

Exploring EFL Teacher's Reflective Practice toward Autonomy-Supportive Instructional Behavior in an EFL Context

***¹Siti Roki'ah, ¹Sumardi, ¹Suparno**

¹Universitas Sebelas Maret, Indonesia

***Correspondence:**

sitirokiah@student.uns.ac.id

Submission History:

Submitted: August 24, 2023

Revised: November 18, 2023

Accepted: November 23, 2023



This article is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

Abstract

This study explored the reflective practice of EFL (English as a Foreign Language) teachers regarding instructional behaviors that support student autonomy in classroom teaching. Employing narrative inquiry, the researchers in this research centered around the teacher's stories and experiences in the EFL context. The participant, an experienced EFL teacher, was purposively selected for their extensive teaching background. Data collection involved semi-structured interviews and classroom observations. Analysis was conducted using an interactive model. The findings indicate that with higher levels of student education, the teacher tended to implement less autonomy-supportive instructional behavior (ASIB), believing that more advanced students are capable of self-directing their learning. While ASIB (Autonomy-supportive instructional behavior) significantly impacts student satisfaction and motivation, it has a modest effect on academic achievement at the tertiary level. The study suggests that instead of reducing ASIB (Autonomy-supportive instructional behavior) for certain educational levels, pedagogical strategies should be tailored to appropriately incorporate ASIB (Autonomy-supportive instructional behavior) across different stages of education, recognizing the varying needs for autonomy support.

Keywords: Reflective practice, autonomy-supportive instructional behavior, EFL context, narrative inquiry.

INTRODUCTION

This research was inspired by the issue of school closures during the Covid-19 pandemic, which transformed face-to-face classroom learning into online education from home. A survey conducted by the Alvara Research Center, as cited in [Sumardi and Nugrahani \(2021\)](#), reveals that over 50 percent of respondents supported school closures due to concerns about virus transmission, leading to the continuation of the teaching and learning process online. These abrupt changes to learning conditions impacted various stakeholders, particularly students and teachers. Challenges such as reduced student

engagement, uncertainty about students' comprehension of learning content (Tarrayo et al., 2023), and a lack of technological proficiency among teachers and students (Puspitasari et al., 2021) emerged as significant drawbacks of this shift to online or flexible learning.

In Indonesia, Sumardi and Nugrahani (2021) conducted research on pedagogical strategies to adapt to Emergency Remote Teaching (ERT), finding that students with lower academic abilities often struggled with discipline in virtual classes and that there was reduced teacher control over students. The main challenges in online teaching and learning during the Covid-19 era included the learners' limited ability to self-regulate and teachers' diminished control over their students. Autonomy, defined by Benson (2013) as the capacity to control one's own learning or teaching, became a critical requirement to address these challenges. Chik and Benson (2020) also emphasized the crucial role of autonomy in successful teaching and learning amid the Covid-19 pandemic, as it allows students to manage their learning in these unprepared conditions.

In the recent post-pandemic era, educational settings have largely returned to in-person classroom teaching and learning. Despite this shift, the role of autonomy in language learning remains paramount. Benson (2013) argues that autonomy is not only a legitimate but also a desirable goal in language education, empowering students to control their learning in various conditions and situations. Recognizing its significance, extensive research has been dedicated to fostering learner autonomy. This includes exploring learner-based approaches (Ding & Yu, 2022; Ozer & Yukselir, 2023; Tuan, 2021) as well as teacher-based approaches (Alrabai, 2021; Syafryadin et al., 2022; Artini et al., 2022; Alwasidi & Alnaeem, 2022), all aimed at promoting autonomy from both teacher and learner perspectives.

However, this research specifically concentrates on teachers' role in supporting learner autonomy. Reeve and Cheon (2021) have highlighted that student engagement and prosocial behavior are often most pronounced in classrooms where students experience motivational satisfaction. Classroom dynamics, as Ryan and Deci (2017) and Hattie (2008) suggest, play a crucial role in influencing student motivation and learning outcomes, with the teacher's motivational style being a key factor. Among various instructional practices, those that support autonomy are considered the most impactful. Thus, this study emphasizes the importance of teachers' autonomy-supportive instructional practices in fostering learner autonomy.

