



Promoting learner autonomy through EFL textbook: the textbook facilitation and the students' and teacher's perceptions

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Abstract

Studies on learner autonomy (LA) in EFL learning have been widely reported. However, the promotion of LA through EFL textbooks in Indonesia remains under-explored. This study investigated the extent to which the EFL textbook *Erlangga Straight Point Series (ESPS)* facilitates LA, the students' perceptions of the textbook in promoting LA, and the teacher's perceptions of LA facilitation in the textbook contributing to EFL learning. This study employed quantitative and qualitative research designs involving 20 EFL students and an EFL teacher at a private Islamic senior high school in Bengkulu, Indonesia. The data were garnered from the textbook evaluation, the student questionnaires, and the teacher interview. The corpus data were analyzed through the framework by Nunan (1997), the questionnaires were through percentage calculation, and the interview results were through thematic analysis. The results showed that LA is not optimally facilitated in task sections of the textbook. Moreover, the students perceived the textbook only supported LA through the principles of *classroom activities, self-assessment, and self-reflection*. Meanwhile, the teacher positively perceives LA, but institutional support for its implementation is unavailable. This study implies the pivotal roles of all stakeholders in education to support autonomous learners through EFL textbooks.

Keywords: EFL textbook; English language learning; learner autonomy; promoting learner autonomy; textbook evaluation

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Introduction

Autonomy in learning has been recognized as the objective of education systems to help individuals gain their freedom and engage in critical participation in their community (Palfreyman & Benson, 2019). Little (2016) found that the most effective way of helping students to be communicatively proficient language learners is by encouraging them to use language spontaneously (not depending on formal classroom activities) and authentically (addressing the students' interests and aptitudes). In a similar vein, Benson (2007) urged that successful language learners are those who use the target language to express themselves based on their situations. Learner autonomy (LA) in the education context encourages students to improve their learning quality and optimally use learning opportunities within and beyond the setting of classroom learning (Cotterall, 1995; Palfreyman, 2003). Thus, autonomous learning helps students to be successful learners. Therefore, administrators of educational institutions should encourage students to be more autonomous learners. Regarding this, one of the most practical ways is promoting LA through learning resources.

Numerous studies have investigated the attitudes of EFL teachers toward LA implementation in their teaching (Almusharraf, 2020; Lengkanawati, 2017; Ningsih & Yusuf, 2020; Yuzulia, 2020; Yuzulia & Yusuf, 2019), as well as the perspectives from students (Boonma & Swatevacharkul, 2020; Dalilan, 2021; Tuan, 2021). Lengkanawati (2017) found that the majority of the teachers participating in her study were eager to bring LA principles into teaching-learning practices, regardless of the challenges in its implementation. A study by Boonma and Swatevacharkul (2020) demonstrates that autonomy in learning activities significantly impacts the developing language learners' capacity for autonomous learning. Similarly, Tuan (2021) identified that the learners agreed on the pivotal roles of LA in their learning, even though they were not considered highly autonomous learners. The studies have similar implications: most

educators and learners are aware of the benefits emerging from being autonomous learners. However, it is challenging to successfully bring it into teaching and learning practices. This particular problem remains unsolved since learning resources, mainly textbooks, do not optimally facilitate LA. It happens since most available learning resources, mainly textbooks, do not optimally facilitate LA. Moreover, professional development programs on how EFL teachers should implement LA in EFL teaching and learning are not widely available.

There are various viable ways and media for LA facilitation, such as video recording (Melania & Savitri, 2022), syllabus negotiation (Ma & Gao, 2010), smartphone applications (Annamalai & Soundrarajan, 2022) as well as textbooks (Khaerudin & Chick, 2021). Crawford (1995) also supports the notion regarding textbooks' role in fostering LA. More specifically, Cotterall (1995) suggested that LA facilitation needs to be included in specific areas of textbooks, such as assignments, main contents, and dialogues. Unfortunately, previous studies on how textbooks to facilitate LA are still limited. It is regrettable since course books and other printed learning materials are more widely accessible, especially for students without access to digital learning tools.

Several frameworks of LA implementation have been theorized by experts (Holec, 1981; Nunan, 1997; Reinders, 2010). Nunan (1997) offered a model of instructions in assignments or tasks in EFL textbooks that serve as a tool to build students' capacity to be autonomous learners. The framework consists of five levels of LA facilitation in textbooks: *Awareness*, *Involvement*, *Intervention*, *Creation*, and *Transcendence*. First, *the Awareness* level refers to the students' consciousness of the aims and resources of learning. Moreover, it refers to the ability to identify their strategy implication of pedagogical tasks and the preference of their learning styles. Next, *the Involvement* stage allows learners to select one of a range of alternatives on offers. Therefore, they are not becoming passive receivers. Third, *the Intervention* stage allows learners to actively modify and adapt the lessons' goals and topics to meet the individual student's preferences. Finally, the *Transcendence* stage guides learners to go beyond the classroom and find a connection between classroom learning and the context of real life. All levels of LA elaborated above provide learners with a more meaningful learning experience since they decide what is important based on their specific needs.

