

Professors' Perceptions of University Students' Autonomy

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Abstract

The relationship between professors' perception about BA students' autonomy and learners' actual level of autonomy is the base of this study. This study attempted to shed light on the factors that contribute to learners' autonomy. Fifty undergraduate EFL students and twenty-two EFL professors from Islamic Azad University of Bandar Abbas, Iran served as the participants of the current study. Two questionnaires, one for students, and one for teachers were chosen as the instruments of the current study. After collecting data, the statistical analysis was done. The results of the study demonstrated that there is a positive relationship between teachers' perception about learners' autonomy and learners' actual level of autonomy. Furthermore, those factors which foster learners' autonomy were identified.

Keywords: teachers' perception, autonomy, language learning, EFL

INTRODUCTION

Autonomy in learning and teaching plays a pivotal role for language acquisition and by knowing learners VAK strategy (visual, auditory, kinesthetic), teachers can perform better. Also, such teachers who are aware of learners' preferences in learning styles are successful in their teaching. Therefore, this study aimed at investigating the relationship between EFL learners' autonomy and their sensory learning style. Having knowledge of language especially English which is the international language, is a main tool of communicate with other people (Khojasteh & Pishkar, 2015). So, many language institutes began to work around the world and language learning became a global need for everyone for business, communication, and commercial affairs. And it, according to Block and Cameron (2002), is a vital commodity in the globalized world. The services/information-based economy makes increasing demands on one's language skills; new technologies and media change the cultural landscape; migration produces more linguistically diverse populations worldwide. These developments change the conditions in which languages are learned and thought. In relation to globalization and

language teaching, the issues of globalization is a necessity for second language learning and teaching (Khojasteh & Pishkar, 2015).

Since 1970, learner autonomy in English language learning has been debated among scholars regarding the ways of promoting learner autonomy and increasing learner independence. According to Esch (1996), learner autonomy is developed if supportive circumstances and contexts are provided to learners. Breen (1984) states that this support can only be given with the process syllabus and learner centered approach. Moreover, Holec's (1979) defined autonomy as ability to take charge of one's own learning. The concept of autonomy is connected with communicative approach according to Nunan (1991). He also added language learning can be affective if learners are allowed to develop and exercise their autonomy.

In today world, one aim of any education program is to enable student to use whatever they learn in their own life student. If they used whatever they learn in real situation, they would participant actively in the process of learning.

On the other hand, according to Kennedy (2002), teacher autonomy is of paramount importance because the relationship between teachers and learners is critical in foreign language acquisition and both teachers and learners need to understand teacher's autonomy and learner's autonomy in order to adapt themselves to classroom learning autonomy. The present study will focus on the relationship between teachers' perception of learners' autonomy and learners' actual level of autonomy with the hope to contribute the related research in the second language learning.

There is broad agreement in the theoretical literature that learner autonomy grows out of the individual learner's acceptance of responsibility for his or her own learning (Benson & Voller, 1997; Little, 1991; Dickinson, 1995). This means that autonomy requires the learner to develop control over his or her own learning and his or her own role in that process. According to Benson (2000), this control might take various forms for different individuals and even different forms for the same individual depending on the contexts or times. In accordance with the concept of learner autonomy, autonomous learners need to be able to decide on their learning needs and goals, identifying learning resources, choose and carry out proper learning strategies, organize learning tasks and self-evaluate their learning results. All of which will be very hard or even impossible to be accomplished by the learners (Thanh Nga, 2014). Furthermore, Autonomous learners are the ones who take active roles in the learning process, by finding more learning opportunities for themselves, rather than being the complete pursuer of the teacher. A comprehensive review of scholarly articles on learner autonomy in language learning was conducted. A number of studies showed that there is a causal relationship between motivation and autonomy (Benson, 2000; Dickinson, 1995; Littlewood, 1996). There have been a large number of studies focusing on the roles associated with teachers and learners in an autonomous learning environment (Benson, 2000; Dickinson, 1995; Oxford, 1989; Richards & Rogers, 2001). A number of studies conducted on the beliefs and attitudes of learners demonstrated positive effects of learners towards learning and autonomy (Cotterall, 1995; Horwitz, 1999)

The review of literature indicates that autonomous learning is indispensable for effective language learning which will enable language learners to develop more responsibilities for their own learning. Therefore, most of the relevant research studies highlight the importance of promoting learner autonomy in language classroom. The primary purpose of the present study is to investigate the relationship between teachers' perspective regarding autonomy and the students' actual level of autonomy and to identify the factors which contribute to the learners' autonomy. To this end, undergraduate students who study English major at Bandar Abbas University along with their professors were chosen to participate in the current study. They were asked to fill out the related questionnaires. Then, the results of questionnaire were compared in order to find out whether there is any significant relationship between teachers' perception of autonomy and students' actual level of autonomy.

