

Teachers' Beliefs in Learners' Autonomy in English Language Learning: A Case Study at MA Masdarul Ulum

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ARTICLE INFO	ABSTRACT
<p>Article History: Recieved : 20-01-2022 Revised : 14-04-2022 Accepted : 15-04-2022</p> <p>Keyword: Teachers' beliefs; Learners' autonomy; Language learning</p>	<p>This study was aimed at finding out teacher's beliefs concerning learners' autonomy in MA Masdarul Ulum. Qualitative research with case study study was applied by with two teachers of English of MA Masdarul Ulum as the participants. Observation and one-on-one interviews by using open-ended questions were administered to collect the data on teacher's beliefs concerning learners' autonomy in MA Masdarul Ulum. This study revealed the following: 1) Learner autonomy as the ability to understand and accepts responsibility for their own learning, 2) Teacher's roles in developing learners' autonomy were as a facilitator, counselor, resource, manager and organizer, 3) Teacher's use group seating, and U-shaped can support cooperative learning that will help the students to develop their autonomy, 4) Indonesia current curriculum encourages the development of learner autonomy, and 5) The most effective way to practice learner autonomy in Indonesia are; hand-on exercise, small group discussion and project-based tasks to encourage collaborative learning.</p>

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INTRODUCTION

Learning means the process of gaining knowledge or skills through practice, research or teaching. According to Dharmaraj (2015), learning is a method of gaining experience, expertise, skills and values by knowing what to do and how to perform any task by synthesizing the various types of information that we interpret. Moreover, Yan (2012) added that learning can be in different ways, learning through teacher's role or teacher's position is just as facilitator, students should set their own target goals, take responsibility for their learning and make decisions and solve the problem through their own strategies.

In this globalization era, English plays an important part in the world. Rao (2019) stated that English is used for communicating with people throughout the world. Many countries around the world use English for mutual communication. Rao (2019) added that English is considered as a language of communications in all fields, such as: science, engineering and technology, medicine, trade and commerce, scientific research, education, tourism, and industry. Moreover, English is included as an important language around the world to share information and communication technologies in education (Broughton, Brumfit, Flavell, Hill, & A, 2003).

In Indonesia, English is considered as a foreign language. Thus, in Indonesia, English is taught as a foreign language starting from junior high school to university level. Furthermore, Mustafa, et.al. (2016) asserted that junior and senior high school offers two English hours a week each semester. Thus, the way to understand English in Indonesia is through the learning process.

The paradigm of English teaching and learning has shifted from teacher-centered to student-centered, often known as autonomous learning. According to Zulaiha and Harida (2017), autonomous learning is a type of learning that a person uses because of his capacity to recognize his own learning requirements, create his own learning objectives, and determine the best approach for him to learn.

Autonomous learning is beneficial for some reasons. Alonazi (2017) argued that autonomy permits learners to apply classroom information and abilities to real-life situations that may arise outside of the classroom. Furthermore, learners' autonomy entails taking responsibility for one's own learning, which ensures that the learner's study on their own in a very efficient way (Alibakhshi, 2015). When students can take care of their own learning experience, they can better grasp the concepts demonstrated by their teacher.

Some researchers conducted studies on learner's autonomy. Juan and Yajie (2018) shown that the average of teacher' beliefs about learning autonomy are based on their teaching experience. In addition, Asiri and Shukri (2018) reported that teachers have a negative perspective of learner autonomy in the current situation. Moreover, Melvina and Suherdi (2019) revealed that the majority of teachers find some obstacles in promoting learner autonomy, the obstacles include teacher's own lack of autonomy, the old method of teaching and the teacher's style as the center of information and knowledge.

Thus, the writers were interested to conduct a study on teachers' beliefs in Learners' Autonomy in English Language Learning in one of the Madrasah in South Sumatera, Indonesia.

LITERATURE REVIEW

Autonomous Learning

Autonomy in education was introduced in the 1950s, and linguistic scholars began their studies of autonomous learning in the 1970s, and it was eventually recognized that another purpose of language learning was to develop the capacity of students to study independently (Zhuang, 2010). Moreover, in the 1980s, learner autonomy is rooted in the idea of autonomy and independence in philosophy and the work by the council of Europe's Modern Language Project (Salimi & Ansari, 2015).

