ABSTRACT

Learner autonomy is required when studying English as a Foreign Language (EFL). In fact, teacher-centered learning is still dominating the learning activity, where the students still depend on the teacher as the source of knowledge in the classroom, including in Indonesian context. Unfortunately, the world is now facing serious pandemic COVID-19 which has caused the teachers not able to do the teaching and learning process conventionally. This research sought two senior high school teachers in Lampung. In this study, questionnaires and semi-structured interviews were used as instruments. This qualitative research aimed to describe the EFL teachers’ perceptions and strategies to foster learners’ autonomy during the COVID-19 pandemic. Both EFL teachers agreed that autonomy meant that students could choose how they learned and be in charge of their own learning. The EFL teachers fostered learner autonomy by using some strategies such as assigning e-diaries, asking for a presentation based on certain tasks, and allowing students using educational apps as it is one of a tool to reach students’ learner autonomy. The result showed that teachers had positive perspectives and the eagerness to foster learner autonomy. Furthermore, the teachers’ strategies affect positive responses for their students during online learning due to the COVID-19 pandemic.

Keywords: EFL Teachers, English as a Foreign Language, Fostering Learner Autonomy, Learner Autonomy
handling day-to-day problems. Higher order abilities can only be reached by learners with sufficient learner autonomy. Indonesian schools need to use new ways of teaching and learning instead of practices that are based on spoon-feeding. According to the results of trends in International Mathematics and Science Study (TIMSS) 2011 (Mullis, Martin, Foy, & Arora, 2012), Indonesian students rank the lowest among them from ASEAN countries listed in the report in terms of their ability to go "beyond routine problem solutions to encompass unfamiliar situations, complex contexts, and multi-step problems" (Mullis et al., 2012), which seems achievable only for learners who have acquired some degree of autonomy. Therefore, there must be a paradigm shift in the teaching and learning process from just transferring knowledge by teachers to students who are looking for the information they need themselves. Unfortunately, the world is now dealing with a serious pandemic COVID19, which has forced school closures in most parts of the world, including Indonesia. In that case, both students and teachers are unable to carry out the teaching and learning processes conventionally.

In the last few decades, autonomy has been one of the most talked-about topics in the field of teaching and learning languages. Using a questionnaire, Borg and Al-Busaidi (2012) investigated 61 teachers' views and practices about learner autonomy in one language center at a university in Oman. The data suggest that, in theory, the teachers believed in the necessity of learner autonomy in second language learning. Several new methods and techniques have been used to help people learn a foreign language on their own. Learner autonomy requires pedagogy development so that students can take responsibility for them and help raise a generation of knowledgeable people. So, educational institutions must give students all the information they need to learn, but they can also give general information about communication and the education system as a way to help students keep getting better (Camilleri, 1997).

The term "learner autonomy" refers to the phenomenon in which a student takes control of his or her own learning. According to Holec (1981), autonomy is the capacity to direct one's own learning. Learner autonomy makes reference to a student's ability to take part in the learning process, making choices about all parts of the learning process, such as setting the goals, outlining the content, designing the methods and approaches that controlling the language acquisition, and evaluating the results obtained. However, learner autonomy does not come naturally. Instead, it must be learned and developed in a planned and systematic way.

If an EFL teacher has not received any autonomy-focused training, it may be hard for them to create this kind of classroom culture. Teachers who work independently are responsible for the education they provide to their students. Teachers must learn to be self-sufficient early in their careers in order to teach in a way that promotes learner autonomy and allows students to take control for their own learning. Studies on self-regulated learning in learning languages look at both learning outside of class and practice in class (Holec, 1981). On the other hand, teachers have a big part to play in helping students learn to be independent. Benson (2008) said that in order to encourage learner autonomy, teachers must show some autonomy in the way they teach and help students learn.

Several studies have been conducted on teachers' perceptions of learner autonomy in the field of language learning. It has been found that teachers in Indonesia, despite having a positive attitude toward the idea, have a negative view of language learning autonomy. This is because they haven't fully mastered the concept and how it works in practice, which keeps them from using it in their teaching (Saraswati, 2019). During this COVID-19 pandemic, this situation is a good place to start thinking about how current EFL teachers think about and help their students become more independent. This is especially true for those who are learning online.

