

Learners'- produced learning materials: a step towards learner autonomy in EFL Grammar classes

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Abstract

This paper presents an experimental research study in which the two researchers aim to promote learner autonomy in language learning by means of learner-produced learning materials. The study was conducted at the Department of English in the Faculty of Arts in Misurata, Libya during the academic term-spring 2018. The participants were 50 Libyan students who major in English and they were all enrolled in semester 2 and studied Grammar II course. The participants were required to produce their own learning material which was about a particular grammar item. Semi-structured interviews with the participants were undertaken to know about their reaction towards the experience of taking responsibility to create a learning material, what autonomous strategies they were able to develop while designing the learning materials, what type of learning materials they were able to produce. The findings of the current study revealed that learner autonomy can be fostered in EFL classes in Libya and that Libyan students can develop some autonomous learning strategies. It is concluded that learner-produced learning materials can be a successful and an effective tool to promote learner autonomy in EFL (English as a foreign language) classes.

Key words: *learner autonomy, learner-created learning material, autonomous learners, autonomous strategies, motivation.*

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ملخص البحث

هذه الورقة تعرض دراسة يهدف الباحثان من خلالها إلى تفعيل دور التعلم الذاتي للغة الإنجليزية عن طريق تشجيع الطلاب على إعداد أوراق عمل خاصة بالموضوع الذي سيتم شرحه من قبل المعلم. أقيمت هذه الدراسة في قسم اللغة الإنجليزية بكلية الآداب – جامعة مصراتة في ليبيا. وكانت عينة البحث تضم 50 طالبا (ذكور – إناث) وقد ضمت العينة الطلبة الدارسين لمادة قواعد 2 بالفصل الدراسي الثاني. بعد أن قام الباحثان بجمع أوراق العمل تم عقد مقابلة مع الطلبة المشاركين في الدراسة وذلك بهدف التعرف على آراءهم بخصوص التجربة وللتعرف على الوسائل والتقنيات التي قاموا باستعمالها لإعداد أوراق العمل وكذلك من أجل معرفة وجهة نظرهم بخصوص مشاركتهم في إعداد المادة التعليمية الخاصة بالموضوع المراد شرحه في المحاضرة. أظهرت نتائج البحث أنه بالإمكان تبني فكرة التعلم الذاتي للغة الإنجليزية في القسم، وكذلك أظهرت مدى اتقان المشاركين لبعض مهارات التفكير النقدي والتي تساعدهم على التعلم الذاتي للغة.

1. Introduction

learner autonomy has been "a buzz word" (Little, 1991, p.2) in foreign language education during the past ten decades. It is described as a remarkable shift from traditional learning methods to a new approach which assumes learners to take more responsibility for what they learn and how they learn (Weaver and Cohen 1994 as cited in Egel, 2009). Furthermore, it is described as a successful tool which allows all language learners to have an equal opportunity to practice and acquire the language (Harmer, 2007). It prompts self-directed learning by encouraging students to select appropriate learning materials, make decisions on their learning process, assess and

evaluate their learning progress and create their own learning materials (Najeeb, 2013). Adaption of such strategies may assist Libyan students to be autonomous while learning English language. Therefore, the current study aims to promote learner autonomy by encouraging Libyan students to produce authentic learning materials and utilize different autonomous strategies in their EFL classes.

1.1 Research questions

1. How do Libyan students react to the experience of taking responsibility for designing learning materials?
2. What autonomous strategies are the students able to develop while designing the learning materials?
3. What type of learning materials are the students able to create?
4. How do they perceive the idea of being participants in designing the classroom learning materials?

1.2 Significance of the study

The significance of the current study is seen as:

- It can offer an opportunity to introduce the notion of autonomous learning at the department of English in the Faculty of Arts in Misurata.
- It offers an opportunity to assist teachers to save time and become less stressed.
- It can help the students develop a sense of self-independence and practise high level of critical thinking skills which are essential parts in the language learning process.
- It can offer the students an opportunity to be motivated, active, and encouraged in EFL classes while showing their creative skills and sharing ideas with their classmates.

