

Search information

Received 20/06/2026

Accepted 03/07/2026

Printed ISSN: 2352-989X

Online ISSN: 2602-6856

Exploring EFL teachers' attitudes towards the role of e-learning in enhancing learners' autonomy

Amel Benbouya

¹ **University of Bejaia (Algeria), amel.benbouya@univ-bejaia.dz**

ABSTRACT

In light of the rapid scientific and technological development, the information transmission and the widespread use of the electronic network that the world is witnessing today in various fields, have led to the emergence of a new type of education, which is E-learning (online education). This education, which relies on the Internet and modern technological and digital technologies, was necessary for the Algerian University to keep pace with the developments in the field of University education, especially in the global Corona pandemic. Therefore, nowadays, many teachers use this type of education to deliver their lectures. Accordingly, the present study investigates English as a foreign language (EFL) teachers' perceptions towards the effect that online education has in enhancing EFL learners' autonomy. To this end, the study used a questionnaire as a research tool to collect data about the topic under study. The questionnaire is conducted with 25 EFL teachers teaching master students (master one + two) in the department of English, University of Bejaia. The results of the study showed that the majority of teachers hold positive attitudes towards online education and its effect in promoting autonomy among EFL learners. Most of the teachers indicated that e-learning when well designed and planned contributes to enhance learners' autonomy. The study ended with recommendations and suggestions for further research.

Keywords: EFL learners, e-learning, learner autonomy, teachers' attitudes, technological development.

INTRODUCTION

In nowadays world, technology witnesses daily and rapid development, hence, being in more developed and knowledgeable societies and communities which makes people obliged to get in touch with the technological world to keep up with developments at different sectors (economic, scientific, medical, etc). According to Ghounane (2020), several aspects of life, have become increasingly reliant on technology, namely, business, economics, politics, and most notably, education

Education is the bridge which serves to form students as active, confident, and independent citizens to fit with today's society needs of forming literate citizens who will be successful elements and reflect positive society and self- image.

With the rapid evolving technology and the various artificial intelligence (AI) services, education has witnessed drastic change, thus, traditional face-to-face learning is no longer the highly relied way to deliver knowledge. Importantly, distance classes emerged in the form of electronic learning facilitating the learning process as it allowed the opportunity for individuals to learn whenever, wherever, and whatever they want (flexible learning).

As far as higher education is concerned, autonomy in learning has always been an important matter that triggered a debate among educators, psychologists, and syllabus designers. Interestingly, in the field of online education, autonomy has gained a considerable importance as a quality facilitating the learning process. This is further supported by Motteram (1997) who refers to the existing connection between educational technology and learner autonomy.

The earliest definition of autonomy was suggested by Holec (1981) as: "To say of a learner that he is autonomous is that he is capable of taking charge of his own learning and nothing more ...to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning". (p. 3)

Autonomy, thus, is considered as a key factor for academic success, encouraged among learners, not only for their academic success but also for their future professional careers and social life as well.

Nowadays, Virtual education is among the fields where learners need to be independent and responsible for their own learning as such education type differs from face-to- face education in that learners are no longer under their teachers' supervision, which lessens the teacher's role, and stimulates learner's engagement, hence, learners need to be more aware of their learning for an effective and successful learning process.

However, many teachers are complaining about learners' lack of interest, and motivation with regards to online courses. Their total reliance on the teacher and their lack of responsibility and self-discipline with regards to their own learning in terms of self-study and autonomy is questioning their ability to stand for their own learning in the future.

Therefore, the present study aims at exploring teachers' perceptions towards the effect of online education and its potential in forming autonomous learners, hence future citizens. In others words, we aim at finding out the relationship between online education and learner autonomy.

2. Literature Review

2.1 Definition of Online Learning

In today's globalized world, online learning has become a key concept in education. It is a method of education using appropriate technological means and tools. Online learning allows instructors to present their content via digital tools (Mayer, 2019). That is, teachers can deliver their instructional content through the different accessible technological tools that they judge appropriate.

