

# Autonomous Learning Readiness and English Language Performance of English as a Foreign Language (EFL) Libyan Secondary School Students

Siti Maziha Mustapha and Fadhil Tahar M Mahmoud  
*Infrastructure University Kuala Lumpur, Kajang, Malaysia*

**Keywords:** Autonomous Learning, English Language Performance, EFL Libyan students.

**Abstract:** This study examined students' readiness to be autonomous and how it connected and influenced their English language performance. The research design was a mixed method (convergent parallel design). The data were collected from a Libyan Secondary school in Malaysia. 103 students were selected to answer the questionnaire and 10 for interviews. All the data collected were analysed by using the (SPSS) version 24 and NVivo pro 10. The findings showed that the Libyan secondary school students were ready to carry out autonomous learning. Students preferred to learn English outside the classroom and they aimed at improving their mastery of the English language to an advanced level. Gender was significantly correlated to learner autonomy and had a moderate influence on learner autonomy. Students' autonomous learning readiness was significantly correlated to English language performance. Recommendations were made to enhance students' autonomous learning

## 1 BACKGROUND OF STUDY

In the 1970s, the Council of Europe's Modern Languages started a project which was aimed at giving opportunities to adults to continue learning a foreign language or better known as lifelong learning. Since then, the theory and practice of autonomy in language learning has gained momentum and importance. Studies on learner autonomy began to be published by researchers (Benson, 2001a; Benson, 2001b; Benson, 1997; Dam, 2011; Dickinson, 1995; Holec, 1981; Little, 1990; Palfreyman and Smith, 2003).

(Benson, 2001a) explained that autonomy is about learners' readiness to be in charge of their own learning. The learners "initiate and manage their own learning, set their own priorities and agendas and attempt to control psychological factors that influence their learning". Learning English has been a challenging task for many people around the world especially for the Libyan students. (Sawani, 2009) stressed that the Libyan education system has been suffered from lack of manpower. There were not enough English teachers. This created a situation where many learners are placed together in a class. The big class size limits interaction opportunities among learners or reduces opportunities for teachers to use the English language in the

classroom. Therefore, encouraging students to be autonomous would serve as an economical solution for the lack of manpower. By being autonomous students can compensate for the lack of opportunities to use English in class by taking control of their own learning and creating their own opportunities to use English (Sawani, 2009). Over the years, there have been many studies on learner autonomy which were mainly focussed on the Western context. However, studies on Libyan students are very limited. Thus, this study attempted to investigate Libyan students' readiness toward learning English autonomously and its effect on their English language performance.

## 2 PROBLEM STATEMENT

The teaching of English in Libyan schools begins from the fifth grade. The English language curriculum is normally designed to serve all students' needs in learning the four skills, listening, speaking, reading and writing. The teachers are supposed to use the communicative approach in conducting the English classes. However, many teachers still use grammar-translation method in teaching the language skills. In class, lessons are focused mainly on English grammar rules rather than the other language skills. The grammar-translation method clearly played a

major role in the English classroom in the past and remains in practice to the present day (Altaieb, 2013). EFL Libyan learners struggle to memorize English grammar rules and are given less opportunities to use and be exposed to the real language. Hence, the learners basically learn two things: English word forms and their Arabic translation.

In the experience and observation of the researchers, English language learners in preparatory and high school had to memorize the grammatical rules and lists of new vocabulary given by the teachers on a daily basis. Students were forced to memorize large number of new vocabulary items with Arabic translation during the whole course. The learners became less motivated to be exposed to and learn the real language. There is a need to consider encourage and enable learners to take more control of their learning so their performance in the English language could be improved. (Benson, 2001a) stressed the importance and the need to implement practices which motivate learners to be more autonomous in all aspects of their learning, will help them to become better language learners. The present study aims to examine whether Libyan learners are ready and willing to accept their responsibility of learning the English language autonomously, whether their gender influences their autonomy and whether their autonomy influences their English language performance.