1.3 Literature review of learner autonomy

Learner autonomy has been a key topic in foreign language teaching and learning. It has played an important role in the theory and practice of language teaching and it has been seen as one of the most important goals of education in many countries. The concept of learner autonomy was born out at the Centre de Recherches et d'Applications en Langues (CRAPEL) in the early 1970s at the university of Nancy in France where there was a need to develop a term to describe people's ability to take charge of their own learning. Holec (1981), who later became a prominent figure in the field of learner autonomy, defined learner autonomy as "the ability to take charge of one's own learning" as cited in (Najeeb, 2013, p.1239). Holec also said that this kind of ability can be acquired either in a natural or in a formal way. Holec's definition involved that autonomous learners can freely develop their learning skills and their knowledge outside the material of a learning context. In other word, learner autonomy is seen as a life-long process of learning development. Benson and Voller (1997) defined learner autonomy as the ability of taking responsibility to learn and to make decision about self-learning. Dam, Duda, and Riley (1990) viewed learner autonomy as the ability to learn independently and to cooperate with others (Cited in Najeeb, 2013).

Najeeb (2013) said, "The notion of autonomous learning and independent learning are sometimes interlinked and have come to play an increasingly role in language education"(p.1239). He explained that independent language learning concentrates on individual learners' needs and rights. Furthermore, he demonstrated that independent learning extends the learners' choice of a learning material and the choice of decision-making independently by exercising responsibility for their learning. What is more, independent learning aims to develop learners' ability of engagement and interaction with others without the teacher's direct interference. Consequently, these characteristics of

learning can encourage autonomous learners to improve their language learning skills independently. Some researchers such as Dickinson (1994) combined autonomy with the idea of learning alone and independence with active responsibility for one's learning (cited in Esch, 1994) whereas Little (1991) stated that learner autonomy gives emphasis on interdependence over independence in language learning. Little (1991) claimed that the capacity of autonomous learner to learn relies on the pedagogical dialogue between learners and their teacher.

1.4 Learner autonomy as a multifaceted concept

The notion of learner autonomy has several sources and various implications to language teaching and learning. Holec (1981) defined the concept of learner autonomy based on three aspects: aspect of self-direction, aspect of capacity and aspect of cultural constraint. Regarding self-direction, Holec reported to the Council of Europe one of the earliest definitions of learner autonomy as the capacity of taking responsibility or control of one's own learning and taking responsibility for making decisions, determining the objectives, defining the contents, assessing and evaluating the learning outcomes by the learners. He added that learners would be responsible for selecting techniques and learning materials to be used in the classroom, and determining the purpose of their learning. Holec put lights on how the process of learning is going on during the learning language class. Generally, autonomy was considered to be as a natural product of the practice of self-directed learning; learners themselves can determine their learning objectives, goals, contents, techniques, strategies, progress, and types of assessments. In his definition, Holec highlighted how autonomous learners are capable of making all these decisions by themselves (Cited in Smith, 2015).

As stated by Benson and Voller (1997), the term autonomy has been used in five ways: it is used for a situation in which learners are

able to study entirely on their own; for a set of learning skills which can be learned and applied in a self-directed learning method; for an innate capacity which is suppressed by institutional education; for the exercises of learners' responsibility for their own learning; and for their right to the direction of their own. With an agreement of Holec's and Benson's definitions, Sinclair's survey review (1999) pointed out that autonomy in language learning is concerned with giving learner's situations and opportunities to exercise a degree of independence and being self-directed.

From aspect of capacity, Sinclair (1999) also presented autonomy as a capacity for making all decisions about one's own learning, and that this capacity is needed to be developed to achieve the goals of autonomous learning. Sinclair (1999) reported, "learners may develop this capacity, or knowledge, about their learning, but at times may choose not to be self-directed. In other words, autonomy is a capacity for potential self-directed learning behaviors"(p. 3).

Regarding the aspect of cultural constraints, some researches such as Egel (2009) and (Healey1999 cited in Sakai, Chu, and Takagi, 2010) have agreed that learner autonomy has remained a western idea and may differ with the national culture at a deep level, while Little (1991) proved that learner autonomy is more than a western cultural construct, and it is universal human capacity that concerns the relation between social knowledge system and the discourse. It assists the way in which teachers talk to learners and determines the kind of learners they become (Cited in Yang, 2005).

Little (1991) went with Sinclair's (1999) definition of learner autonomy. He defined the term by saying "autonomy is a capacity for detachment, critical reflection, decision making and independent action (p. 4). Sinclair (1999) and Little (1991) described autonomy as capacity which is like any other capacities, it can grow with practice, or can be lost through inactivity.

