

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The notion of autonomy in learning has long been part of a wide range of educational philosophies and has recently been identified in educational policy as crucial to the development of Lifelong Learning in the learning society. Piaget (1965), for example, maintains that the ultimate aim of education is for the individual to develop the autonomy of thought to create new, original ideas rather than just recycle old ones. As an educational aim, the development of autonomy is “the development of a kind of person whose thought and action in important areas of his life are to be explained by reference to his own choices, decisions, reflections, deliberations—in short, his own activity of mind” (Dearden, 1972, p. 70).

There is a considerable agreement among educators that autonomy ought to be taken as a highly desirable aim of education. Within pedagogy as discipline, the goals of teacher development are then often formulated in terms that imply familiarity with the concepts of autonomy such as maturity, personal responsibility, self-esteem, self-awareness, and self-determination, among others. Learner autonomy, especially in the field of foreign language learning was clearly articulated in the 1979 report prepared by Holec for the Council of Europe under the title of Autonomy in Foreign Language Learning. As for the philosophical background of learner autonomy, the starting point to encourage learners to

become more autonomous is to have them accept the responsibility for their own learning.

According to Holec (1981), learners should be given the responsibility to make decisions concerning all aspects of their own special learning styles, capacities and needs. Fener and Newby (2000), Benson (1997) argue that constructivist theories of learning constitute the major theoretical background for the psychological aspect of learner autonomy. In view of pedagogical background, Fener and Newby (2000) point to the fact that each individual has a unique way of constructing his or her own world. Each generates rules and mental models so that they make sense of experiences. Learning is a search for meaning. Therefore, learning must start with issues around which students actively try to construct meaning.

Furthermore, the key to succeed in learning depends on allowing each individual to construct his or her meaning, not make them memorize and repeat another person's meaning. In formal learning environments, learners can be enabled to construct their own personal learning spaces in accordance with their personal and educational needs. It seems that if learners are given a share of responsibility in the decision-making processes regarding dimensions such as pace, sequence, mode of instruction, and content of study, learning could be "more focused and more purposeful, and thus more effective both immediately and in the longer term" (Little, 1991, p.8).

According to Benson, "the key idea that autonomy in language learning has borrowed from constructivism is the idea that effective learning is active

learning” (2001, p. 40). Furthermore, there were three key influences underpinning the initiation of this research study. The first influence was related to Educational systems differ between countries, but they all have educators who are experts in how to teach and learn best in each of these specific environments, and each system has unique contexts of pedagogical histories of teaching and learning. The important thing then, is that learners and teachers everywhere are enabled to become aware of and understand how they can learn best. This could be through gaining a range of tools, techniques and strategies for learning, and having opportunities for learning successfully, either with others or alone.

The second influence was nowadays, there is a wide range of differently-orientated physical self-access centers around the world, each potentially having a range of differing philosophies underpinning them. However, the centers still all have the same aim of enabling learners as much as possible to be successful with their studies in a range of contexts, especially for self-study outside the classroom, whether this is in a self-access center or some other place. Many centers around the world are currently undergoing some type of restructure, re-imagining and renewal. These are often placed within a centralized campus-wide support center, where students typically have one-on-one appointments with academic support personnel rather than self-study in a center. For this reason, it is useful to re-examine the issues regarding self-access, autonomy, and independent learning in today’s environment.

The third influence underpinning this research was the paucity of research investigating autonomous learning in the Indonesian English language teaching.

As stated by Lamb (2004) that autonomous learning in the Indonesian English language teaching context remains inconclusive. Myartawan's study (2012) demonstrates that learner autonomy and English proficiency are positively correlated in at least two points. First, the concept of autonomous learning is not restricted to a Western context. This supports Wang (2011), who argues that the concept of autonomous learning is not bound with any certain cultures. Thereby, Dardjowidjojo's (2006) idea suggesting that learner autonomy is only appropriate for Western culture is arguable. Second, based on Myartawan's (2012) finding, it can be inferred that learner autonomy significantly correlates to learners' English proficiency. These research findings shed new insights in English language teaching concerning another alternative to enhance learners' English proficiency by developing autonomous learning, since it potentially raises learners' awareness of their efforts and strategies to sustained language learning.

