Attitudes Of Undergraduates And Teachers Towards Evolving Autonomous Learning L2 In Higher Education

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Abstract

The purpose of the study was to investigate the beliefs of English teachers and students at the tertiary level regarding language learning and autonomy. A descriptive approach was employed to conduct the research. All the teachers and undergraduates of private sector universities of Pakistan were the populations of the study. The snowball and convenience sampling techniques were used to select the sample of the study. The study sample was 330 (30 teachers and 300 undergraduates). The teachers and the students filled out two separate sets of questionnaires. The study demonstrates that students have more control over selecting learning materials and approaches. Teachers also think that students may be able to identify their strengths and weaknesses and evaluate their progress with learning autonomy. The findings of the study would be significant for language teachers, students, and curriculum developers.

Keywords: ESL, Autonomous Learning, Teaching Methodologies, Learning Preferences, Class, Activities, Learning Responsibility.

Introduction

English is perceived as a tool for furthering one's education, a passport to travel, and a means of communication with individuals worldwide. Additionally, it is seen as a guarantee of professional success. The ability to speak many languages is a must for living and travelling in many parts of the world. Education aims to instill confidence in students' so they can successfully fulfil their roles as responsible members of society (Bhatti, 2012).

According to Dr et al. (2009), the ability of a student to carry out day-to-day responsibilities is not the same as their capacity to learn "how to learn." Students who do not believe their communication needs are dissatisfied lack the inherent motivation to succeed (Jurik, 2014). They want to feel like they are growing and know that if they do not participate in class activities or work on improving their abilities, it will negatively impact their overall success (Domenech & Gomez,

2014). In language classes, learner autonomy needs to be brought up to pique the students' interest and assist them in effectively and responsibly doing their duties in class. Students may enhance their language skills by allowing themselves more personal and physical space while studying the target language.

Learner autonomy and communicative competence have multiple connections, with independent learners being more competent, obtaining good academic success, and having more employment alternatives than learners with lower levels of autonomy (Jacobs & Farrell, 2003). The ability to direct one's learning as well as the capacities of independence, decision-making, and detachment, are all aspects of learning autonomy. Learners can take responsibility better, self-reflect on their planning, and evaluate the relative merits of their various learning strategies (Van, 2019). The characteristics of the individual students primarily determine learner autonomy. However, it may also be affected by the instructional setting and how instruction is delivered (Fotiadou et al., 2017). According to Wang (2016), interpersonal, emotional, and cultural factors substantially influence the learning environment more than the cognitive components connected with classroom education. An instructor who has self-reliantly obtained knowledge promotes it by serving as a facilitator and a source of information for the students in their classroom. Teachers' knowledge and competence in language teaching are necessary to provide a model that will develop learner autonomy.

1.1 Statement of Problem

It is essential for language teachers in Pakistan to promote the concept of student autonomy in their classrooms (Yasmin & Sohail, 2018). Educating learners on learning, familiarizing them with new learning approaches, and shifting their beliefs on how language is acquired is vital. Educating learners on learning is a prerequisite (Akici, 2015). Learners need to have a skill level comparable to that of an expert in teaching English to speakers of other languages to effectively finish this task (Haddad, 2016). There has been fewer studies done on learner autonomy. However, the research that has been done might be utilized to understand better the differences between learner development and autonomous language instruction (Ou, 2017). According to Nyinondi et al. (2017), a greater volume of the study was conducted on language learning preferences and instructional tactics prior to 2017. To fill a research gap, it was necessary to conduct research in the fields of language teaching and to learn about innovative teaching strategies and learning assessments in CLT, as well as teachers' competence and autonomy (Manan et al., 2015; Gurmani et al., 2022a). Benson (2001) says that teachers cannot teach students the skills they need to be independent. On the other hand, educators might provide a setting and a series of events that encourage students to develop a sense of autonomy.

1.2 Research Questions

Q.1 What are the teachers' and the students' beliefs regarding autonomous learning and

Classroom practices that evolve autonomy?

Q. 2 What is the desirability and feasibility of autonomous learning in the undergraduate

programmes in Pakistan?

1.3 The Significance of the study

The Organization for Economic Cooperation and Development (OECD, 2013) states that earning a traditional university degree does not guarantee an individual's ability to communicate effectively, self-direct, or think critically. Included in the category of life skills are communication skills and learner autonomy; both of these should be developed with other skills such as technical competency, numeracy, literacy, planning, self-confidence, leadership, and the capability to work effectively in a group (OECD, 2016). Boud (2012) stated that the autonomy would appear to be an unquestionable objective for students everywhere if we define it in terms of education as the capacity of students to use their learning independently of teachers. This is because it is obvious that no student will have their teachers with them throughout their entire lives.

