

Appendix

Autonomous Learning Questionnaire for Teacher Perceptions and Practices

Part 1

Put a checkmark on one of the four options below. If you **don't believe in** an item very much, check the left-most items which indicates **low**. If you **strongly believe** in an item, please check the right-most item meaning **high**. The two middle items are **relative** and **relatively high** respectively.

1	I think autonomous learning is a necessity for all students.	1	Through explaining, I encourage students to be autonomous.
	low relative relatively high high		low relative relatively high high
2	I think learner autonomy increases motivation for learning.	2	I use autonomy-provoking activities that are motivating.
	low relative relatively high high		low relative relatively high high
3	Learner autonomy will lead to better learning.	3	I tell students how to use language resources for learning L2.
	low relative relatively high high		low relative relatively high high
4	Learners enjoy their learning more if they are autonomous.	4	I encourage learners to try find their strengths/weaknesses.
	low relative relatively high high		low relative relatively high high
5	With proper strategies, all learners can become autonomous.	5	I sometimes ask students about their learning expectations.
	low relative relatively high high		low relative relatively high high
6	Learners should set up their own learning goals.	6	I discuss parts of my teaching planning with my students.
	low relative relatively high high		low relative relatively high high
7	Learners should identify their strengths and weaknesses.	7	I allow students to evaluate their learning.
	low relative relatively high high		low relative relatively high high
8	Learners should be given the chance to discuss their learning.	8	I encourage and require students to learn out of class.
	low relative relatively high high		low relative relatively high high
9	Teachers should make learners evaluate their learning.	9	I ask students to set and discuss their learning goals.
	low relative relatively high high		low relative relatively high high
10	Learners should be able to learn outside the class.	10	I help learners stimulate their own interest in learning L2.
	low relative relatively high high		low relative relatively high high

Part 2

Please put a checkmark next to the items you agree with.

- 1- Instructors ought to help learners find their strengths and weaknesses themselves.
- 2- Teachers should help learners discover knowledge in L2 by themselves rather than get it from the teacher.
- 3- Instructors help students learn from their peers, and not just from their teachers.
- 4- Instructors should help learners in becoming more self-directed in their learning.
- 5- Teachers should speak with learners about autonomy and its benefit in the educational lives of students.
- 6- Instructors ought to urge students to take part in autonomous practices.
- 7- Instructors should utilize exercises in class that advance autonomy.
- 8- Instructors should help learners to decide what to learn outside the classroom
- 9- Teachers ought to urge learners to ponder their learning.
- 10- Instructors should help learners to stimulate their own interest in learning English.

Part 3

Please answer the following questions based on your personal opinion (the back of this page has plenty of white space, so please write your answers on the other side of this page).

- 1- How important do you think learner autonomy is, and what are your reasons for believing so?
- 2- What do you exactly do to promote learner autonomy in the classes you teach?
- 3- Do the curriculum and teaching environment encourage or discourage learner autonomy? Why?

Interview Guide

Main Question 1:

- How do you **define** learner autonomy?

Possible further details:

- What are the **values** of learner autonomy?
- What do you think are the **subdivisions** of autonomous learning?

Main Question 2:

- To what extent do **you believe in** these **values**?

Possible further details:

- How far do **teacher beliefs influence** learner autonomy?

Main Question 3:

- How do you think **students** would **react** to the promotion of autonomous learning?

Possible further details:

- How can **we help them become** more **interested** in autonomy?

Main Question 4:

How do you promote it?

Possible further details:

What do you do to promote it **in class**?

What do you do to promote it **out of class** and as **extra-curricular** activity?

What are the tools you use to promote it?

Main Question 5:

Do you think you are promoting it **in practice as much as you believe** in it?

Main Question 6:

What are some of the **problems** that hinder the process of promoting it?

Possible further details:

Name some **obstructive factors** that are **learner-dependent**.

Name some **obstructive factors** that are **teacher-dependent**.