Holec (1981) proposes another framework, referred to as LA principles. The principles cover the following areas: identifying goals, determining the contents and the procedures, choosing strategies that will be employed, monitoring learning, and evaluating learning. Other scholars have adopted this framework

(Fenner & Newby, 2000; Kissacik, 2016; Kong, 2014). Finally, a more current framework of stages in the development of LA was offered by Reinders (2010). He emphasized the role of both teachers and students in developing LA through several stages (need identification, goal setting, study plan, resource selection, learning strategy selection, practice, progress monitoring, and assessment and revision). The frameworks by Reinders (2010), Holec (1981), and Nunan (1997) share several similar characteristics. For instance, all the frameworks highlight the importance of providing chances for students to decide their learning needs, methods, and goals. However, the framework by Nunan (1997) is the only one that exemplifies task instructions that promote LA. This significant factor is the basis for using this framework to evaluate the textbook.

In the case of this study, the framework from Nunan (1997) was used to analyze the textbook. The justification was based on the consideration that Nunan (1997) provided models of instructions embracing the five levels of LA in a textbook. Therefore, it was very helpful to reach an agreement between researchers to analyze the contents. Holec (1981) and Reinders (2010) provided a well-elaborated framework but without practical instances of its implementation in EFL textbooks. The other reason to adopt Nunan's framework was that the framework from Holec (1981), Nunan (1997), and Reinders (2010) share similar principles and characteristics. Thus, it was justifiable to select one of the frameworks.

Several researchers have investigated the extent that ELT textbooks facilitate LA. Reinders and Balcikanli (2011) investigated five EFL textbooks to determine the range and frequency of advice given to learners about the language learning process using an evaluative framework. It was revealed that the textbooks did not support LA, and it was only a limited practice opportunity for students. Similarly, Kissacik (2016) found that the coursebook used in Turkish High Schools has not supported LA more effectively. Further study was recommended to involve student data to yield better results. A similar result was reported by Khaerudin and Chik (2021). Using the framework from Nunan (1997) and Reinders (2010), they revealed that the tasks in the textbooks analyzed have not generally facilitated LA, and the little occurrences were merely at a superficial level. Those previous studies imply that textbooks used in different EFL contexts across the nations have not explicitly incorporated LA into the learning contents. Therefore, it is important to scrutinize how this situation reflects the EFL textbooks used in an Indonesian context.

Studies on LA have been widely explored (Almusharraf, 2020; Boonma & Swatevacharkul, 2020; Dalilan, 2021; Lengkanawati, 2017; Ningsih & Yusuf, 2020; Tuan, 2021; Yuzulia, 2020; Yuzulia & Yusuf, 2019). However, there has been only

a handful of studies (Fenner & Newby, 2000; Khaerudin & Chick, 2021; Kissacik, 2016; Kong, 2014) scrutinizing the role of textbooks in supporting or even hindering LA development, mainly in Indonesia. Moreover, Kissacik (2016) stated that the small occurrence of studies regarding the roles of textbooks in promoting students' LA on an international scale did not include the voices of teachers and students, let alone in the Indonesian context. As mentioned earlier, the investigation of how EFL textbooks in Indonesia promote LA and how students and teachers perceive this issue is still in its infancy. Therefore, we aimed to fill this gap by conducting a study to reveal LA facilitation in currently in-use English textbooks, both from content analysis and the students' and teacher's perspectives. Therefore, the research questions are elaborated as follows:

- (1) To what extent does the EFL textbook *Erlangga Straight Point Series (ESPS)* facilitate learner autonomy (LA)?
- (2) How do EFL students perceive the textbook in promoting LA?
- (3) How does an EFL teacher perceive LA facilitated in the textbook contributing to English language learning?

Method

Design

The current study employed quantitative and qualitative research designs (Creswell & Creswell, 2018) to answer the three research questions mentioned in the introduction. The qualitative design was the basis for obtaining and analyzing data from materials evaluation and a teacher interview. In contrast, the quantitative design was the basis for obtaining dan analyze data from the students' questionnaires. Materials evaluation refers to gauge the usefulness and merits of learning resources, including textbooks (Tomlinson, 2013). Student questionnaires were aimed to reveal how they perceive the textbook in fostering LA. Finally, the teacher interview was to investigate her beliefs towards LA implementation in EFL teaching and learning.

Participants

There were one EFL teacher and twenty students participating in this study. They were selected using purposive sampling based on the pre-determined criteria to be the study participants (Creswell & Creswell, 2018). Through this sampling technique, the participants were expected to provide detailed information

regarding the issue or topic being investigated (Creswell, 2012), which, in the context of this study, was LA promotion through an EFL textbook.