Extensive research has been conducted on the practices of teacher autonomy support aimed at fostering learner autonomy. Studies report that such support from teachers significantly enhances autonomous motivation and perceived competence in learners, as mentioned by Ruzek et al. (2016). This, in turn, has been linked to increased enthusiasm for learning, as illustrated in Jenö et al. (2023). Additionally, autonomy support has been shown to bolster a growth language mindset, enabling learners to feel more competent and comfortable while learning the English language, as found by Zarrinabadi et al. (2021). Regarding teachers, research indicates that allowing teachers to exercise decision-making autonomy positively influences their creative thinking, metacognition, and self-efficacy. These attributes are crucial for improving teachers' ability to support learner autonomy, as highlighted in Orakci and Durnali (2023).

Previous studies have primarily concentrated on how teachers' autonomy-supportive practices influence student achievement. However, if we prioritize the

development of autonomy in formal learning, conscious reflection becomes crucial from the outset, as all formal learning stems from deliberate intention (Little, 1996). Consequently, reflection is integral to fostering learner autonomy. Despite its importance, there has been limited research exploring teachers' reflections on their practices aimed at promoting autonomy in English language learning and teaching. This research aims to bridge this gap by focusing on teachers' reflections regarding autonomy-supportive practices to enhance learner autonomy. Investigating teachers' experiences through reflection is vital, as Benson (2013) emphasizes the connection between reflection and autonomy, highlighting the cognitive and behavioral processes through which individuals exert control over their experiences.

METHOD

This research, utilizing a narrative inquiry approach, explored how teachers interpret their experiences in learning and teaching English through storytelling. Understanding the phenomenon from the teacher's perspective, as emphasized by Barkhuizen et al. (2014), is essential. The study focused on stories derived from the experiences of an EFL teacher at the tertiary level, serving as the primary data source. This approach, known as 'analysis of narrative' in narrative inquiry, involved examining and recounting these stories using a biographical method. The participant was purposively selected for their extensive teaching experience in the EFL context, underscoring the importance of participants' experiences in narrative inquiry, as they provide vital data for analysis.

Semi-structured interviews and classroom observations were key methods for data collection in this study. The interview guidelines were tailored to elicit teachers' reflections on language learning and teaching experiences, drawing on Farrell's (2015) concept of reflective practice and Cheon and Reeve's (2021) concept of autonomy-supportive instructional behavior. The iterative nature of qualitative research necessitated alternating between classroom observations and interviews. Employing an interactive data analysis model as outlined by Miles et al. (2014), this qualitative research encompassed four fundamental steps: data collection, data condensation, data display, and drawing and verifying conclusions.

In the data condensation phase, unnecessary details were eliminated, and the remaining data were coded and categorized into themes based on theories of reflective practice and autonomy-supportive instructional behavior (ASIB). The data were then organized into matrices for display, facilitating a compact and comprehensive understanding of the findings. This stage was crucial for informing subsequent analysis steps. The final phase involved drawing conclusions and verifying the data, which included rechecking and confirming findings with participants. Moreover, systematic approaches are essential in any research, particularly in data collection and analysis. Barkhuizen et al. (2014) emphasize the importance of trustworthiness, which pertains to how accurately narrative study findings represent the underlying realities they claim to depict. To achieve this trustworthiness, the researchers implemented member checking to ensure that the narratives produced aligned with the participants' intended meanings.

FINDING AND DISCUSSION

T1's Philosophies About Teaching in an EFL Context

I have been interested in English since elementary school, but the most memorable moment was when I had the opportunity to be a teacher for my classmates. I got positive feedback from my teacher.

T1 had a memorable experience with her elementary school teacher, who played a pivotal role in inspiring her to become an English teacher. In her early years, T1 was motivated by her teacher's behavior in class. This admiration was acknowledged by her teacher, who gave positive feedback on T1's teaching practice in class. When T1 was assigned to practice teaching in front of her classmates, her teacher's response was highly encouraging, asserting that T1 would make a good teacher. This affirmation greatly influenced T1's ambition to become an English teacher and led to her teacher becoming a role model in her teaching journey.

Since then, I've been keen to replicate the learning strategies my teacher used in my own classes. Initially, I imitated these methods even before fully understanding my own teaching identity.

