

University Teachers' and Students' Perceptions on Autonomous English Learning: A Case of a Private University in Vietnam

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Abstract

Understanding teachers' perspectives on learner autonomy is essential for addressing issues related to autonomous learning, as these perspectives heavily influence instructional approaches and consequently impact the learning experiences of students. With regard to students' perceptions of their English language learning, they are not solely dependent on the teacher; instead, they take ownership of the decisions guiding their own learning process. To promote learner autonomy effectively, educators must simultaneously confront their own apprehensions about relinquishing some control over the classroom environment and improve their communication skills with students. The paper used mixed-method which combined between quantitative and qualitative methods to analyze how the teachers' and students' perspectives on autonomous English learning through their teaching and learning styles. The paper surveyed 1000 students and 40 English teachers, all of whom participated voluntarily in the survey. The study aims to assess the specific objectives (1) the level of learner autonomy among a private university (2) the perceptions of English teachers regarding learner autonomy (3) the perceptions of English-majored students regarding learner autonomy (4) the strategies and methods employed in promoting learner autonomy. The findings suggested that the students should enhance their self-directed learning and take more responsibility for their own learning to meet the program's learning outcomes and increase the teachers' satisfaction.

Keywords: teachers' perceptions, students' perceptions, learner autonomy, autonomous English learning, Viet Nam

1. Introduction

Autonomous English Learning, while not a new issue, is consistently brought up due to its contemporary relevance, as each time, individual, scenario, and cultural context undergoes changes and fluctuations. Within the realm of instructing and acquiring proficiency in foreign languages, autonomy has garnered significant scholarly attention over an extended duration (Littlewood, 1996). Numerous scholars have approached the conceptualization of autonomy from diverse vantage points. Benson (2001), for instance, characterizes autonomy as the capacity of individuals to exert influence over their own lives, both in general terms and, more specifically, within the domain of education, where autonomy pertains to an individual learner's self-regulation of the learning process within and beyond the confines of the classroom. Furthermore, autonomy in language acquisition denotes the exercise of control and decision-making with regard to the processes of acquiring language, encompassing the adoption of diverse methodologies and skills aimed at attaining proficiency in the target language. Chan (2001) explicates autonomy as the possession and exercise of responsibility for all decisions pertaining to every facet of the learning process. Joshi (2011) contends that autonomy involves assuming full responsibility for one's learning independently, without reliance on a teacher or pedagogic materials. Boud (1988) as cited in Cotteral (1995) conceptualizes autonomy as the students' capacity to assume significant responsibility for their learning, surpassing mere adherence to instructional directives.

In fact, learner autonomy assumes a paramount role in the context of English language learning. Teachers are compelled to proactively redefine their approaches and methodologies to guide students towards successful outcomes. Consequently, effective language acquisition necessitates the ongoing evaluation of learners' progress in the classroom and active engagement in tutorial sessions, fostering skills associated with self-monitoring and enhanced independence. As examination formats undergo modification, it becomes imperative for students to cultivate self-motivation, thereby achieving accomplishments with reduced dependence on instructors. The implementation of these reforms reflects a deliberate endeavor to transition from conventional to contemporary, and more efficacious pedagogical practices, wherein learners emerge as the central focus. The impetus behind this study is to advocate for autonomous learning methodologies, exerting a profound influence on the roles assumed by educators in the classroom and the responsibilities shouldered by students at home. If students can autonomously engage in learning while relying on instructors solely for essential guidance in revisiting foundational knowledge, the role of educators will pivot towards more pivotal activities, aimed at providing learners with opportunities to acquire new knowledge.

