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## **Teacher Roles in Fostering Learner Autonomy: Pre-service Teachers Practice in Pre-service Teaching Program**

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### **Abstract**

Learner autonomy has been introduced to English language teaching and learning for a very long time. Yet, there are many education practitioners who are not aware of this concept, pre-service teachers, or what we can call future teachers are not exceptions. This study was aimed to investigate pre-service teachers' practice in fostering learner autonomy during pre-service teaching programs. A survey questionnaire was employed to 78 pre-service teachers majoring in the English Education Program at one University in Indonesia. The results showed that the pre-service teachers often played teachers' roles in fostering learner autonomy during the pre-service teaching program. They played various roles such as manager and organizer, facilitator, counselor, and resource. The most played role was manager and organizer, meanwhile the least played role was facilitator.

**Keywords:** Learner autonomy, pre-service teachers, teacher's roles

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## 1. Introduction

Learner autonomy has been an interesting topic in language research and practice for many years. The concept of autonomy is recognized as the ability of the students to be responsible for their own learning. This ability makes the students aware of learning objectives, appropriate materials, and learning management (Harmer, 2007). Learner autonomy is something that the student cannot develop alone, the student needs teachers to help them train this skill. This is in line with Benson (2013) who states that students still need their teacher to train them to be autonomous. Therefore, the teacher holds a significant role in fostering learner autonomy.

Susanti, Rachmajanti, and Mustofa (2023) investigated learner autonomy in online learning during the pandemic. They focused on finding how the teachers fostered learner autonomy in online classroom learning and the factors that affected learner autonomy in online learning. The results showed that learner autonomy can be fostered in online learning by providing learning activities and scaffolding aids. Moreover, the study found that the affecting factors to foster learner autonomy in online learning are students' motivation and collaboration during the online classes. Besides, family educational and economic background also affected the effectiveness of online learning. On the other hand, Sener and Mede (2023) investigated the role of reflective practice and collaborative learning practice in promoting learner autonomy and improving reflective thinking skills. The results of the statistic showed that there was no significant difference in participants' learner autonomy and reflective thinking skills. However, the results of Change in Learner Autonomy Scale (CLARTS) showed a significant change in learner autonomy and reflective thinking skills. This was also in line with the qualitative results in which the students showed positive attitudes towards reflective practice and collaborative practice.

Additionally, Alonazi (2017) investigated teachers' role in promoting learner autonomy and the challenges that faced by the teacher in promoting learner autonomy. The result showed that the teachers in Arabian secondary schools often encourage their students to be autonomous. The roles that teachers carried out in fostering learner autonomy were facilitator, counselor, resource, and manager. Another finding in this research showed that teachers' continuous reflection and analysis, reducing institution rules, and offering teachers development programs on learner autonomy are believed to be helpful in developing both learner and teacher autonomy.

The present study is interested in investigating learner autonomy in the pre-service teachers' point of view. Pre-service teachers or we can also call the teacher student, need to acknowledge this concept and learn how to foster learner autonomy. Because they will become a real teacher in the future. However some pre-service teachers may have no idea

about teacher roles in fostering learner autonomy. Thus, this study is aimed to see the pre-service teacher practice during the pre-service teaching program.

There are many researchers who investigate learner autonomy from the pre-service teacher's point of view. For example, Ozturk (2019) investigates how pre-service teachers' autonomy shifted after they got training programs. He also investigates on which aspects of autonomy are affected. 25 Pre-service teachers majoring in the English education department at State University in Turkey are involved in this study. Through pre-test and post-test, participants' reflection reports, and interview, He found that the pre-service teachers' autonomy is improved significantly after the course. Related to the aspects which are affected by the course, the results show that the participants become more aware of their strengths and weaknesses as learners. Their perception towards learning is also shifted positively. In addition, the results show that the participants become more responsible for their own learning.

In the same year, Putra & Iswara (2019) conducted research which is aimed to investigate pre-service teachers' perception toward teachers' and students' role in fostering learner autonomy. It is also aimed to investigate pre-service teachers' autonomy as students in teaching academies. This study is conducted at one private institution in Indonesia. 25 participants majoring in the English Education Program are surveyed. The result shows that the pre-service teachers hold teacher-centered learning, in which the teacher holds a dominant role in the class. This is in line with their autonomy as English Education students which are not developed properly.

