CREATIVE METHODS IN TRANSFORMING EDUCATION USING HUMAN RESOURCES

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Language teaching has become more learner-centered for last three decades. Teachers with a potential of being change-agent received considerable attention of researchers. Teachers need to reconsider their traditional role in helping learners control their learning. Present study investigated viable autonomy-supportive teaching role and creative practices teachers can follow to aid their learners in becoming autonomous. Data were collected from 16 university teachers teaching English communication skills at Bachelor of Science level in public sector universities of the Punjab, Pakistan. Individual semi-structured interviews were conducted to gather teachers' perceptions. Results revealed that teachers perceived their role vital in developing learner autonomy but they considered a meaningful change in present role with a gradual shift of learning responsibilities from teacher to learner. Moreover, 11 autonomy-supportive teaching practices were suggested to enable learners to control their learning. Study proposed teachers to be trained for their new role, and must have teaching autonomy to materialize autonomy-supportive practices.

Keywords: autonomy-supportive environment, collaborative activities, facilitator, learner autonomy, teachers' role.

Introduction

A growing interest in promotion of learner autonomy (LA) to transform education has been witnessed in last three decades. Though earlier emphasis was on self-learning along with an individualistic tone in mid-seventies (see Benson 2011), later it was turned into focusing development of LA within classroom practices. The main purpose behind was to make students life-long learners enable them to meet the challenges of life, and continue learning on their own after formal instruction. Particularly, in language learning classroom where learners have a variety of needs of language skills, it becomes hard for a teacher or institute to equip them with all required

skills; consequently, role of teacher became more critical with new dimensions. Previous research showed that teachers need to change their role from instructor to facilitator, counsellor, and resource-person (Yang 1998; Camilleri 1999; Feryok 2013; Fumin, Li 2015; Bajrami 2015). Researchers also found learners gaining autonomy if they were taught by autonomy-supportive teachers (Deci *et al.* 1981; Ryan, Grolnick 1986; Reeve *et al.* 2004). It is, however, yet to be investigated whether teachers understand what beliefs and practices they need to acquire to make their learners autonomous. Present study addressed this gap, and investigated teachers' views in the context of Pakistan where traditional teaching style is in practice. Identifying what teachers say to do during teaching to support autonomy is vital because it provides a basis for proposing practical recommendations to teachers who might be interested in using a more autonomy-supportive motivating style with their own students.

The role of teachers in fostering LA

The role of teachers has been considered central in promoting LA (Benson 2011). Learners are believed by self-determination theorists to possess inner motivational resources, and that can be nurtured or neglected by teacher or classroom conditions (Reeve 2006). A successful learning engaging learners is an interpersonally coordinated process between instructor and learner as learners were found motivated participating enthusiastically and successful learning in an environment where teachers exhibited autonomy-supportive style (Ryan, Deci 2000). In comparison with the learners taught by controlling teachers, learners taught by autonomy-supportive instructor showed increased perceived competence (Deci *et al.* 1981), higher creativity (Koestner *et al.* 1984), enhanced motivation (Ryan, Grolnick 1986), greater conceptual reception (Benware, Deci 1984), better performance (Boggiano *et al.* 1993), acceptance for challenging success (Shapira 1976), and greater engagement (Reeve *et al.* 2004).

Teachers need to adopt new facilitating role by changing power structure between them, and learners: only then, they can expect positive educational outcomes (Little 1991). This new relationship requires teachers, and learners to be "co-producers of classroom language lessons" where teacher undertakes bringing "learners to the point where they accept equal responsibility for this co-production […] in terms of their readiness to undertake organizational initiative" through mutual negotiation (Little 1995: 178). Though an autonomous classroom calls for a sharing of burden of learning between teacher, and learners, yet, as Leni Dam (2003: 135) argues, "it is largely the teacher's responsibility to develop LA", and without teacher's counselling, "the whole process will result in low efficiency or even fall into disorder" (Yan 2012: 559). It was made clear by the study of Nae-Dong Yang (1998) who reported on a project to guide learners how to become autonomous, and learn effectively. Researcher combined learning strategy instruction with the course of language learning for 40 students. Through peer-interviews and a questionnaire, learners' perceptions were gathered about strategies, their attitudes, and their preferred learning style. Study showed learners over-ambitious about the goals, lacking self-discipline, and their initial selection of strategies influenced by their inaccurate beliefs. Presence of teachers was

inferred essential in helping learners setting realistic goals, change misconceptions regarding strategies, and provide structured format. This study refutes misconceptions related to teachers' minimized role in promoting LA.

