Article

English Teacher Educators' (ETEs') Autonomous Learning Perceptions in Tertiary Level of Riau Province

*Khulaifiyah[1], Utami Widiati[2], Mirjam Anugerahwati[3], Nunung Suryati[4]

Universitas Islam Riau[1], Universitas Negeri Malang[234]

A B S T R A C T

The idea of autonomous learning is correlated with adult education, therefore, the ETEs views about this idea is being focused to bring about positive academic behaviors for the learners' successful in language learning and to set autonomous personal quali-ties in terms decision making-ability, learner independency, psychology of learning and level of learner autonomy. With the help of NVivo 12 Software, this qualitative study investigates English teacher educators' (ETEs') perception on autonomous learning in tertiary level of Riau Province. There were 6 ETEs agreed to be active informants and participated in interviews and observations. Structured interviews were in charge of taking primary data. Meanwhile observations become supportive data. After the data was collected and transcribed, the researchers identify, classify, and categorize the essential data from the interviews, create the coding and run into matrix coding in Nvivo 12 software. The findings inform us that they agreed with the importance of decision making for the EFL learners under the student-centered learner approach; yet, they perceived that learner independency was still low, meanwhile, for the psychology of learning, the ETEs' still have little attention since the level of learner autonomy was still lied on the amount of instructions and practices. In sum up, the ETEs' perceived autonomous learning lexically as a life skill that language learners, particularly adult learners should poses as a language learner identity. However, the ETEs' still insist to assist learners to attain learning success while making them expert in decision- making.
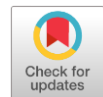
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INTRODUCTION

Autonomous learning also encourages important lifelong learning in today's world, where knowledge sharing is quicker and wider than ever before. Two arguments have been given for making learners autonomous. First, it would be more efficient and successful if learners engage in their learning in a more oriented manner. Productivity and efficiency of self-employed learners ensure that expertise and skills learned in the classroom can be ex-tended to circumstances outside the classroom. Second, if the learners are proactively com-mitted to learning, the motivational issue will be overcome (Kocak, 2003). Lifelong learning helps learners keep up with the continual change in working life and allows them to engage in constant self-development. The implications of learning autonomy are, therefore, broad and important to be borne in the realms of education.

The Government Regulation endorses the importance of being independence by stat-ing that the national standard of education has developed an autonomous individual (Government regulation, number 32 year 2013). Independency (autonomy) is one of the eighteen Indonesian characters in education and expected to be developed during the time of formal education. The fact that the educational process should be established by interacting, inspiring, challenging, and encouraging learners to actively contribute, as well as providing

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*Corresponding Author: khulaifiyah, e-mail: khulaifiyah@edu.uir.ac.id

adequate space for initiative, creativity, and independence cannot denied these days. Hence, to increase the efficiency and efficacy of competence graduation accomplishment, every educational unit must have great planning, a fun implementation method, and a thorough assessment system. (No. 65, 2013, Ministry of Education and Culture). Al Asmari (2013) previously stated that ongoing rapid change in the educational system, such as the growth of technology in education, language teaching practice, and the information explosion, indicate significant shifts in the functions of knowledge as well as the ways in which knowledge is constructed and exchanged. It indicated that classroom instruction techniques should be able to support learners' learning and provide opportunities for them to exhibit their own autonomy.

Today, with the focus on autonomous learning in English, English teacher educators are imposed for designing and implementing new teaching strategies and methods that can successfully improve the effective learning ability of learners. In line with this, (Smith, 2008) points out that in a fast growth of technology, particularly in an education system with language teaching practice, and the explosion of information, major changes have emerged in knowledge functions and also in the way knowledge is constructed and shared. Moreover, the learning cycle is not limited to classroom instructions (Alberto & Soberón, 2014). As one of the English-language users, EFL learners must be equipped with technical information and skills, communication or collaboration skills, decision making, and responsibility for their learning or being autonomous learners (Suraratdecha & Tayjasanant, 2018) and provided with suitable learning environments (Lüftenegger et al., 2012).