An awareness of teachers' perspectives on learner autonomy is imperative when addressing issues related to learner autonomy, as these perspectives significantly shape their instructional practices and consequently influence the learning opportunities afforded to learners (Borg & Al-Busaidi, 2012a). Globally, they hold a spectrum of beliefs regarding the concept of learner autonomy. They supposed that teachers perceive learner autonomy as endowing learners with the freedom to make choices and decisions pertaining to their learning. Within the framework of teachers' beliefs, learner autonomy implies that learners have the agency to determine the how and what of the knowledge they acquire. Benson (2011) contends that, according to teachers' perceptions, autonomy is primarily associated with institutional and classroom learning tasks embedded within established curricula. Additionally, Borg and Al-Busaidi (2012b) assert that learners are not entirely reliant on the teacher; rather, they assume responsibility for the decisions guiding their own learning. Also, La Ganza (2008) posits that, to foster learner autonomy, teachers must concurrently grapple with their own anxieties about relinquishing some control over the classroom and enhance their communication skills with learners.

The contemporary modifications in the pedagogical approach to the instruction, acquisition, and assessment of the English language in Vietnam underscore a heightened emphasis on fostering learner autonomy among students, particularly those in higher education, and cultivating cultural awareness to align with after graduation employment requirements. Despite these educational reforms, a predominant reliance on teacher support persists among university students, attributable to their prolonged exposure to the traditionally entrenched teacher-centered English language teaching paradigm (Liang, 2017). In response to this, the higher education has endeavored to instill new self-study methodologies, aiming to augment students' autonomy in learning. However, scant research has probed into Vietnamese university students' autonomy in the context of independent learning outside formal educational settings. Moreover, the development of students' learner autonomy is a protracted undertaking, subject to diverse socio-environmental factors and individual learner attributes (Xu & Li, 2014). While some studies have explored the associations between various factors and learner autonomy (Wang, 2016), a limited number have systematically elucidated the causal relationships among the five independent variables—language learning beliefs, strategies, motivation, anxiety, teachers' role—and the dependent variable, learner autonomy, within a singular investigation. Practical implementation of such research remains challenging due to the intricate and distinctive nature of autonomous learning systems.

The objective of this research is to examine the context of learner autonomy within the cohort of a private university teachers' and students' perceptions on autonomous English learning. The study aims to assess the specific objectives (1) the level of learner autonomy among a private university (2) the perceptions of English teachers regarding learner autonomy (3) the perceptions of English-majored students regarding learner autonomy (4) the strategies and methods employed in promoting learner autonomy. The study hopes to provide valuable insights into the current situation of learner autonomy within the specified educational context, shedding light on both student and teacher perspectives, and contributing to the broader discourse on effective strategies for promoting learner autonomy in higher education settings in Vietnam.