T1's decision to view her elementary school teacher as a role model led her to adopt similar teaching strategies. Initially, she applied these strategies in her classes without much personal adaptation. However, upon realizing that she was mimicking her teacher's methods without considering her own unique identity, T1 began to develop and implement teaching strategies that were more reflective of her individual style. Despite this shift, she continued to incorporate some aspects of her teacher's approach. Over time, T1 transitioned away from merely replicating her teacher's strategies to embracing methods that better aligned with her personal teaching identity.

One of the teaching methods I've consistently implemented for a long time is the student-centered learning strategy, where the ultimate goal is for students to communicate effectively in English.

T1's growing awareness of her identity and how it influences her teaching strategies encouraged her to focus more intently on her teaching goals. Her primary objective in teaching English is to help students become proficient in speaking the language. To achieve this, T1 has adopted learning practices that actively involve students in both teaching and learning activities. She makes a concerted effort to ensure that every student is engaged in every aspect of the English learning and teaching process in her classroom.

T1's Principle of Teaching in an EFL Classroom Context

The primary aim of T1's strategy is to establish rapport with students, creating a connection that makes them feel safe and comfortable enough to express themselves in class.

T1's belief in teaching English effectively to enhance students' speaking skills greatly influences her choice of classroom strategies. She is committed to fostering a student-centered environment where every student is actively involved in class activities. In her practice, T1 incorporates techniques used by her own teacher that support her in

connecting with her students. She believes that developing a strong teacher-student relationship helps make students feel at ease in expressing themselves in the classroom.

If students feel comfortable, their speaking ability will improve, and they will not feel embarrassed when they make English mistakes. The essence of student engagement is to provide choice. Some examples of such teaching strategies are as follows.

For T1, student comfort is key to improving their speaking abilities and reducing embarrassment over making mistakes in English. She views student engagement as essential, emphasizing the importance of offering choices. Her teaching strategies are designed to create a teacher-student relationship conducive to open expression. T1 asserts that such a relationship enhances students' English skills by minimizing their hesitation and embarrassment when facing difficulties in speaking English. Beyond fostering comfort, T1 also encourages students to be resilient in overcoming challenges and failures. To build this relationship, she ensures that students are involved in every learning decision, firmly believing that allowing students the freedom to make choices about their learning is crucial.

T1's Theory About Teaching in an EFL Context

When I taught at SMA Muhammadiyah, I implemented a task-based activity that involved students, the academic community, and the canteen staff.

Rooted in T1's principle of the importance of relationship-building in the EFL context, she believes students should feel comfortable and engaged in learning activities. T1 applied this philosophy in every lesson she conducted. During her tenure at SMA Muhammadiyah, she put task-based learning into practice. In one such activity, T1 brought together students, the entire academic community, and the cafeteria staff in a collaborative effort to teach them how to articulate prices in English.

Before setting the teaching curriculum, I conducted a needs analysis. My goal was to create an atmosphere in each departmental meeting where employees could comfortably interact in English.

T1's experience in tailoring learning environments to ensure student comfort was also evident when she taught English to company employees. To ensure that the learning was targeted and comfortable for the employees, T1 conducted a needs analysis in collaboration with the company's HR department before finalizing the teaching curriculum. Ultimately, she chose to teach in each division separately, believing that this approach would make the students more comfortable as they were among their divisional peers.

While teaching at the elementary level, I gleaned valuable insights about teaching quality theory from colleagues and mentors. Recognizing the high energy levels of children and teenagers, I implemented a gamification system in my classes, while with my older students, I facilitated more open discussions.

During her tenure at her current institution, T1 acquired a new perspective on lesson planning. She learned from her colleagues the importance of fairness to all students. Observing the abundant energy of her students, T1 chose to integrate gamification into her teaching strategy to foster enthusiasm in every learning activity. Prior to classroom

activities, T1 conducted a needs analysis, which informed her lesson planning. In preparing her lesson plans, she meticulously outlined activities, selected teaching materials, and determined the methods she would employ in class. Although T1 was aware that classes might not always proceed as planned, she consistently aimed to develop detailed lesson plans.

T1's Teaching Practices in the EFL Context

T1 has amassed a wealth of teaching experience across various levels, including elementary, high school, university, and professional settings. In her teaching practice, several aspects of Autonomy-Supportive Instructional Behavior (ASIB) are evident, though not all aspects are present in every EFL teaching context she has encountered.

I did a needs analysis before determining the teaching curriculum. One of them is student involvement, where I also must be fair to all students.

