

**LEARNER AUTONOMY IN LANGUAGE LEARNING: AN  
EXPLORATORY STUDY OF UNIVERSITY STUDENTS' PERCEPTION  
IN ASSAM**

**Submitted by**

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**Abstract**

The concept of learner autonomy has been a hot topic of debate in the field of language education. Language learning is a lifelong process and is not only confined to the four walls of a classroom. This requires learners to develop a sense of independence in the classroom as well as beyond it, without the intervention of the teacher. In this context, learners have their own set of objectives and strategies which will help them to learn effectively. Developing a sense of learner autonomy has a vital role in the theory of language teaching as well as learning. Here, learners are compelled to take responsibility for their own learning. Autonomy is now seen as an effective alternative to traditional teaching method. So, in this paper an attempt is made to study the perceptions of graduation and masters students when it comes to learner autonomy in language learning among University students of Assam. The study is conducted through a survey with the help of a five-point Likert scale questionnaire. The data is analysed through SPSS software. The results reveal a sense of autonomy among the learners. They also need the teacher as their guide. Furthermore, suggestions for better learner autonomy are also given.

Keywords: learner autonomy, language learning, independence, responsibility, learners, teacher.

## Introduction

The Oxford English Dictionary defines autonomy as self government and freedom of action. The term 'autonomy' is often confused with self-instruction and independent learning. As the concept is multifaceted in nature it is discussed from various perspectives by different theoreticians (Benson 2001, 2007). It was in the early 1970's that the idea of learner autonomy first came into being at the Centre de Recherches at d' Applications Pedagogies in Languages (CRAPEL) at the University of Nancy in France. The idea came due to the need of a term to describe people's ability to take charge of their own learning. And this is how the idea of 'learner autonomy' came into existence (Holec 1981). Holec defined learner autonomy as the ability to take charge of one's own learning. He even stated that this ability is not inborn but can be acquired by natural or by formal learning. Furthermore, one should one should take one's own responsibility for all the decision concerning his learning.

Learner autonomy has been quite popular and significant in educational research since the 1980's with a rapidly growing amount of literature (Hole, 1981; Dickinson, 1987; Pemberton et. al., 1996). However, currently it has become a buzzword that has been receiving wide attention to improve the quality of education in the Indian context too.

Learner autonomy is more specifically concerned with the decision making ability on the learner's part. Here the main focus of responsibility lies on the individual learner's as stated by Pierson (1996). Apart from that an autonomous learner should be able to take responsibility and make decisions about what is to be learnt, how and when is to be learnt regarding his or her learning.

Again student's choice is of utmost importance when it comes to the development of learner autonomy. Here choice operates at three strands. First of all, a student should have a control of the learning process. Secondly, he or she must have a control of the resources and materials which will be used. Lastly, there should be control of the language (Benson 1996). Furthermore, there have been research studies which claim that increasing the level of learner control will increase the level of self determination, thereby leading to motivation in the development of learner autonomy.

## Research context

In Assam, students are often perceived or thought to be dependent and passive. In comparison to Western students, here the education system is mostly driven by examinations

which are highly competitive in nature which ultimately leads to passive learning. It is mostly observed that our students are used to the tradition of teacher centric education which in most cases are transmitted by the teacher rather than the students exploring themselves. On a general note, passive learning is reflected whereby the students prefer memorization to cope up with the assessment demands, particularly while learning a second language. As a result, here the learners seem to have little freedom for exploration themselves to exercise their creativity. Moreover, the learning environment makes it difficult for learners to exercise their autonomy.

So this study is conducted mainly among the graduate and master level students studying at different universities of Assam who are basically second language learners of English. This study aims at exploring student's perspectives relating to learner autonomy and their views regarding language learning.

### **Significance of the study**

The study is significant as its results are expected to help introduce new pedagogical approach which will help in the understanding and developing effective learners who are able to identify their own needs, define their own problems and pursue lifelong learning. The research will also provide insight as to how students of Assam perceive the concept of learner autonomy in language learning. It is hoped that the findings of this study would help curriculum designers and teachers to better understand the student's attitudes and assess their readiness for learner autonomy. With this knowledge they would be able to implement learner autonomy more effectively in the classroom situation.

### **Definition of learner autonomy in language education**

There has been a considerable effort to define as well as theorise learner autonomy in language learning since the very emergence of the concept. Researchers have attempted to offer their own set of approaches to define learner autonomy.