METHODOLOGY

Participants

The participants of the present study were about 50 undergraduate students with age range of 20 to 34 who were studying English Translation at semester 5 and 6 at Islamic Azad University of Bandar Abbas branch. Furthermore, 22 professors of who teach at the same university participated in this study. Both teachers and students were given a related questionnaire to fill out in order to provide a researcher with insightful information about teachers' perception of autonomy and students' actual level of autonomy.

Design of the Study

The study employed case study to examine the relationship between teachers' beliefs about learners' autonomy and learners' actual level of autonomy through quantitative data. Moreover, it investigated how autonomous learners can learn to monitor their own learning and rely on themselves and self-correct themselves. Two questionnaires, to examine students' actual level of autonomy and teachers' perception related to the learners' autonomy were used to collect data about teachers' perceptions related to the implementation of autonomous learning and instructional process in the program. On the other hand, the present study can be considered as descriptive because of making descriptive statement about particular group. In this study quantitative data were collected. The data were collected through two kinds of questionnaires, one of which aimed to identify teachers' perception and the other aimed to find out students' actual level of autonomy. Furthermore, the last part of the questionnaire will focus on the demographic information of the students.

Instruments

Two questionnaires were selected as instruments for this study. The first questionnaire was assigned to the teachers to demonstrate their perception of learners' autonomy. This questionnaire was funded by the British Council and was conducted by Dr Simon Borg, University of Leeds and Dr. Saleh Al-Busaidi, Sultan Qaboos University. 22

professors of English field at Islamic Azad University of Bandar Abbas branch were invited to contribute to this study by completing the aforementioned questionnaire. The other questionnaire was related to learners' autonomy. In other words, it measured the students' actual level of autonomy. This questionnaire was adopted from Zhang and Li (2004).

The Questionnaire of English Language Teachers' Beliefs about Learner Autonomy

The questionnaire is based on the study about learner autonomy in ELT being funded by the British Council and which is being conducted by Dr Simon Borg, University of Leeds and Dr Saleh Al-Busaidi, Sultan Qaboos University. The goal of developing this questionnaire was to support the development of learner autonomy. The questionnaire included no right or wrong answers and it primarily focused on the teachers' perspective and opinion about learners' autonomy. Furthermore, the questionnaire included 37 items based on the five-point Likert scale. It also enjoyed the established reliability and validity for measuring teachers' beliefs about learners' autonomy. It took about 20 minutes to be completed.

Learner autonomy questionnaire

Learners' autonomy questionnaire was utilized to measure the learners' autonomy. This questionnaire was developed by Zhang and Li (2004). It mainly examined students' level of autonomy and demonstrates whether learners are autonomous or not. The questionnaire comprised of two parts and included 21 items. The first section of the questionnaire consisted of 11 questions based on the five-point liker scale ranging from never to always. The second part of the questionnaire included 10 items and the participants should show their responses by choosing the closet response to their view in 30 minutes. The students' choices in the questionnaire were the scores from A to E that are respectively 1,2,3,4 and 5. It estimated the participants' autonomy with established reliability and validity.

Procedure

To conduct the present study several steps were taken. 50 male and female students with the age range of 20 to 34 who were studying English Translation at semester 5 and 6 at Islamic Azad University of Bandar Abbas branch were randomly selected to participate in this study. Furthermore, 22 professors at the same university were selected to provide information about lecturers' perspective regarding learners' autonomy. After selecting the participants of the study two questionnaires, one for students and one for teachers were distributed among the participants. The participants were assured that their responses would be kept secret in order to express their ideas freely. After completing the questionnaires, the results of the questionnaires were analyzed and compare using SPSS version 18.00.