Exploring autonomous learning processes and qualities from a teacher's point of view, therefore, would provide another current understanding, empiric evidence, and information that the evolution of education has been largely determined by the transformation of the role of the teacher from teacher-centred to student-centered learning and from stu-dent-highly dependent to interdependent learning. Thus, the current research aims to en-sure that EFL teachers' perceptions of autonomous learning, autonomous learning process-es, and the practices they are engaged in to promote autonomous learning is on the tract. This lies based on the idea that teachers' practices and concepts are vital to enhancing and managing educational processes (Cilliers, 2017). Moreover, encouraging autonomous learn-ing could lead to increased engagement, encouragement, and responsibility of learners in learning (Kormos et al., 2017; Masouleh & Jooneghani, 2012; Studies & Solmaz, 2017). To support this point of view, the researcher thinks it is necessary to examine the perceptions English teacher educators' (ETEs') about themselves as instructors, as well as the role that autonomous learning is incorporated into autonomous learning activities in classroom learn-ing at universities, particularly, university that have English program or EFL classes.

METHOD

Qualitative data were collected to get the answer of research question. In this study, the researcher used more than one data source and several analysis stages. This step usually aims to call for a real-life contextual understanding (Kostina, 2011). A mixture of different data sets obtained at different analysis stages will capture more specific situation studied (Kostina, 2011) and helping to gain a more informed understanding of the research prob-lems (Çelik et al., 2018; Ellett et al., 2013).

This design required the researcher to concurrently conducting interview and observation to screen potential informants and filter educators' knowledge of autonomous learning. the level of understanding of autonomous learning in terms of decision-making capacity, learner independence, the psychology of learning, and levels of learner autonomy.

After the data was collected from the interviews, the researchers transcribed, identified, classified, and categorized the essential data, create the coding and run into matrix coding in Nvivo 12 software. The observation supported the findings of interviews that have been gathered from the subject. further, the set of data was collected in a sequential order be-cause

these research questions were logically interrelated. Transcripts of the interview re-sult (English teacher educators' utterances) from the interviews and impressions of the in-formants during observation.This study took place in EFL classes at the university level in Pekanbaru, an education district in Riau province. This study involved six educators from some universities, such as Universitas Islam Riau, Universitas Lancang Kuning, Universi-tas Muhammadiyah Riau, State State University of Riau, and Islamic University of Riau (UINSUSKA).

FINDINGS AND DISCUSSION

Findings

English teacher educators' (ETEs') Conception of Autonomous Learning

Perception, in this section, encapsuletes decision-making ability, learner independency, psy-chology of learning, and level of learner autonomy. Results from data introduced based on similarities that emerged from the independence, psichology of learning and levels of learn-er autonomy itself. Figure 1 and Figure 2 indicate the result of the interview.
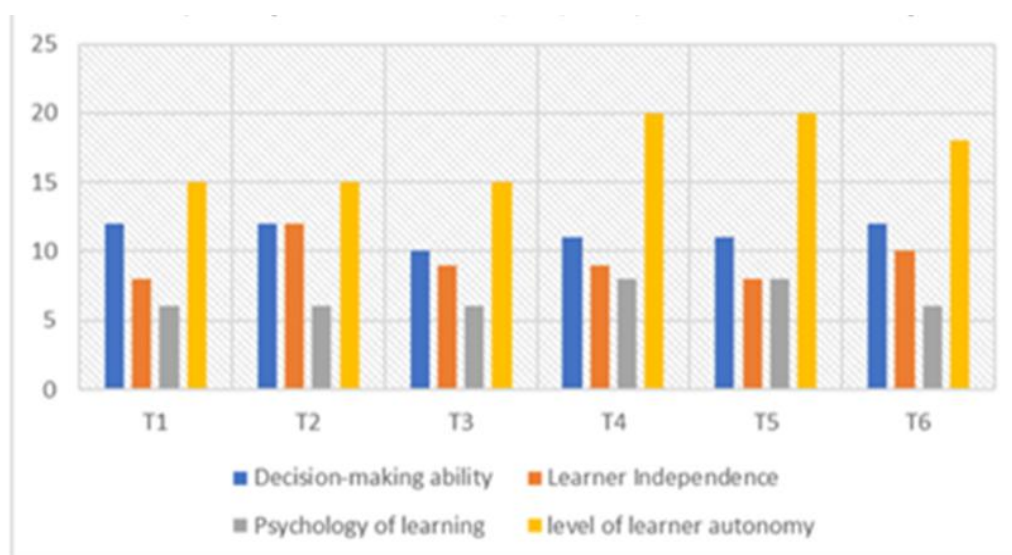

Figure 1. The aspect of autonomous learning; decision making ability, learner independency, the psychology of learning, and levels of learner autonomy.

