
The Relationship Between Language Learner Strategies and Iranian EFL Learners' Writing Autonomy

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Abstract In higher educational levels, learners are habitually forced to become autonomous and make conscious effort to learn language outside of the classroom. Consequently, the autonomy of the learners plays an important role in developing and enhancing their academic achievement. Accordingly, the present study investigated the relationship between English as foreign language (EFL) learners' writing autonomy and language learning strategies. To meet the above purpose, a total number of 100 male and female students, between 20-25 years old, studying English Language Teaching and English Language Literature at Islamic Azad University, Tonekabon Branch, Iran were conveniently ed and given writing autonomy and language learning strategies questionnaires. Pearson Product Correlation analyses revealed a statistically significant relationship between EFL learners' writing autonomy and language learning strategies (P

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