In Indonesia, there is limited published literature on autonomous learning research especially in English language education. The studies are limited to finding the impact of Self-Access Center, a language laboratory that students can access in their school, on students' autonomous learning (Furaidah & Ruslan, 2008), and a correlation between autonomous learning and English proficiency (Myartawan, 2012; Suharmanto, 2003). It is Lengkanawati (2017), among other researchers in Indonesia, who investigated teachers' perception and the importance of conducting autonomous learning training for Indonesian teachers' professional development.

Lengkanawati (2017) revealed that most teachers desired to implement learner autonomy principles in their teaching-learning, although they identified that many of the autonomous learning were not possible to apply in their situation due to there were some constraints which could make learner autonomy difficult to develop among Indonesian learners. They are: limited time allotted for the implementation of the curriculum, learners' lack of autonomous learning experience, too much focus on national examinations, and insufficient proficiency of English. Learner autonomy-based teaching-learning practices were most desired; however, many were considered as having insufficient feasibility. In this respect, commitment is certainly the key to success in inculcating learner autonomy principles as well as implementing them in the classroom setting.

Khaidir, F, et.al. (2020), in their study say that knowing students' perceptions about their learning autonomy can help EFL teachers, material and curriculum developers, and supporting material to encourage student learning independence. Tersta, F.W. (2021) who studied autonomous learning of ESP program at Jambi University to 14 lecturers who teach the students in non-English program found that there are two themes emerging research question how lecturers understand autonomous learning. They are the students' sovereignty and trust student's exertion. Students' sovereignty means opening up students' opportunities in learning and as a lecturer together with the students determines the goal of learning. Trust student's exertion means the lecturer do not hesitates of students' potential in learning and what the lecturers have to do are believing their work, effort and further not only focused on cognitive aspect only. Tersta, F.W

(2021) also found that the lecturers can position themselves to be students' facilitators, motivator, friend, and keeping up to date with the technology in order to encourage the students. Tersta, F.W (2021) finally suggested for further researcher to see the two perspectives both lecturers and students as the object in giving and receiving autonomous learning process, which is to confirm whether autonomous learning is not running on one side only.

Furthermore, one of the demands in facing industrial revolution era is teaching methods need to be adapted to the changing nature of learning (Suherdi, 2019). The revolution makes the approach has been shifted from teacher centered to learner centered. Teachers tend to serve as mentors or facilitators instead of educators. Specifically, Education revolution requires teachers and students to utilize more digital technology tools in language learning.

Considering the requirement of the Education revolution, language learners are required to be active and independent in learning due to plenty of information and resources for learning that can be obtained from the internet. They can discuss or solve their learning problems through social media or online messages. Moreover, they do not have to be dependent on their teachers in learning. This emphasizes that language learners need to take the responsibilities for deciding the aspect of learning, the capacity to take control of their learning, the ability and willingness to take responsibility for their learning, and work together with teachers and other learners to achieve shared goals (Benson & Voller, 2014).

In this connection, learner autonomy is highly needed to prepare learners

to be independent and to exercise control over their own learning. In getting this goal, the educational system should emphasize the objective of the course from the aspect of improving human development. As Weimer (2002) points out, the responsibility for learning naturally shifts to the student in a learner- centered setting. Neither students nor teachers are adept at making this shift.

However, the onus is on the faculty to redesign and conduct the course in a way that requires students to hold up their end of the educational contract. Faculty should follow through on consequences instead of making adjustments to accommodate students' failure to accomplish agreed- upon expectations of the course. Furthermore, towards the global impact of educational policy in Indonesia, universities are expected to equip and develop student skill, competence, and autonomy.

Promoting students' autonomous learning ability is a priority within English language teaching as reflected in university curricula design. However, both teachers and students in Indonesia are unable to choose or control their learning content because they are required to adhere to and implement institutional and national curricula (Huang and Benson (2013)). Teachers also stand in their comfort zone meanwhile the students have no awareness of why they are studying. Thus, this phenomenon has become a tradition for teachers and students in Indonesia regarding the teaching and the learning process as stated by Karea (2016) which stated that Indonesia has a big problem in implementing the curriculum, while teachers have problems related to behavior. Therefore, Richards and Lockhart (2007:3) state that the teacher who has a more extensive knowledge

and deeper awareness about the different components and dimensions of teaching, such as learning autonomy, is better prepared to make appropriate judgments and decisions in teaching.

