_____

LEARNER AUTONOMY IN THE CLASSROOM: A NOVEL LEARNING APPROACH IN THE EFL CONTEXT

_____

Md. Kawser Ahmed

Assistant Professor

Department of English

Z. H.Sikder University of Science & Technology

Madhupur, Kartikpur, Bhedergonj, Shariatpur, Bangladesh.

_____

Abstract

Learner autonomy in teaching-learning of English as a Foreign Language (EFL) introduces a new dimension for teachers feel classroom should be student-oriented and student-centred. Learners find a complete scope of freedom in choosing study aides, designing teaching and learning materials and taking whole responsibility on their own. Teachers will have less influence upon the choice of course materials and they will facilitate learners to overcome obstacles while facing the problem and they will comply with what students feel to achieve them in a methodological approach. Independence in learning and frequency in selecting essential study materials are the focal points of learner autonomy. This recently adopted pedagogical concepts will ensure maximum benefits and language learning advantages, especially in the EFL setting. This paper will focus on the efficacy of learner autonomy, learner's impression of the autonomous classroom and learner autonomy as an acceptable approach in the EFL context. The paper will also draw out some aspects of criticism on learner autonomy as it is facing shortcomings and needs to be adjusted to the non-native educational culture.

Keywords: Autonomy, Classroom, EFL, Frequency, Pedagogical, Responsibility.

_____

Introduction:

Learner autonomy and the EFL context are critically evaluated because learners who learn a language are forced and even in many cases they are made to accept what is discussed and taught in the classroom. Teachers find the classroom as their own domain and centre of materialization of what they want learners to follow and where they are only potentially instruction attributor in attributing language teaching and learning policy, fixing course content and designing curriculum irrespective of the thought of learners' interests. For example, students from the Indian subcontinent, especially from Bangladesh, India and Pakistan, have no choice of making their own decision and planning course outline for their academic year. They do not feel free what they possess in mind in learning a foreign language and expression of interest in certain cases is forcefully blocked because teachers become the one-sided policy maker and they do not have good consideration in making the EFL classroom effective and practice-oriented.What Nunan (1988) termed learner autonomy classroom as 'learner-centred classroom' which refers to responsibilities and duties are to be performed by individual learners and they will be given free of materializing what they actually nurture in their minds. In fact, learner autonomy is the term which was first coined by Holec in 1979for the Council of Europe under the title of Autonomy in Foreign Language Learning.

The focal point of this new learning was to encourage learners to get involved in real life classroom with their own philosophy and allow them to be autonomous in taking the charge of learning activity. Holec (1981) suggested that learners should be given independence in taking their own decisions regarding all aspects of learning styles, learning patterns and special needs. Learner autonomy focuses on the psychological aspect of the learners' mind where they will make their own theories for themselves. Holec (1981) presented a seminal report at the Council of Europe's Modern Languages Project to define learner autonomy as 'the ability to take charge of one's own learning' (p. 3). Learners are motivated to adjust with practical experiences of learning with the principles self-directed learning leading to the development of self-access centres and learners will have training for experimentation what they learn in the classroom.

Benson (2011:125) demonstrates the diagram how learner autonomy has a number of approaches like Classroom-based Approaches, Curriculum-Based Approaches, Learner-Based Approaches Technology-Based Approaches and Teacher-Based Approaches giving a compact explanation of autonomy.
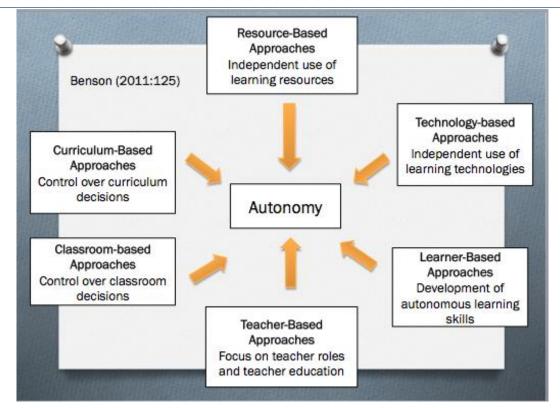
Figure-1: Learner Autonomy by Benson (2011:125)

Figure-1 shows us that autonomy is not a singular concept as it is supposed to be in our understanding rather it includes a combination of classroom activities by the learners, the decision in selectingsyllabus and curriculum, teachers' motivation and influence in exercising the sense of autonomy and technology-oriented teaching and learning.