They have become the most important competencies in the corporate world due to the industrial revolution and globalization. Learners gain throughout their whole lives from developing their autonomy and communicative ability (Petrillo et al., 2018; Benson, 2011). Because of the growing importance of the English language in today's global society, possessing independent communication skills is increasingly essential for those who want to further their education, start their own business, or work in a professional capacity (Block & Cameron, 2002; Johnson, 2009).

1. Literature Review

Autonomy is a dubious idea that may be difficult to understand depending on how to look at it. In this sense, it is a problem related to dependency on other people. Autonomy is defined as "a limit in terms of separation, essential leadership, and a free activity," as stated by (Hyland, 2000). According to Benita et al. (2014), the term "autonomy" may be used in five different settings, namely the following:

In order to better teaching in languages, it is important for students to feel as if they have some say in the direction and purpose of the education they are receiving. Students with high meta-subjective perception may effectively manage their more delicate focuses and avoid potential risk increasingly rewardingly, which is a crucial need for promoting student autonomy (Goldenberg, 2008). "Autonomous learners" construct their knowledge through first-hand experience rather than by following predetermined instructions (Benson, 2001, p. 47).

According to Benson (2009), autonomy originates in philosophy, but academic psychological study has appropriated it. Practical linguistics was used as a foundation for the theories of language acquisition. Academics became interested in the learner's autonomy concept after it received much attention in 1960. The notion of autonomy originated in response to opposition to behaviourist, minority rights, musical conventions, and political systems (Reeve & Jang, 2006). The various requirements of adult students and the commercial factors of language learning impacted the emergence of new educational concepts, ultimately leading to autonomy (Finch, 2002). According to Benson (2001), autonomy is one of the human rights since he believes that all students should have access to equally beneficial educational possibilities.

According to Üstünlüoğlu (2009), one of the goals of education today is to foster learner autonomy, and he also suggests that good learning and autonomy have a tight relationship. The concept of autonomy is not without its problems. Autonomous learners must understand"what, how, and when to learn," according to (Crome et al., 2009). According to the definition of autonomy included in most dictionaries, autonomy is "a multidimensional skill that will take distinct shapes for different persons, and even for the same person under different situations or at different eras" (Benson, 2001, p. 47). Autonomy is impacted by many factors, including one's disposition, learning strategies, activities, level of self-evaluation, and degree of participation in group endeavours (Lap, 2005).

Although the concept of learner autonomy is new to Pakistani classrooms and students, Rehman (2002), Akhtar (2016), and Yasmin and Sohail (2018) have all come to the same conclusion. It is of the utmost importance to prepare Pakistani students and educators for independence and education responsibility. This is the case despite the idea of learner autonomy being new. Studying the best way to implement this concept is necessary since supporting educators is critical. Unfortunately, students in Pakistani schools, colleges, and universities are forced to study language as a subject, and efforts are necessary to guarantee that students' language competency is adequately developed. It is vital to find a way to overcome the challenges and equip children with the resources they need to compete successfully in the modern world. According to Benek-Rivera and Mathews (2004), a creative teaching strategy is more likely to attract students and sustain their attention to the material being covered in class. Brown and Carasso (2013) state that teachers and methods that have been shown to be successful in the classroom are necessary at the higher education level. It is stated that the only people who can transfer lifetime learning via innovative teaching methodologies are educators who have received professional training. Based on the level of participation and enthusiasm shown by the students' in class, a method of instruction that is more efficient may be established (Tomcho & Foels, 2008). Professors in higher education are expected to be creative to provide their students with novel educational opportunities.

According to Yasmin and Sohail (2018), with the assistance of research on learner autonomy, lecturers and students alike have the opportunity to put theory into practice in the classroom. The study on autonomy is limited to theoretic knowledge (Little, 2003), which is why the application of autonomy is not visible, and most students rely solely on their teachers. More study on learner autonomy is required at both the undergraduate and postgraduate levels to compare and contrast the results acquired in various situations. According to Yasmin and Sohail (2018), more research on learner autonomy is needed at the undergraduate and graduate levels.

