



RESEARCH REPORT

AN INVESTIGATION ON READINESS FOR LEARNER AUTONOMY,
APPROACHES TO LEARNING OF TERTIARY STUDENTS AND THE ROLES
OF ENGLISH LANGUAGE TEACHERS IN ENHANCING LEARNER
AUTONOMY IN HIGHER EDUCATION

การตรวจสอบความพร้อมในการเรียนรู้ด้วยตนเอง วิธีการเรียนของนักศึกษาและ
บทบาทของผู้สอนภาษาอังกฤษในการส่งเสริมความสามารถในการเรียนรู้ด้วยตนเอง
ของผู้เรียนในระดับอุดมศึกษา

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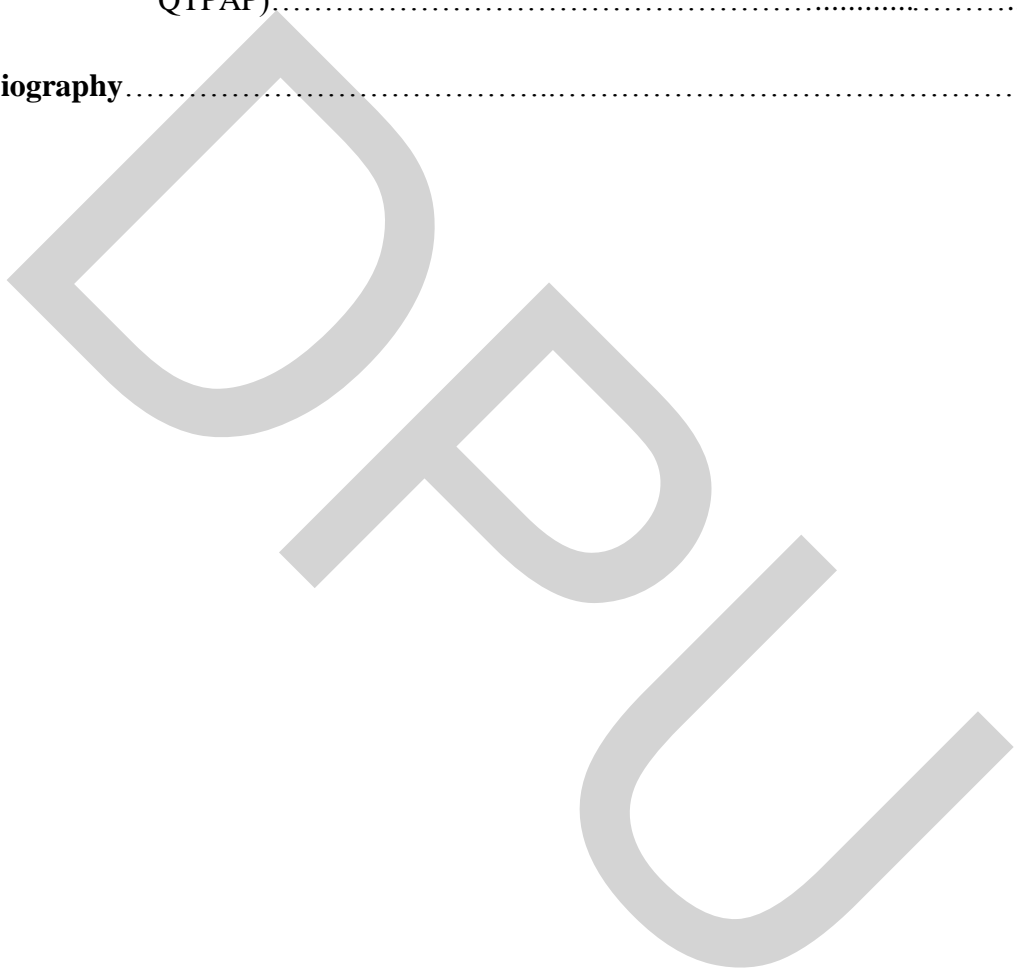
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รูปแบบงานวิจัยคือการวิจัยเชิงการสำรวจโดยใช้แบบสอบถามเก็บข้อมูลเชิงปริมาณและคุณภาพกับนักศึกษาจำนวน 380 คนและ ผู้สอนจำนวน 155 คน ในมหาวิทยาลัยเอกชน 5 แห่งในเขตกรุงเทพมหานคร นอกจากนี้ยังได้ใช้วิธีสัมภาษณ์แบบกึ่งโครงสร้างเก็บข้อมูลเชิงลึกอีกด้วย

จากผลการวิจัย พบว่า 1) โดยเฉลี่ยระดับความพร้อมในการเรียนรู้ด้วยตนเองของนักศึกษาอยู่ในระดับสูง (ค่าเฉลี่ย 3.63) 2) โดยเฉลี่ยนักศึกษาใช้วิธีการเรียนแบบลึก (ค่าเฉลี่ย 3.70) และแบบผิวเผิน (ค่าเฉลี่ย 3.53) ในระดับสูง 3) มีความสัมพันธ์เชิงบวกอย่างมีนัยสำคัญระหว่างระดับความพร้อมในการเรียนรู้ด้วยตนเองและวิธีการเรียนแบบลึก ($\alpha = 0.05$, $r_s = 0.564$) ขณะที่ไม่มีความสัมพันธ์อย่างมีนัยสำคัญระหว่างระดับความพร้อมในการเรียนรู้ด้วยตนเองและวิธีการเรียนแบบผิวเผิน ($\alpha = 0.05$, $r_s = 0.102$) และ 4) ผลการตรวจสอบมุมมองผู้สอนต่อการเรียนรู้ด้วยตนเองของนักศึกษาแสดงให้เห็นว่าโดยทั่วไปผู้สอนมีมุมมองที่ดีต่อการเรียนรู้ด้วยตนเองในระดับสูง (ค่าเฉลี่ย 3.53)

งานวิจัยนี้ได้เสนอข้อแนะนำแก่ผู้บริหารการศึกษา ผู้สอนภาษาอังกฤษ และนักวิจัยเพื่อนำผลการวิจัยไปประยุกต์ใช้และเพื่อวิจัยประเด็นที่เกี่ยวข้องต่อไป รวมถึงโครงการฝึกอบรมครู

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Abstract

The objectives of this study were 1) to investigate the readiness for learner autonomy of students; 2) to investigate the approaches to learning of students; 3) to find a relationship between students' readiness for learner autonomy and approaches to learning in terms of deep and surface learning approaches and 4) to investigate teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy.

This study took the form of survey research using questionnaires to collect both quantitative and qualitative data from 380 students and 155 teachers in five private universities in Bangkok. Semi-structured interviews were also conducted to gain insights.

The findings revealed that 1) on average, the readiness level for learner autonomy of the students is high ($M = 3.63$, $SD = 0.40$). To elaborate, their willingness, motivation and capacity to learn autonomously were high, but their self-confidence to perform autonomous learning was at the moderate level. 2) The mean of the Deep Learning Approach is 3.70 ($SD = 0.48$). This means that on average students applied the deep learning approach at the high level. Regarding the Surface Learning Approach, the mean is 3.53 ($SD = 0.53$). This means that on average students also highly used surface learning approach. 3) There was a moderate significant positive correlation between readiness for learner autonomy and the deep learning approach ($\alpha = 0.05$, $r_s = 0.564$). Meanwhile, there was no significant correlation between readiness for learner autonomy and the surface learning approach ($\alpha = 0.05$, $r_s = 0.102$). 4) The investigation of teachers' perspectives of learner autonomy showed that on average teachers highly hold positive perspectives of learner autonomy ($M = 3.53$, $SD = 0.33$).

