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TEACHER TRAINEES' JOURNEY TO DEVELOP LEARNER AUTONOMY

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ABSTRACT

This study concerns the degree of autonomy in English Language Learning (ELL) amongst the ESL (English as a Second Language) teacher trainees in Sarawak. This is part of a larger study which aims to investigate the relationship between ESL teacher trainees' self-rating in ELL and their degree of autonomy based on their perceived ELL. The Pedagogy-Andragogy-Heutagogy Continuum Framework is used to guide the study. Data were collected from questionnaire distributed to 259 ESL trainee teachers from four IPG (Teacher Training Institute) campuses in Sarawak. The data were analysed through descriptive analysis and correlation tests using SPSS version 22. The results revealed that the degree of autonomy of the ESL teacher trainees in ELL is high with significant but weak relationship between their self-rating with ELL and their degree of autonomy. This study adds to the limited data on the learner autonomy of ESL teacher trainees which should be addressed in the Malaysian

Education Blueprint. We recommend that future education policy gives more attention in developing teacher trainees' learner autonomy in order to ensure the alignment between second language teacher training and the development of 21st century learner skills as stated in the Malaysian Education Blueprint.

Keywords: ESL trainee teachers, learner autonomy, Malaysian education blueprint, second language teacher education, 21st century learner skills

1.0 INTRODUCTION

Little attention has been given to the quality of English Language teacher education in Sarawak despite the emphasis on Sarawak English Language Education in the Malaysian Education Blueprint (MEB). MEB states that IPG's (Teacher Training Institute) teacher trainees should be skilful, resourceful, collaborative and independent upon graduation with the support from lecturers and communities at large. Nevertheless, how well prepared are these teacher trainees in becoming autonomous learners? The training provided for the teachers must provide a transformational period to the teacher trainees to shift their learning and teaching styles from pedagogy to andragogy and to heutagogy. In addition, the MEB also states that teacher trainees need to possess thinking skills and be proficient in the language that they learn (Ministry of Education, 2015). Therefore, not only that the teacher trainees are responsible for their language learning but also their peers, and their institutions. This means that they have the responsibility to realise and materialise it. Learners who undergo the MEB system must be trained to be independent learners. This effort complements Holec's (1981) and Vygotsky's (1978) stand that in order for learner autonomy to develop autonomy, the teacher and others supporting roles need to be present in learning. The teacher trainees' training scheme and the curriculum in the Teacher Training Institutes (IPGs) programmes have also been transformed to cater the need of the ever changing world since 2013.

In line with this, the MEB firmly states that teacher trainees who are trained in the IPGs should be skillful, resourceful, collaborative and independent by the time they are graduated with the support from teachers and their communities. Additionally, Benson and Voller (1997) and Thanasoulas (2000) argues that language learning does not only involve cognitive tasks, it

depends to some extent on the learners' stance towards the world and learning activity, sense of self, and desire to learn. Wenden (1998) also agrees that it is important to make the learner to become aware of their own strategies in doing tasks. Hence, the information gathered on how students go about solving problems in learning language may help the learners to attain a certain degree of autonomy. Furthermore, the study by Papaconstantinou (1997) reports that, on-going discussions on learner autonomy in education have been focusing a lot on the authoritative role of teachers in learning rather than on the opportunity of the learner to experience autonomous learning. Hence, Thanasoulas (2000) asserts that learner autonomy is an ideal to be realized if a nation wants to produce self-sufficient and capable learners to face the challenges in the 21st Century education.

In relation to this situation, there are numerous studies on learner autonomy in Malaysia which include various samples from schools, higher education institutions and post-service adult learners from selected higher learning institutions around Peninsular Malaysia. However, not many studies on learner autonomy were conducted in Sarawak and Sabah whereas, it is agreed that learner autonomy is vital for the students to face challenges of 21st century education scenario (Renuka, 2016). In addition, Siew, Confessore, and Moniza (2012) clearly stated that there is insufficient research conducted in investigating learner autonomy in Malaysia.

Consequently, the shift from teacher-centred education to learner-centred education came gradually slow into the millennium (Melor & Nur Dalilah, 2015). Although a number of studies on learner autonomy have proven that learner-centred learning promote learner autonomy, especially in adult learning (Confessore & Park, 2004; Ponton, 1999), most of these studies concluded that learner autonomy degree is still very low among the samples from various education levels if compared to the learners who are trained under the previous Malaysia education system. Normazidah, Koo, and Hazita (2012) listed out several causes of low English language literacy among Malaysians learners including dependency on teachers, unwillingness to communicate in English Language and a mismatch between the policy and the practice in the curriculum.

