LANGUAGE LEARNING AUTONOMY: PERSPECTIVES OF ELT TEACHERS AND LEARNERS

Süleyman ÜNAL

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Introduction

Communicative approach and learner centeredness have been believed to cause arousal of the term: learner autonomy. Language learning autonomy has become one of the most important dimensions of the foreign language learning (Benson, 2009; Dam, 2010; Little, 2007). One of the most important purposes of Communicative language teaching is developing autonomous learners of language and thus autonomy has been seen as the most important aspect of learning (Benson, 2008).

Several researchers, including (Benson, 2008; 2009; Camilleri, 1999; Little, 2007; Smith, 2008) have studied learner autonomy in terms of different aspects. As Kumaravadivelu (2001) stated, the practice and realization of learner autonomy varies “from time to time, from context to context, and from culture to culture” (p. 131). Although learners are expected to be autonomous learner by teachers and school administration, researcher thinks a good understanding of language learning autonomy hasn’t been reached successfully yet. To solve this problem, determining the understanding of learner autonomy of teachers and learners has gained significant importance within the school context.

The theoretical framework for this study was chosen as self-determination theory (SDT). SDT is the macro-theory of learner motivation which grounds this study. Self-determination theory is accepted as a theory of motivation. Niemic and Ryan (2009) suggested that autonomy, competence and relatedness are three component of intrinsic motivation. SDT suggests that the lack of autonomy, competence and relatedness will cause great damage in that setting (Deci & Ryan, 2000).

Although many definitions are available, a shared definition of autonomy hasn’t been reached (Benson, 2008; Little, 2007). Dickinson (1987:11) explains the term as “the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions.

According to White (2008), learner autonomy can be accepted as the social dimension of learning. Social context provides learners with autonomy opportunities to use what they have. It is how learners react to what he learns or doesn’t learn. Benson (2008) states learner autonomy is the practical side of learner to control learning process. As learner picks up new knowledge, he starts to develop his own management systems. His definition of learner autonomy includes “self-management.” This can be explained as an auto–control mechanism that learner himself develops.

There is direct link between proficiency of learners and how autonomous they are as language learner (Smith, 2008). Autonomous learner reaches higher degree of language proficiency compared to others. The most crucial dimensions of language learning environment are the learner, the teacher, the materials, and learning context (Benson, 2008). To promote learner autonomy, making use of these four elements is extremely crucial.

The study examined the match/mismatch between teachers’ and learners’ perceptions of learner autonomy. The results of the study would be a first and most important step toward to understand learner autonomy.

The following are the research questions investigated in this study:

1. How do EFL teachers perceive learner autonomy?
2. How do EFL learners perceive learner autonomy?
3. Do teacher – learner autonomy perception match or mismatch?

This study will contribute to the field in different aspects. First, not many studies were aimed at determining the teacher–learner autonomy perceptions at the same time. They focused either from teacher or from learner perspective to this topic. Secondly, determining the relationship between teacher – learner autonomy perceptions match /mismatch makes the present study significant in the field.
Methodology

Nature of the present study requires using qualitative research with a phenomenological approach to describe ELT teachers’ and learners’ perceptions on learner autonomy. Phenomenological Research was thought to be appropriate for the study since the focus of the research is describing what all participants have in common as they experience a phenomenon. In a phenomenological study, the researcher gains insight of the phenomenon of interest through interviewing knowledgeable participants (Creswell, 2009). In this qualitative research, “ELT learners’ autonomy” was identified as a phenomenon. The description in this study focused mostly on what learner autonomy is and how related it is to age, proficiency and etc. Specifically, this study was sought to explore experiences of ELT teachers and learners to understand the nature and usage of learner autonomy in ELT.

Setting and Participants

University learners and their teachers at a school in Istanbul, Turkey are admitted as the target population for the study. In this four-year university, four major engineering departments, i.e. aeronautical, electronics, industrial, and computer provide educational facilities. The academic language of the school is not English; however, it is given special attention and quite an important amount of time in the curriculum owing to the necessity of the prospective career of the learners.