The study provided implications and recommendations for educational administrators, teachers of English, and researchers in order to apply the findings and to conduct further research on related issues, and teacher educational programmes.

CHAPTER ONE

INTRODUCTION

This chapter provides the problem statement of the study with the focus on the value of learner autonomy on English language learning and teaching, the relationship between learner autonomy and approaches to learning. Then, learner autonomy and the roles of teachers are explored. Based on these key variables of this present study, the objectives of the study are stated in the next part followed by research questions, scope, limitations, assumptions, definition of terms, and significance of the study. The overview of the research will end this first chapter.

1.1 Problem Statement

Learner Autonomy

Autonomy, which is sometimes used interchangeably with ‘independence’, has in fact been very popular as a concept of discussion in foreign language teaching for many years (Littlewood, 1996). According to Benson (2001), autonomy is broadly defined as the capacity to take charge of one’s own learning and is considered a prerequisite of effective learning. Autonomy is therefore the critical goal of every educational system.

Learner autonomy is a concept that is widely recognized nowadays by many educational institutes around the world (Crabbe, 1993). This is because learner autonomy is recognized as an important ‘pedagogical goal’ (Wenden, 1987) as well as the realization of individual potential (Sinclair, 1996). Dickinson (1987) adds that both learning and personal autonomy should be developed as an important educational goal, which is facilitated through self-instruction. Promoting autonomous language learning is considered as an innovative programme (Benson and Lor, 1998). According to its advocates, autonomy is a precondition for effective learning. Autonomous learners develop more responsibility and critical thinking (Benson, 2001). It is necessary that the teachers provide opportunities for students to make choices for their learning and make decisions about their learning. In the view of Littlewood (1996), autonomous learners are able and willing to make choices

independently. 'Ability' and 'willingness' are therefore the key concepts of autonomy. When gaining more knowledge and skills, students will be more confident to perform independently. Individual involvement in decision making enhances motivation to learn and, consequently, increases learning effectiveness (Dickinson, 1995). The relationship between learning autonomy and learning effectiveness is made clear.

The concept of autonomous learning is also emphasized in the Thai higher educational system. In terms of English language learning, the Ministry of University Affairs (2001) has proclaimed the curriculum standards of the Thai University English Foundation Courses 1 and 2, which have been framed around two goals and seven standards. Goal 2 specifies that students should be able '*To use English to help achieve personal and academic goals and to promote life-long learning*'. Standard 3 under Goal 2 states that '*Students will use appropriate learning strategies to acquire, construct, and apply academic knowledge and to develop critical thinking skills*'. Clearly, to promote life-long learning students need to have learning tools or strategies which will assist them to learn the language autonomously. Autonomous learning consequently leads to life-long learning.

In terms of research on autonomy, Dam and Legenhausen (1996) reveal that an autonomous learning approach yields very successful results of vocabulary acquisition when compared to those from textbook-based traditional learning approaches. This finding is supported by the experimental work conducted by Thongnarm (2002) who found that an experimental group of Thai learners who learned science through a self-directed learning model had more characteristics of autonomous learners than the traditional learning group; and the former group obtained a higher academic achievement than the latter group. The findings of the research conducted by Swatevacharkul (2006) confirm that independent learning is a legitimate mode of learning for Thai students (see more details on page 37).

In short, autonomous learning which is a concept originally developed for Western education implies learning effectiveness leading to life-long learning, and has been adopted for the Thai educational system by being considered as one of the vital goals under the seven standards.

However, it cannot be denied that culture plays a vital role in learner autonomy. Hofstede (1986) contrasts individualist and collectivist cultures. Individualist cultures value individual interest, while collectivist societies value social or 'in-group' relations. A collectivist dimension encourages individuals to perceive themselves as an inseparable part of the in-group. According to Hofstede's model, Thailand is a collectivist culture. When applied to the teacher-student and student-student interaction, the collectivist dimension is distinguished from the individualist dimension in several aspects. Among them, in collectivist societies students expect to learn how to do while in the individualist societies students expect to learn how to learn. Apparently, there seems to be a mismatch between the cultural characteristics of Thai students and the expectations of autonomous learning approach.

As a result, this study attempts to investigate attitudes towards learner autonomy of Thai undergraduate students, who are in the collectivism culture, towards learner autonomy. This leads to the first research question of this present study.

Learner Autonomy and Learning Approaches

Most research on learning approaches explores students' perceptions of the academic context and its influences on students' learning approaches which are categorized into two major approaches – "deep" and "surface" learning. Students who apply deep learning are critical and can use metacognitive strategies; therefore, this shows an association between autonomous learning and a deep or effective learning. As Entwistle (1987) argues, self regulated learners are predisposed to adopt a deep approach. However, the impact of good teaching as an 'effective motivator' and as a contributing factor towards developing intrinsic motivation and a deep approach to learning is noted in the literature. This points out the vital role of teachers in helping foster motivation and a deep learning approach.

Motivation is considered as a vital factor for learner autonomy development. Ushioda (1996) articulates that by definition autonomous learners are motivated learners. Dickinson (1995) asserts that active and independent involvement of learners in their own learning, which is learner autonomy, increases motivation to learn and therefore increases learning effectiveness. Very clearly, autonomy,

motivation, and learning effectiveness are closely linked with a supportive role of teachers (Swatevacharkul, 2006). Therefore, it is an attempt of this present study to investigate a relationship between learner autonomy and learning approaches as well as the role of teachers who teach English subjects.

Learner Autonomy and the Roles of Teachers

In recent years in the field of language teaching greater emphasis has been put on learners and learning methods rather than on teachers and teaching (Benson and Voller, 1997); therefore, the notions of ‘learner-centred’ approach and ‘learning-centred’ approach (Hutchinson and Waters, 1987) have become prominent. There seems to be a mismatch between the Thai learning context, where English is used as a foreign language (EFL) and instruction is essential, and the trend of language teaching that focuses on learners. To some extent, this reflects a ‘teacher-centred’ approach. Nevertheless, a shift from a teacher-centred approach to a learner-centred approach does suggest a crucial role for teachers and the educational system in teaching learners learn how to learn. Therefore, it cannot be denied that instruction is essential, but it needs attention on teaching learners how to become autonomous learners, which will make them better learners (Wenden, 1991; Yang, 1998).

It is clear that teachers play a vital role in developing learner autonomy. To be autonomous learners means that they are active learners, and this signifies that they need to change their role from teacher-dependence to self-dependence. Performing this new role requires them to be able to learn independently, which means that they have to be responsible for their own learning. However, as Dickinson (1987) points out, learners cannot become independent learners just by being told to. Therefore, this reinforces the role of teachers in assisting students to develop learner autonomy. Dam (2003) argues that learner autonomy development will be successful if teachers are aware of their vital role in the autonomous learning process of the students. Although this process is demanding, it is rewarding. Kohonen (2003) supports that developing learner autonomy is beneficial for both teachers and students although autonomy development in foreign language education is a complex process requiring time, commitment, expertise and explicit pedagogical guidance. This clearly reflects that teachers need to have instructional knowledge and expertise to enhance learner

autonomy. In fostering an autonomous learning culture, besides developing students, teachers develop themselves in terms of professional growth. It is clear that learner autonomy goes along with teacher autonomy. In fact, the role of the teacher in the development of such learner autonomy has become an important area of research in this field with a focus on the teacher as a self-directed learner and practitioner. The idea of teacher autonomy also emerges from a growing awareness among teachers who deal with learner autonomy of their own vital role in the process of helping learners assuming greater control over their learning (Benson, 2001). Several research works have an intention to explore interrelationship between learner and teacher autonomy such as that of Macaro (2008) and La Ganza (2008).