Moreover, in teaching and learning process, it is important to change and upgrade the teaching and practice methods of the classroom. Research shows that it can be achieved by reducing the difference between students and teachers' beliefs through the study of learning needs (Ameliana, 2017). Furthermore, Elizondo and Garita (2013) point that education has changed from one end to the other; one end represents teacher-centered end and the student-centered end represents the other. Elizondo et al added that this evolution in education was largely driven by the transition of the students' role in the classroom from highly dependent to interdependent and later to independent or autonomous. The movement towards learner-centered approach has led to a greater focus on the advantages of learner autonomy in language learning success (Alonazi, 2017).

Learners' Autonomy

Holec argued that learners' autonomy is the capacity of learners to control their learning, that is, a learner can make learning strategies relevant to his personal situation, including: 1) Setting goals and timetable for learning; 2) Deciding the content and learning process; 3) Having discovered strategies and approaches for learning; 4) Supervising the entire learning process, e.g. time, place of learning and procedure; and 5) Self-evaluation (Zhuang, 2010). Salimi and Ansari (2015) claimed that when learners have control over their learning, they are more driven and self-determined

The notion of learners' autonomy is based on the assumption that information is not merely transmitted and gained, but requires the active creation of meaning by individual participants in the learning process, occurs in social contact with others and is co-constructed (Szócs, 2017). Elizondo and Garita (2013) added that EFL students are focused on what they should learn and achieve. The teacher is responsible to remove the previous information of the students, offer clear understanding by creating in-and-out activities in the classroom, and enable their students to become independent learners and have stronger self-talking skills. Furthermore, teachers must acquire autonomous skills during their initial teacher preparation in order to be able to take a positive attitude toward the growth of learner autonomy in their own teaching, and their students must be able to take responsibility for their learning based on their teacher models. In short, students need to handle their own learning in or out of classroom, but teachers still have a crucial role to play in improving learner autonomy by taking the perspective of classroom and out of classroom.

The Characteristics of Autonomous Learner

Teachers must understand the characteristics of autonomous learners in order to determine if their students are autonomous. Hendar (2015) proposed three characteristics of

autonomous learners, that is 1) Learners are independent in teaching and learning process: Independent learning was the change in responsibility for the learning process from a teacher to a student. This included students gaining an understanding of their learning, being inspired to learn and working with teachers to structure their learning environment; 2) Learners are highly motivated and self-directed: Highly motivated learners tend to understand what they are learning more easily. They will easily manage their own learning, and become self-directed learner. Self-directed learners are able to transfer learning from one situation to another, both in terms of information and skills; and 3) Learners can control their own learning processes along with their teacher: Autonomous learning does not mean that the teacher is handing all authority to the learners, in autonomous learning, the position of teachers as counselors and supervisors can allow learners to become responsible for their own learning process.

Zulaiha and Harida (2017) added that autonomous learners are able to recognize their own learning needs, set their own learning goals, set the most suitable route for their own learning, and know how to track and measure their own success in learning. In order to be an independent learner, one must be able to not only self-regulate their learning, but also to develop a sense of learning agency. Those students who are more self-regulated in learning are able to use this capacity to become more responsible and independent learners, and are thus likely to develop a greater sense of agency as a lifelong learner (Nakata, 2014). Therefore, teachers should encourage students to become autonomous learner by informing the learners on the benefits of becoming autonomous learner.

The Strengths of Learners' Autonomy

Alonazi (2017) proposed that learners' autonomy has the advantage of helping learners achieve high levels of independence and creativity. Learners can explore new areas that lead them to take responsibility for themselves. Learners are also taught to cooperate and share responsibility in learning process. They self-assess their strengths and weaknesses to give the next step of learning or operation a fitting emphasis and twist (Elizondo & Garita, 2013). Thus, learners' autonomy can help to achieve degrees of innovation and independence (Yan, 2012). Furthermore, Tham (2019) argued that autonomous learners are able to study alone or work in partnership with other depending on their requirements. The more autonomous learners are, the more optimistic expectations they would have about language learning; they are, thus, able to learn encouragingly and confidently. Kartika (2018) added that learners' autonomy is essential because it allows students to perform well in the learning process and leads students to become independent learners in- and outside classroom.