One key aspect of ASIB in T1's approach is student involvement, coupled with a commitment to fairness for all students. The first identifiable ASIB relates to taking students' perspectives, a practice T1 applied while teaching at both elementary and professional levels. She conducted needs analyses to gain insights into each student's requirements, thereby tailoring materials and activities to suit their needs. This process involved discussions with teaching colleagues and student representatives to decide on materials and teaching strategies that would not only meet students' needs but also foster their enthusiasm for learning.

When I taught at SMA Muhammadiyah, I did task-based activities involving students, the entire academic community, and cafeteria merchants. The activities conducted were debate, presentation, and discussion. Children and teenagers have enormous amounts of energy, so I distribute their energy with a gamification system, while my older students tend to open up more discussion opportunities.

After conducting a needs analysis to understand students' perspectives and requirements, T1 supported their intrinsic motivation through ASIB2, which involves encouraging students to pursue their interests. In her practice at SMA Muhammadiyah, T1 applied task-based activities engaging the entire academic community and cafeteria merchants, like exercises on mentioning prices in English. For professional-level students, T1 provided diverse activities such as debates, discussions, and presentations to maintain engagement and prevent monotony. In contrast, her approach at the elementary level involved a gamification system to utilize the high energy of young students. These varied strategies demonstrate T1's implementation of ASIB2 across different teaching levels to cater to each student's needs and encourage active participation in learning activities.

In my higher education teaching practice, I always involve students in every activity. Even when teaching reading for TOEFL, I strive to make learning activities engaging rather than just having students sit and read texts. I ask students to choose their groups, and each group decides what snacks to sell. I let them have this choice because forcing the same number of items on everyone could overburden beginners due to the difficulty level, affecting the effectiveness of the allotted time. The activities we conduct include debates, presentations, and discussions. We also play cards to review material

from previous sessions. I have prepared several activities, and students can choose what they want to do.

After providing engaging activities, T1 allows students to choose learning activities that meet their needs and interests. At the high school level, she didn't offer this level of freedom since the learning activity was predetermined, though she did allow students to choose their group members and sales targets in the task-based activities. At the professional level, T1 offered choices among debates, presentations, or discussions, aligning with students' needs and interests. For elementary students, even though T1 prepares specific activities, she remains open to modifying them based on student agreement and individual needs.

Additionally, she gives elementary students the freedom to work on assignments either in groups or individually. This approach aims to practice the material taught using authentic materials, so employees learn English relevant to their field. For instance, personnel department employees would learn English for recruiting, interviewing, and development training. T1 explains the benefits of the material through student-involved activities. At the high school level, she taught price mentioning in English and made it practical by implementing buying and selling activities with the academic community and cafeteria merchants. For professional-level students, T1 employed a personalization technique to tailor the subject matter to their work field, essentially applying ESP (English for Specific Purposes) learning.

Before we do a test, we should know the problem. So, after that, we can try to solve the problem in the reading test, especially in the TOEFL test.

The game T1 played was themed around the challenges encountered in reading activities. T1 explained that these activities help students analyze problems they may face during the TOEFL reading test.

The activity we just did is call it scanning. Scanning is the most important technique that we have to have when we read in TOEFL.

On another occasion, T1 discussed the importance of teaching scanning techniques for reading comprehension in the TOEFL test, emphasizing the relevance of the material for students preparing for the exam.

After students chose their groups, I observed a tendency for them to group with others at similar English proficiency levels. If beginner students were tasked with selling many items, it would take them longer than the advanced students.

T1 applies ASIB5 in her teaching, recognizing and addressing students' negative feelings during classroom activities. Whether teaching high school or elementary students, she noticed students preferred grouping by language ability. Recognizing this, T1 allowed them freedom in setting their sales targets, understanding that equal targets would be unmanageable for beginners compared to advanced groups.

Why are you avoiding my eyes? It's ok. Just share your opinion.

T1 recognized students' anxiety and fear about expressing opinions in class and attempted to reassure them that their contributions were valuable and not to be feared. At

the elementary level, T1 offers alternative activities if she senses a lack of enthusiasm for planned lessons. For example, if the other students find a game uninteresting, she seeks other engaging activities. If students appear tired, she opts for less physically demanding teaching methods.

I asked them what they wanted to play, and they said they wanted to play cards.