A balance between autonomy and structure has been a concern of researchers, Richard M. Ryan and Jerome D. Stiller (1991) established that lack of structure does not lead to an autonomy-supportive situation but to an environment that is *laissez-faire* or permissive. Richard Smith and Naoko Aoki (1999: 22) further clarified the nature of roles saying, "autonomy does not entail total independence", thus, autonomy support, and structure were considered two different, not conflicting aspects of instructor's motivating style (Skinner, Belmont 1993).

Question rises what should be the teachers' style then? Research on teachers' autonomy-supportive style (Reeve *et al.* 2004) indicated that the style does not subsume prescribed techniques rather it is a set of teacher's beliefs about learner motivation. Johnmarshall Reeve (2006) listed the assumptions as teachers should, through teaching, foster inner motivational resources, use informational and avoid controlling or evaluative language to make learners follow teachers' agenda, inform about the value of activity or lesson that have little interest for learner, acknowledge students' expressions of negative affect particularly when an teaching plan may contradict with learners' preferences, and exhibit an autonomy-supportive behaviour including listening to learners carefully, creating opportunities for learners to work in their own way, providing opportunities for learners to talk, organizing learning materials, and seating plan for learners to make the most of resources, and conversation, encouraging learners' effort, appreciating learners' improvement, helping through feedback when learner needs, responding to learners' queries, and acknowledging learners' opinion (Deci *et al.* 1982; Ellis, Sinclair 1989; Flink *et al.* 1990; Reeve *et al.* 1999).

Research also directed to new roles for teachers as helpers, facilitators, guides, and advisors (Oxford 1990; Wenden, Rubin 1991; Gardner, Miller 1999: 180–203). Researchers like Joy Higgs (1988), Peter Voller (2013), George Camilleri (1999), and David Little (2004) identified three major roles of teachers in fostering LA which can be applied at various stages of learning to serve different individual needs of a learner: facilitator, resource, and counsellor. A facilitator was defined as one who offers psycho-social support as well as technical assistance (Voller 2013). Earlier role refers to the ability of motivating students while later refers to assisting learners to plan, and carry out their own learning such as setting objectives, selecting materials, evaluating their learning, etc. Then, teacher as a resource person provides learners with information when necessary. Lastly, teacher as a counsellor responds meaningfully to learning hitches so that they can achieve learning efficiency.

Shanghais Yan (2012) categorised teachers' roles as manager, facilitator, and counsellor. Yan defined manager as one who organises the activities, and facilitator as one who makes the progress flexible, and successful. He assigned facilitator three roles; a guide to motivate learner, a guide to resource ensuring necessary input when needed, an evaluator to the results. His third category of counsellor holds the duty of providing learners feedback, and assistance to become self-monitoring.

A study of Tham M. Duong and Sirinthorn Seepho (2014) explored English teachers' perceptions, and practices about LA using open-ended questionnaire a and interviews in a Thai public university. Teachers perceived their role as more of facilitator, and as a counsellor than as resource provider. Majority of them reported that they provide learners with opportunities to work on their own through encouraging learners to access learning resources by themselves, requiring their learners to reflect upon their progress, giving learners practicing tasks, giving them freedom of choice about topic, learning strategies, and learning materials.

Fang Fumin and Zhang Li's (2015) survey of 2685 Chinese learners from 8 different universities included four variables: learning regulator, resource facilitator, classroom organizer, and study guide. Result showed that learners ranked teacher as facilitator the highest followed by classroom organizer, learning regulator, and study-guide. Results demonstrated that learners were not satisfied with a teachers' traditional role restricted to study guide.

Lumturie Bajrami (2015) investigated teachers' new role as facilitator, and counsellor. Being facilitator means having responsibility to manage class activities, and help learners to plan for long and short term. Bajrami attached high significance to establishing collaboration with learners, and making learners aware of what they are expected to do (Lowes, Target 1998). While as a counsellor, a teacher guides the learners about learning strategies, and makes them able to choose the best for them, and not one preferred by teacher.