Then, in 2015, the recent government policy on education in Malaysia started giving more emphasis on Sarawak's education and teacher trainees. In response to this, we felt that it is timely that a survey study on the perceived autonomy in English language learning among the ESL teacher trainees in Sarawak is conducted to bridge the gap in the literature of learner autonomy. Therefore this study aims to examine the relationship between the ESL Teacher Trainees Self Rating in ELL and their degree of autonomy in perception on ELL. This study is

significant as there is a scarcity of research that has been carried out on learner autonomy especially among teacher trainees in Sarawak. Even though the education system today looks into meeting the needs of the individual learners, abandoning the importance of others involved in language learning should not happen if learner autonomy is to take place. This emphasises that learning takes place with the presence of scaffolding or external and internal assistance in learning (Vygotsky, 1978).

With this realisation, it is stated in the teacher training programmes outline in Malaysia that autonomous learning is practiced in the courses conducted under the Teacher Training Institutes. A 2-hours credit is allocated for each class every week for independent learning. Hence, with all the initiatives and reforms in the MEB and credit hours allocated for autonomous learning, a study on whether ESL teacher trainees are ready to be independent in their ELL needs to be studied. The findings of this study will contribute in many ways. Firstly it will add into the learner autonomy's literature in Malaysia. Secondly, helps other relevant institutions that train teachers to review their academic programmes to make them more learner-centric. Finally, this study may serve as one the data input for the next Malaysia Education Blueprint 2013-2025 education's transformation report.

This article discusses part of a larger study on the perceived learners autonomy among the English Language Teacher Trainees from four Teacher Education campuses in Sarawak. The objective of this study is to examine the relationship between the English as a Second Language teacher trainees' Self Rating in English Language Learning and the English as a Second Language teacher trainees' degree of autonomy in Perception on English Language Learning. In order to address the objective, a research question is constructed as follows: What is the relationship between the English as a Second Language teacher trainees' Self Rating in ELL and the English as a Second Language teacher trainees' degree of autonomy in their overall Perception on English Language Learning?

2.0 LITERATURE REVIEW

2.1 Self-determined learning and learner autonomy

The study of Self-Determined Learning (SdL) or Heutagogy is underpinned by two major learning theories namely Humanism and Constructivism (Hase & Kenyon, 2000). It is not a new approach, especially in adult learning. It is regarded as a continuum of the existing Pedagogy and an extension of Andragogy (Blaschke, 2012). It is also a learning system that is defined as self-determined learning. Therefore, the theory suggests on creating self-directed learning setting for students to discover their own learning settings and discover its focus and

the suitable learning method preferred by the learner rather than on what is being taught (Blaschke & Hase, 2015; Canning, 2010; Eberle & Childress, 2006; Hase, 2009; Hase & Kenyon, 2003, 2007, 2013; Kenyon & Hase, 2001, 2010).

Figure 1.1 shows the theoretical framework for this study. It reveals a relationship between learner maturity and autonomy and the progression of PAHC in a learner's experience in learning. It explains further on Self-Determined Learning (SdL) that involves a certain degree of autonomy advancement in learning languages along with the learner's progress in learning from Level 1 (Pedagogy) to Level 2 (Andragogy) and Level 3 (Heutagogy). SdL supports learner autonomy and acknowledges the students' needs for guidance from either the lecturers, institutions or communities at a certain extent in learning how to learn (Blaschke, 2012; Canning & Callan, 2010; McAuliffe, Hargreaves, Winter, & Chadwick, 2009).
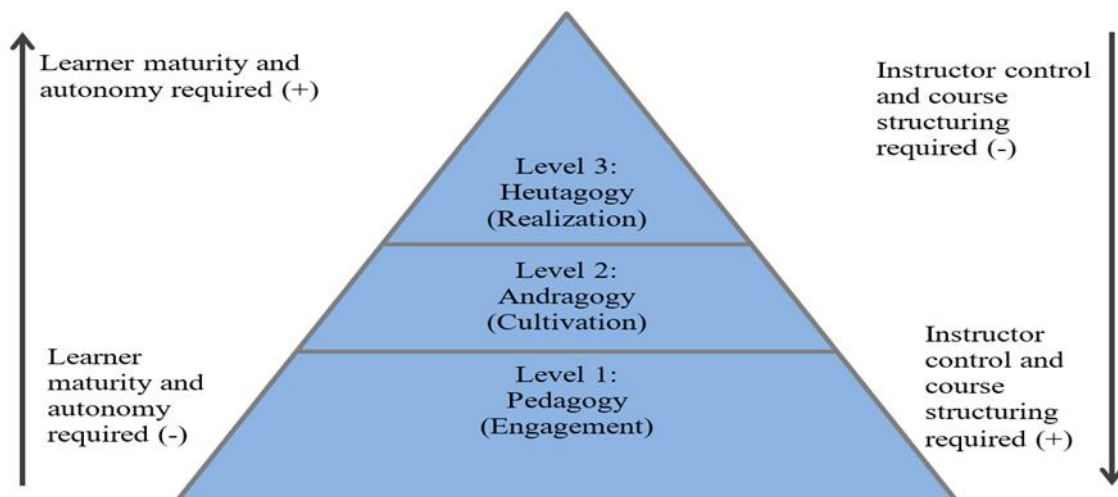

