

Conference Paper

EFL Teachers' Knowledge and Challenges in Fostering Language Learner Autonomy in Indonesian Context

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ABSTRACT

The rapid advancement of technology in language teaching has led teachers to shift their teaching-learning methods in their classrooms. This change undoubtedly demands that students be more autonomous outside and inside the classroom. Thus, the present study sought the EFL teachers' knowledge on promoting language learner autonomy (LLA) in their teaching-learning. Employing a survey study, a total of 70 EFL teachers in senior high school levels across Mataram, Indonesia, were involved in this study through a given questionnaire. The data were analyzed using SPSS software version 25 to find out the questionnaire's mean, frequency, and percentage through descriptive statistics analysis. The findings depicted that EFL teachers' knowledge of fostering LLA is positive. They perceived LLA as an essential concept for English language teaching and learning. Moreover, the EFL teachers' knowledge was rated at a moderate level. Nevertheless, many EFL teachers encountered some challenges in developing LLA. The challenges were related to the learners and the teachers, such as the lack of experience in LLA and the EFL teachers' lack of strategies for promoting LLA in their classrooms. The findings suggested that EFL teachers should consistently be able to enact language learner autonomy concepts in their classrooms to support their students to become more autonomous language learners outside the school, both in the EFL and ESL classroom settings.

Keywords: EFL teachers, knowledge and challenges, language learner autonomy

Introduction

The development of technology in today's world is inevitable. This shift requires teachers and students to be more adaptable in their teaching and learning activities. Moreover, the rapid advancement of technology has also impacted the way teachers teach languages, and as a result, teaching methods are being reimagined (White, 2007). In a language-teaching classroom, teachers should be able to promote more meaningful tasks and learning for their students, emphasizing learner-centredness to promote autonomous learning. Becoming an autonomous learner is essential for students learning a foreign language, leading to a higher quality of learning. Little (2003) suggests that the teacher's responsibility is to build and maintain an independent learning environment for students to become more autonomous. The teachers ought to optimize their roles to foster students' language learning autonomy using various activities and digital tools in their teaching and learning activities by emphasizing more opportunities for the students. Various scholars have discussed and debated the term learner autonomy themselves. One of the most cited definitions is from Holec (1981), in which he defined autonomy as a student's capacity to assume responsibility for their learning, encompassing the ability to make informed judgments on various facets of the learning experience. These include establishing objectives, delineating subject matter, devising methodologies and approaches, managing the process of knowledge acquisition, and assessing the outcomes achieved.

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Benson (2006) also articulated the contemporary understanding of autonomy, which is the capacity to assume authority, accountability, and mastery over one's learning process. However, the recent view on LA regards it as a paradigm where learners assume responsibility for their educational experiences to derive personal advantages (Little, 2020). From this perspective, autonomy refers to the capacity of individuals to cultivate and enhance their talents and attitudes differently. Meanwhile, autonomy in language learning means people have more control over why and how they learn languages (Benson, 2006). Furthermore, learner autonomy from the psychological aspect of learners was also given by Littlewood (1996). He believes motivation and confidence are essential for the willingness and readiness to assume responsibility for the learning process and the involved decision-making, which he believes is "at the center of the notion of autonomy."

Nevertheless, teachers' assumptions of student autonomy appeared to be more difficult than expected (Reinders & White, 2016), especially when there has been a shift to technology-mediated classrooms. Teachers moving into new classroom environments have been observed to focus on structural problems such as technology infrastructure and resources and pedagogical issues such as building and strengthening excellent teaching-learning connections in language learning environments (White, 2007). Moreover, White (2007) also notes that such ways teachers are trained to exercise autonomy in technology-mediated contexts may not fit learner-centered concepts and may not always be conducive to or advantageous for students. Lamb and Reinders (2008) argue that to develop autonomy, teachers must possess a degree of agency and the necessary knowledge, attitudes, and skills. According to Kessler (2010), the ability to use, design, and regulate Computer Assisted Language Learning (CALL) environments for language learning skill development is crucial for CALL teacher autonomy. Therefore, fostering learner autonomy is challenging for most teachers and must be investigated urgently.