Above review of literature highlighted theoretical assumptions about teachers' roles, and findings of empirical studies informed that teachers, and learners emphasise teachers' role as facilitator, resource person, and counsellor. Previous studies were quantitative confirmatory studies; hence were ideal for a place where basic understanding of the phenomenon is established. However, English teaching, and learning in Pakistan has been carried on traditional lines (Yasmin *et al.* 2016) directing to traditional roles of learners, and teachers. LA is new concept for both teachers, and learners, and needs to be explored first in Pakistan context. Moreover, a clear set of teachers' beliefs and teaching practices which make teachers autonomy-supportive are missing to materialize the theoretical assumptions. Present study intended to address this gap by exploring teachers' views about the viability of learner autonomy in Pakistan through investigating their potential roles. Following research questions for the purpose are asked:

1. To what extent teachers can foster autonomy in their learners in English language classroom?
2. What are the practices teachers can adopt to make learners autonomous?

Research design

Following an interpretive paradigm, researchers with a constructivist overview are interested in the meaning participants attached to their role in LA development. LA has been operationally defined for the present study on the lines of Henri Holec: "A learner may be called autonomous if he/she is motivated, and able to understand,

and determine goals, identify preferred learning method, and appropriate relevant material, and monitor his learning process" (1981: 3).

English faculty members teaching English communication skills to all disciplines in public universities of province Punjab were selected as target population. English teachers were selected on the basis of their academic background in literature or language, and their teaching experience.

Purposive sampling was done at two levels: four universities (University of the Punjab, Government College University (Lahore), University of Gujrat, and University of Education) were selected on the basis of their being the oldest, and the youngest institute. All single-sex, and discipline-specific universities were excluded as per requirement of research question. A sample of 16 teachers (Sana, Ahmed, Sara, Kiran, Rafia, Jahan, Zia, Inzamam, Shah, Saman, Manal, Sobia, Fahad, Manan, Muslim, Alam) was selected from these four universities. Data was collected at teachers' work places as their comfort zone was priority. Following ethical considerations, prior to interviews, all participants were informed about purpose, and procedure of research, and voluntary nature of participation. To ensure confidentiality of participants, pseudonyms were used instead of their original names. As directed by research question, following a qualitative approach, semi-structured interviews were used to explore the views in depth where following Carol A. Bailey's (2007) suggestion; order and phrasing of questions were kept flexible, and determined by the flow of interview. The questions were formulated guided by relevant literature on LA[1]. Individual interviews, each 40–60 minutes long, were audio-recorded and later transcribed.

Following an inductive approach of constant comparison analysis, data was analyzed thematically as advised by John W. Creswell (2003). Multiple readings of the text helped not only in breaking up the text into codes (Hesse-Biber, Leavy 2006) as initial and focused codes as termed by Bailey (2007) but also reducing those codes into themes. Coding was kept open with no pre-determined categories to ensure that identified themes reflect the reality perceived by respondents, and not researchers' prior conceptions. These themes were then interpreted, and linked to literature.

Various strategies were employed to attain trustworthiness as were proposed by Yvonna Sessions Lincoln and Egon G. Guba (1985): transcripts were sent back to participants to authenticate the truthfulness of data to increase credibility, and objectivity, rich verbatim interpretations of participants' accounts were included, and data was triangulated in the main study.

Results and discussion

A teacher can influence the teaching setting significantly (Grolnick, Ryan 1987). When participants were asked about the role of a teacher in promoting LA, they attached

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[1] Interview questions:
  1. What should a teacher do to promote learner autonomy in the classroom?
  2. Does a teacher require any change in his/her role to make his/her learners autonomous?
  3. Does a teacher require any training for new role?

high significance to their role as was also found in Yang's study (1998). They pronounced some steps to be taken, adopt an autonomy supportive behavior, and design activities inside or outside of classroom.

Transforming teachers' role

Respondents of present study considered teacher's role vital in fostering LA. A teacher was regarded as "a big influence" which could bring any change in learner as Muslim said, "using that magical power which is quite, I believe, which is inherent in their profession, he could tell them the utility of being autonomous in learning, and motivate them for this purpose". Other participants supported the view that a teacher has a greater capacity for the purpose. Unlike the misconceptions linked to teacher's role as becoming redundant or passive merely watching learners or offering entire freedom to a learner, few participants, quite explicitly, called it challenging and demanding. Participant's awareness of the vitality of their role supports the stance of earlier researchers (Little 1995; Dam 2003) who held teachers responsible for development of LA.