Figure 1 indicated what the English teacher perceived about the four aspect of autonomous learning; decision making ability, learner independency, the psychology of learning, and levels of learner autonomy. Among the sixth respondent, they have almost in the same level of agreement that decision making refers to how learners choose kinds of activities promoted in the classroom so that they can make choice how they learn. Meanwhile for the independence level of agreement, T2 had more level of agreement that learner autonomy required learners to be entirely independent of the teacher and can work independently in a self-access center. For the rest respondent, they were in level of disagreement that learner autonomy required them to be entirely independent of the teacher since they perceived that guidance and clear instructions were the crucial aspect for learners to learn.

In term of psychology of learning, T1-T6 have the same level of agreement that learner autonomy is promoted when learners are free to decide how their learning will be assessed, only motivated and confident learners are more likely to develop learner autonomy than those who lack of motivation and confidence one.

For the last aspect, T4-T5 perceived the same levels of learner autonomy in the same level of agreement that autonomous learning is about the attribute of learners' approach to the learning process where learners should be aware of their own learning, involved in making choices of the content and strategies of learning activities, creative for their own learning style and connected between the content of classroom learning and the entire atmosphere. Below are the perceptions of ETEs towards autonomous learning which got from the interview.

Decision-Making Ability

The first question of the interview was about the respondents' opinion on the importance of learners having the decision-making ability. The ability to make decision is crucial. E1 stated that autonomous learning would help the learners in many aspects of their life, both personally and socially. "*As a human being, the student needs to make their own decisions about many things that will bring values towards their personal life. Besides, in social context, the students will experience various situations that require them in making decision that will affect people in their environment*", she said.

Sharing a similar opinion, T2 expressed "*The ability of students for having decision making because students should have to prepare and understand the goal of their learning in University. They should realize the meaning and the purpose of continuing to university, thus decision-making ability should be improved, then after knowing the goal and purpose of continuing study of course students are ready to get and to observe the new knowledge. If, they do not have a decision-making ability they will be confused with their study*".

This excerpt supports the first opinion that the decision-making skill affects one's environment and personal life in the future. This is also supported by T6, who shared, "*One of the skills that students must have on the basis of the demands of the next generation according to the needs of the Industrial Revolution 4.0 to 5.0 is that students are able to solve problems and make decisions*".

Likewise, T3 mentioned that autonomous learning, in an EFL setting, was very specific. Learners should be able to independently decide everything because the concept of autonomous learning was student-centered. T4 also explained that if learners did not have decision making, they could not argue their own choices and thus become a follower of others decisions. Correspondingly, T5 said: "*Decision making is alike a life skill besides other skills. The capacity to make a decision will make them become open mind and have self-confidence. Be aware of their learning will make them catch good understanding on material or subject learning, have a good attention and won't miss anything important in it. Students' will think beyond the regular goal.*"

Here, all respondents agreed with the importance of decision making for EFL learners since the concept of autonomous learning was student-centered. The ability to make decisions is similar to having another life skill that develops an open mind, self-defense, and self-confidence in solving problems. Therefore, it affects people in their environment, especially learners who are ready to gain knowledge for the development of the Industrial Revolution 4.0 to 5.0.

Learner independency

The development of learner independence is critical in both theory and experience of language instruction. Language learning, in reality, is a lifetime pursuit that does not begin and end in a language classroom. Learner independency necessitates learner participation where can result in deeper and more successful learning. Thus, the development of learner independence begins in the classroom and continues beyond it. This is one of the reasons why the setting learning goals becomes the first point for ETEs leading the learners to be autonomous.

According to T1, learners should be aware of their goals and develop a strategy to determine the material content. This can lead learners to focus on their learning process and motivate them to improve their technique. Moreover, an alternative way to solve problems as

well as improve knowledge and skill can be found. By doing this, learners will empower themselves to enhance their knowledge. T3 expressed:

"*when learners are not aware on the subject / course outline, how they can decide the learning target / subject. How they have the ability to make decision, why do not have awareness. Awareness is the most important thing. Psychologically if you are not aware on something, how can you do that, if you are not aware on food in front of you, hygienic or not, how can you eat it*".