Similarly, Ramadhan (2020) conducts research, which is aimed to investigate pre-service teachers' perspective towards the factors which may affect their autonomy during transformative teaching practice. One private university in Indonesia (Yogyakarta) is chosen as the site of the research. A survey is conveyed towards 54 undergraduate students majoring in the English Educational Department. Some questionnaires are divided among the participants. The results show that classroom management is the most affecting factor. Emotion is the second factor which affects them. The next most affecting factor is transformation. And in the end, motivation is the least affecting factor.

And finally, Cabugsa (2022) conducts research to measure the level of pre-service teachers' autonomy in English learning, and to investigate the variables which affect the differences of learning autonomy level. The research is conducted at a university in Zamboanga, Philippines. There are 61 pre-service English language teachers participating in this research. To collect the data, a close-ended statement questionnaire is employed. According to the findings, the participants are highly autonomous. Moreover, the researcher found that some variables such as participants' gender, languages spoken, and participants'

first language considerably have no significant influence on the level of English language learning autonomy.

The previous related studies were mostly concerned about pre-service teachers' perspective in many aspects of learner autonomy. However, the research related to pre-service teachers' practice in fostering learner autonomy is quite limited. Therefore, this study is conducted to fill this gap. This study focuses on pre-service teachers' practices in fostering learner autonomy in pre-service teaching programs.

From the explanation above, one question is formulated in this study. That is "What are the roles that pre-service teachers play to foster learner autonomy during pre-service teaching programs?"

## **2. Literature Review**

### **2.1 Learner Autonomy**

There are many terms which are related with the concept of learner autonomy, such as learner independence and self-direction. These terms refer to the ability to conduct their own learning. Holec (1981) defines this term as the capability to be responsible for their own learning. Similarly, Dickinson (1987) states that learner autonomy is a condition where the learner is responsible for all decisions as well as the implementations of one's learning. Moreover, Little (1991) defines learner autonomy as the capacity to make decisions and act on their own. In addition Oxford (2017) says that learner autonomy is the "ability and willingness to take responsibility for one's learning, along with the action necessary to make this happen as relevant to cultural context" (p. 80).

Meanwhile Benson and Voller (1997) define learner autonomy into five forms. First, as a situation where the learner is able to learn on their own. Second, as a bunch of skills to be learnt and applied in self-directed learning. Third, as a capacity which is emphasized by the educational institution. Fourth, as the responsibility to learn by themselves that needs to be trained. Last, as the right of the students to set their own learning.

Wenden (1991) describes an autonomous learner as the student who has knowledge about learning strategies. They are confident, flexible, and independent in conducting their own learning. Autonomous learners can use their knowledge and skills in directing their own learning appropriately. Moreover, Cotterall (1995) describes autonomous learners as the students who can take the responsibility of their own learning by setting learning goals, designing learning activities and practices, and evaluating learning progress. In addition, Naiman *et.al.* (1996) describe autonomous as a successful language learner who can consciously monitor their own learning actions, understand language systems, effectively conduct an active communication, and deal with their learning barriers.

In conclusion, learner autonomy is a capacity, an ability or a condition where the student can make their own learning decisions, conduct their own learning, and be responsible for it. Conducting their own learning means that they can set what they want to learn and how to do it consciously and appropriately. Moreover, they can evaluate their learning progress on their own. Not only are they able to conduct their own learning, but the autonomous learners also have confidence, flexibility, and independence to do it. Autonomous learners are also considered as the students who understand the language system and can solve their learning problem.

