 188). According to Holec,

In a system where the learner assumes responsibility for his learning whilst still learning how to do so, where the teaching is centered on giving support to the learner, the teacher himself must also redefine his role by reference to this focusing on the learner and his learning. (Holec, 1980, p. 29)

It is especially this aspect of learner autonomy that should be enhanced, because if we are able to define the teacher's role in aiming for learner autonomy, it would be much easier to implement learner autonomy in the EFL classroom. Firstly, it may be helpful to say that the teacher should think less of teaching and more about learning, and as the teacher, one should constantly ask oneself how one's students learn best (Dam, 2011). The teacher is responsible for providing the students with different choices when it comes to personal aims, activities, partners, organization of work, or ways of evaluation (Dam, 2011). It is also important that the teacher is able to provide the students with the demands and guidelines, that has to do with the curriculum, and also other restrictions of freedom (Dam, 2011). The students are in the need of clear guidelines to be able to take on the full responsibility, and in order to feel secure. Furthermore, Dam focuses on the teacher's responsibility to structure lessons, and hence forth, divides the sequences into the following three:

- teacher's time
- learners' time
- together time (Dam, 2011, p. 45)

It is the teacher's responsibility to structure the lesson and to plan how much time that should be used to the teacher's time, learners' time and together time, depending on which activities and methods that are being used (Dam, 2011). She suggests that teacher's time is mainly used for "catching up on loose ends from the previous lesson or for introducing new activities or organizational forms to be tried out" (Dam, 2011, p. 45), and as the learners take over more responsibility, it is more common to have less teacher's time (Dam, 2011).

An important task for the teacher, according to Dam, is to establish authentic situations in the target language, and to use the target language in all situations in the classroom. In the EFL classroom, English should be used to help the learners to see English as a tool for communication. If the teacher does not use English in the classroom, it is unrealistic to expect the learners to do so (Dam, 2011). To make it easier and more natural for the students to use English for communication, the teacher should take advantage of information gap, which is very effective in order to let the learners have a reason for speaking English

together. Scaffolding is another way of looking at the teacher's role as a guide, and it is highly important that the teachers define their role to be a resource person who can provide the learners with what is needed in order for them to make qualified choices regarding content (Fenner, 2006). The teacher should be able to act as a mediator for his or her learners, because this is the only way to ensure insight into language and culture which the learners might not possess yet (Fenner, 2006).

Holec (1980) emphasizes that the traditional and "replaceable" teacher will turn into an irreplaceable teacher in his or her process of developing the learners (Holec, 1980, p. 30).

2.6.5 The EFL students' role in learner autonomy

Holec (1980) states that through determining own objectives and contents, by making choices based on personal criteria, the learner him- or herself defines the knowledge he or she wishes to acquire. In this way, objective and universal knowledge is replaced by subjective and individual knowledge, and the learner is hence forth left with a reality which he or she constructs and dominates on his or her own (Holec, 1980). By making what has been learned one's own, the learner will become an active member of his or her own learning, and will no longer depend on instructions from a teacher to the same extent (Holec, 1980). The learners have to take the responsibility for their own learning (Holec, 1980), and this is one of the most crucial changes in learners' new role when developing learner autonomy. According to Holec (1980), two conditions need to be fulfilled to successfully develop learner autonomy. These are that the learner has to be willing to take the responsibility of learning, and that the learner has to be capable of doing so.

2.7 Challenges with Learner Autonomy in the EFL Classroom

There are many potential challenges in the process of establishing learner autonomy in an EFL classroom.

2.7.1 Teachers' perspective

Firstly, the EFL teachers have to be accustomed to learner autonomy, as Little (1995) argues that "language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous" (Little, 1995, as cited in Benson, 2011, p. 193). It is therefore important to review the program for educating teachers, because it is impossible to foster learner autonomy if teachers do not know what being autonomous means. Besides, the teacher is required to have a high level of target language proficiency,

pedagogical skill and perseverance (Little, 2008). The teacher needs to feel comfortable and qualified to speak English at all times in the EFL classroom, and it is therefore very important to focus on having qualified teachers, with a formal education in English. In regard to teacher education, it is important to raise questions such as: How can teacher education best support their students with an English proficiency skill? Maybe teacher education need to have more focus aimed towards training their students in speaking English, not just being passive learners themselves.

Furthermore, learner autonomy from the teachers' perspective presupposes a very different process of planning, execution and evaluation for every lesson. Little (2008) explains that the development of learner autonomy is a slow process, and it might be beneficial to inform teachers about this to prevent frustration among the teachers. It is also recommended that teachers collaborate, so that the students are exposed to learner autonomy in all subjects, to avoid confusion and help the learners in the process of adapting. The teachers should collaborate on curriculum, classroom methods and assessment (Little, 2008). All teachers participating are required to have the same commitment to learner involvement, learner reflection and when it comes to the development of the target language proficiency through using the target language (Little, 2008).

One of the biggest risks when it comes to the development of autonomy is that the learners might adapt to an autonomous behavior without being autonomous because they are seeking to please the teacher (Breen & Man, 1997, as cited in Benson, 2011). The student might act out different components of learner autonomy when they know the teacher is watching, and to the teacher it will seem like the students are more autonomous than they really are. This behavior could be demanding to address, because the teachers might struggle to know how the process of fostering autonomy takes place, as the focus normally is on the characteristics of the outcome of learner autonomy. When focusing on the matter of control over learning management, Benson emphasizes that the descriptions existing of autonomous behavior only describes what autonomous learners need to master, not the mental capacities demanded to perform this kind of behavior (Benson, 2011).

The third concept discussed by Little, is the matter of how the curricula are formed. They need to reflect a high degree of freedom, but forms of assessment that reflect self-assessment that will help in the aim for learner autonomy (Little, 2008). Fenner (2006) discusses how one can create an awareness of learner autonomy with the teachers, and says that "one needs to see its link with both learning theories and language learning theories" (Fenner, 2006, p. 30).

She implies that teacher education rarely gives the students the opportunity to study language learning theories at all, and that without such opportunities, teachers might not have the ability to critically assess theories and be able to develop their own practical theories for the classroom (Fenner, 2006). The teacher education might be more focused on practical methods and classroom activities (Fenner, 2006), which might lead to failure for teachers when trying an autonomous aim, as they need to understand the whole theory, not only the practical aspects of learner autonomy.

There is also a rather challenging part of formal teaching when it comes to fostering autonomy, and that is that learner autonomy is, by Holec, urged to be a type of learning which should come naturally, not by formal teaching. Holec states that to teach learners how to be self-directed learners would be counterproductive, since the learning no longer would be self-directed (Holec, as cited in Benson, 2011). Thomson argues that all humans are born self-directed as we learn the mother tongue by natural means. It is when the learners go on with formal education the ability to act self-directed slowly fades away (Thomson, 1996, as cited in Benson 2011).

2.7.2 Measurement

Another challenge when it comes to learner autonomy is that it will most likely be impossible to measure the learners' progress in becoming autonomous (Benson, 2011). Politically, there is a trend in Norwegian schools to spend more time and resources on formal testing, and the need to test learners' progress might pose challenges when it comes to learner autonomy. However, Benson (2011) indicates that one might not want to measure autonomous learning specifically, that one should consider if autonomy should be measured together with its contribution to language proficiency (Benson, 2011). The challenge of testing autonomy is relevant because autonomy is not a matter of all or nothing, but has different degrees. In addition, many education providers currently see language skills as an economic capital, and Benson (2011) is posing a concern for the development of learner autonomy in the future. He is concerned that there might be a shift in the focus when working with autonomy, and that the learners no longer will be able to take control of the goals, purposes and long term direction of language learning, and that the autonomous learning will deal with the idea of learning to learn-skills (Benson, 2011). As emphasized by Fenner (2006), learner autonomy is one of the most widely touted terms, and if learner autonomy should be subject to measurement, it is important to determine which components of autonomy are necessary (Benson, 2011).

3. RESEARCH DESIGN AND METHODS

3.1 Introduction

The present study was conducted in order to explore how Norwegian EFL teachers perceive learner autonomy, and was carried out in Norwegian public upper secondary schools. The survey was sent to 310 public upper secondary schools which resulted in a total of 200 respondents. The EFL teachers were asked to focus on their teaching in general studies, year one and vocational training year one and two. The web-based questionnaire contains both qualitative and quantitative questions. This chapter will provide the readers with the information necessary about how the data has been collected and how the data has been analyzed and organized.

This chapter will start with an overview of the rationale for choice of the method and the research design, followed by information about the methods used. This section will provide information about which characteristics the mixed methods design includes, and information about the design of the current study. Further, the section of strategies will give information about how the research was conducted, including how the research questions were tested, how the participants were chosen, and how the data collection was performed. Next, there will be an overview of the ethical considerations concerning the present study, followed by the limitations of the research. Within the section of limitations, there will also be a presentation how the following results should be perceived in the light of teacher cognition, followed by the quality, reliability and validity of the research. Lastly, there will be an outline of how the analysis of data was carried out.

3.2 The Rationale for Choice of Method and Research Design

The purpose of the study is to explore what teachers think and know about learner autonomy, and to be able to do this, it is important that the teachers are the subjects of the research. The research was conducted by using a web-based questionnaire, which was sent out to all the public upper secondary schools in Norway. After a long process of evaluating which method would offer the best opportunities for the teachers to express themselves when being asked about learner autonomy, I finally decided to go through with a web-based questionnaire.

The questionnaire was designed according to mixed methods research (MMR), which is defined as: "... research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry" (Ivankova & Greer, 2015, p. 65). The decision to use this research method was based on the fact that it opens up for the opportunity to collect answers from many teachers, and at the same time it makes it possible to collect data from all over the country. Originally, I wanted to do a quantitative questionnaire with a follow-up interview to collect qualitative data. I decided to go through with the MMR because I desired to reach out to more teachers answering qualitative questions, and I also suspected that the teachers might answer more freely and honestly when they had the opportunity to stay anonymous. Indeed, the teachers would be portrayed as anonymous in an interview as well, but I suspect that many teachers would be hesitant if they did not feel comfortable discussing the topic of learner autonomy in a face-to-face interaction with the interviewer.

By using MMR, I was able to use triangulation, or "seek corroboration of results from different methods" (Ivankova & Greer, 2015, p. 65), and in this way, I aimed to give the teachers the freedom to express themselves more comprehensively than they would be able to in a quantitative research method. While qualitative data provides us with information about social behavior (Holliday, 2015), quantitative data employs measurement to the research (Bryman, 2012), and in this matter, MMR gives an overview of both the breadth and depth, and MMR can therefore offer answers to complex research questions (Ivankova & Greer, 2015). Additionally, mixed methods research can be beneficial in order to have the qualitative and quantitative method strengthen each other and make up for each of their weaknesses (Punch, 2009).

3.3 Methods Used

3.3.1 The mixed methods research design

Pragmatism suggests that one should "reject the either-or choices and the metaphysical concepts associated with the paradigm wars, and focus instead on 'what works' in getting research questions answered" (Punch, 2009, p. 291). In my view, the mixed methods research design is providing this study with 'what works', better than having to choose between qualitative or quantitative research, because the mixed methods design makes it possible to do

a triangulation between complementary qualitative and quantitative research within the same topic (Punch, 2009).

Mixed method research means that the research integrates quantitative and qualitative research in one research (Bryman, 2012). The data collection and analysis in a mixed method research can be collected either in parallel or in sequential phases (Tashakkori & Teddlie, 2003). The study conducted in this research has been performed in parallel with integrated questions of both quantitative and qualitative nature. Qualitative data collection is often viewed as exploratory, while quantitative data collection are confirmatory (Tashakkori & Teddlie, 2003).

Several authors have discussed if the mixing of the two methods could be a disadvantage, as it has been proposed that the two methods should, if collected in a mixed method design, be kept as separate as possible. The reason for this is that mixing of the methods is a serious threat to the validity of mixed methods research (Morse, 1991, as cited in Tashakkori & Teddlie, 2003). In opposition to this, Maxwell and Loomis argue that one does not have to be as concerned about distinguishing between the quantitative and qualitative components, because the two research paradigms are not 'pure' to begin with (Maxwell & Loomis, 2003). The mixed methods research design is providing this present study with the opportunity to collect information more efficiently, by a larger selection of informants. The open questions provide the teachers with the opportunity to give additional information to the closed questions, and they also have the opportunity to address it if they did not find any fitting alternatives.

3.3.2 Questionnaire

In opposition to experimental research, the researcher does not manipulate the context in any way when conducting a web-based questionnaire, and because of the underlying intention of researching teachers' beliefs, it was central that the teachers had to report in their own words to the questions. According to Wagner (2015), the goal of conducting a survey is to collect information about learners' characteristics, beliefs or attitudes, all of which are normally not accessible through observation or performances. In this regard, the survey-format seemed like a good idea to try to collect different teachers' beliefs or attitudes about learner autonomy, without spending as much time as conducting interviews. Therefore, the questionnaire in this research was designed to elicit both open- and close-ended answers (Wagner, 2015) and contains 20 questions. In this way, I was able to collect information about the characteristics of the participants, but also their beliefs, attitudes and values (Wagner, 2015). Fielding and

Fielding argue that using several different methods may confuse and lead to more inaccuracies (Fielding & Fielding, 1986, as cited in Brown, 2009, as cited in Ng, 2012). However, MMR has provided the opportunity to combine a quantitative and qualitative approach to reinforce and cross-validate both sections (Brown, 2009, as cited in Ng, 2012), which may open for a more systematic and structured analysis. By performing the questionnaire as an MMR, this may have limited errors in the investigation by letting qualitative and quantitative data cross-validate and complement each other.

The questionnaire was designed in Norwegian, which was done to make the topic more manageable to the teachers. Learner autonomy is a complicated matter, and some Norwegian EFL teachers may not be as familiar with the term in English as in Norwegian. Furthermore, I feared that not all teachers would be able to express themselves as freely in the open-ended questions if they had to do it in English, and not in their mother tongue. Additionally, I concluded to do it in Norwegian because I suspected that more teachers would reply if they did not have to go through the extra hustle having to do it in English. Looking at my response rates, I think this might have influenced the amount of respondents, as the rates are overwhelmingly high.

3.3.2.1 Designing the questionnaire

A complete overview of the original questions for the questionnaire can be seen in Appendix 4 (Norwegian version) and 5 (Translated into English). To be able to perform a national study, it was very important to verify that EFL teachers from all the counties in Norway had contributed. Therefore, the participants were asked to state which county they work in. Furthermore, the questionnaire also asked the teachers about how many years of experience they have as EFL teachers and what education they have. These questions can be important in order to make sure that there is diversity within the participants, and could also be used for the purpose of comparison.

In the process of designing the questions for the questionnaire, I found it very challenging to pose questions in a way that would make it possible to research teachers' attitudes and beliefs in relation to learner autonomy without using the term 'learner autonomy'. For questions 4-9, Holec's (1980, p. 4) description of how to take charge of one's own learning, which is the same as being self-directed, was used as a basis for examining Norwegian EFL teachers' beliefs and attitudes in relation to the basic concepts of autonomous learning. He states that to be autonomous, the individual has to be able to take responsibility for the decisions regarding aspects of learning, such as:

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc)
- evaluating what has been acquired. (Holec, 1980, p. 4)

These sequences of being autonomous made it possible to ask the teachers how important each sequence of learner autonomy is for them. It was also possible to ask the teachers about learner autonomy without mentioning the term from the beginning of the questionnaire.

Learner autonomy is a complex term, and therefore, the purpose of questions 4-9 was to let the teachers answer as to what learner autonomy is based on. Questions 4-9 were designed using a Likert scale according to these five variables: “To a very large extent”, “to a large extent”, “to a moderate extent”, “to a small extent”, “to a very small extent”.

Further in the questionnaire, it was essential to ask the teachers if they were familiar with the term *learner autonomy*, and let them answer in an open-ended question what they think learner autonomy is. The challenge that followed this was how I could go on in the survey by asking the teachers directly about learner autonomy. Because I desired to ask the teachers questions including the term learner autonomy, I decided to add a rather open definition by Benson (2011, p. 58). Of course, this could make the participants biased, but it was crucial to include this definition with regard to the teachers that had answered that they were not familiar with ‘learner autonomy’ earlier.

I also aimed to try to get the teachers to answer what they do when they foster learner autonomy, which I find interesting because it might tell us more about how one can, in a concrete way, foster learner autonomy in the classroom. The teachers are experienced, and might give important contributions to the field of learner autonomy, when trying to make it more practical, such as performed by Leni Dam’s “Developing Learner Autonomy with School Kids: Principles, practices, results” (2011).

3.4 Strategies

3.4.1 Pilot test of the project

After a long process of reviewing the questions in the questionnaire with feedback from my supervisor, the questions were put into the web-questionnaire on <https://no.surveymonkey.com>. At this point, time was spent to find the best possible way to organize the survey. The first couple of times, I had to revise the questionnaire myself to make adjustments on the organization of the questionnaire. Next, a fellow student conducted the questionnaire and gave me extended comments to what questions that should be changed, made more understandable or easier to process. When the changes were made, and the questionnaire once again was ready for a new contestant, my former English teacher in upper secondary school, who is retired, tested the questionnaire. He gave feedback on to what extent the survey questions were understandable, how much time was spent going through the questions as if he was a participant, and if the answer alternatives were sufficient and easy to understand.

3.4.2 Choosing respondents

The selection of respondents was done in accordance to advice from fellow students and my supervisor, as answer rates on web-based surveys are known to be fairly low in former projects in Norwegian upper secondary public schools, and for this reason, the request to answer the survey was sent out to all the schools. The respondents were chosen based on certain criteria (Christoffersen & Johannessen, 2012). Those were that the informants had to be English teachers in upper secondary public schools in Norway, and that they had to teach general studies, year one, or vocational training year one or two. The teachers were asked to answer based on their experiences.

3.4.3 Data collection

As I finished reviewing the questions and creating the web-based survey, it was time to start the collection of data. This was done by sending an email to all the schools' administrators asking them kindly to forward a PDF-letter attached to the email. The email included a short notice where it was stated that the study was going to be a part of a master thesis and that the study was aiming at English teachers in upper secondary school. In the letter for the teachers, there was a description of my project, but the topic of investigation was not stated directly. It was indicated that there was a need for the EFL teachers to respond because the aim of the study is to look at teachers' perception of how EFL learning can be facilitated. A link to the web-based questionnaire was provided in the letter for the teachers, and the teachers were

informed about the opportunity to withdraw during the questionnaire, simply by not sending the form. Both the email for the school administrators and the letter for the EFL teachers can be viewed in appendices 2 and 3.

To start the data collection, it was necessary to find all the counties' homepages in Norway. In the homepages, there was an overview of all the upper secondary schools for each county with email addresses for the administrators of each school. The following process of sending out the emails was very time consuming, as I decided to send out all emails individually, attaching the letter for the teachers to each one of them. This was done because I wished to make each request more personal and make it look like the study depended on answers from each school.

The questionnaire was kept open for two weeks after all the emails were sent out, and during the period close attention was paid to which counties had responded. Luckily, all the counties had two or more respondents, although the amounts varied a great deal. During the process of collecting this data, there was no need to contact any counties or schools more than once to receive enough answers. The survey was sent in the middle of September, which was done because I hoped that many EFL teachers in upper secondary had more time to spare at this time, because the beginning of a new semester was over, and most of the teachers would have the time and motivation to do some extra work. When the survey was closed, 200 participants had responded.

3.5 Ethical Considerations

Before starting the collection of data, I applied to the Norwegian Social Science Data Services (NSD) in order to grant approval to carry out the project. The NSD was provided with the information about my project, which included what topic I wished to explore, in what way I planned to carry out the study and a lay-out of my questionnaire which was attached to the application. My permission to carry out the project was granted, and the project did not have any characteristics that contained direct or indirect personal information that could be traced back to the participants, and was therefore accepted as a project that did not have to be reported to the NSD. The approval from the NSD is provided in appendix (1). Later in the process, I wanted to collect information about the respondents' education and which county they work in. After discussing this with an executive officer in the NSD, it was concluded that

this should not have any effect on whether the participants could be identified or not, and we decided that it was fair to carry on the study without reporting it.

When the questionnaire was sent to all public upper secondary schools in Norway, a file was attached with a personal letter for the English teachers in every school that informed the participants about my project. In the letter, it was clearly stated that all participants would stay anonymous throughout the survey. When I designed the questionnaire in <https://no.surveymonkey.com>, I did make the data collection entirely anonymous, as the collection of IP-addresses was switched off. The participants were also informed about the opportunity to withdraw in the process of answering the survey, and that the participants were free to choose if they wanted to answer or not. The personal letter to the teacher did not, however include the purpose of the project explicitly. Due to a risk of the participants reading up on the topic before they began the questionnaire, I decided to only inform the participants that the study was inquiring “how, as a Norwegian EFL teacher, one can facilitate learning” (appendix 3). Furthermore, the participants were informed that the questionnaire aimed to get the participating teachers’ perspectives on this matter.

3.6 Analyzing Data

An analysis is an investigation to determine what the material can tell us (Dalland, 2012). In quantitative studies, the aim is to limit the researcher’s influence as much as possible by controlling variables, while the goal of qualitative studies is to search for the richest data (Holliday, 2015). Therefore, qualitative studies will, to a much larger extent, be influenced by the researcher’s biases as this research is subjective (Holliday, 2015). For this reason, it is not possible to carry out the analysis without having influenced the results by my own biases, because as long as there are words involved, interpretation is activated. It should be emphasized though, that being aware of this, it was important to aim to perform the qualitative analysis as thorough as possible in order for the outcome of the study to be as objective as possible.

To analyze the quantitative data material, I started putting the numbers and percent of the quantitative data into tables and figures, to be able to discuss the findings. This was done by using Excel. When this was done, the work on the qualitative data material started. In the following, I will describe how the analysis was carried out by using Creswell’s (2014, p. 261) six steps for analyzing qualitative data:

1) Preparing and organizing the data for analysis

In SurveyMonkey.com, it is possible to show a summary within all close-ended answers, which I used to quickly get an overview of all the quantitative data collected. Because the present study did not involve interviews or field notes, I did not have to spend time on transcribing the material into text data. After, I made individual word documents for all the nine open-ended answers, and pasted all answers into different documents. As the material was fairly small, I chose to do the analysis by hand, as the material did not come anywhere nearby the amount of pages which is recommended for using qualitative computer programs, and I concluded that I would easily be able to keep track of the contents (Creswell, 2014). However, I performed the analysis by using Microsoft Word on the computer for coding of the open-ended answers. Another reason why I chose to do the analysis by hand is because I have not learned to use any qualitative computer software programs, and therefore, Creswell (2014) recommends that one should use a method that one is comfortable using. Although performing the analysis by hand was time consuming, it made it possible to feel close to the data (Creswell, 2014).

