

EFL TEACHERS' PERCEPTIONS AND STRATEGIES IN IMPLEMENTING LEARNER AUTONOMY

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Abstract

Learner autonomy is essential in order to make the students become responsible for their own learning. However, it does not mean that the students are fully independent of their own learning. The teacher's roles and presence are important to introduce the students to the concept of autonomous learning as well as to promote strategies to foster learner autonomy. This study aims to find out the teachers' perceptions of the concept of learner autonomy and to find out the strategies used by the experienced and the novice English teacher to implement learner autonomy. This qualitative study was conducted in public senior high schools in Bandung. An experienced and a novice English teacher were involved in this study. The data in this study were collected through observation, interview and questionnaire. The study revealed that experienced and novice teacher hold almost the same perceptions that autonomy means the students' active role in managing their own learning. The teachers pointed out that autonomous learning gives benefits to students' learning. However, the experienced teacher was more optimist than the novice teacher regarding the possibility to promote learner autonomy which affects their classroom practices to promote learner autonomy. It is proved that the experienced teacher offers more strategies since she believed that learner autonomy is applicable for all language learners despite students' ages, levels of proficiency and cultures. It was found that the teachers used blogs, self-journal, videoconference and collaboration as strategies to promote learner autonomy.

Keywords: Learner Autonomy, English teachers, a qualitative case study, novice and experienced teachers

INTRODUCTION

In the traditional view of teaching and learning, a teacher is a person in charge of determining what and how to learn. This way of teaching will create passive learners. Passive learners only absorb the information provided to them by their teacher without any reflections, analysis, and evaluation of the information. This traditional view that teachers as the main resource of the knowledge have been gradually changed. The term "learner autonomy" defined as the learners' authority and responsibility for their own learning has been considered as the key area of research in foreign and second language study. Learners' involvement in decision-making process increases students' motivation and determination in learning. Autonomy and motivation are two elements that interact cyclically in the language learning process (Spratt, et al, 2002).

Researchers claimed that little has been done in the field of teacher perception and beliefs on learner autonomy. Researchers further claim that there are mismatch between the theoretical discussions of learner autonomy perception and practices of teachers and further go on that although there is a large body of research carried out for learner beliefs on learner autonomy, little has been done so far to investigate what teachers' beliefs actually are (Al Asmari, 2013; Barillaro, 2011; Benson, 2010; Borg, 2009; Borg & AlBusaidi, 2012; Palfreyman, 2003; Shahsavari, 2014). Without such insight into teachers' perceptions, the reasons for classroom practices may not be comprehended fully.

Learner autonomy relies on the student-centered method which means that students are involved in the decision-making process based on their language ability. However, learner autonomy does not mean learning without the teacher or letting the students learn alone without a guide. Dam (2003) states that "it is largely the teachers' responsibility to develop learner autonomy". The teachers should take part in order to foster the development of learner autonomy in the classroom. Autonomous learners are accepted to be capable of putting realistic and reachable learning goals, selecting appropriate methods and techniques to be adopted, monitoring their own learning process, and assessing the progress of their own learning (Benson, 2001; Dam 1995; Holec, 1981; Little, 1991; Scharle & Szabo, 2000; Wenden 1991) with the help of teachers to a certain degree.

Furthermore, Little (2003) explains that learner autonomy relies on teacher autonomy in two senses. First, learners inability to be autonomous and inability to self-reflect and self-learning. It is unreasonable to expect the teachers to develop learner autonomy if the learners do not know what it is to be an autonomous learner. The autonomous learners should understand the learning objectives and goals before making an initiative to attempt their own learning, without denying to share insights during monitoring progress and evaluating their learning process. Second, fostering learner autonomy requires a consistent cooperation between teachers and learners. In this sense, teachers guide the students to achieve realistic goals in formal education context and possessing self-awareness in order to lead the students to a better learning. The learners will reflect on what they learn, analyze their learning methods, decide and reflect their learning whether or not they need improvements or remain stagnant.