According to the findings of a study conducted by Omar et al. (2012), the rate of unemployment will continue to climb if educational institutions of higher learning do not redesign their curricula and take corrective action in order to provide graduates of professional degree programmes with the skills they require for their interpersonal and professional needs.

This prediction is based on statistics from the study. The review mentioned above of the relevant literature leads one to the conclusion that, despite the abundance of studies that have been conducted on the perspectives of teachers on learner autonomy, no research has ever been conducted to investigate the perspectives of students regarding learner autonomy in the context of language acquisition at the university level in Pakistan.

Methodology

A descriptive survey methodology was used for the investigation in this particular piece of research. According to Sekaran (2003), the descriptive method enables the researcher to fully comprehend the occurrences and perspectives of the participants. Superior University was selected as the site for this research, and undergraduate students from three faculties were approached for involvement.

Population

Sampling Techniques Snowball and convenience sampling were employed to choose participants for the research. According to Onwuegbuzie and Collins (2007), convenience sampling entails selecting study participants based on their availability and interest.

There were 300 students chosen, 100 from each of the three educational establishments (BS Accounting and

Finance, BS English Language and Literature, and BS Economics and Commerce). Thirty English professors were chosen to participate in the questionnaire for teachers.

2. Participants and Sampling

Instruments

The teachers and the students filled out two separate questionnaires to collect as much data as possible. Questionnaires created by Borg and Al-Busaidi (2012) were altered. The questionnaire is comprised of three segments with a total of 44 items. Each item is rated on a Likert-type scale that ranges from strongly agree to strongly disagree. The first segment analyses the demographics of the students and the instructors, and the second section addresses the perspectives on the growth of autonomy via learning activities. The second part has 31 items pertaining to beliefs, tasks, self-responsibility, and class activities that evolve autonomous learning. The third part has 14 items related to teachers that relate to the desirability and feasibility of autonomous learning. The Cronbach's alpha for the student questionnaire was 0.84, and the Cronbach's alpha for the instructor questionnaire was 0.86. These numbers demonstrate a high degree of relativity between the items on both scales.

3. Analysis and Results:

Table 1: Descriptive Analysis of the Participants

	Sample	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
	Students	300	2	5	3.55	.033	.579

Beliefs of Learner Autonomy	Teachers	30	3	5	3.93	.081	.405
Activities for Learner Autonomy	Students	300	3	5	3.80	.027	.461
	Teachers	30	3	5	3.82	.082	.408
Autonomous practices Feasibility	Students	300	2	5	4.08	.031	.540
	Teachers	30	3	5	3.86	.108	.538
Autonomous practices Desirability	Students	300	1	5	3.47	.046	.797
	Teachers	30	3	5	4.04	.106	.531

The table shows the description of the participants and the details parts of the survey questionnaire for teachers and students. The mean score of students is higher than the students.

Q.1   What are the teachers' and the students' beliefs regarding autonomous learning and classroom practices that evolve autonomy?

Table 2: Autonomous learning according to the Students' responses

	Autonomy means that learners can make choices about how they learn.	Learner autonomy means learning without a teacher.	Learner autonomy requires the learner to be totally independent of the teacher.
Mean	3.81	3.51	3.41
Median	4.00	4.00	4.00
Mode	4	4	4
Std. Deviation	.841	.939	1.043
Sum	571	527	511

According to Zdere (2005), the means "between" 1 to 2.49 indicates a low level of learner autonomy, while the means between 2.50 to 3.49 indicates a moderate level, and the means "between" 3.50 to 5 indicate a high level. Table 2 indicates that students' beliefs were high regarding autonomous learning like: as learners can make choices about how they learn, learn without a teacher, and learner to be independent of the teacher. Overall, it was revealed that belief of students' regarding their autonomous learning was at high level.

Table 3: Autonomous learning according to the teachers' responses

	Autonomy means that learners can make choices about how they learn.	Learner autonomy means learning without a teacher.		Learner autonomy requires the learner to be totally independent of the teacher.
Mean	3.80	3.96	4.00	3.96
Median	4.00	4.00	4.00	4.00
Mode	4	4	4	4
Sum	95	99	100	99

Table 3 indicates that teachers' beliefs were at a high level regarding autonomous learning of learners, like learners can make choices about how they learn, learn without a teacher, and learning to be independent of the teacher. Overall, it was revealed that the belief of teachers' regarding the autonomous learning of students was at a high level.

