

**RESEARCH PAPER****A Correlation between Learners' Autonomy and Performance of the EFL Learners' Speaking Skills at Graduate Level****¹Ayesha Haseeb* ² Dr. Zohaib Zahid and ³Nida Rafique**

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***Corresponding Author:** zohaib.zahid@iub.edu.pk**ABSTRACT**

This study examines the relationship between learner autonomy and the performance of EFL learners at the graduation level, focusing on student responses to autonomy provision and the impact of content control. Through two primary research questions, the study aims to analyze factors influencing learner autonomy's impact on language learning and explore the effects of content control on engagement, motivation, and proficiency. Utilizing a mixed-method approach, 200 students in Rahim Yar Khan, Punjab, Pakistan, participated in a structured questionnaire. Findings indicate predominantly positive student responses to autonomy provision. However, future research is needed with larger, more diverse samples for enhanced external validity. Nuanced approaches to content control balancing autonomy with guidance are advocated to optimize motivation and proficiency development. In conclusion, this research provides insights into learner autonomy's role in EFL education, advocating for its integration into pedagogical practices to empower students and promote meaningful language learning experiences.

KEYWORDS Balanced Autonomy, Language Learning, Motivation, Learners, Autonomy, Performance of EFL Learners**Introduction**

Social, technological, and economic advancements brought about a number of notable developments at the end of the 20th century. Almost all of the studied areas have experienced significant changes, with some of the more notable ones being the internet, mobile phones, and personal computers. The idea of lifelong learning has become essential for people as a result of the explosion of information. People must be accountable for their own learning if they are to manage the vast amount of knowledge that comes in from many origins (Benson, 2001). Subsequently as the inclination from a teacher-centered to a student-oriented approach, learner autonomy has received increased attention globally (Balçıkanlı, 2010; Benson, 2001; Borg & Al-Busaidi, 2012; Little, 2007, 2017; Liu, 2012). The amount of research on autonomy from various points of view has been growing quickly. To promote autonomy, researchers have settled on course of study text editions, online resources, autonomy training (Dam, 2003; Little, 1995), teachers' attitudes and beliefs and curriculum. According to Dafei (2007), learner autonomy and students' English competence are positively and strongly correlated, with the more autonomous pupils becoming, the higher the likelihood that they would acquire high language proficiency.

Although Dafei (2007) highlights the close connection between autonomy and language learners, more empirical study is required as this relationship has only been studied theoretically. In order to better understand language learners' degrees of autonomy, the current study looked at a number of characteristics that may have an impact on it, such as age, gender, English proficiency, and length of English schooling.

An ability to manage one's own learning in the help of one's goals and needs is a hallmark of learner autonomy, or LA. The so-called Bergen definition, which is attributed to Dam (1995), states that this includes the ability and willingness to act both singly and cooperatively with others as a socially accountable being. In order to possibly meet the expectations of the labor market, LA has served as a response to the issues facing 21st-century instruction. According to Henri et al. (2017), producing LA is an instructional strategy for encouraging learning, and LA itself is a primary learning outcome of higher education in many countries worldwide (Dam, 2012). LA is an instructive destination of teaching English as a foreign language with the aforesaid title lists it as one of the "primary for fruitful language learning."

Literature Review

Theories of Language Learning Autonomy (LLA)

Beliefs of LL autonomy center on how to foster LL autonomy in the classroom, terminological discrimination, common basics and viewpoints on LL autonomy, and linkages between autonomy and society.

The ability to take charge of and maintain control over the education process in social and ethnic circumstances where instructors serve as more capable others in the roles of partners and negotiators is a sign of LL autonomy. As active agents, students act out autonomy-related abilities such as critical thinking, dialogic negotiation and collaboration, and independent decision making.