Data Analysis

This study aimed to identify the relationship between teachers' perception of learners' autonomy and the learners' actual level of autonomy in order to determine whether there was a correlation between them on one hand, and examined the factors that contribute to the autonomous behavior of learners, on the other hand.

Questionnaires were applied for the purpose of data collection procedures. The statistical analyses were conducted by using the Statistical Package for Social Sciences (SPSS) version 18 through several statistical procedures. According to Mackey and Gass (2005), descriptive statistics provides a simple overview of data, thus allowing the researcher to expand her/his overall understanding of the data set. In case of learner autonomy, its basis is taking responsibility for one's own learning and its development depends on that responsibility to understand what, why and how one is learning with what degree of success (Khojasteh and Pishkar, 2015). The results were analyzed under two sub-headings teachers' perception of learners' autonomy and learners' autonomy. Regarding the analysis of the results obtained from the questionnaire, descriptive statistics, including mean, standard deviation, and frequency were calculated to summarize the results of the both teachers and students' responses to the questionnaire as well as their demographic information. Since variables were related in linear relationship, Pearson Product-moment correlation analysis were conducted to compute the correlation between two variables, namely teachers' perception of students' autonomy and students' level of autonomy. Furthermore, based on the descriptive statistics of the obtained data, the factors which contributed to the students' self-correction, autonomy, and monitoring were identified.

RESULTS

The first research question addressed the relationship between teacher's perception of Iranian Intermediate EFL learners' autonomy and students' actual level of autonomy. To answer the first research question, the data of the questionnaires were submitted to SPSS statistical program. The purpose of using teachers' perception of learner autonomy questionnaire was to show teachers' attitude toward their student autonomy and how they mostly thought they can promote students level of autonomy. The learner autonomy questionnaire was used in order to shed light on the fact that how much students were autonomous.

Table 1: Summary of Descriptive Statistics for lecturers' perception questionnaire

Items	1 Strongly Disagree	2 Disagree	3 unsure	4 Agree	5 Strongly Agree	Mean	SD
1. Language learners of all ages can develop learner autonomy	18.2%	27.3%	27.3%	13.8%	13.4%	2.7727	1.30683
2. Independent study in the library is an activity which develops learner autonomy	13.6%	22.7%	36.4%	18.2%	9.1%	2.8636	1.16682

Items	1 Strongly Disagree	2 Disagree	3 unsure	4 Agree	5 Strongly Agree	Mean	SD
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone	9.1%	13.6%	18.2%	22.7%	36.4%	3.6364	1.36436
4. Autonomy means that learners can make choices about how they learn	0%	0%	18.2%	36.4%	45.5%	4.2727	.76730
5. Individuals who lack autonomy are not likely to be effective language learners	0%	13.6%	45.5%	18.2%	22.7%	3.5000	1.01183
6. Autonomy can develop most effectively through learning outside the classroom	0%	13.6%	40.9%	18.2%	27.3%	3.5909	1.05375
7. Involving learners in decisions about what to learn promotes learner autonomy	4.5%	9.1%	18.2%	40.9%	27.3%	3.7727	1.10978
8. Learner autonomy means learning without a teacher.	54.5%	36.4%	9.1%	0%	0%	1.7273	1.16217
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners	18.2%	36.4%	22.7%	13.6%	9.1%	2.5909	1.22121
10. It is possible to promote learner autonomy with both young language learners and with adults	18.2%	18.2%	27.3%	18%	18.4%	3.0000	1.38013
11. Confident language learners are more likely to develop autonomy than those who lack confidence	0%	0%	9 %	45.5%	45.5%	4.3636	.65795
12. Learner autonomy allows language learners to learn more effectively than they otherwise would.	0%	4.5%	27.3%	40.9%	27.3%	4.5691	.86790
13. Learner autonomy can be achieved by learners of all cultural backgrounds	4.5%	18.2%	7.3%	47.3%	22.7%	3.4545	1.18431
14. Learner autonomy is promoted when learners have some choice in the kinds of activities they do	0%	0%	0%	36.4%	63.6%	4.6364	.49237
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	0%	11.4%	11.4%	13.6%	63.6%	4.1545	1.36198
16. Learner autonomy is promoted through activities which give learner opportunities to learn from each other.	0%	0%	0%	36.2%	36.8%	4.6364	.49237
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching	4.5%	4.5%	10.7%	41.8%	38.5%	3.9091	1.10880
18. Learner autonomy cannot develop without the help of the teacher	0%	9.1%	12.7%	18.2%	60%	4.0909	1.06499