### ***2.2 Teacher Roles in Fostering Learner Autonomy***

Every student may already have autonomy within themselves. However, as previously mentioned, students still need teacher's guidance to train and develop their autonomy. Thus, teachers also have a significant role for fostering learner autonomy. Several experts have elaborated various roles of English teachers. Harmer (2007) mentions the roles of controller, prompter, participant, resource and tutor. He explains that as a controller, the teachers lead the teaching and learning process. They take charge in the classroom, and give instruction to the learners. The examples of this role are when the teachers give explanations, organize questions and answer tasks, give lectures, make announcements. As a prompter, the teachers encourage the students to use English, give hints toward the next thing they should do, and encourage the students to think creatively. However, the teachers cannot be too involved with the students otherwise their initiative will not be developed. As a participant, the teachers sometimes need to involve the students to bring the situation alive and make the learning enjoyable. On the other hand, the teachers are expected not to be too dominant in speaking English and need to be fair during the participation. As a resource, the teachers need to be helpful and available to provide the information that the students need, but at the same time the teachers need to encourage them to find it by themselves so that they will not be dependent on the teachers. The last role is as a tutor, this is the combination between prompter and resource. As a tutor, the teachers can mingle around the students and stay with a particular group or individual to offer some guidance. As a result, the students feel supported and helped, and bring a good feeling to the classroom atmosphere. However it is hard for the teachers to play the role of tutor in large groups in the class and also teachers need to make sure that they pay attention to all the students otherwise the students will feel being left out and disadvantaged.

Meanwhile Wright (1991) mentions the roles of a manager, a source, a guide, an evaluator, an organizer, and an instructor. He further explains that these roles come from two major roles. First is to create a learning situation which is the social side of teaching. Second is to deliver knowledge to the learner which is the task-oriented side of teaching.

In addition, Breen and Candline (as cited in Richards and Rodgers, 1986) mention the role of a facilitator, an organizer, a resource, a counselor, a manager and need analyst. According

to them, these roles are derived from two main roles; the first is as facilitator, where teachers need to provide a communication process for all students. The second is as an independent participant where the teachers are involved with the students to provide information and organize the resources. Moreover they explain about the roles of researcher and learner where the teachers learn their students' needs and background from the observation experience, so that they can contribute appropriate knowledge and abilities to the class.

Lastly, Alonazi (2017) comes up with a conclusion of teacher roles into a manager and organizer, a facilitator, a counselor, and a resource. He further explains that as a facilitator, the teachers have to provide students both technical support and psycho-social support. Giving technical support means that the teachers help the students to analyze students' needs, set learning objectives, plan the learning and select learning materials. Giving psycho-social support means that the teachers help the students to cope with learning obstacles, be available for the students whenever they need teacher's assistance, and to improve student's awareness about how important it is to be able to learn independently. As a counselor, the teachers need to be able to communicate with the students about their problems and provide advice about it. According to him, the role as a resource is seldom discussed in the literature. He explains that the teachers need to have so much knowledge about the English language and about the English teaching and learning. In other words, the teachers are expected to be experts. Meanwhile the role as a manager means that the teachers control the classroom situation, lead the teaching and learning activities, and control students' turn of speaking. Therefore the classroom situation is controlled and the opportunity to speak is fair among all the students. And as an organizer means that the teachers prepare various activities for the class and provide various sources of learning. This attempt is expected to provide learning activities and materials which are suitable for the learners' needs and interests.

In his study, Alonazi (2017) developed a model of teacher's roles in promoting learner autonomy in the classroom. He mentioned some actions that reflect each role. And then he put them into a questionnaire and tested it towards a survey. This questionnaire was adopted in this study due to its specific description of actions from each role. Moreover his questionnaire was adopted in this study because this study attempted to fill the gap in Alonazi's study.

### ***2.3 Pre-service Teacher***

Pre-service teacher or also known as teacher candidate, is the term used to describe students who enroll in a teacher education program in order to receive a teacher certificate. The students in this program are those who have no experience teaching in the classroom. They are trained by a higher education institution to become a professional teacher (Chand et al., 2022). Rahimi (2015) defines the term as those students who enroll in pre-service training or education which is required to be accomplished before they begin teaching.

According to Pawan et al (2017), during undergraduate training, teacher candidates are placed in the classroom several times to learn how the theory and practice take place in a real situation of the teaching-learning process. Therefore, they can learn, adapt, and modify both theory and practice in a classroom. This is in line with Plodkaew and Tanamai (2014) who define pre-service training as a program in which teacher candidates are guided and supervised to teach in the classroom. They are gradually introduced into teachers' roles in the classroom by a mentor or a professional teacher who works together. The pre-service teachers along with their mentors work together, to take responsibility for managing and teaching the classroom. As a result, knowledge, and experience are gained.

Based on the explanation above, it can be concluded that pre-service English teachers are the undergraduate students of the English Education program who participated in pre-service training. This training is done by placing them in a real classroom. Along with their guiding teacher, they try to teach and manage the classroom to gain more knowledge and experience, before they get their certificate as a teacher.