Hsu (2005) states that the term learner autonomy has added various layers over time. Originally the concept was defined as a capacity and has further added words like responsibility, a process, attributes, willingness and freedom. While, Trinh (2005) stresses the importance of four factors related to learners, namely cognitive, affective, social and metacognitive as central to understand learner autonomy.

**Objectives of the study**

The objective of the study is to explore the autonomous activities of the students when it comes to learning English. The study will also look at the students' perception and believes about the role of a teacher and their own in learning and autonomy as a whole.

**Participants**

The survey is intended to investigate the learner population- university students, evenly distribute in different universities of Assam. The population comprises of graduation and master level students. All of them were from the faculties of Humanities, Sciences, Engineering, Commerce and Law. The students belong to the universities namely, Tezpur University, Dibrugarh University, Guwahati University, Assam University and Cotton University.

**Methodology**

The population of the study comprises of graduation and Masters level students studying at different universities of Assam. The study area and population were selected purposively. However, the students were selected on a random basis.

**Instrument**

The tool used in the study is a questionnaire. The questionnaire is prepared with the help of Google forms and was distributed among the students to collect quantitative data. The tool was prepared based on the idea of researchers Zhang and Li (2004), Lamb and Reminders (2008).

The questionnaire consisted of two parts: the first part consists of general information. It consisted of three items. The second part consists of statements to elicit the subject's autonomous learning activities and plan and consist of ten variables. They are –

- Learner's awareness
- Self efforts
- Broader autonomous activities
- Self-esteem
- Use of reference materials
- Motivation
- Use of technology in learning

- Role of learner
- Role of teacher
- Attitude towards learning

There are 30 items in this section.

### Data collection

The questionnaire was distributed to the sample population by sharing the link of the questionnaire through social media. Around 350 persons were sent but only 208 took the trouble to fill it up. Some of the irrelevant samples were eliminated and at last 200 responses were taken as the final sample size. It was beforehand informed that if the respondents wish they could refuse to take part in the study if they feel uncomfortable. It was promised that their response will be kept confidential and will be used only for academic purpose.

### Data analysis

The analysis of data is done using SSPSS Software Version 25. The Google forms are converted into Microsoft Excel spreadsheets. After that, the data are coded into numbers. Finally data are analysed in the software and thereby calculations are done and even bar charts are also constructed for better analysis.

### Result and discussion

In the survey 200 is considered as the final sample. Among them 91 are male and 109 are female. This accounts to 45.5% male and 54.5% female. Furthermore, 46% of the total population are graduation students. While the remaining 54%, are masters students.

### Learner's awareness

**Table 1- Learner's Awareness in Language Learning**

No.	Items	Responses			Mean
		Disagree	Neutral (3)	Agree	

		Strongly Disagree(1)		Disagree(2)		Total		Agree(4)		Strongly Agree(5)		Total				
		N	%	N	%	N	%	N	%	N	%	N	%			
1.	I think I have the ability to learn English well.	1	0.5	-	-	1	0.5	29	13.7	85	42.5	85	42.5	85	85.0	4.2
2.	I make decisions and set goals of my learning.	-	-	1	0.5	1	0.5	32	16.0	118	59.0	49	24.5	167	83.5	4.0
3.	I make good use of my free time in studying English.	3	1.5	25	12.5	28	14.0	72	36.0	73	36.5	27	13.5	100	50.0	3.4
Average Mean															3.8	

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

The majority of the students think that they have the ability to learn English well. Out of the total respondents 42.5% strongly agree, 42.5% agree while 14.5% are neutral and remaining 0.5% disagrees.

The responses to item 2 depicts that a large number of learners make their own decisions and set goals in learning. Out of the total respondents, 59% Agree and 24.5% strongly agree. While on the other hand, 16% is neutral and the remaining 0.5% disagrees and thus do not set their own learning goals.

The responses to item 3 show that many of the learners make good use of their free time by studying English. Out of the total respondents, 13.5% strongly agrees and 36.5% agrees. While, 36% is neutral, 12.5% disagrees and 1.5% strongly disagrees.