2) Engaging in an initial exploration of the data through the process of coding it

At first, I spent a considerable amount of time exploring the data to be able to get a general idea of the data collected. There was often a significant gap between the different answers, which at times made the process of finding meaningful codes of the material demanding and time consuming. In this period, time was spent on taking notes by hand while scrolling through the answers to brainstorm possible codes. Creswell (2014) defines coding as: “the process of segmenting and labeling text to form descriptions and broad themes in the data” (Creswell, 2014, p. 267). The aim was to be able to make sense of the data and divide it into text segments in order to label these segments with codes, examining these codes for overlap and redundancy, and lastly, make these codes into broader themes (Creswell, 2014). When coding the data, I used both in vivo codes (codes of the participants’ actual words), and standard educational terms (Creswell, 2014), because in the open-ended questions of the survey, the aim was to show diversity in the participants’ answers.

Many of the respondents were describing multiple aspects of learner autonomy, which I found relevant to bring into discussion, including specific answers to actually learn how EFL teachers view learner autonomy. Another reason why I found it necessary to use in vivo codes and standard educational terms sporadically is that some teachers responded in very general

terms, while some were extremely concrete. However, both types of answers provided valuable information, and were therefore included. To code the data, I used different highlighters in Microsoft Word. In each question, I started by creating a color-coding on the first page, where I wrote the color and the name of the category next to it. In the beginning, each categorical description included many words, and as I finished marking each color, I went through all answers again to try to find wider key words that could cover the whole category.

In the following, I will use examples of how the coding was performed by using question #12: “Explain what you mean by ‘learner autonomy’. What does this involve in your view?” A full overview of all the answers to this question are provided in appendix eight. In this question, “responsibility/control of own learning” was highlighted in blue color, and is an example of in vivo codes, which were the respondents actual words. The reason for labeling this category was that many of the respondents actually used this formulation in their answers, as in this example (appendix 8, answer#2): “Learner autonomy is about the learner taking responsibility of own learning” (own translation). Another example of sequences marked in blue as the category “responsibility/control of own learning” was the following example: “That the student gets a gradual overview and control of own learning, becomes ready for university and further work” (appendix 8, answer#8, own translation). In this category, respondents explaining parts of taking control or responsibility for own learning were also counted, even though they might not have used those words explicitly. Furthermore, “evaluation/self-assessment” are examples of educational terms that were used as one category in the present study. Examples of answers that were marked pink for “evaluation/self-assessment” are: “...self-assessment, assessment for learning” (appendix 8, answer#12, own translation), and “... assessment of own efforts” (appendix 8, answer#28, own translation).

3) Using the codes to develop a more general picture of the data- descriptions and themes

Describing and developing themes from the data deals with answering the research question, as well as forming an in-depth understanding of central phenomena by using description and thematic development (Creswell, 2014). After revising several times, limiting the amount of categories (themes) and counting frequency of color-coding, I structured the numbers of frequency with the color-coding. In this regard, it should be mentioned that this analysis opened for several categories for each answer, however, each code was only counted one time

for each answer. Furthermore, I used different colors on the font to be able to identify answers that I found fit using as examples in the discussion later. Since the data material was so large, I decided to try to analyze as much of the data possible into different categories. This representation of qualitative data material could be compared to that of a quantitative analysis, however I decided that this was the only way to be able to bring as many of the answers as possible into the discussion. When analyzing the qualitative data material, I found many of the participants' answers fitted to Holec's (1980, p. 4) principles of learner autonomy (learner objectives, contents and progression, methods and techniques, rhythm, time, place and evaluation), and Dam's (2011, pp. 43-44) principles of learner autonomy (choice, clear guidelines, focus on learning, authenticity, evaluation). Therefore, these keywords were used for many of the categories in the present study. It should also be mentioned that some categories appear both in question 12, and in question 14. This has been done because the questions were similar: section 4.4: "What do Norwegian upper secondary EFL teachers know about learner autonomy?" Section 4.5: "What do Norwegian upper secondary EFL teachers do to foster learner autonomy?". Because the questions were similar, the participants' answers were sometimes alike.

4) Representing the findings through narratives and visuals

During this step, I structured the results by making visual representations of the findings in tables or figures, similarly to how the quantitative data material was structured. Before doing the qualitative analysis, I had created ten figures and two tables. After performing the qualitative analysis, I chose to make visual representations of the two main questions of the survey (Questions 12 and 14). One figure was made for each of those questions. In questions 15 through 20, I decided to avoid making any visual representations of the findings, as the answer rates varied.

5) Making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings

Quotes by the participants were included to support the findings, or show divergent answers. The results were discussed in the light of literature, the hypothesis, the research question and personal reflection.

6) Conducting strategies to validate the accuracy of the findings

Qualitative researchers are aware that all research is interpretive, and researchers should be self-reflective about their own role in the study, how the data is interpreted, and personal and political history that may shape their interpretations (Creswell, 2014). These aspects of carrying out a study will be further discussed in the following section (section 3.7).

Lastly, it should be mentioned that all quantitative results in chapter four are stated by percent, while all qualitative results are discussed by number of frequency. This has been done to be able to make a valid representation of the data, because as the qualitative answers have been analyzed into categories, many of the participants' answers have been marked for several categories within each answer. Therefore, it would be misleading to give these answers in percent, as they could overlap or give indications that are too high.

3.7 Possible Limitations

Firstly, it is important to mention that within the 310 of upper secondary schools that received my survey, only a small number of EFL teachers answered. Therefore, one should be careful when making generalizations about all Norwegian EFL teachers. Some teachers might not have received my survey, as I relied upon the administrative office in each school to pass forward the information needed to the EFL teachers in their schools. Secondly, some teachers might not have had the time, nor the capacity to answer within the time limits set to finish it.

This discussion must also address the participants in the study. Norwegian EFL teachers in upper secondary are likely to be honest in their answers. At the same time, it should be noticed that the participants are answering as professional teachers and this can make them feel more responsible and compelled to know all the answers, and therefore one pitfall of the study could be that the teachers pretend to have knowledge that they do not have. Some questions in the questionnaire, more than others might have been the subjects to this problem. Questions such as: "Are you familiar with the term 'learner autonomy'?" might have high answer rates on "yes" because the respondents feel responsible to know about this term as professionals, but do not necessarily have a clear idea of what the term consists of.

The process of choosing questions for the questionnaire was at times demanding, especially at the point where the teachers were supposed to define or report what they believed learner autonomy was. This was hard to execute without supplying the teachers' answers with any clues, and, on the other hand risking that the teachers were unable to say anything about the term. Therefore, I finally decided to first ask if the participant was familiar

with the term “learner autonomy”, then go through with the question of what the participant believes learner autonomy involves. Next, it was rather hard to continue with questions regarding learner autonomy, risking that the participant had answered that he or she had not heard about the term and was not able to say much about it. For this reason, I ended up providing the participant with a rather wide definition of learner autonomy. This can be seen in the questionnaire, appendix 4. The definition might have influenced the way the participants view learner autonomy, but they were at least not given this definition until after they had defined the term themselves.

I chose to do the questionnaire in Norwegian for two reasons. This could be a limitation in the discussion of findings in English, as I have had to translate the data collected. Words are biased (Johnstone, 2008), and by translating I might accidentally have come up with a slightly different statement from the respondents than what they originally meant. Of course, the findings have been carefully examined and as selectively chosen as possible, but realistically, I have not been able to know exactly what meaning was put into the words from the respondents.

Lastly, it should be pointed out that the method used, is as mentioned in section 3.3.1, a mixed methods research. As quantitative data contains to a large extent controlled variables for data analysis, it is important to pinpoint that the qualitative part of the data analysis often is more biased by the researcher’s own beliefs. This is based on the concept that the ‘truth’ may be influenced by the researcher’s ideas (Holliday, 2015). It is therefore nearly impossible to perform the data analysis without influencing the outcome by my own views, as a researcher. This is one of the most important pitfalls of every qualitative study, this study included.

3.7.1 Teacher cognition

It is necessary to include teacher cognition in this discussion, because if it is not carefully examined, it can lead to serious misconceptions of the data collected. In this present study performed, teachers were asked both open- and close-ended questions about their attitudes and beliefs towards learner autonomy. It is very important that this data only is viewed as a study of teachers’ beliefs rather than a study of what the teachers do in the EFL classroom. Borg (2015) states that: “if teachers report on what they do in the classroom this should not be presented as evidence for what they *actually* do” (Borg, 2015, p. 495). There should not be drawn any correlations between what is presented in the following discussion of findings and what Norwegian upper secondary EFL teachers do in the classroom.

Moreover, one weakness of doing a questionnaire and attempting to study teachers' beliefs, is that the teachers might feel pressured to give the answer he or she thinks is expected. Borg suggests that: "... closed questionnaires can constrain what respondents say, lead respondents to give particular answers and prompt answers that reflect what respondents feel is the right or expected answer rather than what they believe" (Borg, 2015, p. 494). Therefore, the participants in this study might show a more positive attitude towards learner autonomy in the survey than in real life. This could influence the results in the following discussion of the thesis at hand as well, and should therefore be kept in mind.

3.7.2 Reliability and validity of the study

"Reliability refers to the accuracy of the data in the study; which data is used, in what ways the data is collected, and how the data is processed" (own translation, Christoffersen & Johannessen, 2012, p. 23). There are many aspects of data analysis which can affect the outcome of the study, however, as previously discussed, my intention has been to limit the researcher's influence in the process of analyzing the data. The restriction of influence has been of special interest when analyzing the qualitative data material. When designing the web-based questionnaire, it was necessary to secure attendance of the whole questionnaire, and therefore it was, as discussed in section 3.3.2.1, necessary to include a definition by Benson of what learner autonomy is. This could influence the existing answers of the study, however I would like to argue that by collecting the data through a web-based questionnaire, the influence of the researcher is much more limited than in for example an interview or by performing studies after letting the participants take part in a seminar. Thus, it is essential to keep in mind that all the studies that rely on words and language will eventually be colored by what is presented. For example, the current study relied upon a questionnaire which consists of questions made up of words, which will affect the participants.

"Reliability is a necessary yet insufficient condition for validity because a study cannot be valid if its instruments are not reliable" (Phakiti, 2015, p. 34). Validity concerns whether or not an indicator really measures the concept it is supposed to measure (Bryman, 2012). This study has intended to find out about teachers' cognition and learner autonomy, and the questions asked in the questionnaire were created to let the teachers express their knowledge, beliefs and attitudes about learner autonomy. The data collected in this study cannot be viewed as a representation of all Norwegian EFL teachers, because only 200 teachers answered the survey. Still, this data can be a fairly good representation of reality, as the answer rates are rather high, and widespread when it comes to different counties and

amount of years of experience. It was challenging to let teachers answer questions related to the topic of learner autonomy without mentioning the term. Therefore, the decision was made to include the term halfway in the study. It is impossible to be sure that all teachers answered from their own minds, and did not google or read up on the term before answering, and if this was the case by some, the validity of this study could be reduced.

4. PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter will provide the readers with the results of the data collected through the questionnaire. To be able to present the findings in the study, it has been important to analyze the results, which means “to split something into pieces or elements” (own translation, Christoffersen & Johannessen, 2012, p. 39). The ultimate goal is to find a message, a meaning and a pattern in the data collected. This chapter contains the findings, combined with a discussion based on relevant theory and other studies performed. As pointed out in chapter 2.5, there is much literature written within the field of learner autonomy, however this literature has offered limited attention to FL-teachers’ beliefs about learner autonomy (Borg & Al-Busaidi, 2012a). Borg & Al-Busaidi (2012a) have identified this gap, and address it as important to perform more studies in the field of teachers’ cognition, because there exists a consensus that teachers’ beliefs influence how they teach, and also whether or not to seek to promote learner autonomy. This is thus, an aim to make a contribution to this field of research, where there has been few previous studies, especially of the kinds that contain empirical data. Therefore, it has been challenging to find previous studies with empirical data to draw upon in the following discussion.

This chapter will be divided into sections based on the research questions provided in the introduction, however, a repetition of the research questions will be presented in the following for the readers’ convenience:

- What do Norwegian upper secondary EFL teachers know about learner autonomy?
- How important is learner autonomy to Norwegian EFL teachers in upper secondary?
- How are Norwegian upper secondary EFL teachers’ attitudes towards learner autonomy?
- What do Norwegian upper secondary EFL teachers do to foster learner autonomy?

When the questionnaire was designed, it was possible to require answers to all the questions in order to be able to submit the survey. In this way, all the 20 questions were

answered by all the participants. However, not all respondents did answer the additional open-ended questions that followed the main-questions towards the end (questions 15-20). In these questions, a close-ended question was followed by an open-ended question, where the participants were asked to explain or give reason for why they answered like they did in the close-ended questions. In questions 15-18, the participants were supposed to answer only if they did agree in the close-ended question. In questions 19-20, the participants were asked to give reason for their view, although not all participants did. Altogether, the respondent rates were much higher than expected on these open-ended questions, but also on the questionnaire as a whole.

In sections 4.4 (What do Norwegian upper secondary EFL teachers know about learner autonomy?) and 4.5 (What do Norwegian upper secondary EFL teachers do to foster learner autonomy), some categories appear twice. This has been done because many teachers answered similarly in these questions, but they are still very different questions, and hence I have chosen to separate the sections and write about some of the categories twice, though with different contents. In the following, all quantitative data is given in percent, while the qualitative answers are written as numbers by frequency. This has been done because the open-ended answers gave the respondents the opportunity to write answers within various lengths. Therefore, many of the answers contained different categories, and so it may be confusing and misleading to give the answers in percent, as the numbers could appear artificially high. Because of the large material, it was necessary to collect the information and analyze it in a way that would allow for a more typical quantitative representation of the data material. This was done in order to provide the readers with more information than what would normally be accessible to the readers in a qualitative way of presenting the material. This was also done to be able to find patterns and most frequent answers.

4.2 Background Information

The beginning of the questionnaire contained questions concerning the participants' background in order to make sure that the study had a diverse basis of teachers from different counties, and that both experienced and less experienced teachers were represented, as previously discussed in section 3.3.2.1. It was especially desirable to make sure that all the counties in Norway were represented in order to do a national study. It should also be notified that the teachers were asked to answer what type of education they have, unfortunately I

forgot to specify whether or not this description should evolve around their education within English, or in general. The data collected was therefore ambiguous, and for this reason, this question was excluded in this discussion.

4.2.1 Geography

Table 4. 1: Representation of how many respondents work in each county

County	Number of informants/ frequency	Percent
Akershus	21	10,5
Aust- Agder	4	2
Buskerud	3	1,5
Finnmark	3	1,5
Hedmark	2	1
Hordaland	31	15,5
Møre og Romsdal	16	8
Nordland	14	7
Nord- Trøndelag	4	2
Oppland	10	5
Oslo	15	7,5
Rogaland	12	6
Sogn og Fjordane	6	3
Sør- Trøndelag	13	6,5
Telemark	7	3,5
Troms	10	5
Vestfold	2	1
Vest- Agder	12	6
Østfold	15	7,5

The following chart is a representation of how the different counties are represented in the study. As mentioned in section 3.4.3, all the counties were represented in the study by two respondents or more. Hordaland was the county with the most respondents, while Vestfold and Hedmark were the counties with the least amount of representatives, which had two respondents in each of the counties. Even though one can see relatively significant variations

in the amount of answers from each county, this questionnaire gives a good foundation for discussion, as all the counties are represented.

4.2.2 Years of experience

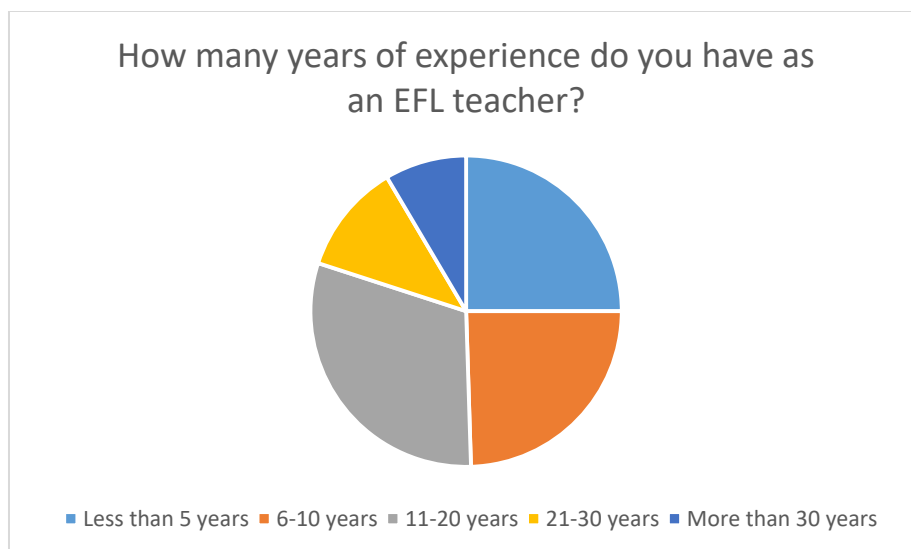


Figure 4. 1: Years of experience as an EFL teacher

It is relevant to ask the teachers about how many years of experience they have within EFL teaching. For instance, teachers who just went through teacher education might be more aware and accustomed to discussing the term ‘learner autonomy’ than the most experienced teachers that may not have had didactics at all as a part of their education. Similarly, the more experienced teachers might have more knowledge about how ‘learner autonomy’ can be implemented in the EFL classroom, which less experienced teachers might lack. Moreover, how long the participants have been active as EFL teachers might influence their attitudes and knowledge about learner autonomy. In this study, 25% of the participants had been practicing as EFL teachers for five years or less, and 24,5% respondents had between six and ten years of experience as EFL teachers. 30,5% of the participants had been EFL teachers for 11-20 years, and 11,5% had 21-30 years of experience. 8,5% of the respondents had been teaching English for more than 30 years. In regard to this question, it is important to make a remark concerning the response alternatives. When looking at the answer alternatives closely, one can see that the number five is absent. The participants were asked if they had less than five years of experience, or if they had between six and ten years. This error might have influenced the answers given, and some teachers might have claimed a year more or less of experience than the reality.

4.3 How Important Is Learner Autonomy to Norwegian EFL Teachers in Upper Secondary?

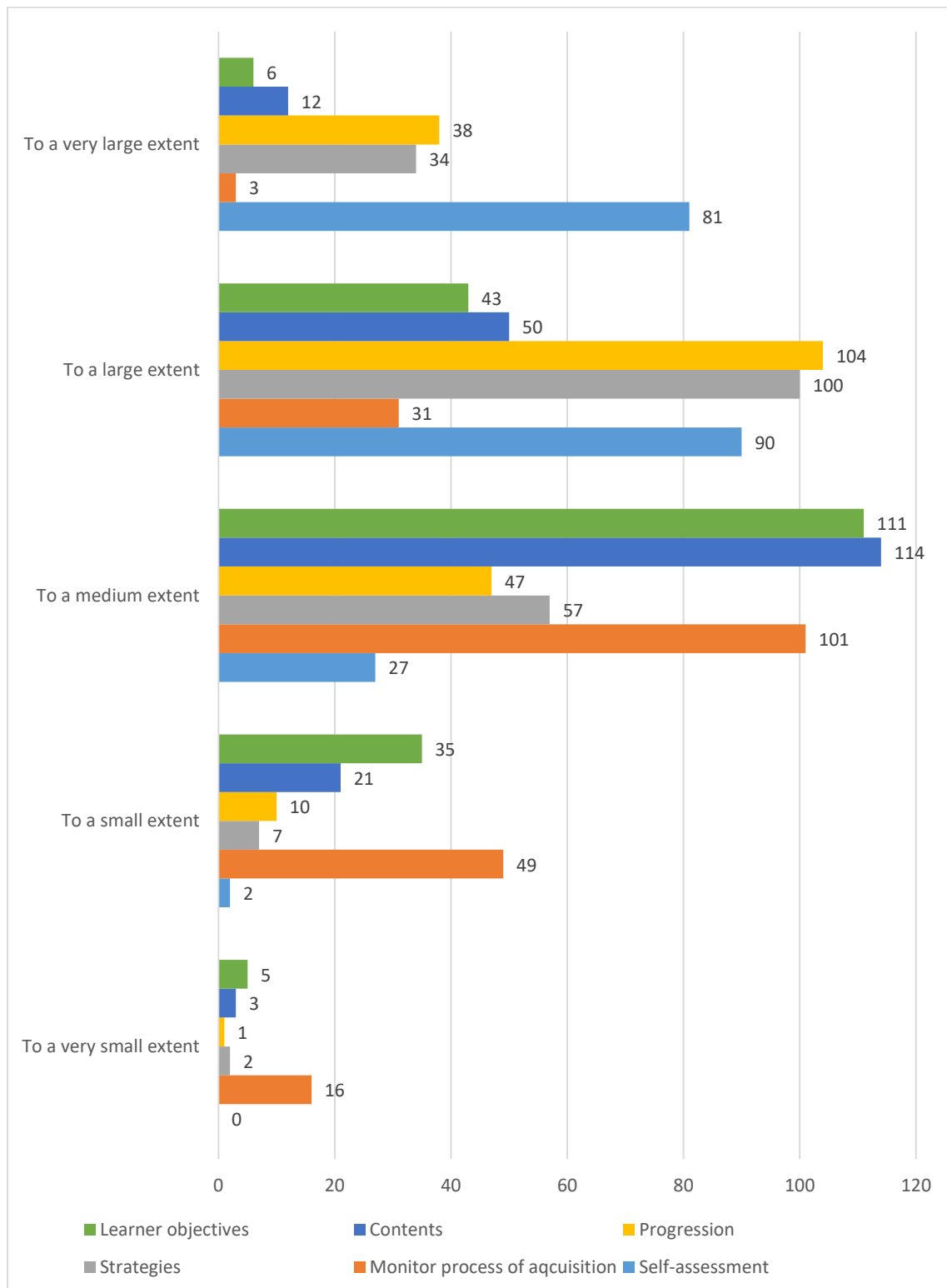


Figure 4. 2: The importance of different aspects of learner autonomy

In questions four through nine, one can see variations in which aspects of learner autonomy the teachers view as important to let their learners make choices. As previously discussed in section 2.6.4, it is the teachers' responsibility to provide the students with different choices when it comes to personal aims, activities, partners, organization of work, or ways of evaluation (Dam, 2011). Furthermore, it is important that the teachers are giving the learners clear guidelines in order for the learners to feel secure when taking responsibility in their own learning, by knowing what is expected of them (Dam, 2011). In the present study, the teachers were asked to what extent they found it important to give the learners these choices within different aspects of learner autonomy. One of the findings in Borg & Al-Busaidi's (2012b) study about teachers' beliefs and practices regarding learner autonomy, is that teachers seem to be positive about the idea of learner autonomy and its potential support of L2 learning in theory. However, in practice, many teachers were hesitant when it comes to involving the learners in course decisions, although most teachers understood learner autonomy as a high degree of learners' choice (Borg & Al-Busaidi, 2012b, p. 287).