### **3. Methodology**

#### ***3.1. Research design***

This study was a qualitative descriptive study since the aim of the study was to describe the teachers' perceptions and problems on using digital text for teaching reading comprehension in EFL context. This was in line with Lambert & Lambert (2012), who stated that qualitative descriptive design was suitable when the researcher desired to describe one phenomena. According to them, qualitative descriptive studies focused on discovering the nature of the specific phenomena.

The researcher employed a cross-sectional survey design in this study. Creswell (2012) stated that the advantage of using this design is to be able to collect a big amount of data at one time. Since in survey design the researcher does not set up an artificial situation, this could be used to generalize the finding to its population (Muijs, 2004). This was in line with the purpose of this study which tried to generalize the pre-service teachers' practices in playing teachers' roles in fostering learner autonomy during the pre-service teaching program.

#### ***3.2. Population and sample***

The population of this study was an English education program in one of Universities in Garut. Since there were some changes in the university curriculum which enabled the students to choose not to follow the pre-service teaching program, the samples of this study were the current students and the graduated students who had done the pre-service teaching program at least five years before this study was conducted. Thus, the sample of this study were the students who participated in the pre-service teaching program from 2017-2022. The sampling technique of this study was snowball sampling, which allowed the participants to

invite their acquaintances in the same population to join this survey. This sampling technique was applied to help the researcher get as many participants as possible. This was in line with Creswell (2012) who explained that purposive sampling gave the advantage to recruit a large number of participants for the study.

### ***3.3. The instrument of the study***

The instrument used for collecting the data was a questionnaire. In order to avoid misunderstanding, the questionnaire was given in the participant's first language, which was Bahasa Indonesia. The questionnaire was an open-ended question which consisted of 20 items that are related to the roles of teachers in fostering learner autonomy. The items of the questionnaire were adapted from Alonazi (2017), which has been tested and used in his study. According to him, the items were decided and organized based on four variables of teachers' roles which were as a facilitator, a counselor, a resource, and classroom manager. This section required the respondents to rate the frequency of their implementation of included items in their classrooms during the pre-service teaching program. Each item consisted of a five-point Likert scale (1=always, 2=often, 3=occasionally, 4=seldom, 5= never). Items in the questionnaire were categorized as follow:

- 3 items identified the participants' profiles
- Item 1 to 5 identified the role of manager and organizer
- Item 6 to 9 identified the role of facilitator
- Item 10 to 14 identified the role of counselor
- Item 15 to 20 identified the role of resource

This questionnaire was adapted from Alonazi's study (2017), where the validity and the reliability of the instrument had been tested before. However, since the questionnaire was administered in Bahasa Indonesia, the researcher administered the questionnaire to some people for checking the items before collecting the data. Some items were modified accordingly to maintain clarity in the respondents' language.

In order to determine the reliability of the research questionnaire, Spearman-Brown was measured. The results showed that the overall value of Spearman-Brown coefficient is 0.784 which meant that the results showed a high degree of reliability. This was in line with Sundayana (2016) if the Spearman-Brown coefficient showed between 0.6 and 0.8, it could be concluded that the reliability was considered high.

### ***3.4. Procedure***

Before being given to the participants, the questionnaire was distributed to some people to check its clarity and suitability to the research purposes. Some of the open ended items were modified according to the reviewers input.

The questionnaire was distributed through Google Form among the samples of this study in 26 days starting from 17th November 2022 - 12 December 2022.

### 3.5. Data analysis

The results of the questionnaire were analyzed quantitatively using descriptive statistics. As Creswell (2012) suggested that quantitative description was employed to analyze the data in order to describe responses. He further explained the interpreted meaning of the data can be done by relating results of the statistical test to the past research studies. Therefore, all questions covered in the questionnaire were calculated using Statistical Package for Social Science (SPSS) Version 26.0 to count frequency and percentage of the data distribution.