However, participants emphasized the need of remodeling teachers' present role for promotion of LA. Muslim considered it a change of teacher's mind-set where he should be willing to leave a lot of learning in a student's hands purposefully. Teachers' role is not restricted to one role here, and he can adopt different roles to assist learners to direct their learning as Sana termed it wearing different hats i.e. facilitator, instructor, guide, mentor, counselor etc. The role of facilitator was to "keep an eye on the proceedings, and observe what kind of interest or what kind of things or directions are suitable for a certain individual [...] he should polish his weaknesses through different techniques" as Fahad explained. Here, it is inferred that Fahad allocated teachers the duty of, first, identifying learners' strengths, and weaknesses, and then removing them later. Moreover, respondents' beliefs are in line with David Gardner and Lindsay Miller (1999) who suggested a number of roles interlinked with each other ranging from information provider to manager. A change in role would involve a shift in responsibilities from teacher to learner as a majority of participants construed, through minimizing teachers' intervention and increasing learners' responsibility. It should be noted here that they did not imply a complete absence of teacher, rather limiting teacher's role was considered initial step to move learning responsibility from teacher to learner.

Respondents seemed aware of dangers of a blind shift of responsibility as Muslim was concerned with introducing LA without prior preparation as it could be dangerous. With previous lack of autonomous experience, learners might not be able to find academically strong and authentic material. Muslim's apprehensions carry weight in order to avoid a situation of throwing baby with bath water. Therefore, participants further suggested few ways to bring this change, such as identifying appropriate course material, and class activities. It can be deduced from participant's reservations that a combination of autonomous, and guided teaching pedagogy may work well as Ryan and Stiller (1991), Smith and Aoki (1999) voiced. Structure in autonomous en-

vironment requires teachers communicating their expectation with learners clearly, and providing:

> "[...] plans, goals, standards, expectations, schedules, rules, directions, challenges, reminders, prompts, models, examples, hints, suggestions, learning strategies, rewards, feedback, and other such sources of direction, and guidance as students attempt to make progress in living up to what is expected of them" (Reeve 2006: 231–232).

If a teacher is not able to do so, consequent situation would be chaos where learners would be at loss about what is expected. It strengthens the vital relationship of structure, and autonomy as was pronounced by Ellen A. Skinner and Michael J. Belmont (1993). Present research results also showed similar perspective of teachers who though did not termed it after theorists but voiced in the same vein.

Autonomy supportive behaviours/practices

An autonomy supportive environment leads to higher learner engagement that assures a deeper understanding of content (Grolnick, Ryan 1987). Few participants considered it teachers' responsibility to create an autonomy-supportive learning environment. Muslim defined autonomy-supportive environment as where teachers "create such an ambiance or an environment in which students can feel secured, and not burdened". Hence, the more a teacher would be supportive in the classroom, the more learners will become autonomous as classroom is the place where students learn so a teacher's attitude matters a lot. A teacher can provide a set of instructional behaviors that delivers a message to learners that he/she is their ally to support them, and their strivings (Reeve 2015). Respondents presented various ways for a teacher to foster LA (as illustrated in Table 1).

Awareness in teachers about their learners and in learners about what was expected was considered rightly an initial step to LA. Participants of present study stressed that teacher needs to understand learner's strengths, weaknesses, preferences and interests which can be done through individual consultation with learner in the form of tutorials or one-one meetings or by asking them to choose text to practice language skills. It can be inferred here that once teacher becomes aware of the steps a learner may feel challenging or easy, and learners' interests, teacher can guide learner in a better way. When teachers listen to learners closely, and sense learners' state of being, they can adjust their pedagogy accordingly. Hence, they achieve a state of attunement that not only enables teachers to recognize whether learners are engaged, and understood the lesson, but also it is a promising contributor to LA promotion (Reeve 2006). Besides, here it can be interpreted from respondents' perceptions that teachers must avoid forcing learners to learn according to teachers' preferred style. On learners' side, learners from traditional learning background were reported more dependent on teachers. Unless they do not recognise their capacities, rights, and the agenda of learning, they would not be confident to control their learning. Teacher must inform about what is expected from them as it becomes useful to take learners on the same page (Lowes, Target 1998).

Table 1. Teachers' views about transforming teaching practices to foster LA (source: created by authors)

