

## A Gender-based Investigation of the Perception of English Language Teachers at Saudi Universities Regarding the Factors Influencing Learner Autonomy

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### Abstract

Learner autonomy has been a focus of attention in the realm of English Language Teaching (ELT) research nowadays and the study in hand is an attempt to investigate learner autonomy in theory and practice from the perspective of English language teachers. It aims to identify gender-based perceptions of English language teachers from a Saudi university regarding the role of the textbooks, study material, support of English language teachers, the students' learning strategies, students' motivation and self-evaluation in enhancing learner autonomy. This empirical survey has involved 30 male and 30 female (n=60) English language teachers from English language center of Taif University, Saudi Arabia to record their insights and views about their perceptions and prospects of these pedagogical constructs in their teaching practices. The participants of the study responded to a 35-point Likert-scale modified questionnaire to generate data. Independent-samples T-test has been run to calculate percentages of their responses as well as to identify any statistically significant gender-based differences. The results revealed that only six items out of the total 35 have shown significant gender-based differences in the perceptions of the participants of the survey. The findings have revealed that the participants of this study bear extremely positive attitudes towards the pedagogical significance of learner autonomy and have exhibited encouraging trends about the implementation of this construct in the classrooms. Recommendations have been forwarded based on the results of this survey.

**Keywords:** English language teachers, gender-based differences, learner autonomy, perceptions

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