Based on the evidence, learners will be more motivated when they realize that they hold the responsibility for their language learning development (Al-Asmari, 2013; Borg & Al-Busaidi, 2012; Jiao, 2005; Little 2007). The extent to which learner autonomy is promoted also influences learners and teachers' views of their roles and relationships.

An understanding of teachers' beliefs should be considered as an integral part of initiatives because it aimed to promote change in what teachers do in the classroom (Wedell, 2009). However, the teachers' understanding of learner autonomy is not well developed. As

argued by Borg and Al-Busaidi (2012), an analysis of language teachers' understandings of this concepts is lacking. It represents the gap in the literature because teachers instructional behaviors are a powerful influence on students' learning (Mujis, et al., 2014) and the teachers' beliefs have an essential impact on these behaviors. The way teachers interpret learner autonomy will impact on how much and how teachers promote it. Afterward, it will affect learners' opportunities to become autonomous. In addition, their teaching practices are underpinned by teachers perceptions and their practices resulting from these perceptions further nurture or hinder their thoughts on learner autonomy. Thus, addressing teachers perceptions and practices is particularly crucial. Therefore this study focuses on what learner autonomy means to EFL teachers and what kind of practices teachers implement to develop learner autonomy.

METHOD

Respondents

In order to cope with the purposes of the research, this study used qualitative case study design. The respondents of the research were two teachers who are taught in the Senior High School in Bandung. The respondents is chosen based on their teaching experience and recommendation from the school authority. Furthermore, the teachers are expected to present varieties of learner autonomy strategies in EFL classrooms.

Instruments

The instruments used in this study were questionnaires, interview and classroom observation.

Procedures

This study was started by utilizing items in the questionnaires to reveal how teachers perceived learner autonomy and how they promote it in the classroom. The questionnaires were distributed to the teachers few days before the classroom observation. They were asked to rank based on the Likert scale. The questionnaires were distributed to the teachers before teaching and learning process begins.

Classroom observation aims to look for the interaction between the teacher and the students in implementing learner autonomy. Classroom observation was conducted several times for each teacher for two months in which the researcher acted as a complete observer. During classroom observation, the researcher was sit among the students observing teachers' strategies to foster learner autonomy.

Based on teachers' answers in the questionnaire and the results from classroom observation, the researcher asked further clarification in the interview session. Interview was

the second data collection technique used in this research. Interview session is beneficial to answer the researcher's questions from the findings in classroom observation. In addition, this interview was conducted to validate data from classroom observation and questionnaires.

Data Analysis

The data from observation were analyzed descriptively. The analysis was begun by transcribing the classroom interaction. Then, the transcriptions were read and coded by matching the data with the research question. The data from observation were analyzed to validate the data from the interview regarding teacher's implementation of learner autonomy. Then, the data were categorized based on learner autonomy strategies as presented in chapter two. To validate the data from observations, the researcher used member checking through taking the result of observation back to the participant, in this case, the teacher, by conducting a follow-up interview to comment on the findings (Creswell, 2009).

The data obtained from the interview were analyzed by transforming it into transcription and coding it to be organized based on the categories or themes from Borg and Albusaidi (2012). The data from the interview were first gathered into the interview transcript, then the data were translated into English. After organizing the data into transcription form, some important notes were taken in order to code them into several themes and categories from Borg and Albusaidi (2012) about the teacher's perspective on learner autonomy, included the teacher's knowledge about the concept of learner autonomy, teacher's perception about the characteristics of an autonomous learner, perception about teacher's roles and responsibility, teacher's perception about the constraints and benefits of learner autonomy. These data were triangulated with the data from the questionnaire and observation. Finally, all data were synthesized and interpreted to find out the final conclusion of the research finding.

The questionnaires were analyzed referring to the theory from Borg (2009). The questionnaires were analyzed descriptively and synthesized with the results of observation and interview. Since this study is a qualitative research and the questionnaire is only the secondary data, the simple qualitative analysis was conducted.