The teacher was purposively selected since she used the textbook as the only teaching resource. The students were selected since the textbook was their main learning resource (other than printed dictionaries) since they had no access to any digital learning resources. Therefore, it supports the notion that LA is ideal for classrooms with several conditions, such as those attended by students with different learning needs and limited learning resources (Chik et al., 2018). We followed the research ethics (Creswell & Creswell, 2018) by asking for permission from the individual in authority (the school principal) to interview the teacher and deliver questionnaires to the students. Moreover, a consent letter is addressed to the teacher and the students to inform them about the study. Finally, we anonymously used the participants' names to protect their identities (Creswell & Creswell, 2018). The demography of the participants is shown in Table 1.

Table 1

The demography of the participants

Participants	Gender	Frequency	Age (years)	Class	English proficiency	Teaching experience (years)
Students	Male	10	16-17	XI	Intermediate	
	Female	10	16-17	XI	Intermediate	
Teacher, Aisyah (pseudonym)	Female	1	24			4

The teacher, Aisyah (pseudonym), has been teaching at the school for at least four years. Her teaching experience was supported by her active participation in teacher professional development and pre-service teaching practices during her undergraduate education. Moreover, based on the mid and final tests in the previous semester, supported by the teacher's explanation, we concluded that the students were at an intermediate level.

Textbook corpus

The textbook evaluated in this study was *Erlangga Straight Point Series (ESPS)* for Grade XI for SMA/MA students, written to meet National Curriculum 2013 policy. The textbook comprised nine chapters, including the four linguistic skills in the assignment sections. QR codes accompanied the listening assignments.

Each chapter contained both individual and group assignments. It was chosen for several considerations, such as its popularity, quality, and regular revision to meet the curriculum adopted. First, the textbook has a decent reputation as one of the most popular textbooks used in schools across Indonesia. Secondly, it has good quality since the book's writer, Lidwina, is an experienced writer with over 20 years of experience as an educator, writer, and researcher in education. Moreover, the book is under review by an experienced editor, Dwi Wahyu Priyanto. He has been an editor at PT Penerbit Erlangga since 2001. Finally, the book was selected since it was created based on the revised National Curriculum 2013.

Research instruments

Three instruments were employed to obtain the data (an LA framework by Nunan (1997), a questionnaire, and an open-ended interview), all elaborated as follows. Through the questionnaire adopted from Fenner and Newby (2000), Holec (1981), Kissacik (2016), and Kong (2014), we investigated the students' and teacher's perspectives on how the textbook fosters LA. We decided to use the questionnaire since it was intentionally designed by Holec (1981) to evaluate LA promotion through learning resources. The questionnaire was adapted through language simplification (without altering the substances) and language translation into Bahasa Indonesia to help students comprehend the statement well.

First, the framework by Nunan (1997), serving as the reference in evaluating the textbook's content, consisted of five classifications of LA principles. These principles were *Awareness*, *Involvement*, *Intervention*, *Creation*, and *Transcendence*. Keywords relating to each level were used to classify the task instructions into their fitting categories. For instance, the *Involvement* level contains keywords/phrases such as choose or select. The practical instance of LA level in a textbook is shown in Figure 1.

Next, the questionnaire adopted from Fenner and Newby (2000), Holec (1981), Kissacik (2016), and Kong (2014) consisted of thirteen statements divided into five categories. The validity and reliability of the questionnaire have been tested by previous researchers (Fenner & Newby, 2000; Holec, 1981; Kissacik, 2016; Kong, 2014) who designed and used this instrument. The questionnaire was considered valid since, based on the test of the Pearson correlation coefficient, the thirteen statements of the questionnaire had an average r Value higher than r Table ($0.512 > 0.361$), with none of the items having an r Value lower than 0.371. Moreover, the reliability or internal consistency of the instrument was measured

Figure 1

A model of LA implementation in involvement level (Nunan, 1997)

You choose: Do A or B.

A

(a) Pairwork. Brainstorm, and decide on ten items to put in a time capsule to give people 300 years from now an idea of what life was like in our times.

(b) Work with another pair. Combine both lists and reduce the twenty items (your ten and the other pair's ten) to a single list of ten items.

(c) Compare your list with another group.

Example: 'Well, we'd include a TV remote control, pocket cellular phone, disposable camera, jeans and pocked computer.'

B

(a) Pairwork. Brainstorm, and decide on the ten most useful everyday inventions of this century.

(b) Work with another pair. Combine both lists and reduce the twenty items (your ten and the other pair's ten) to a composite list of ten items.

(c) Compare your list with another group.

Example: 'Well, we think the most important everyday items are the ballpoint pen, disposable razor, zip fastener, contact lenses and cash-machine cards.'

using Cronbach's alpha. The overall coefficients of the thirteen questionnaire items were 0.932, which was higher than 0.6., meaning that the questionnaire was reliable. Therefore, we considered it appropriate to use the questionnaire since we did not change the substance of the instrument when delivering it to the participants. The questionnaire instrument is shown in Table 2.