In Indonesian context, the challenges in English language teaching have resulted in many efforts from the government to improve its quality and many changes in the curriculum (Dardjowidjojo, 2000; Hamied, 2011; Kirkpatrick, 2007; Marcellino, 2008). Although the term *learner autonomy* is not explicitly mentioned in the educational discourse, the concept does exist at the conceptual level and efforts are made to promote it in the classroom (Cirocki et al., 2019). The term is implied in the 2013 high school curriculum indicating that its aim is to create lifelong learners to become competent humans who are proactive and independent in facing the local and global challenges, and the teaching-learning process aims to promote critical thinking, problem-solving, communication, creativity, innovation, and collaboration among students (Kemdikbud, 2017).

As stated by Benson (2001) in Marjanovikj (2014), there are many reasons why learner autonomy is becoming prominent. These are as follows: the concept of life-long learning, information explosion that includes the increased quantity and quality of learning, growing student numbers that requires looking for alternative means of providing education to individuals with different needs, opportunities and preferences, commercialization of education in which private language teaching institutions consider student needs as consumer demands, developments in educational technology in which students no longer need to

attend classes as well as the increased importance of language in education in general owing to internationalization of business and education.

At the university level, learners are forced to become autonomous and make conscious effort to learn the language outside of the classroom simply because exposure to the target language is limited in university classes as stated by Bryde and Milburn 1990; Chemers, Hu, and Garcia 2001; Stephenson and Laycock (1993) that study at university requires students to become autonomous learners. The learners have to develop the competences and strategies and carry out the tasks, activities and processes needed to participate effectively in communicative events. Consequently, the autonomy of the learner plays an important role in developing and enhancing their language skill. Students can teach themselves and learn on their own. They can learn much more, without any limits. Their self-confidence, satisfaction, and attitude toward achievements will increase if they become self- taught learners.

English Education Study Program, FKIP Universitas Jambi (henceforth English UNJA) is an academic unit in the Faculty of Teacher Training and Education (FKIP) Universitas Jambi, Indonesia, whose main goal is to train and educate prospective teachers, junior researchers, and entrepreneurs in English language education and related fields. Staffed by +40 permanent faculty members and enrolled by +500 students per year, English Education Study Program offers a bachelor degree in English language education (Sarjana Pendidikan). English Education Study Program are currently accredited A by National Accreditation Board of Higher Education (BAN-PT No. 5937/SK/BAN-PT/Akred/S/IX/2020 on

23rd September 2020. The most current curriculum at English Education Study Program of Universitas Jambi is Curriculum 2021 which is issued for students in batch 2021 and after, it is implemented under the policy of Merdeka Belajar Kampus Merdeka (MBKM) launched by the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan) in 2020.

The main program of MB-KM are: ease of opening new study programs, changes to the higher education accreditation system, ease of state universities becoming state universities with legal entities, and the right to study for three semesters outside the study program. Students are given the freedom to take credit outside the study program, three semesters which are meant in the form of 1 semester of opportunity to take courses outside the study program and two semesters of carrying out learning activities outside the university. Besides, there are various forms of learning activities outside of tertiary institutions, including conducting internships/work practices in industry or other workplaces, implementing community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies/ independent project, and following humanitarian programs. All these activities must be carried out with guidance of the lecturer. Independent campuses are expected to provide field contextual experiences that will improve student competence as a whole, be ready to work, or create new jobs. Therefore some reforming steps should be taken in introducing autonomy in English foreign language.

Autonomy not only applies to students but also to teachers, according to Benson (2001)], there are three fundamental things related to that matter. These fundamental things are 1) There is a shift in the field of teacher education from a focus on the teacher as a conduit for methods devised by experts to a focus on the teacher as a self-directed learner and practitioner; 2) There is a growing awareness among teachers (involved with learner autonomy) of the importance of their own role in the process of helping learners take greater control over their learning; 3) In order to foster autonomy among learners, teachers must be both free and able to assert their own autonomy in the practice of teaching.

So, teacher autonomy is the capacity of a teacher to take control of his own effort to accomplish his job as a teacher and to develop his teaching professionalism. Westwood (2008) also added that the effectiveness of teachers' performance is not related to any particular teaching method. Yet, it is more related to general sense with how they work in their classrooms, such as the decision they make, the actions they take, their interaction with students, how they present their lecture, and the way they handle the group as a whole.