Teachers' perceptions on this idea are becoming more and more important because they are the main people students interact with in and out of class (Ningsih, 2019). In short, the success or failure of LA implementation depends on how they understand and deal with this idea. Therefore, this study aims to explore
two EFL teacher’s perceptions and strategies in fostering learner autonomy during the COVID-19 pandemic.

The results of this research were expected to enrich the existing research in the field of learner autonomy (LA), specifically EFL teacher’s perceptions and strategies in fostering learner autonomy during the COVID-19 pandemic. The study’s findings established a detailed description of the relationship between LA perceived by the teacher and knowledge of LA presented in the literature review.

Since teachers’ views on learners’ autonomy are thought to have the greatest impact on implementation strategies, the objectives are to explore EFL teachers’ perceptions toward the concept of learner autonomy and teachers’ strategies in fostering learner autonomy during the COVID-19 pandemic.

**Literature Review**

**Autonomy**

Holec’s (1981) definition of autonomy as the capacity to direct one’s own learning. The autonomous learner is able to make all of these decisions about the learning they are doing or want to do. Learners see autonomy as being in charge of selecting techniques and methods to be used, as well as for setting learning goals, selecting what and how they will learn, and keeping an eye on the process of learning and evaluating what they have learned. In addition, Little’s definition of autonomy, which emphasises its psychological components, can be added to Holec’s statement of the autonomous learner’s behavior. According to Little (1991), fundamentally, autonomy is the ability to be detached, think critically, make decisions, and take independent action. It implies, but also presupposes, that the learners will develop a particular kind of psychological bond with the character and extent of their learning. In addition, Little (1991) stated that both the method of learning and the way that knowledge is applied in other contexts show evidence of the capacity for independent learning.

Benson (2001) added a third dimension. Benson says, learners should be free to choose the course material which is the content of learning. This is in addition to the methodological and psychological aspects of autonomous learning that were already mentioned. This might be more significant.

Holec, Little, and Benson talked about three aspects of autonomy: methodological, psychological, and content. These three levels interact with each other. As Benson (2001) said that the three levels must be connected because control of the cognitive functions involved in learning is essential for effective learning management, which inevitably has an impact on learning self-management. In other words, the control over cognitive functions should include choices about the learning content, and that individuals who learn a language independently decide what and where they learn in addition to how, when, and how they approach and manage their learning.

According to Schwienhorst (2008), learner autonomy emphasizes a learner-centered approach in which students are urged to critically reflect on their learning process and form a personal, meaningful relationship with it. With a student-centered approach to education, the goal is to help students learn life skills and build their ability to learn on their own, enjoy learning, and learn for the rest of their lives (Margaret, 1988).

**Learner Autonomy in Language Learning**

According to Littlewood (1996), a learner’s ability and willingness to complete both specific and general tasks determines how autonomous they are in their language learning. This autonomy is most important when it comes to communication, learning, and personal growth. In a similar way, Little (2004) asserts that the three major pedagogical strands of involvement of the learner, reflection of the learner, and appropriate use of the target language form the basis of autonomy in language learning.

Little (2010) makes the case that learners must be instructed primarily in the target language, encouraged to take on different roles such as responding to and starting conversations, and given opportunities to improve their ability for both internal and external language use. This is because learner autonomy depends on language proficiency in the target language.
While Benson (2001) assumed that the effective learning ability in terms of one's own objectives is something that many proponents of autonomy value highly. Autonomy could eventually help people learn a language better. On the other hand, Illes (2012) mentioned that in order to be independent, language learners must attempt to resolve problems on their own, work together in groups, pairs, and make tools to evaluate their own and their peers' work. It demonstrated how forcing learners to work through issues without predetermined answers forces them to develop independent problem-solving skills.