Table 2

The student questionnaire

Principles
1. <i>Self-setting goals</i>
<ul style="list-style-type: none"> • The textbook makes me aware of my learning objective • It encourages me to determine my own level
2. <i>Self-selecting learning strategies</i>
<ul style="list-style-type: none"> • The textbook raises my awareness of learning strategies • It allows me to choose my own learning strategies
3. <i>Self-selecting materials and classroom activities</i>
<ul style="list-style-type: none"> • The textbook encourages me to choose the content for learning • It encourages me to produce my own materials. • It encourages me to express my own feelings • It encourages me to make use of additional resources • It encourages me to develop social aspects of learning through group work
4. <i>Self and peer assessment</i>
<ul style="list-style-type: none"> • The textbook encourages me to assess my learning progress

-
- It encourages me to get help from my peers in assessing my progress
5. *Self-reflection*
- The textbook encourages me to reflect on my choices
 - It encourages me to reflect on my learning
-

Note. SA= Strongly Agree; A= Agree; N= Neutral; D= Disagree; SD= Strongly Disagree

Finally, an open-ended interview was used to encourage the participant to provide answers not constrained by our perspective or previous studies and to create response options (Creswell, 2017). This interview had at least six substantial questions (see Appendix). These questions were related to the teacher's understanding, beliefs, and practices toward LA and professional development roles to help implement LA. Two final questions were about LA facilitation in the textbook and her action to adapt the textbook to meet LA principles.

Data collection

The procedures in data collection are divided into three sections: data from the materials evaluation, a teacher interview, and finally, the student questionnaires. Below is the description of each category.

First, regarding the data collection from the textbook, we started with collecting the information of the textbook, including the title, the publisher, the authors, and the editors of the textbook. Those details substantially served as a reference to measure the appropriateness of the textbook to be evaluated. Other information, such as the book on the teacher's teaching activities at the school, was also considered. Then, after the textbook was obtained, we analyzed the assignment/task sections to reveal the degree of LA facilitation in the textbook through the framework of LA implementation in EFL textbooks, as suggested by Nunan (1997).

Before distributing the questionnaires adopted from Fenner and Newby (2000), Holec (1981), Kissacik (2016), and Kong (2014) to the twenty students, we asked the school principal's permission to conduct the study. Then, we delivered the questionnaires to the students to investigate their perceptions of the EFL textbook in promoting LA. Therefore, it was considered appropriate since the Likert scale measures attitudes (Likert, 1932). The questionnaires consisted of LA principles covering five areas: goal setting, learning strategy selection, material and activity selection, assessment, and finally, reflection. Through the teacher's assistance, the printed questionnaires were delivered to 20 students (10 males; 10 females) during classroom hours (lasting for forty minutes). To help students complete the questionnaires and to avoid biases, the statements in the questionnaires were in *Bahasa Indonesia*. Moreover, the students were informed

that they had to select one of the answers from the five Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). On the same day, the completed questionnaires were sent to us to go to the next stage for data analysis.

The interview consisted of open-ended questions aimed at obtaining objective perceptions from the teacher regarding the EFL book in promoting LA and its impact on language teaching (Creswell, 2012). The questions and answers were in *Bahasa Indonesia*, intending to maintain clearance and avoid misunderstanding. The interview data were collected through several steps. Initially, we asked for the school's permission and the teacher's consent to participate. Then, we agreed to have a telephone interview. The interview lasted roughly fifteen minutes (from 03:00 to 03:15 p.m.). Substantially, the questions were related to the teacher's understanding, beliefs, and practices toward LA and the roles of professional development to help implement LA. The final questions were about LA facilitation in the textbook and her action to adapt the textbook to meet LA principles. Immediately after the fifteen-minute interview, we kept communicating through WhatsApp for clarification and elaboration of the participant's answers that needed to be subjected to follow-up questions. We sent the interview data to the teacher a week after the interview. This activity was to check the confirmability of the participant's answers through member checking (Creswell, 2012).

Data analysis

This section delivers the practical data analysis steps conducted through different research instruments: content evaluation, interviews, and questionnaires. Each is elaborated as follows.

The corpus data specifically focused on the EFL textbook *Erlangga Straight Point Series (ESPS)* task sections. Adhering to the framework by Nunan (1997), a total of 210 tasks were analyzed by both authors. The tasks not belonging to any of the five levels in LA by the framework were removed. The tasks supporting LA (*Awareness, Involvement, Intervention, Creation, and Transcendence*) were put where it belongs. To ensure reliability, the second author reviewed the analysis results by the first author, discussed the data, and made corrections and confirmations to ensure mutual agreement on the analysis.

After the questionnaires were collected from the students, we analyzed the datasets through the statistical devices of arithmetic percentage and frequency distribution (Creswell, 2012) to determine the positive and negative trends of the student's answers. Likert scale was applied (strongly agree, agree, neutral, disagree, and strongly disagree). The numbers were transferred into a

percentage. Any salient points and tendencies that emerged from the data were put forward for the discussion section.