1.2 Statement of the Problem

As a foreign language teacher, she or he should train learners to develop English learning to achieve autonomous learning. They have to possess fundamental characteristics. However, most language teachers have experienced the frustration of investing endless amount of energy in their students and getting very little response. Scharle and Szabo (2000) says that many teachers say that

they had groups who never did their homework, who did not learn from their mistake, who were reluctant to use target language in pair or group work, who did not listen to each other, and who did not use opportunities to learn outside the classroom. Even otherwise motivated learners may assume a passive role if they feel the teacher should be in charge of everything that happens in the classroom. Hence many teachers would agree that autonomous learners are much more likely to succeed with their studies than those learners who heavily rely on the teacher.

According to Harmer (2007), some learners possibly will be keen to take responsibility for what they do. When teachers train the learners to be autonomous, they need to offer them choices in learning strategies because what may feel appropriate from the teacher's point of view may not seem so appropriate for students. What is appropriate for one student may not be appropriate for all.

Regarding this, this research is intended to enrich the growing body of literature on the implementation of autonomous learning in EFL setting and address specific issues on how this approach might be implemented in Indonesia. Along with this study, this study is intended to identify strategies, challenges and barriers that teachers and students experience in this new methodology while at the same time providing the supports of the teacher needs to implement this approach. To sum up, promoting autonomous learning in higher education in Jambi is a challenge for all language teachers. The challenges of applying this

model may come from various factors depending on the policies, curriculum, schools, learners, even teachers' competences.

Seeing the challenge in teaching and learning, the researcher found a teacher said about the challenge she faced in applying autonomy learning:

I tried to promote autonomy learning as much as I can, but the desire of students may not be there.

Another teacher said:

Students are strongly advised to follow up on grammar points on their own; however most never do the activities. With regards to the vocabulary book, students never pick it up on their own unless the teacher discusses the words in class.

The researcher also still found that when the lecturer gave them a chance to ask questions, they did not use the opportunity well. The learners also rarely learn the subject matter that will be taught by the lecturer. Sometimes, they didn't prepare the things that are needed during learning activities. To overcome such students' problems, they should be separately addressed by individualized and unique method applicable to particular group of learners in micro level. In other word, learner's autonomy is an important skill to solve these problems in various scenarios and to make learning most successful.

The phenomenon mostly happened in all departments in common higher education are such almost all lecturers commonly give and suggest a lot of references, recommendations of books and journals, learning strategies, and some independent learning tools to their students, but in fact the students only keep in the student's memory of their computer or smartphone. Many students might open and learn it if there is a question related to that link that needs to be answered.

This condition proved that there is an unsynchronized between teacher's strategies and the implementation of the learning process itself to the students. Unsynchronized between teacher's strategies and the implementation of student's learning process commonly might because almost all students lack awareness in learning independently. Most students seem to think that they will do what their lecturers suggest to them later, but in fact they forget to do it next time. Then it becomes a plan that piles up and never gets done.

On the other hand, it is different from the lecturer's point of view. The majority of lecturers think that higher students are commonly independent, especially independent in learning. They think that higher students commonly have higher awareness to learn by themselves and will be ready to accept the consequences of what they have done, so that most lecturers think that it is not the lecturer's obligation to make sure either students really learn or not from their suggestion. It is not important for them whether their students get low GPA or high GPA. It is not important for lecturers whether students pass in their class or not. It is not a lecturer's matter, but it is a student's matter because they are higher students in University. The differences of the lecturer's point of view about students in higher education with the reality of the student's condition make the unsynchronized between lecturer's strategies and the implementation of it.

Furthermore, it is important to know what experiences of students have had and so as a consequence what expectations they may have of lecturers. Also, information on students' existing attitudes to learning and to the foreign language is the starting point for developing responsible attitudes. It is for this reason that

further studies in the area of autonomous learning in university are necessary. This present study addresses the fundamental aspect of viewpoints such as from the teachers' and students' perspectives and the practice of this autonomous learning in the classrooms. Teachers' and students' perceptions of autonomous learning are likely to be influenced by cultural and educational contexts (Holliday, 2003; Littlewood, 1999 in Yildirim, 2012). It can be said that teachers and students in different socio-cultural settings may have different perceptions on autonomous learning. Therefore, this present study seeks to construe how teachers and students view autonomous learning and to what extent they engage to develop it in learning context.

