FOSTERING LEARNER AUTONOMY AND BEST APPROACHES TO IMPLEMENT THE PRACTICE

Saumya Batuwatta[1] and C.D.H.M. Premarathna[2]

Department of English Language Teaching, University of Ruhuna, Matara, Sri Lanka[1]

Department of Linguistics, University of Kelaniya, Sri Lanka[2]

ABSTRACT

As per the definition, "The ability to take charge of one's own learning", Learner Autonomy (LA) has been a significant theme of interest in second and foreign language learning over the last five decades. Yet this concept is not widely practiced among local learners in the English as a Second Language (ESL) pedagogy. Implementing autonomous learning behaviours benefits the education system, of a country like Sri Lanka, to minimize most obstacles the ESL learners encounter. For a successful implementation of the concept, the contribution of both teachers and students is essential. Therefore, this research aims to identify sixty ESL teachers' understanding of how much they support in fostering LA, and the best approaches to implement the practice. Using the simple random sampling method, 10% out of 600 English teachers from the Galle zonal division were given a researcher-made questionnaire that included four sections. A 5-point Likert scale was used to measure the collected data, and they were quantitatively analyzed using descriptive statistics. The SPSS version 21 was used, while Cronbach's alpha determined the reliability of the Likert scale. The questions were composed of identifying the teachers' understanding upon the LA concept, the teachers' roles and responsibilities in planning, implementing, monitoring, and evaluating the class; and how the teachers view their learners' abilities to take responsibility in planning, implementing, monitoring, and assessing their learning tasks, while suggestions were forwarded to get the teachers' preferences as the best approaches to foster autonomy among ESL learners. Significantly, 98.3% believe that implementing LA is essential, and the study concluded with the understanding that teachers are willing to cultivate LA if a suitable environment is created.

KEYWORDS: *best approaches, fostering learner autonomy*

Corresponding Author: Saumya Batuwatta, Email: *saumya@eltu.ruh.ac.lk*

https://orcid.org/0009-0009-1304-6247

1. INTRODUCTION

In the context of second or foreign language teaching and learning, it is essential to understand that language cannot be learned and taught only in the confines of a classroom or within a specific period. Language learning is a lifelong learning process. Language has several nuances, and language learners vary in their skill levels. Therefore, autonomy is essential for language learning and teaching. However, learners only become autonomous automatically if they are allowed to be autonomous in their learning experiences, which means the teacher has a significant role in this process. Most importantly, the teachers' roles as managers, organizers, facilitators, and counselors are prominent in fostering autonomy among ESL learners (Wintek Yan, 2012).

The hypothesis of the present study is that, the teachers' presence in the process of fostering autonomy among ESL learners is essential and having a better understanding and experience of it among the teachers is equally essential for a successful outcome from the learners.

As autonomous teaching and learning strategies are not widely practiced in the Sri Lankan ESL context, most ESL teachers express a gloomy picture towards this concept for several reasons. Moreover, there is a need for more empirical and in-depth studies on teacher autonomy, teachers' role in fostering autonomy, and their perspectives and attitudes on autonomous language teaching and learning in the Sri Lankan ESL context. Further, it indicates a significant gap of knowledge in being autonomous among local English teachers of all levels. The accessible studies also do not focus much on the teachers' role in fostering autonomy in the local context while the available limited literature are also mostly focused on autonomy upon the learners, for example: (Premawardhena et al., 2015) and (Prasangani & Nadarajan, 2015).

Overall, the respondents of the present study view their teaching practice as quite traditional and explained the barriers they encounter because of the expectations of the ministry, society, and institutes, teachers' own experiences, and mainly due to the existing education

system that has been practiced so far. Some teachers disagree that they developed LA and showed a mixed attitude towards enhancing LA, while some are very positive towards it. Still, they accepted minimal chances of practicing it in real teaching-learning contexts. In general, the common practice among all the teachers was giving prominence to the textbook and the completion of the prescribed syllabus; while learning activities that enhance creativity, learner inquiry, providing freedom for learner choices in selecting lesson topics and learning methods, identifying goals, out of class activities and having an authentic language learning environment are far from the practice.

Considering the definition of learner autonomy introduced by Henry Holec (1981), "the ability to take charge of one's learning," most teachers and learners bear the misunderstanding that there is no place for a teacher in this process, that the students are all alone and have to continue their studies as they wish. But in reality, the bond between teacher and learner is inseparable as the two sides of a coin. The teacher's guidance and scaffolding and an autonomous-friendly learning environment are essential for a student to become an autonomous learner (Genç, 2015).