According to some, the political unrest in Europe in the late 1960s sparked interest in the idea of LL autonomy within the boundary of language learning (Gremmo & Riley, 1995, in Benson, 2011). Later, in the starting 1980s, the Council of Europe's Modern Languages introduced the thought of learner autonomy, which is motivated by the concepts of freedom and autonomy within ideological studies. LL autonomy is outlined as "the ability to take charge of one's own learning" (Holec, 1981, p. 3) and is seen in previous studies on autonomy as a capability that belongs within the learner. Based on the idea of the ability to assume autonomous obligation, Holec defines LL autonomy as the characteristics of learners in a particular learning environment where they exhibit the ability to assume responsibility for and control over their learning by:

- deciding on the goals
- shaping the topics and progressions
- choosing the approaches and strategies to be employed
- observing the learning process accurately, that is, paying attention to the rhythm, time, location, etc.
- appraising the gained material (Holec, 1979)

While Holec's (1979) definition appears to sufficiently define certain facets of "what" an autonomous learner is supposed to do in terms of exerting control over the learning process, it appears to downplay the difficulties associated with "how" learners are capable to complete independent learning tasks (Benson, 2007). That is to say, while this definition can be used as a framework to operationalize LL autonomy, it also provides room for interpretation on the nature of learners' cognitive capabilities (Benson, 2011).

Little (1991) defines LL autonomy as a set of capabilities that included is interest, settlement, self-reliant action, and critical analysis. This definition may be used to offset any perceived weaknesses in Holec's autonomy notion. By asserting that an autonomous learner should "cultivate a specific psychological connection to the process and substance of their learning, the proficiency in language learning autonomy will manifest in both the learner's learning approach and their ability to apply acquired knowledge to broader settings." Little gives definitions of autonomy a psychological component (Little, 1991) Conversely, other scholars have begun to define the term "LL autonomy" as the state in which students are capable to make their own decisions about their learning.

According to Benson (2011), the case for giving students complete choice over the course material is consistent with the idea that LL autonomy is essentially a situational phenomenon. Benson (2011) adds that both Holec's and Little's explanation of autonomy downplay the significance of this contextual aspect of autonomy. Benson strengthens his case by claiming that students should have the autonomy to choose their own learning objectives and the subject matter in addition to having control over their learning environment. He also claims that students' power over the learning content has social and situational components. Creating chances for more active interaction with other agents during the learning process may also fall under this category of control. In the realm of language instruction, social dimensions of autonomy have drawn more attention recently. According to Benson (2008), there is a need for a shift "towards a more intricate understanding of the demands for autonomy and the correlation between autonomy in learning and autonomy in life"

Similarly, learner LL autonomy is described by Tassinari (2012) as having "various dimensions and components," "a tangled build, a construct of constructs," and the "metacapacity" (for taking control of learning). Additionally, Tassinari proposes the following crucial elements of learner autonomy: - an action-oriented component; - an affective and encouraging element; and - a cognitive and metacognitive component.

Terminologies Distinction

Beyond the discrepancies between the many explanations of autonomy in the field of language education, there is a terminological misunderstanding in the field between many similar looking terms.

Autonomy and Individualization

Significant definition distinctions between the terms "individualization" and "autonomy in language learning" are related to how much power learners have over their learning experience. While individualization places the learner in a more dependent role within traditional teaching contexts, diminishing their power over the learning process, LL autonomy highlights the control learners have over their education (Benson, 2011).

Individualization is still a teaching strategy in practice rather than a process for learning. This type of learning is called programmed learning, when the instructor guides the students' progress by assigning them various study materials.

LL Autonomy, Communicative Teaching and Learner Centeredness

The learner, who is seen as the primary representative in the learning process, is a crucial component of any emphasis on LL autonomy, communicatory teaching, and learner centeredness (Breen & Mann, 1997). In an ideal world, learners should be the active agents at the center of this process rather than professors (Tarone & Yule, 1989). Rather than stressing language learning in a decontextualized environment, a communicative approach to language teaching places an emphasis on learning in communicative contexts. Similar to this, learner centeredness views language learning as vital the production of knowledge, emphasizing learning strategies over instructional strategies (Benson, 2011). Generally speaking, learner-centeredness, communication-focused techniques, and individualization all aimed to help LLs become independent SL speakers.