In Thailand research carried out by Swatevacharkul (2006) on enhancing learner autonomy of undergraduate students in a Thai university shows that the teacher plays a vital role in helping students develop positive attitudes towards independent learning and their English learning experiences. Obviously, positive attitudes can lead to readiness for being autonomous learners. Therefore, teachers should be aware of their pivotal role in helping students pass the transition from teacher-dependence to self-dependence. The findings on the supportive role of teacher call for any teachers who want to promote independent learning to be aware of their roles at cognitive and affective dimensions. Such roles can have an important effect on students' independent learning, in particular on low proficiency students who seem to need more care, nurture, and benevolence from teachers than high proficiency students. Therefore, this study aims to investigate the roles of teachers delivering English and their perspectives of learner autonomy under the research question 4.

Based on the rationale of the present study, the key variables, concepts and their associations are shown in Figure 1.1 as the research conceptual framework.

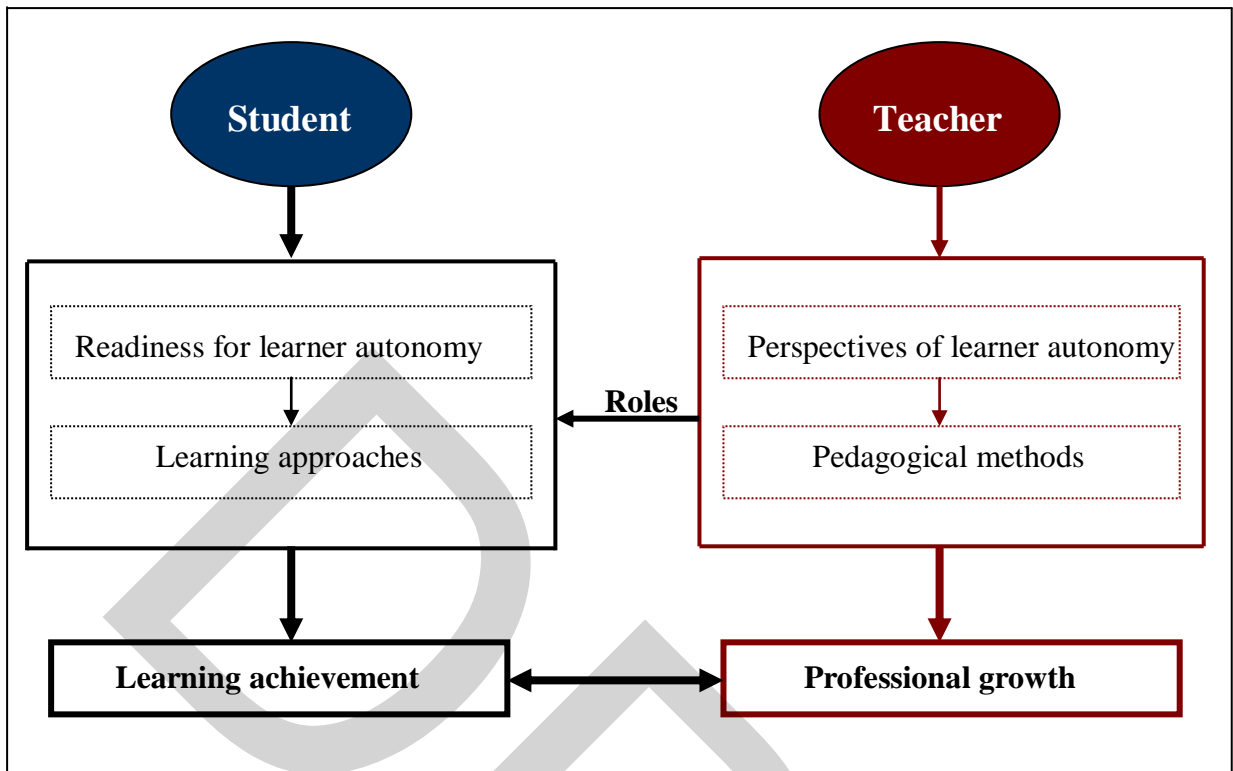


Figure 1.1: Research conceptual framework

Reasons for Selecting Prospective Subjects

For this study the researcher selected the subjects from private universities in the Bangkok metropolis for two major reasons. The first reason is that there has been no large scale research to date in private universities carried out to investigate a level of readiness for learner autonomy of students and learning approaches when they complete required English courses, which is normally in their third or fourth year of study. Therefore, it was worthwhile exploring students' readiness for learner autonomy and their learning approaches in relation to their readiness level for learner autonomy.

Another reason is that there has been no large scale research conducted to explore private university teachers' perspectives on learner autonomy and any pedagogical methods they use to enhance learner autonomy and the learning development of the students. The study on the teachers' side lies on the logic that it is the teachers' responsibility in developing learner autonomy. However, a great deal of research in the field focuses on learners rather than teachers. As Dam (2003: 135)

argues, *“In spite of the fact that the teacher carries enormous responsibility in promoting learner autonomy, there has been somewhat less attention paid to her role than to that of her learners”*.

All the above-mentioned reasons lead to the four research objectives of this present study.

1.2 Objectives of the Study

The objectives of this study are:

1. to investigate the readiness for learner autonomy of students;
2. to investigate the approaches to learning of students;
3. to find a relationship between students' readiness for learner autonomy and approaches to learning in terms of deep and surface learning approaches and
4. to investigate teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy

1.3 Research Questions

The research questions addressed in this study are as follows:

1. At what level are students ready for learner autonomy?
2. What are students' approaches to learning?
3. Is there a relationship between students' readiness for learner autonomy and their approaches to learning?
4. What are teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy?

1.4 Hypotheses

The two research hypotheses set in correspond to the research question 3 are:

1. There is a significant positive correlation between students' readiness for learner autonomy and their deep approach to learning.
2. There is no significant correlation between students' readiness for learner autonomy and their surface approach to learning.

1.5 Definition of Terms

1. **Learner autonomy** refers to the sense of responsibility, willingness and perceived capacity of each student for all the decisions concerning all aspects of his/her learning, i.e. determine objectives, define the contents and progressions, select methods and techniques to be used, monitor the procedure of acquisition properly, and evaluate what has been acquired in and out of class.
2. **Readiness for learner autonomy** refers to attitudes towards learner autonomy of the students, which reflects their readiness for learner autonomy. Readiness for learner autonomy was measured by the questionnaire.
3. **Approaches to studying** refers to a specific intention that brings into play learning processes which lead to qualitatively different learning outcomes.
4. **Deep approach** refers to the intention to extract meaning to produce active learning processes that involve relating ideas and looking for patterns and principles.
5. **Surface approach** refers to the intention simply to cope with the task, which sees the course as unrelated bits of information which leads to much more restricted learning processes, in particular to routine memorization.
6. **Students** refers to the Thai undergraduate students studying at a number of private universities in the Bangkok Metropolis in the academic year 2009.
7. **Teachers** refers to the instructors teaching English subjects at a number of private universities in the Bangkok Metropolis.
8. **Perspectives** refers to teachers' belief of or attitudes towards values of learner autonomy, teachers' responsibility, self-confidence and capacity to perform autonomous learning of students.
9. **Teacher role** refers to cognitive dimension in terms of beliefs and attitudes toward learner autonomy and the readiness of the students, and methodological dimension in terms of the pedagogies each teacher employs for their English instruction to promote autonomous learning.