T1 only applies ASIB7, which involves using invitational language at the elementary level. When she notices students' reluctance, she offers more engaging activity options, asking them about their preferences in a patient and inviting manner.

I was surprised and amused by the students' creativity.

T1 also demonstrated patience with high school students, particularly when trading activities did not go as planned. She viewed these deviations as manifestations of student creativity, understanding that cognitive engagement, conceptual learning, and behavioral change take time and require her patience.

T1's Reflection on Her Teaching Practices

Currently teaching General English at the university, T1 faces a unique challenge. Her students, primarily in their second semester and from various majors, are expected to excel in English. However, T1 observed that students majoring in English education found the General English material too easy, expressing dissatisfaction and a preference for more advanced content, like the TOEFL program. In response to this feedback, T1 adapted her teaching method:

I eventually changed my learning model from lecturing to solo micro-teaching.

This approach involves students practicing teaching with each specified material, aiming to integrate English skills with essential teaching competencies for English Education majors. T1's strategy is not just about understanding the material but also about effectively delivering it to future teachers.

I explained the indicators of good teaching quality and conducted a vote at the end of the class to determine the best teaching group. Therefore, it can be concluded that I prepare students to be ready for the professional field as a teacher.

This method serves a dual purpose: it gauges students' comprehension of the syllabus and their ability to communicate this knowledge effectively. T1's goal with this learning model is clear: to align the coursework with the future professional roles of her students, particularly those specializing in English education. By focusing more on teaching quality indicators rather than just General English content, T1 aims to prepare her students for real-world teaching challenges. Moreover, T1 reflects and highlights her commitment to providing practical and relevant education.

Based on T1's experiences teaching at various educational levels, she has observed that the Indonesian education system is still overly centralized and does not always align with the skills needed in the workforce. T1 emphasizes the need for more autonomy and flexibility in the university-level curriculum. She advocates for allowing students to choose their courses based on their individual needs and interests, suggesting that curriculum developers should offer a range of material options.

Furthermore, T1 believes that the integration of experts and practitioners in developing the curriculum would greatly enhance the relevance and effectiveness of English language teaching. This approach would not only cater to academic requirements but also bridge the gap to students' future occupations, producing graduates who are better prepared for the workforce. T1 concludes that both university and high school curricula would benefit from integration with professional fields, ensuring that education is directly relevant to the skills and knowledge required in the job market. Her insights reflect a desire to reform the education system to be more responsive to the evolving demands of the workplace.

DISCUSSION

The development pattern of Autonomy-Supportive Instructional Behavior (ASIB) in T1's teaching is shaped more by the educational level of her students than by her tenure in teaching. Notably, ASIB is least evident when T1 teaches professional-level students. Analysis of the data presented in Table 1 reveals a trend: the higher the educational level, the less frequently T1 employs ASIB in English language learning within the EFL context. This pattern suggests that as students advance in their education, they require less support in internalizing autonomy. This is because individuals at higher educational levels are typically more adept at assimilating values, beliefs, and norms from social sources and integrating them into their personal learning processes. Consequently, T1 believes that these students have a greater capacity to self-direct their learning journey. In contrast, younger learners, being at an earlier stage of their educational development, have a greater need for autonomy-supportive instructional behaviors to facilitate their learning in the English language.

Table 1. T1's implementation of ASIB in each education level

Educational level	Year	ASIB 1	ASIB 2	ASIB 3	ASIB 4	ASIB 5	ASIB 6	ASIB 7
Elementary level	2016-2018	✓	✓	✓	✓	✓		
Secondary school level	2009-2014		✓	✓	✓	✓		✓
Tertiary level	2019-now	✓	✓		✓	✓		
Professional level	2014	✓	✓	✓				

T1's philosophy towards English language teaching is deeply influenced by her own learning experiences as a young student in elementary school. The positive feedback she received from her teacher was a crucial motivating factor in her decision to become an English teacher. This type of interaction is an example of what [Xie and Derakhshan \(2021\)](#) term 'confirming communication,' where T1 felt recognized, acknowledged, and supported, as described by [Ellis \(2000\)](#). The feedback from her teacher made T1 feel valued, significantly boosting her motivation to learn and teach English, aligning with the observations of [Burns and Chopra \(2017\)](#). In contrast, disconfirming communication, characterized by a lack of feedback, ignoring student questions, and a lack of enthusiasm, can have detrimental effects. [Ellis \(2000\)](#) and [Goldman and Goodboy \(2014\)](#) highlight how such communication can make students feel undervalued and demotivated, leading to a

lack of active participation in the learning process. Thus, T1 believes that for students to be effectively motivated to learn English, it's crucial for teachers to ensure students feel valued. This can be achieved through confirming communication and avoiding disconfirming communication, thereby creating a positive and engaging learning environment that encourages active and enthusiastic student participation.