In every stage of language learning, learners will be made accountable for what they actually do in implementing the adopted decisions for learning a language. In this connection, Allwright (1988: 35) gave a thematic definition of learner autonomy that was 'associated with a radical restructuring of language pedagogy' and that involved 'the rejection of the traditional classroom and the introduction of wholly new ways of working'.Allwright (1988) here talks about two important and relevant aspects 'restructuring of language pedagogy' on the one hand and 'the rejection of the traditional classroom' on the other hand which clearly outline teaching and learning principles need to go through subsequent changes and conventional method of language learning should be modified into a newly accepted way of making teaching and learning experimentation oriented. Autonomy, in fact, concentrates on learners' needs and puts teachers' ideas apart from their own which makes them self-dependent and self-analytic.

In learner autonomy what Dickinson (1992) presented learners behaved 'independently' with the assimilation of cognition and behaviour in the classroom goes with the features of learner autonomy. On the contrary, Dam (1995) marked how basic tenets of autonomy could be associated into secondary school classrooms except ensuring self-access or formal learner training. Learner autonomy points out that psychological properties are the leading concepts

and learners should be given emphasis of 'interdependence' over 'independence' (Little, 1995). When learners have freedom of expression in the classroom, the concept of learning could be "more focused and more purposeful, and thus more effective both immediately and in the longer term" (Little, 1991, p.8). Little (1991) further gives a simplified definition that autonomy is essentially

In summation, learner autonomy is a well-accepted concept of teaching and learning by which EFL learners will have a more congenial atmosphere of learning and they will have more learner-oriented classroom than teacher dominant pedagogy. In the rest of the section of this paper, I will show learner autonomy from a theoretical aspect, its practicality and effectiveness and constructive criticism.

Learner Autonomy: A Theoretical Framework in the EFL Perspective
Autonomy in learning from the viewpoint of the EFL pedagogical context draws great attention because it emerges in the European context where teachers and learners alike have the opportunity to practice autonomy in learning. What European ELT teachers materialize their desired techniques and approaches in the classroom is often impossible in the Asia-Pacific region because teaching and learning setting is dissimilar and less synchronic based upon cultural milieu, educational background, historical perspective and social-affective factors. All of the determiners referred here potentially pose a threat because teachers are not welcoming in their attitude to hand over the authoritative role to the student community and do not have positivity and mentality in the equal status of the European teaching community. A strong prejudice is widely found among non-native teachers that EFL teachers take a class without the participation of students in classroom activities and involvement of students in representing them as simulators and demonstrators before audiences.

 EFL learners do not have the proliferation of concepts, productivity in innovating thought and assertiveness in taking the role because they are made dispirited and alienated from standpoint of learning. Autonomy is found in teachers' tone, teachers' attitude and teachers' behaviour what they profusely exercise upon their students. Teachers generously follow the tenets of Grammar-Translation Method where more authoritative control of teachers are more obvious, learners observe teaching paradigm as decent learners and teachers show lack of propensity of students' active participation in teaching and learning to connive at the tenets of Communicative Language Teaching (CLT).