Items	1 Strongly Disagree	2 Disagree	3 unsure	4 Agree	5 Strongly Agree	Mean	SD
19. Learner autonomy is promoted by activities that encourage learners to work together	0%	0%	22.7%	31.8%	45.5%	4.2273	.81251
20. Learner autonomy is only possible with adult learners	22.7%	27.3%	27.3%	22.7%	0%	2.5000	1.10195
21. Learner autonomy is promoted by independent work in a self-access centre	13.6%	27.3%	31.8%	18.2%	9.1%	3.8182	1.18065
22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed	13.6%	22.7%	22.7%	18.2%	22.7%	3.1364	1.39029
23. Learner autonomy is a concept which is not suited to non-Western learners	40.9%	27.3%	9.1%	9.1%	13.6%	2.2727	1.45346
24. Learner autonomy requires the learner to be totally independent of the teacher	18.2%	22.7%	31.8%	13.6%	13.6%	2.8182	1.29601
25. Co-operative group work activities support the development of learner autonomy	0%	0%	4.5%	36.4%	59.1%	4.5455	.59580
26. Promoting autonomy is easier with beginning language learners than with more proficient learners	27.3	50	18.2	4.5	0%	2.0455	.95005
27. Learner autonomy is promoted when learners can choose their own learning materials	0%	9.1%	18.2%	45.5%	27.3%	3.9091	.92113
28. Learner-centered classrooms provide ideal conditions for developing learner autonomy	0%	13.6%	13.6%	18.2%	54.5%	4.1364	1.12527
29. Learning how to learn is key to developing learner autonomy	0%	4.5%	13.6%	36.4%	45.5%	4.2273	.86914
30. Learning to work alone is central to the development of learner autonomy	0%	13.6%	9.1%	45.5%	31.8%	3.9545	.99892
31. Out-of-class tasks which require learners to use the internet promote learner autonomy	0%	0%	13.6%	36.4%	50%	4.3636	.72673
32. The ability to monitor one's learning is central to learner autonomy.	4.5%	4.5%	9.1%	36.4%	45.5%	4.1364	1.08213
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated	0%	0%	0%	22.7%	77.3%	4.7727	.42893

Items	1 Strongly Disagree	2 Disagree	3 unsure	4 Agree	5 Strongly Agree	Mean	SD
34. The proficiency of a language learner does not affect their ability to develop autonomy	0%	18.2%	63.6%	18.2%	0%	3.0000	.61721
35. The teacher has an important role to play in supporting learner autonomy	0%	0%	0%	36.4%	63.6%	4.6364	.49237
36. Learner autonomy has a positive effect on success as a language learner	0%	9.1%	13.6%	27.3%	50%	4.8000	1.19523
37. Become autonomous, learners need to develop the ability to evaluate their own learning	0%	18.2	18.2	31.8	31.8	3.7727	2.19536

As Table 1 demonstrates, most of the lecturers (77.3%) believed that Learner autonomy has a positive effect on the success of the language learners and learner autonomy allows language learners to learn more effectively than they otherwise would (68.2%). So, it is generally admitted that autonomous learners are more successful language learners. On the other hand, it is obvious that teachers have a remarkable and undeniable role in enhancing learner autonomy which, in turns, leads to more language learning. As Table 4.1 reveals, most of the teachers asserted that learner autonomy doesn't mean learning without teachers (90%) and learner autonomy cannot develop without the help of the teacher (78.2%). In fact, it implies that lecturers should teach students how they can become more autonomous. Furthermore, most of the lecturer claimed that learner autonomy cannot be promoted in teacher-centered classrooms (77.2%) and learner autonomy implies a rejection of traditional teacher-led ways of teaching (80.3%) and they believed that Learner-centered classrooms provide ideal conditions for developing learner autonomy ($M=4.13$, $P=72.7\%$). In fact, most of the tlecturers stated that learner autonomy could be enhanced by providing them with opportunity to make decision about the materials, activities, the way of assessment and so on which is discussed in full details in the result of second research question which dealt with the factors which contributed to the learner autonomy and self-correction.