1.6 Scope of the Study

1. This study was carried out with the two groups of subjects; i.e. students and teachers in the top five, in terms of student number, private universities in the Bangkok Metropolis.
2. The first group is the undergraduate students in the five private universities in the Bangkok Metropolis in the academic year 2009. These universities are Bangkok University (BU), Dhurakij Pundit University (DPU), Sripatum University (SPU), University of the Thai Chamber of Commerce (UTCC), and Rangsit University (RSU). In total, the population is approximately 35,489. The subjects are therefore 380 students as suggested by Krejcie and Morgan (1970) for a population of 40,000. The subjects were randomly selected from all faculties in these five private universities.
3. This study aims to investigate the students' readiness for learner autonomy and their learning approaches in terms of their English learning only.
4. The second group of this study is the Thai teachers teaching English at these five private universities in the Bangkok Metropolis. The total subjects were 155 teachers from the population of 260 (Krejcie and Morgan, 1970).

1.7 Limitations of the Study

1. Genders of the students were not taken into consideration since some research findings indicate that there is no difference in the degree of autonomous learning readiness between male and female (Kulsirisawatdi, 1994; Tangsririphai, 1999). In addition, there were no differences with respect to genders in terms of learning approaches (Sanguansai and McNeil, 2000).
2. The study only focused on the students and teachers in the top-five private universities located in the Bangkok Metropolis in terms of their size or a total number of students.

1.8 Assumption of the Study

1. This study assumes that all student and teacher subjects honestly answered the questionnaire because total confidentiality was assured, and they did not have to

give their names. Therefore, they had a full freedom to complete the questionnaire.

2. Learner autonomy is beneficial and is considered important as a vital goal of any educational systems.

1.9 Significance of the Study

1. The findings on the readiness for learner autonomy and approaches to learning of the students can help teachers be aware of the readiness for learner autonomy of students and adjust their pedagogical methods or roles in order to promote learner autonomy and assist students to appreciate and value autonomous learning to a greater extent since it will lead to learning effectiveness or a deep learning approach.
2. Based on the findings on the readiness for learner autonomy and students' learning approaches, national education and private university administrators can be aware of whether autonomous learning is appropriate for the Thai learning context and use the findings for further actions or implementations on autonomous learning development.
3. The findings on the readiness for learner autonomy of students and the perspectives of teachers on learner autonomy and their pedagogical methods will provide guidance for curriculum development, material revisions and informed classroom practices.
4. The findings on the relationship between the readiness for learner autonomy and students' learning approaches will pave the way for further research on learner autonomy and learning approaches.
5. The finding on the teachers' roles in enhancing autonomous learning and their attitudes towards learner autonomy will shed lights on the research area of teacher autonomy in English language teaching in Thailand.

1.10 Overview of the Study

The present chapter provided the introduction of the study and stated the research objectives and questions. Scope, limitations, and assumptions of the study

were also discussed. Some key terms were defined and significance of the study was stated.

Chapter Two will review related literature, starting from the related theory and learner autonomy. Next, learner autonomy with an investigation of its meaning and the roles of teachers in this mode of instruction will be explored. Then, approaches to studying which are classified into two major ones, deep and surface learning approaches, will be discussed. Chapter summary will be the final part of the chapter.

Chapter Three will provide details on the research design and procedures. Firstly, the research design will be described, followed by discussions on population and subjects. Secondly, the research instruments used for data collection will be described. Then, data collection procedure of both quantitative and qualitative methods will be explained followed by data analysis.

Chapter Four will mainly concern the results of the data analysis. The findings will be presented according to the research objectives in the tabular and descriptive forms.

Chapter Five will firstly provide a summary of the study in details. After that, discussions of the findings will be done according to the research objectives with an attempt to provide implications of the findings. Then, recommendations based on the findings of the study will be given to research consumers, teachers of English, and teacher education programmes.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter will first review related literature in order to provide the theoretical background of the study. Next, learner autonomy with an investigation of its meaning and the roles of teachers in this mode of instruction will be explored. Then, approaches to studying which are classified into two major ones will be discussed. Chapter summary will be the final part of the chapter.

2.1 Learner-Centredness Theories

The term ‘learner-centredness’ has emerged in the field of language teaching with positive perspectives, and it is the direction for language teaching. According to Tudor (1996), the perspectives on learner-centred language teaching are based on two major components. The first is that it is necessary for language teacher to realise that language learners are complex and varied as human beings, and work with them in individual and in social and cultural terms. The second is that language teaching signifies an educational attempt to empower learners by making them able to take responsibility for their own language learning, which relates to their life goals. Empowerment of learners is considered as the ultimate goal in learner-centred teaching with crucial implications for the teacher. Benson and Voller (1997) point out that in learner-centredness, language teaching moves away from the transmission of knowledge (the language) towards language learning as the active production of knowledge. Meanwhile, it is prone to emphasise methods of learning rather than methods of teaching. Therefore, in the view of Tudor (1996) in order for effective language teaching to occur, teaching structure needs to be made in relation to the needs, characteristics and expectations of learners, and learners must be encouraged to be active participants. Moreover, there must be a desire to seek the practical means for enhancing learners’ involvement in their language study on a day-to-day teaching practice basis.

Based on the belief that learners are self-directed and responsible decision makers, ‘learner-centred curriculum’ represents the language teaching approach, which sees learners learn in different ways and have different needs and interest. In

other words, learner diversity in terms of a variety of psychological, cognitive, and experiential factors is to be constructively acknowledged as a component of decision making in language teaching (Tudor, 1996). Consequently, teachers and language programmes should provide learners with effective learning strategies, help them identify their preferred ways of learning, develop skills for curriculum negotiation, encourage them to set their own learning objectives and adopt realistic goals and time frames, and develop self-evaluation skills (Richards, 2002).

The learner-centredness perspectives, which emphasize self-directed or autonomous learning, grow largely from the ideas addressed by the scholars in the area from humanistic psychology (Brockett and Hiemstra, 1993). Carl Rogers advocates that all human beings have a tendency to move towards completion or fulfilment of potentials (actualising tendency). Individuals have the creative power within themselves to solve problems, change their self-concepts, and become increasingly self-directed. The individuals have the source of psychological growth and maturity within themselves. They do not need to be directed, controlled, or manipulated in order to move towards actualisation because they are the ones who best perceive their experiences as reality and know their reality better than anyone.

2.2 What is Learner Autonomy?

This part will deal with the theory of learner autonomy by exploring the terminology used in the field in order to obtain the meanings of autonomy. Then, the components of learner autonomy are investigated; and they are used as the framework for a development of the questionnaire to investigate students' readiness for autonomy and teachers' perspectives on learner autonomy. Last, the justifications for promoting learner autonomy are reviewed.

2.2.1 Terminology Overview

The term 'learner autonomy' has been differently defined by many scholars in the field; therefore, it is worthwhile to explore the definitions of learner autonomy. Holec (1981:3) defines 'autonomy' as 'the ability to take charge of one's own learning'. He further elaborates that the *ability* is not the innate ability, but it can be obtained by formal learning in a systematic manner. This ability which is a power or

capacity to do something such as learning does not involve behaviours. Importantly, Holec provides more details on ‘to take charge of one’s learning’ as ‘to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.:

- determine the objectives;
- define the contents and progressions;
- select methods and techniques to be used;
- monitor the procedure of acquisition properly speaking (rhythm, time, place, etc.);
- evaluate what has been acquired.