T4 explained that if learners understood the target, they were more willing to do it as opposed to only following the educator's instructions. This prevents the feeling of boredom caused by only listening and doing without intension. According to T5, a student's awareness on learning would result in good understanding of materials or learning subject, good attention, and not missing anything important. Learners would think beyond the regular goal.

In contrast, T2 argued that setting goals, developing strategies, and determining the materials should be prepared by the educators or lecturers. Learners understand the subject goal because the educators or lecturers inform them in the classroom. Certainly, through explaining the goals, awareness will be raised, and learners will prepare their strategies and materials. This opinion is supported by T6 who said, "*The learning process should use the principle of need, not the principle of obligation so that it is expected that the mind- set of a student needs to be opened so that it leads to an open-minded pattern and ultimately achieves learning goals for needs not learning for obligations. So, it is very important that the teacher opens the students' way of thinking, one of which is by conveying and providing awareness of the importance of the topic being studied*".

Overall, conveying and providing awareness of the importance of the learning materials would broaden the learners' way of thinking. Thus, they lead to more attention given as to not miss anything important and encourage thinking beyond the regular goals for any problems, strategies, and approaches.

Psychology of learning.

In a psychological viewpoint, autonomous learning stresses that a wider attitude and cognitive ability allows a learner to take care of his or her own learning. That is why autonomous learning appears only when learners are free to decide how their learning will be accessed.

T1 stated that the autonomous learning process was essential because in language learning the learners could not fully depend on their educators due to limited time spent together or the lack of direct interactions. She further stated, "*in my point of views, the students can better improve their English when they are becoming independent learners that can figure out their own problems in learning process and also enhance their English skills through their own learning strategies*".

T2 then mentioned, "*if we are a teacher or lecturer, I can say that the students should have it. Why, because the inner willingness or the nawaitu or the intention of having English should come from the students' niat or nawaitu, then it will lead them to their autonomous learning.*

Furthermore, T3 highlighted, "*for the autonomous learner, it is very specific thing in EFL setting. If you are as a candidate teacher, while you dependent on your lecturer how can you face your future? Autonomous means you must be able to independent, to decide everything because the concept of learning lately is student center learner, how to be student center learner, one of them is being an autonomous learner.*

In addition, T4 expressed, "*autonomous learning is very important for personal, for example making arrangement for the homework if teacher only decide by themself without considering what the students want the students may be submit it by the time but they do not really make fully performance with their task but if we make agreement about this target how long it could be they decide by themself and they create their own commitment and for me so far based on my teaching experience they feel full respect when they decide by themselves. its different when the decision come from the teacher for example there is the dateline by the task given by the teacher, but if we setting the dateline, some students will give some excuses or submit on time but if their commitment come from them, they pay respect*".

T5 stated that it was crucial to be an autonomous person because it referred to one's ability to be independent in learning and encourages their cognitive knowledge and skills in learning language. T6 stated that learning English as a foreign language was essential to be self-sufficient because this would inspire the learners to read more subjects that interest them though it had to be tailored to Indonesia's Eastern culture.

In conclusion, the informants agreed that, psychologically, when someone learned a language, being independent was the first criterion because of the limited time spent with the educator. Thus, when learning a language, learners need to consider being autonomous, inspired to read, and motivated to practice more. Figuring out problems in the learning process may enhance the English skills through personally developed learning strategies.

The principles taken to foster autonomous learning were then discussed. T1 expressed that she usually assigned prepared criteria/indicators for her learners to base their project designs. She did not like to give an example of the project because she preferred to let them analyze the positive values and drawbacks that they could find themselves. The learners were then challenged to design similar projects with better design and looks.

T2 shared her criteria by saying "*first, I have to observe my students' characteristics, then second, I have to observe their level of attention or in here its' discipline and kepatuhan, then third, I got to know their past attainment in study for example their IPK or competences. Having to know these criteria, I will continue with character exposition by using motivation video and some supports example of popular person in business and innovation then continue with explaining some sources to be an independent and success student*".

Opposed to T2, T3 argued "*for my subject TEFL we have a contract, so we have a course contract and everybody must do their own job so everybody has their own job clearly and specifically at the beginning of subject exactly in the contract because they know exactly what they are going to do*". He believed that giving learners "a contract" out of the course outline would make him easier to control and route learners in the track.