The number of learners was 20 and the number of the teachers was 12 for this study. All the participants of study are male. Purposive sampling method was chosen for the study since the chosen learners are thought to be more appropriate for the purpose. Participants were selected based on experiences with the phenomenon and the ability to share that knowledge on learner autonomy. For ethical considerations, all the participants from the teachers and learners are informed about the purpose of the study. All the participants from learners were between 17 and 22 years old. Learners are from five different proficiency levels. The proficiency level of learners was determined by Oxford Placement Test (OPT) and institutional exam called ALCPT. They are grouped as beginner, elementary, intermediate, high intermediate and advanced depending on their score they get from the test above. 4 learners from each proficiency level were chosen and semi-structured interviews were held with them.

The teachers hold this profession for at least 5 years to 15 years. They graduated from university in years starting from 2000 to 2011. 5 of the teachers hold bachelor degree, 3 and 2 people hold master degrees and PhD respectively.

Data Collection Instruments

Data for this study were obtained through semi-structured focused group interview and observation of the researcher and teachers. The individual interviews consisted of open-ended and in-depth questions about their perceptions on learner autonomy and its relationship with age, proficiency and etc. An interview guide was prepared by the researcher and later revised by three experts on the field of English language teaching and curriculum design. The questions in the interview guide were used as a starting point for further discussion about teachers’ and learners’ perceptions of learner autonomy during the interviews. For the reliability and validity of the interview questions, three experts’ opinions were taken and the questions were revised accordingly. These questions were applied to two teachers and three learners as a pilot study and questions were finalized before the actual interviews took place. Semi-structured focused group interviews were held in learners’ native language, which is Turkish, to have more valid results and not to cause misunderstanding. The interviews lasted approximately 25-30 minutes. Interviews took place in school cafe for the learners and in the office for the teachers for the convenience of participants. Learners and teachers answered questions about their perception of learner autonomy on a
voluntary base. Audio record of the interview was obtained for data analysis procedure. Two researchers took notes at the time of the interview to compare it with audio record of the interview. The participants were informed about the research process and assured that the information they give would be kept confidential.

Data Analysis

After getting data from semi structured focused–group interviews, researcher examined and read the audio recordings and notes taken by researchers many times and focused on the important statements and comments of learners and teachers to identify the themes. Notes of the two researchers at the time of the interviews were compared with each other notes and the audio recording. After interpreting the data, two other colleagues examined the interpretation and themes were revised again for the trustworthiness of the analysis. After exploring the general sense of data, processes of coding data and specifying the themes were applied (Creswell, 2012). Open coding is defined as categorizing major finding (Cresswell, 2009). Learner autonomy as a phenomenon was analyzed deeply within the light of these statements. Then, these statements were combined under themes with the help of literature (Borg & Busaidi, 2012). After the analysis procedure, results were shared with the participants to ensure that results were reflecting their intended purposes in the study to reach credibility, dependability, conformability, and transferability of the data.

Results

Both EFL teachers and EFL learners were asked how they perceived learner autonomy. Responses of the learners and teachers were categorized as follows:

Age and Learner Autonomy

Technical Perspectives on Learner Autonomy

Social Perspectives on Learner Autonomy

Political perspectives on learner autonomy

Benefits of Learner Autonomy to Language Learning

The role of the teacher in promoting autonomy

Proficiency and Learner Autonomy

Age and Learner Autonomy

Age and learner autonomy is a category in which learners and teachers expressed their opinion about the relation between age and autonomy. It is seen that learners and teachers hold similar belief about the relationship between learner autonomy and age. For example, T1 stated “I don’t think there is clear and meaningful relationship between learner autonomy and age.” All learners can develop learner autonomy if special attention and training is given. In addition to this, T2 and T3 add “there isn’t even any small relationship between learner autonomy and age.

Learners hold the same belief that language learners of all ages can develop learner autonomy. For example, S1 states that “It doesn’t matter whether he is a child or an adult. All learners are similar in developing learner autonomy. S2 adds “I don’t think learner autonomy depends on age. I am as I was in high school. No matter how old I am, I feel myself responsible for what I do.”

As a result, learners and teachers agree on the point that language learners of all ages can develop learner autonomy. Teachers and learners are compatible on the point that adults are more aware of their own learning and their autonomy perception is related to their needs while young learners develop their autonomy because of their interest.
Technical Perspectives on Learner Autonomy

In the study, responses of participants can be categorized as technical perspectives on learner autonomy since some of their ideas are related to in class- and out of class activities. In semi structured interview, T4 tells that giving free time for learners is the most important factor to develop learner autonomy. Especially advanced learners state that learners can feel themselves out of control and prefer to waste their time rather than make use of it. S3, for example, tells “learners should be given controlled free time”. Researcher asks “What does controlled free time mean?” He answered that they should be guided or given training to make use of given time.