Benson (2001: 110) describes autonomy as ‘the capacity to control over one’s own learning’, which is very similar to the view of Holec. Dickinson (1987: 11) defines autonomy as ‘the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions’. Autonomy involves many aspects; therefore, Benson (1997: 25) states that three basic definitions of language learning autonomy are described, i.e.:

1. autonomy as the act of learning on one’s own and the technical ability to do so;
2. autonomy as the internal psychological capacity to self-direct one’s own learning;
3. autonomy as control over the content and processes of one’s own learning.

Benson elaborates that the first two definitions imply some type of change while the third one relates to a political sense. The view of Benson on autonomy is in relation to the view of Little (1990) who demonstrates that learner autonomy is basically a psychological relation of the learner to the content and learning process. This can be recognised from varying learning behaviours. These behaviours are considered as a capacity to detach, perform critical reflection, make decision, and act independently.

It is noticeable that the term ‘autonomy’ is dealt with various definitions; therefore, autonomy is semantically various and complex (Little and Dam, 1998). According to Gardner and Miller (1999), there are three reasons. Firstly, autonomy and independent learning have been defined by different writers in different ways.

Secondly, since autonomy is an area that is still debated in terms of its definitions, therefore, there is no agreed definition. Thirdly, the concepts of autonomy and independent learning have developed in a variety of geographical areas; consequently, different terminology although similar is used to define the concepts. This is the reason why the terms ‘autonomy’, ‘self-directed learning’, ‘self-instruction’, and ‘self-access learning’ are used in the field. Tudor (1996) warns that readers should pay attention to the way each author uses the term, and identifies the main ambiguity of the term used. The term ‘learner autonomy’ is used to refer to either ‘a mode of study’ or ‘a qualitative involvement’. In regard to the mode of study, ‘autonomy refers to various forms of independent or self-directed learning involving limited teacher intervention, generally outside a traditional classroom setting’ (p. 18). In a qualitative involvement aspect, ‘autonomy relates to notions of awareness of learning goals, participation in decision-making, and personal assumption of responsibility’ (p. 18). Tudor further states that autonomy in the sense of qualitative involvement has become the vital issue in the field.

It should be of interest to explore what autonomy is *not* for a better understanding of the discussing term. According to Little (1990), autonomy does not refer to these five negatives.

1. Autonomy does **not** have the same meaning as self-instruction. Autonomy does **not** mean learning without a teacher.
2. Autonomy does **not** result in a lack of responsibility on the teacher side in the formal instruction. The learners are **not** let to continue learning as best as they can.
3. Autonomy is **not** another teaching method.
4. Autonomy is **not** a merely behaviour that is easy to describe.
5. Autonomy is **not** steadily achieved by the learners. The learners can gradually be autonomous learners.

Benson and Voller (1997) point out that in language learning, autonomy is used in at least five different ways i.e. situation in which learners study independently, skills that learners can learn and apply in their own learning, capacity that can be developed through learning, responsibility taken by learners for their learning, and the right to give shape and direction of their own learning.

Obviously, apart from the notions of ability or capacity and responsibility involved in defining the term ‘autonomy’, the idea of ‘right’ emerges and well reflects freedom to learn (Lynch, 2001). Lynch simply describes autonomy as freedom. Autonomy:

‘... is often described in terms of learners’ degree of freedom to select, practise and act within the confines of the language teaching instruction, rather than their capacity to continue to learn English in their daily interaction with the academic discourse community’ (p. 390-391).

In terms of autonomy as freedom to learn, Little and Dam (1998) assert that freedom has a strong implication on learning since it can be freedom from the teacher’s control, from the curriculum’s constraints, or from being forced to learn. However, in their view it is the freedom from the learner’s self. Learners are capable of being more effective learners no matter what their innate capacity is. It is crucial that each learner is empowered to develop his or her learner autonomy. However, it is noted that although autonomy entails freedoms, it is different in terms of degrees of freedoms (Little, 1990). According to Little (1997), freedom of autonomous learners must be always constrained by dependence of the learners on support and co-operation with other people. Autonomous learning is on the basis of interaction with others, which leads to collaborative learning as a promotion of learner autonomy. Successful collaboration results from a balanced interaction between freedom and dependence.

Besides the right and freedom to learn autonomously, one more component of autonomy is suggested by Littlewood (1996), that is, willingness. Learners cannot be autonomous relying only on their independent ability. Rather, they need to be willing to take responsibility for their own learning. This is why ability and willingness are the two crucial factors for autonomous learning (Holec, 1981). Willingness can be urged by motivation and confidence. Learners need to be motivated and feel confident to execute their learning on the autonomous basis. It can be seen that the notions of ‘ability’, ‘willingness’, and ‘motivation’ are crucial as the components of autonomy.

2.2.2 Components of Autonomy

According to Wenden (1991: 52), ability and willingness are considered under the notion of ‘attitudes’ towards learner autonomy. Attitudes are defined as ‘learned motivations’, ‘valued belief’, ‘evaluation’, ‘what one believes is acceptable’, or ‘responses oriented towards approaching or avoiding’. Attitudes therefore have three components: cognitive, evaluative, and behavioural components.

A cognitive component refers to beliefs, perceptions, information about the object of the attitude, which in language learning could be any learners’ beliefs about their role in the learning process or about their capacity as language learners. An evaluative component alludes to the attitudes involving like or dislike, agreement or disagreement, approval or disapproval. For some language learners, they agree that they should take more responsibility for their learning, while others prefer to avoid. Lastly, a behavioural component characterises that attitudes influence people to act in certain ways. For instance, learners who evaluate autonomy positively will try to be more responsible in their learning, while those whose evaluation is negative will not.

Wenden points out that there are two attitudes important to learner autonomy: learners’ role in the language learning process, and their capacity as learners. First, autonomous learners are willing to assume responsibility for their learning. They see that they have an important role in their learning. Second, they are self-confident; they believe that they are able to learn and self-direct, or manage their learning. They are capable to work independently without teachers. The concept of learner attitudes towards autonomy is supported by Dickinson (1995) who maintains that learners should be prepared to take or does take, responsibility for their own learning, especially for decision making about their own learning.

According to Littlewood (1996), autonomy is composed of *ability* and *willingness*, which is the same concept as of Wenden’s. However, ability depends on *knowledge* about choices that have to be made from the alternatives, and necessary *skills* for exercising appropriate choices. Willingness depends on having both *motivation* and the *confidence* to take responsibility for the choices required. Clearly, autonomy has a link to motivation.

A link between autonomy and motivation is the concept strongly supported by Dickinson who maintains that motivation shares some concepts of autonomy that is learner choice, learner independence and learner responsibility (Dickinson, 1995). According to Dornyei (2001), motivation concerns the direction and magnitude of human behaviours that is the *choice* or *why* people decide to do something, the *persistence* with it or *how long* they are willing to maintain it, and the *effort* extended on it, or *how hard* they are going to pursue it. Ushioda (1996) articulates that by definition autonomous learners are motivated learners. Dickinson (1995) asserts that active and independent involvement of learners in their own learning, which is learner autonomy, increases motivation to learn and therefore increases learning effectiveness. Motivation to learn and learning effectiveness can be increased in learners who take responsibility for their own learning, who understand and accept that their learning success is a result of their effort.