Basics of LL Autonomy

Although there are some discrepancies in the nature of the LL autonomy notion and its application (Benson, 2011), language education experts generally agree on a few key concepts.

First of all, research indicates that LL autonomy is not an innate characteristic but rather may be created by individuals (Holec, 1979); Breen and Mann (1997) have used the phrase "discovered and rediscovered" to describe this process.

Second, autonomy is viewed by educators, teachers, and students as a justifiable and desirable goal in the field of language instruction. According to Benson's (2011) speculation, autonomous learning is superior to non-autonomous learning in the context of language learning and instruction. Consequently, advancements in LL autonomy could result in enhanced learning outcomes.

Thirdly, in the context of its function in learning, LL autonomy is not a single, simply defined concept; rather, it must be viewed as a multifaceted, dynamic state from the viewpoints of the learners (Benson, 2011; Little, 1990).

LL Autonomy and Cultural Contexts

Due to autonomy's historical centrality in European liberal-democratic and liberal humanist ideologies (Benson, 2011), some researchers question its applicability to non European learners, particularly Asian students. They argue that autonomy might not hold relevance within the collectivist framework of Asian cultures and societies, where power dynamics and authority structures differ significantly from those observed in Western societies. In a study by Ho and Crookall (1995, as cited in Benson, 2011), it was found that Chinese students in Hong Kong struggle to express opinions divergent from those of their teachers. Nevertheless, proponents of the universal principles underlying the concept of language learning autonomy argue that Asian learners can attain autonomy given adequate pedagogical support. They suggest that the concept and application of autonomy should be adapted to accommodate the distinct attributes of Asian cultures and societies (Benson, 2011; Littlewood, 2000).

LL Autonomy in Classroom Settings

According to Nguyen (2014), one of the most promising mediated settings for fostering the improvement of LL autonomy is the classroom, where students view their teachers as among the more capable "others" and where the dynamic interactions between students and teachers as well as between students themselves can support students in taking the initiative and strengthening their control over their education. As a result, how educators structure the process of teaching and learning may have a significant effect on how autonomously kids develop (Benson, 2011).

Learners' and Teachers' Role

Breen and Mann (1997, 2013) expanded on the traits of an autonomous language learner by stating that they include attitudes toward learning, an enthusiasm for learning, a belief in the worth of self, metacognitive capacity, the ability to navigate change, liberty from educational processes, a proactive involvement with learning, and having the capacity to negotiate. Accepting responsibility for one's own learning requires learners to meet two requirements: readiness and a capacity to assume accountability (Holec, 1979).

In a similar vein, encouraging cooperation and negotiation are crucial responsibilities of teachers (Nguyen, T. N., 2014; Voller, 1997). In the learning-teaching scenario, the instructor assumes the function of a "joint mediator within the team and within the educational procedures and tasks which the group undertakes," according to Breen and Candlin (1980). In this sense, the teacher negotiates with outside education authorities to consider the existing problems and resolve outside restrictions related to the syllabus and topic curriculum. In the process of learning, the teacher deals and works in tandem with the students, providing resources, promoting decision-making, and assisting in joint assessment (Nguyen, 2014).

Material and Methods

Quantitative method is used in this research to get the controlled response of the respondents.

Population and Sampling

The population of this study has includes the ESL learners of graduation level, from the English department of the institutes from district Rahim Yar Khan, Punjab, Pakistan. The data is gathered from (300) both male and female students studying at university level.

Research Instrument

Questionnaire is used as a research instrument in the following research. It has served as the ideal research tool for exploring the relationship between learners' autonomy and the performance of EFL learners at the graduation level due to its ability to systematically gather data from a large and diverse sample.