Teachers' Beliefs about Learners' Autonomy

Belief is a proportion that is personally held with or without consciousness; this proportion has an impact on the holder's behavior; therefore, beliefs must be inferred from what people say, intend, and do. According to Salimi and Ansari (2015), the beliefs of teachers are convictions that they have as teachers about education, teaching and learning which is performing their acts and behaviors. In addition, Borg's (2012; Xu, 2012) defined belief as a proposition that can be held consciously or unconsciously, is evaluative in that it is accepted by the individual as true, and it is imbued with emotional commitment; it also serves as a guide to thought and behavior.

Teachers' beliefs are such influential factors in the decisions and behavior of teachers that they have been said to affect learner achievement as well. Ennis (Nga, 2014) emphasized

that values are related to the social structures of teachers and may evolve in reaction to political and economic opportunities and limitations within the educational environment. The beliefs of teachers are very important in promoting learner autonomy, the degree and manner in which learner autonomy is encouraged in language learning classrooms is affected by the beliefs of teachers about what autonomy actually is (Borg et al., 2012)).

Previous Studies

Some researchers conducted studies to find out teachers' belief and practices on autonomous learning. Firstly, a study conducted by Juan and Yajie (2018) shown that the average of teacher' beliefs about learning autonomy are based on their teaching experience. Teachers' understanding of autonomy is focused on "ability" or "attitude". Some of their perceptions are only based on their teaching experience rather than theoretical learning. Secondly, a study conducted by Asiri and Shukri (2018)) reported that teachers have a negative perspective of learner autonomy in the current situation. Poor students' responsibility and not being able to determine what they need to learn are the reasons of teachers' negative perspective. The results show that teachers also lack professional training and develop learner autonomy knowledge. Thirdly, a study by Melvina and Suherdi (2019) revealed that the majority of teacher believed that their students are autonomous learner. Their believed that their students are able to learn independently, and cooperatively. Meanwhile, the majority of teachers find some obstacles in promoting learner autonomy, the obstacles include teacher's own lack of autonomy, the old method of teaching and the teacher's style as the center of information and knowledge.

METHOD

Research Design

This study applied qualitative study design. Qualitative research is an inquiry process of understanding an issue and developing a central phenomenon in deep (Creswell, 2012). Case study, one of the qualitative study branches, was used in this study. Creswell (2012) defined a case study as a problem to be studied, which will reveal an in depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. The purpose of this study is to explore teachers' beliefs in learners' autonomy in English language learning. A deeper understanding is needed to explore teachers' beliefs in learners' autonomy in English language learning. Therefore, the researcher applied a case study in this study, in order to gain a deeper understanding of teachers' beliefs in learners' autonomy in English language learning.

Participant

To select the participants, criterion sampling, one of the purposeful sampling methods was used in this research. In purposeful sampling, researchers purposefully choose individuals and locations in order to learn and understand the central phenomenon (Creswell, 2012). Furthermore, criterion sampling involves analyzing and studying all cases that meet a set of important criteria (Suri, 2011). It is necessary to carefully select criteria in criterion sampling to identify cases that will provide comprehensive and rich data relevant to the specific research issue. Therefore, the participants were chosen based on three characteristics, such as: 1) certified teachers, 2) more than 10 years of experience in teaching English, and 3) teachers who apply autonomous learning in their teaching. Thus, two

teachers of English of MA Masdarul Ulum were chosen as the participants in this study since both are certified teachers, have more than 10 years of experience in teaching English, and apply autonomous learning in their teaching.

Data Collection

Observation

Observation is one of the most common methods used in qualitative research. Observation is the process of gathering open-ended, firsthand information through observing people and places at a research site (Creswell, 2012). The methods of observation are classified into two categories: direct observation (participant) and indirect observation (non-participant). In this case, the researcher acted as a non-participant observer. A non-participant observer observes and records the situation under investigation without any involvement with the participants or the current setting (Creswell, 2012). As a result, the researcher used a non-participant observation to create naturally occurring classroom activities.