### Self-efforts

**Table 2- Learner's self efforts in Language Learning**

No.	Items															M e a n
		Disagree						Ne utr al (3)	Agree							
		Strongly Disagree (1)		Disagree (2)		Total			Agree(4)		Strongly Agree(5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
4.	I preview before the class (i.e. see summary, lessons etc.).	2	1.0	21	10.5	23	11.5	66	33.0	90	45.0	21	10.5	111	55.5	3.5
5.	In the class, I try to use every opportunity to take part in the activities where and when I can speak in English.	2	1.0	20	10.0	22	11.0	62	31.0	82	41.0	34	17.5	116	58.0	3.6
6.	I speak confidently in front of the people.	4	2.0	33	16.5	37	18.5	58	29.0	72	36.0	33	16.5	105	52.5	3.4
	I make notes and summaries of my								19.					21.	74.	3.

7.	lessons.	3	1.5	10	5.0	13	6.5	38	0	106	53.0	43	5	149	5	8
8.	I talk to the teachers and friends outside the class in English.	9	4.5	39	19.5	48	24.0	62	31.0	61	30.5	29	14.5	90	45.0	33
Average Mean																3.5

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

The responses to item 4 indicate that more than half of the learners' preview their lessons before the class. Among the respondents, 10.5% strongly agrees and 45% agrees. While, 33% remains neutral, 10.5% disagrees and 1% strongly disagrees.

The responses to item 5 show that many of the learners use their opportunities to take part in activities whereby they can improve their English. Among them 17% strongly agrees and 41% agrees. While on the contrary 31% of them are neutral, 10% disagrees and 1% strongly disagrees doing it.

In case of item 5, it is seen that 36.5% of the learners agree and that 16.5% strongly agrees that they could speak confidently in front of people. Also, 29% among them are neutral and 16.5% disagrees and do not speak confidently in front of others and 2% strongly disagrees to do so.

Responses to item 6 show that 52.5% of the learners are confident enough to speak in front of people. While, 29% remains neutral and the remaining 18.5% disagrees to speak in front.

The results to item 7 shows that a large number of learners adopt various strategies like note making and summarising. Among the learners 53% agrees and 21.5% strongly agrees making notes. While on the contrary, 19% responded as neutral, 5% disagrees and 1.5% strongly disagrees.

The responses to item 8 indicate that 45% of the learners agree that they talk to their teachers and friends outside the class in English. While on the other hand, 31% is neutral and the other 28.5% disagree to do so.



**Broader autonomous activities**

**Table 3: Learners' Broader Autonomous Activities outside the Class**

No.	Items															M e a n		
		Disagree						Neutral (3)		Agree								
		Strongly Disagree (1)		Disagree(2)		Total				Agree (4)		Strongly Agree(5)		Total				
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%
9.	I practice English outside the class also such as: record my own voice; speak to other people in English.	8	4.0	49	24.5	57	28.5	58	29.0	62	31.0	23	11.5	85	42.5	3.2		
10.	I use library to improve my English.	3	1.5	44	22.0	47	23.5	88	44.0	65	32.5	-	-	65	32.5	3.0		
11.	I use audio-visual materials to develop my speech such as: listen to BBC, watch English movies, read English newspapers etc.	-	-	13	6.5	13	6.5	44	22.0	99	49.5	44	22.0	143	71.5	3.8		
	I attend different																	

12.	seminars, training courses, conferences (e.g. NELTA) to improve my English.	8	4.0	45	22.5	53	26. 5	63	31. 5	66	33 .0	18	9.0	84	42. 0	3 2
13.	I take risk in learning the English language.	12	6.0	43	21.5	55	27. 5	51	25. 5	66	33 .0	28	14. 0	94	47. 0	3 2
Average Mean																3 2

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

The result shows that in item 9, 42.5% of the learners agreed that they practice English outside the class through recording their own voices, speaking to other people in English or other such activities. While 29% remains neutral and the remaining 28.5% disagree to do so.

In case of item 10- the use of library to learn English, 32.5% agreed using it as their part of autonomous learning activities. On the contrary, 44% of them were neutral and 23.5% disagreed. The mean is 3.07, which indicates that the students made good use of the library.

It is observed in case of item 11 that 71.5% of the learners agreed that they use audio-visual aids to develop their speech. On the contrary, 22% of the learners are neutral and the remaining 6.5% disagreed using such aids.