**Teachers' Role in Fostering Learner Autonomy**

Teachers have crucial roles to play in fostering learner autonomy in the classroom. Dam (2003) said that teachers have a major responsibility in assisting students in becoming independent. Teachers must take part if they want to help students become more independent in the classroom. Autonomous learners are thought to be able to set learning goals that are realistic and doable, choose the right methods and techniques to use, keep track of their learning, and assess their own progress. Learners should determine what and how they wish to learn, either independently or with the assistance of teachers (Benson, 2001). Therefore, students should be in charge of management, with little help from the teachers. Little (2010) stated that the roles of the teacher, which are based on three pedagogical principles, is essential for the growth of autonomy in education. Participation, reflection, and use of the target language are all examples of these.

Neo-Vygotskian psychology emphasises how the cognitive and social-interactive components of learning are interdependent and views learning as a matter of supported achievement. It significantly influenced efforts to explain the "autonomization" process (Little, 1999). In this concept, the teacher's role is to build and keep up an environment where students could learn on their own so that they can become more independent. Since there are big differences between how to learn a second or foreign language and how to learn math, history, or biology, the progress of their learning skills is never completely separate from what they are learning.

Another important thing for self-access language learning programs to think about is how to help learners become more independent. Harati (2017) discovered that teachers had a very strong grasp on learner autonomy, which includes accountability, awareness, and self-evaluation. They recognise the importance of LA in the study of languages. As ideas for encouraging and inspiring their students to become autonomous, they proposed portfolio evaluation, extracurricular activities, and journals. Therefore, learner counseling is a big part of the literature on self-access learning, so although self-access learning isn't included in a taught course, it's typically crucial to provide students with some form of advisory service. Most of the time, the best results come from self-access projects that help learners in the most efficient and flexible ways. The method used in schools is a good example of this (Karlsson, 1997).

Yang said in 1998 that teachers play a more active role in their students' growth and learning by acting as advisors and collaborators. Earlier studies found that teachers valued learner autonomy and incorporated it into their lesson plans (Borg & Al-Busaidi, 2012), but in reality, they encouraged learner autonomy in classrooms by encouraging independent work and giving students more responsibility (Borg & Alshumaimeri, 2019). On the other hand, Demirtaş and Sert (2010) see the teacher serves as a facilitator who helps students in learning and using specific skills. Last but not least, Little (2004) makes it abundantly clear that in order for a teacher to be autonomous, they must strike the right balance between maintaining control of the classroom and giving their students the knowledge and skills they need to succeed and understanding when to relinquish control and let their students take on more responsibility.

**Teachers' Perceptions**

The teacher's perspective on their students is formed by their prior knowledge and personal experiences with learner autonomy. Teachers play a critical role in helping students develop their autonomy while they are learning.
English. According to Samuels (1970), the main cause of this is because the teacher’s actions and decisions are constrained by their place in the classroom. In this research teachers’ perceptions were explored to find out the teacher’s perception of learner autonomy (LA) and teacher’s strategies in fostering LA in language learning during the COVID-19 pandemic.

Several studies have revealed the perspectives of Indonesian teachers toward learner autonomy. Despite the fact that many of them appeared to be struggling in their practices, it appears that teachers had positive views on learner autonomy and were eager to incorporate them into the teaching-learning situation (Ja, 2017; Meisani & Rambe, 2017; Ramadhiiyah & Lengkanawati, 2019). The absence of immediately applicable implementation knowledge demonstrates how optimistic their perspectives were. According to Barnard and Li’s (2016) research, learner autonomy can also be implemented in an Asian context.

The differences between these studies are the purpose, subject, and issue that occurred in the Indonesian educational context. This study, on the other hand, focused on general perceptions from EFL teachers and their strategies in fostering learner autonomy. The subjects of the study were two EFL high school teachers in Lampung, Indonesia. In this study, a qualitative study was used as the research design to describe the teacher’s perceptions of learner autonomy. To summarize, this study differed from previous research in that it sought to identify teachers’ perceived strategies in fostering learner autonomy.

**Methodology**

To investigate how learner autonomy is fostered in EFL online classrooms, a qualitative approach was used. The basic principle of qualitative research is that it focuses on the perspectives of study participants rather than the direction found in the literature (Creswell, 2012). As the aim of this study was to explore how teachers promoted student autonomy in an EFL context, qualitative research was the best method to utilize.