We analyzed the interview data through six stages of thematic analysis (Creswell, 2012). The themes were inductively generated since they emerged from the findings rather than theories. The thematic analysis is the following. First, the audio of the recorded interview was put into a transcription. According to Benson (2013), this practice enhances rigor and transparency. Then, we prepared the transcribed interview for analysis. The third step was reading through the data to make a general sense. Fourth, in the coding stage, the answers from the teacher were classified into different categories (codes). The final step was utilizing the coding for both description and themes in the research report. The emerging themes provided information on the teacher's perspectives on LA inclusion in the textbook.

Findings

This section provides the information to answer the three research questions: (1) The extent the ELT textbook *Erlangga Straight Point Series (ESPS)* facilitates learning autonomy (LA), (2) EFL students' perceptions towards the book in promoting LA, and (3) An EFL teacher's perceptions of LA facilitation in the textbook in contributing to English language learning. Therefore, the results of the materials evaluation, the student questionnaires, and the teacher interview are elaborated as follows.

The task instructions in the textbook facilitating LA

The level of LA in the textbook

The level of learner autonomy (LA) implementation based on Nunan (1997) applied in a textbook has five stages: *Awareness*, *Involvement*, *Intervention*, *Creation*, and *Transcendence*. The analysis results of the analysis of the level of LA implementation in the textbook ESPS English Grade XI are shown in Table 3.

Table 3

Nunan's (1997) levels of LA implementation

	Total of tasks	Level of LA implemented in the tasks				
		Awareness	Involvement	Intervention	Creation	Transcendence
Total	210	1 (0.5%)	5 (2.4%)	0 (0.0%)	3 (1.4%)	15 (7.1%)

Table 3 shows that among the five levels, it was surprisingly found that *Transcendence* had the most occurrences (15 times) in all units or chapters. Next, *the Involvement* stage, where students are allowed to choose the tasks, came second with five times occurrences. The third occurrence was the *Creation* stage (3 times), followed by the *Awareness* stage, with two times of occurrences. It was also revealed that *Intervention* was not facilitated. That is to say; the textbook did not provide opportunities for students to intervene or modify/adapt tasks. The instances of tasks supporting LA levels based on Nunan (1997) are shown in Figure 2 (*Awareness*), Figure 3 (*Involvement*), Figure 4 (*Creation*), and Figure 5 (*Transcendence*). There is no example of *Intervention* as it was not found in the textbook.

Students must be conscious of the learning aims and materials at the Awareness level. This process involves identifying their strategy implication of pedagogical tasks and their preferred learning styles. Figure 2 is an instance of a task containing LA level of *Awareness*.

Figure 2

An example of the Awareness level of LA in the textbook

B. Do you know the meaning of all the words in Activity A? Consult your dictionary to find out the meanings.

In Figure 2, the task instruction encourages students to use any available resources to help themselves with vocabulary mastery. This activity will improve students' awareness of the importance of learning strategies to solve the tasks given to them.

Next, at the *Involvement* level, learners are given opportunities to select the goals among a range of alternatives on offers. Therefore, rather than becoming passive receivers, they are encouraged to decide on the available options, as shown in Figure 3.

Figure 3

An example of the Involvement level of LA in the textbook

CHECK IT OUT

L. Write an outline of a speech script. Choose one of the following topics.

- The importance of having enough sleep.
- The importance of oral hygiene.
- The importance of having nutritionally balanced meals.
- The connection between health and happiness
- How to acquire healthy lifestyle habits.
- The danger of dehydration.

Figure 3 provides an instance of task instruction that involves students in decision-making. Students are informed to select one of the topics available regarding the speech script. This way, students become decision-makers who refer to their preference for a particular learning topic.

Third, the level of LA is *Intervention*. In this stage, learners actively modify and adapt the lessons' goals and topics. The process is through task modification or adaptation based on the students' preferences. As shown in Table 1, no single task in the textbook contains the *Intervention* stage.

The fourth level of LA is *Creation*. At this level, learners are encouraged to create their own goals and objectives by creating their own tasks. One instance in the textbook of this level is shown in Figure 4.

Figure 4

An example of the Creation level of LA in the textbook

U. Work in pairs. Make your own dialogue. Based on the information you get from the letter, make a conversation between the manager of Lukea store and Bella White. Identify the problems that Lukea store has and identify what Bella White suggests to the manager of the store.

Figure 4 is a good example of task instruction that allows students to create a task based on their preferences. In Figure 4, students are instructed to make their dialogue based on the information in the previous task. This way, students can express themselves and show their prior knowledge through the dialogues they have created.

Finally, in *the Intervention* stage, learners go beyond the classroom and find a connection between classroom learning and the context of real life. Figure 5 is an example of a task applying the *Transcendence* level of LA.