Data Collection

Graduate-level EFL students are given a structured questionnaire to complete in order to gather data for this research. The motive of the questionnaire is to collect data on students' perceived autonomy in their language learning activity as well as their academic success in English.

Data Analysis

All statistical analyses are conducted using the relevant software (e.g., SPSS, R). To get a deeper understanding of learners' experiences with autonomy in EFL learning, a thematic analysis of the qualitative data gathered from open-ended questionnaire questions will be conducted.

Limitation/Delimitation

The study is confined to a specific context and is not generalized to the other EFL settings or learner groups.

Ethics

The informed consent was required in the following research in which participants was provided with complete information about the nature, goals, and benefits of participating in the research. They was assured of confidentiality and anonymity and will be explained clearly how their data was utilized. Participation in this research was completely voluntary. Participant assurances was made sure that their unique answers will only be utilized for research purposes and won't be connected to their identities are important.

Data Analysis

Table 1
Comprehension of English texts

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	51	22	3	0	0	76
	% within Gender of Respondents	67.1%	28.9%	3.9%	0.0%	0.0%	100.0%
Female	Count	71	32	17	2	2	124
	% within Gender of Respondents	57.3%	25.8%	13.7%	1.6%	1.6%	100.0%
Total	Count	122	54	20	2	2	200
	% within Gender of Respondents	61.0%	27.0%	10.0%	1.0%	1.0%	100.0%

Table no. 01 shows that 61.0% of EFL respondents (67.1% male and 57.3% female) agreed with the statement-I think I can comprehend English texts well, 27.0% (28.9% male and 25.8% female) strongly agreed with the above-mentioned statement, 10.0% (3.9% male and 13.7% female) remained neutral, 1.0% (only 1.6% female) disagreed and 1.0% (likewise 1.6% female) strongly disagreed with the statement.

Table 2
Opportunities to Read English Texts

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	30	30	11	5	0	76

	% within Gender of Respondents	39.5%	39.5%	14.5%	6.6%	0.0%	100.0%
	Count	53	36	27	7	1	124
Female	% within Gender of Respondents	42.7%	29.0%	21.8%	5.6%	0.8%	100.0%
	Count	83	66	38	12	1	200
Total	% within Gender of Respondents	41.5%	33.0%	19.0%	6.0%	0.5%	100.0%

Table no. 02 shows that 41.5% of EFL respondents (39.5% male and 42.7%) agreed with the statement-I actively seek out opportunities to read English texts outside of class, 33.0% (39.5% male and 29.0% female) strongly agreed with the statement, 19.0% (14.5% male and 21.8% female) remained neutral, 6.0% (6.6% male and 5.6% female) disagreed with the statement and 0.5% (0.8% female) strongly disagreed with the statement.

Table 3
New Techniques

Gender of Respondents	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total	
	Count	26	39	7	2	76	
Male	% within Gender of Respondents	34.2%	51.3%	9.2%	2.6%	2.6%	100.0%
	Count	53	51	12	4	124	
Female	% within Gender of Respondents	42.7%	41.1%	9.7%	3.2%	3.2%	100.0%
	Count	79	90	19	6	200	
Total	% within Gender of Respondents	39.5%	45.0%	9.5%	3.0%	3.0%	100.0%

Table no. 03 shows 39.5% of EFL respondents (34.2% male and 42.7% female) agreed with the statement-I like trying new techniques while learning English language, 45.0% (51.3% male and 41.1% female) strongly agreed to the statement, 9.5% (9.2% male and 9.7% female) expressed themselves neutral, 3.0% (2.6% male and 3.2% female) disagreed and likewise 3.0% (2.6% male 3.2% female) strongly disagreed with the statement.

Table 4
Reading English Newspapers, Magazines, Novels, etc.