Furthermore, numerous scholarly investigations have revealed that learner autonomy in the context of foreign language acquisition in Indonesia continues to face some obstacles (refer to Lengkanawati, 2017; Wiraningsih & Santosa, 2020; Ramadhiyah & Lengkanawati, 2019). One of the concerns pertains to the size of the class. The educational system of Indonesia is expected to see classes of considerable size, with an average enrolment of over 25 pupils in each class (Ramadhiyah & Lengkanawati, 2019). Furthermore, Dardjowidjojo (2001) highlights the significance of language acquisition (LA) theories in emphasizing the active involvement of second language learners and the facilitative role of teachers in the teaching-learning process. The author posited that while these roles may be influential in Western settings, they may not be as suitable in Indonesian contexts due to the prevailing cultural norms prioritizing complete obedience, unwavering deference, the veneration of elders, and the perception of teachers as infallible beings. The learning methods of Indonesian pupils are influenced by cultural differences, a characteristic shared by other Asian countries (Raymond & Choon, 2017). Most of these societies exhibit collectivism, reserve, and passivity characteristics.

Furthermore, the social dynamics were influenced by hierarchical positions and authority, resulting in a noticeable separation between the educator and the learners, a characteristic commonly observed among Indonesian English as a Foreign Language (EFL) students (Wiraningsih & Santosa, 2020). Hence, cultural disparities may impede the advancement of self-directed learning in the Indonesian language learning setting. However, by instructing students on utilizing learning strategies, they will ultimately acquire autonomy, leading to enhanced learning achievements (Lengkanawati, 2016).

Although research on learner autonomy has been a central issue for foreign language learning for more than 30 years (Tsai, 2019; Reinders & White, 2007; Borg & Al-Busaidi, 2012a; Benson, 2007; Little, 2007), there is still scarce literature (Adamson & Sert, 2012) on learner autonomy in EFL contexts, such as in Indonesia. Likewise, Borg and Al-Busaidi (2012b) stated that although learner autonomy has been a critical focus of study in foreign language (FL) instruction, there has

been considerable discussion about student autonomy, why it should be promoted, and the implications for teaching and learning, except in the current context. Accordingly, research shows little about how learner autonomy is formed and changed in online learning environments (Reinders & White, 2016). Therefore, this study intends to fill in the gaps mentioned earlier by investigating the EFL teachers' knowledge of LLA and their challenges in promoting LLA in the digital age learning environment, which is still highly less explored in English as a foreign language learning, specifically in the Eastern Indonesian EFL school contexts.

Methods

Education in Indonesia is deeply rooted in collectivism, a cultural characteristic of Eastern societies (Maulana et al., 2016). This cultural context places significant importance on social peace and interdependence in several aspects of daily life (Uchida & Ogihara, 2012). In collectivist classrooms, there is a notable emphasis on a hierarchical perspective, wherein pupils typically perceive teachers as authoritative figures deserving of respect and attentive listening. In contrast to students who are socialized in an individualistic cultural context, students who are socialized in a collectivist cultural context tend to receive instruction on the prescribed actions to be taken rather than on the specific methods of execution (Ho et al., 2004). Moreover, the educational system in Indonesia is characterized by a dialectic framework that embraces a teacher-centered approach. This pedagogical style often involves spoon-feeding students and using high-stakes tests as standard classroom methods (Ho et al., 2004). Thus, it is unlikely to foster the value of language learning autonomy in the Indonesian setting, particularly in the Eastern Indonesian context. Nevertheless, with the recent reform of the Indonesian curriculum, there are high possibilities to develop the practice and notion of LLA.

The recent study investigates the teachers' knowledge about learner autonomy and the challenges that EFL teachers face in promoting learner autonomy. This study employs a quantitative method using a survey design. According to Creswell (2012), survey research designs are quantitative research techniques wherein researchers administer a survey to a population sample or the entire population to describe the population's views, beliefs, habits, or attributes. In this method, questionnaires are used to collect quantitative, numeric data, which is then statistically analyzed to characterize trends in respondents' responses and evaluate research questions or hypotheses. In addition, they examine the significance of the data by linking the statistical test's results to previous research papers.