These questions concern, for the most part, how important the teachers find it that their learners are able to make choices regarding their own learning. First of all, being given choices motivate the learners, even if the choices are limited (Dam, 2011). Furthermore, making choices can heighten the awareness of learning, because choosing requires reflection (Little, 2006, as cited in Dam, 2011). Fenner argues that enabling the learners to make choices regarding their own learning is, in itself, important for language learning, but she too sees the decision-making process as a convenience, because it leads to critical thinking and reflection (Fenner, 2006). However, in a study performed by Heimark, (Heimark 2008, as cited in Haukås, 2012) she claims that her interviews and observations show that teachers only to a small extent let the students be a part of defining their own objectives, try different strategies and evaluate their own language learning. In questions four through nine, Holec's (1980, p. 4) definition of being autonomous is used as a foundation to ask the participants indirectly about how important they rate the different aspects of learner autonomy. The teachers were asked to rate how important they viewed Holec's aspects of learner autonomy when it comes to deciding objectives, defining contents, defining progress, picking strategies, managing the learning situation (time, place), and evaluation.

In Borg and Al-Busaidi's (2012b) study, student teachers were asked about the feasibility and desirability to involve the learners in different decisions in the language course. These ranges of language course decisions include classroom management, teaching methods,

assessment, topics, activities, materials and objectives (Borg & Al-Busaidi, 2012b).

According to Borg and Al-Busaidi (2012b), the participants rated desirability higher than the feasibility on every one of the alternatives, which might say something about the difficulty of implementing the aspects of learner autonomy in practice in opposition to theory on learner autonomy. In the following discussion of the results in the present study, the findings from Borg and Al-Busaidi's study (2012b) will be used to discuss the survey.

4.3.1 Learner objectives

First, the teachers were asked to what extent they thought it was important that their learners were given the opportunity to take part in deciding the learner objectives. The majority of the respondents, 55,5% picked the "to a medium extent", while 21,5% of the informants chose "to a large extent". 17,5% respondents said "to a small extent", and only 3% picked "to a very large extent", while 2,5% of the teachers ticked off for the alternative stating "to a very small extent". The participants of this study seem to be partly critical to the idea of letting learners be a part of decision-making regarding objectives. For the teachers, it might be challenging to let the learners take control over learning objectives in language learning. One reason why this could be challenging, is because defining learner objectives is the same as setting learning goals, and these learning goals' function is regulation of the learners work. Maybe letting the learners taking part of this process make the teachers feel that they are losing control of the learning situation?

In comparison, Borg and Al-Busaidi's (2012b) study discovered that the teacher students found learner involvement in decisions regarding learner objectives one of the least feasible and desirable aspects of language learning. Likewise, in the present study, the teachers were less positive about letting the learners be a part of the decision-making process when it comes to learner objectives than of the other aspects of autonomous language learning. The only aspect of learner autonomy where the informants were less positive about letting the learners take part in the decision-making process in this study, was when it came to monitoring the process of acquisition, such as deciding time and place.

Balçıkanlı (2010) has also conducted a study with 112 student teachers in Turkey, based on a questionnaire developed by Camilleri (1997). Balçıkanlı performed an interview with the student teachers, and he found that most of the student teachers were positive about giving the learners chance to take part in the decisions regarding both long and short term objectives. However, the student teachers wanted this to be done in collaboration with the teacher (Balçıkanlı, 2010). 17,3% of the participants in his study ticked off for less than

medium (“Not at all” or “little”) when asked how much learners should be involved in decisions about their short term objectives, while 13% ticked off for the same when asked about the learners taking part in the decision-making process in long term objectives (Balçıkanlı, 2010, p. 94). For the purpose of comparison, 20% of the participants in the present study answered less than medium (“to a small extent” or “to a very small extent”) when asked how important they view learner involvement in the decision-making process regarding objectives. Balçıkanlı’s study is conducted with only student teachers, while the present study is done with teachers. From these results, it might be possible to draw a conclusion that student teachers may be more positive about letting their learners decide objectives than practicing teachers. Nonetheless it is difficult to make a complete comparison between these studies, because of the difference in the two countries’ didactical traditions, and also how the questions are formulated.

4.3.2 Contents

Second, the teachers were asked about the importance of letting their learners define the contents of their work. This aspect of autonomous language learning has been problematized by Fenner (2006), who asks if it is possible and desirable that learners make all choices regarding contents of their work themselves. She states that learners often tend to choose within the areas of knowledge that they already feel comfortable and familiar with, and therefore the concern might be if the learners will be able to expand their horizons, or if most learners will choose contents within their areas of knowledge (Fenner, 2006). Scaffolding is an efficient way of supporting the learners in the decision-making process, and Fenner points out that if the teacher functions as a resource person, one can help the learners make qualified choices concerning content (Fenner, 2006). In the present study, 57% of the teachers answered that they thought it was important to let their learners define the contents “to a medium extent”. When it comes to the question regarding contents, the frequency of participants ticking off for “to a medium extent” was the highest out of all of questions four through nine. The high frequency of answers on medium might indicate that many teachers were unsure about how they feel about the matter of letting learners choose contents themselves, however, to find out more about this, it would be necessary to carry out interviews with the informants. Furthermore, 25% of the respondents answered that they thought it was important to include the learners in the decision-making regarding contents “to a large extent”, and 10,5% ticked off “to a small extent”. Lastly, 6% of the participants reported “to a very large extent”, while only 1,5% of the informants answered “to a very small

extent". It has been argued that far too often, textbook writers are the ones that end up making decisions regarding contents, and this is therefore neither done by teachers, nor the learners (Fenner, 2006). This could be one reason why so many participants ticked off "to a medium extent".

It has been challenging to find empirical data on the decision-making regarding contents, but in this discussion, it is interesting to look at the findings in Koldal's (2017) master thesis. He performed a study among 40 students in VG1, and in this questionnaire, the students were asked to rate the following statement: "I am allowed to choose what we worked on in English class" (Koldal, 2017, p. 71). This question is asking about what actually happens in the classroom, according to the students, and therefore it is important to avoid to draw too close lines with the present study, because Koldal's (2017) study is investigating how learners experience classroom practice, while this study is investigating teachers' conceptions. However, it could provide vital information about how much the students in Koldal's (2017) study feel that they are able to influence classroom practice. In this statement, only 20 % answered that they somewhat or fully agree, while 22,5 % answered that they neither agree, nor disagree. A total of 57,5 % answered that they fully or somewhat disagreed, which is a fairly high number (Koldal, 2017, p. 71). One can conclude that the participants in Koldal's (2017) study express that they are not given enough choices about contents of their work. Looking at the answer alternatives, one might be able to agree that each student's answer must be looked at relatively, because each student has answered what he or she thinks is adequate in general in the language learning classroom.

In the present study, 88 % of the teachers answered that they thought it was important to a medium extent, or more to let learners make choices regarding content. In comparison, Koldal asked the students in his study to rate the following statement: "I think it is important that we are allowed to choose what we read in English class" (Koldal, 2017, p. 71). To the previous statement, 67,5 % answered "I somewhat agree", or "I fully agree", which were the most frequent answers. In the present study, 12% answered "to a small" or "to a very small extent" regarding if learners should be able to make choice when it comes to contents. In comparison to Koldal's (2017) study, 20 % ticked off the alternative stating that they neither agree, nor disagree, and 12,5 % answered "I fully disagree", or I "somewhat disagree". Although choices regarding reading material might not cover all choices within content of work, one can see that it looks like the teachers and the students in these two studies answer approximately equivalently. It should be noticed that the statement studied by Koldal (2017)

cannot be viewed as a complete study on content, however reading material can be a central topic within contents of work in EFL learning, and could therefore be helpful as a comparison to the findings in the thesis at hand.

Borg & Al-Busaidi's (2012b) study, however, shows that the teacher students thought it was most feasible and desirable to involve the learners in decisions regarding content, in opposition to the present study where the majority answered that they thought it was important to a medium extent. Even so, it should be shed light on the fact that the participants in Borg and Al-Busaidi's (2012b, p. 286) study were asked about the feasibility and desirability of involving the learners in decisions regarding 'materials', 'topics' and 'activities', while the participants in the present study were asked about 'contents'. Borg & Al-Busaidi's (2012b) study might therefore have made it easier for the participants to understand what 'contents' is, and therefore the participants of the study might have been able to understand the questions more thoroughly.

4.3.3 Progress

Third, the teachers were asked how important they thought it was that the learners were able to define their own progress. This question was made into a separate question, although Holec's (1980) definition has contents and progressions in one bracket. This was done in order to let the teachers answer more concretely and more specifically. In this study, the largest amount of respondents, 52%, ticked off "to a large extent", while 23,5% participants chose "to a medium extent", and 19% of the respondents chose "to a very large extent". It is interesting that the participants seem so positive in regard to letting their learners define their own progress, and the teachers may feel more positive to let learners do this because it may symbolize more clearly that this requires the learners to possess awareness of their own learning process, because of the verb "define". Only 5% of the participants answered that they believed learners should define their own progress "to a small extent", and 0,5% of the participants said "to a very small extent".

4.3.4 Strategies

Forth, the question about how important it is for the learners to make choices regarding which strategies and methods they want to use was posed. According to Griffiths, one could define language learning strategies as "Activities consciously chosen by learners for the purpose of regulating their own language learning" (Griffiths, 2008, p. 87). It seems that the idea of strategy use is already closely linked to the idea that learners should be a part of making their own decisions regarding which strategies they want to use. However, it does not seem to be a

matter of course for all EFL teachers, although the large majority agreed to let the students choose to some extent, not all participants find it necessary to involve the learners in these decisions. The majority, 50% of the participants answered “to a large extent”, and 28,5% of the respondents ticked off “to a medium extent”. As many as 17% picked “to a very large extent”, and only 3,5% answered the option “to a small extent”, while 1% of the participants said “to a very small extent”.

This question concerning the importance of the choice of strategies was posed because according to Holec (1980), learners who are able to make choices regarding strategy use can, among other aspects be a part of becoming autonomous learners. However, the use of strategies do not on its own, impose that the learners are autonomous, and strategy use is only a small part of being autonomous. This is also stated clearly by Gjørven and Johansen (2006), by emphasizing that learner autonomy is more than the ability to use meaningful strategies (Gjørven & Johansen, 2006). Even though the use of strategies are not enough on its own to aim towards learner autonomy, Gjørven and Johansen (2006) clearly state that developing strategies and methods for learning is a part of developing learner autonomy. Another important reason for letting the learners make choices regarding activities, texts and strategies, is that it can enable the learners to choose to work according to their own interests, and hence, increase motivation (Fenner, 2006). Choice and what consequences it can have for learning is discussed in section 2.6.1.

In the current study, the participants seem to be positive about involving the learners in decisions when it comes to strategies and methods. This was one of the questions with the most participants answering that it was important to let the learners make choices. Nevertheless, Borg and Al-Busaidi’s study did not show as positive results about desirability and feasibility in involving the learners in choices regarding teaching methods as the present study. One reason for this might be what terms were used in the studies. In the present study which had the most positive result, the teachers were asked about ‘methods’ and ‘learning strategies’, while Borg and Al-Busaidi are asking about ‘teaching methods’. The simple difference between using the word ‘learning’ in comparison to using the word ‘teaching’, might have made a difference in how the teachers view learner involvement.

4.3.5 Monitor acquisition

Fifth, the teachers were asked to what extent they think it is important that the learners are able to monitor the process of acquisition, using examples such as deciding when and where the students want to learn. The answers were extremely different from the question about

evaluation discussed above. The highest rate, 50,5% of the participants answered “to a medium extent”, and 24,5% of the participants answered “to a small extent”. 15,5% of the teachers answered “to a large extent”, and as many as 8% of the participants answered “to a very small extent”, whereas only 1,5% of the respondents said “to a very large extent”. These results are of great variation, and the majority of the participants answered “to a medium extent” or less. These aspects of choices for the learners are clearly not as important for the respondents, and the reasons for this may be various. One reason might be that the teachers feel limited when it comes to time and place, because of limited resources. It is also difficult to let the learners decide when they want to learn, because the learners and teachers are not given choices when the schedule is being formed, this is done by the administration in each school.

In the current study, involving the learners in the decision-making process when it comes to monitoring the process of acquisition in relation to time and place was the least desirable of all with as many as 32,5% of the informants answering ‘to a small extent’ or ‘to a very small extent’. The Norwegian curriculum might limit Norwegian EFL teachers when it comes to this aspect of learner autonomy, which might be reflected in the answers given by the participants in the present study. In contrast to the present study, Borg and Al-Busaidi’s (2012b) study presents a more positive view of involving learners in decision-making regarding classroom management. The participants in this study viewed this as both quite desirable and feasible, however it should again be taken into account that the term used in the question posed is different from the term used in the present study.

4.3.6 Self-assessment

Lastly, the teachers were asked if they think it is important that their learners evaluate their own work and progress. Evaluative practices have been argued to form “the very ‘pivot of learner autonomy’” (Dam, 1995, as cited in Dam & Legenhausen, 2011, p. 178), and when the EFL learners are able to evaluate their own work and progress, this gives them a positive feedback which does not evolve around testing, which can eventually increase learners’ motivation (Dam & Legenhausen, 2011). It has also been argued that learners need to be able to evaluate their own progress and outcome, because this forms the basis of their ability to be able to take over the planning of their own learning, which is, becoming more autonomous (Dam & Legenhausen, 2011). If the students are unable to evaluate progress and outcome, they will not be able to take over the responsibility of planning, because they would need to know what to do and why they do it, which they will know if they are used to evaluate their

process of acquisition (Dam & Legenhausen, 2011). In this present study, one can see that all participants, except 1% answered “to a medium extent” or more. 45% of the informants answered “to a large extent”, 40,5% of the participants answered “to a very large extent”, and 13,5% answered that it is important to a medium extent. When it comes to evaluation, most teachers seem to recognize that this should be a focus in the EFL classroom. At the same time, Dam and Legenhausen (2011) claim that many teachers are avoiding to involve their learners in the process of evaluation because they feel that this process is time consuming. Based on my own teaching experience, and also my own experience as an EFL student it might be vital to mention that evaluation seems to be an area of focus, and therefore, the participants in this study might answer more positively than what they really believe because they want to answer what they think is expected of them.

The informants in the current study picked ‘evaluation’ as the most important area of focus. In comparison, in Borg and Al-Busaidi’s (2012b) study, assessment was one of the least feasible and desirable areas of focus among the participants. It should be mentioned that, the comparison between Borg and Al-Busaidi’s study and the present one referring to the matter of evaluation and assessment might be incomplete in one way, because evaluation might have more positive connotations than the word assessment. Furthermore, Norwegian EFL teachers seem to be very aware of the importance of self-evaluation which has been a focus within LK06 and, in general, the Norwegian field of didactics as an important step towards learning. It is therefore possible that the EFL teachers participating in this study possess an amplified positive belief of the term evaluation, and this might affect how these teachers understand evaluation and its importance.

4.3.7 Authenticity

Dam (2011) emphasizes that if the learners are expected to become genuine users of the target language, we must create a learning environment that aims to be like real life. As discussed previously in section 2.6.1, Dam (2011) stresses that the teacher and the learners need to act and speak as themselves. The following chart presents the findings in the study when the participants were asked how important they find it to use authentic material in the EFL classroom.

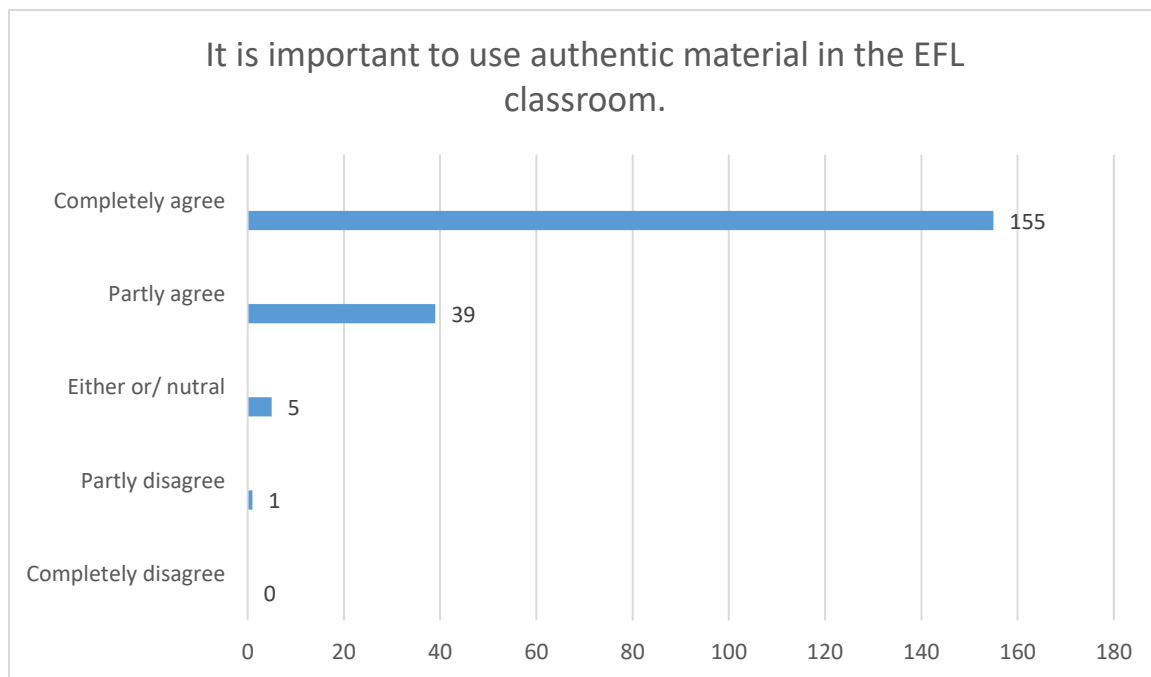


Figure 4. 3: Authentic material in the EFL classroom

All participants, except one, picked alternatives from neutral and above. In this question, 77,5% of the participants ticked off for the alternative stating ‘completely agree’, which is a very high percentage. It seems like most of the participants agree that the use of authentic material is important in the EFL classroom. However, it should be mentioned that this study did not ask the participants to define what they think of as authentic material. Therefore, it is difficult to know exactly what the participants in this study think of as authentic material, and furthermore, what they think is good language learning material, and what is not.

4.4 What Do Norwegian Upper Secondary EFL Teachers Know About Learner Autonomy?

In this study, the teachers were asked if they were familiar with the term ‘learner autonomy’. 73,5% of the informants answered that they were familiar with the term, while as many as 12,5% of the informants reported that they were not familiar with the term. Furthermore, 14% of the participants answered ‘I do not know’. This implies that 26,5% of the informants may be unsure of what learner autonomy means, which is a significant amount of the total informants.

Table 4. 2: Familiarity of learner autonomy

Answer	Number of informants	Percent
Yes	147	73,5
No	25	12,5
Do not know	28	14

Fostering learner autonomy when not knowing what it consists of is impossible. Therefore, it is implausible that the 26,5% of the informants who reported that they do not know, or are unsure of what the term learner autonomy means actually are able to, and find it desirable to foster learner autonomy in the EFL classroom. However, it should be mentioned that only 7% of the informants abstained to answer the next question, which was to describe what learner autonomy means in their own words. This could imply that some of the informants were able to write something about the topic after all, or that some of them could have guessed or gotten ideas from the definition of learner autonomy by Benson (2011, p. 58) provided in the questionnaire. Likewise, in question 14 in the questionnaire, only 7% of the participants answered that they did not know what they do to promote learner autonomy in the EFL classroom, or that they do not do much to promote it.

Little (1991, p. 4) states that learner autonomy “is not to be equated with a single easily identified behavior”, and therefore, asking the participants in this study to describe learner autonomy in their words is comprehensive and demanding. It has, for that reason been challenging to find categories that would fit the participants’ answers, because the answers have varied to a great extent.

Table 4. 3: Description of learner autonomy

12			
Categories	Frequency	Percentage of the 200 participants	Percentage of frequency in answers (total: 330)
Choice/co-determination	78	39	23,6
Responsibility and control of own learning (conscious-raising)	78	39	23,6
Self-directed/ independent learners	49	24,5	14,8
Methods/strategies	37	18,5	11,2
Contents and progression	24	12	7,3
Do not know	15	7,5	4,5
Learner objectives	14	7	4,2
Active learners	12	6	3,6
Evaluation	11	5,5	3,3
Scaffolding	8	4	2,4
Time, place, space, rhythm	4	2	1,2

4.4.1 Choice

In question 12, where the participants were asked to describe what they believe learner autonomy is, 78 of the 200 participants (39%) mentioned the aspect of learners' choice in some way, while another frequent answer was that learner autonomy concerns the learners' ability, chance and will to take responsibility and control of their own learning. 78 of the 200 participants (39%) mentioned this as a part of their answers. The high frequency of informants listing the principle of choice and chance to be a part of the decision-making process as an important part of autonomous language learning is not unique for the present study. The principle of choice was also an important aspect of autonomous language learning in a study carried out by Borg and Al-Busaidi in 2012(b). In this study, a total of 95,1 % "agreed that autonomy means that learners can make choices about how they learn" (Borg & Al-Busaidi, 2012b, p. 286), and moreover, they agreed that making choices, but also decision-making was important in autonomus learning.

4.4.2 Responsibility and control of own learning

Little (1991) emphasizes that learner autonomy is not something teachers do to learners, and it is not a behavior, it is something that has to be obtained and work for (discussed in section 2.1.2). In this current study, however, it seems that many participants share a belief that the students are either autonomous or not autonomous at all. The answers from the teachers indicate that learner autonomy is looked at as a matter of black and white, and many of these teachers seem to lack a nuanced view in the discussion of learner autonomy. This could be compared to Gjørven and Johansen's comment, where they write that:

It seems that many teachers understand taking charge and responsibility of own learning as a competence that the learners hold or not, and not a competence the learners should have the opportunity to develop systematically when learning a subject. In worst case scenario, the students are left on their own, with a comment from the teacher that the learners are responsible for their own learning. (Own translation, Gjørven & Johansen, 2006, p. 213)

It is difficult to say how the teachers in the present study view learner autonomy and taking responsibility of their own learning. The overall feeling, though, is that the focus is if their learners are autonomous or not, rather than focusing on the process of developing learner autonomy. Most of the teachers also seem to indicate that the responsibility of learning lies with the students.