T4 stated another different opinion that she took one or two meetings having full commands in the classroom as she observed the learners' characteristics. "*if I see that majority of them are independent already have their own setting in the learning they know the target and they have a good commitment and I can create like autonomous learning strategy or maybe setting independent learning for them but if I see the class that they are very dependent person need pusher I will not give the autonomous learning like in 100% concern maybe like 25 % depend on the character of the students. Each classroom, I cannot give the same style in giving a kind task or assignment or maybe target for autonomous learning, I cannot make it the same*".

This argument supports what was mentioned by T2 and T5 that observing learners or recognizing a learner's personality was needed to develop an easier teaching process. Knowing the learners' backgrounds or level of knowledge was necessary as foundation for the learning process and materials search. "*Something to be noted on to foster autonomous learning is it must be about syllabus, and the course outline, material, vision, and the mission of the English department, timing, and student's personality,*" said T5.

Meanwhile, T6 argued that the principles of creating an autonomous learning atmosphere were done by implementing deep learning.
"*a consideration for motivating students to engage in self-directed study. Students must know what they want to know in order for their experience to be more than mere theory. Since, in fact, students must be able to adapt in order to learn what they wish to learn*".

In conclusion, learners' needs and personality, timing, course outline, syllabus, curriculum, and vision and mission of the institution were the principles that the ETEs need to observe to foster autonomous learning. Knowing the learners' past experience, especially in language competence, is important as a basis for the learning process and material search.

Level of learner autonomy

Knowing the level of autonomy might help ETEs teach effectively since every learner is unique. Consideration is a key to foster the learner autonomy. In T1's opinion, learners had to

be autonomous in their learning process because this approach could train them to be independent in learning. It also allowed identification of their own weaknesses, and they could then develop it, as well as find and use their strengths to benefit people. When fostering the learners, T2 considered developing their autonomy at every stage of learning from the beginning of studying, the processing to the evaluation. *T2 claimed, "Autonomy means independent action to complete the study or tasks after these three stages of learning, I will overview all parts to summary the result of my action in my classroom".*

T1 and T2 mentioned that autonomy did not exist without process, training, and exercising. T3 looked into consideration about learner's need in TEFL by stating:

"we are faced four term, approach, methods and strategies. So, the way designing material I myself always related to target curriculum with the learning profile or institution profile, so the closest profile syllabus will be related to those course or profile".

T4 and T6 expressed, "*setting the task is important for me, using scaffolding is also important, before I came to the class, decide the syllabus, read together and discuss together with the lecturer who have the same subject with me, and what they are going to do and what I am going to do which one that could be possible positive alternative" (T4). "it is based on FKIP's and English study programs' vision and mission. Besides, I also consider on the needs of students for subject lesson" (T6).* Lastly, T5 stated that the curriculum of the institution, which was implemented in syllabus and RPS (*lesson Plan for the semester*), also had to be considered when educators fostered autonomy for the learning process.

Figure 1 revealed that English teacher educators (ETEs) regard autonomous lexical acquisition as a life skill that language learners, particularly adult learners, should possess as a language learner identity. Furthermore, autonomous learning is critical for language teacher candidates since decision-making capacity is a notion to master and create creativity and innovation to teach in the learning process. Furthermore, when studying, the learner will implement and transfer knowledge based on the goals in the teaching learning process, and when they are a teacher, they will practice.

Furthermore, the ability to make decisions will enable them to have an open mind and self-assurance. With this sort of life skill, they will be more conscious of their learning, as well as get a better grasp of the content or subject being studied, pay attention and not miss anything vital, and learners will think beyond the normal objective and become problem solvers. In the classroom, autonomous learning is heavily influenced by factors such as the syllabus/course outline, material, the English department's vision and goal, scheduling, and learners' personalities. The internet's/role net's in today's world is to assist in the creation of autonomous learning as well as the acquisition of learning resources. As a result, it becomes something that the learners may choose from when it comes to the objective, learning techniques, and supporting resources.

Discussion

To answer the research question, this study found the first theme of "ETEs' autonomous learning concept". The participants thought autonomous learning is very important for EFL teaching-learning. The latter sections elaborate the importance of the autonomous learning concept.