Online learning with its flexibility makes learners able to attend their classes wherever they are without having to leave their homes to attend classes. Therefore, online learning reduces efforts as well as cost for learners, which makes learners more motivated to learn, particularly, learners who face problems to go to schools due to the long distance they have to take in order to attend the class. Thus, this type of learning serves as an alternative for the face - to face learning that sometimes present challenges for some learners.

2.2 Advantages of E-learning

Personalized Type of Learning: learners can learn at their own pace and choose from a variety of resources with regards to their learning needs and objectives (books, videos, audios, interactive activities, etc), and review the material whenever needed (Nedeva & Dimova, 2010).

Free and Affordable Resources: Learners can have free access easily through the different platforms, which, then, makes it easier for learners to choose and select courses that fit and satisfy their goals, interests, and needs. (Arkorful & Abaidoo, 2015).

Flexibility in Terms of Time and Location: learners may learn whenever they wish and wherever they, either at home at home or any other location (Nedeva & Dimova, 2010).

2.3 Disadvantages of E-learning

Isolation from People: Online learning may make learners willing to be alone in their virtual environment rather than interacting with others (Akhter, Shah & Javaid, 2021).

Lack of Communication Skills: online classes may negatively affects students' communication, hence students will not be able to communicate effectively with others (Arkorful & Abaidoo, 2015).

Plagiarism and Cheating: Plagiarism and cheating in e-learning is easier than face-to-face learning as learners can easily copy others' work and cheat in exams as well as the teacher cannot really control his/her students in exams (Arkorful & Abaidoo, 2015) .

3. Learner Autonomy

3.1 Definition of Learner Autonomy

Autonomy has been defined differently in literature. According to Voltz (2008), autonomy originated from a word in Greek "Auto-Nomos"; "auto" meaning self and "nomos" meaning "rule or law". Thus, auto-nomos means someone giving oneself his/her own law. Boud (1981) reported that "autonomos is originally used in politics. Over time, this concept gained its place in many fields such as psychology, philosophy, medicine, and education.

In language learning, autonomy refers to learners' ability to manage and take control of their learning process. The phrase "learner autonomy" was coined in the early 1980's by Holec who defined learner learner autonomy as "the ability to take charge of one's own learning" (1981). That is, learners' capacity of taking responsibility of their learning experience. Holec's (1981) definition has become the most cited by many scholars in literature (Benson, 2009). Therefore, learners need to set their learning objectives, making judgments, and taking decisions about study strategies. Learner autonomy is "the extent to which in the teaching/learning relationship it is the learner rather than the teacher who determines the goals, the learning experiences, and the evaluation decisions of the learning programme" (Moore 1993, p26). In other words, learner autonomy relates to the learners' capability of taking charge of his/her own learning experience.

According to Shi and Han (2019), learner autonomy is a constructive process built on three important elements, namely, language learner's attitude and motivation for learning, capacity of learning, where a language learner can develop the ability and learning strategies to learn independently, and a supportive environment or context.

3.2 Model of Learners Autonomy Regarding Stages of Development

The pioneer who attempted to track learner autonomy characteristics into stages of development was Nunan (1997). He proposed a model of five degrees based on learners' actions, namely, awareness, involvement, intervention, creation, and transcendence.

Title: Exploring EFL teachers' attitudes towards the role of e-learning in enhancing learners' autonomy
Amel Benbouya

Table 1. Five-level model of learner autonomy

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies.
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and contents of the learning program.	Learners modify/adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world.	Learners become teachers and researchers.

Source: Nunan, 1997, p. 195

4. Research Questions

This study seeks to answer the following questions:

1. What are teachers' attitudes towards learners' autonomy in online education?
2. Does online education foster learner autonomy?

5. Research Methodology

5.1 Population and Sample of the Study

The population of the current study consists of EFL teachers at the department of English at the University of Bejaia, during the academic year (2023/2024).

The questionnaire is administered to a random sample of 25 teachers. The sample consists of both males and females.

5.2 Method and Study Design

The present study aims at investigating EFL teachers' perceptions towards the effect of online education on fostering autonomy among learners. Thus, to explore the mentioned issue, we relied on an exploratory design to collect data. Accordingly, to attain our aims, we adopted a quantitative methodology to analyze the obtained data. We suppose that a quantitative analysis of data would yield reliable and consistent results about the teachers' opinions and attitudes.