Gender of Respondents	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total	
	Count	34	31	9	1	76	
Male	% within Gender of Respondents	44.7%	40.8%	11.8%	1.3%	1.3%	100.0%
	Count	43	49	22	4	124	
Female	% within Gender of Respondents	34.7%	39.5%	17.7%	3.2%	4.8%	100.0%
Total	Count	77	80	31	5	200	

% within Gender of Respondents	38.5%	40.0%	15.5%	2.5%	3.5%	100.0%
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Table no. 04 shows that 38.5% (44.7% male and 34.7% female) agreed with the statement -I select effective methods to become fluent in English, such as reading English newspapers, magazines, novels, etc., 40.0% (40.8% male and 39.5% female) strongly agreed with the statement, 15.5% (11.8% and 17.7%) expressed the neutral stance, 2.5% (1.3% male and 3.2% female) disagreed and 3.5% (1.3% male and 4.8% female) strongly disagreed.

Table 5
Practical Methods of Learning English.

Gender of Respondents	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Count	40	19	13	3	0	75
Male % within Gender of Respondents	53.3%	25.3%	17.3%	4.0%	0.0%	100.0%
Count	59	43	16	4	2	124
Female % within Gender of Respondents	47.6%	34.7%	12.9%	3.2%	1.6%	100.0%
Count	99	62	29	7	2	199
Total % within Gender of Respondents	49.7%	31.2%	14.6%	3.5%	1.0%	100.0%

Table no. 05 shows that 49.7% of EFL respondents (53.3% male and 47.6% female) showed the agreed stance over the statement- I am conscious of my method's practicality of learning English, 31.2% (25.3% male and 34.7% female) remained strongly agreed, 14.6% (17.3% male and 12.9% female) expressed the neutral stance, 3.5% (4.0% male and 3.2% female) disagreed and 1.0% (only 1.6% female) strongly disagreed with the statement.

Table 6
Ineffective Learning Method

Gender of Respondents	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Count	33	28	9	4	2	76
Male % within Gender of Respondents	43.4%	36.8%	11.8%	5.3%	2.6%	100.0%
Count	35	57	18	8	5	123
Female % within Gender of Respondents	28.5%	46.3%	14.6%	6.5%	4.1%	100.0%
Count	68	85	27	12	7	199
Total % within Gender of Respondents	34.2%	42.7%	13.6%	6.0%	3.5%	100.0%

Table no. 06 shows that 34.2% (43.4% male and 28.5% female) agreed with the statement- If my English learning method is not effective, I swiftly find a better one. 42.7% (36.8% male and 46.3% female) strongly disagreed, 13.6% (11.8% male and 14.6%

female) remained neutral, 6.0% (5.3% male and 6.5% female) disagreed and 3.5% (2.6% male and 4.1% female) strongly disagreed with the above-mentioned statement.

Table 7
Problems in Learning English.

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	36	19	18	1	2	76
	% within Gender of Respondents	47.4%	25.0%	23.7%	1.3%	2.6%	100.0%
Female	Count	43	47	26	7	1	124
	% within Gender of Respondents	34.7%	37.9%	21.0%	5.6%	0.8%	100.0%
Total	Count	79	66	44	8	3	200
	% within Gender of Respondents	39.5%	33.0%	22.0%	4.0%	1.5%	100.0%

Table no. 07 shows that 39.5% of total EFL respondents (47.4% male and 34.7% female) agreed with statement-I am able to find problems in my method of learning English, 33.0% (25.0% male and 37.9% female) strongly agreed, 22.0% (23.7% male and 21.0% female) remained neutral, 4.0% (1.3% male and 5.6% female) disagreed, 1.5% (2.6% male and 0.8%) strongly disagreed with the statement.

Table 8
English Learning Approach

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	27	24	14	8	2	75
	% within Gender of Respondents	36.0%	32.0%	18.7%	10.7%	2.7%	100.0%
Female	Count	49	22	40	8	4	123
	% within Gender of Respondents	39.8%	17.9%	32.5%	6.5%	3.3%	100.0%
Total	Count	76	46	54	16	6	198
	% within Gender of Respondents	38.4%	23.2%	27.3%	8.1%	3.0%	100.0%

Table 8 shows that 38.4% of EFL respondents (36.0% male and 39.8% female) agreed with the statement- I quickly resolve any issues with my English learning approach, 23.2% (32.0% male and 17.9% female) strongly agreed, 27.3% (18.7% male and 32.5% female) showed the neutral response, 8.1% (10.7% male and 6.5% female) disagreed, 3.0% (2.7% male and 3.3% female) strongly disagreed.