FINDINGS AND DISCUSSION

EFL Teachers' Perceptions of Learner Autonomy

. The study shows that there are differences regarding how the teachers perceived learner autonomy between novice and experienced teacher. The experience seemed to have a deeper understanding of the concept of learner autonomy than a novice teacher. Their differences in perceiving learner autonomy affected their actual teaching practices to foster learner autonomy in the classroom. The experienced teacher encourages more strategies than the novice teacher does. The result from the data collection indicates that the novice teacher

did little actions in fostering learner autonomy. In order to be successful in implementing and strengthen learner autonomy, teachers need to be aware of their role and responsibilities. This requires that teachers are willing to change and negotiate with their students in the classroom. In order to promote autonomous learning, teachers have to be prepared to take and accept their new role (Little, 1995).

The experience and novice teacher also have a different point of views regarding the concept of teacher-led ways of teaching in learner autonomy. Based on the questionnaire and interview results, the novice teacher stated that he disagreed with this concept since he claimed that teacher's domination is still needed in the classroom. It means that the teacher still regarded himself as the key person in giving knowledge to the students. These perceptions will lead to the trust issues where the students will remain the passive role in learning and all of the classroom activities will be determined by the teacher. The teacher's perception is conflicted with the key point in autonomous learning where the learners as the agent who take an active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting various stimuli of the teacher. In other words, the autonomous student is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things simply occur; he is the one who, by his own volition, causes things to occur (Rathbone, 1971, p. 100 cited in Candy, 1991, p. 271).

On the other hand, the experienced teacher strongly agreed with the rejection of teacher-led ways in learner autonomy since it is not matched with the purpose of learner autonomy to make students become lifelong learners. Based on the result of the interview, the teacher stated that teacher-led ways will make the students bored in learning. It indicates the teacher's understanding about the importance to give the students a chance to explore their knowledge by taking an active role in learning. It is in line with the statement from Kohonen (1992) who asserts that learner autonomy promotes lifelong learning which is important in today's era where the development of information technology leads to a fast and vast exchange of information.

As mentioned in the literature that the concept of learner autonomy is very broad, Benson (1997) and Oxford (2003), systemize the concept of learner autonomy into four different perspectives, representing the construct of learner autonomy including technical, psychological, political and the sociocultural perspectives. The technical perspective focuses on the physical situation, the psychological perspective focuses on the characteristics of learners, the sociocultural perspective focuses on mediated learning, and the political-critical perspective focuses on ideologies, access and power structures.

In term of political perspective, both teachers agreed that language learners of all ages can develop learner autonomy. Based on the interview results, the teacher stated that it depends on the teacher's creativity to match the materials with the students' levels, whether they are on the beginner, intermediate or advanced level. It indicates that the teachers did not see that the maturity of the learners or age becomes the problem in fostering learner autonomy. The teachers are willing to develop learner autonomy by choosing the materials which is suitable for different levels such as beginner, intermediate or advance.

Regarding the motivation, the findings from questionnaire and interview confirmed that both teachers agreed if motivated language learners are more likely to develop learner autonomy than learners who are not motivated. It means that the teachers see the psychological aspect namely motivation, gives crucial contribution to determine the success in fostering autonomy. The teachers emphasized on the students' ability to know and understand their own needs in learning as a trigger to motivate themselves in learning. It is in line with the study conducted by Wang and Palincsar (1989) who stated that when the students have the goal and purpose in learning, they will be more eager to reach their goal. Previous research shows that learner autonomy motivates learners. Wang and Palincsar (1989) found that the more learners are responsible for their own learning, the more they are motivated to learn. It is added by Parikhani (2012) who revealed that there was a strong positive relationship between learners' intrinsic motivation increases, their autonomy in learning will increase respectively. It also supported by Dickinson (1995) who argues that motivation and LA share certain key features: reader independence, responsibility, and choice.