## 4. Results and Discussion

### 4.1. The participants' profile

There were 78 graduate students and active students of the English education program in one of Universities in Garut who participated in this study. All of them had finished the pre-service teaching program. The respondents were various since they came from different gender, teach at different levels and different years of pre-service teaching program. The respondents' profile is presented below:

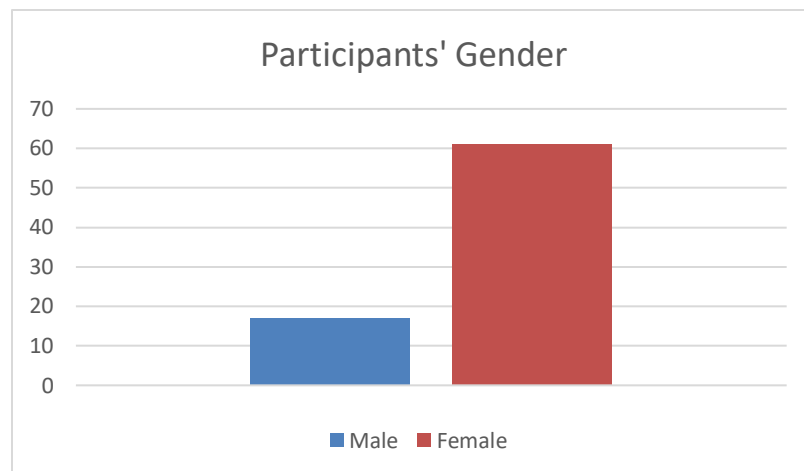


Figure 1. Profile of respondents based on Gender

The chart above was the representation of gender among the respondents. Most of the respondents are Female. There were 61 female respondents and 17 male respondents.

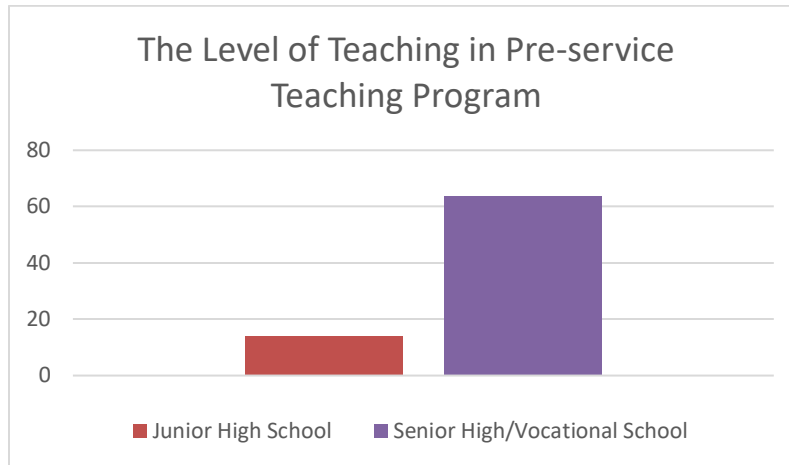


Figure 2. Profile of respondents based on level of teaching in pre-service teaching programs.

The chart above represents the level of teaching in pre-service teaching programs. Most of the respondents taught senior high school or vocational high school. There were 64 respondents who taught in senior high school or vocational high school level and the 14 respondents who taught in junior high school level during the pre-service teaching program.

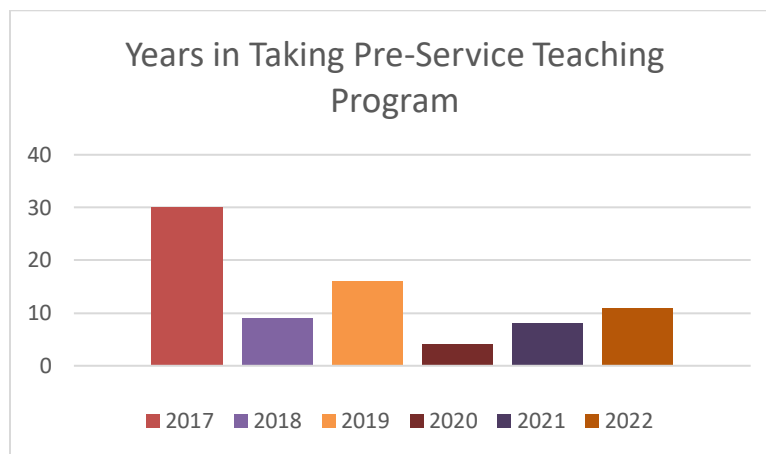


Figure 3. Profile of respondents based on years in taking pre-service teaching programs.