1.5 Motivation and Learner Autonomy

Motivation is deemed as an essential factor for a language learning process because teachers can determine and achieve their learning goals and objectives if they know how to motivate their learners. Furthermore, Dickinson (1995) and Little (1991) noted that motivation is the characteristic which explains how and why learners' behavior is activated. Using different motivating tools can help both teachers and learners to be autonomous as cited in Yang (2005).

Dickinson (1995) said that giving learners complete responsibility to think and to make decisions can encourage them to be more motivated. Ushioda (1996) believed that by developing autonomy and motivating learners, learners can be able to use the language to fulfill what they want to perform with their own sense. She also stated if there is no motivation, there is no autonomy (Cited in Yang, 2005).

Dornyei and Csizer (1998) opined that learning autonomy is considered to be one of the ten commandments to support learners to be motivated. Noels, Clement, and Pelletier (2000) reported that if the learners have high level of freedom to decide and perceive competence, they will achieve high level of self-control and high level of motivation.

1.6 Characteristics of autonomous learners

Dickinson (1993) believed that autonomous learners are those who are capable to identify their own learning objectives; to select and fulfill learning strategies; and to monitor their own learning process. (Cited in Yang, 2005). Moreover, Littlewood (1996) presented learner autonomy as a behavior at which learners are able to select the appropriate learning contexts and syllabus, to decide on the vocabulary and the grammatical structure they want to use, and to choose the communicative strategies which meet their needs. Scharle and Szabo (2000) argued that autonomous learners are aware of being

responsible of making an effort to learn by their own strategies and they will not lose any marks if they fail. The two researchers added that learners know that they work together with their teachers and their classmates in order to achieve their learning goals and their own benefits. Breen and Mann (1997) mentioned some characteristics of being an autonomous language learner: the learner 's attitude; the learner's desire; the ability to negotiate, to be independent, to be self-determined, and to have a strategic engagement with learning (Cited in Yang, 2005).

1.7 Language learners as learning material creators

Getting language learners involved in the process of learning material design might be a controversial issue since these learners would be under the pressure of being creative, being aware of the educational context (Moiseenko, 2015). Allwright (1984), in this sense, stated, "very many teachers seem to find it difficult to accept their learners as people with a positive contribution to make to the instructional process" (Cited in Valizadeh, 2004, p. 2). What is more, Bada and Okan (2000) asserted that many teachers have a belief that learners may not be able to express their learning needs and the ways by which they can learn a language.

Chou, Lau, Yang, and Murphey (2007) described students as sources of most texts used inside the classroom. Moreover, language learners can create extensive amount of activities. Having learners do such work would develop their critical thinking skills because they will be able to make decisions on their work, plan activities, brainstorm and assess what they produced. Doing all these activities seems to promote autonomous learning and raise the chance for more English learning. Block (1994) claimed, "learners do have awareness of what goes on in classes" (Cited in Valizadeh, 2004, p. 2). Chou et al., (2007) described some advantages of students-produced materials when they said these materials can make teachers aware of their

learners' needs and interests which form the core point in learner-centered approach. Also, student – generated materials can increase students' motivation and promote the opportunity for teacher-student interaction and student-student interaction.

1.8 Types of student-produced learning materials

Moiseenko, (2015) pointed out, "Student-produced materials are a powerful tool for promoting learner autonomy"(p. 14). Students in different studies such as Malcolom (2004), Bhattacharya and Chauhan (2010) were encouraged to create different learning materials including crosswords, gap-fills, multiple –choice exercises, a book of stories, puppet shows, individual blogs, learning journals, action logs, and so on. The results of the earlier studies approved that the students were able to create a sense of responsibility and self- dependence. Furthermore, these learning materials were used by teachers in language classes and self-access centers). The findings of Moiseenko 's (2015) study supported the earlier researchers' results that students are able to produce an extensive amount of learning materials.