T1's experience with confirming communication, exemplified by the positive feedback from her elementary school teacher, profoundly shaped her principles in teaching English. T1 emphasizes that the primary goal of learning English for EFL students is to enable them to speak the language confidently. To achieve this, she focuses on cultivating a positive relationship between students and teachers. T1 believes that when there is a harmonious relationship, both students and teachers feel comfortable and enthusiastic about the learning and teaching process. According to [Lou and Noels \(2019\)](#), students who enjoy their learning experiences are more likely to take initiative in their education and plan their activities effectively. This understanding of the emotional dynamics in the classroom is central to T1's approach. She recognizes the importance of fostering positive emotions between teachers and students as a crucial element in achieving learning objectives.

T1's journey in developing her teaching philosophy also reflects her evolving professional identity. Initially, she was inclined to replicate the teaching strategies of her own teacher, finding them enjoyable and effective. However, as [Derakhshan et al. \(2020\)](#) note, a teacher's professional identity is vital in understanding their performance and effectiveness. This identity is intertwined with personal beliefs, self-conceptions, and perceived roles in the classroom. [Cheung \(2008\)](#) also highlights that these beliefs and perspectives are significant contributors to a teacher's success. Realizing her own unique beliefs and values, T1 gradually began to move away from simply mimicking her teacher's methods. She embarked on a journey of self-discovery, exploring and implementing teaching models that resonated more authentically with her identity and passion. This shift signifies T1's commitment to developing a teaching style that is not only effective but also a true reflection of her individuality and educational philosophy.

T1's theoretical understanding of teaching has been effectively translated into her strategies within the EFL classroom context. Her approach can be categorized under autonomy-supportive instructional behavior (ASIB) in EFL teaching. The patterns observed in T1's application of ASIB across different educational levels have been informed by her varied teaching experiences. She noticed that the higher the educational level of the students she taught, the less she utilized ASIB, particularly in aspects of support internalization, as defined by [Reeve and Cheon \(2021\)](#). This aspect refers to the process of assimilating values, beliefs, and norms from social sources and integrating them into one's own identity.

T1 applies less ASIB in the aspect of support internalization with adult students because she perceives them as having already developed a full set of values, beliefs, and social norms. Consequently, she tends to afford more freedom to adult learners in their educational journey. This approach is guided by the understanding that even though adult learners have the capacity to exercise their freedom irresponsibly, they are generally more capable of making informed choices. T1's pedagogical decisions in this regard are influenced more by practical considerations than by a philosophical stance on the

autonomy of adults versus young people, as discussed by [Benson \(2013\)](#). Therefore, in higher education settings, T1 does not heavily rely on invitational language or display the same level of patience as she might with younger learners. She operates under the belief that students at these advanced levels are better equipped to understand and internalize values and norms, allowing her to adopt a more hands-off approach to facilitating their learning.

Furthermore, the research by [Okada \(2023\)](#) provides valuable insights into the impact of autonomy support on university students' motivation and academic achievement. According to the findings, while autonomy support from teachers has a relatively less direct effect on students' academic performance, it significantly influences their motivation and, most notably, their satisfaction. This highlights the importance of fostering a learning environment where students feel empowered and valued.

Moreover, [Okada's \(2021\)](#) research, grounded in Self-Determination Theory (SDT), suggests that specific intervention programs can effectively enhance students' autonomous motivation. When students are autonomously motivated, they are more likely to excel academically. This motivation not only contributes to academic success but also to resilience, greater satisfaction, and a more positive overall learning experience. Thus, it can be concluded that autonomy-supportive instructional behavior is a critical factor in the success of learning at all levels of education. Its influence extends beyond mere academic achievement, encompassing broader aspects of student well-being, including motivation, resilience, and satisfaction. This underscores the importance of adopting teaching strategies that support and nurture student autonomy across various educational contexts.