In the section of this paper, it is relevant to citeLittlewood (1997) who outlines a detailed explanation of how autonomy takes place in a language learning setting by going through different processes of language learning. Three kinds of autonomy pointed out by Littlewood (1997) cited in are effective and relevant in language teaching which is mentioned below: Firstly, it is the responsibility of teachers to develop students' ability to operate independently with the aid of language and use the language to make communication in real life and

unpredictable situations. Secondly, it is the responsibility of language teachers to make their students competent and adaptable to take responsibility for learning by capitalizing their own efforts and materialize active and meaningful strategies to accomplish their work both inside and outside the classroom. Learners achieving these abilities aroused by teachers will successfully be able to make interpersonal communication independently and will reach the optimum level of understanding language in a more generalized autonomy as individuals. Finally, language teachers need to work on some effective factors like motivation, confidence, knowledge and skills which are closely related for learners to communicate more independently, learn more independently and to be independent in learning as individuals.

The following figure showed by Murase (2015) indicates us various dimensions of learner autonomy involving different aspects which focus on the independence in materializing learner's inherent capacity.

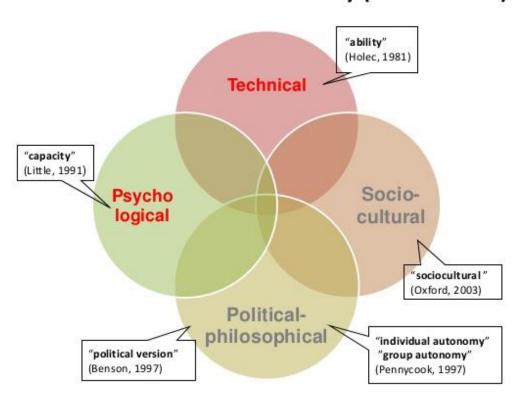Figure-2: Dimensions of Learner Autonomy by Murase (2015)

The figure shortly but effectively deals with learner autonomy in association with various dimensions like Technical focusing onHolec's (1981) 'ability', Sociocultural on Oxford's (2003) 'Sociocultural',Political-philosophical focusing onPennycook's (1997) "individual autonomy" and "group autonomy" on the one hand and Benson's (1997) "political version" on

the other hand and finally Psychological fixing on Little's (1991) "capacity". It can be understood from the figure that learners are able-bodied to play role independently, they are psychologically groomed to address learning impediments and they have the capacity to socialize in a new environment of teaching-learning stages.

It is a widely held the view that learner autonomy has been associated with learning methodology beyond the classroom, although the recent trend of implementing learner autonomy is based upon the institution. The aspects of learner autonomy are intensely related to formal language education. To make the concept of learner autonomy effective inside the classroom, the conventional method like Grammar-Translation Method where teachers play an authoritative role needs to be changed to set free all of the fundamental issues of language pedagogy. In this case, the interaction between teachers and students should be considered as a focal point because interaction helps learners overcome all of the barriers and leads learners to demonstrate what they want to perform in real life classroom setting. Learner autonomy focuses on control over learning and the role of the teacher should be reformed from someone who is in the control of learning. The teacher should make learning happen in the learners into a facilitator and guide in the learning process that is controlled by the learners (Voller, 1997: 101). It can be cited as an example that the language teaching-learning in Bangladesh is strictly monitored and inspected by teachers. Learners in most cases do not take a leading role like choosing course contents and curricula because educational culture and institutional norms restrict learners' latent invincible autonomous power and cannot play an active role in selecting effective methodology of teaching and learning.

In addition, if we think about the picture of learner autonomy in the context of Finland it would be obvious that learner autonomy is not only a preoccupation and concept among scholars but also it is a widely held multidimensional but concrete aspect of learning that needs to be considered as formal teaching of English in Finland. Regarding all formal practical issues and set goals, it is experienced that the promotion of learner autonomy is reasonable and desirable. It is especially required for language classroom because expression of individuality and manifestation of linguistic competence are essentially considered.

The concept of autonomy has played a significant role in the reformation of educational initiatives around the world. The globalization of educational policy which often involves the uncritical transfer of policy from nation to nation and leads to increased homogeneity among national policies is well-documented and well-presented (Jarvis 2000; Mundy 2005; Wiseman & Baker 2005; Zajda 2005).