Learners think that they can develop their autonomy through various studies outside of the class. S5, in low intermediate level, states that learners prepare for the lesson, carry out activities other than activities in the book. He also adds that learners investigate and studies the materials or topics he is curious about. As a result, he becomes more engaged in his studies. S6, in intermediate level, thinks that learner realizes his potential and lack in the lesson and do extra studies to catch up with the teachers and other learners.

Teachers, support the learners’ belief as well. T4 tells “learners can feel that language is a need outside of the class.” In class, learners are tend to go on learning process and they aren’t aware of the process but outside of the class their awareness for language learning increases and they are in search of ways that takes them to their purposes. T5, states that learners plan their own learning outside of class. They have purposes for target language. Then, they are in search of finding necessary time to reach their purposes. At the end, they develop their time—management skills. T6 adds that learners cooperate and collaborate with their friends outside of the class. If it is necessary, they can want help from their friends or teachers. It is sometimes impossible to do in the class.

As a result, both parties agree that giving free time to learners is important to develop learner autonomy. Giving the right training related to how to benefit more from given time is crucial not to lose learners from the beginning or to help them until they reach enough capacity to maintain their own studies.

Social Perspectives on Learner Autonomy

In the study, another category may be social perspectives on learner autonomy since both parties expressed opinion about the social dimension of learner autonomy such as individual studies or group work. Learners strongly emphasize the importance of opportunities for language learning environment. S9, for example, tells “I think opportunities to use language are really important for my language learning. S10, in addition, states that you can only understand whether someone is responsible or not by giving tasks alone. S5 suggests that learners can be given tasks and may be given awards for what they do better.

Teachers’ approach to this statement is far more logical and academic. For example, T1 tells that tasks are really important to promote learner autonomy but tasks should be meaningful and clear. Tasks should also help learners understand the need of foreign language. He says “learners should think language is my need, it is essential for my progress.” Advanced learners can be far more aware of importance of tasks. S11, for example, states that as my level gets higher, I want to be freer and I would like to see what I can with my language. Teachers can assign us tasks and we can see whether we can handle it or not.

In the study, learners expressed their preference for study to develop learner autonomy. Responses differ depending on learner characteristics. S7, for example, says that he prefers to study alone rather than in group. He feels himself more focused and engaged in working alone. S8, in addition adds that he feels himself less distracted from studying when he works alone. S5 supports them by saying that promoting learner autonomy is not related to type of studying but it is related to individuals himself. S12, in contrast, says that he really prefers and likes to study in groups because
he learns more from his friends. S13 prefers to study in cooperative learning environment more. He thinks it is more enjoyable and fun. S7 says that I prefer both of them depending on the situation. Sometimes working in group is more advantageous but sometimes it is not. As a result, almost all learners think promoting learner autonomy is related to individual himself, not to the way of studying.

Teachers, in interview, are more aware of the situations. Working alone or working in group depends on the learners preferences. It is not directly related to developing learner autonomy. S5, S6 and S7, for example, say that choosing working alone or working in group is the choice of learners. S1, in addition, says “I don’t know which type of study takes learners to autonomy but I know that autonomous learners choose the best way depending on their needs. S2 also adds that developing learner autonomy may seem to be more possible and easy with working alone but learners should choose the right ways by taking into consideration their needs and interests.

**Political Perspectives on Learner Autonomy**

In the study, political perspectives on learner autonomy may be another category because groups expressed their opinion about decision making process such as material selection, assessment and instructional design of the language courses. In semi-structured interview, learners express that being in decision making process is really important for language learning process. For example, S10 in intermediate class tells “language is very different from other learning. In other learning, there is a system of learning. If you follow it, you learn like math class. However, language is very different. There are many ways of learning and improving. The problem is how we can choose the best way. If teachers and learners cooperate and collaborate together, I believe we will find the most practical ways.” S15, in advanced class, adds “Teacher brings material or book to the class but I get very bored sometimes because they don’t attract my attention. I am in advanced class, materials or books should be interesting enough to take my attention. I should say ‘yes, I should learn it’. Teachers can only learn my interests and needs by asking me. For example, I am in advanced class but I have difficulty in using causatives. I realize almost all my friends have this problem. If the teacher asks us, it will be very simple to solve it.”