5.3 Research Tool

To achieve this aim and collect data about the subject under study, we used an online questionnaire as a research instrument seeking quantitative data. The Questionnaire is composed of three sections. Section one is about general and demographic information. Section two presents teachers' attitudes towards online learning and learners' autonomy. Section three provides space for teachers' further suggestions with regards to online learning and learners' autonomy. (See appendix).

5.4. Research tool Validity

To make the research instrument valid, it was sent to two teachers of English. One teacher suggested to add a question (question 10). The questionnaire was refined accordingly and was sent online for data collection.

6. Results

This part presents the quantitative analysis and interpretation of the data collected through the questionnaire using frequencies and percentages. The following results are the most significant findings of the study:

Section 1: Background Information

1-What is your academic degree?

Teachers' academic degree **Table 2.**

Academic Degree	Frequency	Percentage
Bachelor's degree	0	0%
Master's degree	9	36%
PhD degree	16	64%
Total	25	100%

The above table presents the teachers' academic degree. As shown in the table, the largest proportion of the participants (64 %) reported that they hold a doctorate degree. However, 36% of the participants possess a master degree. None of the participants holds a bachelor's degree. This indicates that the study sample is composed of qualified teachers who obtained the highest academic degree, suggesting a significant academic qualification and considerable expertise in their relevant teaching domains. Therefore, the study sample can be considered an important source of data for the present study.

2- How many years have you been teaching at the university?

Table 3. Years of teaching

Years of Teaching	Frequency	Percentage
Less than 3 years	3	12%
3 –5 years	2	8%
6 –10 years	8	32%
More than 10 years	12	48%
Total	25	100%

As presented in table 3, which presents the number of years the participant teachers have been teaching at the university, the majority of the respondents (48%) indicated that they have been teaching for more than 10 years. This is followed by those who reported having between 6 –10 years of teaching experience, who represent 32% of the respondents. 12% of the responding teachers stated that they have taught for less than 3 years. The remaining 8% of the sample indicated having taught between 3-5 years. These findings imply that a significant number of the participant teachers have acquired a considerable teaching experience at university which consequently may strengthen the credibility of the responses they provide with regards to their attitudes towards online learning and its effect on learners' autonomy.

3- Have you ever taught online courses? Yes ☐ no ☐

Table 4. Teaching online courses

	Frequency	Percentage
Yes	19	76%
No	6	24%
Total	25	100%

Table 4 shows that the majority of the participants (76%) stated that they have already taught online courses. However, 24% of the participant teachers said that they have never taught online courses. This implies that most of the participants have experienced online learning, which may contribute to provide reliable results for the present study.

Section 2: Teachers' attitudes towards online learning and its effect on learners' autonomy

4- As a teacher of an online course, do you find your students interested in their learning as far as the online course is concerned? Would you explain please?

**Title: Exploring EFL teachers' attitudes towards the role of e-learning in
enhancing learners' autonomy**
Amel Benbouya

Table 5. Teachers' consideration of learners' interest

	Frequency	Percentage
Yes	19	76%
No	6	24%
Total	25	100%

The above table shows that most of the teachers (76%) stated that their learners are interested and engaged in their learning. Nevertheless, 24 % of the participants reported that the learners are not interested in their online courses and lack motivation and engagement. This Implies that most teachers believe that their learners are motivated and engaged in their online learning.

The explanations provided by the teachers.

The following are explanation samples provided by the teachers:

- a. For those who said "yes"
 - Students ask for extra relevant materials. Some students feel responsible and look for additional supports to reinforce their knowledge about the content provided.
 - Students are really interested in participating in online discussion sessions.
 - Students try to identify their weaknesses and try to improve their mistakes.
 - Students are motivated and ask for additional online work group sessions for discussions/forums.
- b. For those who said "no"
 - Students do not master technology and still need a teacher to explain face-to- face.
 - Students do not even check their online lectures and find it difficult to understand them.
 - Students are less motivated due to limited interaction with teachers and classmates, hence, hindering students' ability to be autonomous.