1.9 Related studies

Yagcioglu (2015) focused on showing how learner autonomy and motivation are important to improve language learning skills effectively. The study included 90 participants from DokuzEylul University in Izmir city in Turkey. The students 'age ranged between 19 and 22. They were asked to answer some questions during their course. The teacher used a variety of activities and methods in order to motivate them. They were given enough time to participate and think. They were also given a chance to work as pairs and as groups by creating different kinds of exercises and using different tools in the classroom such as cards, word charts, pictures from internet and some songs. The results showed how the participants were motivated and how they became positive learners while using different strategies

during this course. The students positively depended on themselves to come up with their own activities and their own tools. They were enthusiastic and active to improve their language skills day by day. They become more aware of how to share their ideas and their thoughts in the classroom. Using motivating tools and learner autonomy strategies during the class give a great chance to achieve the teacher's goal and to struggle against the problems that the learners could encounter.

Another study was conducted by Joshi (2011) among learners and teachers from the Department of English Education, University Campus, Tribhuvan University, Kirtipur, Kathmandu, in Nepal. The aim of this study was to explore the learners' beliefs about their teachers' roles and their own roles in autonomous learning process. The participants were 80 students and 6 teachers. The students were given a questionnaire which focused on seven items; learner awareness, motivation, use of technology in learning, use of reference materials, self-effort, self-esteem and broader autonomous activities. Regarding teachers, they were interviewed to get details about the autonomous learning activities held in the classrooms. The findings of this study indicated that learners were aware of their roles as learners and their teachers' role as a guide which are important to achieve the objectives of the autonomous learning process. From the interviews, all the teachers believed that learning autonomy is essential to assist students to improve their proficiency and to encourage them to be more excited.

Lui (2015) 's study also focused on measuring the participants' motivation and how it is connected to autonomous learning. It involved three scales: learner's desire, their attitude towards learning English, and the intensity of motivation. The participants were 150 students from three different levels in a private university in Taiwan. They used a special questionnaire to measure the level of autonomy. The findings indicated that learners had a high level of responsibility

to achieve their own learning objectives. The study proved that autonomy and motivation were positively and strongly correlated. It indicated that encouragement from teachers was needed to support learners to become autonomous.

2. Research Methods

2.1 Research design

This research study is basically an experimental study which aims to promote learner autonomy in EFL grammar classes; therefore, two research tools; learner-produced worksheets and a semi structured interview, were employed for data collection.

2.2 Setting and participants

The participants in this study were Libyan undergraduate students who have been studying at the Department of English in the Faculty of Arts, Misurata - Libya during the academic year 2018. They were 50 students whose English language proficiency level is between low-intermediate and intermediate. These students were enrolled in Grammar II Course which was taught in the second semester.

2.3 Research Instruments

2.3.1. The worksheets

The grammar point for which the students were supposed to create a material was Passive Voice. This grammatical point was explained by the teacher in the class, therefore, the students had adequate knowledge about it and this provided them with the chance to think about a wide range of activities. The students were initially told about the nature of the study and they were shown worksheets

with different types of exercises besides the exercises included in the textbook. Then, they were asked to refer to different resources to find more samples of exercises about the topic. The students were divided into pairs and each pair was responsible for creating their own worksheets which had to be authentic. Furthermore, they were free to select the type of activities and hand them to their classmates to answer. To make this work more motivating and interesting, the students were prompted to assign scores for their activities.

2.3.2 The interview

A semi-structured interview was conducted to know about the students' reaction towards the experiment, what autonomous strategies they employed while designing their worksheets and the types of exercises they were able to develop. The semi-structured interviews were conducted on regular bases. Each interview lasted for 15 minute long.

3. Results

3.1 Analysis of the worksheets

The created worksheets were analyzed in terms of; exercise types, content, level of difficulty, the clarity of instructions and ethnicity. To begin with the exercise types, the students were able to design different types of exercises. These were gap-filling, multiple choice questions, correction of mistakes, sentence completion, change from active to passive, true/ false statements, and rewriting the sentences (See appendix B). The most common used exercise types were changing sentences from active to passive, true/ false and sentence completion whereas multiple choice and mistakes correction were the least used ones.

The content of the exercises was another considered item while analyzing the worksheets. The ideas which the students presented in their worksheets were mostly related to real life events,

previous learning background, Libyan cultural aspects. Besides, some ideas which appeared to be adopted from grammar books and websites.

Regarding the level of difficulty, some students designed some exercises which required more cognitive work and investment of high level of critical thinking skills such as correcting the mistakes, changing sentences from active to passive and via verses, true/ false and multiple choice questions. The last item was clarity of instructions. Generally, the instructions provided in the worksheets were quite explicit, however, a few questions were quite difficult to understand due to word choice errors or spelling mistakes during the preparation of instructions.