CONCLUSION

T1's extensive experience in English teaching has not significantly influenced her use of autonomy-supportive instructional behavior (ASIB). Instead, the educational level at which she teaches has had a more profound impact on her application of ASIB. Particularly in the aspect of internalization, T1 applies fewer ASIB principles at higher education levels. She recognizes that students in these settings are more adept at integrating social values, beliefs, and norms into their personal learning processes. Consequently, T1 believes that students at higher education levels are better equipped to direct their own learning, whereas students at lower educational levels benefit more from instructional practices that foster autonomy in English learning.

The influence of ASIB is evident in various aspects that contribute to successful learning. While its impact on certain aspects, such as academic achievement, might not always be substantial, it significantly affects students' motivation and satisfaction. These aspects are interconnected and collectively contribute to the overall success of learning. Therefore, the application of ASIB in one aspect of learning can influence other aspects. Even at the university level, where students are expected to be more self-directed and have greater freedom in their learning, ASIB remains a critical strategy. It supports students in becoming autonomous, achieving psychological satisfaction, and attaining academic success, particularly in EFL contexts.

The importance of autonomy-supportive instructional behavior across all education levels should be a key consideration for teachers, education policymakers, students, and parents. Instead of reducing ASIB at certain educational levels under the assumption that it

is unnecessary, a more effective approach would be to adapt pedagogical strategies that are appropriate to each educational level. It is crucial to note that the data for this study were gathered from an EFL teacher at an English education faculty in a university at Indonesia. This represents a limitation of the study, as it may reduce the generalizability of the findings and results. The study was focused on how teachers' experiences in teaching English influence their reflections on the practices of ASIB in the classroom. Given the discussion of the research results, future research could further investigate the relationship between the implementation of ASIB and student learning achievement. Such studies could benefit from a broader focus that includes both teachers' and students' perspectives, offering a more comprehensive understanding of the impact of ASIB in educational settings.

REFERENCES

- Arabai, F. (2021). The influence of autonomy-supportive teaching on EFL students' Classroom Autonomy: An experimental intervention. *Frontiers in Psychology*, 12(September). <https://doi.org/10.3389/fpsyg.2021.728657>
- Alwasidi, A., & Alnaeem, L. (2022). EFL university teachers' beliefs about learner autonomy and the effect of online learning experience. *English Language Teaching*, 15(6), 135. <https://doi.org/10.5539/elt.v15n6p135>
- Artini, L. P., Nitiasih, P. K., & Wirapatni, A. A. I. S. (2022). Learner autonomy amid COVID-19 outbreak: Insights from EFL teachers' beliefs. *Kasetsart Journal of Social Sciences*, 43(3), 741–748. <https://doi.org/10.34044/j.kjss.2022.43.3.28>
- Barkhuizen, G., Benson, P., & Chik, A. (2014). Narrative inquiry in language teaching. In *Routledge*.
- Benson, P. (2013). *Teaching and researching autonomy* (C. N. C. & D. R. Hall (ed.); 2nd ed.). Routledge.
- Burns, C., & Chopra, S. (2017). A meta-analysis of the effect of industry engagement on student learning in undergraduate programs. *The Journal of Technology, Management, and Applied Engineering*, 33(1).
- Cheung, H. Y. (2008). Measuring the professional identity of Hong Kong in-service teachers. *Journal of In-service Education*, 34(3), 375–390. <https://doi.org/10.1080/13674580802003060>
- Chik, A., & Benson, P. (2020). Commentary: Digital language and learning in the time of coronavirus. *Linguistics and Education*, 62, 1–4. <https://doi.org/10.1016/j.linged.2020.100873>
- Derakhshan, A., Arabmofrad, A., & Taghizadeh, M. (2020). Investigating the effects of English language teachers' professional identity and autonomy in their success. *Issues in Language Teaching*, 9(1), 1–28. <https://doi.org/10.22054/ilt.2020.52263.496>
- Ding, F., & Yu, B. (2022). First year university students' perception of autonomy: an individualistic approach. *Journal of Further and Higher Education*, 46(2), 211–224. <https://doi.org/10.1080/0309877X.2021.1905154>
- Ellis, K. (2000). Perceived teacher confirmation. The development and validation of an instrument and two studies of the relationship to cognitive and affective learning. *Human Communication Research*, 26(2), 264–291. <https://doi.org/10.1111/j.1468-2958.2000.tb00758.x>

