

Iranian EFL Learners' Sensory Learning Style and Autonomy Level

¹Mina Afsharmanesh ²Kian Pishkar

¹MA student of English language and literature ²Assistant Professor of English Language Teaching,
Department of English language Islamic Azad University Jieroft Branch

Kian.pishkar@gmail.com

Abstract

Autonomy in learning and teaching plays a pivotal role for language acquisition and by knowing learners VAK strategy (visual, auditory, kinesthetic), teachers can perform better. Also, such teachers who are aware of learners' preferences in learning styles are successful in their teaching. Therefore, this study aimed at investigating the relationship between EFL learners' autonomy and their sensory learning style. To meet the above purpose, a number of 50 male and 50 female students participated in the present study. After homogenizing them with TOEFL and Nelson tests and taking the VAK and Learner Autonomy Questionnaire (LAQ), the correlation of learners' autonomy and sensory learning was calculated according to Spearman correlation coefficient. The result showed that the language autonomy in two universities is not equal whereas both universities are equal in sensory learning skills. That is, the language autonomy of Hormozgan University students is more than Islamic Azad University, Bandar Abbas Branch. And Islamic Azad University, Bandar Abbas Branch students' sensory learning styles affect their language autonomy.

Key words: language teaching, learner autonomy, language learning strategy, teacher autonomy

INTRODUCTION

Having knowledge of language especially English which is the international language, is a main tool of communicate with other people. So, many language institutes began to work around the world and language learning became a global need for everyone for business, communication, and commercial affairs. And it, according to Block and Cameron(2002), is a vital commodity in the globalized world. The services/information- based economy makes increasing demands on one's language skills; new technologies and media change the cultural landscape; migration produces more linguistically diverse populations worldwide. These developments change the conditions in which languages are learned and thought. In relation to globalization and language teaching, the issues of globalization is a necessity for second language learning and teaching.

Kumaravadivelu(2006) pointed out that language itself permeates every aspect of human experience and reflects images of that experience. Without language, it is almost impossible to imagine human life. He considered three conceptual vantage points for language such as: language