According to the guidelines introduced by (Benson, 2007), to foster autonomy, teachers must be actively involved in students' learning, provide options and resources, offer choices and decision-making opportunities, support learners, and encourage reflection.

According to Reeve et al. (1999) in (Stefanou et al., 2004), the researchers have categorized teachers as high or low in autonomy-supportive. Alongside this, (Borg & Al-Busaidi, 2012) also suggest some guidelines for high autonomy-supportive teachers as follows: encouraging students to go the extra mile and not to be afraid of making mistakes, finding out specific topics and being ready to discuss in the next classroom session, negotiating deadlines, issues for homework, talking to the learners regularly on why and what they do in the class in a bigger picture, telling learners that knowledge is available everywhere and what is needed is the method to find and make them

use, and encouraging peer assessments at the classroom level. Further to (Han, 2014), the teachers' instructions to learners on awareness, involvement, intervention, creation, and transcendence are also important. However, due to the existing practices in most language teaching and learning environments, fostering autonomous practices has become a significant challenge to most teachers. As pointed out by (Yunus & Arshad, 2015), "the 'spoon feeding' system has left negative effects upon the learners' learning styles, and preferences which result in the lack of self-confidence among students since their knowledge is solely based on theories that they cannot apply them in their daily lives. As learners cling to their teachers, the learners themselves limit their ability of independent and critical thinking power, resulting in poor creativity skills that hinder their true potential and confidence."

Moreover, autonomous language teaching and learning practices are yet to be extensively practiced in the Sri Lankan context. Since gaining English language proficiency is still far from easy for most local learners, according to the studies by Fonseka (1996) and Fonseka (2003), there are several advantages of employing LA strategies in the local ESL pedagogy. Therefore, the objectives of this research are to explore the role of the language teacher in the classroom, the level of autonomy exercised by the teachers, whether they fostered learner autonomy through their teaching practices, examine language teachers' concept of autonomy, and interactions and processes that took place in their classrooms which might or might not have fostered autonomy and the teachers' perspectives on the concept. Thus, the research questions of the study are as follows:

1. What is the perspective of English language teachers in fostering autonomy among language learners?

2. What are the strategies and supportive characteristics used by teachers in enhancing autonomy among learners?
Moreover, the present study is influenced by the theories of Constructivism, Personal Constructed Theory, Self- Determination Theory (SDT), and the theory of Mediation.

METHODOLOGY

As same as giving importance to the learners' perspective in developing learner autonomy, the teachers' role should also be studied equally. Further, to enhance learner autonomy, a teacher may have to use several activities and teaching methods to help learners identify their goals and use effective strategies to achieve them. To fulfill this achievement, the teacher's understanding of the importance of the autonomy concept, their willingness to use autonomous teaching strategies, and firsthand experience are crucial (Aoki, 2003; S. Borg & Al-Busaidi, 2012; Mariani, 1997; N. Nguyen, 2014; Szőcs, 2017).

In the present research, a researcher prepared questionnaire (Appendix 1) was employed to explore teachers' perspectives, beliefs, strategies, and characteristics in enhancing learner autonomy; and followed the group distribution method for this survey. Group distribution is a method of collecting data in survey research in which the investigator distributes a survey to the participants face-to-face. In particular, for the current study, different schools within the Galle Zonal division were visited in person to distribute the questionnaires with the permission of the Ministry of Education, the Galle Zonal Education office, and the school's administrative staff. Both the researcher and the participants preferred using hard copies of the questionnaire due to convenience and the reliability of the return rate of the questionnaire. This study used simple random sampling. One of the reasons this technique is used is that the simple random sample means that every case of the population has an equal probability of inclusion in the model. The sampling technique of the present study was a group of 60 teachers, 10% of the population of 600 English teachers, who conduct English lessons for the grade 8 students in the schools of the Galle zonal division. Further, these schools follow the same government syllabus, and the selected schools represent both national and provincial schools in the Galle zone. These schools are demographically located in both urban and rural areas within the zone. This study had a sample size of sixty teachers to facilitate the quantitative analysis of data from the questionnaire.