Figure 1.1: Theoretical framework: Progression from pedagogy to andragogy then to heutagogy continuum or PAHC framework (Blaschke, 2012 adapted from Canning, 2010)

Heutagogic approach in learning can be seen as a learning process in which a learner progresses into maturity and becomes a learned person. In Heutagogy, the ultimate aim is to learn how to learn by not rigidly following the traditional learning approach. It can be assumed that the degree of autonomy in learning rises from 'Very Low' to 'Very High' as it progresses from Level 1 to Level 3 in the Pedagogy-Andragogy-Heutagogy Continuum. The instructor or lecturer has lesser control on the learning structure as the learning level increases. Andragogy applies the principle of Self-Directed Learning (SDL) while Heutagogy does not work that way. Knowles (1970) defined SDL as a linear progression in a learning process, but Hase and

Kenyon (2000) asserted that Self-Determined Learning (SdL) that learning is flexible and does not necessarily planned. The higher degree of autonomy, the higher the learner's progression in learning a language. The lesser control of the instructor or the lecturer and the course structuring, the higher degree of learner maturity and autonomy are in the learner's progression in learning a language. As this study focuses on learner autonomy, the analysis of data and discussion will focus on learner autonomy among teacher trainees based on PAHC. The higher the degree of autonomy of the teacher trainees, the higher is their level Self-Determined Learning (SdL) is in PAHC.

This study is also related to learner autonomy (LA) that Benson (2001) gathered mainly from Holec's (1981) definition. Holec elaborated on the basic definition of autonomy:

> To take charge of one's own learning is to have, and to hold, the responsibility for all decisions concerning all aspects of this learning, i.e.: determine the objectives; define the content and progressions; select the methods and techniques to be used; monitor the acquisition procedure by proper speaking (rhythm, time, place, etc.); evaluate what has been acquired. The autonomous learner is himself capable of making these decisions concerning the learning with he is or wishes to be involved.
>
> (Holec, 1981, p. 3)

However, Benson (2001) stressed that autonomy is a capacity belongs to the learner and his or her attributes, rather than the learning situation. He agreed to Holec that Learner Autonomy (LA) is a developmental process that is related to the teachers or institution, as well as the learner's participation in self-directed learning modes without necessarily carrying any consequence of it (Benson, 2001). Autonomy is also a natural product of the practice of the adult self-directed learning or learning in which the objectives, progress and evaluation of learning are determined by the learners (Benson, 2001). Little (1991) had a contradicting opinion but still complemented Holec's autonomy. Little stressed that autonomy is not merely a matter of how the learning is organised but also the learner's capacity to learn and transfer what he or she has learnt to a wider context. Being autonomous is more towards self-initiating compared to being a response to a certain task in which the learner's behaviour can be directly or indirectly noted.

Little (1991), Sinclair (2000), and Benson (2011) relate LA with the 'capacity' of the students to take over own learning using their own ability. This definition is aligned with two Malaysia Education Blueprint: Preschool to Post-Secondary 2013-2025 or MEB-1's Student

Aspirations that are to have students to be proficient in English Language besides acquiring knowledge and develop thinking skills as preparation to face challenges in the global world in the 21st century setting (Ministry of Education, 2013).

While participating in the education transformation and new curriculum, teacher trainees are assumed to able to learn how to learn and have the capacity to be in control or what and when to learn by the end of Wave 1 of the MEB-1. Based on Ministry of Education (2015) in the Report of Malaysia Education Blueprint: Preschool to Post-Secondary 2013-2015 (RMEB 2013-2015) no statistical evidence of its intended outcome in producing independent, qualified and professional teacher trainees are stated even though they have gone through the transformation process in the curriculum as manifested in the MEB-1 2013-2025. Their learning experience and the capacity (knowledge and skills) development that they have acquired by going through the educational transformation based on the MEB-1 for the year 2013-2015 remains unknown.