### 3 RESEARCH QUESTIONS

At a broader level, the current study aimed to investigate the learner autonomy and how it influences students' English language performance.

The following are the research question:

- What are the perceptions of students toward autonomous learning?
- To what extent does gender influence students' autonomous learning readiness?
- Is there a significant relationship between autonomous learning readiness and English language performance of students

### 4 LITERATURE REVIEW

In language learning, learner autonomy concept plays a significant role. An emphasis is put on the new form of learning which enables learners to direct their own learning (Orawiwatnakul and Wichadee, 2017). A main element of language learning that is

considered significant is learner autonomy and it has been given a great deal of consideration from second language researchers and practitioners over the years (Dam, 2011). According to (Gardner et al., 1996) autonomous language learners have the ability to plan and do their own learning to meet the goals they set for themselves. Therefore, acquiring that how to learn is an important component of all self-sufficient learning schemes (Little, 2007), shows progress, and interprets individual learning performance (Benson et al., 2014). These studies have tended to focus on examining the readiness of learner autonomy rather than the behavioural intention to complete a course (Rienties et al., 2012).

There are few empirical researches investigating whether Asian students have the tendency for autonomy. (Chan et al., 2002) conducted a study and distributed questionnaires to 508 university students in Hong Kong to find out more on this issue, taking the relationship between autonomy and motivation into consideration. Their development of the questionnaire was based on Holec's (1981) idea of autonomy. The results of the study showed that students had readiness for autonomy to some extent and motivation seemed to be a requirement for their autonomy. However, it was not clear whether these results can be generalized to Asian students in other contexts, who have less opportunity to use English outside the class.

(Rungwaraphong, 2012) examined readiness for autonomy in students at a university in Thailand. He investigated three areas which were learner autonomy; learner's perception of teacher's roles and their roles, locus of control and strategies they used in learning. He found that learners took responsibility for their learning both due to them being intrinsically responsible and also being coerced by some other external factors. (Richards, 2015) identified two critical dimensions in order to be successful in learning a second language: the activities inside the classroom and the activities outside of the classroom. Previous studies such as (Fathali and Okada, 2016), (Lai et al., 2011), and (Yoon, 2012) provided proof that out-of-class study played a major role in language learning process and it helped learners become proficient in many ways. (Mobarhan et al., 2014) and (Reinders, 2014) found self-determined behaviour had a major influence on out-of-class learning.

The core debate and emphasis behind why students or learners may be made autonomous and not dependent on teachers is because autonomous learners are better engaged in learning and are better in end results compared to others. In addition, such learners are more motivated towards

learning, intrinsically. (Hamilton, 2013) stated that in cases when learners are cognitively connected in learning and solving problems, they become better at maintaining robust approach in making effective decision and problem solving. Accordingly, such learners are also very good at developing attitudinal resources to overcome any transitory setbacks. Engaged autonomous learners are more effective in learning any language which also enables them to develop productive and receptive skills for better command over the language. In an overall manner, they are better learners compared to conventional classroom set ups. Notably, literature on the topic has also highlighted that leveraging autonomy to learners is one of the basic individual rights. According to (Ismail et al., 2013) such freedom towards learning requires holistic access to notes, goals, materials, curriculum, methodology and progress of learning in order to take complete responsibility of learning. Being independent of the teachers does not refer to full autonomy as students in distance learning courses also have no teaching supervision yet still they are restricted through some processes and strategies.

Alongside this, it is also accepted that attainment of complete autonomy is nearly impossible and too idealistic when it comes to any Arabian economy. Instead, different ranges and degrees of autonomy can be made possible in different cultures. According to (Macaro, 1997), this is known as functional autonomy which refers to autonomy in relation to some functions. (Macaro, 1997) explained that autonomy in language learning occurs when learners manage to obtain significant cognitive learning skills through which they can actively reproduce and re-use such skills to further master the language. In simple words, it entails to the acquisition of knowledge and the strategies necessary to enable learning of a subject matter.