Figure 5

An example of the Transcendence level of LA in the textbook

LET OTHER KNOW

V. Find some problems that your school has. Then write a letter of suggestion to your teacher to solve the problem.

Figure 5 shows an example of how students are instructed to investigate the real problem at the school and write a suggestion to the teacher. Therefore, the "world beyond" here is the problem at the school, which is broader than

"classroom learning." Since the task requires activities outside the classroom, it reflects the *Transcendence* level of LA.

Unfortunately, the other 185 tasks focus on various types of instructions other than LA levels, such as multiple choices, filling in the blanks, matching, and essays. The listening tasks focus on answering the multiple-choice questions and completing dialogues based on the audio played.

EFL students' perceptions of the textbook in promoting LA

The findings obtained from the questionnaires show that the five principles of LA (goal setting, learning strategy selection, materials, and classroom activity selection, self and peer assessment, and self-reflection) in the textbook (Fenner & Newby, 2000; Holec, 1981; Kissacik, 2016; Kong, 2014), the aspects of classroom activities, self-assessment, and self-reflection received positive feedback from the 20 students. Most students (95%) supported that the textbook helps them develop social aspects of learning through group or pair work. Moreover, the majority of them, representing 90% of the total, were also in agreement that the textbook provides the opportunity to assess their progress in learning. Finally, 70% of the students believed that the textbook facilitates them to reflect on their learning.

Unfortunately, many of them responded negatively toward the other aspects, such as goal setting, learning strategy selection, and material selection. The results show that overall, 60-80% either disagreed or strongly disagreed that self-setting goals, self-selecting learning strategies, and self-selecting materials were well-facilitated by the textbook. The results of the questionnaires are shown in Table 4.

Table 4

The result of students' questionnaires (N=20)

Principles	SA (%)	A (%)	N (%)	D (%)	SD (%)
1. <i>Self-setting goals</i>					
• The textbook makes me aware of my learning objective	0	5	15	35	45
• It encourages me to determine my own level	5	10	10	35	40
2. <i>Self-selecting learning strategies</i>					
• The textbook raises my Awareness of learning strategies	10	5	5	35	45
• It allows me to choose my own learning strategies	10	5	10	30	45
3. <i>Self-selecting materials and classroom activities</i>					

• The textbook encourages me to choose the content for learning	15	5	0	65	15
• It encourages me to produce my own materials.	10	15	5	30	40
• It encourages me to express my own feelings	5	5	10	45	35
• It encourages me to make use of additional resources	5	10	5	45	35
• It encourages me to develop social aspects of learning through group work	80	15	5	0	0
4. <i>Self and peer assessment</i>					
• The textbook encourages me to assess my learning progress	60	30	5	5	0
• It encourages me to get help from my peers in assessing my progress	5	10	15	35	35
5. <i>Self-reflection</i>					
• The textbook encourages me to reflect on my choices	10	5	20	35	30
• It encourages me to reflect on my learning	30	40	15	15	0

Note. SA= Strongly Agree; A= Agree; N= Neutral; D= Disagree; SD= Strongly Disagree

Table 4 displays students' views on the textbook's role in learning autonomy promotion. Generally, the students believed that the coursebook helps them with learning autonomy in terms of deciding the classroom activities, self-assessment, and self-reflection. However, they perceived that the textbook did not facilitate other principles of LA, such as goal setting, self-selecting learning methods, peer assessment, and self-reflection on choices. Table 4 demonstrates that, based on the students' perspectives, the textbook does not provide them with adequate opportunities to be independent learners. More specifically, it does not provide opportunities for students to set their learning goals and choose learning methods. Moreover, the textbook does not encourage them to conduct peer assessments and to reflect on their choices made during the learning.

EFL teacher's perceptions of LA facilitated in the textbook contributing to English language learning

Generally, the teacher participating in the interview, to some degree, has a positive attitude towards LA since it provides some benefits for both the teacher and students. The advantages of LA for the teacher are defined by the teacher, as shown acknowledged,

It helps me a lot when students are autonomous learners. (Teacher, Interview)

As a teacher, I only need to be a (good) support system; I do not have to spoon-feed my students individually. (Teacher, Interview)

The excerpt above demonstrates that the teacher positively perceives LA, believing that it contributes to the teacher's convenience in teaching. Moreover, a student's capacity for autonomous learning helps the teacher facilitate learning rather than only transferring knowledge. For the students, the benefits of being autonomous learners are shown, as the teacher said,

When students are well-informed about learning autonomy, it is easy for them to explore their learning interests, appropriate methods of learning, and what they need regarding their learning. (Teacher, Interview)

As shown in the excerpt above, the teacher opined that LA encourages students to manage their learning in many ways, including deciding what to learn, how to learn, and how to fulfill the needs in their pursuit of knowledge. The teacher further elaborated that taking care of students individually could be more effective.