Table 9
Solo Activities to Improve

Gender of Respondents		Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
Male	Count	27	27	14	4	3	75

	% within Gender of Respondents	36.0%	36.0%	18.7%	5.3%	4.0%	100.0%
	Count	54	36	21	11	2	124
Female	% within Gender of Respondents	43.5%	29.0%	16.9%	8.9%	1.6%	100.0%
	Count	81	63	35	15	5	199
Total	% within Gender of Respondents	40.7%	31.7%	17.6%	7.5%	2.5%	100.0%

Table. 9 shows that 40.7% of EFL respondents (36.0% male and 43.5% female) agreed with the statement- In English courses, I do solo activities to improve, 31.7% (36.0% male and 29.0% female) strongly agreed, 17.6% (18.7% male and 16.9% female) remained neutral, 7.5% (5.3% male and 8.9% female) disagreed and 2.5% (4.0% male and 1.6% female) strongly disagreed with the statement.

Table 10
Group Discussions and Activities.

	Gender of Respondents	Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree	Total
	Count	35	19	11	9	2	76
Male	% within Gender of Respondents	46.1%	25.0%	14.5%	11.8%	2.6%	100.0%
	Count	39	35	36	4	8	122
Female	% within Gender of Respondents	32.0%	28.7%	29.5%	3.3%	6.6%	100.0%
	Count	74	54	47	13	10	198
Total	% within Gender of Respondents	37.4%	27.3%	23.7%	6.6%	5.1%	100.0%

Table. 10 shows that 37.4% of EFL respondents (46.1% male and 32.0% female) agreed with the statement-In class, I actively engage in group discussions and activities, 27.3% (25.0% male and 28.7% female) strongly agreed, 23.7% (14.5% male and 29.5% female) showed the neutral stance, 6.6% (11.8% male and 3.3% female) disagreed and 5.1% (2.6% male and 6.6% female) strongly disagreed with the above-mentioned statement.

Discussion

Here is the interpretation of the -mentioned picture of correlation test applied on the collected data

Age of Respondents

Age of respondents has a weak negative correlation with seeking out opportunities to read English texts outside of class ($r = -0.146$, $p = 0.159$).

Age of respondents also has a weak positive correlation with using resources like the library, internet, and dictionaries to improve English learning ($r = 0.052$, $p = 0.614$).

Gender of Respondents

Gender of respondents has a weak negative correlation with the age of respondents ($r = -0.168$, $p = 0.103$).

Gender of respondents also has a weak positive correlation with actively seeking out opportunities to read English texts outside of class ($r = 0.125$, $p = 0.227$).

Autonomy-related Variables

Several autonomy-related variables show significant correlations among themselves:

Actively seeking out opportunities to read English texts outside of class positively correlates with using resources like the library, internet, and dictionaries to improve English learning ($r = 0.235$, $p = 0.022$).

Actively seeking out opportunities to read English texts outside of class also correlates positively with selecting effective methods to become fluent in English ($r = 0.260$, $p = 0.015$).

Actively seeking out opportunities to read English texts outside of class correlates positively with being able to find problems in the method of learning English ($r = 0.337$, $p = 0.001$).

Some variables related to autonomy show significant correlations with speaking skills and group activities:

Actively seeking out opportunities to read English texts outside of class positively correlates with engaging in group discussions and activities in class ($r = 0.278$, $p = 0.007$).

Actively seeking out opportunities to read English texts outside of class positively correlates with using resources like the library, internet, and dictionaries to improve English learning ($r = 0.235$, $p = 0.022$).