According to (Holec, 1981), as mentioned in (Little and Dam, 1998) autonomy in learning asserts that learners take responsibility and accountability of their learning in all aspects positively. They may work on setting goals and targets for themselves and choose the right strategies for their learning.

There have been Libyan studies relating to autonomy and English language learning. (Emhamed and Krishnan, 2011) and (Abukhattala, 2016) conducted studies on using language games in the EFL Libyan classroom. (Aldabbus, 2008) studied teachers' positive attitudes towards learner-centred approach. Students and teachers readiness for learner autonomy was also investigated (Elmahjoub, 2014). However, the researchers found that most of the attempts which had been made towards implementing

these new ideas were not successful and many difficulties have been stated. The findings of a recent study conducted by (Jha, 2015) revealed that autonomous language learning was rarely used in the Libyan context. Teachers' lack of understanding of this concept and its principles and practices can be one of the possible reasons for not promoting it successfully to the Libyan students.

Based on previous studies, it is assumed that students already have a certain degree of autonomy, but each learner is different and that teachers should employ different approaches to promote autonomy. In English as a Foreign Language (EFL) environment, obtaining a high score in English tests is an indicator of good achievement. There were a few researches into autonomy and language proficiency. (Sakai and Takagi, 2009) found positive correlation between EFL Japanese student readiness to autonomous learning and their English proficiency. The findings of (Zarei et al., 2015) revealed that language proficiency is not an influential factor for developing learner autonomy.

It has been established that that learners' gender has an influence on language learning (Brown, 2007). In his study, Brown found that there were differences between males and females in terms of their language use which reflected that learners have different choices when it comes language learning. Over the years, the studies delving into learner autonomy are limited when it comes gender. (Üstünlüoğlu, 2009) investigated Turkish university students' autonomy in relation to gender and found that there was no significant difference in the autonomy perception between students of different gender reflected that learners have different choices when it comes language learning. The studies delving into learner autonomy are limited when it comes gender. (Üstünlüoğlu, 2009) investigated Turkish university students' autonomy in relation to gender and found that there was no significant difference in the autonomy perception between students of different gender.

## 5 METHODOLOGY

The current study used the mixed method approach to collect and analyse data. A convergent parallel design was utilized. In this design, researcher collected the quantitative and qualitative data, then analysed the data separately. Finally results of both were compared to see whether the findings were confirming or disconfirming each other (Creswell, 2013).

A Libyan secondary school that follows the Libyan national curriculum which taught all the

courses in Arabic language excluding English language subject were selected. The target respondents were EFL Libyan secondary school students in Malaysia. There were 140 students as a total for the enrolment. 103 students were selected to answer the questionnaires. The sample size was chosen based on Krejcie & Morgan’s table (Krejcie and Morgan, 1970). Based on their table, required sample size for any population of a defined (finite) size N= 140 was 103. 49 students were male and 54 were female. The students have learnt English for more than four years on average. Based on the interviews conducted, the researcher reached saturation point with the 10 informants.

The first instrument that was used in this study was a questionnaire that was adopted from (Chan et al., 2002). It was used to find out EFL Libyan students’ readiness for autonomous English language learning. The second instrument was student interview to investigate their perceptions to the learning autonomy. Lastly students’ performance measurement was determined by using their results in the English language subject.

The instrument for this study was piloted. The reliability of the instrument was checked and the Cronbach’s alpha was 0.781. SPSS statistical package for social science version 24 was used for data analysis and interpretation. NVivo Pro version 10 was used to analyse qualitative data from student interviews.

## 6 RESULTS AND DISCUSSION

To answer the first research question, the data collected from the interviews with the students were transcribed verbatim and analysed using NVivo.