5- Do you encourage your students to do extra personal efforts with regards to their online learning and not just rely on the teacher's provided material? If yes, why?

Table 6. Teachers' encouragement for autonomy in learning

	Frequency	Percentage
Yes	25	100%
No	0	0%
Total	12	100%

**Title: Exploring EFL teachers' attitudes towards the role of e-learning in
enhancing learners' autonomy**
Amel Benbouya

The results indicate that all teachers (100%) encourage their students to be autonomous by recommending other resources of information to strengthen their knowledge about the content in question. The participant teachers were asked to explain how they encourage their students for autonomous learning. The following were samples of their answers:

The explanations provided by the teachers are as follows:

- Asking students to try new resources, especially with the appearance of AI.
- Providing students with interactive and research activities.
- Stimulate curiosity by incorporating engaging content (For example by asking thought-provoking questions, or using interactive multimedia).
- Create space for students' voice and choice in assessments (for instance, giving them the chance to tackle topics of personal interest).
- Provide opportunities for self-reflection (This includes the use of online discussion forums and self-assessment quizzes).

6- Do your learners try to learn about the course content form different resources other than those you provide to them?

Table 7. Learners' learning from different resources

	Frequency	Percentage
Yes	16	64%
No	9	36 %
Total	25	100%

The findings show that the majority of the teachers (64 %) stated that their learners do personal efforts and look for accessible related resources to gain knowledge about the content provided. Nevertheless, a minority of the respondents (36%) reported that their learners do not try to learn about the online course content from other resources. This indicates that most teachers find that their learners are independent in their learning and self-disciplined.

7- Do you think that your students take responsibility for their own learning in terms of self-study with regards to the online course? Would you explain please?

Table 8. Students' responsibility for their own online learning

	Frequency	Percentage
Yes	14	56%
No	11	44 %
Total	25	100%

**Title: Exploring EFL teachers' attitudes towards the role of e-learning in
enhancing learners' autonomy**
Amel Benbouya

According to the results above, most of the teachers (56%) reported that their students do take responsibility for their own online learning. However, 44% of the participants argued that their students do not show self-discipline and are not responsible of their own learning. This implies that most teachers believe that their learners take control of their learning and are accountable for their success.

The explanations provided by the teachers are as follows:

The teachers who said "yes":

Students submit their assignments on time.

Students regularly share ideas ask questions, hence, showing interest and curiosity towards the course.

Students try to look for additional videos and read beyond the material provided.

The teachers who said "no":

- Learners are very lazy and look for a ready-made course to learn by heart to get good marks (they rely on lectures posted by their teachers).
- They do not check the resources posted, hence, they do not do efforts to search for other resources.
- They are not self-directed learners and lack self-discipline. They also lack the necessary skills for independent study and cannot get used to online learning.
- Students use the time for online learning in entertainment, spending time in social media and movies platforms like Netflix or YouTube.

8- During the online course, do you think that your students were independent or needed permanent supervision?

Table 9. Students' independence and need for permanent supervision during the online course

	Frequency	Percentage
Independent	14	56%
Needed permanent supervision	11	44%
Total	25	100%

According to the results, most of the teachers (56%) stated that their students were independent during the online instruction. However, the remaining participants (44%) reported that their students require permanent supervision and careful guidance. This Implies that most of the teachers consider their learners to be independent in their online learning. Nevertheless, a considerable number of teachers believe that their learners were not independent and need regular guidance and supervision. This may be

**Title: Exploring EFL teachers' attitudes towards the role of e-learning in
enhancing learners' autonomy**
Amel Benbouya

due to the learners' lack of interest and engagement as revealed in tables 5, 7 and 8 where some teachers reported that their learners lack interest for their online learning and are not responsible of their own learning.

**9- According to you, does e-learning contribute to promoting learners' autonomy?
If yes, how?**

Table 10. E-learning contribution to promoting learners' autonomy

	Frequency	Percentage
Yes	19	76%
No	6	24%
Total	12	100%

The results show that almost all the teachers (76%) believe that e-learning fosters students' autonomy. However, the remaining minority of the teachers (24%) believe that e-learning does not help in promoting students' autonomy. These findings indicate that most of the teachers believe that e-learning helps in developing learners' autonomy.