- Farrell, T. S. (2017). *Research on reflective practice in TESOL*. Routledge. <https://doi.org/10.4324/9781315206332>
- Goldman, Z. W., & Goodboy, A. K. (2014). Making students feel better: Examining the relationships between teacher confirmation and college students' emotional outcomes. *Communication Education*, 63(3), 259–277. <https://doi.org/10.1080/03634523.2014.920091>
- Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. routledge.
- Jeno, L. M., Nylehn, J., Hole, T. N., Raaheim, A., Velle, G., & Vandvik, V. (2023). Motivational determinants of students' academic functioning: The role of autonomy-support, autonomous motivation, and perceived competence. *Scandinavian Journal of Educational Research*, 67(2), 194–211. <https://doi.org/10.1080/00313831.2021.1990125>
- Little, D. (1996). Freedom to learn and compulsion to interact: promoting learner autonomy through the use of information systems and information technologies. *Taking Control: Autonomy in Language Learning*, 1, 203–218.
- Lou, N. M., & Noels, K. A. (2019). Promoting growth in foreign and second language education: A research agenda for mindsets in language learning and teaching. *System*, 86, 102126. <https://doi.org/10.1016/j.system.2019.102126>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd. Thousand Oaks, CA: Sage.
- Okada, R. (2021). Effects of perceived autonomy support on academic achievement and motivation among higher education students: A meta-analysis. *Japanese Psychological Research*, 65(3), 230–242. <https://doi.org/10.1111/jpr.12380>
- Orakci, Ş., & Durnali, M. (2023). The mediating effects of metacognition and creative thinking on the relationship between teachers' autonomy support and teachers' self-efficacy. *Psychology in the Schools*, 60(1), 162–181. <https://doi.org/10.1002/pits.22770>
- Ozer, O., & Yukselir, C. (2023). 'Am I aware of my roles as a learner?' The relationships of learner autonomy, self-direction and goal commitment to academic achievement among Turkish EFL learners. *Language Awareness*, 32(1), 19–38. <https://doi.org/10.1080/09658416.2021.1936539>
- Puspitasari, P. I., Suwastini, N. K. A., Blangsinga, G. W. K. A. A., Dantes, G. R., & Tuerah, I. J. C. (2021). Boomers' perception towards the implementation of online learning amidst Covid-19 outbreak. *2nd International Conference on Technology and Educational Science (ICTES 2020)*, 128–134.
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and instruction*, 42, 95–103. <https://doi.org/10.1016/j.learninstruc.2016.01.004>
- Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist*, 56(1), 54–77. <https://doi.org/10.1080/00461520.2020.1862657>
- Ryan, R. M., & Deci, E. L. (2017). School as contexts for learning and social development. *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*, 351–381.

- Sumardi, S., & Nugrahani, D. (2021). Adaptation to emergency remote teaching: Pedagogical strategy for pre-service language teachers amid COVID-19 pandemic. *Turkish Online Journal of Distance Education*, 22(2), 81–93. <https://doi.org/10.17718/tojde.906553>
- Syafryadin, Suherdi, D., Nadya, N. L., Harahap, A., & Astrid, A. (2022). Teacher readiness and challenges in creating learner autonomy in ICT-based English learning activities. *Indonesian Journal of Applied Linguistics*, 11(3), 708–717. <https://doi.org/10.17509/ijal.v11i3.34667>
- Tarrayo, V. N., Paz, R. M. O., & Gepila Jr, E. C. (2023). The shift to flexible learning amidst the pandemic: The case of English language teachers in a Philippine state university. *Innovation in Language Learning and Teaching*, 17(1), 130–143. <https://doi.org/10.1080/17501229.2021.1944163>
- Tuan, D. M. (2021). Learner autonomy in English language learning: Vietnamese EFL students' perceptions and practices. *Indonesian Journal of Applied Linguistics*, 11(2), 307–317. <https://doi.org/10.17509/ijal.v11i2.29605>
- Zarrinabadi, N., Lou, N. M., & Shirzad, M. (2021). Autonomy support predicts language mindsets: Implications for developing communicative competence and willingness to communicate in EFL classrooms. *Learning and Individual Differences*, 86(April 2020), 101981. <https://doi.org/10.1016/j.lindif.2021.101981>