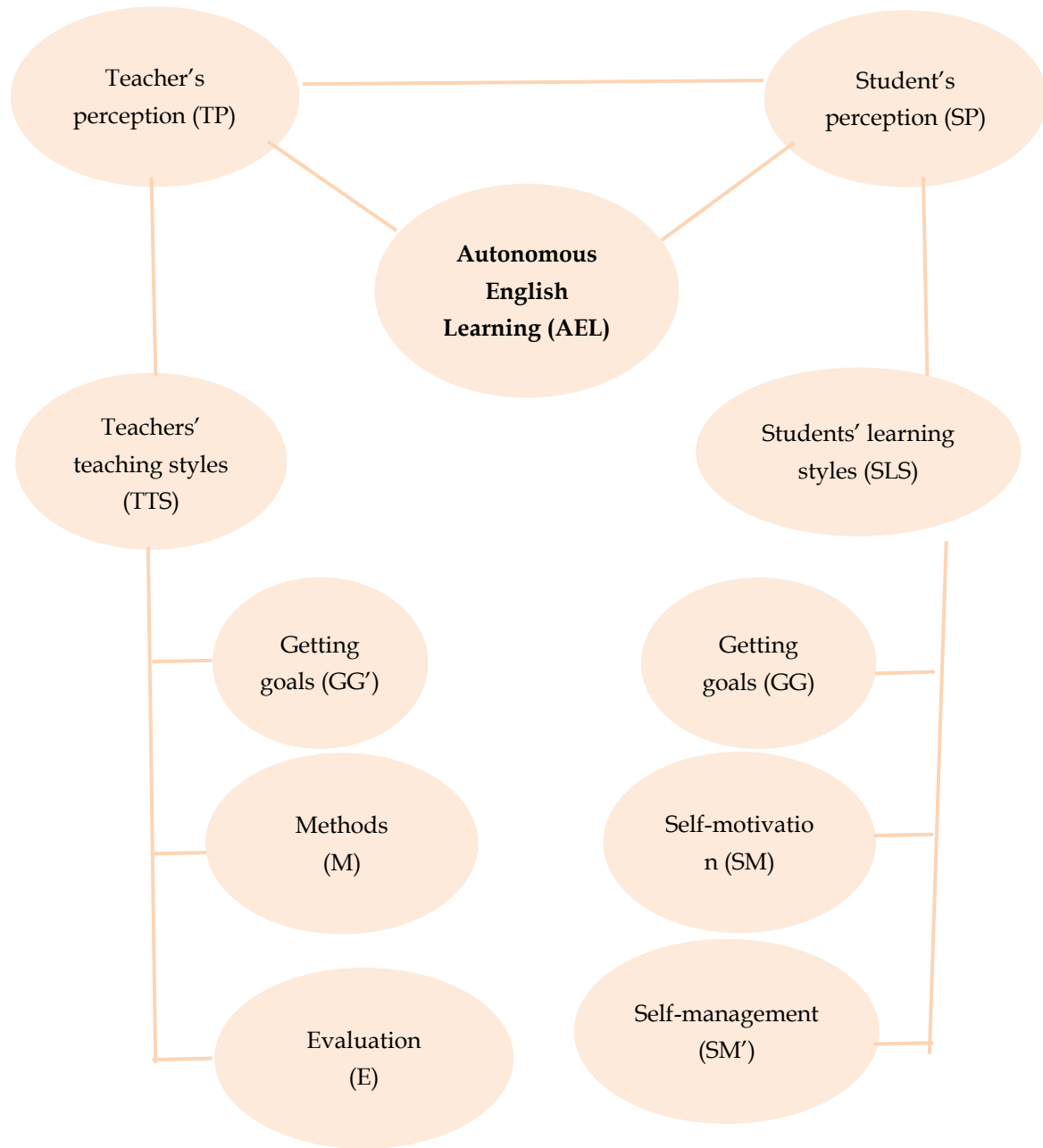


Figure 1. Theoretical framework of the study

2. Literature Review

Autonomous learning, which focuses on learner independence and self-direction, has been a topic of extensive research. It can be seen that nowadays, many researches on autonomous learning explore the complex relationships between technology use, self-directed learning, student engagement, and academic performance. The researches aim to understand how these elements interact to influence students' educational outcomes such as Rashid, T., & Asghar, H. M. (2016), Sumuer, E. (2018), Curran, V. et al. (2019), Lai, Y., Saab, N., & Admiraal, W. (2022).

Given the pivotal importance of comprehending the perspectives held by both teachers and students in fostering learner autonomy, this section is dedicated to the purpose of reviewing studies that delve into the perceptions of learner autonomy from both the teachers' and students' perspectives. It can be seen that since its inception in the early 1980s, it has generated heightened interest in delineating the roles assumed by learners in their own educational endeavors, concurrently fostering a deeper appreciation for the multifaceted nature of learning, both within and beyond the confines of the classroom. Moreover, its intricate connection with recent inquiries into the psychology of language learners has illuminated the profound impact of learners' internal experiences on the learning process and its

ultimate outcomes (Chong, S. W., & Reinders, H. 2022).

According to the statistics provided by Chong, S. W., & Reinders, H. (2022), the results indicated that autonomy studies have garnered attention and implementation in various countries worldwide, with a higher prevalence observed in Asian nations. The findings showed that the leading countries where studies on English Language Learner (ELL) autonomy have been conducted are Iran, China, and Turkey. These are followed by Taiwan, Japan, Saudi Arabia, Hong Kong, the United States, Colombia, Egypt, Malaysia, France, Greece, Korea, Poland, Portugal, and Sweden.

