



DEVELOPING A NEGOTIATED SYLLABUS TO PROMOTE LEARNER AUTONOMY

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ABSTRACT

The objective of this research paper is to discuss how to promote the learner autonomy by developing the concept of negotiated syllabus. Learner autonomy has attracted more and more attention in education since 1970s. Autonomy is defined as the capability to take charge of or responsible for one's own learning. Nowadays, autonomy is widely accepted as a considerable goal in education and promoting the learner autonomy is the ultimate goal of education. The concept of process syllabus which is an analytic one will help to enhance the autonomy among ESL students. An important characteristic of the process syllabus is that it is an infrastructure rather than a learning plan. It provides a framework for teacher and learner to create their own on-going syllabus in the classroom. In its strong form, not only the content but the materials, methodology and types of assessment used in a course are predetermined but are negotiated between the instructor and the learner throughout the course. This practice of negotiated syllabus emphasizes the value of collaborative learning, learner-centeredness, learner autonomy and shared decision making. Through negotiations of purpose, contents, ways of working and evaluation, students are exposed to various stages of producing language. As they shift the power into students' hand, they become motivated and whole heartedly involved and take on greater responsibility to their own learning. It is based on a large corpus of empirical evidence. Literature is reviewed regarding appropriate strategies to develop the learner autonomy through the concept of process syllabus. The study is based on the theories as they clearly stamp the framework that assists the teachers to play different roles in process syllabus and to promote second language learning. The aim of this study is the application of theories and principles. This paper argues for the provision of circumstances and contexts for learners to help them rather than prevent them from exercising their autonomy so that they can take charge of the whole or part of their learning.

Keywords: Autonomy, Process, Collaborative, Empirical, Decision making