Autonomous learners are more confident. The findings confirmed that the teachers agreed if autonomous learners are more confident in their learning. The teacher mentioned that autonomous learners tend to show their abilities in front of their friends and teacher. It indicates that the students who know their strengths and built a positive value about themselves will be more confident to reach their goal and tend to be more successful than those who are less confident. It is in line with the theory from Benson (2013) and Kumaravadivelu (2003) who stated that autonomy empowers learners with confidence in their own abilities and learning skills, and the learners will assume the responsibility of the learning process. Autonomous learning will entail making decisions, taking independent actions, dealing with tough psychological situations in learning, and reducing teacher-dependence on the part of the learner.

In term of psychological perspective, the teacher perceived that the learners should be able to choose their own material or activities. The results showed that they agreed if learners have the freedom to choose. In decision making, the experienced teacher proved that she involved the learners to choose their own interest in the material. It means that she implemented

the main goal of the current curriculum which emphasized on student-centered in learning. However, based on the results from the interview and classroom observation, it was found that the novice teacher was not willing to involve the students to select the material. He stated that that was his responsibility to determine the materials. It indicates the difference between teacher's perception and teacher's actual practice in the classroom.

In selecting materials and methods, in a learning-centered curriculum, teachers work in close collaboration with the students. The focus is on the activity where learners and the teachers share their decisions with the students. In so doing, the syllabus is tailor-made for the learners, adapting the syllabus based on the learners' objectives, wishes, interests, needs, and proficiency level. Therefore, the learners are provided with a range of choices of materials, activities, exercises, tasks, texts, and projects (Jordan, 1997). This is also supported by Lynch (2001) who described learner autonomy as the degree to which learners are free to select their own learning materials and methods. One aspect of autonomy is "situations in which learners study entirely on their own and determine the direction of their own learning.

Based on the result from the classroom observation, it is found that the students are more motivated when doing tasks when they are given a chance to take responsibility to choose their own learning material. If the students are motivated and engaged in learning, they tend to finish the tasks more efficiently. In line with Dafei (2007) who states if the students are reflectively engaged in their learning, it is likely to be more efficient and effective. The problem of motivation is by definition solved and autonomous learners have developed the reflective and additional resources to overcome temporary motivational setbacks.

However, in term of assessment, the research findings revealed teachers' doubtfulness in involving the students to do self-evaluation. The questionnaire results showed that the teachers agreed if they do not want to involve learners to evaluate themselves. It indicates that they regarded that the students do not have the capacity to evaluate their own learning. However, it is conflicted with the concept of autonomous learning where the students should be able to evaluate themselves in learning. In this case, the teacher facilitates and guides the students to the rubrics or guidelines to self-assess. It is also supported by Sierens et al (2009) who stated that the teachers should encourage the provision of assistance and knowledge to support autonomy by asking students to evaluate themselves, plan their own activities and reflect about themselves as learners.

The findings in term of technical perspective confirmed that the experienced teacher used the internet more efficiently than the novice teacher. She made use of the internet as the main tool in learning activities such as writing tasks on a personal blog. It means that the teacher is already aware of the use of technology as the supporting tool to foster autonomous learning. It

has been claimed that blogs can help promote learner autonomy and grammatical awareness (Harwood, 2010; Illés, 2012) as well as provide chances for peer learning and collaboration (Dieu, 2004; Trajtemberg&Yiakoumetti, 2011). Harwood (2010) notes that blogs can be a useful and adaptable learning aid that can promote student centered learning through blog activities and assignments that encourage students to communicate closely within their groups. Trajtemberg&Yiakoumetti (2011) added several advantages of blogs for foreign language learning. These include the scaffolding that is promoted by having less knowledgeable learners interacting with their more advanced peers and being exposed to their work and the autonomy and empowerment this may provide in fostering learners' confidence and eagerness to write. They claim that due to the highly collaborative nature of blogs and the fact that learners have both their own and their peers' writing constantly available, learners have opportunities for "increased reflection and knowledge about language that may foster a greater level of self-expression and self-evaluation" (Trajtemberg&Yiakoumetti, 2011, p. 438). On the other hand, the novice teacher was still strictly followed the material and the tasks from the textbook.