Teachers give almost similar responses in the qualitative part of the study as well. T2, for example, tells that the teacher is really important for language learning in that he can contribute a lot to autonomy of the learners by providing choices. If he insists on his way, this becomes only his way, but if he offers choices and learners select it, this becomes both teachers’ and learners’ ways. Learners feel themselves more valuable for language learning and this helps them to be more motivated and engaged for the language learning.

**Benefits of Learner Autonomy to Language Learning**

In the study, to what extent language learning and learner autonomy are related were also examined. It is seen that both learners and teachers agree that learner autonomy is important for the success of learning to some extent. S5, in elementary level, states that autonomous learners are effective learners most of the time. Teachers also support learners’ opinion. T3, for example states that autonomous learners are expected to be effective learners.

It can be inferred that both learners and teachers’ responses are positive about the benefits of learner autonomy. It can be said that learner autonomy allows learners to be more effective in their language learning experience.

**The Role of the Teacher in Promoting Autonomy**

In the interview section of the study, participants are asked to define the roles of the teacher to promote learner autonomy. S16 says that contribution of teacher to promote learner autonomy is
really important. Teachers should be supportive and guider to promote learner autonomy. S5 adds that teacher should be in touch with the learners whenever learners need help. S3 adds that teachers should be source of motivation and make learners be aware of their needs. S7, in addition says that teachers should be trutable and they should create language learning environments in which learners find their needs. Advanced learners think that they need teachers indirectly. They should be counselor or guider rather than organizer in promoting learner autonomy. Less proficient learners think that they need teachers compared to the learners in upper proficiency level because of language learning experience. In beginner classes, the learners think that effects of teachers on promoting learner autonomy are far more than the other levels. S6, for example, says “I am beginner level learner, as you understand, I have just begun learning a foreign language, I need teachers more than the others to be more autonomous.”. S8 adds that teachers should provide more opportunities to be autonomous. They should train learners how to become autonomous or explain them directly what learner autonomy is.

Teachers also believe their importance in promoting autonomous learning environments. T1, for example, says “if you show your compassion to learners or try to understand their problems, learners become more autonomous to your courses. They are tend to engage more, interact more and ask more”. T2 adds that learners associate the language with the teacher most of the time. If they like their teacher, there is nothing they can’t do for this course or language learning. T3 states that beginner level learners of language depends more on teachers than any other group and this dependence decreases as the learners get more proficient. Teacher is important for promoting learner autonomy in that he should create appropriate learning environment.

Proficiency and Learner Autonomy

In the interview, the participants are asked about the relation between learner autonomy and proficiency level and various responses are held from participants. S2, in advanced class, thinks that learners’ autonomy starts to develop from a particular level, which is intermediate level. Language learning is compulsory in beginner levels in anyway. Learners must reach a level to engage themselves in the process. He adds the first steps of language learning are always challenging and mandatory. Learners have nothing to add to their learning process. He tells about his observation that intermediate level is the level he feels himself ready to do his own learning because learners can be discouraged to maintain their own studies because of the lack of appropriate materials or level.

S4, S8 and S9, in elementary class, thinks that learner autonomy is always available for learners but in the beginner level, they depend on teachers or course books more rather than doing their independent studies. They all think they start to activate learner autonomy when they reach a particular level in target language in which they feel themselves enough to maintain their own independent studies. They suggest that language learning is really challenging in the beginner level. Language learning is more enjoyable when you start to understand what is going on. At the very beginning you feel yourself not relaxed and uncomfortable. They add that more proficient learners in language are much luckier and more appropriate than them for promoting learner autonomy.

S16 and S17, in beginner class, think that each level is unique to itself in terms of developing learner autonomy because each level’s requirements are different. Language learners get more enthusiastic about learning a language in their less proficient level. Therefore, they want to do more with the language. S16 exemplifies by asking a question “does a team play better when the score is 0-0 or it is 3-0? He answers his own question by saying “Of course, they try to play better when the score is 0-0 because they just start the match. They tell that learner autonomy depends on the personality of the learner, not the proficiency level. However, they imply that learner autonomy decreases when the proficiency level increases because they tell that learner may lose their curiosity or interest for language learning.