Their research findings also demonstrated that higher education is the primary focus for attention in the field of autonomy learning. This implied that autonomous learning in higher education is the primary focus of researchers because the objectives of higher education, and particularly the fact that the subjects of study have possessed enough foundational knowledge and experience to independently explore and develop further.

In addition, the research results showed that the research question on perception is also the most emphasized factor besides effect of intervention on learner autonomy, relationship between two psychological constructs, and instrument development or validation. It's seen that the research on students' and teachers' perceptions of autonomous learning is the significant interest because the researchers aim to measure these perceptions in order to adjust learners' behavior.

The statistical research results from Chong, S. W., & Reinders, H. (2022) revealed that higher education in Vietnam remains a relatively nascent market, with limited comprehensive and exhaustive discussions by previous researchers on autonomy learning. This can be seen as a research gap, and the research hoped to gain a deeper understanding of the learner autonomy level in higher education in Vietnam, particularly in the era of Industry 4.0. From this, appropriate pedagogical implications that align with the Vietnamese educational environment and culture can be proposed.

3. Methodology

3.1 Research Objective and Research Questions

The objective of the research is to examine the context of learner autonomy within the cohort of a private university teachers' and students' perceptions on autonomous English learning.

The specific study questions were:

- (1) What are the teachers' perceptions regarding students' autonomy English learning?
- (2) What are the students' perceptions regarding their autonomy English learning?
- (3) Are there any relationship between the teachers' and the students' perceptions about autonomous English learning? If so, How?

3.2 Participants

One thousand English-majored students from a private university participated in a survey from October to November 2023. Among them, 250 freshmen, 250 sophomores, 250 juniors, and 250 seniors were invited. They volunteered to take part in the survey (see Figure 5). 40 invited English teachers who are teaching English for these students. They also took part in the survey from October to November 2023. All of the teachers hold masters' degrees in TESOL and have at least 3 years of experience teaching at the university level. They are willing to participate in the survey openly.

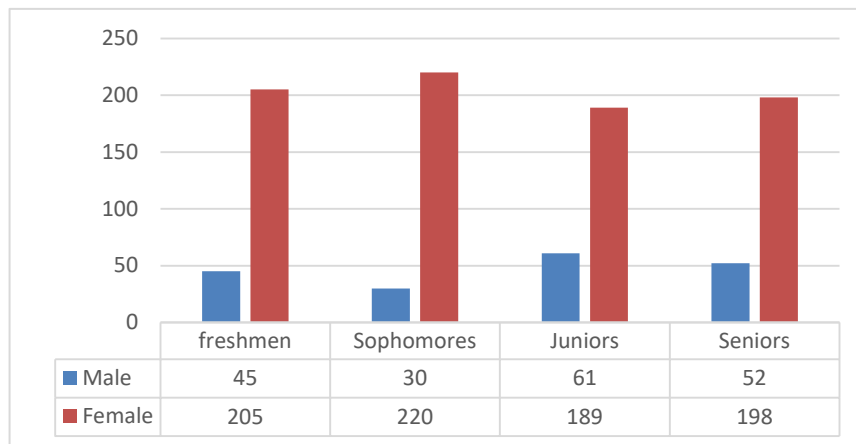


Figure 5. Participants of the study

3.3 Instrument Development and Data Collection

A descriptive quantitative design, rooted in theoretical concepts as outlined by Creswell (2012), was employed for the study. The survey items utilized in this research were adapted from Borg & Al-Busaidi (2012a), Joshi (2011), Demirtas & Sert (2010), Benson (2001), Chan

(2001), Camilleri (1999), Littlewood (1999).

The questionnaire designed for students comprised 19 items distributed across four sections. The initial section captured respondents' personal information, encompassing gender and level of education, with a total of three items. The subsequent section delved into students' setting goals for autonomous English learning, encompassing 5 items. The third section focused on students' self-motivation for autonomous English learning regarding in classroom and out of class activities employed by teachers, including 6 items. The fourth section concerned students' self-management for autonomous English learning, including 5 items.