No.	Teachers' suggested practices	Illustration
1	Know your learners	"[...] certain learners have certain abilities, and certain interests, habits or hobbies which appeal them the most. So it his job to figure them out, and try to attract them to learning via those interests" (Fahad).
2	Help learners to become aware of what is expected of them	to " […] tell them clearly that what he means, and by doing so what he wants to achieve, and I think if he is able to convince students mentally, he would probably get a better feedback" (Muslim).
3	Allow learners to have their opinion/ respect their opinion	"some 300–400 morons of the class" whom they "force to think alike which is also, I believe, quite in humane propositions because humans need to think differently" (Manal).
4	Use non-controlling language	"[...] instead of saying in straightway it's an activity for you, he could ask it's a fascinating program you would love it" (Muslim).
5	Motivate learners	"He must make sure that each of the learner in the class is interested in learning the language and if someone has lost interest that is the failure of teacher basically because he is failed to maintain the interest in the earner to understand that particular language by ignoring his interests or needs" (Fahad).
6	Helping learners in developing meta-cognitive skills	(indulge learners in) "[...] deciding, and assigning roles for managing activities [...] planning, assessment, and evaluation" (Saman).
7	Provide opportunities to use language	"[...] language learning, and language teaching is total different from learning of theories, and physics or chemistry […]. When it comes to language, language is a kind of a skill (but) […] most of the teachers […] try to tell them about the language. They don't tell them the language" (Manan).
8	Engage learners in collaborative tasks	"Teacher can also introduce activities where the control can further be shared by means of dialogues, dramatization, role plays, discussions, debates, talk shows [...]. But teacher's roles vary in many such activities. He should not be there all the time threatening the learners with his omnipresence" (Sana).
9	Help learners to be confident	"For outside of classroom, we can certainly mend their behavior [...] if you are able to develop a self-confidence level in a student [...], the same motivational level may pull him/her to any field where ever she wants' (Jahan).
10	Engage learners in out-of-class activities	"[...] out of the class room he could ask them to indulge in such social activities which could be helpful for the learning especially for the language learning if we are talking in that particular sphere" (Muslim).
11	Train yourself	"learners need to be handled psychologically as well. Only a trained and experienced teacher can undergo these trials conveniently while keeping the spirits of learners high. Training regarding planning, and management as well as emotional handling of learners very keenly becomes inevitable" (Sana).

Transforming learners to become autonomous demands them to be free to hold an independent opinion (Ellis, Sinclair 1989; Reeve 2006), motivated, and confident. Learners should be provided this freedom without a fear of being rebutted or scolded as one participant Jahan made clear. His experience of providing learners with such opportunities resulted in novel ideas which were sometimes new to teacher also. Hence, allowing learners to express their views will not only lead to creativity in them indirectly but also add to teachers' knowledge. Similarly, any effort of developing autonomy may benefit only when learners are willing to do so, and it is also established that classrooms either support or thwart learners' intrinsic motivation. It can be implied from respondents' views that the more class activities support learners' inner resources, the greater level of autonomy will be achieved as was articulated earlier by Reeve (2006). Equally, outcome will be less to the extent amotive forces subdues learners' involvement. He suggested communicating the value of task to justify an investment of effort, and it helps learners in dealing with problem of wearing off motivation. It was argued that learners' understanding of investing their attention helps a process of internalization to take place. Motivation and learners' confidence in his competence can be enhanced through providing learners an environment where they use target language inside as well as outside of the class. Research showed that teachers' practice of giving quality talk time to learners contribute to their ability of moving forward independently (Reeve *et al.* 1999). Present finding echoes works of Dam (2003) and Little (1995) on integrating LA into classroom where Little emphasized the importance of cultivating reflective ability in learners which he related to their capacity to be involved in social interaction. Participants' suggestion of the use of collaborative learning support the findings of Feryok (2013) who found learners performing at higher level with little teacher-scaffolding, and peer-collaboration. Here, it needs to be cautioned that collaborative task management should be meaningful, and teachers must be trained so that learner could make the most of this strategy, otherwise, group-work would be left a fashion to follow as was observed by some participants.

The most reported teacher's role in promoting LA was their self-realization, and learning about the phenomenon as Dam (2003) advocated. Participants also referred to the main aspects any workshop or training session must have: learning how to keep learners active (Sara), developing critical thinking in them (Rafia), learning about teachers' new role (Alam). Participants' beliefs directed to frequent autonomy-focussed training of teachers. It can be argued here that teacher may need to understand also the demands of shift in responsibility such as having a clear idea how to initiate and where to stop. Research has shown that veteran instructors can learn to develop their motivating styles to integrate better use of autonomy-supportive teaching practices (Charms 1976; Reeve *et al.* 2004).