Interview

Interview is an instrument that researcher used to complete the data. Interview is open-ended question that researcher asked directly to the participants of this study, that is two English teachers at MA Masdarul Ulum Pemulutan. Interview is the process of gathering information by asking one or more open-ended questions to the participants and records the answer (Creswell, 2012). The question of the interview section is adapted from Nga's (2014). There were seventeen interview items in the form of open-ended questions which based on five components, namely: 1) Learner Autonomy, 2) Teachers Role, 3) Classroom Environment (physical setting), 4) The Development of Learner Autonomy, and 5) The Application of Learners' Autonomy. The purpose of conducting interview is to collect the deeper information about the participant's beliefs, mind and taught that could not be done by classroom observation. The researcher conducted one-on-one interview in this study. One-on-one interview is an interview conducted by asking questions directly to the participants and records answer from the participants at a time. This interview were conducted face-to-face to the participants to get the clear answer from the participants

Data Analysis

To analyze the data, thematic analysis was applied. First, the researcher compiled the interview information (e.g. transcriptions or written notes). After transcribing the raw data into text, the researcher would then bring the data into machine files and file the document. Second, the researcher began coding all of the results. The researcher reads all the transcriptions in this step and start coding data relating to the research questions. Finally, researchers made conclusions and outcomes in qualitative studies.

Establishment of Trustworthiness

In this study, member checking was used to enhance the ability to assess the accuracy of findings and to inform readers of that accuracy. According to Creswell (2012), member checking is a step in which the researcher is asked by one or more participants to check the

accuracy of the account. In qualitative research, member checking is a tool used by researchers to help enhance the precision, credibility, validity, and transferability of a study.

FINDINGS

The research findings of this study presented teachers' beliefs in learners autonomy in English language teaching at MA Masdarul Ulum. The data were obtained from observation and interview to the English teacher.

The table below is a data display from classroom observation of both participants (teacher 1 and 2). Based on the observation, both teachers apply the principles of autonomous learning in their teaching.

Table 1. The result of teacher 1 classroom observation

No	Questionnaires	Yes	No	Remarks
1	Did the teacher motivate the students before starting the lesson?	✓		
2	Did the teacher give chances to reflect their learning experiences (put opinions) to the students?		✓	
3	Did the teacher assign class work during the class time?	✓		
4	Did the teacher provide options/choices to the students while assigning works?	✓		
5	Did the teacher use problem-solving technique in the classroom?	✓		
6	Did the teacher assign group and pair work?	✓		
7	Did the teacher ask the students to prepare learning notes themselves?	✓		
8	Did the teacher give feedback?	✓		
9	Did the teacher assign homework?	✓		
10	Did the teacher suggest the students to use reference and supplementary materials at their home?		✓	
11	Were the students participating actively in classroom?	✓		
12	Did the teacher inform the topic and anything that is needed to be prepared for the next meeting?		✓	
13	Did the teacher provide chance for the students to propose questions dealing with a topic?	✓		
14	Did the teacher help the students to evaluate their own learning and progress?	✓		
15	Did the teacher give advice for students who don't accomplish the task/ homework and have lack participation in the class?	✓		
16	Did the teacher assist students to identify their learning difficulties?	✓		
17	Did the teacher assist students with difficulties by offering alternative learning strategies and activities?	✓		

Table 2. The result of teacher 2 classroom observation

No	Questionnaires	Yes	No	Remarks
1	Did the teacher motivate the students before starting the lesson?	✓		
2	Did the teacher give chances to reflect their learning experiences (put opinions) to the students?	✓		
3	Did the teacher assign class work during the class time?	✓		
4	Did the teacher provide options/choices to the students while assigning works?		✓	
5	Did the teacher use problem-solving technique in the classroom?	✓		
6	Did the teacher assign group and pair work?	✓		

7	Did the teacher ask the students to prepare learning notes themselves?	✓		
8	Did the teacher give feedback?	✓		
9	Did the teacher assign homework?	✓		
10	Did the teacher suggest the students to use reference and supplementary materials at their home?	✓		
11	Were the students participating actively in classroom?	✓		
12	Did the teacher inform the topic and anything that is needed to be prepared for the next meeting?	✓		
13	Did the teacher provide chance for the students to propose questions dealing with a topic?	✓		
14	Did the teacher help the students to evaluate their own learning and progress?	✓		
15	Did the teacher give advice for students who don't accomplish the task/ homework and have lack participation in the class?	✓		
16	Did the teacher assist students to identify their learning difficulties?		✓	
17	Did the teacher assist students with difficulties by offering alternative learning strategies and activities?	✓		

Furthermore, interview was also conducted. Through interviewing process, the researcher found teachers' beliefs concerning learners' autonomy in English language teaching. From the results of this study, related to the teacher's beliefs in learners' autonomy in English language teaching, the researcher categorized into some themes, and codes below.