In term of sociocultural perspectives, the findings confirmed that the teachers had different point of views in responding to the statement about learner autonomy and its correlation with the culture. It was found that the experienced teacher disagreed if learner autonomy concept is not suitable with non-western especially Indonesian cultures since all students can develop learner autonomy. It means that the teacher was optimistic to implement and foster learner autonomy to the students. It breaks the findings from many researches which stated that learner autonomy is difficult to be implemented in Asian countries. As Little (1991) stated that some teachers believed that the educational system in Asia is "so all-powerful and inflexible that autonomous learning can never happen." However, "doubts about the cultural appropriateness of the goal of autonomy for Asian students have been mainly based on a view of Asian cultures as collectivist and accepting of relations of power and authority" (Benson, 2001, p. 56). Accordingly, power gaps between teachers and learners cause one of the main obstacles for developing autonomy in collectivist cultures. Because in Asian cultures, 'knowledge is power', therefore, people conveying knowledge (teachers) are ranked in a higher position than people who are less knowledgeable (learners). Furthermore, the Asian 'culture of learning', as articulated by Palfreyman (2003), tends to cherish certain qualities such as, group work, memorization, imitation, theoretical knowledge and a receptive learning style, which actually mismatch the essential conditions for cultivating learner autonomy. As a result, it might be uneasy to manifest autonomy in such learning contexts.

Both experience and novice teachers agreed if collaboration can foster learner autonomy. From the classroom observation result, both teachers used group work as the strategy in finishing the task. It means that the teachers perceived the collaboration as the

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effective strategy for the students in finishing the task more effectively. It also indicates that group work will help non autonomous learners to learn better since they have a chance to share ideas with autonomous learners in group. Collaboration with others through sharing the insights of reflection can increase knowledge and lead to deeper understanding. In the area of learner autonomy, Little (2000) has promoted the notion that learner autonomy can be promoted in social contexts, i.e. the language classroom, through interdependence and collaboration. It is also supported by Little and Kohonen (1992) who claimed that the social-interactive sub-dimension of autonomy is closely related to the learner's interdependence which refers to the situation where learners are responsible for their own learning with or without the help of others and are expected to cooperate with others.

Regarding the materials used in the class, the research findings revealed that the novice teacher followed the content of the course book strictly with the teacher guiding his students to do all exercises and activities without any deviation as well as the sequence of each lesson as they were written in the course book. The teacher stated that if he had to follow the aims of the curriculum and there is anxiety if the adapted material does not suit to students' needs since the goal of his teaching is to prepare the students to face the national examination. However, the experience teacher is more flexible while teaching. She did not follow what stated in the book yet she adapted the material from something related to students' real life. For instance, she encouraged the students to write a journal of their school trip to introduce a recount text. The teacher stated:

Excerpt #74

*When learning is **related to their real-life situation**, they will be **more enjoyable** to do it.*

It means that the novice teacher still sees the coursebook as the main tool to teach while the experience teacher is more open to choose other materials from other sources. The findings also revealed the constraints faced by the teachers to finish the materials stated in the curriculum. It indicates the teacher's attempts to help the students only to face the exam, not to promote them to lifelong learning. Coursebook has been the most popular material and used by millions of teachers and students worldwide. Garton & Graves (2014) states that the course book is still ubiquitous and plays a fundamental role in language teaching around the world. It has become an almost general and universal element of language teaching (Tomlinson, 2014). As a matter of fact, however, course book is not entirely flawless. Some say that it lacks of authenticity. Indeed, the notion of authenticity recently has become serious discussion among educators worldwide; they try to create materials related to the students' need in real context by including culture where the language is taught (Ciornei & Dina, 2015; Hasmiati, Hamra, Atmowardo, & Dollah, 2015; Beresova, 2015; and Meraji & Zamanian, 2014). Meaningfully,

teachers can make use of authentic materials to improve students' communicative and cultural competence (Ciornei& Dina, 2015). The activities that experience teacher conducted in the classroom affected the students' engagement towards the learning process. They were more passionate to finish the task and to learn autonomously.