The English teacher educators' (ETEs') Conception of Autonomous Learning

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Decision-Making Ability

Figure 1 shows that of six respondents' questionnaire result, their understandings of decision- making were nearly identical. It was understood that, when facilitated by the

educators, the learners could choose how they learned and the kind of activities they did. On the contrary, when not provided the option, learners could not choose how they learned or the activities done. This is inline with what we see in figure 2 that decision-makers are in high demand to be successful. People are substantially able to make choices easily and responsibly.
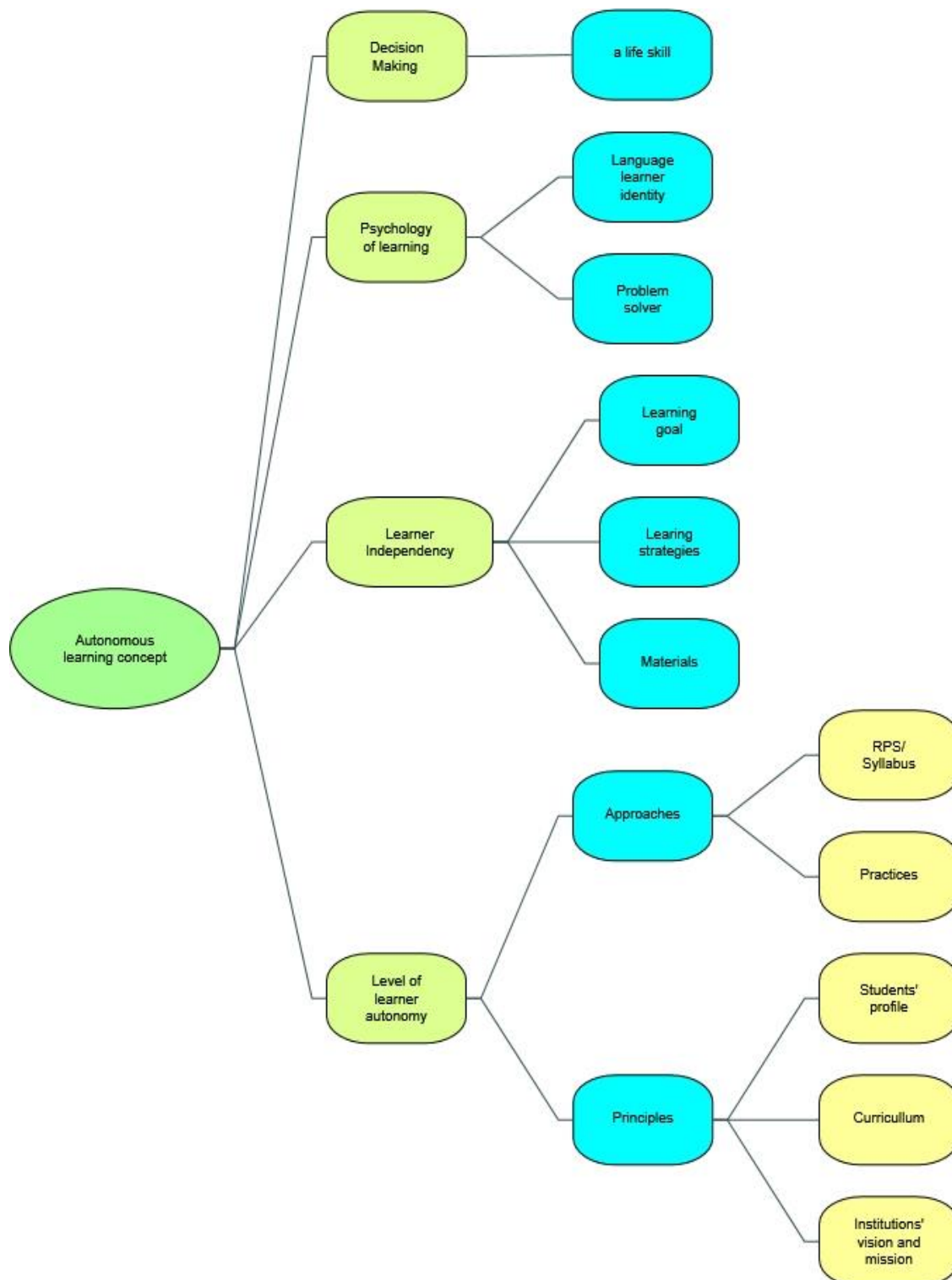