The data collected through questionnaires and semi-structured interviews. This study made effective use of the Borg and Al-Busaidi (2012) questionnaires that were already in existence since a thorough and full questionnaire was needed. The questionnaire was the result of a lot of work. This instrument includes 15 closed-item questions about the teacher’s understanding of the concept of learner autonomy. Teachers’ perceptions of the concept of learner autonomy have two alternative options, agree and disagree.

The researcher used individual semi-structured interviews. The interview guide is typically made up of open-ended questions that encourage correspondents to respond in greater depth and length (Fink, 1996). The interview guidelines included open-ended questions about EFL teachers’ perspectives on autonomy and strategies for fostering learner autonomy during the COVID-19 pandemic. Five open-ended questions were asked of two EFL teachers in semi-structured interviews to learn how they went about fostering their students’ autonomy during the COVID-19 pandemic. These interviews focused on teachers’ understanding of LA, what they did in the classrooms to foster learner autonomy, and factors influencing their strategies for fostering LA in their students.

The samples were two EFL teachers who taught at Senior High School in Lampung. Based on their prior teaching experience and recommendations from school officials, the respondents were chosen. Additionally, a variety of learner autonomy strategies should be presented by EFL teachers. Purposive sampling was used by the researcher. This study was carried out in a senior high school that follows the 2013 curriculum.

The questionnaire and semi-structured interview data were analyzed descriptively. The analysis began with data reading and coding to match the research question. In order to verify the information from the interview about the teacher’s methods for encouraging student autonomy, data from the questionnaire was analyzed. All data was then interpreted to arrive at the research’s final conclusion. The questionnaires and semi-structured interview results were descriptively analyzed by referencing the pertinent theories. The straightforward qualitative analysis was conducted.
Findings and Discussion

This chapter contains a presentation of the study’s findings and the discussion which provides a deeper understanding of the results by analyzing and reflecting on the review of pertinent literature. The researcher focuses on how EFL teachers understand learner autonomy (LA) in language learning and how they promote LA while dealing with the COVID-19 pandemic.

a. Teachers’ perceptions of student autonomy

This questionnaire was created to learn more about how teachers view learner autonomy in general and in language learning specifically. In this section, the results regarding teachers’ perceptions of learner autonomy in language acquisition and instruction are presented. The results came from 3 sections, which contained 15 items. Items 1-5 were about the concept of autonomy, items 6-10 were about characteristics of learner autonomy, and items 11-15 were about teacher’s role in learner autonomy. Table 1 showed the results of two teachers’ choices.

Table 1 Teachers’ Perceptions Regarding Learner Autonomy in Language Learning and Teaching

<table>
<thead>
<tr>
<th>Items</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>1 Autonomy means that learners can make choices about how they learn.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2 Learner autonomy is a concept which is not suited to non-Western learners.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3 Learner autonomy allows language learners to learn more effectively than they otherwise would.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4 Learner-centered classrooms provide ideal conditions for developing learner autonomy.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5 Learning how to learn is a key to developing learner autonomy.</td>
<td>√</td>
<td></td>
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<tr>
<td>6 Individuals who lack autonomy are not likely to be effective language learners.</td>
<td>√</td>
<td></td>
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<tr>
<td>7 Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.</td>
<td>√</td>
<td></td>
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<tr>
<td>8 Confident language learners are more likely to develop autonomy than those who lack confidence.</td>
<td>√</td>
<td></td>
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<tr>
<td>9 The ability to monitor one’s learning is central to learner autonomy.</td>
<td>√</td>
<td></td>
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<tr>
<td>10 To become autonomous, learners need to develop the ability to evaluate their own learning.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11 The teacher has an important role to play in supporting learner autonomy.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12 Learner autonomy is promoted through activities which give learners opportunities to learn from each other.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13 Learner autonomy is promoted by independent work in learner-centered classrooms</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14 Learner autonomy is promoted when learners can choose their own learning materials.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15 Out-of-class tasks which require learners to use the internet promote learner autonomy.</td>
<td>√</td>
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</table>
The findings demonstrated that the EFL teachers in Lampung are conversant with the idea of learner autonomy, it could be seen from items 1-5. The first research question was concerned with what teacher’s perceptions of learner autonomy in language learning. The results obtained from the teachers’ questionnaire reveal that two EFL teachers in the senior high schools in Lampung were positive towards learner autonomy in language learning. The teachers were familiar with learner autonomy. To exemplify, there were 5 items that the teachers agreed with the concept of learner autonomy.