The questionnaire designed for teachers was structured into three sections within 16 items. The initial section centered on collecting teachers' teaching goals, encompassing 5 items. The objective is to gather details on teaching outcomes. The second section was dedicated to exploring the teachers' teaching methods and experiences towards learner autonomy in the context of English language learning and teaching, including 6 items. The third section was collecting teachers' evaluation to students' autonomous English learning, including 5 items.

In order to gain a more profound understanding, a five-point Likert-type scale was applied, presenting answer choices such as strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Participants were also provided with opportunities to have enough time and feel free to answer questions.

Data collection took place from October to November 2023, utilizing a questionnaire disseminated in hard copy to participants at the end of English classes. This approach afforded respondents the opportunity to reflect comprehensively on their learning experiences throughout the entire duration of the classes. The descriptive statistics of the data were processed using SPSS Statistics 27 and Smart PLS 4 software for analyzing the mean values of variables, percentages, reliability, and correlations.

4. Results

4.1 Findings Related To Research Question 1: What Are the Teachers' Perceptions Regarding Students' Autonomy English Learning?

Table 1. The results of the teachers' perceptions regarding students' autonomy English learning

N = 40		Percentages (%)				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teachers' setting goals for their teaching						
1	I have goals to help students achieve their learning outcomes.	25	55	17.5	2.5	0.0
2	I have a clear schedule following the teaching program.	25	45	25	2.5	2.5
3	I consider student-centered classroom important.	42.5	47.5	10.0	0.0	0.0
4	I have clear plan for my students to study English	22.5	40	25	12.5	0.0
5	I create a positive and active classroom for my students	27.5	47.5	22.5	2.5	0.0
Mean		28.5	47	20	4	0.5
Teachers' teaching methods						
1	I motivate my students to work in pairs or groups.	25	47.5	17.5	10	0.0
2	I use task-based learning and project-based language teaching as main teaching methods.	25	45	22.5	7.5	4.9
3	I present my lectures almost all of time in classroom	2.5	5.0	22.5	42.5	27.5
4	I give time for my students discuss and share their opinions during class.	25	42.5	20	5.0	7.5
5	I give students further projects/tasks based on the lesson after class.	15	35	35	10	5.0
6	I organize collaborative class to create supportive learning community.	20	42.5	22.5	10	5.0
Mean		18.8	36.3	23.3	14.2	8.3
Teachers' evaluation to students' autonomous English learning						
1	I find students' autonomous English learning good.	7.5	20	32.5	25	15
2	I use authentic assessment to measure students' presentation, projects, real world tasks.	17.5	32.5	22.5	15	12.5
3	I use final tests or exams to measure students' achievement.	25	35	22.5	10	7.5
4	I use peer assessment to measure students' collaboration, communication, group working.	5	15	25	35	20
5	I use formative assessment to measure students' learning process.	22.5	35	32.5	10	0.0
Mean		15.5	27.5	27	19	11

The results of the survey on teachers' perspectives on students' autonomous English learning are implicit in the teaching objectives, teaching methods, and evaluation. It showed that 75.5% of the teachers agree on establishing clear teaching objectives, with 90% of them considering students as the centre in lesson design and teaching processes. This aimed to promote students' self-learning, autonomy, and independence. They hoped to create a positive and active classroom for their students so that the students could possess abundant inspiration and motivation to effectively learn English.

Regarding teaching methods, the teachers agreed that they often required students to learn in groups or pairs (72.5%); in tasks or projects

(70%); in group discussions (67.5%); and evaluated them in the learning process (57.5%). Particularly, the teachers rarely used lectures during teaching duration (7.5%). This implied that teachers frequently provided students with opportunities to present their lessons and self-assess the content together (62.5%). However, outside of class hours, teachers assigned additional tasks and self-research projects to students, reaching 50%. The overall evaluation of the teaching method achieved 55.1% consensus among teachers.