Figure 2. English teacher educators (ETEs) regard autonomous learning

Educators, therefore, must teach learners with a decision-making skill during class. Having a decision-making skill, learners can decide on their means of learning, learning activities, and materials. The decision-making skill and awareness of the set goals, strategies, and content of materials cannot be made only in a night. These skills are life-long learning

skills. To do so, the learners must consider the significance of decision-making. Strongly support the application of decision-making for class, (Martín Celis & Cárdenas, 2014; Suprayogi et al., 2017) stated that learners can develop autonomy if they are involved in decision-making practices and raise awareness of the importance of decision- making skill. Awareness of a topic or material can open the learner's way of thinking about their learning target. Thus, learners will pay attention more and follow the important materials beyond the regular learning goals, strategy, and approach. Further, autonomous learning requires learner's responsibility. However, cultivating responsibility for one's learning is not inherited but learned, and educators should provide instructions well (Kormos et al., 2017; Masouleh & Jooneghani, 2012). Thus, prior to learning, educators should expose the goals, content of materials and learning strategies to learners (Wegner et al., 2021) stated that educators need to learn the theory of learning strategies which is vital to help their learners develop as well as practice some options of learning strategies.

ETEs agree that decision-making skill eventually can make learners more open-minded, self- defense, and confident to solve problems. Consequently, their decision-making skill will affect the surrounding people and make them ready to observe and gain new knowledge and demands for the Industrial Revolution 4.0 to 5.0. This statement support what Onozawa (2010) cites that there were three reasons for the significance of autonomy in education: first, creating a lifetime capacity to cope with rapid social changes; second, cultivating the learner's uniqueness; and third, expanding the diversity of the learner's educational and cultural background.

Next, informants perceived the importance of decision-making for EFL learners. As many as 83.4 % of the informants strongly agreed that learners could choose their learning styles and kinds of learning activities and materials if given choices about the goals, learning activities and materials, they can develop autonomous learning or learner-centered learning (see Figure 2). Even, T5 mentioned that decision- making was another life skill that needs to be mastered. Further, the capacity to make decisions would lead being more open minded and having self-confidence. Interestingly, the fact showed the limited choice was given especially involved learners in decision-making about the main material. This support what the previous study conducted by (Hsieh & Indiana University, 2010) that learners in East Asia are not provided with enough opportunities to make their own choices because educational tradition has promoted a high degree of teacher authority and control.

Learner Independence

The informants also had a shared understanding of learner independency, which required the learners to not be entirely dependent on the educator. This means that learners were not fully independent but dependent on some aspects of learning. A self-access center was one of many choices to working independently.

In the Indonesian context, autonomy in language education, as well as the influence of culture may be the affecting factors of learner independence. National culture is considered important in creating an autonomous-learning environment (Mardjuki, 2018). Tran & Duong, (2018) mentioned that in Asia, schools have been encouraged to develop learner autonomy. Here, learner independence can be formed in the classroom in the first place and outside classrooms. Given this trial, learning-goal setting becomes the first thing educators can do to lead their learners to be autonomous.

EFL learners must keep tracking their learning to make the most of available opportunities, particularly outside the classroom. As EFL learners and educators tend to have teaching and learning roles in the language learning process, this practice is deemed as a multifaceted and contentious concept (Ivanovska, 2015). While autonomous learning is considered more efficient than other approaches to learning. Here, T2 even mentioned that determination of learning topic and learning assessment still became the educators' authority. It suggested that the EFL learners were still dependent on the educators' explanation, instruction and assistance, and cooperation (Dang, 2010; Nakata, 2011; Raymond & Choon,

2017). In other words, the learners were likely to have reactive autonomy in which they managed learning activities and resources after educators determined the learning objectives and gave directions. This fact further supported (Nakata, 2011, 2014) claimed that Asian learners have a high level of reactive autonomy towards their instructor's directions and objectives. They rely on some aspects of teacher's authorities such as determination of learning goal, general topic, and instructional materials. With this said, at the beginning of the course, educators need to explain the syllabus that will help learners understand their role and learn effectively. Moreover, all informants strongly agreed that options i.e., choices of materials, strategies, approaches, facilities, activities, assessment, and instructions during class could make them independent.