2.2 The double-loop model

Double-Looping is a principle in Heutagogy that is facilitated by reflective learning (Argyris & Schön, 1978; Brockbank & McGill, 1998; Booth, Blaschke, & Hase, 2016). Double-Loop Learning Model as shown in Figure 1.2 is a nonlinear learning process and it can occur spontaneously (Eberle & Childress, 2006; Blaschke, 2012). It refers to a framework where students a "consider the problem and the resulting actions and outcomes" (Blaschke, 2012, p. 59). It shows how the students' own beliefs and actions affect their problem solving process. Blaschke (2012) believes that a capable and a competent learner is able to reproduce skills and knowledge in unfamiliar learning conditions and experiences. A learner in a "Single-loop learning" shows a linear learning process, in which learning stops as soon as the learner reaches the "Outcomes" circle.

Single-loop learning symbolises the traditional method of learning. In contrast, the learning process is dynamic and non-linear in the double-loop learning. Competent and capable students who have been through double-loop learning and self-reflection process will be able to adapt in various settings by appropriating and acting effectively to formulate and solve any problem arising during the learning activities (McAuliffe et al., 2009; Phelps, Hase, & Ellis, 2005; Stephenson, 1994). Blaschke (2012) believes that a capable and a competent learner is able to reproduce skills and knowledge in unfamiliar learning conditions and experiences.
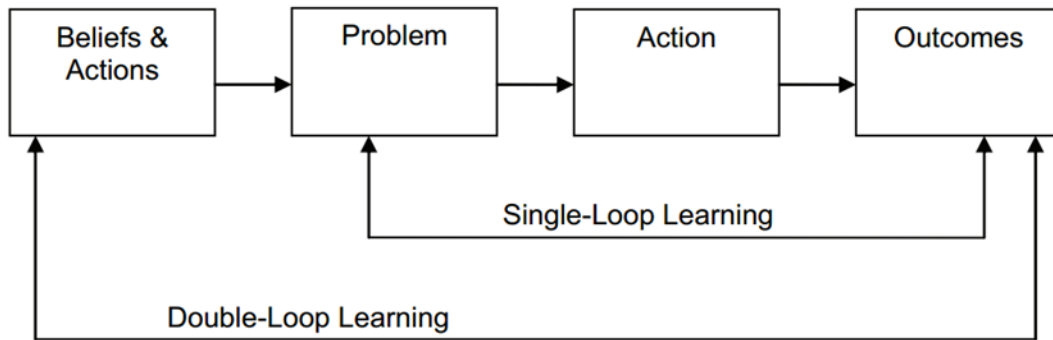
Figure 1.2: Model of double-loop learning (Eberle & Childress, 2006)

3.0 METHODOLOGY

The total population of the English as a Second Language teacher trainees (ESLTTs) in Sarawak is 381. 300 questionnaires were administered in four IPKGs in Sarawak. 287 of them responded to the questionnaires while 28 questionnaires were rejected due to incomplete answers. Three research participants namely P1, P2 and P3 were selected among the senior English Language lecturers using purposive sampling for semi-structured interviews. They have been teaching ESLTTs for at least 5 years in the IPGKs. The findings from the semi-structured interview were used to triangulate the findings from the quantitative data.

For the purpose of this article, the findings from the questionnaire namely Item 4 from Part 1 was used and then correlated against the mean from the Element in Learner Autonomy (ELA). ELA is an accumulated mean of Part 2a, Part 2b and Part 3 of the questionnaires. The ELA mean shows the overall degree of learner autonomy of the ELTTs while Part 1 Item 4 is about Self Rating. The respondents were instructed to rate themselves in English Language Learning based on a scale of 1 to 5 (1=Very Weak to 5=Very Good).

The quantitative data collected in this research was analysed using the Statistical Programme for Social Sciences (SPSS) Version 22 using the descriptive frequency and inferential analysis techniques. There were two types of instrumentation for this research: questionnaires on the learner autonomy and the semi-structured interview questions for interviewing the English Language lecturers adopted from a study by Joshi (2011) on the "Learner Perceptions and Teacher Beliefs about Learner Autonomy in Language Learning".

