CONTENTS

ABSTRACT iii

LIST OF ABBREVIATIONS i

CHAPTER I INTRODUCTION- TOWARDS AUTONOMY

I.1. Introduction 1
I.2. Nature of the study 4
I.3. Context of the study 4
I.4. Situating autonomy in the ESL context 12
I.5. Learner and autonomy: Across approaches and methods 20
I.6. Relevance of the study 34
I.7. Assumptions of the study 38
I.8. Hypothesis 40
I.9. The study in a nutshell 41
I.10. Conclusion 46

CHAPTER II EXPLORING ADOLESCENT PSYCHE

II.1. Introduction 47
II.2. Encounter with the self; and stranger too 47
II.3. Order and chaos in human mind; and in learning too 54
II.4. Getting motivated in the ESL program 60
II.5. Interface between autonomy and motivation 67
II.6. Attribution theory and its implications 73
II.7. Instruction in motivation-enhancing: An experimental study 78
II.8. Goal orientation 81
II.9. Autonomy through motivation and goal orientation 86
II.10. Conclusion 87

CHAPTER III AUTONOMY: PHILOSOPHICAL UNDERPINNINGS AND PSYCHOLOGICAL UNDERCURRENTS

III. 1. Introduction 88
III.2. Learning to learn 88
III.3. ‘Learning to learn’ leading to autonomy 90
III.4. Philosophical underpinning 93
III.5. Humanistic psychology 94
III.6. Experiential language learning 97
III.7. Collaborative language learning and teaching 103
III.8. Cooperative learning 105
III.9. Reflection and consciousness-raising 109
III.10. Pedagogic autonomy 111
III.11. Psychological processes 113
III.12. Language, thought and cognition 122
III.13. The Indian situation 132
III.14. Theoretical implications in pedagogy 138
III.15. Social constructivism 143
III.16. Learner needs 150
III.17. Learning styles 153
III.18. Needs analysis: Strategies and tools 157
III.19. Working examples 172
III.20. Conclusion 174
APPENDICES

Appendix A: Taxonomy of learning strategies 328
   A1. Rubin’s Classification 328
   A2. Oxford’s Classification 329
   A3. O’Malleys Classification 331
   A4. Stern’s Classification 331

Appendix B: Overlapping of Strategies 334

Appendix C: Needs Questionnaires 336
   C1. Allwright’s Model 336
   C2. Harding-Esch Model 337
   C3 Cambridge Model 338
   C3.1. Sample 339

Appendix D: Self-Assessment 340
   D1. Self-Assessment from 340
   D2. Self Assessment form Type E 342
   D3. Self Assessment form 343
   D4. Self Assessment form Type D 344

Appendix E: Self-directed learning 345
   E1. Self-directed learning strategies- Questions 345
   E2. Learning to learn objectives 346

Appendix F: ELTIF Activities 348

Appendix G: Peer Evaluation
   G1. A Simple Contract Form 351
   G2. Learner Contract for Language Skill 352
   G3. Peer Evaluation Form 353