Research Question 1: What are the perceptions of students toward autonomous learning? To investigate the perceptions of students toward autonomous learning they were asked to respond to the following questions:

- Which do you prefer: learning English in a class or learning English on your own out of class?
- Do you do any activity to learn English out of class? If yes, please tell me what are the activities you have used to learn English?

It was found that all 10 students interviewed preferred to learn English on their own, out of class to improve their English instead of learning English in a class as indicated in Table 1 and 2.

The students answered that they carried out activities like speaking to friends or people, listening

Table 1: Themes Frequency: Perceptions of students toward autonomous learning

Themes	Refs
Which do you prefer: learning English in a class or learn English on your own out of class?	
Sub-Themes	
In class	0
Out of class	10

to music, reading, watching movies and YouTube, Writing, Practice speaking and texting (Figure 1). They spent an average of 4 to 6 hours in a week doing the reported activities.

Table 2: Themes Frequency: Activities to learn English out of classroom

Themes	Refs
Do you do any activities to learn English out of class? If yes, please tell what are the activities you use to learn English?	
Sub-Themes	
Yes	10
No	0

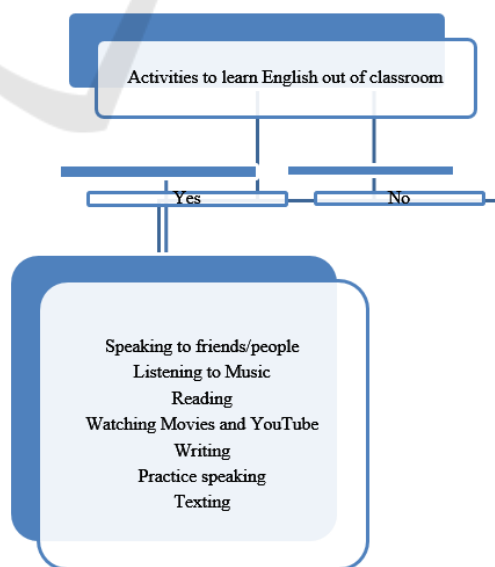


Figure 1: Activities carried out outside of class  
When asked on the activities they did and how

much time they spent in a week to carry out the activities, the students gave the following answers:

**Interviewee 1 :** Yes, I do learn English out of classroom. Like I use to talk to friends and listen music. In average I used to spend about 4 to 5 hours in learning English in a week.

**Interviewee 2:** Yes, I learn English out of class. I read stories novels and talk in English with my friends for about 5 hours.

**Interviewee 3:** Yes, along with classroom learning I use to learn English out of classroom also. In form of talking with friends, reading novels, watching movies and you tube. I spend 5 hours in learning English.

**Interviewee 4:** Yes, I speak with my friends and read books. About 8 hours.

**Interviewee 5:** Yes, I love to learn English out of class like speaking with people and friends, not mush but 3 to 4 hour in average.

**Interviewee 6:** Yes, I talk to friends and read books. About 7 hours.

**Interviewee 7:** Yes, chatting or texting with friends. About 4 to 5 hours.

**Interviewee 8:** Yes, talking with friends. There is no limit to hours.

**Interviewee 9:** No limit for time.

**Interviewee 10:** Yes, talk to friends. Around 6 hours.

The students were then asked whether they enjoyed learning English and what level of English do they want to achieve before they enter university. Interestingly, all of them admitted to enjoying learning English, except for one student who admitted that learning English was hard but interesting (Table 3).

Table 3: Themes Frequency: Feelings towards learning English

Themes	Refs
Do you enjoy learning English?	
<b>Sub-Themes</b>	
Enjoy	9
Hard	1

The students were also asked to what level of English they wanted to achieve before entering university. It is interesting to note that the students were motivated to learn English until they reached advanced level before enrolling in the university. Only 1 student preferred to reach intermediate level.