In terms of helping students to be autonomous in learning, Holec explains that actually all teachers can help their students in learning especially learning autonomy by providing learning autonomy atmosphere in learning process. They could be a teacher who has good teacher autonomy if they have the ability and high willingness to do it. Furthermore, Holec has explained that the important point of successful learning autonomy is a good collaboration between teacher and students. When the teacher was good at teaching in the way of learning autonomy, the students should do so in their learning autonomy process to prevent unsynchronized between teacher's strategies and implementation of student's learning autonomy. Teachers need to monitor their students, especially higher students to make sure either student really practice and learn to be learner autonomy as agreed as with teacher's strategies and aims outside the class without them or not.

In line with this, Little have explained that learner autonomy is actually easily identified because they have their own characteristics which are they understand their learning goal, they can find sources that suitable to be learned to achieve that goal, they know the learning method that works for them, then they will assess their capability and do evaluation of that cycle. If the students have practiced all cycles of learning autonomy, they complete the characteristics of learner autonomy and can be good learner autonomy. So, there will be a good collaboration and synchronization between the teacher's strategies and the learning autonomy which is practiced by higher students even when they are outside the class.

These concerns, in addition to the key influences above, have motivated me to undertake the current research, investigating the phenomenon of English study program perception on autonomous learning from two perspectives both lecturers and students as the object in giving and receiving autonomous learning process, what experiences of students have had and so as a consequence what expectations they may have of lecturers. which is to confirm whether autonomous learning is not running on one side only.

1.3 The Research Questions

The research questions are as follows:

1. What do EFL students perceive lecturers and their own responsibilities in autonomous English learning?

2. What do EFL students perceive their ability in understanding of instructors' teaching objectives and requirements, ability in setting up personal learning objectives and study plans, ability in using learning strategies in an effective way, ability in monitoring the use of learning strategies, and ability in monitoring and evaluating the English learning process autonomous learning?
3. What do English lecturers perceive their responsibility regarding autonomous English learning?
4. What do English lecturers perceive their ability in understanding autonomous learning, ability in evaluating students' autonomy, ability in using teaching strategies in an effective way, and ability in fostering autonomous learning?
5. To what extent of autonomous learning applied by lecturers teaching and learning EFL?

1.4 The Aim of the Research

The overall aim of the current study is to enhance an understanding of autonomous English learning at English study program of University of Jambi by analyzing, observing, investigating the activities of the research participants in their efforts to work as language professionals in this context. Furthermore, the aims of the research are:

1. To describe EFL students' perception of lecturers and their own responsibilities in autonomous English learning.
2. To describe EFL students perception of their ability in understanding of instructors' teaching objectives and requirements, ability in setting up

personal learning objectives and study plans, ability in using learning strategies in an effective way, ability in monitoring the use of learning strategies, and ability in monitoring and evaluating the English learning process autonomous learning.

3. To describe English lecturers perception of their responsibility regarding autonomous English learning.
4. To describe English lecturers perception of their ability in understanding autonomous learning, ability in evaluating students' autonomy, ability in using teaching strategies in an effective way, and ability in fostering autonomous learning?
5. To describe the extent to which autonomous learning applied by lecturers teaching and learning EFL?

In addition, this study is demanded to promote autonomous learning in university level. By doing so, however, the current study is not designed to judge the performance of the participants in their teaching and learning or to evaluate the lecturers and students' performance in their teaching and learning.

The primary focus here could be depicted in four ways. They were first, as stated in research question 1,2, and 3, the current study sought to describe autonomous learning based on EFL students' understanding of autonomous English learning and it would be related to the theory. The researcher needs to explore the strategies used by the students in autonomous English learning. Next the researcher also gained the data on how EFL students' understand their responsibility and their lecturers' responsibility in autonomous English learning.

Then the researcher needs to evaluate the definition developed by the lecturers in order to relieve the misconception of the term. The researcher obtained outlined of how lecturers understand autonomous English learning which followed it up by the extent to which autonomous learning is applied by teachers teaching and learning EFL

1.5 Limitation of the Research

There are some limitations in this research. As followed: This research was conducted at English study program of University of Jambi. This research involves 37 lecturers of English study program and 235 students of English study program of University of Jambi. The study findings are limited in transferability due to among 37 lecturers participant only 15 lecturers love to share their experience in teaching and among 15 lecturers only 5 lecturers love to be interviewed. Among 235 students participants only 9 students were interviewed.