The respondents of the study

This study recruited English-language teachers in Eastern Indonesia, specifically in the city of Mataram, West Nusa Tenggara Province, in public and private schools under the Ministry of Education and Culture of the Republic of Indonesia. Based on the data from the Education and Culture Office of West Nusa Tenggara on January 15th, 2022, the total of EFL English teachers teaching in the town is 95. Thus, they all were chosen to represent the study population. This study employed a sample random sampling technique that allowed every respondent to participate equally. Using Krejcie & Morgan's (1970) sample table to obtain the number of samples, the respondents in this study were 76 since the total population of this study is 95.

Instrumentation

The researchers' primary instrument was a questionnaire since it utilized a survey. Most researchers use questionnaires to collect data because they can administer them without the researcher's presence and provide organized, frequently numerical data that is easy to analyze (Wilson & McLean, 1994). The questionnaire was adapted from Alonazi (2017) and Borg and Al-Busaidi (2012b). The amendments were made to the demographic profile of the respondents by adding institution names and teaching experiences. Furthermore, the researcher also made some revisions in some parts to suit the context of the study. The questionnaire was divided into three

sections, namely, section A (demographic profile of the respondents), which has five questions concerning the respondents' gender and age, including the institution where the teachers teach and their qualifications and years of teaching. In comparison, section B contains questions about EFL teachers' knowledge of language learner autonomy. It is divided into four constructs. The first construct relates to language learner autonomy from a political view, which contains four items, followed by a technical perspective, which includes four things. The last two constructs are social and psychological views. Each of these consists of four question items. Thus, the overall items of part B comprised 15 items. Meanwhile, part C asks the EFL teachers to rate their challenges in promoting learner autonomy. It consists of five items. Therefore, twenty-five statements must be responded to by the EFL teachers on a 1-5 Likert scale.

To check whether this research instrument is reliable, the researchers will run a pilot test before administering the questionnaire to the identified respondents. The Cronbach Alpha test was used to measure the internal consistency of the questionnaire for each construct in parts B and C of the questionnaires. The results depict that the overall value of Cronbach's alpha is 0.90, which suggests that the items in each questionnaire construct have a high degree of reliability.

Data collection and analysis

Before distributing the questionnaires to the respondents, the researchers ran a pilot study and ensured that the respondents matched the criteria needed in this study. The questionnaires were distributed using online Google forms through WhatsApp and email. The researchers privately contacted each of the respondents. They were given two weeks to complete the questionnaire to ensure they answered all the questions and that the responses reflected the respondents' opinions. To ensure the respondents were willing to participate in this study, the researchers provided the consent forms stated in the Google forms at the beginning before continuing to answer the online survey. Also, the researchers explained that the confidentiality of the responses and information of the respondents were not disclosed to any third parties or during the data analysis process.

The quantitative data collected from the questionnaire were analyzed using Statistical Package for the Social Sciences (SPSS) version 26. The descriptive statistics were utilized to obtain each research question's frequency, mean score, and standard deviation. A 5-point Likert scale was used to answer research questions to indicate the EFL teachers' knowledge of language learner autonomy into high, moderate, and low categories. The data, rated as "1=Strongly disagree and 2=Disagree" with mean scores of 1.00 to 2.99, were considered a low rate of the EFL teachers' knowledge of language learner autonomy and their challenges in promoting it. It was rated "3=Unsure, and 4= agree," with the mean scores of 3.00 to 4.99 considered moderate. Also, data rated as "5=strongly agree" the mean scores of 5.00 and above were categorized as a high rate.