There were three parts in the questionnaire: Part 1 is on Demography, Part 2a is on the Perception of English Language Autonomous Learning Activities and Plans, Part 2b is on the Perception of Self-Effort in English Language Learning and Part 3 is on the Perception of Roles in ELL. The accumulated mean for Part 2a, Part 2b, Part 3 (ELA) and the mean for Part 1 Item

4 were used to examine the relationship that exists between the degree of learner autonomy and the Self Rating in ELL among the ESLTTs. The data from the questionnaire served as the main data and the semi-structured interviews data were analysed for triangulation purposes. The individual interview transcripts were transcribed and coded into categories.

4.0 ANALYSIS AND DISCUSSION

To answer the research question that is to examine the relationship between Self Rating for English Language Learning and Degree of Autonomy in Perception on English Language Autonomous Learning Activities and Plans, Perception on Self-Effort in English Language Learning and Perception on Roles in English Language Learning (or coded as ELA), a test of normality and an analysis of correlation was conducted. The data for this correlation question was taken from Part 1, Item 4: "Rate yourself in English Language Learning" and the accumulated means from Parts 2a, 2b and Part 3 (ELA).

According to Chua (2012), in order to see the relationship between two variables, an analysis of correlation needs to be conducted. A Test of Normality indicated the type of test to be used to analyse the data to answer the fourth objective and research question. It was found that ELA was normally distributed. Therefore, Pearson Correlation Test was used to analyse the data.

Table 1.2 shows the correlation analysis between Self Rating for English Language Learning (Item 4: "Rate yourself in English Language Learning") and Degree of Autonomy in Perception on EL Autonomous Learning Activities and Plans, Perception on Self-Effort in English Language Learning and Perception on Roles in English Language Learning (Elements in LA). Table 1.2 is to be read side by side with Table 1.3. The result is as follows:

Table 1.2: Correlation between item 4: "Rate yourself in English Language Learning" and the elements in LA

		Rate yourself in English LanguageElements in LA Learning	
Rate yourself in EnglishPearson Correlation		1	.302**
Language Learning	Sig. (2-tailed)		.000
	N	259	259
Elements in LA	Pearson Correlation	.302**	1
	Sig. (2-tailed)	.000	
	N	259	259

**. Correlation is significant at the 0.01 level (2-tailed).

The findings show that there is a significant relationship between Item 4: "Rate yourself in English Language Learning" and the Degree of Autonomy in the Perception on English Language (EL) Autonomous Learning Activities and Plans, Perception on Self-Effort in English Language Learning and Perception on Roles in English Language Learning (Elements in LA). It is found that the correlation value is r=.302, p<.001. The value of r=.302, it also shows that there is a very weak relationship between Self Rating in English Language Learning and Degree of Autonomy in the Perception on EL Autonomous Learning Activities and Plans, Perception on Self-Effort in English Language Learning and Perception on Roles in English Language Learning. It can be concluded that Self Rating in English Language learning contributes to the degree of autonomy.

Table 1.3: Interpretation of the average scores for degree of autonomy (Adapted from

Aliponga, Gamble, & Ando, 2011, p. 93)

Mean Range	Degree of Autonomy	Criteria of Learner / Trainee
1.00 – 1.79	Very low	The trainee cannot learn on his/her own. A lot of assistance is needed from lecturers and others.
1.80 – 2.59	Low	The trainee cannot learn on his/her own. Assistance is needed from lecturers and others.
2.60 – 3.39	Moderate	The trainee can learn on his/her own. Some assistance is needed from lecturers or others.
3.40 – 4.19	High	The trainee can learn on his/her own. Less assistance may or may not be needed from lecturers or others.
4.20 – 5.00	Very high	The trainee can learn on his/her own. Assistance may or may not be needed from lecturers or others.

Table 1.3 shows the Interpretation of the Average Scores for Degree of Autonomy that was adapted from Aliponga et al. (2011). There is a five-range for the degree of autonomy for learner autonomy suggested by Aliponga et al. (2011, p. 93):

Very Low, Low, Moderate, High and Very High. Besides the correlation results, the research participants responded to Research Question 4 and their answers are almost parallel to the findings in Table 4.11. P1 said that "it is a bit subjective" and "it depends on the nature of the courses and the subjects" but rated them as "Good at ELL" (P1.2[11-13]). The ESLTTs would be more "independent if the course was a course that was more methodological or application-based than theoretical or content-based" (P1.2[14-15]). P2 thought that the ESLTTs were "Good at ELL". P3 said that Self Rating does "not necessarily" have an impact on the LA (P3.2[12]). For P3, the ESLTTs were already independent learners, but she perceived that there was a high "possibility" that Self Rating of the ESLTTs in ELL had a correlation with LA (P3.2[13]). She felt that "Attitude" as well as "Passion… Facilities and Motivation" were the other factors besides Self Rating that were correlated with each other if LA was to be measured or seen in the ESLTTs' ELL situations (P3.1[12-13, 20-21]). In short, P1, P2 and P3 agreed that Self Rating is not significant enough to influence LA in EL among the ESLTTs.