The scope of the research focused on students' perceptions of the English lecturers' responsibilities, students' perceptions of their own autonomous language learning, and lecturers' ability in fostering autonomous learning. The result is not able to generalize to all undergraduate students of institution in higher institution education. Hence, the findings are reliable to generalize for at the selected program in higher institution education. Furthermore, this study is not pursuing under national project but it is conducted under limited financial resources and time. By this reason investigation of large numbers of graduate through questionnaire survey is not possible to be conducted, because survey in

large numbers of graduate students will acquire expensive cost, time consuming and has logically complex problems.

A significant limitation is presented in that some male and female participant both English lecturers and English students. They have spare time to share their experience in teaching and learning. There is no difference level noted between the male participant and the female participants and it could not be considered on the basis gender. The results of this study will be open for further research.

1.6 Significance of the Research

The results of this research are expected to contribute positively to various Educational aspects to make a great effort, innovation and development. The result of the research can be useful for theoretical, practical, and professional benefits. Theoretically this research enriches the literature on autonomous learning in English language teaching and learning, especially understanding the concept of responsibility and autonomy, autonomous language learning, and lecturer design and implement autonomous learning.

Practically, it is important for English study program to develop their students and their lecturers' understanding of the value of autonomous learning on their teaching and learning so that the process of teaching and learning would be meaningful. Through this understanding, the lecturers and the students could consider suitable appropriate strategies to gain success in teaching and learning.

Professionally, the findings of this research will be as a solution, guidance, and reflection for English lecturers and researcher in making EFL students learning more meaningful and teaching more meaningful. Furthermore, this research will give useful information for lecturers in designing autonomous learning in higher education and implementing them in their classroom interaction.

1.7 Definition of Key Terms

Autonomous learning has been defined in many ways, demonstrating that it is a multifaceted concept (Benson, 2007; Smith, 2008) and there are diverse views on what it constitutes (Palfreyman, 2003). Dam (1995:1) marked autonomous learning by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others as a socially responsible person and widely known as Bergen definition.

Holec (1981) and Benson (2011) defined autonomous learning as a capacity construct that refers to the psychological perspective of autonomy. This capacity is exemplified by the ability to make learning decisions based on three principles. They are (a) some metacognitive knowledge about learners, context, subject, and learning process; (b) conscious awareness of this knowledge; and (c) conscious reflection on learning.

Holec's definition of autonomous learning popularly referred to as the ability to take charge of one's own learning. He stated that being an autonomous

learner means that one is able: to have, and to hold the responsibility for all the decisions concerning all aspects of this learning, i.e. determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedures of acquisition properly speaking (rhythm, time, place, etc.); evaluating what has been acquired (Holec, 1981, p. 3). Manivannan (2016) also define that learning autonomy is an ability to take charge of their learning

Furthermore, Scharle, A and Szabo, A (2000) defines autonomous language learning as the freedom and ability to manage one's own affairs, which entails the right to make decision as well. When referring to the vision, mission, and action plan of higher education in Indonesia, the terms and definition of autonomous learning developed by Tran & Duong (2018) are more appropriate, namely: "Learners' autonomy involves activities that enhance the learning process, such as goal setting, self-reflection, and self-evaluation."

As Benson (2001) points out, the teacher cannot teach students to become autonomous. But, the teacher may create such atmosphere and conditions in which they will be encouraged to develop the autonomy that they already have. Parallel to this, Lee (1998) argues that human beings are born with autonomy. Moreover, autonomy is usually accepted as essentially implying particular skills and behaviors and particular methods of organizing teaching and learning process. Autonomy is considered as a multidimensional concept which takes different context of learning. Benson (2001:82) criticizes these approaches because they make the term more confusing and complex than it is, and suggests that autonomy

is not “a method of learning, but an attribute of learner’s approach the learning process.”

Despite the numerous views on the concept, there is a consensus that the term is best used to refer to the capacity to take control or take charge of one’s own learning (Benson, 2013). The capacity, however, should not be understood as total independence from the teacher or as students learning in isolation. An autonomous learner learns through interaction and develops a sense of interdependence with others in the learning process (Benson, 2001; Little, 1991).