At the second step, the learner autonomy questionnaire which aimed to estimate students' actual level of autonomy and learners' preferences in language classes was administered to the 50 undergraduate students. Table 4.2 reveals the descriptive statistics related to the learners autonomy questionnaire. The questionnaire was composed of two sections the first section included 11 items and was based on the five-point likert scale ranging from (1) Never, (2) rarely, (3) sometimes, (4) often, (5)always.

Table 2: Summary of descriptive statistics for learner autonomy

Items	1 Never	2 Rarely	3 sometimes	4 Often	5 Always	Mean	SD
1. I think I have the ability to learn English well	3%	2%	16%	41%	38%	3.9600	1.11685
2. I make good use of my free time in English study	0%	6%	26%	26%	42%	4.0400	.96806
3. I preview before the class	0%	8%	20%	38%	34%	3.9800	.93656
4. I find I can finish my task in time.	2%	12%	20%	32%	34%	3.8400	1.09470
5. I keep a record of my study, such as keeping a diary, writing review etc.	8%	8%	26%	24%	34%	3.6800	1.25259
6. I make self-exam with the exam papers chosen by myself	6%	0%	20%	34%	40%	4.0200	1.07836
7. I reward myself such as going shopping, playing etc. When I make progress	0%	4%	18%	38%	40%	4.1400	.85738
8. I attend out-class activities to practice and learn the language	10%	12%	10%	32%	36%	3.7200	1.34073
9. During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc	2%	0%	12%	32%	54%	4.3600	.85141
10. I know my strengths and weaknesses in my English study	2%	0%	10%	34%	54%	4.3800	.83029
11. I choose books, exercises which suit me, neither too difficult nor too easy	4%	8%	12%	26%	50%	4.1000	1.14731

As Table 2 indicates, broadly speaking learners assess their ability of being autonomous completely positive. As can be observed in the above table, most of the students chose “often” or “always” and these options gained the higher percentage. Regarding the first item, most of the students (79%) believed in their ability for learning English language and only 5% thought that they had deficiency. With respect to the second item, majority of the students (60 %) stated that they make good use of their free time in English. In response to the third item students (72%) were inclined to preview before the class and finish a task in time (68%). More importantly, more than half of the students (54%) demonstrated that they prefer to keep a record of their study by keeping a diary, writing review, analyzing, etc. Regarding item 6, most of the students (74%) tried to assess themselves and make self-exam with the exam papers chosen by themselves, besides, 78 % of the students expressed that they reward themselves when they progress. Furthermore, 68 % of the learners asserted that they had tendency to pursue language learning further by attending out-class activities which can be taken as evidence for autonomous language learning behavior. Regarding item 8 of the questionnaire, 86 % of the students declared that they were willing to catch chances to take part in activities such as pair/group discussion, role-play, etc. Thus, these activities should be implemented more and more in the classroom in order to promote students’ autonomous behavior. 88% of the students claimed that they know their weak points and strengths and accordingly 76% of them stated that they completely know how to choose books, exercises which suit them, neither too difficult nor too easy. According

the above mentioned analyses, it can safely be claimed that students in this study were completely autonomous.

DISCUSSION

According to Joshi (2011), "The world of pedagogy is shifting rapidly from the authority to democracy since 1960s and the target of teaching/learning should be the learner autonomy" (p.25). The findings of the present study indicated that there exist a strong and positive relationship between teachers' beliefs about learners' autonomy and learners' actual level of autonomy. It implies that teachers as a facilitator of learning have a remarkable role in promoting.