Providing scaffolds for individual students one by one is quite ineffective, given their large number. (Teacher, Interview)

As shown in the excerpt above, the teacher insisted that offering help to students by approaching each of them is not practical. It will be time-consuming as there are many students in the class. Moreover, when given a question related to whether she would implement Learning Autonomy after receiving training, the teacher responded,

Yes, I would really appreciate it if the school administered such training. It will be good to improve the students' class participation and motivation. (Teacher, Interview)

The above excerpt implies that the teacher expected the school administrator to facilitate the development of her teaching skill (especially in LA implementation) as the benefits would be extended to the learners. However, the teacher believes that the textbook used has not optimally supported LA, as the teacher said,

Based on my observation of the tasks provided by the coursebook, some encourage students to be independent. For instance, in chapter 1, students are instructed to find the problem at the school ... in other examples, students are asked to choose from a range of options given or make their own dialogues ... however, in general, the tasks given are essay and multiple choices. (Teacher, Interview)

The excerpt above demonstrates that from the teacher's perspective, the prescribed EFL textbook contains a very small number of tasks or assignments contributing to promoting student learning autonomy. This particular statement supports the finding of the corpus study.

To conclude, the teacher shows a positive attitude toward LA and is aware of the benefits of LA, both for the teacher and students. Moreover, the teacher expects the school administrators to take part in promoting LA through the provision of a professional development program. Finally, the teacher also witnesses that the textbook is less helpful for her to bring LA into practice, as most of the task instructions are essay and multiple-choice questions.

Discussion

The finding of this study supports the previous studies conducted by Khaerudin and Chik (2021), Kissacik (2016), Kong (2014), and Reinders and Balcikanli (2011), all of which revealed that LA is not optimally supported in EFL textbooks. The current and previous studies confirm the notion that the growing interest in developing learning autonomy in the language classroom is not translated well by developers of textbooks, i.e., providing tasks promoting LA (Khaerudin & Chik, 2021). This situation probably results from curriculum policy (Borg & Al-Busaidi, 2012) and institutional constraints (Wiraningsih & Santosa, 2020). Considering its importance, more opportunities to promote students' practical skills in managing their learning should be made (Tuan, 2021), especially through textbooks (Crawford, 1995) on the sections of timetables, tasks, materials/topics, and conversations (Cotterall, 1995). Moreover, research by Maryono and Lengkanawati (2020) and Syafryadin et al. (2022) revealed that although online resources may support LA, most teachers found it less preferable to implement online learning activities, as the internet connection was not always stable. In this situation, textbooks play a major role to be the alternatives to support LA. Finally, one more reason for promoting LA in textbooks is that students' lesson comprehension is not a guarantee of capacity for LA (Hsu et al., 2019), and it is through textbooks that learners will come into contact with ideas about autonomous learning (Reinders & Balcikanli, 2011).

The results of student questionnaires show that most students believe the coursebook helps them be autonomous learners by facilitating them to select classroom activities, conduct self-assessments, and make self-reflection. However, the students perceived the textbook to be less helpful in other principles of LA, such as the decision of learning goals, learning methods, peer

assessment, and self-reflection on their choices. It means that based on the students' perception, the textbook only partially facilitates the principles of LA. This finding supports the finding of the previous study by Kissacik (2016), who found that according to the students' perspectives, the textbook they used did not cover all aspects of LA, mainly in the aspects of self-setting goals, self-selecting learning strategies, self-selecting learning strategies, and self-reflection. Specifically for goal-setting, it is the initial step in LA development (Reinders, 2020). Therefore, it is unfortunate since the lack of LA facilitation in EFL textbooks may contribute to the failure to develop autonomous learners (Reinders & Balcikanli, 2011). This is because coursebooks remain the main teaching resources utilized by many of the world's English teachers despite the technology development (Richards, 2014).

The teacher interview indicates that she has a positive attitude toward LA. She believes that LA is useful both for teachers and students. For teachers, LA means a more convenient and efficient teaching process. As for students, it is useful to help them with learning fulfillment based on their preferences. It aligns with other studies (Almusharraf, 2020; Borg & Al-Busaidi, 2012; Ningsih & Yusuf, 2020; Yuzulia & Yusuf, 2019) have found. Similar to this research finding, Borg and Al-Busaidi (2012) reported that teachers participating in the study witness their autonomous students as individuals with several characteristics, such as having higher motivation, better commitment, more learning excitement, better focus, and bravery to take risks. Most of them are also in agreement that LA provides more effective learning for students. One of the reasons that most teachers are confident with the positive impact of LA on students is because language learners use their opportunities to fulfill personal interests (Little, 2016), rather than as academic burdens.