Results and Discussion

The demographic profile of the respondents

This study has a sample size of 70 participants. The gender distribution of the samples indicates that males account for 44.3% (n=31) of the sample, while females make up 55.7% (n=39). Concerning the age distribution of the participants, most fell into the 41 years and above category, comprising 37.1% (n=26) of the total sample. This was followed by individuals aged between 36 and 40, accounting for 18.6% (n=13) of the respondents. In contrast, 11 individuals, accounting for 15.7% of the sample, fall within the age range of 31 to 35 years. The subsequent demographic group comprises 18.6% of individuals aged 26-30 years, whereas 5-10% (n=7) of the participants fall into the 20-25 age bracket. Most participants have undergraduate degrees, with 77.1% (n=54). Subsequently, 20% of the participants, precisely 14 individuals, were found to possess a master's degree. In conclusion, 1.4% of English as a Foreign Language (EFL) instructors obtained a Doctor of Philosophy (PhD) degree or a certification. A significant proportion of EFL teachers possess extensive teaching experience, with a majority (57.1%) having

accumulated over ten years of instructional practice. Subsequently, a smaller subset of 20 EFL teachers (28.6%) have engaged in teaching for a duration ranging from 1 to 5 years. In the interim, eight individuals have been engaged in instructing for a duration ranging from six to nineteen years, constituting approximately 11.4% of the population under consideration. The remaining individuals have only engaged in teaching for less than one year, comprising a mere 2.9% of the total.

EFL teachers' knowledge of language learner autonomy

Section B of the questionnaire was intended to explore the EFL teachers' knowledge of LLA in their classroom environment and their views from four aspects, namely: political view, technical view, social view, and psychological view of LLA.

Table 1. Political view of Language Learner Autonomy (LLA)

Descriptive Statistics			
	N	Mean	Std. Deviation
LLA involves decision-making of what to learn among the learners.	70	3.80	.80
LLA is promoted when learners can choose their learning materials	70	3.80	.94
LLA means that learners can make choices about how they learn	70	3.85	.83
LLA is promoted when learners have some choice in the kinds of activities they do	70	3.91	.86
Total		3.84	0.85

Scale 1-5

One of the items investigated in the first section of the questionnaire was to explore the EFL teachers' knowledge of LLA from a political view. The results in Table 1 showed that the total mean score of question items is 3.84 with (SD=0.85), indicating that the EFL teachers have a medium LLA knowledge level. Moreover, the highest mean score was obtained from the item "LLA is promoted when learners have some choice in the kinds of activities they do," with a mean score of 3.91 (SD=.86). It was followed by the item "LLA means that learners can make choices about how they learn," with a mean score of 3.85 (SD=.83). Meanwhile, the lowest mean score was obtained from item "LLA involves decision making of what to learn among the learners," with a mean score of 3.80 (SD=.80).

Table 2 Technical view of LLA

Descriptive Statistics			
	N	Mean	Std. Deviation
LLA can develop most effectively through learning outside the classroom.	70	3.61	.93
LLA is promoted through out-of-class tasks, which require learners to use the resources.	70	3.78	.75
LLA is promoted through autonomous study at home.	70	3.98	.78
Total	70	3.79	.82

Scale 1-5

The next aspect explored by the researchers was the EFL teachers' understanding of LLA from a technical view. The findings delineated that the overall mean score of the three question items above was 3.79 (SD=0.82). Therefore, it can be interpreted that EFL teachers' knowledge of LLA was moderate. Furthermore, the highest mean score of 3.98 (SD=.78) was obtained from the item "LLA is promoted through autonomous study at home." On the other hand, the lowest mean score was shown by the item "LLA can develop most effectively through learning outside the classroom."

Table 3. Social view of LLA

Descriptive Statistics			
	N	Mean	Std. Deviation
LLA is promoted by activities that encourage learners to work together	70	3.64	.91
Learner-centered classrooms provide ideal conditions for developing LLA	70	3.68	.91
Cooperative group work activities support the development of LLA	70	3.85	.87
LLA is promoted through activities that allow learners to learn from each other	70	3.91	.78
Total	70	3.77	.86

Scale 1-5

The four-question items shown in Table 3 focused on investigating the EFL teachers' knowledge of LLA from the aspect of social view. Based on the findings in Table 3, the total mean score from the social perspective was 3.77 (SD=0.85). Therefore, it shows that the EFL teachers understand reasonably regarding LLA. The highest mean score can be seen from the item "LLA is promoted through activities that allow learners to learn from each other.", with a mean score of 3.91 (SD=.86). It is followed by the item "Cooperative group work activities support the development of LLA," with a mean score of 3.85 (SD=.78). On the contrary, the EFL teachers have the lowest knowledge of LLA, as shown by the item "LLA is promoted by activities that encourage learners to work together."