Moreover, both of the teachers believed that autonomous learners have special characteristics compare to a non-autonomous learner. Based on the result of the questionnaire and interview, they mentioned that autonomous learners know their purpose in learning and more motivated. It resulted in their good grades in the lesson. Moreover, the teachers stated that autonomous learners will motivate other students to chase their lagging behind. It indicates that autonomous learning is not only beneficial for the students themselves, but also to help them getting good grades in learning.

However, there was also the concern that students might see decision-making as the teacher's job. This also stated by the novice teacher as the constraints in implementing learner autonomy in the classroom. This may be due to the cultural impact where students value the teachers as the absolute authority (Ho & Crookall, 1995). It seemed difficult for the teacher to let the learners decide what they wanted in their learning because they were afraid the learning goal which was regulated by the curriculum could not be achieved. It indicates that the teacher was less feasible to allow the students to participate in making decisions related to curricular goals and assessment. Loi (2016) says that this perception is possibly due to the teacher's lack of autonomy, their confidence in their students' ability, and the context which imposed a top-down curriculum. That is why; learner autonomy still cannot run well in her classroom even if the teacher has positive perspective that learner autonomy is important for the students' learning. However, the teachers' positive perceptions about learner autonomy were not enough to sustain the implementation of learner autonomy in practice when they are doubt about its feasibility. It shows a lack of consistency between her beliefs and her practices. Teacher had conflicting beliefs about whether to follow the entire curriculum or not. It can be said that he perceived autonomy reflected a misconception that learner autonomy would lead to a reduction of her work in achieving curriculum goals.

In relation to evaluation or material, both of the teachers did not show that they are not willing to invite the students to discuss what kind of evaluation or assessment used in the class. However, the experience teacher was more open to her students regarding the evaluation. From the observation result, she showed the score to her students and gave some offers to fix their scores. It indicates the teacher's willingness to discuss the evaluation matters even though the score is determined by the teacher. It also means that there is an openness between the teacher and the students. Haughton and Dickinson (1988) claim that it is crucial that learners be able to evaluate the quality of their own learning. An appreciation of their skills and abilities, the

progress they are making and of what they can do with the skills they have acquired is important if learners are to learn efficiently, according to Blanche (1988:75).

Teachers' strategies in promoting learner autonomy

First teacher strategies to promote learner autonomy

The second research question was concerned with how teacher promotes learner autonomy in their English teaching in the classroom. It turned out that the teacher thought that in general the strategies to promote learner autonomy was used fairly and frequently.

In relation to organizational support which aimed to increase students' ownership of the learning environment, it revealed that working cooperatively in group is the most frequent strategies used by the teacher, it can be seen almost in all classroom observation session. The teacher divides the members of group by himself. This kind of activity is useful to develop students' responsibility to be an autonomous learner as mentioned by Little (1995) that learner's acceptance of responsibility is the basis of learner autonomy. Benson (2016) claims that encouraging student-student interaction is helpful for promoting learner autonomy because it heightens the involvement of the students. He also mentions that the more students talk to each other, the more personally relevant the content of learning they get. Cooperative learning can be classified into classroom-based approach which focuses on changes to the relationships within conventional educational structure under control of the teacher.

Regarding procedural autonomy support, there are few strategies were recorded applied by the teacher during the teaching practice. It is interesting to note that the use of authentic material and additional material in the classroom is low. From the observation, the teacher followed the content of the textbook as well as the exercises given in that textbook. The teacher sometimes asked the students to find other sources on youtube or google as their additional resource during group work discussion. The result indicates teacher's lack of autonomy.