The following are some of the explanations provided by the teachers who reported that e-learning contributes to promote learner autonomy:

- E-learning, contributes to promote learners' autonomy when it is well designed and supported.
- Online learning allows flexible learning, so students can choose time and place to study, which in turn builds self-management skills.
- Students often look for answers themselves, which strengthens critical thinking and promotes autonomy
- Online learning offers access to diverse resources. Therefore, learners can explore beyond the basics and learn independently.

Section 3: Please add any suggestions to promote learners' autonomy with regards to online learning.

The participants were asked to add any suggestions with regards to fostering learners' autonomy through online learning. The study results indicated that most of the teachers emphasized the importance of choosing learning strategies that fit the learners in order to get them engaged and motivated in the learning process. Moreover, the teachers recommended the use of interactive online tools as one participant reported, "Teachers should opt for the use of appropriate interactive tools since these tools allow learners to practice and learn at their own pace." In addition, some teachers stated that teachers need

to encourage students to be responsible of their learning as many students highly depend on the teacher and do not do personal efforts in their learning as stated in the analysis of our data, therefore, teachers may allow learners to choose topics, activities, and learning resources, which hence increases motivation. Furthermore, some teachers stated that even though autonomy is important, students need support and regular guidance.

7. Discussion of the Results

The analysis of the questionnaire generated considerable interpretations and conclusions with regards to the subject under study. Basically, the ultimate aim behind the present study is to explore the teachers' attitudes towards the role of online learning in forming autonomous learners.

The results of the questionnaire indicated that the overwhelming majority of teachers hold positive attitude towards the effect of e-learning on learners' autonomy as most of them reported that students are independent and responsible in their learning. This is mainly shown in the analysis of questions 6, 7, and 8 which suggests that learners are engaged in the learning process, show self-discipline and take charge of their learning (students choose time and place to study, submit assignments on time, participate in discussions identify their weaknesses, etc.).

Similarly, the findings revealed that the majority of the teachers believe that the online education helps in enhancing learners' autonomy of, as it has been stated in the analysis of question 10. Most of the teachers (76%) reported that e-learning contributes to promote learners' autonomy when well-designed and organized. Moreover, the participant teachers argued that online learning promotes self-discipline among learners and creates a sense of responsibility, making learners more motivated, engaged and autonomous.

These results correlate with Zhong's 2018 study which investigated learner autonomy in an online learning environment to find out how students are engaged with technology mediated environment to meet their learning needs. The study revealed that there was a significant development in learner autonomy during online learning. Moreover, these findings go in line with the findings of Hidayati and Husna (2020) who examined the relation between the learners' experience in online learning and the potential of their autonomy and found out that many of the students showed a considerable potential to act as autonomous learners. Furthermore, the findings are in line with Nhung's and Yen's (20220) study that explored the role of online learning in developing EFL learner autonomy and found that online learning made learners more independent and responsible for their own learning.

8. Pedagogical Recommendations and Suggestions

Based on the study's results, the following recommendations and suggestions can be drawn:

- The study could be extended by including a larger sample so that to generalize the results.
- The present study investigated teacher's perceptions towards online learning and learners' autonomy. Therefore, students' perceptions needs to be considered for more valid data.
- Further research could investigate the practical part of learner autonomy. In other words, it could explore appropriate strategies to enhance learners' autonomy.

9. CONCLUSION

To conclude, the chief goal of this study was to shed light on one of the most common subjects in EFL learning; online education and learner autonomy. Therefore, the present study aimed to explore teachers' perceptions towards the effect of online education in enhancing learners' autonomy, case of master students. The analysis of the obtained data revealed that most teachers hold positive perceptions towards learners' autonomy, that is, most of the teachers stated that their learners are self-disciplined and take control of their learning. In addition, the majority of the teachers stated that online education when applied properly and effectively has a positive Impact on learners and does contributes to promoting learner autonomy.