Actively seeking out opportunities to read English texts outside of class positively correlates with working with classmates to improve understanding of English ($r = 0.337$, $p = 0.001$).

Speaking Skills-related Variables

Some variables related to speaking skills show significant correlations with autonomy-related variables and other variables:

Engaging in group discussions and activities in class positively correlates with following a plan for learning English tasks ($r = 0.391$, $p < 0.001$).

Engaging in group discussions and activities in class also positively correlates with using resources like the library, internet, and dictionaries to improve English learning ($r = 0.412$, $p < 0.001$).

Engaging in group discussions and activities in class positively correlates with independently planning for in-depth learning besides assigned tasks ($r = 0.294$, $p = 0.004$).

These interpretations provide insights into the relationships between different variables in your questionnaire data.

Based on the interpretation provided earlier, it seems the correlations indicate associations between various aspects of students' attitudes, behaviors, and learning outcomes. For example, correlations between autonomy-related variables suggest connections between students' self-directed learning behaviors and their perceptions of language proficiency or effectiveness in learning English.

Teachers' Responses:

Age and Gender of Respondents

Age and gender of the respondents do not show significant correlations with other variables, as none of the correlation coefficients exceed the threshold for significance ($p < 0.05$).

Attitudes towards Learner Autonomy

Positive correlations

"I think that language learners of all ages can develop learner autonomy" shows a significant positive correlation with "I usually give learners the option to make choices about their learning" ($r = 0.381, p < 0.05$).

Negative correlations

There are no significant negative correlations among attitudes towards learner autonomy.

Promotion of Learner Autonomy

Positive correlations

"I usually give learners the option to make choices about their learning" is significantly correlated with several statements, including "I try to promote learner autonomy through regular opportunities for learners to complete tasks alone" ($r = 0.451, p < 0.05$) and "I believe the teacher has an important role in promoting learner autonomy" ($r = 0.383, p < 0.05$).

Negative correlations

There are no significant negative correlations among strategies for promoting learner autonomy.

Role of Teacher

Positive correlations

"I urge language learners to be confident in the process of learning" shows a significant positive correlation with "I believe learner autonomy allows learners to learn more effectively" ($r = 0.600, p < 0.01$).

Negative correlations

"I believe learner autonomy is promoted when learners are free to decide the way of learning" is negatively correlated with "I think that individuals who lack autonomy are not likely to be effective language learners" ($r = -0.433, p < 0.05$).

These interpretations provide insights into the relationships between different variables measured in the teachers' questionnaire. Positive correlations suggest that certain attitudes or strategies tend to co-occur, while negative correlations indicate contrasting beliefs or practices.

Overall, the correlations suggest that teachers' attitudes, beliefs, and practices related to learner autonomy are interconnected. Teachers who endorse learner autonomy tend to engage in various strategies and hold consistent beliefs about the effectiveness of learner-centered approaches. This consistency may indicate a coherent instructional philosophy among the surveyed teachers.

Conclusion

It emphasizes how crucial it is to give educators continual assistance and chances for professional growth so they may improve their comprehension of learner autonomy and employ successful teaching techniques. Prioritizing efforts to change educational practices and policies in order to foster a climate that is more supportive of learner autonomy is also necessary. Our results also show that in order to remove the structural obstacles to learner autonomy, including inflexible curriculum and assessment procedures, there is a great need for collaboration between educators, learners, and educational officials. Adopting an approach to language education that is more learner-centered can enable students to take charge of their education and eventually increase their language competence.

Recommendations

In summary, this research clarifies the intricate connection between learner autonomy and language proficiency among English as a foreign language (EFL) student in Rahim Yar Khan, Punjab, Pakistan. The researcher offered insightful information that can guide future efforts to improve language teaching and learning practices by identifying effective strategies for fostering learner autonomy, examining the elements that affect its impact, and investigating the function of content control in learner engagement and motivation.

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