Based on Table 1.2, Self Rating was indeed a significant factor in the study of perceived autonomy among the ESLTTs in ELL. However, it is has a Very Weak relationship in determining its influence on the degree of autonomy of the ESLTTs in terms of English Language Learning (ELL). The findings show that there is a relationship between the variables, but which variable has a stronger influence on the degree of autonomy among ESLTTs in ELL is yet to be investigated.
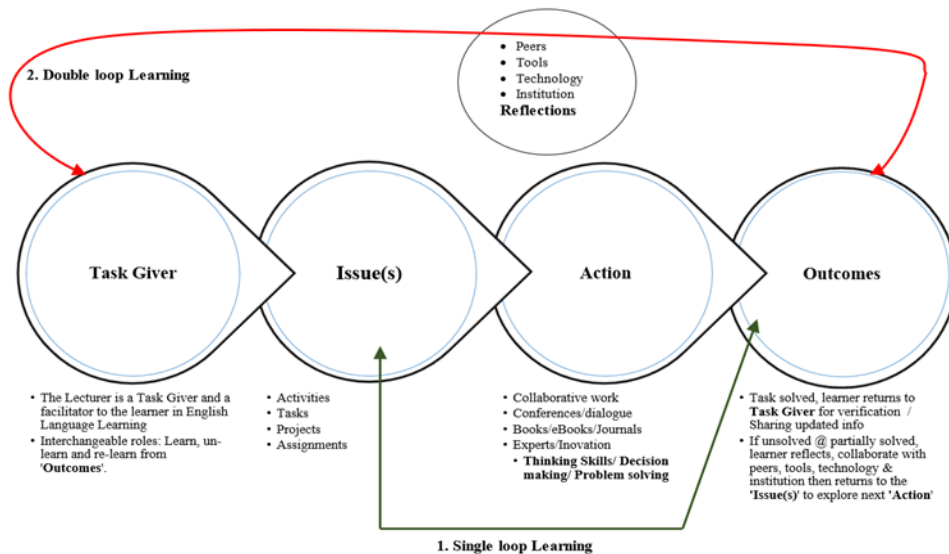

Figure 1.2: Double-loop learning model (Eberle & Childress, 2006, p. 183)

A learner in a "Single-loop learning" shows a linear learning process, in which learning stops as soon as the learner reaches the "Outcomes" circle. Single-loop learning symbolises the traditional method of learning. In contrast, the learning process is dynamic and non-linear in the double-loop learning. The Double-Loop Learning Model complements the learner autonomy concept in which it continuously shifts the roles of the "Task Giver" or the lecturer as facilitators in the IPGKs. They are given the freedom to have opposing ideas, encourage, and support the ESL teacher trainees. From the findings, the ESLTTs perceived that the lecturers need to exercise their authority and point out the ESLTTs' areas of difficulties (Table 4.9, Item 3 & 6). However, the ESL teacher trainees themselves were held responsible for what was accomplished by the end of the discussion (Eberle & Childress, 2006; Eberle, 2013). The ESLTTs need to have a clear vision on their ELL objectives and assume responsibility in finding their way around ELL. Autonomous learners in a heutagogic learning environment

need to have opportunities to reflect and transcend to a higher level of cognitive activity (Blaschke & Hase, 2015).

In achieving learner autonomy, Eberle (2013) recommended both parties to have mutual respect, whereby the lecturers and English as a Second Language Teacher Trainees (ESLTTs) are willing to share, reflect and consider views from different angles. When the ESLTTs are given an "Issue(s)" to solve, collaborative work, thinking skills, decision-making and problem-solving skills come into practice as the teacher trainees think of ways to solve the "Issue(s)". Tasks, activities, projects or assignments are regarded as examples of "Issue(s)" in the English language learning (ELL) context. The ESLTTs are to consider appropriate "Action(s)" to overcome the "Issue(s)" in ELL. Then, they are to evaluate the "Outcomes" as the result of the "Action" by going back to the "Issue(s)," and this process is called Single-Loop learning.