In the general assessment of students' self-study issues by instructors, the results indicated that teachers rated students' self-learning levels low, reaching only 43%. Specifically, the students' interaction as well as assessment with each other was at 20%. Therefore, instead of using authentic assessment, teachers have to resort to final tests at 60% to evaluate students according to traditional assessment methods.

Table 2. The results of the teachers' perceptions regarding students' autonomy English learning

No.	The teachers' perceptions	N=40		
		M	SD	P
1	Teachers' setting goals for their teaching	4.25	.87	.000
2	Teachers' teaching methods	4.35	.79	.000
3	Teachers' evaluation to students' autonomous English learning	3.21	.85	.000

Note: M: Mean; SD: Standard deviation; P: Sig. (2-tailed)

Observing the mean scores in table 2, although the teachers believed that they had a very effective teaching method (M = 4.35) along with the aim of achieving excellence in teaching (M = 4.25), the evaluation of teachers towards students' autonomous English learning was still not quite satisfactory (M = 3.21).

4.2 Findings Related To Research Question 2: What Are the Students' Perceptions Regarding Their Autonomy English Learning?

Table 3. The results of the students' perceptions regarding their autonomy English learning

N = 1000		Percentages (%)				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Students' setting goals for autonomous English learning						
1	I make their own decisions and learning goals.	15.2	20.6	25.3	27.8	11.1
2	I have a clear schedule for my studying.	15.6	19.4	27.4	25.3	12.3
2	I follow the time for studying English according to my schedule.	11.1	17.5	31.3	29.4	10.7
3	I adjust the time for studying English when the schedule is changed.	9.5	16.9	36.4	30.5	6.7
4	I recognize my strengths and weaknesses in my studying.	25.6	35.2	29.4	9.8	0.0
5	I often change my schedule for my autonomous English learning.	9.5	12.7	22.6	25.7	29.5
Mean		14.4	20.4	28.7	24.8	11.7
Students' self-motivation for autonomous English learning						
1	I practice using English with like-minded people or classmates.	19.5	22.6	27.1	20.1	10.6
2	I practice English outside the class such as join an English club, read English news and listen to English music...	15.8	20.3	30.5	20.1	13.3
3	I visit library to improve their English.	13.7	22.6	30.5	15.8	17.4
4	I use technology to support me in learning English.	35.5	38.2	26.6	0.0	0.0
5	I interact with my friends or classmates to discuss and complete English tasks.	20.5	23.5	23.5	18.7	13.8
6	I reward myself after completing tasks.	20.5	22.6	23.5	20.6	12.8
Mean		20.9	25.0	27.0	15.8	11.3
Students' self-management for autonomous English learning						
1	I complete English tasks in my learning process.	35.5	23.5	20.3	20.7	0.0
2	I take responsibility in finding my own ways of learning English effectively.	20.8	20.2	35.5	23.5	0.0
3	I prepare self-study materials and tools to learn English for myself.	10.2	12.5	17.8	32.5	27.0
4	I evaluate myself to learn English better and better.	23.3	27.2	35.1	14.4	0.0
5	I achieve my learning outcomes in English courses.	19.5	25.5	27.4	28.6	0.0
Mean		21.86	21.78	27.22	23.94	5.4

Students self-evaluated their level of autonomous English learning through the getting of learning goals, self-motivation, and self-management. The results revealed that the consensus level for setting self-learning goals was 34.8%. Within this, 35.8% of students articulated learning objectives, 35% had clear study plans, 28.6% consistently adhered to their study plans, 16.4% adjusted their time when study plans changed, and 22.2% frequently altered their self-learning plans although 60.8% of students were aware of their strengths and weaknesses. Subsequently, self-motivation for learning garnered a 45.9% consensus, with 42.1% of students regularly practicing English with classmates in class and 36.1% practicing English outside the classroom. Additionally, 36.3% of students frequently utilized library resources for study, 73.7% employed technology for self-learning English, 44% engaged in discussions with peers to complete assignments, and 43.1% often rewarded themselves upon completion of tasks. Finally, self-learning management attained a 43.6% consensus, wherein 59% of students completed assigned tasks, 41% independently sought effective study methods, and 50.3% perceived progress in their learning. However, 22.7% of students adequately prepared study materials, and 45% claimed to have achieved the learning program's intended outcomes.