The educational qualification of the sample group varied from Advanced Level (A/L) to Master's degree (M.A.), while the years of teaching experience ranged from 1 to 35 years. This sample is also significant due to its representation of the school categories as National schools and provincial schools; and upon the popularity categorization of the schools as A- type, B- type and C- type. The reliability (internal consistency) of the Likert scale of the survey and its subscales were calculated using SPSS scale reliability analysis. The coefficients for the two survey subscales – Fostering Autonomy ($\alpha = .69$) and Best Approaches to Foster Autonomy ($\alpha = .78$). Considering the reliability of the questionnaire, a pilot study was conducted in three steps. Firstly, the questionnaire was given to five senior English teachers (they were not from the sample group). Secondly, it was distributed among five teachers from the sample group, and their filled questionnaires were also included in the analysis. And thirdly, the reliability was also determined by Cronbach's alpha using SPSS. To ensure validity, every questionnaire was cross checked by the researcher to ascertain its completion and instructions followed.

The questionnaire was divided into four sections. Firstly, it examined the teachers' understanding of the concept of LA and to what extent they think it is essential for learners. Secondly, the teachers' responses were gathered on the teachers' understanding and familiarity with possible strategies to foster autonomy among the learners. Thirdly, the teachers' preference for the suitability of the prescribed methods to implement autonomous learning practices was discussed. Fourthly, the data were gathered on the best approaches to foster learner autonomy.

2. RESULTS

Teachers can encourage autonomy through their teaching practices only if they clearly understand the concept of autonomy and are autonomous themselves. To be pro-autonomous teachers, they should be reflective and innovative in their teaching (Choudhury, 2015).

In the first section of the survey, teachers were questioned about their awareness of learner autonomy and attitude and their first-hand experience with learner autonomy.

Table 1 Definitions of the term 'Learner autonomy'

	Learner autonomy is defined as:	Frequency	Percentage (%)
1	A capacity that teachers can help learners develop in the learning process.	24	40
2	The situation in which learners are responsible for their learning.	20	33.3
3	Leaner's right to take control of their own learning.	5	25
4	The same as self-study (self-instruction)	1	1.7
5	Teachers are fully withdrawn from the teaching and learning process.	0	0
6	Others	0	0

Table 2: Teachers' beliefs regarding the importance of autonomous learning

	Is implementing learner autonomy important?	Frequency	Percentage (%)
1	Yes	59	98.3
2	No	01	1.7

Firstly, Table 1 summarizes the responses with high and low perceptions among the teacher respondents regarding their understanding of learner autonomy. More respondents (40%) in the high group thought of learner autonomy as a capacity for teachers to help learners develop in the learning process. However, there were more participants in the second group who believed learner autonomy was the situation in which learners are responsible for their learning, which is 33.3%.

Thus, it is notable that only 25% of respondents believe that learner autonomy means the learner's right to take

control of their learning. However, 1.7% also believe it is a method of self-study.

Taken together, these results suggest that the teachers' understanding of learner autonomy and the role of teachers in fostering autonomous learners is somewhat conflicted. Therefore, it is evident that additional in-service professional development may well be needed.

Secondly, the above-mentioned table (table 2) displays the percentage and frequency of teachers' beliefs regarding the importance of autonomous learning. Accordingly, the majority believes that implementing autonomy is essential.

Thirdly, the analysis of data gathered on the strategies used by the teachers to foster autonomy is as follows. More than 50% of teachers believed discussing the LA strategies with the students was essential. Still, it is a bit unclear regarding the teachers' practices and procedures to implement the task. The following aspects are related to the activities the teachers can arrange to give autonomous learning exposure inside the classroom. But a high proportion of teachers, more than 50% in almost every item, held negative or undecided views concerning implementing autonomous practices. Notably, most respondents support encouraging learner-centered activities, self-study practice, group work, and using authentic materials outside the classroom. But on the contrary, a considerable percentage of teachers do not support the rules such as deciding the objectives of the lessons, choosing learning activities, self-evaluations, deciding the seating arrangements, and deciding on homework. The foundation of the particular results suggests a conflict among teachers' understanding of what is required to develop more autonomous behaviours among the learners. Further, there is a vivid contradiction between what they believe independent learning is and their role as teachers. However, it is noteworthy that many teachers hold positive beliefs about approaches to fostering learner autonomy. Concerning the first item of Table 3, approximately 62% (53.3% A & 8.3% SA) indicate agreement in discussing learner autonomy strategies