Table 4. Psychological View of LLA

Descriptive Statistics			
	N	Mean	Std. Deviation
The ability to monitor one's learning is central to LLA.	70	3.65	.84
LLA is more likely to develop if the language learners are motivated than learners who are not motivated in classrooms	70	3.80	.92
Learning how to learn is key to developing language learner autonomy	70	3.92	.72
To become autonomous, learners need to develop the ability to evaluate their language learning autonomy	70	3.97	.88
Total	70	3.83	.83

The last four question items in section B determined the EFL teachers' knowledge of LLA from the psychological view. Table 4 above indicates that the total mean score from the psychological perspective was 3.83 (SD=0.83). It shows that the EFL teachers understand moderately regarding LLA. This means that EFL teachers can comprehend the concept of LLA in their language classroom. Based on the analysis of each question item above, the item "To become autonomous, learners need to develop the ability to evaluate their language learning autonomy" obtained the highest mean score of 3.97 (SD=.88). It was followed by the "Learning how to learn is key to developing language learner autonomy." However, "The ability to monitor one's learning is central to LLA" was collected as the lowest mean score of 3.65 with SD=.84.

EFL teachers' challenges in fostering language learner autonomy

Finally, the last objective of this study is to examine the challenges in promoting LLA faced by the EFL teachers in Mataram High School, Indonesia. Five question items need to be answered by the EFL teachers regarding the challenges from the teachers themselves, the students, and the use

of technology in promoting LLA. The findings from the respondents' responses are presented in Table 5.

Table 5. The challenges in fostering language learner autonomy

Descriptive Statistics			
	N	Mean	Std. Deviation
The ability to monitor one's learning is central to LLA.	70	3.65	.84
LLA is more likely to develop if the language learners are motivated than learners who are not motivated in classrooms	70	3.80	.92
Learning how to learn is key to developing language learner autonomy	70	3.92	.72
To become autonomous, learners need to develop the ability to evaluate their language learning autonomy	70	3.97	.88
Total	70	3.83	.83

The findings in Table 5 indicated that the overall mean score of the five items related to the challenges encountered by the EFL teachers in promoting LLA is 3.27 (SD=1.01). This means that most of the EFL teachers in this study faced moderate challenges in their online classrooms in fostering LLA. Furthermore, Table 5 shows that the highest mean score of 3.71 (SD=.91) is obtained for the item "Learners are less familiar with previous experience of language learning autonomy." It is followed by "Teachers are less familiar with the essential strategies to promote LLA in the classrooms." with a mean score of 3.48 (SD=.88). On the contrary, the lowest mean scores are 2.67 (SD=1.17) and 3.24 (SD=1.12) for items "Technology is less effectively implemented in language learning classrooms." and "Learners have limited contact with English outside the classroom." respectively.

The findings in the present study depicted that EFL teachers' knowledge of LLA is positive. The EFL teachers perceived LLA as an essential concept to be implemented in English language teaching and learning in this digital era. Based on the quantitative data, the EFL teachers' overall level of knowledge was moderate. This means that the EFL teachers in the current study acknowledged the value of LLA in the Indonesian educational contexts. Furthermore, the highest agreement was shown from the political perspective of LLA. It relates to opportunities, freedom, decisions, choices, and teacher-centredness. The overall mean score of political orientation is 3.83 (SD=0.85). The following statements represented this: "LLA is promoted when learners have some choice in the activities they do," with an agreement level of 3.91, followed by "LLA means that learners can make choices about how they learn," with a mean score of 3.85. "LLA involves decision-making of what to learn among the learners" (3.80), and "LLA is promoted when learners can choose their online learning materials" (3.80).