S6 and S10, in intermediate class suggest that it is not right to associate learner autonomy with any language proficiency level because each level has its own characteristics. They tell that beginner
level language learners should be more autonomous compared to more proficient language learners. Learner in beginner level should feel himself more responsible for his own learning because he is on the first steps of language learning. First steps are always harder than others.

S7 and S8, in advanced class, think that advanced learner are more appropriate to learner autonomy. They tell that you need free time and independence to be autonomous because learners depend more on teachers or materials in their beginner level rather than on their own independence. This situation restricts learners to become more autonomous. Language learners in advanced class have more opportunities to be autonomous learner because they can find materials or things to attract their attention. They can do more independent studies on their own interest area.

Teacher, however have different beliefs about the relationship between learner autonomy and proficiency level. T7, for example claims that developing learner autonomy may not be easy to develop for beginner level language learners. He thinks learner autonomy requires having particular language background. He believes learners should reach a particular level in the target language. Beginner level language learners don’t have enough necessary skills or proficiency for learner autonomy. More proficient learners develop learner autonomy but he thinks more advanced learners are more appropriate to develop learner autonomy. T8 however expresses that I am not sure whether proficiency level affects learner autonomy directly but it can be a factor that affects learner autonomy. He claims that learner autonomy starts to increase from the intermediate level of language. He adds that learner autonomy is more difficult to develop in the beginner levels.

T4, however, states that developing learner autonomy may be a process starting from beginner levels to more proficient level. This doesn’t mean beginner or advanced learners are more autonomous. Giving enough time, opportunity or training, all language learners can develop learner autonomy. The reason why more proficient learners seem better in learner autonomy may be because they have more language learning experience than others. They may have gained the necessary skills to maintain their language learning. As a result, we can say both teachers and learners aren’t quite sure about whether there is relation between learner autonomy and language proficiency level.

Discussion, Conclusion and Suggestions

The following study is guided by the research questions that prompted the study.

How do EFL teachers perceive learner autonomy?

Ten teachers participated in semi –structured interview. Learner autonomy is acknowledged as learner’s being in charge of his own language learning. Learners should have high readiness to be a part of their own learning process. Learner with autonomy tries out new ways and means to accomplish the task he is assigned. Learner autonomy is thought to be a motivation to learn a language in the way the learner chooses himself. Autonomous learner is defined as learner who:

- Takes charge of his own learning
- Benefits from every opportunity to develop himself
- Creates his own opportunities
- Can work individually and within group efficiently
- Shows curiosity in language learning
- Has his own objectives and plans
- Has a good communication with teachers and his friends
- Would like to be involved in decision making processes related language learning
Technical, social and political perspectives of learner autonomy are seen to be important for the teachers. All the mentioned features of learners are related to in-class or out of class activities of learners, learners’ choices of individual or group work, learners’ participation in curriculum and physiological situation of autonomous learner which suit best to perspectives of learner autonomy mentioned above respectively.

The features mentioned above can be accepted signs of taking charge of one’s own language learning. Attitudes of teachers are quite similar to Benson (2009) as mentioned above as well because according to Benson (2009), autonomous learners have a good understanding of learning, objectives, strategies and self-assessment. According to Hurd (2008), learner autonomy is a “capacity.” This capacity is strongly needed while learner is deducing, reflecting and making decision. Kohonen (2010) also supports the findings by defining learner autonomy as an auto-control mechanism that learner himself develops.

As a result, learner autonomy means a lot to teachers. Teachers expect autonomous learners to have some features discussed above, which are mentioned in the literature as well.

**How do EFL learners perceive learner autonomy?**

20 learners participate in the semi-structured interview. Learners, like teachers, have varieties of explanations on learner autonomy. Autonomous learner is defined follows as someone who:

- is in search of opportunities to develop himself
- Feels himself responsible for his studies and follows his progress
- Shows his interest in the target language
- Is aware of his lacks and potential so takes necessary steps
- Benefits from the teachers but doesn’t depend on the only teacher for his learning
- Does studies related to his target in language learning effectively
- Develops his language skills depending on his needs and future
- Has always good rapport with his teachers and friends
- Would like to participate in the decision making issues related to his development

Technical, social, political perspectives of learner autonomy are really crucial for learners like teachers as discussed before. Like the teachers, all the mentioned features of learners are related to in-class or out of class activities of learners, learners’ choices of individual or group work, learners’ participation in curriculum or design of the lessons and physiological situation of autonomous learner which suit best to perspectives of learner autonomy mentioned above respectively.