Table 3 Fostering Autonomy approaches

		SD %	D%	U%	A%	SA %
1	Discussing learner autonomy strategies in the lessons with the students is essential	**0**	28.3	10	53.3	08.3
2	My students can decide the objectives for each lesson	0	63	23.3	13.3	0
3	My students can select their learning activities for each lesson.	5	51	18.3	21.7	3.3
4	My students can evaluate the study outcomes of each lesson.	6.7	33.3	31.7	26.7	71.7
5	I encourage learner-centered learning activities as much as possible.	0	3.3	1.7	66.7	28.3
6	I let the learners decide their seating, and classroom arrangements.	5	50	13.3	28.3	3.3
7	I give the learners the freedom to decide on their homework	5	68.3	6.7	20	0
8	I encourage self-study	0	0	0	60	40
9	Encouraging group work	0	0	0	58.3	41.7
10	Encouraging learners to use authentic materials outside the classroom.	0	1.7	1.7	58.3	41
	Overall approaches of fostering autonomy	2.1	30	11	41	16

32.1 % Negative, 57.4% Positive N = 60,

(SD: Strongly Disagree, D: Disagree, U: Undecided, A: Agree, SA: Strongly Agree)

with the learners. But only a few favour (Agreeing) the idea of allowing deciding the lesson's objectives; that is 13.3%. Further, enabling the learners to select learning activities is also favoured by a smaller number of 25% (21.7% A & 3.3% SA). Evaluating the study outcomes was also preferred by a less number, around 28% (26.7% A & 1.7% SA). Also, it is essential to note that 65% (33.3% D & 31.7% U), a considerable number, disagree and are uncertain about this idea. On

the other hand, the highest percentage of 95% (66.7% A & 28.3% SA) teachers mentioned that they encourage learner-centred learning activities as much as possible. Again, giving the opposite idea, 32% (28.3% A & 3.3% SA) of teachers agree to allow the learners to decide their seating and classroom arrangements, and only 20% have the freedom to determine their homework. But once again, all the teachers 100% mentioned that they encourage self-studies and group work; more than 97% (58.3% A & 38.3% SA) stated they enable the learners to use authentic materials outside the classroom.

Overall, there is a vivid contradiction between what the teachers believe and encourage and their understanding and attitudes toward autonomous learning. For example, the teachers do not agree with the learners' fundamental concepts and practices of autonomous behaviour, such as deciding lesson objectives, choosing learning activities, etc. But the teachers only encourage the activities like group work and self-study activities. Therefore, it is questionable whether there is a possibility for fundamental autonomous practices in a learning environment of this kind.

Finally, the analysis was based on data on the best possible approaches to foster autonomy among the learners. Table 4 shows the teachers' beliefs about the six listed methods regarding the best practices to foster learner autonomy. Concerning the first item, providing students with learning materials and resources would promote learner autonomy; approximately 92% of teachers indicated agreement (78.3% A & 13.3% SA). Similarly, about 92% of teachers agreed (76.7% SA & 15% SA) that applying ICT to language learning helped to foster learner autonomy; about 93% (66.7% A & 26.7% SA) agreed that training students to develop their skills and strategies would allow students to become autonomous; approximately 98% (73.3% A & 25% SA) indicated that there must be curriculum reform to enhance learner autonomy; about 98% (51.7% A & 46.7% SA) agreed that practical learning would assist in developing learner autonomy; and finally, 100% (71.7% A & 28.3% SA) teachers expressed their agreement that further training for them will help students gain greater autonomy.

Table 4 The best approaches to fostering learner autonomy

		SD%	D%	U%	A%	SA%
1	Providing students with learning aids	0	3.3	5	78.3	13.3
2	Applying ICT skills and knowledge to language learning.	1.7	3.3	3.3	76.7	15
3	Training students to enhance and apply their skills on Learner-independent characteristics and strategies to become autonomous	0	1.7	3.3	66.7	26.7
4	Curriculum improvements.	0	0	1.7	73.3	25
5	Encourage more practical learning activities.	0	0	1.7	51.7	46.7
6	Training teachers.	0	0	0	71.7	28.3
Overall best approaches to fostering learner autonomy		0.2	1.3	2.5	70	26

1.5 negative, 96% positive

N=60 (SD: Strongly Disagree, D: Disagree, U: Undecided, A: Agree, SA: Strongly Agree)