Table 4. The results of the students' perceptions regarding their autonomy English learning

No.	The students' perceptions	N = 1000		
		Mean	SD	SP
1	Students' setting goals for autonomous English learning	2.55	.76	.000
2	Students' self-motivation for autonomous English learning	2.83	.77	.000
3	Students' self-management for autonomous English learning	2.75	.73	.000

Note: M: Mean; SD: Standard deviation; P: Sig. (2-tailed)

Observing the mean scores in table 4, the students' perceptions generally were at moderate levels. Particularly, their setting goals for autonomous English learning was 2.55, their self-motivation for autonomous English learning was 2.83, and their self-management for autonomous English learning was 2.75.

4.3 Findings Related To Research Question 3: Are There Any Relationship Between the Teachers' and the Students' Perceptions about Autonomous English Learning? If So, How?

Before measuring the relationship between teachers' and students' perceptions of autonomous English learning, the research analyzed the outer loading to assess the reliability of the variables. Subsequently, the study examined the reliability and validity of the questionnaire.

Table 5. Analyze Outer loading of the research factors - Matrix

	GG'	SM	SM'	GG	M	E
GG'1	0.754					
GG'2	0.783					
GG'3	0.721					
GG'4	0.823					
GG'5	0.834					
SM1		0.854				
SM2		0.735				
SM3		0.765				
SM4		0.786				
SM5		0.817				
SM6		0.759				
SM'1			0.792			
SM'2			0.732			
SM'3			0.763			
SM'4			0.821			
SM'5			0.841			
GG1				0.763		
GG2				0.821		
GG3				0.753		
GG4				0.763		
GG5				0.792		
M1					0.824	
M2					0.829	
M3					0.764	
M4					0.739	
M5					0.782	
M6					0.785	
E1						0.828
E2						0.824
E3						0.741
E4						0.717
E5						0.738

Hair et al. (2016) recommended that the acceptable threshold for the outer loading of observed variables is equal or higher than 0.7, indicating good significance. If the outer loading is below 0.7, it is considered weak and may not be reliable for measuring latent variables in PLS-SEM. If the outer loading value of an indicator is below 0.7, it indicates that the indicator is not strong enough to accurately measure the corresponding latent variable. The results in table 5 demonstrated that these observed variables exceed 0.7. Therefore, the evaluation holds significant importance in research.

Table 6. Analyze Construct reliability and validity

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
GG'	0.783	0.817	0.837	0.551
SM	0.786	0.819	0.839	0.553
SM'	0.789	0.825	0.848	0.552

GG	0.778	0.817	0.835	0.548
M	0.787	0.823	0.842	0.559
E	0.769	0.808	0.823	0.531

According to Hair et al. (2016), in exploratory studies, the Composite Reliability (CR) should be 0.6 or higher. For confirmatory studies, a threshold of 0.7 is considered appropriate for the CR index. He stated that a scale achieves convergence if the Average Variance Extracted (AVE) reaches 0.5 or higher. This threshold of 0.5 (50%) signifies that on average, the latent variable will explain at least 50% of the variance in each observed variable. The results in table 6 indicated that all factor structures demonstrate good reliability, as both Cronbach's alpha and Composite Reliability (rho_c) coefficients exceed 0.7. Additionally, from these findings, it is apparent that the Composite Reliability (rho_c) is higher than Cronbach's alpha.