It needs to be noted that learner autonomy goes through a number of theories and approaches done by many experts having critically analyzed it for better results and target orientation. Felder-Silverman Model (Felder & Silverman, 1988) is widely considered model makes learners aware of understanding differences in learning styles and patterns. This model also works on how they will affect soft professional skills like personal interactions, team

management and general interactions with professors and successes and difficulties in learning. It can be noted that after the initiation of learner autonomy in the arena of ELT, many language teachers have made investigations and research analyses to make learners understand that they possess the ability to perform what they want to execute in the learning environment. All of the advocates of learner autonomy discuss freely that learning is for teaching which requires good control over the class and managerial capability upon simulated audiences. Teachers in this regard introduce new learning strategies to create a sense of making something happen with the practice of attributed strategies. "….specific actions were taken by the learner to make learning more easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (Oxford:1989, p. 8). Learning strategies are the tools which are active and self-directed involvement essentially needed for developing ability in L2 communicative (O'Malley and Chamot, 1990). Learning strategies viewed by Rubin and Wenden refer to "behaviours learners engage in to learn and regulate the learning of a second language" (1987, p. 6).

The theoretical framework of learner autonomy in ELT has a series of strategies followed by language practitioners and theorists to draw out the sense of responsibility ensuring the ability of learners to work as simulators before other peers. Learners should be permitted to simulate in classroom specific skills like presenting a new concept for argumentation and discussing any topic with other peers because these will inspire learners to achieve mutual interaction.

Review of Literature:

In this segment of the paper, I will discuss many research-based works, elicit citations from a good scope of research articles and referential quotes on learner autonomy in terms of its effectiveness in the EFL pedagogical setting. The literature review will make this paper a good example of citation by which many other researchers on the respective arena will be benefitted and it will be considered as a good source of reference for further work on learner autonomy as well.

Benson (2006) in his article talked about the background of learner autonomy which is described in the following:

"The reasons behind the growing interest in autonomy in language learning that I have attempted to document in this review are difficult to pin down. The most important underlying factor is clearly the continuing worldwide growth in the language teaching industry, ELT especially, which involves both the spread of 'communicative' principles and the deconstruction of conventional classroom processes. While these developments were characteristic of European language teaching in the 1980s and 1990s, they are a relatively recent arrival in many other parts of the world. Indeed the recent literature on autonomy has an important international dimension, witnessed by many contributions from ELT researchers based in Asia and Latin America."

In the first phase of writing, Benson (2006) talks about the acceptability of learner autonomy worldwide in language teaching industry especially in ELT where the communicative methodology is followed and conventional teaching and learning are replaced with the

_____

emergence of handing over of responsibility from teachers to learners.

Cakici (2015) pointed out that teachers need to have a set of specific strategies and definite roles to be performed in a well-flourished learner autonomy classroom which is expressed as follows:From understanding their learners' needs and interests to designing activities accordingly, from negotiating with learners about all the tasks to helping them to make self-evaluation teachers have lots of roles. Teachers who are aware of the need for cultivating students' capacity for autonomous learning should also create a supportive environment in which they address the need for new and different assessment procedures in the learning process."

Teachers in learner autonomy should be direct and specific because they work in fact for providing learners' autonomous classroom. Teachers need to be aware of responsibilities and they often need to talk to learners to understand their needs and interests because learners need to have an environment which will be congenial and convenient to study.
Harmer (2001, p. 107) talks about in his terminology 'teacher's craft' what refers to democracy and openness in teaching-learning participation of learners in the following sentences:Furthermore, the promotion of learner autonomy (where students not only learn on their own but also take responsibility for that learning), is only one view of the teaching-learning relationships and is very culturally biased. In some situations, both teachers and learners (and society in general) may feel more comfortable with a more autocratic leadership style, and while this might not suit the preferences of some, especially methodologists, it is highly attractive to others.

Harmer (2001) points out some aspects of teaching and learning like democracy in teacher's attitude and participation of learners in classroom activities by which learners will have the practice of autonomy and the sense of responsibility of their own. In fact, teachers will discard the role of an 'autocratic' rather they will work as a 'facilitator' and they will work as a 'resource' than a 'transmitter' of knowledge.