The item 12 was prepared to assess whether the students attend different seminars, training courses and conferences to improve their English. The results show that 42% of them agreed undertaking the activity. 31.5% of them are neutral to this activity and the other 26.5% disagreed doing so. The mean is 3.20 which reflects the adoption of this activity by many students.

The item 13 tries to look at whether the students took risk in learning English or not. The result shows that 47% of the learners took risk in learning, 25.5% of them were neutral

and 27.5% did not took risk. The mean of the responses is 3.27 which depicts that the students also practice the activity.

**Self esteem**

**Table 4- Learner’s Self esteem**

No.	Items															M e a n
		Disagree						Neutral (3)		Agree						
		Strongly Disagree(1)		Disagree(2)		Total				Agree(4)		Strongly Agree(5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
14.	I note my strengths and weaknesses in learning English and improve them.	3	1.5	18	9.0	21	10.5	47	23.5	96	48.0	36	18.0	132	66.0	3.7
Average Mean																3.7

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

This item 14 was designed to investigate whether the students evaluate themselves or not. The responses indicate that 66% of the students agreed that they take note of their strength and weakness in learning English and also try to improve. While on the contrary,

23.5% of them remain neutral and the remaining 10.5% disagreed doing so. The mean is 3.72 which imply that many students evaluated themselves to learn and improve their English.

### Use of references materials

**Table 5- Learners' use of reference materials**

No	Items															M e a n
		Disagree						Neutr al (3)	Agree							
		Strongly Disagree (1)		Disagree (2)		Total		Agree(4)		Strongly Agree(5)		Total				
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
15.	I revise lessons and seek the reference books.	4	2.0	14	7.0	18	9.0	48	24.0	105	52.5	29	14.5	134	67.0	3.7
16.	Besides the contents prescribed in the course, I read extra materials in advance.	-	-	36	18.0			74	37.0	65	33.5	25	12.5	89	45.0	3.3
Average Mean																3.5

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

Responses to item 15 indicate that 67% of the students revise the lessons and sought reference materials. On the other hand, 24% are neutral and the remaining 9% disagreed

doing so. The mean of the item is 3.70 depicting that most students were positive and practiced this activity.

In case of item 16 it is observed that 45% of the students agreed that they read extra materials beside the prescribed books. While among them, 37% were neutral and the remaining 18% did not read extra materials. The mean value is 3.39.

**Motivation**

**Table 6- Motivation of learner's**

No.	Items															M e a n
		Disagree						Neutral (3)		Agree						
		Strongly Disagree(1)		Disagree(2)		Total				Agree(4)		Strongly Agree(5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
17.	When I make progress in learning, I reward myself such as: buy new things, celebrate parties etc.	18	9.0	48	24.0	66	33.0	49	24.5	64	32.0	21	10.5	85	42.5	3.1
Average Mean																3.1

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

The item 17 was created to assess the students' self motivation towards English learning. 42.5% of the students agreed that they reward themselves when they make progress in their learning by buying new things or by celebrating parties. While on the contrary, 24.5% of them are neutral and the remaining 33% disagreed to doing such activities to motivate themselves. The mean value is 3.11 which indicates that many of the learners rewarded to motivate themselves.

**Use of technology**

**Table 7- Learner's use of technology**

No.	Items															M e a n
		Disagree						Neutral (3)		Agree						
		Strongly Disagree(1)		Disagree(2)		Total				Agree(4)		Strongly Agree(5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
18.	I use internet and computers to study and improve English.	1	0.5	5	2.5	6	3.0	35	17.5	108	54.0	51	25.5	159	79.5	4.0
Average Mean																4.0

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

The item 18 was created to find out whether the students use technology in their learning of English. The results of their responses show that 79.5% agreed using such technologies in learning. While, 17.5% of the learners are neutral and 3% disagreed using these technologies in learning. This mean value is 4.01, which clearly indicates that a large majority of the students seek for technology while learning English.

**The learners’ perceptions of the roles in learning**

Learners’ perception of their own roles and regarding the role of a teacher and their own in learning is a subject to difference from one to another. Here is the analysis of how the students in this study, have viewed such roles particularly in the practice of autonomous learning.