Motivation can be divided into two categories – intrinsic and extrinsic. Intrinsic motivation concerns doing activity for its own sake, not due to external pressure or reward for doing that task (Dickinson, *ibid.*). In language learning, learners who learn for their own self-perceived needs and goals are intrinsically motivated (Brown, 2000), and those who wish to integrate themselves into the culture of the target language community reflect their intrinsic or integrative motivation (Harmer, 1992). On the contrary, extrinsic motivation refers to learners who may carry out a task for rewards such as money, prizes, grades, or positive feedback, not because of their own interest of learning tasks (Brown, *ibid.*; Dickinson, 1995).

Deci and Ryan (1985 cited in Dickinson, *ibid.*) claim that more effective learning results from intrinsic motivation that is enhanced by having learners have a measure of self-determination and a locus of control. In regard to the motivation theory, the more effective learning is successfully promoted both through learners with intrinsic motivation and learners performing their learning in autonomy supporting and informational conditions, which leads to intrinsic motivation because learners have self-determination. To elaborate, learners operate their learning in informational structures and experience information events rather than controlling structures and events. In the informational structures, feedback is perceived as useful

information for further decision making and for autonomy execution; rather than as threatening their self-determination. By contrast, in the controlling structures learners perceive tests and grades as controlling and do not have a locus of control; rather it rests with the teacher and reduces their self-determination. The distinction between the informational and controlling structures leads to the development of attribution theory.

Clearly, motivation is essential for autonomous learning and can be enhanced by training learners to build up their behaviour by developing realistic goal setting, planning, personal responsibility, feelings of personal causation and self-confidence, and by being aware of negative feeling. Motivational training helps significant learning improvements (deCharms, 1984 cited in Dickinson, 1995). However, Scharle and Szabo (2000) argue that in order to develop autonomy intrinsic motivation is specially to be encouraged because intrinsic motivation results from some inner drive or interest of the learner. Learners with intrinsic motivation are more able to establish learning goals, which leads to more willingness to take responsibility for their own learning and for the learning outcome. Self-determination and autonomy of the learners, in turn encourage intrinsic motivation. Therefore, motivation and responsibility can mutually reinforce each other. In regard to extrinsic motivation in the forms of rewards and punishment, it can generate learning; however, it causes the increase of learner dependence.

In regard to motivation and responsibility, Dickinson (1995) asserts that in order for learners to take responsibility for their own learning, they must believe that they have control over their success and failure.

In conclusion, it can be said that autonomy can be seen as a capacity to take responsibility for being active and independent learners. Moreover, autonomy can be seen as an attitude that learners hold about their role and capacity in language learning process. In addition, autonomy has a close relationship with motivation. As Dickinson (1987) states, attitude and motivation of learners are of psychological importance to autonomy.

Based on the literature on autonomy and its components, it can be summarised in the diagram in Figure 2.1.

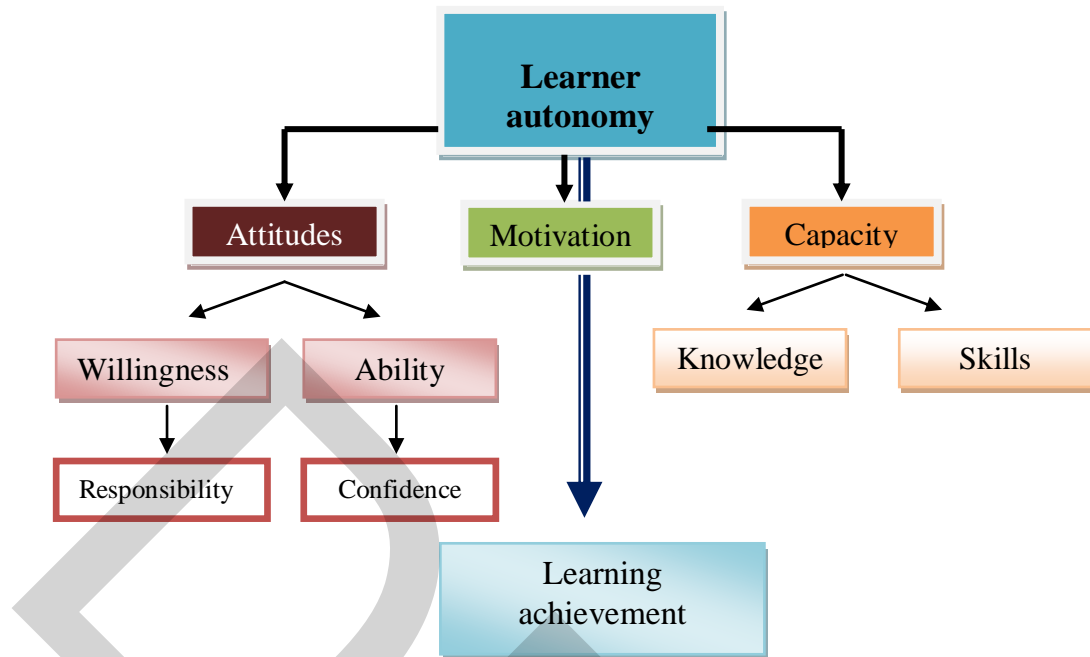


Figure 2.1: Autonomy and its components

2.2.3 Degrees of Autonomy

Learner autonomy can be considered in terms of degrees and there are various levels of autonomy. Little (1990) explains that freedom which is one of the definitions of autonomy is not always at the same level in any learning environment. Freedom is provisional in different learning contexts due to a variety of factors such as autonomous learning outside or within the full time educational system. Moreover, Dickinson (1987) elaborates that people can be involved in self-instruction which he believes is the means to achieve learning autonomy to various degrees. It can be total autonomy if no teacher is involved at all. It can be semi-autonomy which involves both conventional teaching and self-instruction. In other words, self-instruction can be complementary to a taught course.

Littlewood (1996) also maintains that there are levels of autonomy which can be considered from the level that learners behave when they make independent choices in their own learning. To illustrate the point, high-level choices are at the top and learners can control the activity – they can decide whether to operate that activity or how to determine its direction. In contrast, at the bottom are low-level choices that

control some specific performances of the activity. The level of autonomy is less than the former one.

The notion of 'direction' from the teacher is noted here. Teacher-directed learning is still needed by some learners in some certain learning situations. It is also noted that learner autonomy does not mean learner in isolation (Dickinson, 1987; Brockett and Hiemstra, 1993; Little and Dam, 1998). This is why Holec (1981) agrees that different degrees of autonomy result from different degrees of self-direction in learning. While he maintains that 'self-directed learning' implies 'an autonomous learner', autonomous learners may not be able to perform full self-directed learning because it depends on the help the learners obtain during the time that they accept their own learning responsibility. As Littlewood (1999) points out, the fact that learners take responsibility for their independent learning involves taking partial or total ownership of many learning processes that have been in the hand of the teacher. Briefly, degree of autonomy is in relation to degrees of learners' self-directed learning.

Littlewood (1999) proposes the concept of *proactive* and *reactive* autonomy. Proactive autonomy signifies full autonomy. Learners are capable of taking charge of their own learning, determining their learning objectives, selecting methods and techniques and evaluating what has been acquired. Proactive autonomy is therefore similar to the concept proposed by Holec (1981). Learners have self-regulation for the direction of activity and regulate the activity. Reactive autonomy does not create its own directions but enables learners to organize their resources autonomously in order to achieve the goal, once a direction has been set.

In order to foster and gradually increase the degree of autonomy of the learners in a learning programme, Nunan (1997) describes five levels of autonomy implementation in terms of the experiential content domain and learning process domain -- the two main curricular domains. The experiential content domain involves the topics, themes, language functions, and so on which, including the linguistic content domain, establish the syllabus. It deals with *what* students will learn. The learning process domain concerns with methodology, selection, creation, modification and adaptation of learning tasks and procedures. This domain relates to *how* students will learn. Table 2.1 provides details of the five levels of autonomy implementation.