Perception of learners on learner autonomy is compatible with the literature. Benson (2009), for example, believes that autonomous learners are so motivated that nothing can stop them to reach their target in language learning. According to Little (2007), an autonomous learner is good at understanding purpose and kind of activity he is engaged in. La Ganza (2008) also supports the findings by defining learner autonomy as learner’s being aware of his needs, lacks and interests As a conclusion, learners perceive learner autonomy and autonomous learning as compatible with the literature.

**Do teacher – learner autonomy perception match or mismatch?**

Learners and teachers are seen to be in harmony in their perception of learner autonomy. For example, teachers perceive learner autonomy as: learners’ being in charge of their own language learning, having drives and readiness enough to take his learning responsibilities, having their targets and plans for their progress in their language learning process, being in search of opportunities to
develop himself, being aware of his lacks and potential so take necessary steps learners perceive learner autonomy as: learner’s studying target language not like studying a course but like doing his responsibilities, learner’s showing required endeavor for target language, learner’s being eager and volunteer to take necessary steps for his own progress. Literature is compatible with our findings as well. Little (2007), for example suggests that autonomous learner deduces, reflects critically, makes sound decision, and act independently. Legenhausen(2010) defined learner autonomy as taking step and action towards his goals willingly to achieve learning. Parallel to literature, learners and teachers responded similarly in the following:

• Age and Learner Autonomy
• Technical Perspectives on Learner Autonomy
• Social Perspectives on Learner Autonomy
• Political perspectives on learner autonomy
• Benefits of Learner Autonomy to Language Learning
• The role of the teacher in promoting autonomy

However, in proficiency and learner autonomy category, a full compromise hasn’t been reached as shown in the analysis part of the study. Learners from different proficiency level expressed different opinion about the learner autonomy and proficiency relationship. Teachers didn’t show an agreement on that point as well. Some expressed advanced learners are better in terms of autonomy while learners with low proficiency are more likely to develop learner autonomy for some teachers. It can be seen that both learners and teachers are aware of learner autonomy and importance of it. It can be because language learning is strongly emphasized and supported in the school. This is both related to their future career and strong need of the institution to keep up with change in technology. Learners are also aware of personal development. They think personal development is only possible with high level of English. These can be the reason why teachers and learners hold quite similar perception towards learner autonomy. In the literature, there isn’t a consensus on proficiency and learner autonomy relationship. While Valadi&Rashidi (2014) found that proficiency of the learner is one of the best predictors of learner autonomy, Dafei (2007) found that there is a close relationship between the learners’ proficiency and their learner autonomy.

Teachers, learners and management of the institution are the most crucial dimension of learner autonomy in a school. When these three parties agree on a specific problem, it is almost impossible to find out solutions for the problem. It is seen that two parties agreed on autonomy and its importance. Management of the institution has already supported the autonomy studies in school. Therefore, problem will most probably be solved when these three groups take necessary steps. Management of the institution is responsible for creating better atmosphere to develop learner autonomy. They should learn how to share their power with the teachers and learners as understood from the statements of learners and teachers. They should provide necessary training to promote learner autonomy in their institutions. They should be careful about their planning courses, schedule and activities. They should create necessary time and opportunities for teachers’ and learners’ independent studies. Needs, interests and lacks of the learners and teachers should be taken into consideration to develop learner autonomy effectively.

Awareness of teachers and learners on learner autonomy should be raised with trainings and programs. Teachers should learn to share their power in class as management of the institution should do and teachers should develop required attitudes towards learner autonomy so as not to prevent autonomous studies in class. They should provide opportunities for learners to promote learner autonomy.
This study was carried out in a public institution offering four-year university level education with unique features; therefore, results cannot be generalized to the contexts in which university level education is offered. Because of the time concern, not all of the teachers and learners could participate in the semi-structured interview. Since learners are from different classes and levels, all of them couldn’t be observed during their language learning experience throughout this study.

For further studies, a quantitative study like learner autonomy questionnaire seeking the responses of learners, teachers and school administration may be administered. Since the situation is determined with this study, studies may be carried out how to develop learner autonomy. Teachers and learners may be offered necessary training program to foster learner autonomy, results of developing learner autonomy may be investigated. Use of technology in fostering learner autonomy may be a good area to study.

References