In the thesis at hand, as many as 78 of the informants answered that they believe it is important to give their learners the control of, or responsibility for their own learning. Although some of the participants emphasized that learner autonomy is when the learners take charge, control or are responsible for certain aspects of learning, most answered that learner autonomy concerns the learners' responsibility, charge or control of their own learning in general. This area of the informants' answers would have to be investigated and further researched, but the teachers seem to think that learner autonomy is extremely closely linked to the idea of giving the learners the responsibility and control of their own learning. However, the answers given by the informants in the present study have not been sufficient and thorough enough to be able to answer how the teachers believe that this process should persist.

One participant answers the following to the question of what he or she thinks learner autonomy is: "Responsibility for own learning? But this is a stigmatized term. 'Learner

autonomy' has more positive connotations. It is not a term that I have a strong relation to' (own translation, informant #19). This participant implies that the term 'responsibility for own learning' is a stigmatized term, and that 'learner autonomy' has more positive connotations to it. Maybe the reason for this is that learner autonomy is a relatively unknown term to many Norwegian EFL teachers, and therefore this can make Norwegian EFL teachers more positive about this term than 'responsibility for own learning' which has been a focus area within Norwegian schools for a longer time period.

4.4.3 Self-directed and independent learners

Likewise, 49 of the participants in the study answered that they viewed learner autonomy as something closely linked to self-regulation and independent learning. It is interesting that the teachers in the study view self-regulation and independent learning as something closely related to learner autonomy, because, this is, after all, how learner autonomy developed at the first stages at CRAPEL, as mentioned in section 2.2 of the theory chapter. The belief among the participants that self-regulation and independent learning is related to learner autonomy reaffirms the assumption that many of the participants may be focusing on the idea of full autonomy, not on the process of developing learner autonomy, or giving learners responsibility for their own learning little by little. Of course, to be able to confirm that this is the case, a follow-up interview would have to be performed in order to validate or invalidate these assumptions.

4.4.4 Active learners

12 of the participants associated learner autonomy with active learners, and this may reflect that these participants view learner-centeredness as an important factor in autonomous language learning. In section 2.4.1, the importance of active learners is discussed, and participants who were concerned about active learners show that they understand the importance of letting their learners become active in their own learning process, and might therefore understand that the traditional teacher-centered teaching has to be left behind to eventually achieve full autonomy in the language classroom. This idea about learner-centeredness may be one of the reasons why teachers often seem to believe that learner autonomy is a concept that presupposes that the teachers give up all control and initiative to the learners (Little, 1991), as discussed in section 2.1.2. Similarly, just because the learning environment is learner-centered, this does not mean that the learners have to become self-instructed, and that the teachers are less active (Little, 1991). It simply means that the teacher's role changes (section 2.6.4).

4.4.5 Scaffolding

Eight of the participants answered that scaffolding is an important part of what learner autonomy means to them. Most participants specified that the teachers need to function as a scaffolder for their students, while none of the teachers discussed the option of peers scaffolding each other in the classroom. This may be an area of interest in the EFL classroom for teachers, because it could open up for more efficient language learning and make the learners less reliant on the teacher by scaffolding each other. The participants who mentioned scaffolding as an important aspect of autonomous language learning show a high degree of knowledge about the teacher's role in an autonomous EFL classroom. By actively taking advantage of scaffolding in the EFL classroom, it is possible to succeed in the process of letting the learners slowly become independent, and most importantly, the learner will eventually be able to perform the task on his or her own, without assistance from the peer (section 2.6.1). Wood, Bruner and Ross conclude in their study with 3-, 4- and 5-, years olds that the results indicate that

the tutor operates with an implicit theory of the learner's acts in order to recruit his attention, reduces degrees of freedom in the task to manageable limits, maintains 'direction' in the problem solving, marks critical features, controls frustration and demonstrates solutions when the learner can recognize them. (Wood, Bruner & Ross, 1976, p. 99)

Scaffolding is highly important when it comes to learner autonomy, because the learners need someone who can guide them in the decision-making process, demonstrate possible solutions, maintain their direction and control frustration. However, some participants seem to be unaware of the good opportunities that lie within scaffolding. One example is the following comment made by informant #66 to the question about if they could describe learner autonomy: "I believe that this is about how somebody learns on her or his own, usually through trying and failing" (own translation). This is an example of the common misconception of learner autonomy as something the learners can do on their own, without any interventions from the teacher.

4.4.6 Holec's principles of learner autonomy (1980)

It should be mentioned that not all participants answered in a concrete manner to the question of what they think of as learner autonomy. Also, learner autonomy is so complex, and therefore it is close to impossible to make sure all areas are covered in their answers in a survey like this. First, 37 of the participants mentioned the importance of teaching their

learners a wide range of different methods or learning strategies, and/or letting their learners being a part of the decision-making process when it comes to choosing methods to be used. The learners should be able to make choices when it comes to which strategies they want to use, and in which situations these would be helpful to use. In the end, the students will have to choose which learning strategies they want to use in each case (previously discussed in section 2.6.3). Besides, 24 of the informants mentioned the importance of giving learners choices when it comes to contents and progression, and altogether 14 of the respondents mentioned the importance of letting their learners choose or partly choose which objectives they wanted to focus on in the EFL classroom. 11 of the respondents mentioned self-assessment in their description of what learner autonomy is, and as seen in section 2.3.1, evaluation of the learners' own work plays an important role in LK06. Only 4 of the respondents said that the learners mentioned choices within where, when and in what order they wanted to learn.

4.5 What Do Norwegian Upper Secondary EFL Teachers Do to Foster Learner Autonomy?

As previously established, in section 2.5, teachers' beliefs about learner autonomy is important when it comes to how they teach, and whether and how they seek to promote learner autonomy in the EFL classroom (Borg & Al-Busaidi, 2012a). In the present study, the teachers were asked to describe what they do to promote learner autonomy in the EFL classroom. What was common for the majority of the participants was that the answers were often very concrete, however not always concrete enough to categorize the answers into Holec's principles. A large amount of the participants emphasized the importance of choice, but not always in what areas they gave their students the opportunity to make these choices. Some informants answered by using key words, which made it hard to understand the context in which the words were meant to give meaning. For this reason, the material has been analyzed by using some of Dam's (2011, pp. 43-44) principles, because her principles for fostering learner autonomy in the classroom are, to a large extent, very practical and concrete (choice, clear guidelines, focus on learning, authenticity, evaluation). The material was also analysed by using Holec's (1980, p. 4) description of an autonomous learner (the learner is in control of: learner objectives, contents and progression, methods and techniques, rhythm, time, place and evaluation), and this was done mainly to be able to show the diversity of

answers within the principle of choice. The following figure gives an overview of what the participants answered that they do to promote learner autonomy in the EFL classroom.

Table 4. 4: What the teachers do to facilitate learner autonomy

14			
Category	Frequency	Percentage of the 200 participants	Percentage of frequency in answers (total: 442)
Choice/ co-determination	144	72	32,6
Methods/strategies	71	35,5	16,1
Contents and progression	60	30	13,6
Learning objectives	34	17	7,7
Evaluation	30	15	6,8
Differentiation/ adapted education	27	13,5	6,1
Scaffolding	16	8	3,6
Time, place, rhythm	14	7	3,2
Do not know	10	5	2,3
Social learning	8	4	1,8
Reflection	8	4	1,8
Responsibility/control of own learning	7	3,5	1,6
Student teacher conversations	7	3,5	1,6
Little or nothing	4	2	0,9
Use of log	2	1	0,5

4.5.1 Choice/decision-making process

The importance of letting the learners take part in the decision-making process was mentioned by a total of 144 out of the 200 participants, and is therefore the most important step towards fostering learner autonomy in the EFL classroom, according to the teachers in the present

study. However, not all the informants mentioned in what areas they let their learners make choices. This is interesting, because, as previously discussed in section 2.5, one can see that the thesis at hand shows the same result as Borg & Al-Busaidi's (2012b, p. 287) study, which indicates that most teachers understand learner autonomy as a high degree of learners' choice. Thus, one teacher in the thesis at hand commented on a challenge of giving the learners choices: "...I give the students time to suggest which topics they are interested in within certain themes/learner objectives. (They seldom wish to do this, and prefer that I decide. Then it is better to give them options to choose between)" (own translation, informant #107). This participant reflects upon one challenge of giving learners choices, but also gives a suggestion of how this could be solved. As discussed in section 2.6.1, Dam (2011) also emphasizes that giving learners limited choices will heighten reflection around learning. Giving them these limited choices may also make the learners used to the situation of making choices, and therefore they might be able to make free choices in the future.

4.5.2 Differentiation/adapted education

It seems like a common misconception for many of the EFL teachers who participated in the survey is that the focus when promoting learner autonomy is to differentiate and the need for adapted education. It seems like the teachers somehow confuse the term 'learner autonomy' with differentiation or adapted education. It is difficult to pose assumptions to why teachers confuse these terms, but this might be a result of LK06, and its aim to focus on adapted education and differentiation. As many as 27 of the respondents in the survey answered that to foster autonomy in the EFL classroom, they focus on making differentiated tasks or that they find it important to vary how they teach in the EFL classroom. When working autonomously in the EFL classroom, many learners may be working with different topics, strategies and goals because they have been given choices concerning these aspects. However, adapted education is more concerned with the level of each student, and being able to meet the learners at their levels.

4.5.3 Scaffolding

16 participants stated explicitly that they function as scaffolders to support their learners when fostering learner autonomy. None of the teachers, however, answered that they use peer scaffolding between their learners, as was also the case in section 4.4.5. Therefore, all the 16 participants answered that they practice scaffolding in order to be able to support their learners. One teacher comments on the aspect of choice, while he or she also states that the

teacher has to help the learners choose outside of their comfort zone when asked what she does to promote learner autonomy in the EFL classroom:

Freedom of choice when it comes to methods (groups/individually/ways of evaluating). But not all the time. If the learner is not introduced to variation and new methods, and receives help to do things that might be difficult for the individual, they usually choose the easiest way out and often do not achieve as much progress as they could.... (Own translation, informant #165)

This participant reflects the side of scaffolding which concerns the teacher's role as a helper and mediator when it comes to challenging the learners and helping them make qualified choices in areas that they do not possess knowledge yet (discussed in section 2.6.1, Fenner, 2006).

4.5.4 Holec's principles of learner autonomy (1980)

The following categories are inspired by Holec's (1980) principles within autonomous learning: "determining the objectives, defining the contents and progression, selecting methods and techniques to be used, monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc), evaluating what has been acquired" (Holec, 1980, p.4). As many as 71 of the participants mentioned that they focus on strategies and methods with their students. Some explained that they focused on giving their learners a repertoire with a wide selection of strategies and methods. As previously discussed in section 2.6.3, Griffiths (2008) concludes that high level learners have a wide range of language learning strategies which they are able to use frequently, and then concludes that helping learners expand their strategy repertoire in addition to encouraging them to use strategies often, teachers may be able to promote better language learning. Additionally, 60 participants answered that they let their learners make choices when it comes to contents and letting their learners define their own progress. Letting learners define their own progress is important, because it can lead to better motivation. Likewise, letting the learners make choices regarding contents makes them able to choose contents of interest to them, and this will lead to better motivation. Dickinson (1995) argues that "a measure of individual involvement in decision making in one's own learning enhances motivation to learn" (Dickinson, 1995, p. 165).

A total of 34 participants mentioned that they talk about and give their learners choices when it comes to learner objectives. This is important in order to make the learners willing to take full responsibility for their own learning, as they need to feel secure about what is

expected of them to be willing to take this responsibility (discussed in section 2.6.1). Also, 30 of the participants reported that they let their learners evaluate themselves and each other. Self-assessment has been argued to have an impact on the learners' ability to reflect upon their own learning (Dam, 2011). As discussed in section 2.4.1, it is also important that the learners evaluate themselves to know what they have learned, and also, the teacher needs to know what the students have learned, because it is not always possible to know how the learners interpret what has been taught (Dam, 2011). Furthermore, 14 respondents answered that they let their learners monitor their process of acquisition when it comes to time, place and rhythm. One participants commented on these aspects by stating that:

The competence aims (LK06) control the students' ability to take control of their own learning. When a student goes to class, he or she is not able to decide for him/herself if he or she wants to, or is able to learn that lesson or day. One thing the students have a little control of, is homework and study time. WHEN does the student want to/ is the student able to do homework, and WHAT does the student want to prioritize of study time. From this, I cannot see that the students are in possession of the control of their own learning because the settings are like they are... (Own translation, informant #68)

This participant comments on the difficulties of letting the learners take their part of the decision-making process when it comes to the choice of time.

4.5.5 What learner autonomy is not

As clearly stated by Little (1991), learner autonomy is not self-instruction or a lack of teacher, which also seems to be a misconception among some of the participants in the present study. Some teachers point out what they do in the EFL classroom in order to promote learner autonomy, then complete their comment by highlighting that the learners should not be given too much freedom and choice, and it seems that some of the EFL teachers are worried that learner autonomy might lead to a lack of leadership by the teacher. One participant states that "... Learner autonomy can lead to positive results, but it should be observed closely by a teacher so it does not take over the teaching" (own translation, informant #198). This idea that learner autonomy easily can go too far, or 'disturb' teaching seems prominent among many of the teachers' comments in the questionnaire. In this context, it is important to stress that autonomy is not synonymous with self-instruction, or deciding to learn without a teacher (Little, 1991).

Seemingly, some teachers are struggling to shift their aim from a teacher-centered way of learning to allowing a more learner-centered environment (Dam, 2011). One participant writes:

Facilitating [learner autonomy] in the classroom requires A LOT of control by the teacher. This includes that the teacher has to map each student's competence and knowledge, and to be able to provide adapted plans. The indications in these questions however, seems like adaptation means that the learners are left with their own ingenuity. (Own translation, informant #163)

This teacher is expressing a concern about learners being left with "their own ingenuity". Little emphasizes that there "...is a belief that autonomous learners make the teacher redundant..." (Little, 1991, p. 3), and this anxiety seems to be present in many of the participants' answers, as one can see in the example quoted above. The comment made by this teacher could also be viewed as a critique of the questionnaire, and how the questions and answers were formulated. However, it should be noticed that the aim of this questionnaire was to try to appear as neutral as possible when it comes to leading or deciding how the teachers should foster or think of learner autonomy. All the previous questions in the questionnaire this participant was pointing towards were based on theory by Holec, which this participant might or might not agree with.

4.5.6 Other comments

Seven of the participants explained that they let learners control their own learning to foster learner autonomy, and eight respondents said that they were trying to let their learners reflect upon their own learning process. Both of these answers are quite abstract, and therefore it is difficult to say something about what the teachers explicitly do in order to let their learners reflect and take responsibility for their own learning when fostering learner autonomy in the classroom. Examples of more concrete ways of fostering learner autonomy were social learning, student-teacher conversations and the use of logbooks. Eight participants discussed the importance of social learning, either in group projects, or in pairs. Social seating has been argued to be beneficial in autonomous language learning, as discussed more thorough in section 2.6.2, because it can arrange the learners in a better position for peer-tutoring (Dam, 2011). Furthermore, seven of the informants expressed the importance of creating good relations with their learners, and explained that they used student-teacher conversations often to be able to get to know each other, but also to be able to discuss subject related topics. Only two teachers chose to comment on the use of logbooks, although the use of logbooks have been argued to give positive results when it comes to developing learner autonomy (section

2.6.2). One reason why other participants did not mention that they use logbooks, could be that it is often time consuming, especially in the beginning.

4.6 How Are Norwegian Upper Secondary EFL Teachers' Attitudes Towards Learner Autonomy?

To research teachers' attitudes towards learner autonomy is highly important, because there the teachers are not likely to promote it in the EFL classroom if they are not positive towards the idea of learner autonomy. First, the participants were asked to answer the claim: "Learner autonomy can have a positive effect on EFL learning". This claim implies that the participants do not have to agree with everything within learner autonomy, it is simply asking if the participants believe that learner autonomy can be positive in EFL learning. 57,5% of the informants said that they "completely agree" and 35% of the participants chose "partly agree". A total of 3% answered "either or/neutral", while 3,5% of the respondents answered that they "partly disagree", and 1% of the participants ticked off "completely disagree".

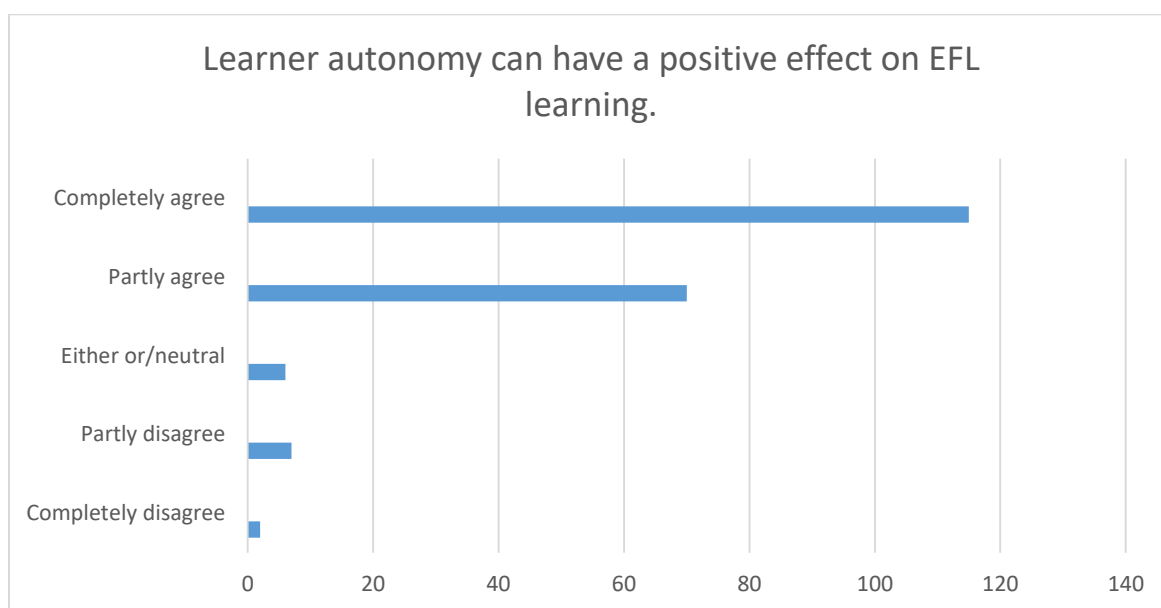


Figure 4. 4: Positive effects of learner autonomy

These results indicate that many EFL teachers are positive towards the idea of learner autonomy. It is difficult to identify why the teachers are positive towards learner autonomy based on the present study, but it is possible that many of the teachers see that learner autonomy has a positive effect on language learning. In Borg and Al-Busaidi's study (2012b),

as many as 93,4% of the teachers agreed learner autonomy is positive for language learning. For comparative purposes, 92,5% of the participants in the thesis at hand answered that they completely or partly agreed that learner autonomy can have a positive effect on language learning, and accordingly, Norwegian EFL teachers answered close to the answers given in Borg and Al-Busaidi's study. The results are promising for Norwegian EFL classrooms, because these numbers indicate that although some participants have answered that they are unsure of or do not know what learner autonomy is, they are still positive about the idea of it. A positive attitude towards learner autonomy is a great starting point for further development within the field of learner autonomy. It seems that many of the participants see the value of developing learner autonomy in language learning.

4.6.1 Facilitating learning

When asked if they see aspects of learner autonomy in the EFL teaching which can facilitate learning, 85,5% of the participants answered "yes", 14% answered "do not know", and only 0,5% answered "no". Further, the participants were asked to comment on which aspects they saw that can facilitate learning. In total, 165 informants chose to write a comment.

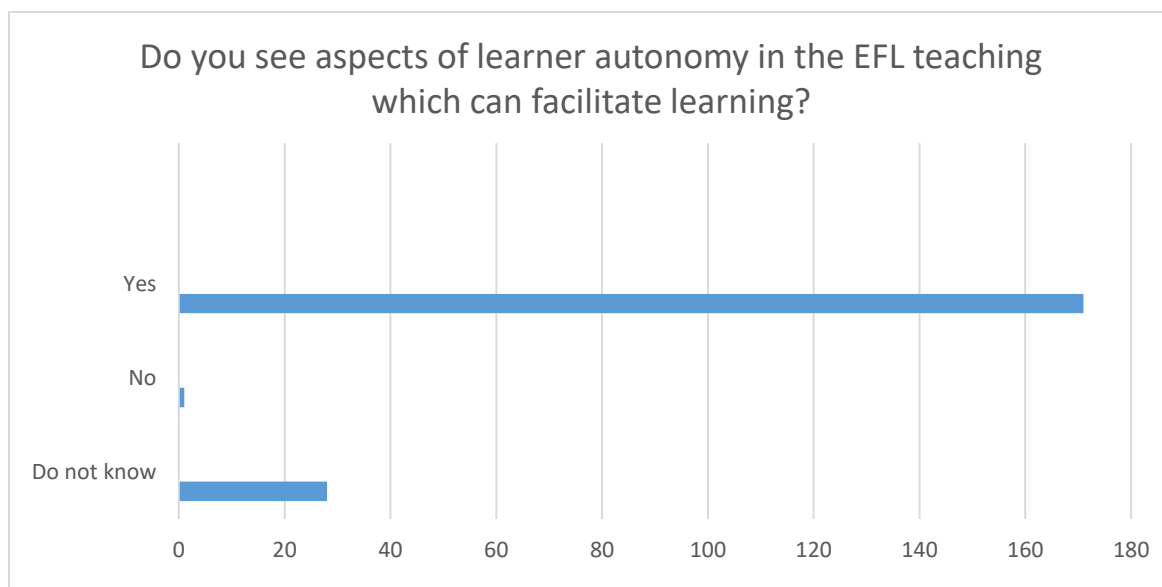


Figure 4. 5: Learner autonomy and facilitation of learning

85,5% of the respondents agreed that there are aspects of learner autonomy which can facilitate learning. In Borg and AL-Busaidi's (2012b) study, 85,2% of the participants said that learner autonomy allows language learners to learn more effectively. Although the question posed in the thesis at hand is more indirect than of Borg and Al-Busaidi's, there are

some similarities, and it seems that the teachers in Norway are as positive towards learner autonomy and its possibilities in the EFL classroom as the teachers in Oman.

The most frequent answer to which aspects of learner autonomy that can facilitate learning, was that it promotes motivation with the learners, and was mentioned by a total of 76 of the participants. Likewise, in section 2.4.4 it was previously established that learner autonomy is proven to improve learners' motivation. Next, 40 of the participants commented on the fact that the learners are given the opportunity to take part in the decision-making, and is therefore given the freedom of choice. Also, 26 of the informants mentioned that learner autonomy leads to more awareness with the learners. This is closely connected to the idea that the learners become active instead of passive, and therefore take part in their own learning, as five respondents mention active learning as a result of fostering learner autonomy with the students.