Table 2.1: Autonomy Levels of Implementation (taken from Nunan, 1997: 195)

<i>Level</i>	<i>Learner action</i>	<i>Content</i>	<i>Process</i>
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 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 content of the learning programme.	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 beyond.	Learners become teachers and researchers.

From Table 2.1, the learners develop their autonomy from the initial level to deeper level. Finally, they can move beyond the classroom without a support that is provided by the learning arrangement. Nunan points out that the degrees of learners' autonomy development can overlap. They may be able to adapt the material in the early stage and link back and forth between the classroom and beyond the classroom.

It is worthy of note that learner autonomy will result in learning effectiveness if 'there is a balance, or congruence between the learner's level of autonomy and the extent to which opportunity for autonomous learning is possible in a given situation' (Brockett and Hiemstra, 1993: 30). The learners' expectations must be congruent with the conditions of the learning situation. To illustrate the point, if the learners expect high degree of autonomy and the learning conditions facilitate it, the learning outcome will be favourable. Brockett and Hiemstra also point out that degree of guidance and directions from teachers as facilitators must be in line with wants of different learners. If learners who are ready for autonomous learning and want high degree of autonomy, and learners who want low autonomy for their learning and whose level of autonomy readiness is lower than the former, are given the appropriate degrees of autonomy as per they wish, they all will be successful in their learning. Therefore, optimal conditions for autonomous mode of learning must be relevant to the learners' needs and expectations in order to yield successful learning.

Based on the review of related literatures on degrees of learning autonomy, it can be concluded that different learners may want different degrees of autonomy for their learning achievement.

2.3 Characteristics of Autonomous Learners

Many scholars in the field of autonomous learning identify characteristics of autonomous learners as follows. According to Holec (1985), self-directed learning which is an important aspect of autonomous learning requires the learners to be responsible for their own learning. Characteristics of autonomous learners in terms of responsibility are described by Holec as follows:

Being regarded as general characteristics, responsibility is considered 'static' because the learners have to define every, some or none of their learning programme. This relates to a degree of self-direction or autonomy. Also, the learners determine the organisation of their learning – what and how to learn. In addition, the learners do not have to take responsibility for their learning alone. Support and help can be gained from others such as other learners and teachers. Secondly, responsibility of autonomous learners can be regarded as 'dynamic' which involves development and change process throughout the learning programme. The learners can be more and more autonomous in making decisions and carrying out evaluation of their learning. They may gradually rely on help and support from outsiders when performing their learning activities.

For the autonomous language learners in a language learning classroom, Breen and Mann (1997) describe eight qualities as follows.

1. *The learners' stance* is to see their relationship with what to learn, how to learn, and what resources are available. Autonomy is a way of being in the world, not a process of language learning that can be learned as a set of rules or strategies. Learners have to discover the autonomy by themselves or they may rediscover their autonomous learning ability.

2. *The desire to learn* a particular language is very important for autonomous learners in the classroom. Their desire to learn can be intrinsic or instrumental. This is very much related to motivation. Intrinsic learners are the ones who learn for their

own needs and goals, while the instrumental learners pursue a goal merely to receive a reward from someone else or outside and beyond their self (Brown, 2000).

3. Autonomous learners have *a robust sense of self*, which is tended not to be weakened by any negative assessments of themselves or their work by other people involved in the learning process. Assessment can be used as a useful feedback. In contrast, if the assessment is regarded as useless, it can be ignored.

4. *Metacognitive capacity* is essential for autonomous learners because it permits the learners to determine what to learn, when, how, and with whom, and material resources. Moreover, with metacognitive capacity the learners can use any feedback received in a constructive manner.

5. Autonomous learners have an ability of *management of change*. With the metacognitive capacity the learners are allowed to monitor their learning. They are watchful of change and are able to change what they do about their learning in a fruitful way for their learning.

6. *Independence* is reflected in the autonomous learners. They are independent of the educational processes they belong to. Responsibility for instruction is shifted from the teacher to the learner.

7. Autonomous learners have *a strategic engagement with learning*. They can make use of the learning context or environment they are in in a strategic manner. They are capable of choosing the right thing at the right time for the right reasons according to their own criteria.

8. *A capacity to negotiate* is the last quality of autonomous learners. Although they are independent from their learning context, autonomous learners do not learn in isolation. They need to negotiate and collaborate with other people so that they can make best use of the available potential resource in the classroom.

In sum, characteristics of autonomous learners are described differently by different scholars. This may be more or less due to different definitions of the discussed term.

2.4 Justifications for Promoting Learner Autonomy

Learning autonomy is a very crucial concept that has widely recognised nowadays by many educational institutes around the world (Crabbe, 1993). Autonomy

has in fact been very popular as a concept of discussion in foreign language teaching for many years (Littlewood, 1996). This is because learning autonomy is recognised as an important 'pedagogical goal' (Wenden, 1987) as well as the realisation of individual potential (Sinclair, 1996). Dickinson (1987) also maintains this perspective but adds that both learning and personal autonomy should be developed as an important educational goal, which is facilitated through self-instruction. Promoting autonomous language learning is considered as an innovative programme (Benson and Lor, 1998). In the views of its advocates, autonomy is a precondition for effective learning. Autonomous learners are better language learners who develop more responsibility and critical thinking (Benson, 2001). It is necessary that the teachers provide opportunities for students to make choices for their learning and make decisions about their learning. In the view of Littlewood (1996), autonomous learners are able and willing to make choices independently. 'Ability' and 'willingness' are therefore the key concepts of autonomy. When gaining more knowledge and skills, students will be more confident to perform independently. Individual involvement in decision making enhances motivation to learn and; consequently, increases learning effectiveness (Dickinson, 1995). The relationship between learning autonomy and learning effectiveness is made clear.

However, Kenny (1993) argues that autonomy in education and language learning reflects empowerment to students, which allows them to have opportunities to generate knowledge. By doing this, students are active, rather than passive learners. Therefore, autonomy is related to self-concept and personal potential realisation more than the ability of the student to make responsible choices. Clearly, there is still a relationship between autonomy and learning effectiveness although it is emphasised in a different view. As Little (1995) points out, in formal language learning context such as schools and universities, successful learners have always been autonomous. However, Crabbe (1993) argues that language learning cannot be guaranteed by formal classroom activities. Success in language learning can be achieved by the opportunities provided for the learners inside and outside the classroom; and the learners make use of those opportunities. Language learners are more likely to operate as independent flexible users of their target language if their classroom experience has already pushed them in this direction (Little, 1995).

There is no doubt why the concept of learning autonomy is viewed important by many scholars. According to Crabbe (1993), in general the importance of autonomous learning is justified by three arguments, i.e. the ideological, psychological, and economic. The ideological argument is that each learner has the right to freely exercise his or her own choices in learning and in other areas. Learners are not forced to choose the choices determined by the institutions. Freedom of the individuals will lead to a better and stronger society. For the psychological argument, learners can learn better if they take responsibility for their own learning since it will be more meaningful and focused on the learning processes and existing knowledge of each learner. This psychological aspect of the learning will increase learning motivation, which will result in more motivated learners who are likely to be successful in their learning. The economic argument is that learners in every area of learning cannot be provided by the society the resources that are at the right levels of their needs. Therefore, they must be able to provide the resources for their own needs, which may be on an individual or co-operative basis.