The Single-loop learning circle is completed when the "Issue(s)" is solved or remains unsolved at the "Outcomes" circle. Double-loop learning starts as the ESLTTs reflect upon the "Outcomes" and go back to the "Task Giver" to explore a different paradigm in considering other angles to get more solutions for the "Issue(s)". The double-loop learning model in Figure 5.1 illustrates how the English as a Second Language Teacher Trainees (ESLTTs) react towards the "Issue(s)" in their learning task. In order to overcome the given "Issue(s)" from the Tasks, Activities, Projects or Assignments, they need to explore every possible angle. As an autonomous adult learner, the learner is free to choose the appropriate "Action" after they understand the Task Giver's instructions and guidance on the "Issue(s)" raised.

The ESLTTs seek advice from his or her peers, use available tools and technology, or go through existing institutional guidelines right after getting the "Outcomes" from the Single-Loop learning process. Then, they refer back to their lecturers who are the "Task Givers" for verification and endorsement of the findings or "Outcomes" of the given task. During knowledge hoarding and the verifying answers process, self-determined learning and learner autonomy are simultaneously applied by the ESLTTs.

Thinking skills, decision-making and problem-solving skills are also needed every time the ESLTTs reflect upon the "Action" taken and the "Outcomes" received. Then, when the double-loop Learning circle is completed, it simultaneously enhances the ESLTTs own independent learning skills through reflection (Argyris & Schön, 1978). The art of filtering, negotiating and contextualising the "Outcomes" are also one of the principles of heutagogy that suggest a non-competitive decision-making of self-gratification as they "would try to find the most competent people for the decision-making to be made and would try to build viable decision-making networks that would maximise the contribution" in the task (Argyris, 1976, p. 369).

As P2 said, the ESLTTs would refer to the lecturers for "clarification and further explanation" (P2.2[39]). Even from the findings in Table 4.9 Items 1, Item 9 and Item 12, they showed that 50.2% (130) of the ESLTTs needed their lecturer's guidance, 52.5% (136) referred to the internet rather than their lecturers and 76.9% (199) of them thought that peers could help them to succeed in ELL. The result of the "Actions" or "Outcomes" is referred to the "Task Giver" for sharing or verification. The "Task Giver" or the teacher does not dictate what the learner should do or should not do, but rather guides the learner to find the answer or ways to overcome the "Issue(s)"; however, based on the findings in Table 4.9 Item 5, 72.6% (188) of the ESLTTs felt that the lecturer was responsible for making ESLTTs understand what they are learning.

Sometimes, the "Outcomes" appears in the form of an unexpected knowledge that can be shared with the "Task Giver". With this, the ESLTTs and "Task Giver" receive updated information based on the "Action" chosen by the learner in solving the "Issue(s)" after both reviewing the "Outcomes" via "Reflections" using tools, technology, institution experts or peers. The double-loop learning suggests that in order for the learning process to take place, the ESLTTs are encouraged to reflect on their learning and assess how it changed their beliefs, actions and applications of double-loop learning in other areas (Eberle, 2013). It is a dynamic learning process that suggests multiple considerations to be taken by the learner as the "Actions" to solve the "Issue(s)" encountered. Hence, this autonomy and self-determination in decision-making while learning may perhaps produce a different or better prospect of the "Outcomes" in learning English language.

From Figure 1.2, it can be said that the responsibility and decision-making in English Language Learning by the ESLTTs, through the reflection process known as double-loop learning, is put largely in their own hands. They consult their lecturers then take control of most of the learning process and go through it (the issue) with their institution or supporting learning partners or tools or technologies and lastly, report back to the task giver for acknowledgement and verification of their findings or the outcomes of the task. The thinking process of deciding on who and what happens very fast in their mind, and they do it autonomously without any pressure from others. Their maturity and experience in learning helps them to progress from relying on their lecturers for initial information on the task (Teacher-Driven or Pedagogy), reacting to the task by any available means with lecturers as facilitators (Learner-Driven or Andragogy) and making extra efforts and crosschecking from a different angle or approach (Self-Determined Learning or Heutagogy) for findings that may be different from what is expected.

According to Dick (2013), challenge, autonomy and support are the universal aspects of learning activity's process development. The lecturer and learner will negotiate on how and what is the "design of their learning" (Dick, 2013, p. 52) and the learners/lecturer can choose any "tool to support their learning activity and desired learning goal" (Blaschke & Hase, 2015, p. 31).