Furthermore, 25 of the respondents felt that their learners were able to take responsibility for their own learning when being exposed to autonomous learning, and 18 participants mentioned that they believe learner autonomy can lead to better results when learning, and/or the feeling of achievement with the learners. This is interesting, because previously, several participants of this study explained that learner autonomy could affect learning and its results negatively, especially because it is time consuming to foster learner autonomy in the EFL classroom. Furthermore, 16 participants expressed that learners feel that they have an 'ownership' to their own learning process, while ten participants found their learners more independent and self-reliant when fostering learner autonomy in the EFL classroom. Nine of the informants mentioned that learner autonomy can lead to more reflection with their learners, and five respondents mentioned self-regulation as a positive outcome of learner autonomy.

Three of the participants voiced an interest in the opportunities that lie within learner autonomy to easier facilitate for differentiating and adapted education in the EFL classroom, while three informants pointed out that learner autonomy is developing the ability to learn to learn. The ability of learning to learn has been argued to be applicable to many areas outside of school life, and therefore, learner autonomy can lead to developing the whole human being (discussed in section 2.4.4). Two out of the participants mentioned that learner autonomy offers good opportunities for variations in the EFL classroom, especially in regard to teaching methods, and two respondents suggested that learner autonomy could ease the work-load on the teacher. Also, two respondents said that the learners exposed to learner autonomy often are better at planning out the learning process, while one participant mentioned that the

learners often feel that what they learn is more relevant to them. Finally, one participant shared an interesting view in his or her comment: "... This [learner autonomy] will create a more nuanced classroom, where the hierarchy between teacher -> student will not be as clear, but where the students have the opportunity to take part in their own learning..." (Own translation, informant #199). Thus, learner autonomy may be seen to affect power relations in the classroom. This is an interesting reflection of learner autonomy in the EFL classroom, and this participant shows a different side of Little's (1991) comment about teachers' fear of becoming redundant. This teacher shows that he or she is comfortable with a more democratic and nuanced power relation in the classroom, in opposition to many of the other teachers in the present study.

4.6.2 Challenges when fostering learner autonomy

Next, the participants were asked if they see difficulties or challenges when trying to foster learner autonomy in the EFL classroom, in which 79% of the participants ticked off for "yes", 13% answered "do not know", and only 8% said "no". The participants were asked to comment below if they answered "yes", and a total of 160 informants chose to do so. However, some of the comments did not answer the question. Some answered that they did not know, and some said that they could not think of anything in particular.

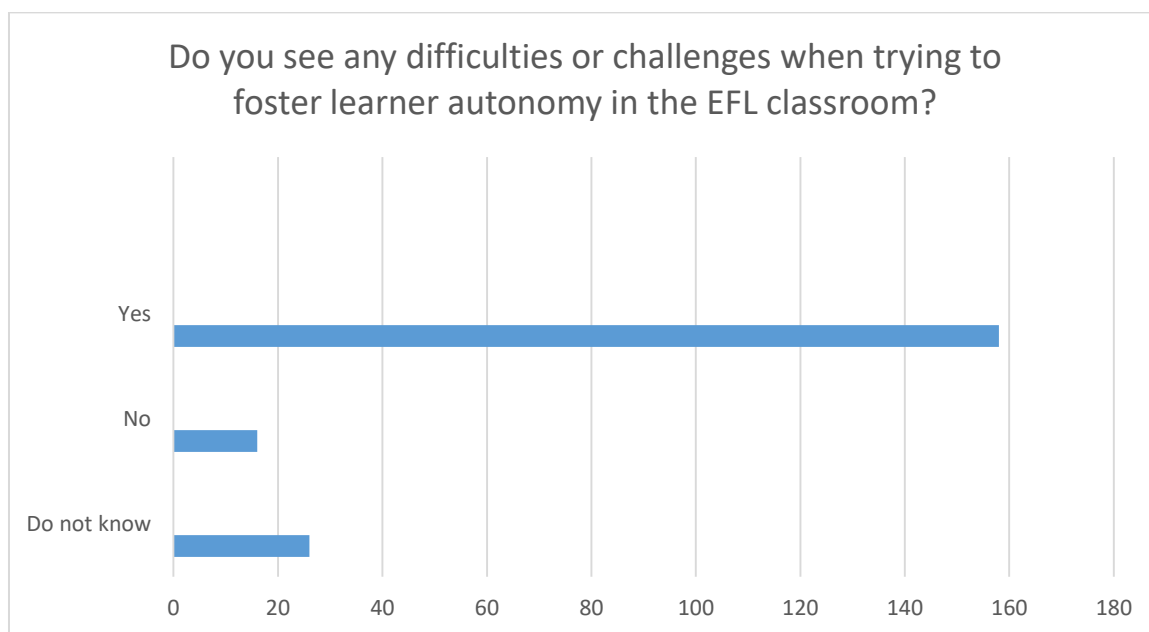


Figure 4. 6: Difficulties or challenges in learner autonomy

The participants answered which challenges and difficulties they see when trying to foster learner autonomy, and the most frequent answer was that students do not have the capacity to take responsibility, or that they are too immature to take this responsibility. As many as 61 participants chose to comment on this. One teacher states that “The students do not always wish to (or are not able to) ‘drift’ themselves forward, but need to be pushed by the teacher. Social media etc. are temptations for many when they are working on the computer” (own translation, informant #63). This is an example of one challenge that may make the freedom of learner autonomy difficult, especially for learners who are not able to, or do not wish to take the responsibility for their own learning.

Furthermore, 30 participants also mentioned that one challenge is learners who lack motivation, however, as discussed in section 2.4.4, one could argue that learner autonomy might be positive if the learners lack motivation. Learner autonomy has been argued to have a positive effect on language learning, as it can lead to better motivation with the learners (Dickinson, 1995). In addition, 19 informants said that they are concerned about weak learners, and many expressed that they find it hard to look after these learner. In regard to weak learners, one could argue that there might be a need of a shift in how learner autonomy is perceived, where the focus on becoming autonomous should be less, and the focus on the process should be more prominent, as discussed in section 1.2. This shift of focus may help teachers to be able to concentrate on the process of slowly letting their learners becoming an active part of the decision-making process, instead of measuring the learners as autonomous or non-autonomous. Furthermore, as briefly discussed in section 4.3, giving the learners choices motivates the learners, even though these choices may be limited (Dam, 2011). By letting the learners make limited choices, it might be possible to let learners become more and more autonomous.

Another challenge mentioned by 19 of the participants was that they find it hard to be in control and to uphold an overview when all the learners are on different levels, different ways of working and different topics. Moreover, 18 teachers are concerned that the learners lack insight and self-knowledge, and therefore may not be able to make choices on their own, and in this context, scaffolding is crucial. That learner autonomy is time consuming was mentioned by 17 teachers, which has been discussed by scholars as well, and has been discussed further in section 2.7.1. In addition, 17 of the informants emphasize that one challenge when fostering learner autonomy, is that often each class is too big with too many students. This could make it difficult, for instance when it comes to scaffolding, and is an

interesting comment which probably poses a threat to fostering learner autonomy in the EFL classroom. Furthermore, 15 teachers say that it is difficult to foster learner autonomy if the learners are used to and prefer that the teacher controls the learning situation.

One difficulty mentioned by 12 of the teachers is that the curriculum and final exams are making it difficult to leave all decisions up to the learners, because all learners will face the same exams. This is clearly a challenge when fostering learner autonomy, especially in the discussion of learner autonomy as something that can be very time consuming in the beginning. Five teachers are worried that learner autonomy can challenge their ability to find differentiated plans for their learners, while five participants are concerned that their learners lack independence, and therefore will struggle to make qualified choices. Only four informants chose to comment on the challenge of having enough resources to be able to give learners choices and opportunities when it comes to place and equipment so the learners can work as they wish. Three respondents say that they sometimes struggle because their learners do not wish to expand their learning, and therefore often end up choosing within the same areas as they are used to.

Two informants are worried that the teacher might lose control of their learners, and in general, their position as leaders in the EFL classroom, while two respondents note that the competence aims in the curriculum are so wide and comprehensive that they believe it is extremely challenging for the learners to cover everything themselves. It can also be demanding to know what is expected for the learners because the goals are too abstract. One informant expressed a concern that the learners might not be able to stay focused on the final exams. One participant expresses that learner autonomy presupposes a more holistic approach in all subjects:

Yes, this is time consuming work. It is necessary to work systematically , and the results take time. Not all students are able to become independent enough during the time they spend in my classes. If there had been a more holistic approach to learner autonomy at school, it would be easier to work with this during English classes. (Own translation, informant #115)

This is an interesting idea, and many EFL teachers may feel more attracted to promote learner autonomy in the EFL classroom if other subjects also aimed to foster autonomy. This would probably ease the 'burden' in the EFL classroom, because the learners may be more used to the principles that learner autonomy consists of through all subjects. The new Core

Curriculum can possibly make this holistic approach easier to maintain, as its focus on learning to learn is becoming very prominent in all subjects (section 2.3.2).

4.6.3 Negative aspects of learner autonomy

Further, the participants were asked to specify if they see any negative aspects of learner autonomy in the EFL learning. In this question, the respondents were more disseminated than in the previous questions. 43,5% of the informants answered that they see negative aspects of learner autonomy in language learning, while 33,5% of the informants said that they did not see any negative aspects. Lastly, 23% of the respondents answered that they did not know. The participants were asked to comment below if they see negative aspects of learner autonomy in EFL learning, and a total of 96 participants chose to do so. However, as previously mentioned, not all comments were relevant or comprehensive enough to take into account.

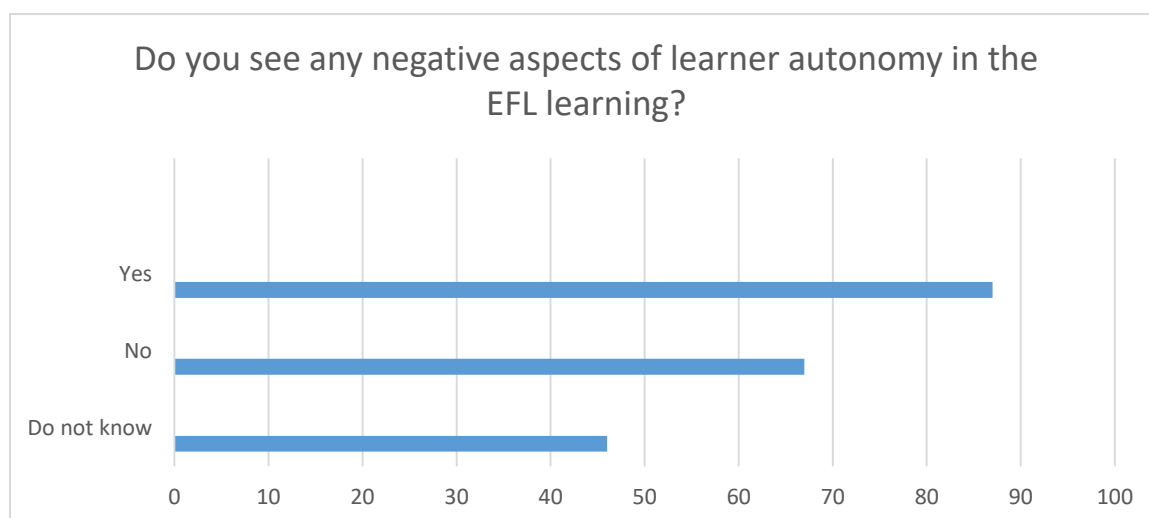


Figure 4. 7: Negative aspects of learner autonomy

The respondents were asked to comment on which negative aspects they see if they had ticked off for yes, and similarly to the previous question, what most of the participants answered was that they were worried that learners might not be mature enough or able to handle the control and responsibility of their own learning. 31 participants chose to comment on this aspect of learner autonomy, in which many explained their concerns that the learners might end up doing little or nothing. Eight informants were worried that learner autonomy could create a bigger gap between weak and strong learners, as learner autonomy might lead to more weak learners falling behind in their school work, because they might not be able to control their own learning, while the strong learners can end up making even more progress than in

traditional learning environments. Likewise, eight participants were worried that weak learners might struggle or may be unable to learn autonomously.

Nine participants also commented on the risk of teachers losing control, which seems to be driven by the concern that the teacher will eventually become redundant and the belief that learner autonomy is the same as self-instruction and a lack of a teacher, as discussed in section 2.1.2. Furthermore, six participants were concerned if learner autonomy could offer good opportunities for learners who lack motivation. These comments are interesting because they highlight aspects of learner autonomy that may not have received much attention in research. Four participants were worried that when the learners were given choices, they would prefer to work with topics and strategies that they already know, and therefore are not able to expand their horizon. This could be seen in relation to Fenner's (2006) argument, discussed in section 2.6.4, where she asks if it is possible for learners to make choices regarding contents, as learners are more likely to choose within areas where they already have knowledge. Scaffolding is therefore one way of helping the learners choose new areas (Fenner, 2006). Four informants are worried that the differences in the structure of autonomous learning could confuse learners that rely upon traditional ways of learning. This argument could be interesting to research further in order to collect extended information about what the teachers think. However, I would argue that this argument only reflects a habit, and once the learners are used to autonomous language learning, this might not be as problematic as it seems.

Three teachers are concerned that some learners might not possess the introspection it takes to set realistic learning objectives, and therefore, situations like these might also rely upon the teacher being able to scaffold the learners. Another already widely discussed negative aspect of learner autonomy mentioned by three informants, is that autonomous learning can be time consuming (discussed in section 2.7.1). These participants also answered that their experiences are that many learners end up with little results when working autonomously, although they are given more time than in traditional teaching. One teacher comments: "Yes, there are challenges as mentioned in question 16. In addition, some students may control the 'class' wishes'. It is not certain that these wishes reflect the whole class' overall view of good learning" (own translation, informant #161). This makes a good point, maybe one way of easing this problem is to let the learners hand in written wishes sometimes. In this way, one could make sure that the class decisions are made democratically. Another informant states that: "It can be demanding for the teacher to guide so many different students with different progression and learning goals" (own translation, informant #23). This forms

another interesting argument, and is a potential challenge of autonomous learning. Especially in big classes, it might be difficult to scaffold all learners at different levels. Maybe one way of easing the teacher’s task could be to take advantage of peer scaffolding, specifically, by letting learners scaffold each other as discussed in section 2.6.1. Lastly, one informant writes that: “If the teacher is insecure in the subject himself/herself, it can be hard to let go” (own translation, informant #144). In this context, one could discuss if learner autonomy demands more qualified teachers within language learning.

4.6.4 The teacher role

The teachers were asked to what extent they believe the teacher role should consist of facilitating for learner autonomy, in which 5,5% answered “to a very large extent”, 32,5% ticked off “to a large extent” and 55,5% said “to a medium extent”. 5,5% of the participants answered “to a small extent” and only 1% said “to a very small extent”. In the following, the teachers were asked to comment if they think learner autonomy affects the teacher role, and 85 of the informants did so. However, some answered that they did not know, and some of the participants expressed that they thought this question in particular was very difficult to understand. Therefore, the close ended question might be inaccurate, and if many participants think the question is vague, that could explain why as many as 55,5% chose “to a medium extent”.

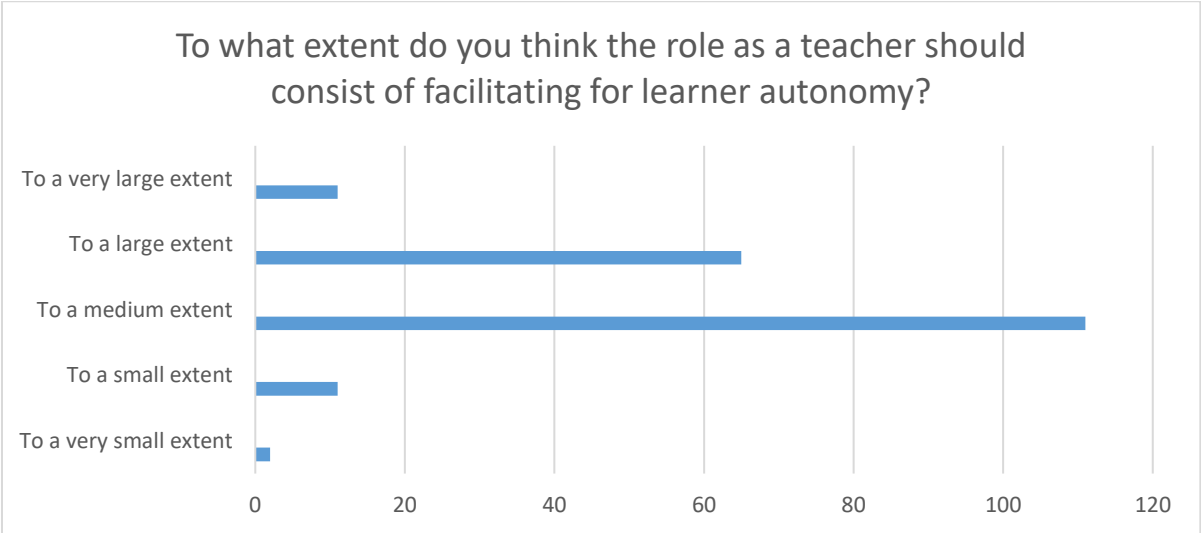


Figure 4. 8: The teacher role

In the following, the respondents were asked to comment on how learner autonomy affects the role as an EFL teacher, and 18 participants answered that they thought that the teacher role

would consist of more facilitation for their learners, while 13 answered that scaffolding is an important aspect of the teacher's role in autonomous learning. In addition, six participants said that the teachers should function as motivators for their learners. As discussed in section 2.6.4, it is very important that teachers define their role as scaffolders, resource persons and mediators who can provide the learners with what is needed if they are going to be able to make qualified choices (Fenner, 2006). Besides, six participants mentioned the importance of flexible and open minded teachers, and additionally, six teachers found it important to teach students how to learn, especially about language learning. Five teachers commented that the teacher has to be able to differentiate and facilitate for all levels, while four of the informants focused on the task of activating the learners and learner-centeredness. Moreover, three of the participants mentioned the aspect of time, and expressed a concern that teacher planning may be even more time consuming. Three participants states that they thought it was important with good relations with other students and the teacher, and three informants also expressed that the teacher would have to be willing to let go of control in an autonomous learning environment. However, three others said that the teacher in autonomous learning needs to be in charge and be able to map all the students to know exactly how to help. One participant commented that the teacher has to teach the learners a wide range of strategies, while another expressed that it is important to think of social ways of learning. One teacher said it is important to work systematically with long-term goals. Another participant expresses a concern that 'traditional teaching' might disappear in an autonomous aim by stating that: "If learner autonomy controls the teaching situation then it is the end of what has been traditional teaching which has been a unifying and fellowship-building factor in the class" (own translation, informant #58).

4.6.5 The curriculum and learner autonomy

To be able to find out how the teachers view their possibilities of fostering learner autonomy in the EFL classroom in regard to the curriculum, the participants were asked if they feel that they are given enough freedom to foster learner autonomy in the EFL classroom by the LK06. 29% of the informants reported that they "completely agree" that they are given enough freedom, while 36,5% ticked off "partly agree". 19,5% chose "either or/neutral", and 13% reported that they "partly disagree". Lastly, 2% stated that they "completely disagree" that the curriculum gives them enough freedom to foster learner autonomy in the EFL classroom. In the following open-ended question, the teachers were asked to give examples on how the Norwegian curriculum in English (LK06) gives them, as EFL teachers, the freedom or little

freedom to foster learner autonomy in the EFL classroom. This was done in order to be able to collect information about what the teachers feel limits or helps them aiming for learner autonomy. A total of 94 participants chose to leave a comment. However, some of these wrote that they did not know, did not have time to specify, or answered in very general terms which was difficult to categorize.

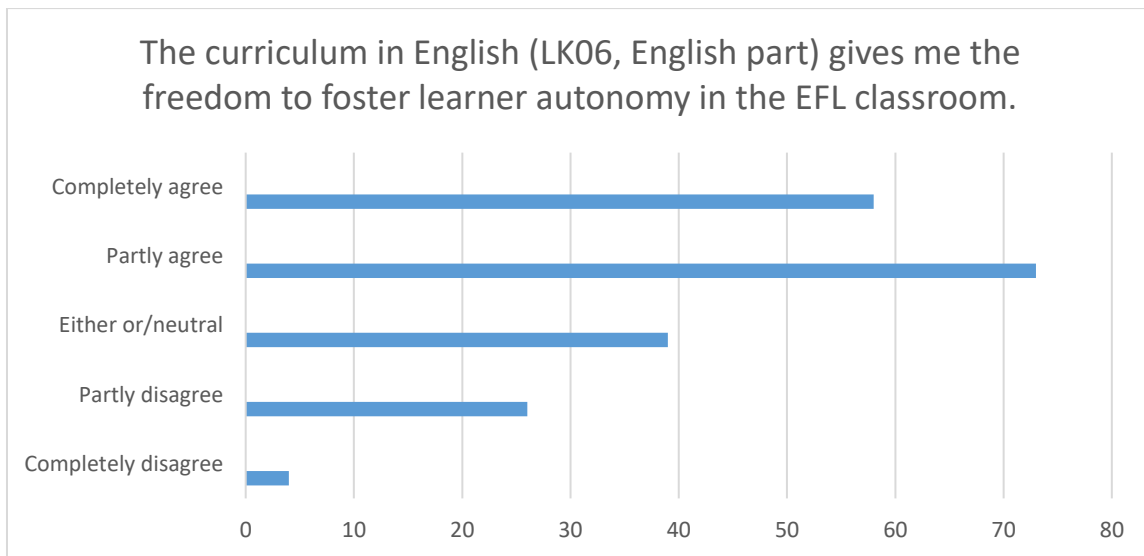


Figure 4. 9: Curriculum and learner autonomy

When asked to give examples of how the curriculum gives them freedom or little freedom to foster learner autonomy, 27 respondents said that LK06 gives them freedom to foster learner autonomy because the learning goals are open. On the contrary, three respondents commented that LK06 has too many learning goals and does therefore make it difficult to aim for learner autonomy, in addition, two respondents said that the learning goals are too open, and in this way, it makes it difficult to cover everything because the time schedule is tight. One respondent commented on the difficulty of having wide objectives by stating:

The goals are quite open, which makes it possible to adapt to each student, but at the same time it is hard to handle this openness for the students, and therefore they need a teacher to tell them what they know and how they should work when learning each goal. In vocational studies, year 2, there is really too little time to get through what is needed within English, because many of the students forgot most of what they learned during their first year, ideally they should have more English lessons the second year, possibly at the expense of the number of lessons in upper secondary year one. Then it would be easier to work with learner autonomy, and in addition, it would be easier to

have time to work with all the competence aims in a more satisfying way than of the present time. (Own translation, respondent #195)

Another respondent states that: “There are too many objectives. The students do not understand what they are going to learn. The curriculum is not adapted to fit vocational-students. There should be two curricula” (own translation, respondent #2). Both of these respondents are concerned that the learning goals are too open, and therefore can make it difficult for students to manage these on their own. Three respondents in total commented on the difficulties of following the same curriculum as general studies, and therefore wanted two separate curricula, one for general studies, and one for vocational studies. This shows that there are challenging aspects of giving the teachers a high degree of choice within the learner objectives of the curriculum.