The psychological view was the second supported agreement from the EFL teachers, with a mean score of 3.83, followed by the technical perspective of LLA, with a mean score of 3.79. Finally, the social dimension of LLA received the lowest agreement from the respondents, with a mean score of 3.77. These findings of the study are supported by the earliest studies conducted by Borg & Al-Busaidi (2012a), which indicated that the reasonably low mean on the social aspects of learner autonomy represents teachers' uncertainty about the role of cooperation and social interaction (rather than individual work) in promoting learner autonomy. This could be indicative of an underpinning individualistic view of learner autonomy. Furthermore, in Borg & Al-Busaidi's (2012b) study, they found that the teachers held a variety of beliefs about what LA entailed, but one widely accepted concept was that it involved learners having the freedom and ability to make choices and decisions. In the survey, 95.1 percent of the respondents indicated that autonomy means students can choose how they learn.

Moreover, in the Indonesian context, Lengkanawati (2017), in her study, explored the teachers' perspective on the significance of LA training for teachers' professional development. The results showed that regarding the technical perspective, most teachers agreed that learner autonomy could be fostered through independent study in the library, learning outside the classroom, independent work in a self-access center, and internet-based out-of-class assignments. From a psychological point of view, teachers agreed that language learners of all ages can develop LA and that LA positively affects language learner success. Regarding the political perspective, most teachers agreed or strongly agreed that opportunities for learners to complete tasks independently regularly promote LA. Also, many of them concurred that learners should be able to choose and select their activities.

Also, teachers believed learners from all cultural backgrounds could achieve LA from a socio-cultural perspective. However, some teachers disagreed or strongly disagreed that LA is inappropriate for non-Western students. Finally, teachers agreed that cooperative group work activities could aid LA's development. Similarly, in their study, Wichayathian and Reinders (2015) found that most teachers recognize their essential role in fostering student autonomy and agree that all ages can develop LA. Nearly half the participants actively support the development of learner autonomy in and out of the classroom by, for example, encouraging students to express their opinions, giving them choices about how they learn, learning materials, and what they know, and utilizing cooperative group work.

It is seen from the findings that one answer to the first research question of the present study is that, in general, the notion of LLA is highly associated with the political view of LLA; precisely one about LLA is promoted when learners have some choice in the kinds of activities, they do, and learners can make choices about how they learn. This political notion is associated with giving learners options in the decision-making process of their learning. It follows the characteristics of learner autonomy as proposed by Holec (1981), which defined LA as a student's ability to take charge of their learning, making decisions about all aspects of the learning process, such as setting goals, outlining contents, designing methods and styles, controlling the acquisition process, and evaluating the results obtained. Learner autonomy should not be regarded as an innate ability; it must be deliberately and methodically acquired and developed. In addition, other scholars, such as Little (1991) and Sella (2014), stated that autonomous language learners in formal educational settings usually take charge of their learning and develop the skills of detachment, critical reflection, decision-making, and independence. They can use the emotional side of their learning to their benefit and become more autonomous in language learning as they become more autonomous in language use and otherwise.

The final aspect investigated in this study was the challenges encountered by the EFL teachers in promoting online language learner autonomy (LLA). Based on the findings, the EFL teachers' most significant challenges came from learners less familiar with previous experience of language learning autonomy, with a mean score of 3.71. Their learners also have limited contact with English outside the classroom. However, the hindrance was also from the EFL teachers themselves. Many EFL teachers perceived that they were less familiar with the essential strategies to promote LLA in the classrooms, with a mean score of 3.48, followed by teachers being less autonomous, with a mean score of 3.25. These findings parallel (Borg & Al-Busaidi, 2012b) and Alonazi (2017), where several factors limit their ability to foster learner autonomy. These are related to the students, the institution, and the teachers, with most teachers citing student-related factors. Likewise, Reinders and Lázaro (2011) found in their study that teachers believed that students were unaware of the significance of improving autonomy, had few skills to learn autonomously and were not used to being asked to assume responsibility for their own education.