Sinclair (2000) suggested 13 aspects of learner autonomy which are considered as the yardsticks of the language teaching profession and they have a great acceptance among language teachers which are described below:

1.	Autonomy is a construct of capacity
2.	Complete autonomy is an idealistic goal
3.	There are degrees of autonomy
4.	The degrees of autonomy are unstable and variable
5.	Developing autonomy requires conscious awareness of the learning process – i.e.

	conscious reflection and decision-making
6.	Promoting autonomy is not simply a matter of teaching strategies
7.	Autonomy can take place both inside and outside the classroom
8.	The promotion of autonomy has a political as well as a psychological dimension
9.	Autonomy is interpreted differently by different cultures

What Sinclair (2000) talked about the features of learner autonomy bears a true testimony of that language teachers should free thinking and indulge autonomous feelings inside the classroom. These 13 aspects of learner autonomy cover all aspects of teaching and learning criteria like psychological, behavioural, political, social and cultural in various forms. Sinclair's psychological depiction on how learners will be motivated to take their own responsibility makes us understand that learner's impression, emotion and intelligence are well-considered aspects in learner autonomy. In the same way, Sinclair's cultural standpoint helps us make a good measurement of individual and distinctive teaching and learning method respectively as individual culture represents an individual mode of learner freedom what we term as 'learner autonomy'.

What Wagner (2013, pp. 70-71) talked about various forms of learner autonomy was extensively outlined in his article titled *Learner Autonomy In Japanese UniversityEnglish Classrooms.* He presented such: Littlewood (1999) proposes two types of autonomy. The first is proactive. (1999, p.75). This involves learners taking a leading role in their own education, setting goals, deciding on the best way to reach those goals and as Littlewoodgoes on to say, "affirms their individuality ...in a world which they themselves have partially created" (1999, p. 75). This kind of autonomy places learners firmly in control of the direction of their own education.

Littlewood attempted to make his concepts understandable by categorizing learner autonomy as 'proactive' and subsequently 'reactive' which strongly leads us to measure that learners are active in deciding, selecting and solving what they face in the way of learning stages. It is also obvious that learners take indirect argumentative opinion when any topic is introduced before them and they in many cases feel independent and democratic not to comply with the discussion initiated by teachers.

The literature reviewed in this paper extensively covers various features of learner autonomy, autonomous impressions in teaching and learning strategies in EFL situations by which authentic description of learner autonomy is understood.

_____

Learner Autonomy: Various Aspects Used in the Pedagogical Context
Learner autonomy comprises of a set of aspects in which it can be materialized in teaching-learning or pedagogical purposes in the EFL context. Aspects refer to strategies and methods in which they will help strongly motivate learners to take initiatives and direct learners to guide themselves in a straightforward presentation of what they think to implement in a real-life learning context.

Aspect in Pedagogy:
In this connection, Smith (2003: 131) assimilates 'weak pedagogies' with the concept of autonomy 'as a capacity which students currently lack (and so need 'training' towards)'. 'Strong pedagogies', on the other hand, are concentrated on the supposed thought that students are 'already autonomous' to some extents and focus on 'co-creating with students' optimal conditions for the exercise of their own autonomy'.Shimo (2003, p. 175) argues that ensuring "optional tasks which allow students to make choices'' and "decision-making tasks which enable students to plan and organize their learning" which will confirm that learners feel the sense of autonomy. In fact, a pedagogical aspect of learner autonomy plays a significant and vibrant role for learners have a direct correlational state with firstly learning any new concept and secondly teaching them as a part of the simulation in class. In place of the traditional method of teaching and learning, it seems to be learners that they can come into contact directly with course teachers who can monitor them for fixing new ways in teaching.