Details of the answers given during the interviews were as follows:

**Interviewee 1 :** Yes, I enjoy. I want to achieve advance level. Be fluent in English.

**Interviewee 2:** Yes, I do enjoy. I want to learn up till advance level before going to university.

**Interviewee 3:** Yes, I enjoy. I want to learn up till advance level.

**Interviewee 4:** Yes, I enjoy. I want to take advance level.

**Interviewee 5:** It's hard but interesting. I want to learn advance level.

**Interviewee 6:** Yes, I enjoy. I want to learn advance level.

**Interviewee 7:** Yes, I enjoy. I want to achieve advance level. Be fluent in English.

**Interviewee 8:** Yes, I enjoy. Intermediate level of English is fine for me.

**Interviewee 9:** Yes, I enjoy. I want to learn up till advance level.

**Interviewee 10:** Yes, I enjoy. I want to earn advance level.

Majority of the students' responded positively and showed their willingness and readiness to learn English autonomously. The interview session revealed that the learners were ready to be autonomous because majority had carried out activities outside the classroom to learn English. It indicated that they accepted the responsibility of learning. When asked whether they wanted to learn English out of class room or inside the class learning, and what were their preferences or choices to learn English language? In answering these questions, all ten students gave positive response that they preferred to learn out of the class by using various methods like speaking with friends, listening to English music, reading English magazines, books and novels. (Richards, 2015) have categorized language learning into two dimensions: what goes on inside the classroom and what goes on outside of the classroom which seemed to be more interesting from learners' perspective. This study confirms the findings from previous studies that provided evidence that out-of-class study has a significant role in language learning as it improved performance (Fathali and Okada, 2016; Lai et al., 2011; Yoon, 2012) and self-determined behaviour motivated students to learn out of classroom (Mobarhan et al., 2014; Reinders, 2014).

To test the extent of the influence of gender on learner autonomy, Pearson correlation was carried out.

Table 4: Gender and Learner Autonomy Readiness Correlation

		Gender	LA
Gender	Pearson Correlation	1.000	.598**
	Sig. (2-tailed)		.002
	N	103	103
Learner Autonomy	Pearson Correlation	.598**	1.000
	Sig. (2-tailed)	.002	
	N	103	103

\*\* . Correlation is significant at the 0.05 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between gender and learner autonomy readiness of students. Table 4 shows that there was a positive correlation between the two variables,  $r = 0.498$ ,  $n = 104$ ,  $p = 0.002$ . Overall, there was a moderate, positive and significant correlation between gender and learner autonomy. This finding contrasted the findings from (Üstünlüoğlu, 2009).

Research Question Three Is there a significant relationship between autonomous learning readiness and English language performance of students?

A Pearson product-moment correlation coefficient was used to analyze the relationship between students' autonomous learning readiness and English language performance.

The results showed in Table 5 indicated that Autonomous Learning Readiness had a positive significant relationship ( $r = 0.791$ ,  $p = 0.000$ ) with English Language Performance. The Results showed that the p-value is smaller than ( $P < 0.05$ ). The results proved that overall, there was a significant, strong and positive correlation between autonomous learning readiness and English language performance.

Table 5: Learner Autonomy and English Language Performance

		LA	ELP
LA	Pearson Correlation	1.000	.711**
	Sig. (2-tailed)		.000
	N	103	103
ELP	Pearson Correlation	.711**	1.000
	Sig. (2-tailed)	.000	
	N	103	103

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Increases in autonomous learning readiness were correlated with increases in English language performance. This is in line with the findings from (Rienties et al., 2012). The findings of the research indicated the students' readiness towards outside the classroom dominates at large in comparison with the classical view of classroom learning. A large number of students either interviewed were more motivated towards out of classroom learning. However, there were a few students who found learning English difficult but interesting.

The students' experience of learning English was on average above four years which means that all the students have a basic level knowledge and mastery of the English language. That could explain their confidence to learn English on their own which was reflected in their readiness to learn English autonomously. (Little, 2007) and (Benson et al., 2014) stated that learning how to learn is a crucial and central component of all autonomous learning schemes, displays progress, and evaluates individual learning outcomes. This is shown in all the ten students who were interviewed.