Table 3. Themes and code for the teachers' beliefs in learners' autonomy in English language learning at MA Masdarul Ulum

Themes	Codes
Learner Autonomy	<ol style="list-style-type: none"> 1) Learner autonomy refers to a person who understands and accepts responsibility for their own learning, is able to reflect on the process, and is aware of the actions strategies and techniques available to them to improve their learning. 2) Learner Autonomy is important because learner autonomy boosts the learners' motivation and makes learning process more effective. Learner autonomy gives learners more opportunities to communicate in English in a non-native environment. 3) The characteristics of autonomous learner are: learner are motivated to learn, are strong guessers, understand their needs and collaborate effectively with the teacher to achieve their goals, learn both within and outside the classroom, know how to use resources independently, and learn by active thought. 4) Most of the students are autonomous learner. 5) Set the goals, do more group work, class discussion, and question and answer session using English. 6) Learners' autonomy and language learning are correlated. Learners' autonomy may lead to increased language learning proficiency. 7) Autonomous learners have higher proficiency than non-autonomous learners. Because autonomous learners have the ability to set their own goals, and they are also more active in class and even outside the classroom. and autonomous learners also have the ability to set their own goals. 8) Autonomous learners achieve more in academic performance than non-autonomous learners. Because autonomous learners not reliant too much on their teacher and they also looking for more resources outside the class to support their language ability

Teacher's Role	<ol style="list-style-type: none"> 1) The roles of the teacher are as a facilitator, counselor, resource, manager and organizer. 2) The teacher encourages her students to become more autonomous by providing the conditions and atmosphere for students to learn independently and control their own learning, such as pair and group work, class discussion, and more time for questions and answers rather than formal lecturing. 3) The factors affecting teacher decision is being concern for the students ability and interest teaching methods and school spirit.
Classroom Environment	<ol style="list-style-type: none"> 1) Ideal autonomous classroom are less population in class, might feature a quiet reading corner, a discussion/ conversation center, a wide table for group projects, multimedia spaces, learning centres, and individual work areas. 2) In the classroom, the teacher arranged the students around the tables or desk clusters. The teacher used a circle or U-shaped desk layout for regular whole-group discussions.
The Application of Learners' Autonomy	<ol style="list-style-type: none"> 1) Hand-on exercises are frequently the most effective way to involve all students learning. Assign small group and project-based tasks to my students whenever possible to encourage constructive and collaborative learning. And also make the students understand that mistakes are a normal part of the learning process. So that the student encouraged to takes more risks and explore new abilities. 2) The teacher creates a learning path in which students show what they can do, what they need to do, and what they want to learn. It enables them to prioritize certain aspects of a lesson. I am going to have the students work in pairs or small groups. It can assist students in being more engaged and self-directed. 3) Portfolio of group translation and interpreting tasks, as well as associated self/peer evaluation, activities chosen by the learners based on their needs, and a reflective piece of writing (20%), second one is translation with a time constraint (40%), and the last is tasks requiring interpretation (40%). 4) learners' lack of prior experience with autonomous learning, learners' reliance on the teacher, limited learner contact with English outside the classroom, learners' focus on passing tests, learners' inability to exploit resources, and learners' limited English proficiency.

DISCUSSION

After the researcher analyzed the result of the data analysis by using thematic analysis technique, the researcher found out some teachers' beliefs in learners' autonomy in English language teaching at MA Masdarul Ulum. The detail information about teachers' beliefs were described in the following paragraphs below.

The first is teachers' beliefs about learners' autonomy. Learner autonomy means that the students have the ability to manage and take responsibility for their own learning. It is in line with a study conducted by Szocs (2017), learners' autonomy is characterized as the ability to guide one's own learning, as well as the need to make decisions about the learning process. It was also relevant to research finding conducted by Nga (2014) which described learners' autonomy as the ability to control one's own learning, as well as a students' obligation to learn independently of the instructor. It showed that learner autonomy is the ability for students to organize, control their learning process, and learn independently along with their teacher.