> Teacher-centred learning has to be organised by others who make the appropriate associations and generalisations on behalf of the learner. Thus, random individual experiences are taken to be inadequate as sources of knowledge, the educational process is seen to need disciplined students, and literacy is seen to precede knowledge acquisition. Success is based on attending to narrow stimuli presented by a teacher, an ability to remember that which is not understood, and repeated rehearsal. Self-determined learning assumes that people have the potential to learn continuously and in real time by interacting with their environment, they learn through their lifespan, can be lead to ideas rather than be force fed the wisdom of others, and thereby they enhance their creativity, and re-learn how to learn. Heutagogy recognizes that people learn when they are ready and that this is most likely to occur quite randomly, chaotically and in the face of ambiguity and need.
>
> (Hase & Kenyon, 2003, pp. 3-4)

Hase and Kenyon (2003) stressed over the matter that learning is a continuous act, and individual experience in making meaning of their own learning is important. Reflective learning is included in self-determined learning (Halsall, Powell & Sowden, 2016, p.8). In developing an identity of an autonomous and reflective learner, they will discover "the importance of their learning experience, become involved on how they want to learn, what inspires them to think of their practice and the impact on young children" (Canning & Callan, 2010, pp. 71-72).

In IPGKs, reflections are done after the lecture, tutorials, practicum and internship period are over. The ESLTTs are encouraged to reflect on and contextualise what they understand as a result of their understanding of a certain knowledge that they have gathered in their own ways of acquiring and filtering information into their journal writings. This reflective learning habit is suggested to be practised by learners, not only during their professional practices at designated schools, but also at every stage of their formal and informal learning in IPGKs. This makes them learners "who are rapidly changing and always being in an uncertain

context" to achieve autonomy and become self-determined in learning (Argyris, 1976, as cited in Eberle, 2013, p. 146).

The present survey findings are in contrast to Joshi's (2011) findings, in which the teachers in Kathmandu viewed that the master students are less autonomous and less collaborative with their peers and teachers in learning. It was found from the survey results on autonomous activities that the students scored an average degree of autonomy in an autonomous learning activity. It was found that not many Kathmandu students make use of the internet or other such technologies in learning as compared to the ELLTs in Sarawak.

Interestingly, the present research findings support Joshi's (2011) finding on Perception on Roles of Self, as most respondents agreed that taking responsibility for one's own learning is one of the means of learning English. When the researcher compared the findings on the use of tools and technology in ELL among the three studies done (the present study, Joshi, 2011), it is found that the ESLTTs are more inclined and adaptable to using tools and technology in ELL.

5.0 CONCLUSION

The findings of the present study are dynamic, and may fill the gap left unreported in the Report of Malaysian Education Blueprint 2015 (RMEB) in the area of learner autonomy among English as a Second Language Teacher Trainees in the IPGKs. The RMEB has excluded the report on its own notion to produce independent learners and the teacher trainees' educational transformation by the end of 2015. The findings of the present study support the Students' Aspiration in MEB-1, which is, to develop students who possess high thinking skills and are proficient in the English language. The MEB-1 was engineered to uplift the standard of IPGKs by transforming teaching into the profession of choice.

With the new curriculum under MEB-1, the learners in this study's context - the ESLTTs - will benefit more from an education system that offers highly interactive classes, gain a greater control over their own learning process and make group work and collaboration with their peers in learning a success. The importance of having collaborative and interactive learning are also acknowledged and supported by the findings. However, there are certain limitations that may hamper the realisation of MEB-1 that are not addressed in the study. Some examples include the readiness of the administration to allow greater learner autonomy in learning among their students and the financial constraints that the Government has to consider in upgrading educational infrastructures in the IPGKs in Sarawak due to geography and lack of functional and up-to-date facilities.

The findings of this present study may contribute to Wave 2 of the MEB-1 report. It may fill the gap of the report by providing data for the notion of autonomy and 21st century learner skills that are promoted in the MEBs. Not many studies have been done on teacher trainees in Malaysia, especially in Sarawak, though there has been a lot of focus are given to Sarawak to uplift the teaching and learning of English Language in Malaysia. The needs for more information on teacher trainees and how much the IPGKs curricula has been transformed in aligning itself with 21st century education has yet to be explored.

The Pedagogy-Andragogy-Heutagogy Continuum framework suited to the study on learner autonomy as it is perceived to able to show the transitions of the ESLTTs' degree of autonomy from the Pedagogy (Engagement) stage where the ESLTTs receive the information on the course, then moves to the Andragogy (Cultivation) stage where the ESLTTs are facilitated by the lecturers and others in ELL. As the ESLTTs reflect upon their learning and reach deeper understanding of ELL's tasks, their self-determined learning and learner autonomy attributes are finally achieved when they reach the Heutagogy (Realisation) stage. The higher degree of autonomy is when less instruction and guidance from lecturers is needed in ELL. Hence, the findings complement the Student Aspirations in the MEBs, and all the research objectives and questions were fulfilled and answered.

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