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[SALEE] Article Review Request

1 pesan

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Anita Anita:

I believe that you would serve as an excellent reviewer of the manuscript, "Teacher Roles in Fostering Learner Autonomy," which has been submitted to SALEE: Study of Applied Linguistics and English Education. The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2023-06-20 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation.

The review itself is due 2023-07-04.

Submission URL: <https://ejournal.stainkepri.ac.id/index.php/salee/reviewer/submission?submissionId=829&reviewId=436&key=TnFapn93>

Thank you for considering this request.

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"Teacher Roles in Fostering Learner Autonomy"

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, teacher's roles, pre-service teachers

Editor-in-chief

SALEE: Study of Applied Linguistics and English Education

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