Table 7. Analyze Path coefficients

Path coefficients	Original sample	P value
Autonomous English Learning (AEL) -> Student's perception (SP)	0.377	0.000
Autonomous English Learning (AEL) -> Teacher's perception (TP)	0.466	0.000
Students' learning styles (SLS) -> Getting goals (GG)	0.418	0.000
Students' learning styles (SLS) -> Self-motivation (SM)	0.394	0.000
Students' learning styles (SLS) -> Self-management (SM')	0.321	0.000
Teachers' teaching styles (TTS) -> Evaluation (E)	0.511	0.000
Teachers' teaching styles (TTS) -> Getting goals (GG')	0.463	0.000
Teachers' teaching styles (TTS) -> Methods (M)	0.424	0.000

In table 7, with a significance level of $P < 0.05$, all causal relationships are statistically significant. Also, all impact coefficients are positive, so they indicated that the relationships within the model are positively oriented. However, the order of impact strength from the strongest to the weakest is as follows:

(1) Autonomous English Learning (AEL) -> Teacher's perception (TP) = 0.466

- Teachers' teaching styles (TTS) -> Evaluation (E) = 0.511

- Teachers' teaching styles (TTS) -> Getting goals (GG') = 0.463

- Teachers' teaching styles (TTS) -> Methods (M) = 0.424

(2) Autonomous English Learning (AEL) -> Student's perception (SP) = 0.377

- Students' learning styles (SLS) -> Getting goals (GG) = 0.418

- Students' learning styles (SLS) -> Self-motivation (SM) = 0.394

- Students' learning styles (SLS) -> Self-management (SM') = 0.321

The results indicated that teachers' teaching styles have an impact on evaluation by 51.1%, teaching goals by 46.3%, and teaching methods by 42.4%. These implied that they do not highly evaluate students' autonomous English learning because the teachers' role remains quite significant, and the students usually require supports from their teachers. Moreover, the students themselves also perceived that their English self-learning abilities are not high, too. Specifically, the students' learning styles affect their learning goals by 41.8%, self-motivation by 39.4%, and self-management by 32.1%.

5. Conclusion

The teachers' assessment of students' progress in autonomous English language learning fell short of their expectations, registering a mean score of 3.21, and the overall evaluation of the teachers about their autonomous English learning achieved at 51%. Particularly, the findings revealed that the teachers assessed the self-directed learning proficiency of the students to be modest, registering at a mere 43%. More specifically, the extent of student interaction and peer assessment was notably lower, hovering around 20%. Consequently, rather than employing authentic assessment strategies, the teachers were compelled to rely predominantly on conventional evaluation measures such as final examinations, which accounted for 60% of the overall evaluation criteria.

Students undertook self-assessment of their proficiency in autonomous English language acquisition by getting of learning goals, self-motivation, and self-management. The outcomes unveiled that the collective agreement level concerning the establishment of self-directed learning objectives stood at 34.8%. Specifically, within this framework, 35.8% of students delineated learning aims, 35% formulated explicit study blueprints, 28.6% consistently adhered to their devised study schedules, 16.4% adapted their time management strategies in response to alterations in study plans, and 22.2% frequently revised their self-directed learning frameworks. Notably, despite 60.8% of students demonstrating awareness of their individual strengths and weaknesses, the rates of proactive engagement in self-regulatory practices varied across the sample. Specifically, the mean scores for students' proficiency in setting goals for autonomous English language learning were recorded at 2.55, while their levels of self-motivation for autonomous English language acquisition averaged at 2.83, and students' self-management capabilities in the context of autonomous English language learning yielded a mean score of 2.75.

The results indicated that the level of autonomous English learning among students is moderate, with self-regulated learning being the highest, followed by self-management of learning, and finally goal setting for self-directed learning. In addition, the results showed that there are positive relationships between the teachers' perceptions and autonomous English learning totally at 46.6%, and there are positive relationships between the students' perceptions and autonomous English learning totally at 37.7%. This implies that students' levels of responsibility and autonomy in their English learning endeavors are not yet sufficiently high. Therefore, the findings suggested that students should enhance their autonomous English learning efforts and further better goal-setting practices to meet the program learning outcomes and the teachers' expectations.

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Authors contributions

Dr. Han and M.A. Yen were responsible for study design and revising. Dr. Han was responsible for data collection, drafted the manuscript and M.A Yen revised it. All authors read and approved the final manuscript. Dr. Han made the largest contribution while M.A Yen gave advice and revised it.

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Data sharing statement

No additional data are available.

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