Two EFL teachers agreed that autonomy means that students can choose how they learn, and that learning how to learn is essential for developing learner autonomy. It is in line with Benson (2001), who contends that students ought to have total control over the subject matter of their education. In other words, he argues that independent language learners have more control over what and where they learn than they do over how and when they do it, how they think about it, or how they manage it. Since the 2013 curriculum emphasizes a learner-centered approach, teachers in senior high schools using the 2013 curriculum believe that learner-centered classrooms provide the optimal conditions for the development of learner autonomy.

On the same boat, the EFL instructors concurred that learner autonomy makes it possible for language learners to learn more successfully than they normally would. According to Benson (2001), many proponents of autonomy are primarily concerned with their ability to learn effectively in terms of personal goals. This statement is pertinent to his explanation. Increased autonomy may eventually result in better language skills. The notion that the concept of learner autonomy is inappropriate for students from non-Western cultures was rejected by both EFL instructors. This perception demonstrated the feasibility of autonomy in Indonesia. This outcome was consistent with those of Barnard and Li (2016), who stressed that learner autonomy can be applied in an Asian context.

Section 2 of the teacher questionnaire seeks to ascertain teachers’ understanding of the characteristics of learner autonomy. It was visible on items 6-10. The teachers concurred that one aspect of learner autonomy is the capacity to keep track of one’s progress, and that in order for learners to become autonomous, they must acquire the capacity to assess their own learning. These findings are pertinent to Holec (1981) who stated that autonomy is the power to control one’s own learning. It is said that the autonomous learner is capable of making all of the decisions relating to the learning in which they are or would like to be concerned, which they perceive as involving responsibility for selecting the techniques and strategies to be used, figuring out the learning objectives, supervising the acquisition process, and evaluating what has been learned.

The results of section 3 were presented about teachers’ role in promoting learner autonomy. It could be seen in items 11-15. According to two EFL teachers, the teacher has a crucial role in fostering learner autonomy, and activities that allow students to benefit from one another’s knowledge can help to do this. These views are related to Neo-Vygotskian psychology theories, which emphasise the interconnection of cognitive and social aspects of learning and views learning as a substance of supported performance, and have had a significant impact on the process of “autonomization” (Little, 1999). This model states that it is the teacher’s duty to establish and maintain a learning environment where students can practise their independence in order to become more independent.

The teachers’ perceptions of learner autonomy were strengthened by asking two questions in open-ended questions. The first question was about how teachers defined learner autonomy on their views. T1 defined learner autonomy as allowing students to reflect on their experiences as well as the challenge of how to put ideas or theories that they have gained through experiences. This is similar to what Little (1991) said that basically, autonomy is the ability to think critically, be detached, make decisions, and act on your own. When asked about T2’s perception of learner autonomy, she said that T2 had explained that it meant that students had the freedom to select and manage their own learning methods.
Meanwhile, Holec's (1981) definition of autonomy as capacity to arrange one's own learning fits with this claim. The second question was about teachers’ understanding of the key characteristics of an autonomous learner. T1 argued that autonomous learners are ready to be as independent learner, as she stated that “guiding students is enough to get them to learn, and students do not rely on spoon-fed habits by teachers.” In light of her findings, Lengkana-wati (2016) stated that learners who have enough learner autonomy can develop higher order abilities. Schools must adopt new paradigms for teaching and learning while staying away from methods that follow the spoon-feeding principle. She defined learner autonomy as the ability of students to work and solve their own problems in learning in response to T2’s question about the traits of learner autonomy. Illes (2012) contends that giving students problems that lack predetermined solutions forces them to use their problem-solving skills and come up with their own solutions.