Table 5 Teachers' Overall Understanding of Learner Autonomy

		SD%	D%	U%	A%	SA%
1	Teachers' Beliefs about Responsibility	2.1	15.4	6.7	54.7	21.1
		17.5% Negative			**75.8% Positive**	
2	Fostering Autonomy	2.1	29.9	10.9	40.6	16.5
		32% Negative			**57.1% Positive**	
3	The best approaches to fostering learner autonomy	0.5	1.6	2.4	69.7	25.8
		2.1% Negative			**95.5% Positive**	

The Table 5 represents the data on Teachers' Overall Understanding of Learner Autonomy in Language Learning. These values of the overall data were gathered from the main four subsections of the distributed questionnaire. In the first place, in talking about the responsibility of the students' learning process, a high proportion of teachers (75.8%) believe that they have an overall obligation in all the aspects of students' learning process. Next, the teachers' responses on the second subscale show that teachers are very much in agreement (57.1% positive) that specific autonomous-friendly practices can foster autonomous behaviour in their learning contexts. Further, this finding suggests that, even though the teachers may have explicit conflicts in their understanding of learner autonomy, they strongly agree that particular approaches and strategies might be practical to foster autonomy among language learners. Further, it is noteworthy that a considerable number of 32% of respondents oppose this idea.

Thus, another 10.9% of respondents are uncertain about this process. Finally, talking about the best approaches to foster learner autonomy, teachers agree (95.5% positive) that the actions mentioned in the survey sheet can encourage autonomous practices in Their teaching and learning context.

However, considering teachers' sense of responsibility, behaviour, and understanding, the data indicated that they do not have a thorough awareness of learner autonomy and its significance in that process.

Moreover, it is essential to note that teachers held different interpretations of learner autonomy. Further many teachers have conflicting views regarding learner autonomy. Finally, in the third section of the distributed questionnaire, the data indicate that the teachers agree that specific improvements and amendments to the existing ESL teaching and learning practices can enhance autonomous learning in their contexts.

Focusing on testing the hypothesis by analyzing the data, it is identified that the teachers are positive towards fostering autonomy from the aspects of beliefs and responsibilities, implementing LA and best approaches.

3. FINDINGS

It is significant to note that, before implementing LA among students, teachers must have an understanding and familiarity towards the concept and its practical implications. However, according to the findings, it was understood that, the teachers' do not have awareness of learner autonomy and its significance. In that process there are gaps in the sense of responsibility, behaviour, constraints, and understanding as indicated in the data.

Moreover, it is essential to note that teachers held different interpretations of learner autonomy. Many teachers have conflicting views regarding learner autonomy. The reported data clearly shows the teacher's low awareness of the concept of learner autonomy. Regarding the sharing of responsibilities in the class, the results suggest that teachers do not hold a stable opinion that they believe they have a high obligation in the process of students' learning. Still, they say they share the authority and are not responsible for the whole process. Further, it shows that the teachers take a significant role in the existing education system, and the learners share a lower proportion. As reported above, the teachers' experience with the constraint to students developing greater autonomy for their learning, the data indicate that the teachers positively believe that there are constraints to foster learner autonomy practices in their educational contexts.

Finally, it was understood that the teachers agree that specific improvements and amendments to the existing ESL teaching and learning practices can enhance autonomous learning in their teaching context.

4. DISCUSSION

In the present study, it was identified that the participants need to understand the term Learner Autonomy (LA) clearly. Reversely, their confusion can also be due to the linguistic issue in translating learner

autonomy into Sinhala. However, the teacher sample being Sinhala native speakers, it is also essential to understand the native definition of the term 'learner autonomy' as "*igena gannange swadeenathwaya -* ඉගෙන ගන්නන්ගේ ස්වාධීනත්වය". However, this translated term is very general to understand as it needs to clearly and define what dimensions of learner autonomy are being focused on in the local educational setting. Therefore, the translation of the term may lead to different interpretations in various contexts. In Sinhala, the word "*swadeenathwaya-* ස්වාධීනත්වය" gives an idea that you do it on your own, by yourself or being independent. Moreover, the word '*Swayan-* ස්වයන්' also applies in Sinhala to the term independent learning as '*Swayan adhyaapanaya-* ස්වයන් අධ්‍යාපනය'. On the other hand, these two Sinhala terms suggest a learning situation where the teacher's role is absent, which drives a complete misinterpretation of the exact English definition of LA. Moreover, in the local teaching and learning context, there is no opportunity to practice an autonomous learning behaviour since the local education system itself is moving into a particular conventional education system, where researching, self-studying, and learner preferences are not very much encouraged.