When the students were asked whether they wanted to learn English out of classroom or inside the classroom, all ten students gave positive response that they preferred to learn out of the classroom by using various methods like speaking with friends, listening to English music, reading English magazines, books and novels. They also spent hours in doing so. (Richards, 2015) categorized language learning into two dimensions: what goes on inside the classroom and what goes on outside of the classroom which seemed to be more interesting from learners' perspective. This study confirms the findings from previous studies that provided evidence that out-of-class study has a significant role in language learning process and it can enhance learners' educational output in multiple ways (Fathali and Okada, 2016); (Lai et al., 2011; Yoon, 2012) and out-of-class learning is mainly influenced by self-determined behaviours and self-regulated actions (Mobarhan et al., 2014; Reinders, 2014). Gender has a moderate effect on learner autonomy readiness.

The results showed that there was a significant relationship between autonomous learning readiness and English language performance. The results proved that autonomous learning readiness contributed significantly to the English language performance. This is in line with the findings from (Rienties et al., 2012). There is little empirical research investigating whether Libyan students have the propensity for autonomy. Hence this study gives a comprehensive example of Libyan students having readiness towards English language learning autonomy.

## 7 CONCLUSIONS

The findings of this study showed that students were ready for autonomous learning. It is clear that Libyan students have the propensity for autonomy and their autonomy has a positive effect on their English language performance. Through help,

understanding, guidance, support, and care of the teacher, these students will be successful autonomous language learners. However, since autonomy can be incrementally developed by the teacher, students can be gradually given full learning responsibility in the hope that they will one day become fully autonomous.

Social collaborative learning amongst peers is the most significant long-term motivational factor for students to become involved with learning English (Hughes et al., 2011). The results on the readiness for learner autonomy and students' performance in English language can help EFL teachers to be aware of readiness of learner autonomy of students and improve their educational methods or approaches in order to promote learner autonomy and help students to work together collaboratively and appreciate the value of autonomous learning with more concentration since it will lead to learning effectiveness.

Based on the findings on the readiness for learner autonomy and students' English language performance, secondary schools' administrators and Libyan Ministry of Education could evaluate whether autonomous learning is appropriate for the Libyan learning framework and use the findings to strategize further actions or implementations of autonomous learning.