Regarding the challenges encountered by the EFL teachers in promoting LLA, the slightest aspect that hindered them was related to technology, which is less effectively implemented in their language learning classrooms. Reinders and White (2011) asserted that technology also limits the development of autonomy. For example, access to authentic materials or native

speakers can be deleterious if learners are not adequately prepared or supported. Direct access to an online dictionary, for instance, can discourage students from memorizing new vocabulary due to their reliance on technology. Additionally, technology can also give students a false sense of progress; for example, online games have much potential for language practice (Gee, 2003). However, it can be constrained by genre and domain and may not push students to engage in other essential forms of communication, such as extensive reading or writing longer texts (Reinders & White, 2011).

The abovementioned findings imply that not all EFL teachers agreed that their students are autonomous language learners in the online classroom. It is one of the misconceptions regarding learner autonomy proposed by Little (1991); he claimed that autonomy is something that teachers impose on their students; in other words, it is a novel method. Without active encouragement from their teachers, students are unlikely to develop autonomy. In the present study, most EFL teachers showed that their learners lacked experience with online language learning autonomy. The result is in line with the findings of Nga (2014), in which he disclosed that the teachers did not view their students as independent learners. Sometimes, it is wrongly assumed that autonomy is a stable state that particular learners attain (Little, 1991); nonetheless, various degrees of autonomy exist (Sinclair, 2000), and teachers are required to promote independent learning (Nguyen, 2012) effectively.

Last but not least, another barrier faced was that the EFL teachers were less familiar with the essential strategies to promote LLA in the classrooms. It might occur because Indonesia's educational settings have recently implemented a new curriculum that emphasizes learner autonomy. Dardjowidjojo (2001) argued that learner autonomy might function well in Western contexts, yet not so in Indonesian contexts due to the standard norms in an Indonesian learning culture, such as the doctrines of total obedience, the unquestioning mind, the concept that elders know everything and the belief that teachers can do no wrong. Likewise, Lengkanawati (2016) reasserted that as one of the primary objectives of the teaching and learning process, learner autonomy (LA) has not been adequately promoted in the Indonesian educational context. Most educators are unfamiliar with the term learner autonomy. This is parallel with Yasmin et al. (2020) study, where they revealed that Pakistani teachers were determined to face several obstacles that could impede the development of language learning autonomy in Pakistan. Those related to socio-cultural factors include the authoritative attitude of teachers, intolerance for learner creativity and intelligence, ignorance regarding the concept of LA Pakistan, learner reliance on the teacher, and shyness in interactions with the opposite sex. Psychological barriers included a lack of motivation in learners and teachers, a lack of self-confidence, teacher bias, organizational challenges with outdated curriculum focusing on literature, traditional classroom practices, a lack of teacher autonomy, and the evaluation process.

Furthermore, some teachers believe motivating students to participate and initiate their learning during the teaching-learning activities is challenging. Due to the absence of a self-directed learning attitude in most Indonesian schools (Ramadhiyah & Lengkanawati, 2019). In addition, another factor that caused the EFL teachers to lack strategies to foster LLA might be because teachers do not comprehend the notion of learner autonomy or are unaware of their roles (Al Asmari, 2013; Borg & Al-Busaidi, 2012b).

Conclusion

The present study employed a quantitative research approach to examine the topic of Language Learner Autonomy (LLA) among English as a Foreign Language (EFL) teachers at Senior High Schools in Mataram City, Indonesia. The primary objective of this study is to ascertain the comprehension levels of English as a Foreign Language (EFL) instructors about Language Learning Activities (LLA). Additionally, the study seeks to explore the responsibilities of EFL teachers in facilitating the adoption of LLA and the challenges they face in promoting LLA within the context of the digital age. Overall, the responses of EFL instructors indicated that LLA is often