However, the best person to encourage autonomy in students is an autonomous teacher, that is, one who understands the value of autonomy, has a positive attitude toward developing it, continuously evaluates students' progress, and supports students in becoming autonomous. According to the data of the study, the teachers also bear different definitions of the term learner autonomy. Consequently, 40% of teachers believe that LA means 'a capacity teacher can help learners to develop in the learning process.' In comparison, 33.3% believe it is the situation in which learners are responsible for their learning. Finally, only a minority of 25% believe that it is the learners' right to take control of their own knowledge. These percentages vividly indicate that these teachers do not have a proper understanding or familiarity with this concept and are not expected to practice it in reality. Yet it was prominent that the teacher was considered as a controller and knowledge provider in the class rather than the facilitator. Thus, it is also significant to note that almost all the teachers take control and

responsibility in the classroom and that they do not like to share the responsibilities with the learners. But at the same time, the teachers express a nature of reluctance to take responsibility for the idea of 'authority,' which is very contrasting with their actual practice and understanding. The teachers in the current research had not trained on how to implement learner autonomy. They also have certain doubts about developing and implementing learner autonomy practices in their classrooms. Moreover, the teachers' belief that students were not competent enough to give valuable opinions about their learning was evident in the teachers' approach in the classroom, as they failed to involve their learners in any discussions regarding what they should do or why they should do a particular lesson.

6. CONCLUSION

Teaching and learning must be interconnected. Hence, the objective of language teaching and learning has to move away from the immediate goal of passing examinations and expand to an understanding that language learning is a continual process and requires more than just learning its grammar. Once that is clear to teachers and learners, the changes in how language is taught and known will be a natural progression.

Nevertheless, this study argues that most ESL teachers must understand learner autonomy in the selected study context. Through the responses, it was identified that the traditional relationship between teacher and students in the classroom, mainly expressed an authoritative role as well as a lack of learner autonomy in these teaching contexts. Perhaps due to the pressures and constraints felt because of the examination system and the inability to exercise their independence, teachers were frustrated by their teaching situation and started to believe that there was nothing they could do to change.

Finally, what is essential is that autonomy should result in learners becoming critical thinkers and life-long learners and teachers becoming professionals who are also critical thinkers and life-long learners. And yet, the teachers firmly believe that autonomous learning

practices are essential in ESL learning, and the teachers can create a supportive environment

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Appendix

Questionnaire

Section 1

Learner autonomy means:

(Please pick one of the answers below or write your answer.)

a. A capacity that teachers can help learners to develop in the learning process.

b. The situation in which learners are responsible for their learning.

c. Leaners ' right to take control of their own learning.

d. The same as self-study (self-instruction).

e. Teachers are fully withdrawn from the teaching and learning process.

f. Others

Is implementing Learner Autonomy important?   NO   YES

Have you experienced Autonomy as a learner?   NO   YES

Section 2: What are your responsibilities in your class?

(Please mark the corresponding answer, only one per line.)

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
I am responsible for deciding the objectives for each lesson in my classroom.					
I am in-charge of selecting the learning content for each lesson.					
I am accountable in evaluating my students' learning progress in each lesson.					

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
I am responsible for selecting the teaching methods and techniques to be used in each lesson.					
I am in-charge of monitoring the learning process in each lesson.					
I am responsible for the whole learning process of the learners.					
I should maintain authority in the classroom.					

Section 3: Are you an autonomy-supportive teacher?

(Please mark the corresponding answer, only one per line.)

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Discussing learner autonomy strategies in the lessons with the students is important.					
My students can decide the objectives for each lesson.					
My students can select their learning activities for each lesson.					
My students can evaluate the study outcomes of each lesson.					
I encourage learner-centered learning activities as much as possible.					
I let the learners decide their seating and classroom arrangements.					
I give the learners the freedom to decide their homework.					
I encourage self-study.					
Encouraging group work.					
Encouraging learners to use authentic materials outside the classroom.					

Section 4: Which is the best approach to foster learner autonomy in your educational context?

(Please mark the corresponding answer, only one per line.)

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Providing students with learning aids.					
Applying ICT skills and knowledge into language learning.					
Training students to enhance and apply their skills on learner independent characteristics and strategies to become autonomous.					
Curriculum improvements.					
Encourage more practical learning activities.					