3.2 Analysis of the interview

As mentioned earlier, the interviews addressed two main issues which are the students' reaction towards this experiment and the autonomous strategies used. To begin with the students' reaction towards the experience, the results showed that the majority of students were motivated to be part in this experiment. For example, one student stated, *"I liked it"*. Another student said, *"I think it was a good and interesting experience"*. The students justified their reaction towards this experience as being helpful and effective to understand passive voice well. What is more, some students thought that this experience offered them an opportunity to share their own ideas with their classmates. While conducting the interviews, over half of the students mentioned that it was their first time to be responsible for creating a learning material. However, a small number of the students reported that it is the teachers' responsibility to prepare the classroom learning materials. Around the quarter of the students felt annoyed by the extra work imposed on them. The students were also asked whether they would like to try such a task again in the future. Most of them

replied, "Of course, I would like to try it again", "Yes, because it is helpful for us", "I hope that because it helped me", "if it is possible".

Regarding the autonomous strategies used by the students, the first question was about the types of the resources the students referred to while designing the worksheets. Some students drew on their thoughts and previous language learning background to create their own exercises. Other students used different resources such as grammar books, Internet websites, YouTube videos, or dictionaries.

The students were also asked was about the steps which they followed while creating their worksheets. A large number of the students revealed that the first step they did was meeting with their partners, looking for different resources related to the given topic, and brainstorming some ideas. After making decisions on which resources they were going to use, they wrote down some ideas as an outline. The next step was planning their worksheets. Here, the students had a chance to make a decision on the type and the number of exercises. Furthermore, they considered how these exercises would be organized. The final step was reviewing the clarity of question instructions, editing the grammatical and spelling mistakes, and producing the final draft. In regard to these steps, some students stated that working with a partner offered them an opportunity to exchange, discuss, and share ideas.

The last question under this issue was about the difficulties that the students encountered while creating the worksheets. Some students mentioned that the most difficult part of this work was to create genuine sentences for their exercises. A few students felt that the most difficult part was their inability to meet in sufficient length. negligible number of the students stated that the most difficult part was to make decision on the question type and where to look for.

The last interview question was to investigate the students' perception about their participation in designing classroom learning materials. The majority of the students agreed to this question and

justified their answer by providing different reasons; they said that taking part in designing classroom learning materials can help them learn more things about any topic, make the class more interesting, give them the opportunity to interact with their teacher and discuss their ideas together, and increase their sense of responsibility. however, there were minority who believed that it is the teacher's role to prepare the learning materials. They also felt annoyed by the extra work imposed on them.

4. Results and discussion

The finding of the study in relation to the students' reaction towards the experiment were productive and encouraging. The Libyan students at the department of English, Faculty of Arts -Misurata, were highly motivated to be part of the experiment of promoting learning autonomy. This is in good agreement with Dickinson's (1995) finding that giving learners complete responsibility to think and to make decisions can encourage them to be more enthusiastic (Cited in Yang, 2005). Being motivated and taking responsibility to design a learning material concurs well with Yagcioglu's (2015) result as the students become positively independent on themselves to come up with their activities. The above finding also fits Noels, Clement, and Pelletier (1999) findings that if the learners have high level of freedom to decide and perceive competence they will achieve high level of self-control and high level of motivation. Although it was the first time for most students to do this task, they expressed desire to do it again in future classes which in turn strongly supports the above findings.

The second finding in the current study clarified what autonomous strategies the Libyan students are able to develop while designing the learning materials. The study showed that the students were able to build up some critical thinking skills such as brainstorming, planning, negotiating, sharing ideas, editing and assessing their work. This finding agrees with Moiseenko's (2015)

finding that getting learners involved in learning –material design work will develop their critical thinking skills because they will be able to make decisions, plan activities, brainstorm and assess what they produce. Moreover, Breen and Mann (1997) support the previous finding when they described the characteristics of autonomous language learners as being able to negotiate, to be independent, to be self-determined, and to have a strategic engagement with learning. It is noticed that the students achieved a reasonable level of self-learning and self-intendence while searching for information by referring to different resources. The students encountered some difficulties; such as creating authentic sentences, making decisions about the type of the questions, and devoting time to meet their partners and discuss (Cited in Egel, 2009). To overcome this problem, they communicated with each other by means of emails and Google classroom.