**Role of the learner**

**Table-8 Learner’s role in language learning**

No.	Items															M e a n
		Disagree						Neutral (3)		Agree						
		Strongly Disagree(1)		Disagree(2)		Total				Agree(4)		Strongly Agree(5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
19.	Students have to be responsible for finding their own	-	-	2	1.0	2	1.0	17	8.5	97	48.5	84	42.0	181	90.5	4.3

	ways of practicing English.																
20.	Students should use much self-study materials to learn English.	-	-	4	2.0	4	2.0	24	12.0	105	52.5	67	33.5	172	86.0	4.1	
21.	Students have to evaluate themselves to learn better.	-	-	-	-	-	-	16	8.0	107	53.5	77	38.5	184	92.0	4.3	
22.	Students should build clear vision of their learning before learning English.	1	0.5	3	1.5	4	2.0	40	20.0	108	54.0	48	24.0	156	78.0	3.9	
Average Mean																4.1	

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

The responses to item 19 clearly indicate that 90.5% of the students agreed that they should be responsible for their own ways of practicing English. While, 8.5% of them are neutral and the remaining 1% did not take their own responsibility.

In case of item 20, it is observed that 86% of the students make use of study materials to learn English. Among them, 12% of the learners are neutral and the remaining 2% stated that they disagree to the use of study materials.

The responses to item 21 show that 92% of the students agreed that self evaluation is a requirement for better learning of English. While on the contrary, the remaining 8% responded as neutral.



The item 22 was created to find out what the students view regarding the building up of clear vision before learning of English. The responses indicate that 78% of the students agreed, 20% remained neutral and the remaining 2% disagreed to it.

**Learners’ perceptions of teachers’ role**

**Table 9- Role of the teacher**

No.	Items															M e a n
		Disagree						Neutral (3)		Agree						
		Strongly Disagree (1)		Disagree (2)		Total				Agree (4)		Strongly Agree(5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
23.	Teacher's presence is needed in autonomous learning.	6	3.0	15	7.5	21	10.5	74	37.0	95	47.5	10	5.0	105	52.5	3.4
24.	I get nervous if teachers do not provide studying materials.	30	15.0	74	37.0	104	52.0	42	21.0	43	21.5	11	5.5	54	27.0	2.6
25.	Teachers should point out the student's errors.	1	0.5	4	2.0	5	2.5	60	30.0	100	50.0	35	17.5	135	67.5	3.8



No.	Items	Disagree						Neutral	Agree							
		Strongly Disagree(1)		Disagree(2)		Total		(3)	Agree(4)		Strongly Agree(5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
27.	My attitude in learning English changes depending on the teacher.	13	6.5	42	21.0	55	27.5	46	23.0	71	35.5	28	14.0	99	49.5	3.2
28.	I have my own strategies for studying English.	2	1.0	4	2.0	6	3.0	35	17.5	109	54.5	50	25.0	159	79.5	4.0
29.	I try to maintain good relationship with peers in my English classes.	-	0	1	0.5	1	0.5	22	11.0	112	56.0	65	32.5	177	88.5	4.2
30.	I have high expectations in English class.	4	2.0	7	3.5	11	5.5	46	23.0	111	55.5	32	16.0	143	71.5	3.8
Average Mean															3.8	

**NOTE: No. = Item Serial Number, N = Number of Responses, % = Responses in Percentage**

In case of item 27, it is seen that 49.5% of the learners think that their attitude towards learning is depended on the teacher. While, 23% of the students are neutral and the remaining 27.5% disagreed to that.

The responses to item 28 clearly indicate that 79.5% of the students have their own strategies of learning English. On the contrary, 17.5% are neutral and the remaining 3% do not have their strategies.

In case of item 29, it is seen that the students try to maintain a good relationship with their peers in the English classes. Among the students 88.5% agree, 11% are neutral and 0.5% disagree doing that.

The responses to item 30 indicate the fact that 71.5% of the students agree that they have high expectations from their English class. On the contrary, 23% are neutral and the remaining 5.5% disagree have any expectations on their part. The mean value is 3.8.