Table 4: Tasks promoting autonomous learning

Statistics										
	The objectives of a course.	The materials used.	The kinds of tasks and activities they do.	The topics discussed.	How learning is assessed.	The teaching methods used.	Classroom management.	evaluate their own learning	learn cooperatively	learn independently
Mean	3.97	4.19	4.04	4.15	3.99	4.16	4.11	3.99	4.11	4.08
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode	4	5	4	4	4	5	4	4	4	4
Sum	596	629	606	623	598	624	617	598	617	612

Table 4 indicates that teachers' beliefs were at a high level regarding autonomous learning of the objectives of a course, the materials used, the kinds of tasks and activities they do, the topics discussed, assessment of learning, the teaching methods used, classroom management, evaluate their learning, learn cooperatively and learn independently. Overall, it was revealed that the belief of teachers' regarding the autonomous learning of students was at a high level.

Table 5: Self-responsibility level of the learners

Statistics

	Identify their own needs	Identify their own strengths	Identify their own weaknesses	Monitor their progress	Evaluate their own learning	Learn cooperatively	Learn independently
Mean	3.20	3.31	3.36	3.53	3.65	3.65	3.61
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode	4	4	4	4	4	4	4
Sum	480	497	504	530	547	547	542

Table 5 shows that students' beliefs were at a moderate level regarding the self-responsibility of the learners, like: identifying their own needs, strengths, and weaknesses, while on the other hand, students' beliefs were high regarding monitoring their progress, evaluating learning, learn cooperatively and independently. Overall, it was revealed that the beliefs of some students were at a moderate level, while the beliefs of some were at a high level.

Table 6: Students' perceptions of class activities for learner autonomy

	Independent study in the library	Complete tasks alone.	Learning outside the classroom.	Involving learners in decisions making	Co-operative group work	Choose their own learning materials.	Learner-centered classrooms	Learning how to learn	Out-of-class tasks which requires technology	monitor one's learning
Mean	4.09	3.97	3.72	3.71	3.70	3.69	3.85	3.76	3.83	3.70
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode	4	4	4	4	4	4	4	4	4	4
Sum	613	595	558	556	555	553	578	564	575	555

Table 6 indicates that students' beliefs were at a high level regarding class activities for learner autonomy like Independent study in the library, Completing tasks alone, Learning outside the classroom, Involving learners in decisions making, Cooperative group work, choosing their

learning materials, Learner-centered classrooms, Learning how to learn, Out-of-class tasks which require technology and monitor one's learning. Overall, it was revealed that the beliefs of

students' were at a high level regarding class activities for learner autonomy.

Table 7: Teachers' perceptions about class activities for learner autonomy

Statistics										
	Independent study in the library	Complete tasks alone.	Learning outside the classroom.	Involving learners in decisions making	Co-operative group work	Choose their own learning materials.	Learner-centred classrooms	Learning how to learn	Out-of-class tasks which requires technology	monitor one's learning
Mean	3.76	3.80	3.88	3.96	3.72	3.72	3.96	3.60	3.92	3.92
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode	4	4	4	4	4	4	5	4	4	4
Std. Deviation	.779	.707	.971	.841	.843	.792	.935	.957	.862	.812
Sum	94	95	97	99	93	93	99	90	98	98

Table 7 indicates that teachers' beliefs were at a high level regarding class activities for learner autonomy, like Independent study in the library, Completing tasks alone, Learning outside the classroom, Involving learners in decisions making, Cooperative group work, choosing their learning materials, Learner-centered classrooms, Learning how to learn, Out-of-class tasks which require technology and monitor one's learning. Overall, it was revealed that the beliefs of teachers' were at a high level regarding class activities for learner autonomy.

Q. 2What is the desirability and feasibility of autonomous learning in undergraduate programmes in Pakistan?

Table 8: Desirability of learner autonomy according to the teachers

	The objectives of a	The materials used.	The kinds of tasks and activities they	The topics discussed.	How learning is assessed.	The teaching methods used.	Classroom managem

	course.	do.					ent .
Mean	3.76	4.00	3.96	4.32	4.12	3.88	4.20
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode	4	4	4	4	4	4	5
Std. Deviation	.970	.780	.790	.690	.971	.927	.913
Sum	94	96	99	108	103	97	105

Table 8 indicates that the instructors believed that the level of learner autonomy desirability was high regarding the course objectives, the materials used, the kinds of tasks and activities they do, the topics discussed, how learning is assessed, the teaching methods used, and Classroom management.