learners' autonomous behavior. Furthermore, some factors such as giving learners choices with regard to what to learn, the kinds of materials, teaching plan, cooperating with their classmate and so on were identified to contribute to autonomy, monitoring and self-correction. The results of the current study agree with those of Nasri, EslamiRasekh, Dastjerdi, and Amirian in a way that teachers asserted that promoting learners' autonomy is of utmost importance. The findings also are in accordance with Joshi's (2011) study, which shows that there is positive relationship between teachers and students' attitude toward autonomy. Also, in this study, as previously mentioned, outside tasks and activities proved to increase learners' autonomy. Contrary to the statement of Ho and Crookall (1995) that autonomy is related to the context of specific culture, in the present study, teachers stated that autonomy is not bound to the culture. The results of the study are also similar to those of Little (1995) and Voller (1997) which showed that autonomy does not mean learning without the help of the teachers and teachers have important role in promoting learners' autonomy. Tholin's (2009) study also lent support to the finding of the present study. He also declared that teachers and learners should have mutual relationship for developing autonomy and in fact, teachers should redirect "their teaching towards self-directed learning and on how their own experiences as autonomous language learners can give character to the teaching that they themselves carry out (p.183)".

CONCLUSION

The current study aimed to investigate the relationship between teachers' beliefs about learners' autonomy and the learners' actual level of autonomy and to determine the factors that contribute to the learners' autonomy. Two types of questionnaires were used as the instruments for the purpose of data collection. 22 lectures of English major of Islamic Azad University of Banadar Abbas and 50 undergraduate students at semester 5 and 6 served as the participants of this study. After data collection, analysis was done. The correlation analysis was conducted to discover the relationship between two variables of the study. The results showed that there was highly strong and positive relationship between teachers' beliefs about learners' autonomy and learners' actual level of autonomy. Further, the results demonstrated that teachers as the facilitators have undeniable role in promoting learners' autonomy. Furthermore, several factors were identified as the most important factors contributing to learners' autonomy. Some

of these factors were involving students in the class, giving them opportunity to make decision about the content of material, the activities, teaching plan, the kind of evaluation, and so on. More importantly, it was found out that students should be provided with opportunity to learn from each other and have cooperative learning in order to develop their autonomy.

The present study has both pedagogical and theoretical implications for teachers and learners. The results of the study indicated that autonomous learners are more effective learners. So, it is necessary for teachers to be aware and to increase their knowledge about how to train autonomous learners. In this regard, it can be suggested to Teacher Training Program to hold some workshops in order to increase teachers' knowledge and skill for improving learners' autonomy. It was also seen in this study that teachers by encouraging and motivating students can increase students' self-confidence which directly affect autonomy. Furthermore, teachers should act as a supporter or facilitator and avoid teacher-centered classroom and guide learners toward being more autonomous by giving them some chances for group discussion, making choices about material, activities, evaluation method, etc. To enhance learners' actual level of autonomy, teachers should assign students some outside tasks and let students to preview the lessons and do the task alone. Furthermore, in today world, technology such as internet has become indispensable part of every student's life. Thus, teachers should implement technology in the classroom and asked them to use technology in order to discover new innovation and ideas with their classmate through collaborative learning. Learners themselves are also the main factor for developing autonomy. They should rely on themselves for monitoring, self-checking, and self-correcting themselves. They should set a target for their own learning and be both intrinsically and instrumentally motivated to reach the target. They should keep some portfolio or diaries for promoting their autonomy. They should engage themselves in a constant evaluation of their progress. They should grab the chances in the classroom in order to have interaction with other students. Furthermore, they should do their best to solve the problem or to do tasks alone in order to learn how to learn independently and become responsible for their own learning. By considering the aforementioned points, teachers and learners can help to develop autonomy. Material developers should also design the course books in a way that motivate language learners toward autonomy and include different tasks which challenge students to do the task independently. They should also include some semi-exams in the course books in order to encourage learners toward self-evaluation and self-exam before the real one.

With regard to the limitations of the current study, some suggestions for the future studies can make. The present study was done with only 22 lecturers and 50 undergraduate students. Any possible study can be conducted in a larger scale in order to enhance the generalizability of the results. Further, a similar study is needed to be carried out in the ESL context and its results be compared with the results of the current study to confirm these findings. The present study was done in the Banddar Abbas province, any further study can be done in other provinces such as Tehran to see whether the same results will obtain. This study was done with undergraduate students

whose technical major is English; another study is needed to be done with graduate students or students who have different majors. The present study was only based on the quantitative data, any further research can be done based on triangulation method using both quantitative and qualitative data. Moreover, any future study can take individual difference variables such as age, major, personality type, and so on into account to investigate the issue under investigation better.

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