On the other hand, the openness of the objectives was what most respondents agreed that gave them freedom to aim for autonomous learning, as 23 participants mentioned that the curriculum allows for freedom when it comes to choices of methods/strategies to be used. A total of 22 participants emphasized that the LK06 leaves room for decision-making regarding contents and defining own progression. Four respondents gave examples of the LK06 leaving room for self-assessment, and three informants were concerned about the final exams, because they feel that this will limit their possibility to foster learner autonomy. One of the participants seems to agree that LK06 facilitates for active students, as he or she states that: “The competence aims contain verbs such as ‘discuss’, ‘assess’, ‘understand’ and ‘interpret’, verbs which indicate that the students have to participate actively and reflect upon what they learn” (own translation, respondent #155).

4.6.6 ICT and learner autonomy

In the following question, the participants were asked if they believe ICT can facilitate for learner autonomy. To this question, 68% of the informants answered “yes”, while 25% answered “do not know” and lastly, 7% of the respondents answered “no”. Before discussing results of this question further, it should be mentioned that this question seems to have confused many respondents based on the replies in the follow-up open-ended question. A total of 124 participants answered the open-ended question. However, some participants wrote comments that implied that they thought the question was vague, hard to understand, or answered the question in very general terms, without really focusing on the aspect of ICT. Therefore, the results in the figure should be viewed critically, and only as an indication of what teachers think about ICT and its possibility to facilitate for learner autonomy. Because of

the big variations and many indications that the question was hard to answer and, or understand, I decided to focus on the concrete examples the teachers mentioned in the comments, which can be viewed in table 5 below.

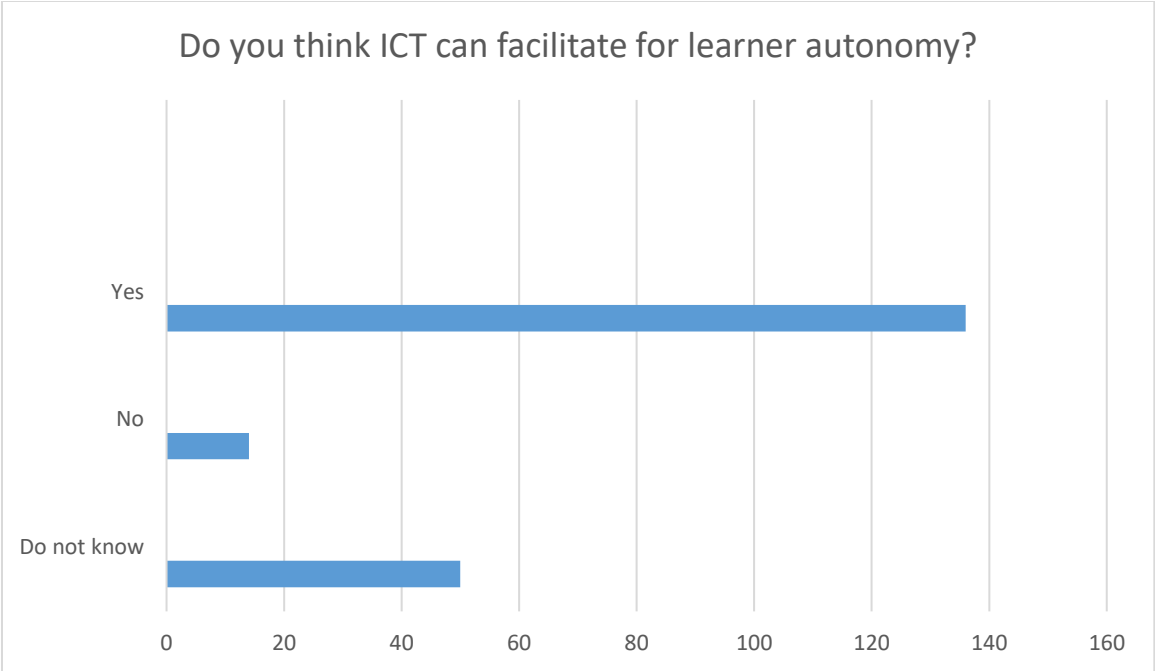


Figure 4. 10: Learner autonomy and ICT

Many teachers in the study agreed that ICT can facilitate for learner autonomy, however many struggled to answer why. One comment that appeared frequent was that ICT could give many opportunities for adapted education. As this thesis aims to give practical suggestions to how teachers could implement learner autonomy in the EFL classroom, the following table was made to show concrete examples of programs the participants suggested in the open-ended answers.

Table 4. 5: Concrete examples of ICT that can facilitate for learner autonomy

Specific programs and platforms mentioned by the teachers	Frequency
Microsoft OneNote	8
Kahoot.it	3
Quizlet.com	3
Programs to support writing	2
Reverse education (Omvendt undervisning)	2
Amnesty.no	1
Etherpad.org	1
Fremmedspråksenteret.no	1
Language lab	1
Learning management System (LMS)	1
Memrise.com	1
Microsoft Excel	1
Microsoft Word	1
Quill.org	1
Ted.com	1
Textbook pages online	1
Vocabulary.com	1
Youtube.com	1

Microsoft OneNote was the most frequent answer by the participants. This may be because this program gives the learners a high degree of freedom, and at the same time facilitates for scaffolding by the teacher. It also gives the teacher the opportunity to scaffold many learners at the same time, even learners on different levels.

4.7 Concluding Remarks

Norwegian EFL teachers seem positive towards the idea of learner autonomy, but may struggle to know how they can foster learner autonomy in the EFL classroom. A fair amount of the participants expressed that they were insecure of what learner autonomy is. Still, many

participants managed to describe learner autonomy and what it means to them, and in this way, be a part of creating a foundation of understanding teachers' perceptions of what learner autonomy is. The results can furthermore present a basis for more research in the area, but also address problems and difficulties when fostering learner autonomy in the EFL classroom.

5. CONCLUSION

5.1 Introduction

This chapter will provide the readers with a summary and a conclusion of the thesis. It will also include implications and suggestions for further research. The aim of this study has been to research Norwegian EFL teachers' beliefs, attitudes and knowledge about learner autonomy. The study was conducted with Norwegian EFL teachers in upper secondary year one (general studies) and upper secondary year one and two (vocational studies). The teachers participated in a web-based questionnaire with both open- and close-ended questions and were asked about different aspects of learner autonomy. In the study, all counties in Norway were represented by two or more representatives who varied in years of teaching experience. This study has aimed to give a starting point for further research within learner autonomy, especially from teachers' perspective.

5.2 Summary and Conclusion

Scholars have argued that learner autonomy is positive for language learning, and that it can boost learners' motivation. However, little research has been carried out in the field of learner autonomy, especially when it comes to teacher cognition. The present study has given insight into teachers' thoughts, attitudes, knowledge and beliefs about learner autonomy, and can create a foundation for further research. It can also help to better highlight the aspects of autonomous language learning that can be problematic for Norwegian EFL teachers. It should be emphasized that this study does not aim to conclude what is right or wrong, this study is conducted for the reason of learning about teachers' beliefs, knowledge and attitudes when it comes to learner autonomy. Therefore, this section will summarize the key findings in the teachers' answers of the web-based, MMR survey.

The main research question is: "What are EFL teachers' attitudes, knowledge and beliefs about learner autonomy?" The following section will discuss the main findings in accordance to the research questions presented in section 1.6 to be able to answer the main research question.

1. How important is learner autonomy to Norwegian EFL teachers in upper secondary?

Within Holec's principles (1980) of autonomous language learners, evaluation and self-assessment were the areas rated most important by the participants of the current study. As many as 85,5% of the participants answered that self-assessment and evaluation were important to a large extent or more. Meanwhile, monitoring the process of acquisition were the least important to the participants in the study. The areas explicitly asked about in the context of monitoring their own acquisition were time and place, and as many as 32,5% of the participants answered that they thought this was important to a small extent or less.

2. What do Norwegian upper secondary EFL teachers know about learner autonomy?

From this study, one can see that 26,5% of the teachers participating in the study answered that they do not know or are unsure of what learner autonomy means. This implies that promoting learner autonomy could be difficult for many EFL teachers. Some teachers report in open-ended questions that they do not know what they think of when asked about what learner autonomy is, and some teachers report that they do not aim to foster learner autonomy at all. It is difficult to draw conclusions as to whether this is the result of the fact that those teachers do not know how to do it, or if they do not believe that learner autonomy is advantageous for language learning. These answers show that the first hypothesis expressed in section 1.6 of the introduction is verified. The assumption was that 'Learner autonomy might be difficult to understand for Norwegian EFL teachers, and might therefore be difficult to foster in the EFL classroom'. The participants of the study were also asked to express their thoughts of what learner autonomy is. The most frequent answers by the teachers were that learner autonomy included choice (39%), the responsibility and control of own learning (39%) and self-directed, independent learners (24,5%).

3. What do Norwegian upper secondary EFL teachers do to foster learner autonomy?

The participants were asked to explicitly mention what they do to foster learner autonomy in the EFL classroom, in which the highest frequency of answers was the aspect of choice or co-determination, answered by 72%. Furthermore, 35,5% of the participants focused on methods and strategies in the autonomous EFL classroom and 30% of the informants aimed to give their learners choices regarding contents and defining their own progression.

4. How are Norwegian upper secondary EFL teachers' attitudes towards learner autonomy?

The participants' attitudes varied to a great extent within this study, and the attitudes were different in all the close-ended answers of Holec's (1980) principles, in which self-assessment, or evaluation was clearly viewed as the most important to the participants. However, when asked if they think learner autonomy can have a positive effect on EFL learning, only 7,5% of the participants answered neutral or lower. Similarly, 85,5% of the participants answered "yes" when asked if they see aspects of learner autonomy which can facilitate learning. It can therefore be argued that many of the participants are positive to the idea of fostering learner autonomy with their language learners, or at least want to appear positive towards fostering learner autonomy. Attitudes also differentiated to a great extent in the open-ended questions, it is, however, difficult to draw conclusions to why. Therefore, the following hypothesis included in section 1.6 should be discussed in relation to this: Norwegian EFL teachers' attitudes towards learner autonomy and the promotion of this varies to a great extent'. The hypothesis seems valid, even though it is not possible to draw conclusions to what extent learner autonomy is promoted in the EFL classroom only from this study. In order to answer the complete hypothesis, further research should be carried out.

Additionally, the informants were asked about what kind of challenges and restrictions they see when fostering learner autonomy. Many of the participants expressed numerous challenges and restrictions met when trying to foster learner autonomy. 79% of the participants expressed that they see difficulties or challenges when fostering learner autonomy, and the most frequent answer to challenges of promoting learner autonomy was that many learners are, in the participants' views, incapable of taking responsibility for their own learning. Another frequent answer mentioned by the informants was that many of the learners lack motivation to carry out autonomous learning. Apart from this, participants also expressed a concern about weak learners. The participants also commented that they were worried that autonomous language learning will leave the teachers without an overview of the students as there are so many levels and topics to be dealt with during a school year. Besides, some teachers say that they do not think learners are incapable of making their own choices. They are also concerned about the big size of the language classes. The teachers express many challenges, and these challenges could eventually prevent the teachers from promoting learner autonomy in the EFL classroom, and should therefore receive more attention. Based on this, it could be concluded that the hypothesis presented in section 1.6 of the introduction seems to

be valid. In the hypothesis, it is expressed that ‘teachers meet restrictions and challenges when it comes to promoting learner autonomy in the EFL classroom’. The data presented in this study may be helpful to start the job of mapping teachers’ difficulties when promoting learner autonomy, because only then, will it be possible to improve conditions when fostering autonomous language learning.

5.3 Implications

First, this study could raise awareness of learner autonomy with the EFL teachers, as the participants in this study had to reflect upon their own perceptions of learner autonomy and practice when answering the questions. Furthermore, the thesis at hand can raise awareness to other teachers who did not participate in the study. Learner autonomy may appear theoretical and hard to grasp for many teachers, but when performing the questionnaire, the majority of the participants showed that they hold many interesting and reflected thoughts about learner autonomy. They also showed that they are aware of many aspects of learner autonomy.

However, the findings also suggest that a fairly large amount of Norwegian EFL teachers are unsure of, or do not know what learner autonomy is. The focus in the present thesis has been on what learner autonomy is and how it can be fostered in the EFL classroom. The thesis at hand is relevant for EFL teachers primarily, but can also be relevant for language teachers, teachers in general, as well as for teacher educators. This study has started a work on teachers’ perceptions about learner autonomy. The thesis at hand could give a starting point for further research in the field of teacher cognition, teacher cognition in relation to learner autonomy and in the field of learner autonomy in Norway. In order to incorporate learner autonomy into all Norwegian classrooms, it is necessary to continue to do research on teacher cognition and learner autonomy, because only in this way, is it possible to know how teachers view learner autonomy. This is important because their beliefs may influence what they do in the classroom (Borg & Al-Busaidi, 2012a).

Second, this study can help teachers to better understand what learner autonomy is and why one should aim to foster learner autonomy in the EFL classroom. Many teachers may struggle because of the complexity of learner autonomy, and this thesis has aimed to give a better understanding, and a practical overview of learner autonomy. The focus has been on concrete ways of fostering learner autonomy in the EFL classroom, such as providing teachers with concrete activities and structural components that can foster learner autonomy.

Third, the study performed has given Norwegian EFL teachers the opportunity to express challenges, difficulties and concerns when it comes to fostering learner autonomy. If teachers are going to foster learner autonomy, they need to feel positive about promoting it, and they also need to feel secure about how to do it. This study could provide valuable information about what teachers find challenging when fostering learner autonomy. The information could give teacher educators an output for further work within learner autonomy with teacher students. The information provided through this study can also give information to school owners about what teachers need to succeed in their work with learner autonomy.

5.4 Suggestions for Further Research

In regard to the new Core Curriculum (discussed in section 2.3.2), it is likely that the kind of study performed through this thesis will be of even more importance in the future. It might be necessary to perform more of these studies in the subject of English, but also within language learning in general. When looking at the new Core Curriculum, learning to learn should apply to all subjects, and therefore this type of study may have to be conducted in all school subjects.

This study has aimed to research teachers' beliefs, knowledge and attitudes when it comes to learner autonomy. The teachers have been asked to answer questions about their beliefs of learner autonomy. The current study, is however, not able to give information about what the participants actually do in the classroom. Therefore, it could be interesting to find out more about what the teachers actually do in the classroom to facilitate learner autonomy by performing classroom observation. This kind of observation could have been conducted as a follow-up study to the present study, to see if the teachers' beliefs converge to what they do in the EFL classroom. A classroom observation could also be valuable as a distinct study, because, to my knowledge, there is no data material that can provide this kind of information about Norwegian EFL classrooms. Performing a study like this could provide valuable information about to what extent learner autonomy really is a focus in Norwegian EFL classrooms.

It could be interesting to conduct a more in-depth study by doing a follow-up interview with the participants. In the present study, it was at times difficult to understand the context of what the participant wrote, as well as it sometimes would have been interesting to ask the teachers follow-up questions to get even more information, or clarify what has been

mentioned in the questionnaire. This kind of follow-up information would probably provide vital information, but could also to a larger extent validate the information given in the questionnaire. It might also reveal in which areas teachers want assistance or training to feel motivated, prepared and trained to foster learner autonomy, and when meeting challenges and difficulties.

It would also be interesting to compare answers and geography to see if there are variations in answers given by teachers based on where in Norway they work. In this type of study, it might be possible to look for different teaching-cultures within Norway.

Lastly, it could provide valuable information about teachers' perception of learner autonomy and how or if they seek to promote autonomy in the EFL classroom by studying teacher education. It would be interesting to see what kind of focus autonomous learning receives within teacher education, and maybe also how teacher educators talk about the topic. This could have a significant impact on what the future teachers choose to do in the EFL classroom when they start teaching language learners.

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APPENDICES

Appendix 1



Aud Solbjørg Skulstad
Sydnøsplassen 7
5007 BERGEN

Vår dato: 15.08.2017

Vår ref: 55131 / 3 / LAR

Deres dato:

Deres ref:

Tilbakemelding på melding om behandling av personopplysninger

Vi viser til melding om behandling av personopplysninger, mottatt 14.07.2017.

Meldingen gjelder prosjektet:

55131	<i>Elevautonomi: praktiske aspekter ved elevautonomi knyttet til lærerrollen</i>
Behandlingsansvarlig	<i>Universitetet i Bergen, ved institusjonens øverste leder</i>
Daglig ansvarlig	<i>Aud Solbjørg Skulstad</i>
Student	<i>Linda Haglund</i>

Etter gjennomgang av opplysninger gitt i meldeskjemaet og øvrig dokumentasjon, finner vi at prosjektet ikke medfører meldeplikt eller konsesjonsplikt etter personopplysningslovens §§ 31 og 33.

Dersom prosjektopplegget endres i forhold til de opplysninger som ligger til grunn for vår vurdering, skal prosjektet meldes på nytt. Endringsmeldinger gis via et eget [skjema](#).

Vedlagt følger vår begrunnelse for hvorfor prosjektet ikke er meldepliktig.

Vennlig hilsen

Marianne Høgetveit Myhren

Lasse André Raa

Kontaktperson: Lasse André Raa tlf: 55 58 20 59 / Lasse.Raa@nsd.no

Vedlegg: Prosjektvurdering

Kopi: Linda Haglund, linda_h_93@hotmail.com

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.



Prosjektvurdering - Kommentar

Prosjektnr: 55131

I meldeskjema oppgis det at spørreundersøkelsen vil gjennomføres ved bruk av SurveyMonkey, og at det vil etterstrebes anonym gjennomføring om mulig. Ettersom SurveyMonkey tilbyr en anonym løsning og det ikke innhentes identifiserende bakgrunnsopplysninger, legger personvernombudet til grunn at det ikke vil behandles personopplysninger med elektroniske hjelpemidler. Således omfattes ikke prosjektet av meldeplikten etter personopplysningsloven.

Vi gjør oppmerksom på at SurveyMonkey ikke har anonym gjennomføring som standardinnstilling, og at studenten derfor må forsikre seg om at denne innstillingen endres før spørreundersøkelsen sendes ut.

Det ligger til grunn for vår vurdering at alle opplysninger som behandles elektronisk i forbindelse med prosjektet er anonyme. Vi gjør oppmerksom på at åpne felt i spørreundersøkelsen kan medføre at personopplysninger likevel fremkommer. Informantene må derfor oppfordres til ikke å oppgi informasjon i åpne felt som kan bidra til å identifisere personer.

Med anonyme opplysninger forstås opplysninger som ikke på noe vis kan identifisere enkeltpersoner i et datamateriale, hverken:

- direkte via personentydige kjennetegn (som navn, personnummer, epostadresse el.)
- indirekte via kombinasjon av bakgrunnsvariabler (som bosted/institusjon, kjønn, alder osv.)
- via kode og koblingsnøkkel som viser til personopplysninger (f.eks. en navnliste)
- eller via gjenkjennelige ansikter e.l. på bilde eller videoopptak.

Dersom spørreundersøkelsen likevel ikke kan gjennomføres anonymt, må det sendes endringsmelding til prosjektet, og informasjonsskriv må vedlegges.



Appendix 2

Hei.

Jeg holder på med en studie i engelsk fagdidaktikk ved Universitetet i Bergen, og i den forbindelse håper jeg du har mulighet til å videresende denne e-posten til engelsklærerne på skolen din.

På forhånd, tusen takk!

Mvh Linda Haglund

Appendix 3

Kjære engelsklærer i videregående skole!

Mitt navn er Linda Haglund, og jeg studerer lektor med fordypning i engelsk. Nå jobber jeg med masteroppgaven min som er innenfor engelskdidaktikk, og i den forbindelse har jeg laget en spørreundersøkelse for å samle inn informasjonen jeg trenger til oppgaven min. Jeg hadde satt utrolig stor pris på om du kunne tenke deg å svare på denne undersøkelsen. I oppgaven min vil jeg undersøke hvordan man som engelsklærer best kan tilrettelegge for læring, og dette vil jeg undersøke sett fra lærernes perspektiv. Derfor trenger jeg svar fra deg!

Undersøkelsen gjennomføres anonymt og inneholder ikke noe som kan spores tilbake til kandidaten. Det er helt frivillig å delta, og du kan når som helst i gjennomførelsen trekke deg. Undersøkelsen vil kreve rundt 15 minutter og vil foregå på norsk. Om du kan tenke deg å svare på undersøkelsen, klikker du deg inn på linken under og fullfører skjemaet ved å trykke på «ferdig». Om noe er uklart, ikke nøl med å kontakte meg!

På forhånd, tusen takk for at du tok deg tid!

<https://no.surveymonkey.com/r/NV3XLTZ>

Med vennlig hilsen Linda Haglund.

Appendix 4

Web-based questionnaire on <https://no.surveymonkey.com>:

Undersøkelse: Tilrettelegging for læring i engelsk-klasserommet.

Følgende spørsmål besvares på grunnlag av egne tanker, erfaringer, kunnskap og praksis innenfor engelskundervisning i Vg1 studieforbereende utdanningsprogram og Vg1+2 yrkesfaglige utdanningsprogram. . Det er ikke ønskelig at deltakerne oppsøker informasjon fra andre steder. Prøv å svare så utfyllende som mulig på spørsmål der det ikke bare er avkryssing.

Tusen takk for hjelpen!

Spørsmål 1: Hvilket fylke jobber du i?

Spørsmål 2: Hvor lang erfaring har du som engelsklærer? (Mindre enn 5 år, 6-10 år, 11-20 år, 21-30 år, mer enn 30 år.)

Spørsmål 3: Hvilken utdanning har du?

Spørsmål 4: I hvor stor grad syns du det er viktig at elevene får muligheten til å være med på å bestemme læringsmål for en økt, periode eller et halvår? (Svært stor grad, stor grad, middels grad, liten grad, svært liten grad.)

Spørsmål 5: I hvor stor grad synes du det er viktig at elevene selv definerer innhold i eget arbeid? (Svært stor grad, stor grad, middels grad, liten grad, svært liten grad.)