b. Teachers’ strategies in fostering learner autonomy

In this section, the teachers were given the third question about their strategies in fostering learner autonomy in EFL online classrooms during the COVID-19 pandemic. T1 responded that “Some strategies are put in place, such as starting activities, using collaborative learning, and having good planning, and time management skills.” As an English teacher, I have to be facilitator and motivator for students in fostering language learning autonomy. After T2 gave positive response to her strategies in fostering language learning autonomy, the researcher asked an additional question regarding T2’s choice on the questionnaire items 15 (Out-of-class tasks which require learners to use the internet promote learner autonomy), the teachers’ response that “I rarely promote the internet to answer questions, because from the existing cases, the internet makes it easier for them to do plagiarism. I rarely promote the internet for doing tasks outside the classroom. But for their learning to use English, I let them decide which application or media they prefer to learn the language.”

Regarding the response in the fourth and fifth questions about EFL teachers’ strategies in fostering learner autonomy with the activities and the factors that affect their strategies to the students, T1 mentioned that “I may assign students to keep electronic diaries as homework or permit them to use the internet for some project-based tasks. These various activities, in
and out of classrooms, would improve the motivation to learn and develop learner autonomy. So we can apply Merdeka Belajar to all students to decide the learning appropriately”. In different activities, T2 delivered activities by stating that “I am offering them some choices and alternatives for everything that are possibly done to attain the objectives and allowing them find their own learning way as long as they know where are they heading to and how they are supposed to be such as making a presentation based on certain tasks.” Those responses could be justified by Little’s (2004) theory, teacher autonomy means achieving the proper balance between taking control of the classroom and giving students the knowledge and skills they need to succeed, and on the other hand, understanding when to give up control and give students more responsibility.

In the last question, the factors that affect teachers’ strategies in fostering learner autonomy were asked. T1 mentioned that “in fostering LA during online classroom, the effect occurs on the connection between the teachers and the students, the teacher can be more creative to initiate the learning materials, and media for language teaching and process, on the students’ side, the students can be more motivated to develop their autonomous language learning. Some students told me that they can find easily educational apps and content in their smartphone, and it makes their learning become fun.” In a different response, T2 stated that “By giving presentation of certain topics, it helps students become more practice to communicate and be a good language user. They can be more confident to present what they have learnt.” Therefore, teachers’ strategies in fostering learner autonomy is relevant to Littlewood (1996) who argued that learner autonomy in language learning is determined by how well and how willing the learner is to do both specific and general tasks. The three areas of communication, learning, and personal development are the most crucial in learning a foreign language.

**Conclusion**

The findings of this study showed that two EFL teachers of senior high schools in Lampung have positive perceptions of learner autonomy in language teaching and learning. Concerning the teachers’ understanding of the concept of autonomy, both EFL teachers thought that autonomy meant that students could choose how they learned and be in charge of their own learning. Since the curriculum is using a learner-centered approach, both teachers agreed that the best environments for fostering autonomy are learner-centered classrooms. However, both teachers believed that autonomous language learners are more motivated and confident in their learning process. One teacher also delivered explicitly that learners don’t need to be spoon-fed independence by their teachers.

During the COVID-19 pandemic, both EFL teachers foster learner autonomy by using some strategies, and those strategies affect positive responses for their students. It was found that how learner autonomy was implemented in the classroom depended on the teacher’s understanding of it and how to encourage it in students. Additionally, EFL teachers play a crucial role in encouraging learner autonomy. This has an impact on the connection between teachers and students, allowing for greater creativity on the part of the teacher when developing learning materials and media for language teaching and process, as well as greater student motivation to pursue autonomous language learning.

**Recommendation**

In EFL classrooms, it is crucial for teachers in fostering learner autonomy. Autonomy has positive impacts on foreign language learning, and it goes without saying that learner autonomy is necessary for efficient language acquisition. Learner autonomy is important for EFL teachers to know about so they can help their students become more independent over time. Teachers should also know more about the levels of learner autonomy so they can figure out how much autonomy their students can take on and then help them improve it.

Additionally, lessons that incorporate learner autonomy into teaching should be developed and researched. Further research should more explore teachers’ understanding and strategies toward learner autonomy.
However, teachers' training about promoting learner autonomy is very beneficial to be conducted. It helps the teachers gain more knowledge and skills in fostering learner autonomy.

References