The chart above represents the years in taking the pre-service teaching program. Most of the respondents took the program in 2017. There were 30 respondents who took the program in 2017, 9 respondents in 2018, 16 respondents in 2019, 4 respondents in 2020, 8 respondents in 2021, and 11 respondents in 2022.

#### 4.2. Pre-service teachers' roles in fostering learner autonomy during the pre-service teaching program.

Based on the data of the questionnaire, it could be obtained the summary of participants' responses as shown as follows:

Table 1. The responses about practices for the role of manager and organizer.

N	Items											Mean	SD	Rank
		Always		Often		Occasionally		Seldom		Never				
		F	%	F	%	F	%	F	%	F	%			
1	Organizing different kinds of games and activities in the classroom.	14	17.9	23	29.5	31	39.7	9	11.5	1	1.3	3.51	.964	5
2	Providing clear instructions of the tasks assigned to students.	42	53.8	32	41.0	3	3.8	1	1.3	0	0	4.47	.639	1
3	Explaining the purposes and the significance of the tasks assigned to students.	29	37.2	24	30.8	23	29.5	2	2.6	0	0	4.03	.882	4
4	Giving learners opportunities to tell their opinions in the classroom management	29	37.2	30	38.5	14	17.9	3	3.8	2	2.6	4.04	.973	3
5	Giving learners opportunities to tell their opinions in their learning activities.	31	39.7	28	35.9	16	20.5	3	3.8	0	0	4.12	.868	2
Overall											4.03	0.922		

The items in Table 1 were related to the practice of pre-service teachers in the role of a manager and organizer. From the table above, it could be seen that the highest mean was item number 2, which was "Providing clear instructions of the tasks assigned to students". There were 42 (53.8%) pre-service teachers who responded "always" to this statement, and there were 32 (41%) who responded "often".

The second highest mean was item number 5, which was "Giving learners opportunities to tell their opinions in their learning activities". There were 31 (39.7%) pre-service teachers who responded "always" to this statement, and there were 28 (35.9%) who responded "often".

Meanwhile, the next to the least positions were item number 4, 3, and 1. Item number 4 had a mean score of 4.04. It indicated that the pre-service teachers were often giving learners opportunities to tell their opinions in the classroom management. And item number 3 had a mean score of 4.03. It indicated that the pre-service teachers were often explaining the purposes and the significance of the tasks assigned to students. Lastly, item number 1 had a mean score of 3.51. It indicated that the pre-service teachers were often organizing different kinds of games and activities in the classroom.

The overall mean score for the role of manager and organizer was 4.03, which indicated that the respondents **often** played the role of manager and organizer in fostering learner autonomy during the pre-service teaching program.

Table 2. The responses about practices for the role of facilitator

N	Items											Mean	SD	Rank
		Always		Often		Occasionally		Seldom		Never				
		F	%	F	%	F	%	F	%	F	%			
6	Helping students to set up their own objectives.	21	26,9	30	38,5	23	29,5	3	3,8	1	1,3	3,86	.908	3
7	Helping students to select their learning materials.	8	10,3	13	16,7	39	50,0	12	15,4	6	7,7	3,06	1,024	4
8	Helping students to evaluate their own learning and progress.	20	25,6	36	46,2	14	17,9	7	9,0	1	1,3	3,86	.950	2
9	Encouraging students to reflect on their learning process.	26	33,3	28	35,9	17	21,8	5	6,4	2	2,6	3,91	1,022	1
											3,67	1,034		

The items in Table 2 were related to the practice of pre-service teachers in the role of a facilitator. From the table above, it could be seen that the highest mean was item number 9, which was “Encouraging students to reflect on their learning process”. There were 26 (33.3%) pre-service teachers who responded “always” to this statement, and there were 28 (35.9%) who responded “often”.

The second highest mean was item number 8, which was “Helping students to evaluate their own learning and progress”. There were 36 (46.2%) pre-service teachers who responded “often” to this statement, and there were 20 (25.6%) who responded “always”.

Meanwhile, the next to the least positions were item number 6 and 7. Item number 6 had a mean score of 3.86. It indicated that the pre-service teachers were often helping students to set up their own. And item number 7 had a mean score of 3.06. It indicated that the pre-service teachers were occasionally helping students to select their learning materials.