Psychology of Learning

The importance of learning psychology in the concept of autonomous learning seemed to be less of a concern. This is due to the uncertainty in the achievement of learners' independency if there is freedom in deciding how their learning is assessed. However, the respondents believed that it was more likely for motivated or competent language learners to easily develop their independency than those less motivated and competent.

Psychologically, language learning requires learner independency since educators mostly have limited time to provide instructions. With autonomous learning habit, learner are inspired to read and practice more besides finding their learning problems. The fact that learners' in East Asia tended to express a strong belief that their educators should have the responsibility of class management (Sakai et al., 2008), made them felt reluctance to take a role in classroom management. Thus, educators should stimulate learners being active and independent by giving motivation. Here, motivation is a strong determinant of autonomous activities to increase learning effectiveness. Learners cannot completely comprehend autonomy until they acknowledge a natural connection between degree of freedom and independent behavior, as well as persistence and optimistic attitudes (Klimas, 2017). Therefore, the informants need to train language learning strategy properly since they believed that the one who had high motivation and competence was more likely to develop learning autonomy than less motivated and less competent learners. This support Şakrak-Ekin & Balçıkanlı (2019) studies that the one who take responsibility for their own learning tend to be more successful in language learning.

Motivation somehow was given in many ways, such as telling a true story of successful of studying in foreign country (T1, and T5). Here the function of being motivator is a must. Abilities and having strong personal qualities will help ETEs' to inspire learners (encouraging, engaging, dispersing confusion and helping learners resolve obstacles even raise knowledge of autonomous learning among learners (Al Ghazali, 2010).

To foster autonomous learning, educators firstly, can observe learners' needs and personalities, as well as set timing, course outline, syllabus, curriculum, and get adequate insights of vision and mission of the institution. knowing the learners' experiences, especially in language competence, is another important aspect as a basis for providing more meaningful learning process and materials. By knowing all these aspects, educators know language learning strategies fit for the class. They, even, can train properly the language learning strategies so that learners' are ready to be involved in class management.

Levels of Learner Autonomy

A clear understanding of the level of learner autonomy, especially for E4 and E5, was established. Learner autonomy, in this context, was defined as having awareness on setting goals, strategies, and materials, as well as having the ability to make connections between the content of classroom and reality. A learner's involvement in making choices to modify the goal setting, activities, strategies and creating learning tasks was still limited, while that in modifying subject goals and materials was not. In conclusion, the level of learner autonomy may be measured by the amount of instruction and practice they get, as well as the length of

the completion process at each point. Learners will become self-sufficient in their learning and then develop the ability to see and work on their weaknesses and strengths and use them to help others. Autonomy would not occur in the absence of a method. Teaching and practice with tactics will help develop the learner's profile.

The extent to learner control is measured by the frequency and intensity of instructions and practices, as well as the duration of process to complete each point. When learners are aware of the set goal, learning strategies, and materials, they have certain autonomy. This is what Borg & Alshumaimeri (2019) claims that the success of learning depending on the degree of the autonomy. Therefore, learners who enjoy a high degree of autonomy (especially, social autonomy) in their learning environment would have more opportunities to develop their communicative ability as compared to those who do not (Scharle & Szabó, 2000). The informant perceived that the high level of learner autonomy could make a learner aware of learning goals, content, strategy, and style. The informants also declared that the design of the lessons always related to the syllabus and curriculum besides the institution's vision and mission. This fact surely explains why the East Asia has promoted a high degree of teacher authority and control so that learners felt reluctance to take a role in classroom management. This evident also showed the degree of learner autonomy that need to encourage continuously both the educators and learners. Class management activities, therefore, need to be trained to maximize confidence to act more autonomously.

Some considerations are in place to foster learners' need and profile, as well as the syllabus or curriculum of the institution. Chan (2010) asserted independent language learning needs an analysis of need and organization. Learners will be considered autonomous if they are self-sufficient in learning and able to figure out their weaknesses and strengths to help others.

CONCLUSIONS

English teacher educators at the higher education level perceived autonomous learning as a life skill and a life-long process of constantly developing awareness and decision making since they agreed that learners need to be interactive and social person, besides, becomes a social process in achieving English as a foreign language. Therefore, English teacher educators need to help students become autonomous by improving their understanding of autonomous learning and seeking out interactive activities that support autonomous students on a regular basis. Creative and critical thinking is required in teacher-student interactions despite general communication.

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