Spørsmål 6: I hvor stor grad synes du det er viktig at elevene selv definerer fremgang i eget arbeid? (Svært stor grad, stor grad, middels grad, liten grad, svært liten grad.)

Spørsmål 7: I hvor stor grad synes du det er viktig at elevene dine får mulighet til å velge metoder og læringsstrategier selv? (Svært stor grad, stor grad, middels grad, liten grad, svært liten grad.)

Spørsmål 8: I hvor stor grad synes du det er viktig at elevene dine selv er med på å styre sin egen læringssituasjon, for eksempel når og hvor de skal lære? (Svært stor grad, stor grad, middels grad, liten grad, svært liten grad.)

Spørsmål 9: I hvor stor grad synes du det er viktig at elevene dine evaluerer eget arbeid og egen læring? (Svært stor grad, stor grad, middels grad, liten grad, svært liten grad.)

Spørsmål 10: Det er viktig å bruke autentisk materiell i engelsk-klasserommet. (Helt enig, delvis enig, hverken eller, delvis uenig, helt uenig.)

Spørsmål 11: Er du kjent med begrepet «elevautonomi»? (Ja, nei, vet ikke)

Spørsmål 12: Forklar hva du legger i begrepet «elevautonomi». Hva handler dette om i dine øyne?

"Elevautonomi" kan defineres som evnen til å ta kontroll over egen læring (Benson, 2011, s. 58. Oversatt fra engelsk).

Spørsmål 13: Elevautonomi kan ha positiv effekt for læring. (Helt enig, delvis enig, hverken eller, delvis uenig, helt uenig.)

Spørsmål 14: Hva gjør du som lærer for å tilrettelegge for elevautonomi i engelsk- klasserommet?

Spørsmål 15: Ser du sider ved elevautonomi i engelskundervisningen som kan ha positiv effekt for læring? (Ja, nei, vet ikke)

- Hvis ja, hvilke?

Spørsmål 16: Ser du noen utfordringer eller hindringer på veien mot elevautonomi i engelsk- klasserommet? (Ja, nei, vet ikke)

- Hvis ja, hvilke?

Spørsmål 17: Ser du negative konsekvenser av elevautonomi i engelskundervisningen? (Ja, nei, vet ikke)

- Hvis ja, hvilke?

Spørsmål 18: I hvor stor grad mener du at lærerrollen bør bestå av å tilrettelegge for elevautonomi? (Svært stor grad, stor grad, middels grad, liten grad, svært liten grad.)

- Hvis du mener at elevautonomi påvirker rollen som engelsklærer, skriv noen ord som forklarer på hvilken måte.

Spørsmål 19: Læreplanen i engelsk gir meg nok frihet til å jobbe med elevautonomi i engelsktimene. (Svært stor grad, stor grad, middels grad, liten grad, svært liten grad.)

- Gi eksempler på hvordan Læreplanen i engelsk gir deg som engelsklærer frihet/liten frihet til å jobbe for elevautonomi i klasserommet.

Spørsmål 20: Tror du IKT kan bedre tilrettelegge for elevautonomi? (Ja, nei, vet ikke)

- Hvorfor/hvorfor ikke?

Appendix 5

Web-based questionnaire on <https://no.surveymonkey.com>.

The following is translated from the original survey in Norwegian to English. The original can be seen in appendix 4.

Survey: Tilrettelegging for læring i engelsk-klasserommet.

The following questions should be answered based on your own thoughts, experiences, knowledge and practice within EFL instruction in upper secondary, year 1 general studies, and year 1 and 2 vocational training. It is not desirable that the participants search for information from elsewhere than their own mind. Try to answer as complementary as possible on the open-ended questions.

Thank you so much for your time!

Question 1: Which county do you work in?

Question 2: For how long have you been an English teacher?

Question 3: Which education do you have?

Question 4: To what extent do you think it is important that the learners are given the opportunity to take part in deciding learner objectives for a classroom hour, a period of time, or a semester?

Question 5: To what extent do you think it is important that the learners define the contents of their work?

Question 6: To what extent do you think it is important that the learners define their own progress in their work?

Question 7: To what extent do you think it is important that your learners get the opportunity to choose strategies and methods for learning themselves?

Question 8: To what extent do you think it is important that the learners are able to manage their own learning situation, for instance where and when they want to learn?

Question 9: To what extent do you think it is important that the learners evaluate their own work and progress?

Question 10: It is important to use authentic material in the EFL classroom. (Answers in a Likert scale: “Completely agree”, “partly agree”, “either or/neutral”, “partly disagree”, “completely disagree”)

Question 11: Are you familiar with the term “learner autonomy”?

Question 12: Explain what you mean by “learner autonomy”. What does this involve in your view?

Definition of “learner autonomy”: “The capacity to take control of one’s own learning” (Benson, 2011, p. 58).

Question 13: Learner autonomy can have a positive effect on EFL learning. (Answer alternatives: Completely agree, partly agree, either or, partly disagree, completely disagree.)

Question 14: What do you, as a teacher do to foster learner autonomy in the EFL classroom?

Question 15: Do you see aspects of learner autonomy in the EFL teaching which can facilitate learning? (Answer alternatives: Yes, no, do not know)

- If yes, which?

Question 16: Do you see any difficulties or challenges when trying to foster learner autonomy in the EFL classroom? (Answer alternatives: Yes, no, do not know)

- If yes, which?

Question 17: Do you see any negative aspects of learner autonomy in the EFL learning? (Answer alternatives: Yes, no, do not know)

- If yes, which?

Question 18: To what extent do you think the role as a teacher should consist of facilitating for learner autonomy? (Answer alternatives: “To a very large extent”, “to a large extent”, “to a medium extent”, “to a small extent”, “to a very small extent”.)

- If you think learner autonomy affects the role as an EFL teacher, comment on how.

Question 19: The curricula in English (LK06, English) gives me the freedom to foster learner autonomy in the EFL classroom. (Answer alternatives: “Completely agree”, “Partly agree”, “either or/neutral”, “partly disagree”, “completely disagree”.)

- Give examples on how the Norwegian Curriculum in English (LK06) gives you, as an EFL teacher, the freedom/little freedom to foster learner autonomy in the EFL classroom.

Question 20: Do you think ICT can facilitate for learner autonomy? (Answer alternatives: Yes, no, do not know).

- Why/ why not?

Appendix 6

INDIVIDUELLE SVAR:

(Eksempel)

Respondent #68

Q1

Hvilket fylke jobber du i?

- Sør-Trøndelag

Q2

Hvor lang erfaring har du som engelsklærer?

- 11-20 år

Q3

Hvilken utdanning har du?

adjunkt med tillegg

Q4

I hvor stor grad synes du det er viktig at elevene får muligheten til å være med på å bestemme læringsmål for en økt, periode eller et halvår?

- Liten grad

Q5

I hvor stor grad synes du det er viktig at elevene selv definerer innhold i eget arbeid?

- Liten grad

Q6

I hvor stor grad synes du det er viktig at elevene selv definerer fremgang i eget arbeid?

- Stor grad

Q7

I hvor stor grad synes du det er viktig at elevene dine får muligheten til å velge metoder og læringsstrategier selv?

- Stor grad

Q8

I hvor stor grad synes du det er viktig at elevene selv er med på å styre sin egen lærings situasjon, for eksempel hvor og når de skal lære?

- Liten grad

Q9

I hvor stor grad synes du det er viktig at elevene dine evaluerer eget arbeid og egen læring?

- Stor grad

Q10

Det er viktig å bruke autentisk materiell i engelsk-klasserommet.

- Hverken eller

Q11

Er du kjent med begrepet «elevautonomi»?

- Nei

Q12

Forklar hva du legger i begrepet «elevautonomi». Hva handler dette om i dine øyne? at eleven er autonom?

Q13

Elevautonomi kan ha positiv effekt for engelsk-læring.

- Delvis uenig

Q14

Hva gjør du som lærer for å tilrettelegge for elevautonomi i engelsk-klasserommet?

læreplanmålene overstyrer elevenes evne til å ta kontroll over egen læring. Når en elev møter til timene, kan vedkommende ikke selv bestemme om h*n vil/kan lære den timen/dagen. Det eleven har en smule kontroll over, er lekser og studietid. NÅR vil/kan eleven makte å gjøre lekser, og HVA vil eleven prioritere i studietid. Ut fra dette kan jeg ikke se at eleven har særlig kontroll over egen innlæring fordi rammene er som de er. Snakker vi om evnen til å lære studieteknikk er vi derimot over på en helt annen sak.

Q15

Ser du sider ved elevautonomi i engelskundervisning som kan ha positiv effekt for læring?

- Nei

Q16

Ser du noen utfordringer eller hindringer på veien mot elevautonomi i engelsk-klasserommet?

- Ja
- Hvis ja, hvilke?:
- Se punkt 14

Q17

Ser du negative konsekvenser av elevautonomi i engelskundervisningen?

- Vet ikke

Q18

I hvor stor grad mener du at lærerrollen bør bestå av å tilrettelegge for elevautonomi?

- Svært liten grad

Q19

Læreplanen i engelsk gir meg nok frihet til å jobbe med elevautonomi i engelsktimene.

- Helt uenig
- Gi eksempler på hvordan Læreplanen i engelsk gir deg som engelsklærer frihet/liten frihet til å jobbe for elevautonomi i klasserommet::
- se punkt 14

Q20

Tror du IKT kan bedre tilrettelegge for elevautonomi?

- Vet ikke

Appendix 7

#163

EKSEMPEL:

Page 1

Q1

Hvilket fylke jobber du i?

- Nordland

Q2

Hvor lang erfaring har du som engelsklærer?

- Mer enn 30 år

Q3

Hvilken utdanning har du?

2 mastergrad

Q4

I hvor stor grad synes du det er viktig at elevene får muligheten til å være med på å bestemme læringsmål for en økt, periode eller et halvår?

- Middels grad

Q5

I hvor stor grad synes du det er viktig at elevene selv definerer innhold i eget arbeid?

- Middels grad

Q6

I hvor stor grad synes du det er viktig at elevene selv definerer fremgang i eget arbeid?

- Svært stor grad

Q7

I hvor stor grad synes du det er viktig at elevene dine får muligheten til å velge metoder og læringsstrategier selv?

- Svært stor grad

Q8

I hvor stor grad synes du det er viktig at elevene selv er med på å styre sin egen lærings situasjon, for eksempel hvor og når de skal lære?

- Middels grad

Q9

I hvor stor grad synes du det er viktig at elevene dine evaluerer eget arbeid og egen læring?

- Svært stor grad

Q10

Det er viktig å bruke autentisk materiell i engelsk-klasserommet.

- Helt enig

Q11

Er du kjent med begrepet «elevautonomi»?

- Ja

Q12

Forklar hva du legger i begrepet «elevautonomi». Hva handler dette om i dine øyne?
mindre styring fra læreren

Q13

Elevautonomi kan ha positiv effekt for engelsk-læring.

- Delvis enig

Q14

Hva gjør du som lærer for å tilrettelegge for elevautonomi i engelsk-klasserommet?

Her er det vanskelig å vite hva du mener. Eleven har ikke autonomi mht. kompetansemålene krevet av læreplanen, noe som enkelte av de tidligere spørsmål ikke tok hensyn til. Å tilrettelegge i klasserommet krever VELDIG MYE styring av læreren. Det innebærer at læreren setter seg inn i hver enkelte elevens kompetanse og kunnskap, og komme med tilrettelagte opplegg. Derimot tyder spørsmålene her om at tilrettelegging betyr at eleven er etterlatt til sin egen oppfinnsomhet.

Q15

Ser du sider ved elevautonomi i engelskundervisning som kan ha positiv effekt for læring?

- Ja
- Hvis ja, hvilke?:
- Igjen, spørsmålet er så opplagt det virker meningsløs å svare. Alle sider av læring er forbedret hvis elevene er engasjerte. Hvis elevene kan velge mellom ulike metoder for å oppnå samme mål er det motiverende. Det gjelder ikke sider av engelskfaget, men all undervisning, og det meste i livet.

Q16

Ser du noen utfordringer eller hindringer på veien mot elevautonomi i engelsk-klasserommet?

- Ja
- Hvis ja, hvilke?:
- Elevene er som oftest ikke interessert i å ta styringen i faglæring og sier at de trives best med en lærer som er tydelig på hva innholdet i faget er og som kan organisere undervisningen hensiktsmessig i forhold til læreplanen og eksamen. Elevene trenger mer pedagogisk bevissthet hvis de skal velge veien videre for å heve sin kompetanse i for eksempel skriving. De kan velge innhold - de vil lære om denne urbefolkningen og ikke den - men engelskfaget skal ikke jobbe med innhold, det skal jobbe med studiespesialisering, kompetansene som trengs for å studere på universitetet. Eleven kan ikke styre sin egen læring i ST-kompetanse, han forventer at en lærer kan gjøre det.

Q17

Ser du negative konsekvenser av elevautonomi i engelskundervisningen?

- Ja
- Hvis ja, hvilke?:
- engelsk er et kommunikasjonsfag og å kunne samtale om like emner er viktig i klasserommet

Q18

I hvor stor grad mener du at lærerrollen bør bestå av å tilrettelegge for elevautonomi?

- Middels grad
- Hvis du mener at autonomi påvirker rollen som engelsklærer, skriv noen ord som forklarer på hvilken måte::
- vi gjør dette allerede med å veilede eleven mot den karakteroppnåelse han eller hun ønsker, en elev som er fornøyd med karakter 2 har valgt sin vei, og det er viktig at en lærer respekterer det; en elev som ønsker 6 må få vite fra læreren hva trengs og hvor elevens prestasjon står i forhold til karakteren, og med den veiledningen kan eleven velge om han-hun vil jakte etter 6'eren eller ikke.

Q19

Læreplanen i engelsk gir meg nok frihet til å jobbe med elevautonomi i engelsktimene.

- Delvis uenig

Q20

Tror du IKT kan bedre tilrettelegge for elevautonomi?

- Vet ikke
- Hvorfor/Hvorfor ikke?:
- å ha PC og google er ikke noe hjelp i seg selv; for å ha mer autonomi i klasserommet må vi ha mer fagstoff fra ulike kilder å tilby eleven å jobbe med; det har vi per i dag ikke, så å sette eleven løs på Internett fører ikke til bedre læring

Appendix 8

Example of the coding of the answers given when teachers were asked to describe learner autonomy:

Color coding:

Responsibility/control of own learning

Choice

Methods/strategies

Learner objectives

Contents and progression

Time, place, rhythm

Evaluation

Scaffolding

Active learners

Independent/self-directed learners

Do not know

Forklar hva du legger i begrepet «elevautonomi». Hva handler dette om i dine øyne?

- Besvart: 200
- Hoppet over: 0

At eleven sjølv er klar over og delaktig i eige arbeid.

29.09.2017 17:18Se respondentens svar

Elevautonomi handler om at eleven tar ansvar for egen læring, hvor den har et bevisst forhold til sitt eget nivå, behov, og egnede læringsstrategier. Slik at eleven også kan ta del i medvirkning for undervisningssituasjon, arbeidsmetode og lærestoffet.

25.09.2017 09:19Se respondentens svar

At eleven til dels har kunnskap om egen læring og forståelse for egen kompetanse og kan ut fra dette skape og finne egen kunnskap i faget i enkelte situasjoner, med veiledning fra lærer.

24.09.2017 11:11Se respondentens svar

Eleven må bevisstgjøre sin egen læring. Hvordan de lærer best, og hvordan de ønsker å bli lært.

21.09.2017 23:49Se respondentens svar

At elevene selv bestemmer hvilke metoder og læringstrategier de skal bruke. At de kan være med på bestemme innhold i undervisningen, og tidspunkt for ulike aktiviteter.

21.09.2017 13:29Se respondentens svar

Det handler om at elevene selv skal føle at arbeidet de gjør er lærerikt og relevant, gjennom at de er med på å utforme sin egen læringsprosess.

21.09.2017 09:22Se respondentens svar

At hver elev har en stemme og et eget vesen som man skal ta på alvor og behandle med respekt

20.09.2017 16:56Se respondentens svar

At eleven er med på å styre sin læring, innenfor de rammer som er gitt og som det er konstruktivt å gi. At eleven opplever mestring og at de har et eierskap til sin egen læringsprosess. At det gis rom for dialog mellom lærer og elev om undervisning og læring. At eleven gradvis får oversikt og kontroll på egen læring, blir klare for universitetet og videre arbeid. At de opplever kontroll og at de er aktører. At læreren ser på elevene som aktører som bør være med å forme undervisninga. De er på ulike steder i engelsk språkutvikling og har ulike behov.

20.09.2017 14:04Se respondentens svar

vet ikke

20.09.2017 13:59Se respondentens svar

At eleven er selvstendig i sine holdninger og aktivitet knyttet til læring.

20.09.2017 12:36Se respondentens svar

vet ikke

20.09.2017 12:21Se respondentens svar

At elevene i stor grad har mulighet til å påvirke undervisningen i de forskjellige fagene. (f.eks. metoder, vurderingsformer, egenvurdering, vurdering for læring)

20.09.2017 11:08Se respondentens svar

elev fokusert

20.09.2017 10:06Se respondentens svar

At elever får bestemme?

20.09.2017 09:56Se respondentens svar

At eleven er selvstendig i fagarbeidet, ikke nødvendigvis at eleven ikke spør om hjelp og veiledning, det må elevene svært gjerne gjøre, men at de selv setter seg realistiske mål og gjør selvstendige vurderinger av hvordan de jobber for å nå målet.

20.09.2017 09:38Se respondentens svar

At elevene har en evne til å styre egen læring, at de er bevisst på hva som skal til for å lære mer

20.09.2017 08:22Se respondentens svar

At eleven klarer selv å ha mening i sin utviklingsarbeid

19.09.2017 14:04Se respondentens svar

Elevene styrer selv hva de skal gjøre.

19.09.2017 13:29Se respondentens svar

at eleven kan bestemme/påvirke hvordan de skal jobbe, at de vurderer seg selv og egen fremgang

19.09.2017 12:27Se respondentens svar

At elever må selv avgjøre hvorvidt f.eks. arbeidsoppgaver er nyttige eller ikke.

19.09.2017 10:21Se respondentens svar

Dette handler om at elevene tar ansvar og kontroll for egen læring.

19.09.2017 10:18Se respondentens svar

Elevens egenkontroll over lærings situasjonen /-prosessen/ -formål etc

19.09.2017 09:16Se respondentens svar

"Elevautonomi" som begrep innebærer en mulighet påvirkning fra elevens side i læringsprosessen.

19.09.2017 09:11Se respondentens svar

Eleven skal selv ta ansvar for læring og styre det etter egne behov

19.09.2017 08:26Se respondentens svar

Selvstyring. Ansvar for egen læring

19.09.2017 07:47Se respondentens svar

At eleven selv ta ansvar for egen læring Spørsmålet er om hvor mye veiledning de trenger for å få mest ut av lærings situasjoner.

18.09.2017 21:24Se respondentens svar

at eleven har frihet og rett til å være med å bestemme

18.09.2017 15:18Se respondentens svar

Kanskje at eleven er et individ som kan ta egne beslutninger angående egen læring (innhold, metoder og vurdering av egen innsats).

18.09.2017 14:32Se respondentens svar

at elevene selv kan være med å bestemme innhold og retning i sin egen læring

18.09.2017 13:57Se respondentens svar

Betyr at det er eleven sitt ansvar å arbeide for å oppnå framgang i faget. Eleven må legge inn egeninnsats

18.09.2017 13:49Se respondentens svar

At eleven skjønner hva som skal til for å lære noe

18.09.2017 13:30Se respondentens svar

Eleven er bevissthet om hvordan han lærer seg og hvordan han kan forbedre seg

18.09.2017 13:12Se respondentens svar

Eleven klarer å være selvgående og har gode læringsstrategier

18.09.2017 12:27Se respondentens svar

Elevenes rett til å styre alle sider ved engelskkurset.

18.09.2017 12:23Se respondentens svar

At eleven tar ansvar for egen innsats, eget arbeid, egen læring og fremdrift. At eleven også evner å gjøre egne prioriteringer

18.09.2017 12:04Se respondentens svar

Har ikke hørt akkurat dette begrepet, men regner med at det handler om at elevene skal ha stor grad av innflytelse på egen læringssituasjon, og selv være med å sette premisser på egen læring.

18.09.2017 11:39Se respondentens svar

At eleven tar ansvar for sin egen læring i den forstand at hun/han deltar i læringsarbeidet i samarbeid med klassen og læreren.

18.09.2017 11:29Se respondentens svar

mindre styring fra læreren

18.09.2017 11:21Se respondentens svar

At elevene er med og bestemmer.

18.09.2017 11:17Se respondentens svar

Dette er at elevene får være med å bestemme innholdet i undervisningen.

18.09.2017 11:04Se respondentens svar

At elevene arbeider selvstendig i stor grad

18.09.2017 10:49Se respondentens svar

At elevene er selvdrevne

18.09.2017 10:26Se respondentens svar

Påvirkningskraft

18.09.2017 09:19Se respondentens svar

A

17.09.2017 23:52Se respondentens svar

Selvgående elever

17.09.2017 22:45Se respondentens svar

Alle elever skal lære seg hvordan de lærer best. Læreren skal være veileder og vise elevene ulike læringsmetoder i undervisningen, og elevene skal reflektere over hvilke strategier som fungerer best for dem som individer. Når elevene arbeider for seg selv, kan de velge den metoden som passer best for dem. Elevautonomi må ikke forveksles med frie tøyler, i mine øyne. Elevene trenger trygge rammer for å lære, og det innebærer at læreren må stille krav til dem. Elevene må også være åpne for å prøve ulike læringsstrategier, da læreren må tilpasse undervisningen til mange ulike elever på ei gang.

17.09.2017 22:17Se respondentens svar

Elevene må lære hvordan de kan lære og dermed arbeide selvstendig, evaluere selvstendig og sette mål selvstendig.

17.09.2017 21:15Se respondentens svar

Eleven vet selv best hva som skal til for at han/hun skal lære...

17.09.2017 21:00Se respondentens svar

Jeg har krysset av for at jeg ikke er kjent med begrepet i spørsmål 11

17.09.2017 20:48Se respondentens svar

Elevene skal ha eierskap til egen læring, og gjennom å oppleve kontroll over sin egen læring bli mer motivert til å lære

17.09.2017 18:28Se respondentens svar

At elevene får være med å bestemme læringmål, innhold, vurdere egen læring føle medbestemmelse.

17.09.2017 16:00Se respondentens svar

At de jobber selvstendig og vet hvordan de selv lærer best. Har gode strategier.

17.09.2017 10:50Se respondentens svar

Bestemmelse over egen læring

16.09.2017 16:47Se respondentens svar

Elevene må involveres sterkt i sitt eget arbeid. Målet bør være at elevene etter hvert blir selvregulerende.