Aspect in EFL Classroom:
Learner autonomy and EFL classroom aspect are a major concentration to ensure effectiveness in teaching and teaching of foreign language. Learners lose interest in learning components of language and find them discouraged since they have no exercise of independence rather interdependency, bound in learning the language rather than free in choosing their own patterns and restricted in teamwork rather than open in mutual works. Teachers' roles work very significantly as they can involve students in making a decision and finding a way out. Learners receive encouragement from teachers to establish comprehensible and achievable learning goals depending upon the feedback from evaluation and self-assessment (Dam, 1995).To strengthen this concept, we can refer to Little (1991) that autonomy in learning requires teachers to play a role as catalysts, discussants, consultants, observers, analysts, facilitators and counsellors to stimulate the learning process in many different ways.If we draw the actual picture of classroom learning in the EFL environment, *we will understand there availably found certain limitations by which learners and teachers have nothing to with them.* To get a clarification about the aspect in the EFL classroom, Benson (2000, p. 116) mentions four striking kinds of constraints on the promotion of learner autonomy in a given educational context.

These are as follows:
a) *Policy constraints* language in education which broadly refers to various curriculum patterns

_____

_____

are followed in different parts of the world. Lack of unanimous policy makes the picture type to ensure learner autonomy.

b) *Institutional constraints referring to* rules, regulations, certification, examinations, curriculums, the physical and social organization of the school and classroom practices are the opposite picture of implementing autonomy in a learning situation.

c) *Conceptions of language* involve fixing up of the target language in place of native language for communication inside the classroom and teachers and learners face obstructions to use language in an organized and effective way.

d) *Language teaching methodologies involve* assumptions about how languages are learned and taught and teaching of learning resources and activities in real life classroom has a significant limitation.

Aspect in Teacher's Role:

Teachers are a strong standpoint by which autonomy in learning can make a significant contribution in the EFL learning context. The principles of Communicative Language Teaching (CLT) need to be considered and they should be practised in teaching and learning a foreign language. Authority of teachers in the classroom need to be minimized and participation of learners need to be encouraged. Students should not be criticized for making errors initially, whereas errors should be mitigated by giving feedback or presenting an alternative example because inferred clue in learning positively lasts long and impacts upon students' mind. Group work and pair work suggested by Seeman and Tavares (2000) help learners to be independent and make them autonomous in making their own decision. Group activities highly figure out students' ability and learning strategy. While in group work, students become active and prompt in finishing their works assigned upon properly.

It could be worthwhile to mention what Dislen (2011) found out after making an investigation on how newly admitted students from different departments of a Turkish university perform the concept responsibility in an EFL context. It was clearly found that students were in favour of group work and they gave importance to the presence and guidance of teachers in the learning process. Students were teacher oriented when they started learning English. As a part of their activity, they assigned various roles to teachers referring to giving lectures, inspiring students, facilitating the process and providing guidance. Apparently, it can be understood that students were dependent on teachers for processing learning and different stages of role play with the attribution simulative activity. In fact, learners were responsible for their own learning and they distributed their roles like studying, managing classroom, assigning duties and handing off works to others to learn effectively.

Little (1995) suggested that shifting of the role in control from teacher to learner is a standpoint to an autonomy-based classroom irrespective of the particular organizational structure. It actually includes a replacement in the role and can bring feelings of anxiety, uncertainty or discomfort. Teachers should take a mediocre role to mitigate students' such kinds of psychological factors like anxiety and make them independent and motivated to learn to stay above from confusion.

_____

The practicality of Learner Autonomy: A Non-Native Perspective

Though many of the language practitioners talk about the learner autonomy in the classroom, they are not entirely aware of the reality in non-native teaching-learning environment. The practicality of learner autonomy originates from the direct classroom experience in the non-native context where English is taught as a foreign language, where teachers follow the conventional method and adopt orthodox pattern in language teaching and learners remain passive and feel reluctant to participate in different activities in language teaching and learning. Reinders (2010, p. 42) Learner autonomy has some set models, which are practicably considered in the promotion of learner's individualism, by which teachers can make the utilization of learner's performance in different real-life exercises in language learning.