The teacher also responds positively when asked about training on LA implementation in teaching, highlighting its positive impacts on classroom participation and motivation. It concurred with other studies (Fabela-Cárdenas, 2012; Lengkanawati, 2016). It was revealed in the study by Lengkanawati (2016) that most teachers have more motivation to bring LA principles into teaching practices after joining a workshop on LA. Similarly, Fabela-Cárdenas (2012) revealed that even though initially teachers and educators were in doubt, their study through discourse analysis and statistics results demonstrated that professional development training contributed to increasing teachers' beliefs and attitudes toward LA. It implies the need for more professional development programs to shape teachers' positive beliefs toward LA. This notion is supported by Vieira et al. (2008), who stated that scholarship in teacher education should be developed to enhance teacher's practice in LA implementation. Moreover,

Alonazi (2017) revealed that many teachers expected more professional development programs to bring LA into practice. Unfortunately, as the participating teacher in this study implied, there is a lack of professional development in her institution. This situation is relatable to what Reinders and Balcikanli (2011) said that the surge of interest in LA is not supported by teacher training to implement it in classroom settings. Finally, concerning Research Questions 1 and 2, the teacher interview supports the findings from the textbook evaluation and student questionnaires that there is an inadequacy of LA facilitation in the EFL textbook used at the school. Even though witnessing some tasks that facilitate LA, the teacher also perceives that most tasks are multiple choice and essay questions.

To sum up, two major points are emerging from this study. First, there are convincing results from the investigation that the EFL textbook *Erlangga Straight Point Series (ESPS)* has not effectively promoted LA through its task instructions. Secondly, the teacher's understanding of the LA concept and her positive attitude towards LA is not well-supported by the institution, as no professional development is offered. Therefore, we offer three recommendations as the follow-up of this study.

First, the stakeholders in education, such as the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), the curriculum developers, and English textbook publishers should optimize the benefits of LA through the explicit inclusion of LA in the curriculum and learning resources, mainly textbooks. Moreover, the school administrators, in collaboration with the government and the curriculum developers, should facilitate English teachers with professional development to enhance their pedagogical knowledge and practice in the area of LA.

Secondly, future researchers focusing on LA should develop a model of EFL textbooks that fully support LA. It is also recommended to put the product into tests in real settings of EFL classrooms. This way, the practicality of the theories suggesting the role of materials in promoting LA can be examined. Then, studies on how EFL teachers optimize textbooks to increase LA are also needed to holistically provide evidence on how EFL teachers use textbooks to promote LA.

Third, the EFL teachers should explore and implement the teaching materials containing LA support in the classroom. It is also recommended to make adaptations to the textbook to facilitate LA. While textbooks are generally prescribed and provided by school administrators, teachers still have a chance to explore materials from the internet, libraries, and encyclopedias that promote LA implementation in the classroom. This way, teachers are not stuck on the textbook that may hinder the learners from being autonomous with their

learning. Then, rather than just adopting a textbook, teachers are encouraged to adapt materials to suit the teaching and learning situations. Referring to the examples of LA implementation proposed by Nunan (1995) in the literature review section, EFL teachers may change the textbook's content to promote LA.

Conclusion

The current study investigated the extent to which *Erlangga Straight Point Series (ESPS)* textbook facilitates learner autonomy (LA), students' perspectives towards the textbook in facilitating LA, and an EFL teacher's perception of LA-facilitated in the textbook contributing to English language learning. The materials evaluation revealed that the textbook had not provided adequate support for LA promotion since only less than 15 percent of task instructions contain LA level. The result of student questionnaires shows similar results; they believe that the textbook only partially contains LA principles. The book does not optimally support students in setting learning goals, choosing learning methods, conducting peer assessments, and reflecting on students' choices. Finally, the teacher interview demonstrates that other parties do not support their positive beliefs, such as the institution where they are teaching. These findings imply that LA has received little attention in EFL learning and teaching.

The current research results were useful for curriculum designers and textbook publishers to adopt the principle of LA in the curriculum and textbooks to help students with autonomous learning. Moreover, this study informs future researchers aiming at investigating how students' autonomous learning is facilitated by learning resources, as well as the students' perspectives and the teacher's beliefs towards LA. Future researchers who focus on LA should develop a model of course books that fully support LA. It is also recommended to put the product into tests in real settings of EFL classrooms. Furthermore, based on the findings, we strongly encourage curriculum designers. Finally, we expect school administrators to facilitate EFL teachers' professional development focusing on learning autonomy to help them foster autonomous EFL learners.

The current study comes with several limitations. First, the size of participants in this study was relatively small and was in a specific context. Therefore, it is less relevant to be transferred to other contexts. Second, there was only one EFL textbook as the subject of this study, while numerous textbooks are widely used in schools across Indonesia. Third, the teacher participating was a novice teacher. Therefore, future researchers in similar fields to this study should

involve teachers with different characteristics, i.e., experienced teachers or teachers supported by professional development programs.

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Appendix. Interview guidelines

1. Are you now familiar with the concept of learner autonomy?
2. Do you believe that learner autonomy is important in language learning?
3. What do you do to promote learner autonomy in language learning?
4. What is your opinion on teacher professional development focusing on learner autonomy implementation?
5. Based on your classroom experience, do you think the task instructions in the textbook encourage learners to be autonomous learners?
6. How do you adapt the textbook to increase learner autonomy?