## REFERENCES

- Abukhattala, I. (2016). The use of technology in language classrooms in Libya. *International Journal of Social Science and Humanity*, 6(4):262.
- Aldabbus, S. (2008). An investigation into the impact of language games on classroom interaction and pupil learning in Libyan EFL primary classrooms.
- Altaieb, S. (2013). Teachers' perception of the English language curriculum in Libyan public schools: An investigation and assessment of implementation process of English curriculum in Libyan public high schools.
- Benson, P., and Voller, P. (2014). *Autonomy and independence in language learning*. Routledge.
- Benson, P. (2001a). *Teaching and Researching Autonomy in Language Learning*. Pearson Education Limited Education Limited, England.
- Benson, P. P., editor (1997). *Autonomy and independence in language learning*. Longman, London.
- Benson, P. S. (2001b). *Learner autonomy 7: Challenges to research and practice*.
- Brown, H. (2007). *Principles of Language Learning and Teaching*. Pearson Education Inc, New York.
- Chan, V., Spratt, M., and Humphreys, G. (2002). *Autonomous language learning: Hong Kong tertiary students' attitudes and behaviours*. *Evaluation and Research in Education*, 16(1):1–18.
- Creswell, J. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dam, L. (2011). Developing learner autonomy with school kids: Principles, practices, results.
- Dickinson, L. (1995). Autonomy and motivation a literature review. *System*, 23(2):165–174.
- Elmahjoub, A. (2014). *An Ethnographic Investigation into Teachers' and Learners' Perceptions and Practices in Relation to Learner Autonomy in a Secondary School in Libya*. University of Sheffield.
- Emhamed, E. and Krishnan, K. (2011). Investigating Libyan teachers' attitude towards integrating technology in teaching English in Sebha secondary schools. *Academic Research International*, 1(3):182.
- Fathali, S. and Okada, T. (2016). On the importance of out-of-class language learning environments: A case of a web-based e-portfolio system enhancing reading proficiency. *International Journal on Studies in English Language and Literature*, 4(8):77–85.
- Gardner, D., and Miller, L. (1996). *Tasks for Independent Language*. Learning: ERIC.
- Hamilton, M. (2013). *Autonomy and foreign language learning in a virtual learning environment*. AandC Black.
- Holec, H. (1981). *Foreign Language Learning*. Pergamon Press, Oxford.
- Hughes, L., Krug, N., and Vye, S. (2011). Advising practices: A survey of self-access learner motivations and preferences. reading.
- Ismail, N., Singh, D., and Abu, R. (2013). Fostering learner autonomy and academic writing interest via the use of structured e-forum activities among ESL students. In *Proceedings of EDULEARN 13 Proceedings*, page 4622–4626.
- Jha, S. (2015). Exploring desirable characteristics for Libyan EFL practitioners. *Journal of English Language and Literature (JOELL)*, 2(1):78–87.
- Krejcie, R. and Morgan, D. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30:607–610.
- Lai, C., and Gu, M. (2011). Self-regulated out-of-class language learning with technology. *Computer Assisted Language Learning*, 24(4):317–335.
- Little, D. (1990). Autonomy in language learning. teaching modern languages.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching*, 1(1):14–29.
- Little, D. and Dam, L. (1998). Learner autonomy: What and why? *Language Teacher-Kyoto-Jalt-*, 22:7–8.
- Macaro, E. (1997). Target language, collaborative learning and autonomy (vol. 5): Multilingual matters.
- Mobarhan, R., Majidi, M., and Abdul Rahman, A. (2014). Motivation in electronic portfolio usage for higher education institutions. information systems and

- technology for organizational agility, intelligence, and resilience.
- Orawiwatnakul, W. and Wichadee, S. (2017). An investigation of undergraduate students' beliefs about autonomous language learning. *International Journal of Instruction*, 10(1).
- Palfreyman, D. and Smith, R. (2003). *Learner autonomy across cultures: Language education perspectives*. Palgrave Macmillan, Basingstoke.
- Reinders, H. (2014). Personal learning environments for supporting out-of-class language learning. Paper presented at the English Teaching Forum.
- Richards, J. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, 46(1):5–22.
- Rienties, B., Giesbers, B., Tempelaar, D., Lygo-Baker, S., Segers, M., and Gijsselaers, W. (2012). The role of scaffolding and motivation in cscl. *Computers and Education*, 59(3):893–906.
- Rungwaraphong, P. (2012). Student readiness for learner autonomy: Case study at a university in thailand. *Asian Journal on Education and Learning*, 3(2):28–40.
- Sakai, S. and Takagi, A. (2009). Relationship between learner autonomy and english language proficiency of japanese learners. *The Journal of Asia TEFL*, 6(3):297–325.
- Sawani, F. (2009). Factors affecting english teaching and its materials preparation in libya.
- Üstünlüoğlu, E. (2009). Autonomy in language learning: Do students take responsibility for their learning? *Journal of Theory & Practice in Education (JTPE)*, 5(2).
- Yoon, T. (2012). Are you digitized? ways to provide motivation for ells using digital storytelling. *International Journal of Research Studies in Educational Technology*, 2(1).
- Zarei, A., , and Zarei, N. (2015). On the effect of language proficiency on learners' autonomy and motivation. *Journal of English Language and Literature*, 3(2):263–270.