16.09.2017 14:57Se respondentens svar

At elevene øver på å jobbe sjølstendig, og reflekterer over egen læring og eget arbeid

16.09.2017 10:31Se respondentens svar

At eleven er bevisst på egen læringsprosess

15.09.2017 19:40Se respondentens svar

Kunne være med å velge arbeidsform og oppgaver etter nivå. Samarbeid vs individuelt arb.

Kunne være med og bestemme typer muntlig prøver og størrelse på publikum

15.09.2017 18:03Se respondentens svar

At eleven får anledning til og klarer å lede seg selv.

15.09.2017 14:52Se respondentens svar

At eleven selv har stor mulighet til å bestemme læringsløp

15.09.2017 12:54Se respondentens svar

Eleven er med på å bestemme

15.09.2017 12:36Se respondentens svar

Selvregulert læring

15.09.2017 12:35Se respondentens svar

At elevene selv bestemmer over innhold, fremgang, strategier, metoder, vurderingskriterier, osv.

15.09.2017 11:53Se respondentens svar

Antar at det er et begrep som skal beskrive elevenes potensiale til å arbeide selvstendig, og målrettet med eget arbeide.

15.09.2017 11:20Se respondentens svar

At eleven selv er klar over egen læring og klarer å se hva de lærer, og hva de ikke har fått til.

At de utvikler et metaspråk om faget og egen fremgang.

15.09.2017 11:09Se respondentens svar

Elevmedverknad og sjølvstende

15.09.2017 11:07Se respondentens svar

Dette handler om at eleven er deltagende i sin egen læring. Bli oppmerksom på hvordan en

selv lærer best og utnytte dette i egen læring. Dette må allikevel styres med hjelp av en strukturert lærer. Elevautonomi kommer ikke av seg selv.

15.09.2017 10:41Se respondentens svar

Elevenes vilje og evne til å styre egne læringsprosesser

15.09.2017 10:23Se respondentens svar

eleven bestemmer selv hvordan hun/han skal arbeide?

15.09.2017 10:22Se respondentens svar

Elevautonomi handler om at elever selv skal kunne lære bedre ved å være bevisst på hva som fungerer for dem. Elever skal lære å ta ansvar for den jobben de skal gjøre når de skal lære noe nytt.

15.09.2017 09:53Se respondentens svar

At eleven blir utrustet til å kunne jobbe selvstendig med faget.

15.09.2017 09:50Se respondentens svar

At elevene får medbestemmelse i hvordan de skal arbeide med fag samtidig som de får frihet til hvordan de skal arbeide med fagene og kan gjøre det i eget tempo.

15.09.2017 09:48Se respondentens svar

At elevene selv har ansvar for egen læring og at de selv bestemmer hvordan de best lærer.

15.09.2017 09:47Se respondentens svar

Vet ikke.

15.09.2017 09:46Se respondentens svar

At eleven har eigarforhold til si eiga læring, og lærer sjølvstendig.

15.09.2017 09:20Se respondentens svar

Elevens eierskap til egen læring og deres selvstendighet.

15.09.2017 08:25Se respondentens svar

At eleven klarer å styra sitt eige læringsarbeid

15.09.2017 08:14Se respondentens svar

Autonome elever er selvdrevne i egen læringssituasjon. De kan selv vurdere egen læring og progresjon, og er klar over hvordan de selv kan utvikle seg videre.

15.09.2017 08:13Se respondentens svar

ansvar for eiga læring

15.09.2017 07:56Se respondentens svar

Elevens selvstendighet, ansvar for læring og forståelse for hva som kreves i faget

15.09.2017 07:52Se respondentens svar

Jeg tror det betyr at en tilstreber at eleven blir selvgående og klarer å lære seg ting selv.

14.09.2017 23:10Se respondentens svar

En evne til egenkontroll som kan utvikles ved at elevene settes i stand til å analysere egen framgang, ta egne valg og prioritere målene sine, og ved at de får en til enhver tid passelig dose frihet til å tilpasse oppgavene i samsvar med egne preferanser, etter modenhetsnivå.

14.09.2017 23:07Se respondentens svar

The student should learn throughout their education to understand and be responsible for their own learning, what motivates them, which strategies work best for them, and what their potential is. Most importantly they must learn that these change as we grow and change, so they should be open to ideas and strategies anew as they change and mature.

14.09.2017 21:36Se respondentens svar

At eleven selv skal kunne ta, og få muligheten til å ta ansvar for egen læring. Dette inkluderer muligheten til å styre innhold i timene, metoder, vurderingsgrunnlag, osv.

14.09.2017 20:34Se respondentens svar

For eksempel at elevene har eierforhold til faget og kan ta selvstendige valg.

14.09.2017 19:18Se respondentens svar

Autonomi = selvstyre. Elevens rett til å bli hørt og få være med og bestemme og ta ansvar for egen læring

14.09.2017 17:54Se respondentens svar

Elevautonomi er målet om at eleven skal bli en selvregulerende elev som kan ta bevisste valg i forhold til hvordan han/hun lærer best og at eleven kan velge hensiktsmessige strategier i forhold til egen læring

14.09.2017 17:51Se respondentens svar

At elevene selv velger hva innenfor et tema og hvordan de skal lære det. Elevene selv definerer egne mål og overvåker fremgangen.

14.09.2017 17:29Se respondentens svar

At eleven i noen grad har medbestemmelse når det kommer til hvordan timene/leksene/prøvene skal utføres.

14.09.2017 16:35Se respondentens svar

-

14.09.2017 16:33Se respondentens svar

At eleven tar ansvar for "egen læring", dvs kan på egenhånd lage sitt eget opplegg, være med på å definere hva han/ hun skal jobbe med.

14.09.2017 16:29Se respondentens svar

Ansvar for egen læring, tilegne seg egne metoder for å lære best mulig (f.eks. lesestrategier)

14.09.2017 16:02Se respondentens svar

Elevene kan bestemme selv innen gitte rammer, siden de ofte ikke selv har nok kjennskap til kravene faget stiller. Ettersom elevene blir eldre, og bedre orientert om læreplan og mål, blir autonomien gradvis økt.

14.09.2017 15:17Se respondentens svar

At eleven skal få gjøre egne valg og kunne påvirke sin egen lærings situasjon.

14.09.2017 15:16Se respondentens svar

Eg går ut frå at det handlar om at eleven styrar læringa sjølv i størst mogleg grad - kva han/hun skal lære når, med kva metode, og så bortetter.

14.09.2017 15:14Se respondentens svar

at de er selvgående

14.09.2017 15:04Se respondentens svar

At elevene selv styrer læringsprosessen og velger f.eks. arbeidsmetode og -strategi

14.09.2017 14:49Se respondentens svar

At elevene selv skal være bevisste på hva de skal lære, og også hvilke metoder de skal benytte. At de er i stand til å ta valg når det gjelder egen læring og læringsprosess. (Dagens skolesystem legger IKKE til rette for dette. Jeg er også usikker på om dette er mulig, eller ønskelig.)

14.09.2017 14:44Se respondentens svar

Å la elevene bestemme, eller være med på å bestemme over egen læring.

14.09.2017 14:40Se respondentens svar

At eleven tek sjølvstendige val undervegs i læringsprosessen.

14.09.2017 14:35Se respondentens svar

Eleven kan jobbe selvstendig, evaluere sin egen framgang, forstå kompetansemål, vise initiativ ved å velge innhold for undervisningen.

14.09.2017 14:27Se respondentens svar

Det at eleven selv setter egne mål, innenfor rammen lærerplanens kompetansemål, selvsagt, og selv har/får en bevissthet om metoder som optimaliserer læringen, og muliggjør måloppnåelse.

14.09.2017 14:14Se respondentens svar

Elevenes evne og mulighet til å ta hånd om egen læring og undervisningsituasjon

14.09.2017 14:13Se respondentens svar

At eleven tar ansvar for sin egen faglig utvikling og får mulighet til å ta selvstendige valg i faget

14.09.2017 14:13Se respondentens svar

at elevene er selvstyrt?

14.09.2017 14:08Se respondentens svar

Eleven velger til en viss grad selv, hva og hvordan de arbeider med faget.

14.09.2017 14:01Se respondentens svar

At eleven har medbestemmelse i egen læring

14.09.2017 13:57Se respondentens svar

Selvstendig læring

14.09.2017 13:44Se respondentens svar

Ansvar for kontroll over egen læring.

14.09.2017 13:43Se respondentens svar

Demokrati

14.09.2017 13:35Se respondentens svar

Når eleven selv har definisjonsmakten over lærings situasjonen, har vi større mulighet for at han eller hun finner motivasjon til å gjøre læringsarbeidet. Elever lærer på ulike måter, og kjenner seg selv best.

14.09.2017 13:12Se respondentens svar

At elevane er sjølvstendige. I mine auge handlar dette om å bli i stand til å ta egne faglege val og fri seg meir og meir frå råda til læraren

14.09.2017 13:08Se respondentens svar

At eleven selv får mulighet til å ta ansvar for egen læring både angående læringsstrategier, læringsmåter og vurdering av disse. Og selvsagt i hvilken grad eleven faktisk gjennomfører det som de selv mener fungerer.

14.09.2017 13:04Se respondentens svar

elevdeltakelse og elevbevissthet i lærings situasjonen

14.09.2017 13:02Se respondentens svar

Elevens medbestemmelsesrett

14.09.2017 12:54Se respondentens svar

Elevens evne til å ta ansvar for egen læring Dette er noe vi må hjelpe elevene til å få til ved bruk av læringsstrategier

14.09.2017 12:52Se respondentens svar

Helt grunnleggende handler det om at elever skal ta del i egen læring. For eksempel kan det innebære at elevene velger hvilke metoder og læringsstrategier de skal benytte og i hvilke situasjoner. I tillegg kan det bety at elever får velge hvilke oppgaver de ønsker å utføre eller at de har selvbestemmelsesrett m.t.p. tekstutvalg.

14.09.2017 12:47Se respondentens svar

velge strategier, være med på å formulere læringsmål definere egne veier til målet

14.09.2017 12:38Se respondentens svar

At ein skapar elevar som kan finne ut av noko på eiga hand. Skil seg frå innprenting av kunnskap, til å bli ei trening i å etterprøve kunnskap, ta i bruk effektive kommunikasjonsstrategiar etc.

14.09.2017 12:37Se respondentens svar

At eleven selv klarer å legge rammer for egen læring, at de selv vet hva de trenger for å lære et gitt fag, i en gitt situasjon

14.09.2017 12:37Se respondentens svar

At elevene får en grad av selvråderett i forhold til hvordan de jobber med faget. At elevene får arbeide på en måte som de selv synes fungerer godt.

14.09.2017 12:32Se respondentens svar

Eleven er selvstendig og i stand til å planlegge, gjennomføre og vurdere egen læring.

14.09.2017 12:21Se respondentens svar

Ansvar for egen læring

14.09.2017 12:17Se respondentens svar

Elevene må utvikle "indre motivasjon" for å utvikle ferdigheter. Jeg føler at elever som får indre motivasjon jobber MYE mer effektivt. Både ordforråd og avansert kildebruk fører til at alle skriftlige og muntlige produkter er på et høyt nivå. Elever som selv velger fordypningsoppgaver - og lytter når de får veiledning - løser eksamensoppgaver på en mye bedre måte enn når det er læreren som bestemmer tema og type arbeid.

14.09.2017 12:05Se respondentens svar

Evne til ansvar for eiga læring

14.09.2017 11:59Se respondentens svar

Elevene er i stand til å definere egne behov og studere på egenhånd for å oppnå mål

14.09.2017 11:56Se respondentens svar

Selvstendighet, kunne ta selvstendige valg, jf. alle spørsmålene ovenfor.

14.09.2017 11:45Se respondentens svar

At eleven selv kan styre i vg skole så går ikke dette se trenger struktur og er for unge og uerfarne til å styre sin egen læring, ta ansvar for hvert enkelt fags utfordringer

14.09.2017 11:37Se respondentens svar

At eleven er selvdreven og proaktiv. Tar ansvar for egen læring

14.09.2017 11:35Se respondentens svar

At elevene får (til en viss grad) velge strategier og metoder for innlæring - populært kalt "ansvar for egen læring", men som ofte blir oppfattet som en ansvarsfraskrivelse fra lærere. Det er snakk om at lærere skal veilede elevene og at elevene skal ansvarliggjøres for valg og forstå virkninger/konsekvenser av dem for å kunne bli "selvgående" (trenes i å bli studenter f.eks.)

14.09.2017 11:33Se respondentens svar

At eleven har forståelse at en selv er ansvarlig for egen læring, at læreren er ansvarlig for undervisningen og tilrettelegging.

14.09.2017 11:33Se respondentens svar

vet ikke

14.09.2017 11:28Se respondentens svar

At elevene tek ansvar for eiga læring og jobbar i eige tempo.

14.09.2017 11:23Se respondentens svar

at eleven er autonom?

14.09.2017 11:22Se respondentens svar

Elevautonomi innebærer at elevene er med på å bestemme hva som skal skje i undervisningen, hvordan vi skal jobbe, mulighet til å velge tekster og oppgaver ut fra egne målsetninger. De skal også få være med på å bestemme hvordan de skal bli evaluert.

14.09.2017 11:16Se respondentens svar

Jeg tenker at det handler om hvordan man lærer på egen hånd, gjerne gjennom prøving og feiling.

14.09.2017 11:13Se respondentens svar

Å ha et ønske om å lære

14.09.2017 11:06Se respondentens svar

At elevene selv kjenner til ulike læringsmåter og strategier de kan bruke i et fag.

14.09.2017 11:05Se respondentens svar

At elevene kan jobbe selvstendig.

14.09.2017 10:57Se respondentens svar

For meg høres elevautonomi som Ansvar for egen læring, som egentlig høres ut ut som om læreren skriver seg ut fra sitt ansvar om å lære bort faget. Men det er viktig med en viss autonomi, at eleven lærer å være og å lære selvstendig. Litt balanse er viktig. Eleven må lære egne og gode læringsstrategier som fungerer godt for vedkommende. Samtidig har forskningen vist at visse læringsstrategier er mer effektive enn andre. (ta notater, skrivetrene, lese, lytte)

14.09.2017 10:52Se respondentens svar

Elevautonomi handler om at eleven er selvdreven i læringsarbeidet.

14.09.2017 10:52Se respondentens svar

For meg betyr dette å være sjølvdriven, dvs. at eleven sjølv bestemmer seg for å lære og har medverknad.

14.09.2017 10:50Se respondentens svar

Ansvar for egen læring

14.09.2017 10:48Se respondentens svar

At eleven har kontroll over egen situasjon og læring

14.09.2017 10:44Se respondentens svar

For meg handler det om at eleven skal lære seg å være en selvstendig student, som tar gode notater, som er i stand til å gjøre gode valg for å få størst mulig læringsutbytte. Læreren viser vei og gir eleven valgmuligheter, utfordringer, rammer og råd.

14.09.2017 10:41Se respondentens svar

Det å kunne styre sin egen innlæring

14.09.2017 10:38Se respondentens svar

Eleven si styring av eigen læringsprosess

14.09.2017 10:33Se respondentens svar

At de kan jobbe selvstendig, at de ved hvor de kan finne hjelp om de støtter på hindre istedenfor å være hjelpeløs og ikke gjøre noe. At de har en indre driv og ekte lyst til å lære. En annen ting er at elevene da er ganske frie til å arbeide på den måten de lærer best, og er klar over hvordan de lærer.

14.09.2017 10:27Se respondentens svar

Elevene skal være med på å ta ansvar for egen læring, ikke bare bestemme men også forplikte seg.

14.09.2017 10:26Se respondentens svar

At eleven sjølv arbeider mot eit mål (td å sette seg inn i eit emne, og klarer å ta gode val på vegen (arbeidsmåtar, kjelder++).

14.09.2017 10:23Se respondentens svar

vet ikke

14.09.2017 10:17Se respondentens svar

At elevene finner sine egne måter å arbeide med faget/læringsstrategier, på en måte som gjør at de lærer. I tillegg til den undervisningen som gis i fellesskap. At de tar ansvar for å lære, og arbeider på en måte som gjør at de faktisk lærer, ikke bare følger en instruks.

14.09.2017 10:17Se respondentens svar

At eleven selv velger arbeidsmetoder

14.09.2017 10:01Se respondentens svar

begrepet er litt uklart for meg

14.09.2017 09:50Se respondentens svar

At de har styrerett over hva og hvordan de lærer

14.09.2017 09:49Se respondentens svar

lærer automatisk

14.09.2017 09:48Se respondentens svar

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14.09.2017 09:47Se respondentens svar

Det handler om elevers selvbestemmelse. Det kan være stort eller smått - men det bunner i at elevene aktivt er med i planlegging og gjennomføring av egen skolegang.

14.09.2017 09:42Se respondentens svar

Elevers selvråderett. Innenfor dette har vi å gjøre med veldig ulike elever som i ulik grad kan håndtere denne autonomien. Enig i at autonomi er bra, men 16 åringer som er skoletrøtte klarer ikke alltid å forplikte seg til denne autonomien på en ansvarlig måte.

14.09.2017 09:41Se respondentens svar

Elevenes selvstendighet

14.09.2017 09:41Se respondentens svar

Medbestemmelse. Ta ansvar for egen læring, gi eleven et bevisst forhold til læring, læringsstrategier osv.

14.09.2017 09:36Se respondentens svar

Eleven er selv i stand til å definere hvor de står i et fag, vet hva de må jobbe med og har strategier for å kunne gjøre det.

14.09.2017 09:31Se respondentens svar

?

14.09.2017 09:27Se respondentens svar

Å ha en indre motivasjon for å kunne lære.

14.09.2017 09:22Se respondentens svar

At eleven sjøl definerer ulike faktorer i læringssituasjonen, som det å finne fram til høvelig metoder, høvelig stoff, vise kompetanse på måter som en med på og bestemme, å overvåke egen læring etc.

14.09.2017 09:18Se respondentens svar

At elevene selv kan ta ansvar for egen læring der det blir tilrettelagt for det.

14.09.2017 09:15Se respondentens svar

Elevene har mer medbestemmelse, og skal aktivt være med på å bestemme egen skolehverdag.

14.09.2017 09:08Se respondentens svar

At eleven er selvgående og selv har "kontroll" over egen læring

14.09.2017 09:02Se respondentens svar

eleven skal delta aktivt og ta medansvar for egen læring

14.09.2017 08:52Se respondentens svar

Det høres ut som "ansvar for egen læring" At elever er selvstendig Lærer seg å ha et metablikk på egen læring og kan ta gode valg om strategier, metoder og innhold utfra det

14.09.2017 08:51Se respondentens svar

At eleven styrer arbeid og avgjørelser selv.

14.09.2017 08:47Se respondentens svar

Det betyr at elevene har ansvar for fremgang og får styre metoden og innhold som passer målene deres.

14.09.2017 08:45Se respondentens svar

se over

14.09.2017 08:44Se respondentens svar

At elevene har ansvar for egen læring og må ha realistisk innsikt i eget nivå

14.09.2017 08:41Se respondentens svar

x

14.09.2017 08:29Se respondentens svar

Autonomi handler jo om selvbestemmelse, så da tenker jeg at det handler om elevens rett og mulighet til å bestemme selv

14.09.2017 08:25Se respondentens svar

Elevens egen innsikt i faget, og elevens tanker om hvordan få framgang i faget.

14.09.2017 08:18Se respondentens svar

Dette er den selvstyrte eleven og klassen.

14.09.2017 08:02Se respondentens svar

Elevene skal være så motivert og klar over målene for læring at de er i stand til stor grad av selvstendighet i læringsprosessen

13.09.2017 23:10Se respondentens svar

Elevmedbestemmelse

13.09.2017 20:38Se respondentens svar

At elevene blir tatt med på råd og får være med på å bestemme hva som skjer og hvordan det skjer.

13.09.2017 17:23Se respondentens svar

At eleven tar ansvar for sin læring i samsvar med læreplansmålene. At eleven kan velge og bestemme hvordan han/hun jobber underveis for å komme i mål

13.09.2017 17:13Se respondentens svar

Ansvar for egen læring Men dette er et stigmatisert begrep. "Elevautonomi" har mer positive konnotasjoner. Det er ikke et begrep jeg har noe sterkt forhold til.

13.09.2017 17:08Se respondentens svar

At de tar ansvar for sin egen læring

13.09.2017 16:41Se respondentens svar

Kjenne ulike læringsstrategier, ha forståelse for hva som kreves i faget og selv velge hvilket nivå man vil jobbe for å oppnå

13.09.2017 16:04Se respondentens svar

Ukjent begrep for meg, men om jeg skulle definere det satt det i forbindelse med elevens evne til å jobbe selvstendig.

13.09.2017 15:59Se respondentens svar

At elevene selv bestemmer og har kontroll over lærings situasjonen.

13.09.2017 15:45Se respondentens svar

Gi elevene eierskap i klasserommet

13.09.2017 15:33Se respondentens svar

Egen utvikling av sine læringsstrategier

13.09.2017 15:12Se respondentens svar

At elevene får selvråderett over egen læring.

13.09.2017 15:03Se respondentens svar

Frihet under ansvar - tydelige læringsmål og rom for noe selvstendig "opptrækking av egen læringssti". Selvsagt under kyndig veiledning og rådgivning

13.09.2017 14:56Se respondentens svar

Før meg handler det om at eleven kan ta ansvar for egen læring og er bevisst egen læring gjennom læringsstrategier osv.

13.09.2017 14:53Se respondentens svar

Eleven har mulighet og forutsetning til å ta kontroll over egen læring ved å evaluere, planlegge og gjennomføre

13.09.2017 14:47Se respondentens svar

Eleven har og tar ansvar selv er selvstendig

13.09.2017 14:46Se respondentens svar

Elevene kan styre og har ansvar for egen læring

13.09.2017 14:39Se respondentens svar

Elevene skal bidra så aktivt som mulig til å sette hensiktsmessige mål, velge gode arbeidsmetoder og vurdere egne ferdigheter (samt bruke vurderingen til å oppdatere målene).

I tillegg kan de, der hvor læreplanen tillate det, være med på å velge ut emner / lærestoff.

13.09.2017 13:55Se respondentens svar

At eleven styrer ein del av læringa sjølv

13.09.2017 13:47Se respondentens svar

At elevane sjølv tek del i eiga læring. At dei ser at dei sjølve har mykje å gje gruppa når det gjeld interesser som kan nyttast i opplæringa.

13.09.2017 13:31Se respondentens svar

At elevene har litt valgmuligheter med tanke på oppgaver og metoder.

13.09.2017 12:46Se respondentens svar

Elevgruppens sammensetning?

13.09.2017 12:12

Egen læring