The overall mean score for the role of facilitator was 3.67, which indicated that the respondents **often** played the role of facilitator in fostering learner autonomy during the pre-service teaching program.

*Table 3. The responses about practices for the role of counselor*

N	Items	Always		Often		Occasionally		Seldom		Never		Mean	SD	Rank
		F	%	F	%	F	%	F	%	F	%			
10	Making students aware of the skills and strategies needed to learn by their own.	24	30,8	36	46,2	15	19,2	2	2,6	1	1,3	4.03	.852	2
11	Identifying psychological problems that inhibit students' progress.	17	21,8	28	35,9	26	33,3	6	7,7	1	1,3	3.69	.944	4
12	Making dialogues with students to find solutions for their learning difficulties.	22	28,2	36	46,2	15	19,2	2	2,6	3	3,8	3.92	.964	3
13	Making dialogues with students to find solutions for their learning difficulties.	14	17,9	23	29,5	27	34,6	10	12,8	4	5,1	3.42	1.087	5
14	Being positive and supportive especially when giving feedback.	35	44,9	31	39,7	12	15,4	0	0	0	0	4.29	.723	1
												3.87	0.964	

The items in Table 3 were related to the practice of pre-service teachers in the role of a counselor. From the table above, it could be seen that the highest mean was item number 14, which was “Being positive and supportive especially when giving feedback”. There were 35 (44,9%) pre-service teachers who responded “always” to this statement, and there were 31 (39,7%) who responded “often”.

The second highest mean was item number 10, which was “Making students aware of the skills and strategies needed to learn on their own”. There were 24 (30,8%) pre-service

teachers who responded “always” to this statement, and there were 36 (46,2%) who responded “often”.

Meanwhile, the next to the least positions were item number 12, 11, and 13. Item number 12 had a mean score of 3.92. It indicated that the pre-service teachers were often making dialogues with students to find solutions for their learning difficulties. And item number 11 had a mean score of 3.69. It indicated that the pre-service teachers were often identifying psychological problems that inhibit students’ progress. Lastly, item number 13 had a mean score of 3.42. It indicated that the pre-service teachers were often making dialogues with students to find solutions for their learning difficulties.

The overall mean score for the role of counselor was 3.87, which indicated that the respondents **often** played the role of counselor in fostering learner autonomy during the pre-service teaching program.

*Table 4. The responses about practices for the role of resource.*

N	Items											Mean	SD	Rank
		Always		Often		Occasionally		Seldom		Never				
		F	%	F	%	F	%	F	%	F	%			
15	Suggesting tools and techniques for self-assessment.	12	15,4	24	30,8	33	42,3	7	9,0	2	2,6	3.47	.950	5
16	Suggesting tools and techniques for self-assessment.	13	16,7	14	17,9	32	41,0	12	15,4	7	9,0	3.18	1.159	6
17	Selecting and evaluating resources according to students’ needs and levels.	18	23,1	39	50,0	16	20,5	5	6,4	0	0	3.90	.831	3
18	Suggesting websites, videos or online dictionaries that motivate students to use the target language outside classroom.	26	33,3	33	42,3	12	15,4	5	6,4	2	2,6	3.97	.993	2
19	Encouraging students to read English books, magazines and newspapers outside classroom.	21	26,9	28	35,9	20	25,6	7	9,0	2	2,6	3.76	1.034	4
20	Encouraging students to study with their peers.	27	34,6	37	47,4	11	14,1	2	2,6	1	1,3	4.12	.837	1
											3.73	1.020		

The items in Table 4 were related to the practice of pre-service teachers in the role of a manager and organizer. From the table above, it could be seen that the highest mean was item number 20, which was “Encouraging students to study with their peers”. There were 27 (34,6%) pre-service teachers who responded “always” to this statement, and there were 37 (47,4%) who responded “often”.

The second highest mean was item number 18, which was “Suggesting websites, videos or online dictionaries that motivate students to use the target language outside the classroom”. There were 21 (26,9%) pre-service teachers who responded “always” to this statement, and there were 28 (35,9%) who responded “often”.

