

The Relationship Between Language Learner Autonomy and Language Teachers' self-efficacy and Job Satisfaction: A review paper

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Abstract

Autonomy basically occurs when the individual learners are in charge of their own learning. It is usually viewed as one of the most crucial factors affecting the enduring learning process. Thus, the new approaches and revolution in language teaching have compelled language practitioners to pay particular attention to the concept of autonomy in instructional setting in the past few years. The main sources of the learner autonomy in the educational framework are teachers' job satisfaction and self-efficacy. Correspondingly, there are numerous studies focusing on learner autonomy and the roles of job satisfaction and self-efficacy of teachers to improve the level of autonomy. As a result, the aim of the present study is to scrutinize the ways of fostering learner' autonomy from the perspectives of teachers' job satisfaction and self-efficacy. By analyzing some related papers in this area, it was found that learner autonomy and teachers' job satisfaction and self-efficacy are positively correlated. Moreover, the current investigation provides some tips through which the learner autonomy can be promoted in foreign language contexts.

Keywords: Job satisfaction, Learner autonomy, Self-efficacy, Teacher autonomy