In language teaching classroom, the teacher should facilitate learners, what is essentially required for students coming into the actual simulation, to overcome affective problems like fear, nervousness and aberrant behaviour pattern. It is frequently seen in the subcontinent that teachers work as a good and reliable source of information, provide students with multiple ways of answering and confine them with what they cherish to restrict their learners. The concept of the authority of teachers needs to be changed from teachers' side to students' side to make learners more democratic and independent.

What Yang (1998) mentioned that teachers should involve them in language learning concept as *helpers, facilitators, advisors, guides, active participants, and consultants.* Learners can achieve a good success, exercise the interest of knowledge and manipulate them from restriction when they find a classroom is more student-oriented, less presence of teachers in language teaching-learning and more innovative and participatory role of students in the classroom.

The scenario depicts a poor language learning context where teacher appears as a central icon and assumes a good controller in dispensing language teaching among students. In addition, non-native teachers have an established feeling that students will not be able to materialize what they expect to do in language learning setting because students are not trained to practice the concept of autonomy in real life classroom. This type of impression very often demotivates teachers to transfer their own masterly role to students, though in many cases, students prove themselves as an efficient language model and comprehensible language instructor even better than what is usually expected from them. This kind of teacher's feeling in the context of language teaching by students makes a sharp contrast with native learners who enjoy the exact concept of autonomy in the materialization of language teaching and learning. It can be added more than the culture of language teaching-learning shows that native teaching culture promotes students to take their own classes with the adaptation of their selected materials. On the contrary, learners who are not native are in the impression that they should follow obediently what their teachers command to perform and not to do what their teachers forbid to do.

Conclusion:

_____

In the EFL context, learner autonomy is a breakthrough and often it works as a catalyst which leads learners towards achieving independence, self-analysis and self-promotion. Many researchers and scholars have investigated methodologically in terms of theoretical and experimental researches on learner autonomy as it ensures the involvement of learners in learning, role play as teachers on teachers' dais and reflection of leadership quality staying front in the classroom. The execution of simulation is one of the key aspects and is often considered the prime feature of learner autonomy because learners not only get engaged in study related affairs but they also take the responsibility with the best utilization of their own ability. Learners are the self-starters and self-motivators by which teachers shift their role from the traditional model to academic advisor or counsellor and manager in the learning process. As learning process includes a series of stages, teachers appear on all of the processes posing little contribution in influencing learners to learn language according to instruction what they instruct, as a traditional figure, to follow word by word.

For the effective promotion of learner autonomy in Foreign Language (FL) classes, teachers widely assist learners to set course goals, fix plan based works, select methods and materials, evaluate teachers by teachers themselves and acquire the skills and knowledge which are essentially required. Teachers in learner autonomy change students' concepts that they need to have an experience of transformation from the conventional role of the teacher to the learner in the classroom as it promotes learners' sense of independence. Teachers give students an explicit conceptual knowledge that they need to control the classroom and initiate any kind of activities like group work or pair work for the development of learners' self-accessing determiners to materialize in a learning context. In addition, autonomy in learning is highly essential for learning language effectively. Teachers should make certain novel changes in teaching-learning policy like learner-oriented syllabus and curriculum, the arrangement of training for learners and objective oriented training session to help achieve autonomous qualities. Broadly speaking, autonomy is a learning context where a learner may have an independent fixation of course contents, action-oriented activities, active participation in any sphere of language teaching and learning. Evaluation is a leading determiner in which a teacher will judge a learner how he teaches language, how much amount of time he uses for mutual interaction and which procedures he follows to make his learners involved in various learning activities. In a word, learner autonomy in the classroom will be effective by adopting novel strategies in the English as a Foreign Language (EFL) context.

References

- Benson, P. and Voller, P. (1997). *Autonomy and independence in language learning.* New York: Longman.
- Benson, P. (2001). *Teaching and researching autonomy in language learning.* London: Longman.
- Benson, P. (2006). *Autonomy in language teaching and learning.* Language Teaching. Printed in the United Kingdom. Cambridge University Press. doi:10.1017/S0261444806003958.