10. Bibliography List

- Akhter, S., Javed, M. K., Shah, S. Q., & Javaid, A. (2021). Highlighting the Advantages and Disadvantages of E-Learning. *Psychology and Education*, 58(5), 1607-1614.
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29-42
- Benson, P. (2009). Making sense of autonomy in language learning. In S. Toogood, R. Pemberton, & A. Barfield (Eds.), *Maintaining control: Autonomy and language learning*, (pp. 13-26). Hong Kong: Hong Kong University Press.

**Title: Exploring EFL teachers' attitudes towards the role of e-learning in
enhancing learners' autonomy**
Amel Benbouya

- Boud, D. (1981). Toward student responsibility for learning. In D. Boud (Ed.), *Developing student au-tonomy in learning*, (pp. 21-37). New York: Nichols Publishing Company.
- Ghounane, N. (2020). Moodle or Social Networks: What Alternative Refuge is Appropriate to Algerian EFL Students to Learn during Covid-19 Pandemic. *Arab World English Journal*, 11 (3) 21-41.
- Hidayati, T., & Husna, F. (2020). Learning English from Home during the COVID-19: Investigating learners' experience for online and autonomous learning. *Langkawi: Journal of The Association for Arabic and English*, 6(2), 202-217.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.
- Mayer, R. E. (2019). Thirty years of research on online learning. *Applied Cognitive Psychology*, 33(2), 152-159. <https://doi.org/10.1002/acp.3482>
- Motteram, G. (2001). The role of synchronous communication in fully distance education. *Australasian Journal of Educational Technology*, 17(2).
- Moore, M. (1993). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical principles of distance Education* (pp. 22-38). Routledge.
- Nedeva, V., & Dimova, E. (2010). Some advantages of e-learning in English language training. *Trakia Journal of Sciences*, 8(3), 21-28
- Nhung, N.T.N.m, & Yen, P.H.(2022). Online learning and its potential in developing EFL learner autonomy: English-majored students' perceptions. *European Journal of English Language Teaching*, 7 (6), (pp.186-210).
- Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 192 - 203). Harlow: Longman.
- Shi, W. & Han ,L. (2019). Promoting learner autonomy through cooperative learning. *English Language Teaching*, 12(8),(pp.30-36).
- Voltz, D. (2008). Autonomy. New World Encyclopedia. Retrieved 2025 from <http://www.newworldencyclopedia.org/entry/Autonomy?oldid=795378>
- Zhong, D. (2018). The evolution of learner autonomy in online environments: A case study in a New Zealand context. *Studies in Self-Access Learning Journal*, 9(1), 71-85.

11. Appendix

Teachers' Questionnaire

Dear Teachers,

This questionnaire is designed to collect data about your attitudes towards the effect of online learning on learners' autonomy. Your responses will be kept confidential and used solely for academic research purposes.

Thank you for your time and honest participation

Section 1: Background Information

1. What is your academic degree?

Bachelor's degree ☐

Master's degree ☐

Doctorate (PhD) ☐

2- How many years have you been teaching at the university?

Less than 3 years ☐

3 –5 years ☐

6 –10 years ☐

More than 10 years ☐

3- Have you ever taught online courses? Yes ☐ no ☐

Section 2: Teachers' attitudes towards online learning and its effect on learners' autonomy

4- As a teacher of an online course, do you find your students interested in their learning as far as the online course is concerned? Yes ☐ no ☐

Would you explain please?

.....
.....
.....

5- Do you encourage your students to do extra personal efforts with regards to their online learning and not just rely on the teacher's provided material? Yes ☐ no ☐

If yes, why?

.....
.....
.....

***Title: Exploring EFL teachers' attitudes towards the role of e-learning in
enhancing learners' autonomy
Amel Benbouya***

6- Do your learners try to learn about the course content from different resources other than those you provide to them? Yes ☐ no ☐

7- Do you think that your students take responsibility for their own learning in terms of self-study with regards to the online course? Yes ☐ no ☐

Would you explain please?

.....
.....
.....

8- During the online course, do you think that your students were independent or needed permanent supervision? Yes ☐ no ☐

9- According to you, does e-learning contribute to promoting learners' autonomy? Yes ☐ no ☐

If yes, how?

.....
.....
.....

Section 3: Further Suggestions

Please add any suggestions to promote learners' autonomy with regards to online learning.