Table 9: Feasibility of learner autonomy according to the teachers

	Identify their own needs	Identify their own strengths	Identify their own weaknesses	Monitor their progress	Evaluate their own learning	Learn cooperatively	Learn independently
Mean	3.40	3.84	3.96	4.16	3.92	3.92	3.84
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode	4	4	4	4	4	3[a]	4
Std. Deviation	.957	.850	.841	.746	.909	.812	.800
Sum	85	96	99	104	98	98	96

Table 9 indicates, feasibility of learner autonomy, according to the teachers, was high regarding identifying their own needs, identifying their strengths, identifying their weaknesses, monitoring their progress, evaluating their learning, learning cooperatively and learning independently.

4. Discussion

Developing their students' capacity for self-direction and autonomy should be the primary focus of every English teacher. "The development of self-reliance and independence might be seen as positive effects" (Dickinson, 1994, p. 3). The instructor is considered the most important learning environment in most schools. Instructors can assist students' in developing their independence by giving them the tools they need to become self-sufficient. According to Chan (2003), in a study in Hong Kong, educators think they have a more significant level of responsibility for the instructional methods implemented in the classroom. According to Al-Shaqsi (2009), research was conducted in Oman to learn

more about the qualities of independent students, activities that take place in the classroom, and the capabilities of students. Bullock (2011) discovered that there was a disparity between the actual actions taken by classroom instructors and their self-perceptions of their level of autonomy. According to Nakata (2010), a comparable gap was identified between what teachers think and what they do in the classroom. This study also found a noteworthy divide between the opinions held by teachers and those held by students on the nature of learner autonomy and the activities that take place in the classroom. According to Benson (2001), the amount of effort put in by instructors to encourage students' autonomy has been growing in recent years. The first step in forming autonomy in the classroom is comprehending the concept of autonomy by the instructors. The second step is the implementation of self-reflective teaching strategies to encourage growth among the students (Little, 1995). Through receiving feedback on their instruction, teachers can increase their understanding of encouraging learner autonomy (Lamb, 2008). According to the findings of this study, teachers are familiar with the concept of learner autonomy; yet, they consider it to be a western method of education; as a result, their decisions about teaching tactics and activities in the classroom are influenced by this perception.

According to Leathwood (2006), students at the tertiary level, with less aid from instructors, seek more autonomy in their learning despite being willing to accept responsibility. Tanyeli and Kuter (2013) believe students should obtain more flexibility and self-direction through group work. In their role as autonomous learners, instructors think students should be held to a high degree of accountability.. According to Chan, Spratt, and Humphreys (2002), students cannot

develop independence when they rely excessively on their lecturers. Students can assess, choose, and decide which learning materials and activities are ideal. Nevertheless, Üstünolu (2009) says they would rather have their teachers make these choices for them because they do not want accountability. Students support this reasoning by claiming that teachers have greater knowledge and can make smarter decisions, even though they are highly acquainted with the concept of autonomy and have a good understanding of its applications. The results of this research indicate that students think it is their concern to monitor their academic development and that of their peers and to provide feedback on their teachers' teaching. The data also show that students think it is their responsibility to study individually and collectively to achieve their self-sufficient goal.

Learner autonomy is the ability to act independently while exercising control over the learning process. The help of the teachers is necessary for the development of autonomy because it enables students to comprehend the needs of their learning, choose among available alternatives, and progress through the process (Tanyeli & Kuter, 2013). According to the poll results, both students and teachers believe that learner autonomy refers to the ability to choose one's educational trajectory for themselves. According to Tanyeli and Kuter (2013), teachers are responsible for supporting and encouraging their students while they work to take responsibility for their education. Students cannot operate independently without a strong teacher bond (Arshiyan & Pishkar, 2015). According to the study's findings, teachers think it is beneficial for students to have autonomy in classroom management and topics. They also believe that it is feasible for students to evaluate their

growth and identify the areas in which they struggle when given the liberty to do so.

OkumuşCeylan (2015) found that students were interested in following this course of action in his study on how to train language learners to be autonomous language learners. Students see their teachers as the authority in the classroom because they have significant experience teaching and always choose lessons that will benefit them. Chan et al. (2002) who conducted a different line of study. Eighty percent of students believe self-evaluation will make it easier for them to learn the target language and allow them to monitor how well they are doing in terms of their progress toward achieving their goals (Arshiyan & Pishkar, 2015). The ability to self-evaluate and keep track of one's progress is essential to developing independent learning and language acquisition. Students tend to choose those activities in the classroom that allow them to become more fluent in the subject matter and actively participate in the learning process (Ahmadzadeh & Zabardast, 2014). Students place a high value on using videos and audio recordings made by native speakers. Teachers should provide their students with plenty of opportunities to put what they have learned in class into practice.