The second is beliefs of teacher's role in developing learner autonomy. It was the function of teacher in developing learner autonomy to their students. The teacher's roles in

developing learners' autonomy were as a facilitator, counselor, resource, manager and organizer. It is supported by research finding conducted by Zhuang (2010) which stated that facilitator, counselor, and resource are three positions that a teacher can perform. The latter is designed to assist learners in creating and carrying out their own learning schedules, evaluating their effectiveness, and acquiring the requisite skills and techniques for autonomous learning. The result of this study is consistent with a study by Alonazi (2017) which reported that English teacher's roles in autonomous learning differ depending on the contexts in which they work. In fact, in such learning, a teacher serves as a facilitator, counselor, resource, manager and organizer in addition to imparting information. Furthermore, the findings revealed that having sufficient knowledge of the definition of learner autonomy and the best strategies that students need to be autonomous learners' aids teachers in providing sufficient instruction to their students to learn independently.

The third is beliefs about classroom environment. Classroom environment in developing learners' autonomy is an important thing. Teachers need a suitable classroom setting like less population in class can help the teacher to communicate with each student and can focus to keep an eye on each students, then the teacher can easier to develop learners' autonomy in his/her classroom. Furthermore, teacher's use group seating, and U-shaped can support cooperative learning that can help the students to develop their autonomy. The result of this study was consistent with the result of previous related study done by Yildiz (2020) explained that the learning environment can be improved if the number of students is lower. The use of different seating orders (group seating, U-shaped, and meeting orders) by teachers to promote cooperative learning methods can assist in the development of speaking skills in classroom. This finding is consistent with findings of Ramli et.al (2013) which revealed that teachers would be able to concentrate more on each student's success if the number of students in the classroom is reduced. Changes in classroom layout and seating configuration, as well as additional furniture placement, can improve students' outcomes and make teaching and learning easier for both teachers and students.

The last is teacher's beliefs about the application of learner's autonomy. Technology in Indonesia has been growing rapidly. Adequate technology can help develop learner autonomy in learning English. Besides that, teachers need effective way to practice learner autonomy in learning English. Thus, the most effective way to practice learner autonomy in learning English are; hand-on exercise, small group discussion and project-based tasks to encourage collaborative learning. It is supported by a research conducted by Emaliana (2017) which shown that since students are engaged in class activities, small group discussion and group work can promote learning. As a result, it is critical to use teaching techniques that enable students to work in groups. This finding also relevant with the findings of Catalano (2015) which showed that depending on the size of the class, the subject matter, and the instructor's viewpoints, group learning can take several different forms. Students may be sent to the blackboards in small groups to carry out drills in small classes. Students pose the questions, and other students respond to them. Peer-learning is frequently more efficient than other types of learning environment. Every teacher has different way that they think is effective in applying learner autonomy in the classroom. Most of the teachers consider peer-learning or small group discussion to be the most effective way to apply learner autonomy in the classroom.

CONCLUSION

This study showed that there were two teacher's beliefs in learner's autonomy in English language learning at MA Masdarul Ulum which were presented through several themes, they were: 1) Beliefs about learner autonomy, the teacher stated learner autonomy as the ability to understand and accepts responsibility for their own learning, 2) Beliefs about teacher's role in developing learner autonomy, the teacher's roles in developing learners' autonomy were as a facilitator, counselor, resource, manager and organizer, 3) Beliefs about classroom environment, teacher's use group seating, and U-shaped can support cooperative learning that will help the students to develop their autonomy, 4) Beliefs about the development of autonomy, the current curriculum in Indonesia encourage the development of learner autonomy, because it encourages students to be more active and less dependent on their teacher through technology integration, and 5) Beliefs about the application of learners' autonomy, the teacher stated that the most effective way to practice learner autonomy in Indonesia are; hand-on exercise, small group discussion and project-based tasks to encourage collaborative learning.

There are several suggestions that can be given from this study, they are: 1) For students, it is highly expected to be more active in the learning process and not too dependent on their teacher, 2) For the teacher, it is advisable to motivate students to be more independent in learning, and to think more actively, it is also hoped that teachers will use the student-centered method that made the students more active with group discussion, peer-learning, and so on, and 3) for the headmaster of MA Masdarul Ulum, it is recommended to provide language learning facilities, such as: language laboratories that contain computers and audio for listening lessons, reading corners for reading activities, wide tables for group discussion, and other facilities needed by the teacher to encourage students to become autonomous learner.

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