Meanwhile, the next to the least positions were item number 17, 19, 15 and 16. Item number 17 had the mean score of 3.90. It indicated that the pre-service teachers were often selecting and evaluating resources according to students’ needs and levels. And item number 19 had a mean score of 3.76. It indicated that the pre-service teachers were often encouraging students to read English books, magazines and newspapers outside the classroom. And item 15 had a mean score of 3.47. It indicated that the pre-service teachers were often suggesting tools and techniques for self-assessment. Lastly, item number 16 had a mean score of 3.18. It indicated that the pre-service teachers were occasionally Suggesting tools and techniques for self-assessment.

The overall mean score for the role of resource was 3.73, which indicated that the respondents **often** played the role of resource in fostering learner autonomy during the pre-service teaching program.

The overall results of the roles in fostering learner autonomy was shown in the table below:

*Table 5. The overall mean and standard deviation of the four roles*

<b>N</b>	<b>Roles</b>	<b>Mean</b>	<b>S. Deviation</b>	<b>Rank</b>
1	Manager and organizer	4.03	0.922	1
2	Facilitator	3.67	1.034	4
3	Counselor	3.87	0.964	2
4	Resource	3.73	1.020	3
	Overall roles	3.83	0.99	-

The results in table 5 showed the roles from highest to the lowest score were as manager and organizer with a mean score of 4.03, as counselor with a mean score of 3.87, as resource with a mean score of 3.73, and as facilitator with a mean score of 3.67. The overall mean score of the four roles practiced by the pre-service teachers was 3.83. It could be concluded

that the pre-service teachers often played teachers' roles in fostering learner autonomy during the pre-service teaching program.

In this study, the most played role was manager and organizer. This indicated that the majority of the pre-service teachers always took control over the classroom. As Harmer (2007) described, when teachers play the role of a controller, they give instructions and explanations, organize questions and answer tasks, give lectures, and make announcements. This is in line with the findings of the study in which the most action played in this role was providing instruction and tasks assigned to the student. Unlike Alonazi's study (2017) which showed the most played role was as a resource. Which indicated that the majority of the teachers always provide information about the English language and learning.

Meanwhile the least role played in this study was facilitator. This result was consistent with Alonazi's study (2017) which also showed the same thing. This indicated that both pre-service teachers and secondary school teachers in Riyadh might have challenges in playing this role.

Playing the role of manager and organizer are essential to provide students explanation, procedures and clarity about the task they were assigned for. This result is in line with Susanti, Rachmajanti and Mustofa (2023) who found that scaffolding aid, or giving structured supporting aid like giving hints, warnings, motivation, problem solving, and examples, could foster learner autonomy. However, being too dominant and too focusing on the teacher in the class would make the learners have less opportunity to express themselves and to learn from their own experience. This is in line with Harmer (2007) who stated that it could close the access to students' experiential learning, and cut down the opportunity to speak. Moreover when teachers take over control in the classroom could make the learner have less responsibility for their own learning.

## **5. Conclusion**

Regarding the results, there are various teachers' roles that pre-service teachers play in fostering learner autonomy during the pre-service teaching program. Those are manager and organizer, facilitator, counselor, and resource. The highest mean score was manager and organizer, this means that this role was the most played role in fostering learner autonomy. Meanwhile the lowest mean score was facilitator, this means that this role was the least played role in fostering learner autonomy.

In playing the role manager and organizer, the majority of pre-service teachers always provided clear instructions of the tasks assigned to students. In playing the roles of facilitator, the majority of pre-service teachers often encouraged students to reflect on their learning process. In playing the role of counselor, the majority of pre-service teachers were always being positive and supportive especially when giving feedback. Meanwhile in the role of

resource, the majority of pre-service teachers often encouraged students to study with their peers.

The results of the study fulfilled the gap from Alonazi's study (2017) in the terms of sites and participants of the study. This study covered different results about the most role played in fostering learner autonomy. However, this study confirmed that the least role played was facilitator.

Based on the findings of this study, it could be noticed that the majority of pre-service teachers always play the roles of classroom manager, in other words, they always take control over the classroom. Taking control is essential to take the class in order, and to provide clear instruction about the tasks. However, being too dominant in the classroom can lessen students' opportunity to speak, to be responsible, and experience the learning. Therefore, it is better for the pre-service teacher to learn how to control their dominance over the class.

In addition, considering the limitation of this study, it is highly recommended for the future researcher to see the practice of the roles played in fostering learner autonomy directly through observation. So that there would be a specific description on how teachers played their roles in fostering learner autonomy

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