According to the findings of several recent studies, the traditional student-centered model of language instruction has been replaced by a much more student-centered model since the advent of the internet (Lamb & Reinders, 2008; Reinders & White, 2016; Gurmani et al., 2022b). Students' responses to this survey reflect their excitement about assuming responsibility and their desire to participate in technology endeavors that promote and sustain their independence. Learners who can work independently are in the most significant position to use various forms of technology to achieve their educational goals. According to the findings of studies by Mutlu and Eroz-Tugba (2013) and Steel and Levy (2013), the use of technology encourages learner autonomy(Yusoff et al., 2022; Gurmani et al., 2022a; Gurmani et al., 2022b). This study also indicates how teachers and students use technology for activities outside the classroom that develop autonomy.

The close relationship between teachers and students makes for a secure and enjoyable classroom setting. Learners are encouraged to use more caution when learning a language due to their level of trust (Voller, 1997). Excellent teaching does not always result in excellent learning; instead, it is the learner's obligation to acquire knowledge (Mackey, 1965). Little (2006) and Gurmani et al. (2022a) stated that students are more likely to take responsibility for their language learning and enjoy it more when they have more freedom. Teachers must ensure that their students can study at their own pace and have equal opportunities to improve their learner autonomy and communication skills in the classroom because not all students have the same objectives and can employ various strategies and learning styles. The results of this poll indicate that students believe they should be held accountable for their education and learning and have positive attitudes toward autonomy and freedom in the classroom. Students make an effort to exert some degree of control over the course's progression and value the opportunity to express their thoughts (Davies, 2006, p. 8). Everything hinges on Pakistan's tertiary education teachers' positive contributions to encouraging student autonomy at this point.

5. Conclusions

The English language is helping to bridge the linguistic and cultural divides that exist across the world. Individuals' ability to connect

socially with one another and communicate across geographical boundaries is facilitated by their familiarity with several languages. Students need to be given considerable latitude in their language-learning activities if they are to achieve the goal of becoming fluent in the language they are studying. Higher education is widely considered an essential component in determining and evolving human resource based on an efficient instructional method to enhance the learners' degree of autonomy. The calibre of a country's human resources significantly impacts a nation's social and economic development. According to the results of the research, both the teachers and the students had different conceptions of what it meant to have autonomy. The students understood the concept of autonomy to mean the ability to make their own choices, whereas the teachers saw autonomy as a Western concept. The data also imply that students have greater freedom than teachers to pick their reading material and learning methodologies. This is something that can be inferred from the findings. Students are convinced that their responsibility is to assess their education quality and cultivate autonomy.

However, professors want students to participate in their education decision-making and make their classes more student-centered. Students prefer to study alone in libraries when given chores and activities, but professors want students to participate in decision-making about their education. Teachers often believe that learner autonomy and allowing students to choose the themes of classroom discussion are essential components of successful classroom management. Learner autonomy enables students to identify areas in which they excel and struggle and monitor their language acquisition progress. Theories of language acquisition provide helpful frameworks that

may be used for evaluating and, in some contexts, adapting the interaction patterns between teachers and students. It is possible that teachers would consider their theories on how children learn and why some students do well in their assignments while others struggle. These studies allow teachers to determine whether or not they should modify the tasks they assign to their students, the learning environments they construct for them, and their verbal interactions with them. Teachers are uniquely positioned to collaborate and build learning environments that inspire students to invest effort into their coursework and value achieving their academic goals. Teachers may encourage students to set learning goals rather than performance goals, and teachers may also encourage students to put in a lot of effort to reach their goals. It's possible to say that a study of language education at the tertiary level in Pakistan was necessary because it was important to change how language is taught and give students more control over their own learning. Educators in Pakistan may benefit from a more in-depth investigation of learner autonomy at the tertiary level, as well as from the development of curriculum and instructional practices that incorporate the concept of autonomy in higher education. It was concluded: Students' and teachers believed that they have had high level of autonomous learning and classroom practices and students' and teachers believed that they have had high level of desirability and feasibility of autonomous learning.

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