### **Findings of the study**

The findings of the study highlight the fact that more than 80% of the students are well aware about their own goals as well as process of learning English. Apart from that around 70% of the learners have taken self efforts to improve and enhance their English. It is also important to note that learners, besides the classroom activities also perform various kinds of autonomous activities like record their own voice, use the library or watch audio visual aids in English and even attend seminars to enhance their learning. Around 60% of the students are observed practicing this kind of activities. Furthermore, 66% of the learners assess their strength and weakness and thereby have an idea of their own self esteem in the learning process. Around 67% of the learners use reference materials. Also most of the learners motivate themselves to learn better by rewarding themselves. Furthermore, the use of technology is relatively high among the learners which accounts to around 80%. Also more than 90% of the learners understand their own role while learning English. They have perceived that learning happens better when the learner is responsible. Moreover, they perceived that the role of the teacher is an indispensable part in their learning process. Also their attitude towards learning of English is found to be greatly positive.

### **Limitation of the study**

The initial analysis of the questionnaire results cannot be regarded as a definite description of all students in Assam as the survey was limited among only among a small

amount of population. Also, the small scale nature of the survey prevents the drawing of any firm conclusion.

### **Suggestions**

The learners need to open up in order to find solutions to their own problems. At times of difficulties, that could always approach a teacher for guidance. Moreover, they can share and discuss new ways of learning with their own friends with whom they feel ease and comfortable with. They can always consult with the teacher whenever they are at sea. Furthermore, the teacher can also identify which areas of responsibilities to transfer to the students, where there is more scope for student involvement and thereby help the students learn better.

### **Conclusion**

This study has tried to look at the most crucial aspects of learner autonomy in language learning among the university students of Assam. Furthermore, the students have definite views about the teachers' roles and their own responsibilities. The teacher has a very important role to play in the fostering of learner autonomy and the language learning process in whole.

The study also revealed certain hindrances in the promotion of learner autonomy in Assam. The exam orientated educational system is a major obstacle to both students as well as teachers in their efforts to promote learner autonomy. The difficulties also incorporate time constraints and stringent syllabus.

We can thus conclude by saying that the students are aware about the concept of learner autonomy in language learning in the context of Assam. For that they have taken up various activities and even self efforts. They also insisted that they need their teacher's guidance to develop their sense of autonomy. Though it is not possible for them to exercise learner autonomy completely but they are trying their part to develop it to the greatest extent possible.

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**Appendix****Learner Autonomy Survey Questionnaire**

**This questionnaire is not a test, so there is no “right” and “wrong” answers. The information received will be kept confidential and used purely for academic purpose.**

**Thank you very much for your help!**

**\*Required**

**NAME\***

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**GENDER\***

**Male**

**Female**

**Others**

**EDUCATIONAL QUALIFICATION\***

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**A five-point Likert type scale is used for the participants to rate as follows:**

**5 = Strongly Agree**

**4 = Agree**

**3 = Neutral**

**2 = Disagree**

**1 = Strongly Disagree**

Sl. No	Statement	1	2	3	4	5
1.	I think I have the ability to learn English well.					
2.	I make decisions and set goals of my learning.					
3.	I make good use of my free time in studying English.					



4.	I preview before the class (i.e. see summary, lessons etc).					
5.	In the class I try to use every opportunity to take part in the activities where and when I can speak in English.					
6.	I speak confidently in front of people.					
7.	I make notes and summaries of my lessons.					
8.	I talk to the teachers and friends outside the class in English.					
9.	I practice English outside the class also such as: record my own voice; speak to any other people in English.					
10.	I use library to improve my English.					
11.	I use audio-visual materials to develop my speech such as : listen to BBC, watch English movies etc .					
12.	I attend difference seminars, training courses, conferences to improve my English.					
13.	I take risk in learning the English language.					
14.	I note my strengths and weaknesses in learning English and improve them.					
15.	I revise lessons and seek the reference books.					
16.	Besides the contents prescribed in the course, I read extra materials in advance.					
17.	When I make progress in learning , I reward myself such as: buy new things , celebrate parties etc.					
18.	I use internet and computers to study and improve English.					
19.	Students have to be responsible for finding their own ways of practicing English.					
20.	Students should use much self-study materials to learn English.					
21.	Students have to evaluate themselves to learn better.					

22.	Students should build clear vision of their learning before learning English.					
23.	Teacher's presence is needed in autonomous learning.					
24.	I get nervous if teachers do not provide studying materials.					
25.	Teachers should point out the student's errors.					
26.	A lot of learning can be done without a teacher.					
27.	My attitude in learning English changes depending on the teacher.					
28.	I have my own strategies for studying English.					
29.	I try to maintain good relationship with peers in my English classes.					
30.	I have high expectations in English class.					