The third finding is about the types of questions which Libyan students are able to design. It indicates that they are able to design some questions; true/ false, multiple choice, gap-filling, sentence completion...etc. This result is consistent with Moiseenko 's (2015) finding that language learners can create extensive amount of activities. Also, the ideas presented in some worksheets reflects a creative ability by preparing a variety of exercises which are related to real life events, Libyan culture, historical events, and the previous learning background.

The last finding showed that students reacted positively to the idea of taking part in creating classroom learning materials as it would help language learners learn more about any topic and allow them the chance to confidently interact with their teacher. Moreover, it would assist them to be self-independent learners who are responsible for their learning. This result lends support to previous findings of Moiseenko (2015) "Student- produced materials are a powerful tool for promoting learner autonomy" (p. 14). Additionally, it would

improve the students' critical thinking skills which are considered as a requirement for language learning. It would stimulate them to use a wide variety of resources related to the language.

5. Conclusion and Recommendations

Learner autonomy has become a desirable goal for many educational institutions around the globe. It is a learning approach which helps language learners maintain their life-long learning development through employment of a number of facilities such as students-produced learning materials. This study examined the possibility of promoting learner autonomy in EFL grammar classes in Libya by encouraging students to produce their own learning materials. Based on the finding of the present study, the following conclusions were summarized:

- Student- produced learning materials can be a successful tool to promote learner autonomy in EFL classes.
- Student- produced learning materials can be a new effective means to increase Libyan students' motivation.
- Student- produced learning materials can make the teachers aware of their students' needs.
- Libyan students are able to develop some autonomous strategies, such as searching for information, making decisions about their work, designing tasks and assessing them.

5.1 Recommendations

Teachers at the department of English can foster learner autonomy by encouraging Libyan students to design some learning materials and use them in the classroom.

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Appendix A

Interview questions

1. How do you feel about this new experience?
2. Would you like to try it again?
3. What resources did you use while designing your worksheet?
4. What steps did you follow when designing the worksheet?
5. What was the most difficult part?
6. Do you think that students can take part in designing classroom activities?

Appendix B

Sample of the students' worksheets

Q1: Put (T) for True, (F) for False:

1. " A missile shot down an airplane" the passive for this sentence is "An airplane has been shot down by a missile". ()
2. "The buffalo was eaten by lions" this sentence is in the passive. ()
3. "Ali is playing football now" the passive for this sentence is "Football is being playing now".()
4. "The old lady was hit by the car", this sentence is in the simple present form. ()
5. "Coffee is going to be made", the active for this sentence is "Someone is going to make coffee".()

Q2: Complete the sentences with active or passive form of the verbs in the parenthesis. Use any appropriate tense.

1. Joe _____ (transfer) to the hospital right now.
 2. The rice _____ (cook) by Julia yesterday.
 3. Frank _____ (prepare) the cake.
 4. The mouse _____ (chase) by the cat.
 5. The boy _____ (drink) the milk yesterday.
-

Q3: Change the active sentence to passive or the passive sentence to active.

1. The letter was sent by Ann to Jack.-----
 2. Ali passed the ball to Ahmed.-----
 3. Someone has opened the door.-----
 4. The old lady is being sported by a kind boy.-----
-

Q4: Complete the following sentences using the correct form of passive or active form of these verbs

Make	Design	Repair
improve	Phone	Win

1. Jack-----his girlfriend.
2. The air conditioner-----by Fred.
3. This dress -----by Ann.
4. Marta -----a cake.
5. Ahmed -----the tournament.

Q5: Choose the correct answer

- 1- We aregrammar by Ms. Sara.
a). have been taught b). taught c). being taught
2. The injuredto the hospital by the fireman
a). is taking b). is being taking c). takes
- 3). Maria a chocolate cake for her sister's birthday
a) will be baked b). was baked c). is being baked
- 4). He wore a blue shirt. The blue shirt.....by him.
a). wore b). was worn. c). is worn
- 5). I sent the letter yesterday. The letteryesterday.
a) is send b) was sent c). is being sent.

Q6: Correct the mistakes

1. The address **were** written on a sheet of paper.-----
 2. The dress **are** made of silk.-----
 3. The dog **were** injected yesterday.-----
 4. The letter **will been** soon.-----
 5. The lectures **is** attended by all the students.-----
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