

## عنوان مقاله:

Iranian EFL Instructors' Perceptions and Practices Concerning Learner Autonomy

## محل انتشار:

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## خلاصه مقاله:

The current study explored the Iranian EFL instructors' perceptions, practices and challenges related to learner autonomy (LA). Applying a mixed method design, two kinds of instruments were used: Teachers' beliefs questionnaire derived from Borg and Al-Busaidi's study (۲۰۱۲) and a follow-up focus group discussion. First, the questionnaire was answered by ۱۰۰ university instructors. Then, to have a knowledgeable focus group who can yield profound dependable information, five EFL instructors with more than ۱۰ years of intensive experience were asked to take part in the interview. The data analysis in both quantitative and qualitative strands indicated that the majority of the participants highlighted the importance of fostering and practicing LA among learners and stressed teachers' essential role as facilitators and guides. Teachers revealed more inclination toward psychological and social aspects of LA rather than political and technical ones. Moreover, while considering LA enhancement as a desirable goal, they showed doubt concerning its practicality due to the constraints in the educational system, learners characteristics, and teachers' factors. Regarding the degree of LA, the questionnaire showed mixed ideas of teachers, while the focus group participants believed in the lack of LA among EFL students. The findings of the study can have some pedagogical implications for enhancing LA in the Iranian educational system

## کلمات کلیدی:

Learner autonomy, instructors' perceptions, instructors' practices

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