The teacher was found to use individual or group presentation to report the results of their discussion in front of the classroom. Then, there was an interaction where the teacher will ask some questions to them. However, the teacher did not open the chance to other students to ask. The interaction only happened between the teacher and student which made the classroom is more passive.

The teacher often asks the students to find other sources from the internet such as youtube. It indicates technology-based approach applied by the teacher where the focus is using technology to access resources. However, in the teaching practice in the classroom, the teacher was found to use technology such as in focus once from six times observation.

Second teacher strategies to promote learner autonomy

The result of this study indicates the positive correlation between teacher's perception on learner autonomy and the way she promoted learner autonomy in the classroom. In relation to the willingness to promote learner autonomy, the second teacher was found to give more strategies and activities to develop learner autonomy. It is due to the teacher training and teacher autonomy that she had. It is in line with the theory of autonomous classroom that the strategy of creating autonomous classroom is letting learners engage in many different activities (Dam, 2008)

In relation to organizational support which aimed to increase students' ownership of the learning environment, it revealed that the use of ICT as the most frequent strategies used by the teacher, it can be seen almost in all classroom observation session. Since the school is provided with facilities such as language laboratory and free access to the internet, the teacher makes use of these facilities to teach English more effectively. There are two times from six observations where the teacher asked the students to learn at the language laboratory. The most frequent activity that the teacher use is writing a blog. She asked the students to write and send the task on their blog. The use of technology to promote learner autonomy is a powerful tool since it can provide less help to the students to learn and to search for information regarding their learning on their own. The findings indicate technology-based approach which applied by the teacher in high frequency. According to Acevedo (2016) the presence of technology in society is significant, it can be said that nowadays citizens live in a technology mediated society. It is relevant to the research finding that the students tended to do some independent learning strategies which integrated with the technology rather than the others learning strategies. One of the previous studies proved that the use of technology was beneficial for students' engagement and could be set as a resource of learner autonomy (Presnsky, 2001).

The teacher also gives exposure to the students to interact worldwide such as doing videoconference. Even though the researcher did not see directly the process, the teacher showed the recording video of the activity. This activity was effective to make the students become autonomous learners since the teacher's role is not really dominating. The students more focus to listen and interact with speakers all over the world. However, the teacher stated that the schedule and the location to conduct the videoconference became the problems that caused the teacher did not do the videoconference at that moment. Videoconference is a useful activity for the students in order to gain perspectives from people all over the world. The development of effective teaching and learning environments using media such as videoconferencing rely on more student-centred approaches to learning. This includes the development of new teaching and learning models that exploit the technology rather than transferring existing teaching and learning models to the new genre(Andrews and Klease, *Linguists: Journal of Linguistics and Language Teaching* Vol. 6, No. 1, July 2020

1998). The use of videoconference can be classified into both technology-based and resource-based since there is a learner's independent interaction with learning materials.

Classroom-based approach is also found during the observation. Cooperative learning was implemented by the teacher in the learning process. The teacher claimed that cooperative learning can enhance students' engagement and help other students in the group to understand the material better.

The teacher is also found to have the willingness to seek for other knowledge for her self-improvement in teaching. Based on the interview, she stated that she frequently join the seminar or workshop to improve her teaching skill and knowledge. She also stated that she always learns how to use technology such as the internet even asking her students. It indicates teacher based approach which emphasizes on teacher's professional development and teacher education in the practice of fostering autonomy among learners. Learner autonomy cannot be reached unless the teacher has autonomy. Little (2000) states that the development of learner autonomy depends on the development of teacher autonomy.