Above results showed few trends in teachers' perceptions. First, among the 11 autonomy supportive activities, the most popular, and significant step suggested by teachers was the need of teacher-training for the purpose. It was followed by equally cited practice of understanding learners, and providing opportunities for collaborative learning followed by relatively less cited practice of allowing learners to hold pinions, and motivating learners. This trend shows that rest of activities suggested by teachers

would work well if teachers learn how to make learners autonomous. Second, teachers do not compartmentalise their role into categories of being facilitator, counselor, and resource person, thus, three roles seem to overlap that strengthens earlier researchers' interlinking of various roles with learners' needs (Higgs 1988; Voller 2013; Camilleri 1999; Little 2004). Teachers' perspectives clearly favour a gradual shift of learning responsibilities, and calls for a change in teachers', and learners' roles. It can be maintained here that the more teachers would be autonomy supportive toward their students following suggestions made above, the greater learner engagement would be observed as was found by Reeve, Hyungshim Jang, Dan Carrell, Soohyun Jeon, Jon Barch (2004), and in terms of academic achievement as showed by Richard De Charms (1976). Building on results, study also implied that instructional behaviors contrary to above like providing learners with solution prior to their efforts, keeping the status-quo by discouraging enquiry, and using controlling language may act as autonomy thwarts.

Conclusions

Present study explored teachers' perceptions about their role in promoting LA, and results showed interesting dimensions. Teachers' responses revealed that they are aware of their new critical role as they reported a greater trust on teacher capacity to bring change in learner attitude, thus, negating misconceptions related to LA that teacher's role is reduced or has become redundant. Teachers also called for a change in mind-set of teachers, and learners alike about their roles, and stressed on making shift of responsibilities purposeful. They reported it their responsibility to learn about their learners' strengths, weaknesses, preferences, and interests, motivate, and engage learners in collaborative tasks to create an autonomy supportive environment in the class. They fully realized the need of making learners aware of their abilities, and allow holding individual opinion. Most importantly, teachers felt need of developing awareness in themselves to be able to handle the process of making learners autonomous successfully. Hence, unlike previous empirical studies conducted in previous decade, present study gives a comprehensive model for teachers' practices.

Following a qualitative approach in data collection, and analysis, results may have subjectivity despite researchers' efforts of ensuring trustworthiness through a number of steps taken. Being first study on LA in Pakistan, qualitative approach was the most appropriate to investigate the feasibility of LA in Pakistan. Later, studies can build on present results to produce confirmatory research.

Findings of present study direct policy makers, and Higher Education Commission of Pakistan officials towards making serious efforts, and investment of time, and money on teacher training where teachers need awareness how to shift learning control to students but also have teaching autonomy to put theory into practice. Results also open avenues of research for future researchers in the direction of investigating viability of promoting LA to discover the readiness of learners, and teachers, developing (meta)cognitive learning strategies in learners, and effects of learner/teacher training on promotion of LA.

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KŪRYBINIAI METODAI PERTVARKANT ŠVIETIMĄ PASITELKUS ŽMOGIŠKUOSIUS IŠTEKLIUS

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Santrauka

Per pastaruosius tris dešimtmečius kalbos mokymas tapo labiau orientuotas į besimokantįjį. Dėstytojai, galintys skatinti pokyčius, sulaukė didelio tyrėjų dėmesio. Dėstytojai turi iš naujo apsvarstyti savo tradicinį vaidmenį, besimokantiesiems padedant valdyti jų mokymąsi. Dabartiniuose tyrimuose imamasi perspektyvaus savarankiško mokymo vaidmens ir kūrybinių metodų, kuriuos gali taikyti dėstytojai, siekiantys padėti savo studentams tapti savarankiškiems. Duomenys surinkti iš 16 universiteto dėstytojų, ugdančių anglų kalbos komunikacijos gebėjimus bakalauro studijose Pandžabo (Pakistanas) viešojo sektoriaus universitetuose. Siekiant išsiaiškinti dėstytojų nuomones, buvo surengta individualių pusiau struktūruotų interviu. Rezultatai atskleidė, kad, plėtojant

besimokančiojo savarankiškumą, dėstytojai savo vaidmenį suprato kaip svarbų, tačiau jie laikėsi nuomonės, jog dabartinis vaidmuo labai pasikeitė mokymo(si) atsakomybių atžvilgiu palaipsniui pereinant nuo dėstytojo prie besimokančiojo. Dargi buvo pasiūlyta 11 savarankiškų mokymo metodų, kurie teikia besimokantiesiems galimybes valdyti savo mokymąsi. Tyrime dėstytojams siūloma rengtis naujam vaidmeniui, be to, mokymosi savarankiškumą privalu įgyvendinti taikant savarankiškumą ugdančius metodus.

Reikšminiai žodžiai: savarankiškumą ugdanti aplinka, bendradarbiavimo veikla, vadovas, mokymosi savarankiškumas, dėstytojo vaidmuo.