recognized in Indonesian educational environments, suggesting that the EFL teachers had a moderate level of knowledge regarding LLA. Nevertheless, some English as a Foreign Language (EFL) instructors have faced various limitations when promoting Language Learning Activities (LLA). The limits identified in this study were primarily associated with the learners and the teachers themselves. Specifically, the learners faced challenges due to their limited experience with Language Learning Activities (LLA), while the English as a Foreign Language (EFL) teachers lacked effective ways to promote LLA within their classrooms. This study is hoped to provide insight into the significance of Language Learner Autonomy (LLA) for teachers, students, policymakers, and researchers, particularly within Indonesian educational settings and globally. The development of language learning autonomy is paramount for individuals across all contexts. Therefore, it is imperative for those involved in the educational process, such as learners, teachers, and other relevant stakeholders, to possess a heightened understanding of autonomy's significance in teaching and learning. This is particularly relevant within the context of EFL classrooms, where the guidance and assistance of experts and policymakers in English Language Teaching are crucial.

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APPENDICES**QUESTIONNAIRES****PART A: DEMOGRAPHIC BACKGROUND**

Please tick (/) or write in the appropriate box.

1. Gender

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

2. Age

<input type="checkbox"/>	21-25 years
<input type="checkbox"/>	26-30 years
<input type="checkbox"/>	31-35 years
<input type="checkbox"/>	36-40 years
<input type="checkbox"/>	40 and above

3. Name of the School in which you are currently teaching:

.....

4. Highest qualification:

<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Degree
<input type="checkbox"/>	Masters
<input type="checkbox"/>	PhD

5. Teaching Experience

<input type="checkbox"/>	Less than 1 year
<input type="checkbox"/>	1-5 years
<input type="checkbox"/>	6-10 years
<input type="checkbox"/>	More than 10 years

PART B: EFL TEACHERS' UNDERSTANDINGS OF LANGUAGE LEARNER AUTONOMY (LLA)

Instruction: Using the 5-scale below, select the number that best reflects your agreement on your understanding of language learner autonomy (LLA) statements.

1 = Strongly Disagree, 2 = Disagree, 3 = Unsure, 4 = Agree, 5=Strongly Agree

No.	Statements	1	2	3	4	5
<i>Political View of Language Learner Autonomy (LLA)</i>						
1.	LLA means that learners can make choices about how they learn.					
2.	LLA is promoted when learners have some choice in the kinds of activities they do.					
3.	LLA is promoted when learners can choose their own learning materials.					
4.	LLA involves decision-making of what to learn among the learners.					
<i>Technical View of LLA</i>						
5.	LLA can develop most effectively through learning outside the classroom.					
6.	LLA is promoted through out-of-class tasks which require learners to use the resources.					
7.	LLA is promoted through autonomous study at home.					
<i>Social View of Language Learner Autonomy (LLA)</i>						
8.	LLA is promoted by activities that encourage learners to work together.					
9.	LLA is promoted through activities that allow learners to learn from each other.					
10.	Learner-centred classrooms provide ideal conditions for developing LLA					
11.	Cooperative group work activities support the development of LLA					
<i>Psychological View of LLA</i>						
12.	The ability to monitor one's learning is central to LLA					
13.	To become autonomous, learners need to develop the ability to evaluate their own language learning autonomy.					
14.	LLA are more likely to develop if the language learners are motivated than learners who are not motivated in the classroom.					
15.	Learning how to learn is key to developing language learner autonomy.					

PART C: THE CHALLENGES IN PROMOTING LANGUAGE LEARNER AUTONOMY (LLA)

Instruction: Using the 5-scale below, select the number that best reflects your level of agreement on the challenges in promoting LLA.

1-Strongly Disagree, 2-Disagree, 3-Unsure, 4- Agree, 5- Strongly Agree

No.	Statements	1	2	3	4	5
<i>The Constraints in Promoting Language Learner Autonomy</i>						
1.	Learners are less familiar with previous experience of language learning autonomy.					
2.	Teachers are less familiar with the essential classroom strategies to promote LLA.					
3.	Teachers themselves are less autonomous in the classroom.					
4.	Technology is less effectively implemented in language learning classrooms.					
5.	Learners have limited contact with English outside the classroom.					

"Thank you for your participation. All responses will be kept private and confidential.