Regarding procedural autonomy support, there are some strategies were recorded applied by the teacher during the teaching practice. First, the teacher's willingness to give students some references for learning styles. It is important for the teacher to introduce the students to learning styles so that the students have some references which learning styles suit them best. Teachers who advocate learner autonomy are expected not to guide students or keep them under control; rather, they are expected to help students make their own decisions and follow their own learning styles during the learning process. In other words, teachers could perform various supportive behaviors in class to develop autonomy of learners (Bozack, Vega, Mccaslin& Good, 2008; Ramos, 2006; Reeve, 2006; Reeve, Deci et al., 2004; Stefanou et al. (2004) indicated that autonomy support teachers can be identified in three ways; organizational, procedural and cognitive autonomy support in the classroom.

The next strategy is the use of authentic material. As the results from the classroom observation, the teacher did not use the textbook as the main source of teaching. The teacher tends to use students' personal experience or activities as the main source to introduce the material. This makes classroom interaction more intense and the students are more engaged in learning. The third strategy that teacher use is by conducting an individual presentation. Most of the time, the teacher asked the students to present the material in front of the classroom by showing the powerpoint as their guidelines. The teacher opened to question and answer sessions to other students which make the classroom was more active. There was also a time where the teacher asked some questions to the students.

The teacher also found to support the students to join activities outside the school such as debate and other competitions even though it is not related to English subject. The teacher will give an additional score for the students. She agreed if score or grades became the booster for the students to pursue more achievement and to make them learn more outside the classroom. However, when the teachers focus on the intrinsic regulators dealt with students' preferences, interests, sense of enjoyment, competencies, and choice making, and avoid external regulators such as incentives, rewards, directives, deadlines, assignments, and compliance requests, the teachers might help students' being self-determined individuals and autonomous in their own learning processes.

In relation to evaluation, it is found that the teacher let the students do peer review. At that moment, the teacher used students' dreams and writing recommendation letter as the reference for the students to write peer review. The teacher lets the students evaluate their friend's work by giving some guidelines for evaluation. Furthermore, there was transparency where the teacher shows the students' score in front of the classroom and the students are given a chance to ask and fix their scores.

To conclude, based on the results of this study, there are some strategies were found to be applied by the teacher to promote learner autonomy. The observations and questionnaire result showed the positive correlation between how the teacher perceived learner autonomy and the actual teaching practices they do in the classroom. The teacher is found to implement almost all of approaches in learner autonomy, such as technology-based approach, resource-based approach and teacher-based approach.

CONCLUSION

Based on the findings and discussion which have been elaborated earlier, there are some points highlighted in this study. First, the teachers perceived learner autonomy as the important aspects in language learning. However, the teacher's perceptions were not enough to sustain the implementation of learner autonomy in actual classroom practices. It was found that the teachers doubt to involve the students to take part in methodological decisions. There was the willingness from the teacher to offer the students to choose their own learning contents, however, at the end, they are the one who decides. There was the doubtfulness from the teacher if the contents and materials the students choose are relevant with the syllabus and national curriculum.

Second, aiming at describing teachers' perception about learner autonomy and how these perceptions were manifest in teaching practices, this study found evidence that teachers define learner autonomy equated to other terms such as independent learning without rejecting the teacher's role and presence in fostering learner autonomy. The results from the

questionnaire indicate that the teachers have the awareness to foster learner autonomy in the teaching practice.

Third, it was found that the materials and technology integration were important in helping the students to be autonomous. If the teacher follows the material and the tasks from the textbook too strictly, the development of learner autonomy will be low. It was proved from one of the teachers who used internet tools and less use of textbook will foster students' independence in learning. Moreover, the teachers' creativity to give students various learning activities are helpful to make the students autonomous in learning.

Fourth, it was found that the teacher's understanding about learner autonomy as well as the knowledge to foster it to the students affected their implementation in the teaching practices. It was found that the misunderstanding of the novice teacher on learner autonomy concept is reflected on his teaching practice in the classroom which was more on teacher-centered way. It is argued that the teachers may have this attitude because they lacked understanding of learner autonomy or they might see it as an excuse for not attempting to foster learner autonomy in his teaching contexts.

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