Although the importance of autonomy cannot be denied, it is not easy to develop learners to be autonomous since it is a matter of the whole learning process. They need to know how to learn to learn. According to Breen and Mann (1997), pedagogy for autonomy which can be gradually developed is a complex challenge for all teachers who aim for learning autonomy. It is like trying to 'shoot arrows at the sun' (p.133). However, it is worthwhile for all teachers to try. Since autonomous learning is the most desirable goal of any educational system and learning, it is essential for autonomy to be an important factor that every person in the learning workplace enjoys and values. In this way, it is very likely to successfully nurture or foster autonomy in the classroom (Johnson et al., 1990). This view is well supported by Sinclair (1996) who asserts that teachers must accept that learner autonomy cannot be forced, but fostered.

Due to the contribution of autonomy to the educational field, no one can deny its advantages to learners. However, learners cannot suddenly become autonomous learners by whatever reasons. They need to engage themselves in this mode of learning. As Tudor (1996) points out, qualitative involvement of the learners in the learning process is a crucial shift from autonomous learning as a mode of learning.

Learners need to be prepared to appreciate and value learner autonomy as a means to learning success. This leads to the roles of teachers in enhancing learner autonomy.

2.5 Roles of Teachers

Autonomous learning is not based on an assumption that learners need to learn individually and in isolation. Autonomous learning does not free the teacher from providing guidance and support for autonomous learners. The teacher does not take a less important role or has fewer things to do in the autonomous learning mode (Waterhouse, 1990). In contrast, the teacher's role is more vital and innovative compared with the role in the traditional teaching approach. As Little (1990) points out it is not easy for teachers to stop talking because they think it means to stop teaching, which may mean stopping learning. It is therefore not easy for the teachers to change their role from information provider to counsellor and manager of learning resources, and to have learners solve problems by themselves since it requires a lot of effort from the teachers.

It is noticeable that autonomy can be well promoted in the educational context with the help of teachers. However, since individual learners are different and the degrees of autonomous learning depend on a variety of factors, the learners are different in terms of their readiness to execute the autonomous learning. As Brockett and Hiemstra (1993: 10) strongly believe '...it is important to add that individuals will vary in their readiness for self-direction thereby requiring varying degrees of assistance by facilitators, especially as self-directed learning skills are developing'.

It is obvious that teachers can promote learner autonomy by empowering learners to be autonomous. By doing this teachers share and take responsibility with their learners (Johnson et al., 1990). Teachers also believe and trust that learners can be developed to be autonomous (Johnson et al., *ibid.*; Little, 1990; Breen and Mann, 1997). Thomson (1996) even claims that everyone is born a self-directed learner while Little (1990: 34) asserts that:

It is possible for strong and weak learners alike to develop an awareness of their own responsibility for learning and practical knowledge of how to go about their learning things which doubtless will benefit them in later life, not

only in the context of foreign language learning, but possibly also in other contexts.

It is clear that no matter whether the learners are high or low achievers of language learning, they can be autonomous learners. However, teachers must respect without any conditions the ways in which they develop their awareness, conceptions, and intentions of their autonomous learning. Breen and Mann (1997) assert that desire to develop learner autonomy is one of the attributes of the teachers. It is not only changing teaching pedagogies but also changing personality. In other words, the teachers must be autonomous, which is a basic requirement for the development of learner autonomy. Little (1995) exemplifies that the teachers must determine the area for such development. They must determine whether and how it is possible for the learners to set up their learning objectives, choose their own materials, and evaluate their learning. This shows a relationship between the teacher and learners, which is an important and qualifying characteristic that substitutes for the power and authority of the teachers in the traditional mode of instruction (Holec, 1981). One of the teacher's vital roles in the autonomous learning mode is that of the counsellor. Based on the counselling method, it is assumed that learners are willing to take responsibility for their own learning and behaviours. They are able to make intelligent choices and share ideas with the teacher. Therefore, learning is a process, not product. The role of a teacher as a counsellor is especially defined for the learning situation that is more individualised than the classroom situation (Voller, 1997).

Dickinson (1992) points out six practical ways for the teacher to enhance greater learner independence, i.e. 1) making learning legitimised by showing learners that it is approved by teachers, and by encouraging them to be more independent, 2) convincing learners that they have the ability for greater learning independence, 3) providing learners more opportunities to execute their learning independence, 4) aiding learners to develop learning strategies in order that they can perform their independent learning, 5) aiding learners to have more awareness that language is a system so that they can understand many learning techniques and learn adequate grammar to understand simple reference books, and 6) sharing with learners what teachers know about language learning, such as reactions to learning barriers like all affective problems.

Little (1995) also recommends activities to promote learner autonomy for the special case of second language learning by putting an emphasis on use of the target language, in this case English. Little maintains that the learner's acceptance of responsibility for his or her own learning involves the gradual development of a capacity for independent and flexible use of the target language. Therefore, all autonomy projects must be created in a way that learners are engaged in the use of the target language for genuinely communicative purposes. Pair work and group work which lead to role plays and simulations are effective activities for communicative approaches. Focusing on communications, the point of learner achievement measurement has to be made clear that formal accuracy alone is not enough to decide learning achievement. Errors that do no harm to successful target language use are acceptable although this does not receive attention from most public and institutional exams.

Zeng (2005) explains the major roles of English teachers as follows: to motivate, to guide, to organize, to foster, and to promote the use of resources.

First, teachers have to generate students' motivation and interest to learn. By so doing, teachers should inquire students what they need most or what is hindering them most in learning, what they are satisfied or unsatisfied with in class, and what their favourite teaching approaches are. Teachers should create a relaxed learning atmosphere and have students involved in activities and materials that interest them. Moreover, teachers must help students build and maintain students' self-confidence.

The second role of teachers is to guide students to learn their realistic language state, set approachable learning goals, choose the materials and resources in accordance with the goal, make a well-organized schedule to reach the goal, design activities to exercise the skills, make an evaluation of the work done, and reflect about the gains and losses in it.

The most important and probably difficult role to play is to organize activities for students. The activities must be designed to increase their learner autonomy.

Teachers must also foster learner strategies by training them how to apply appropriate learner strategies so that they can take care of their own learning.

The last crucial role of teachers in autonomous mode of instruction is to promote the use of resources. At present, multimedia and the internet cannot be

denied as the learning resources for students both during and after class. In addition, other resources such as textbook, TV programmes, movies, magazines, tapes, videotapes, etc should be considered for autonomous learning development.

2.5.1 Teacher Autonomy

At this point there is no wonder about the crucial role of teachers in promoting learner autonomy. This clearly shows a shift from learner autonomy to the role of the teacher in helping a promotion of learner autonomy, and ways in which learner autonomy is bound up with teachers' own learning and teaching experiences and their beliefs about autonomy (Lamb, 2008). This leaves open the question on what will happen if the teacher does not know what learner autonomy is and how to deliver a teaching to foster and develop learner autonomy. As Little (2000: 45, cited by Lamb, 2008) claims that teachers can only develop learner autonomy if they themselves are autonomous and reflective:

[...] the development of learner autonomy depends on the development of teacher autonomy. By this I mean two things: (i) that it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner; and that in determining the initiatives they take in the classrooms, teachers must be able to exploit their professional skills autonomously, applying to their teaching those same reflective and self-managing processes that they apply to their learning.

Little (1995) strongly argues that learner autonomy and teacher autonomy are interdependent; therefore, the enhancement of learner autonomy relies on the enhancement of teacher autonomy. He claims that teacher autonomy is a prerequisite for the development of learner autonomy. To foster learner autonomy by having students accept their learning responsibility, the teacher must decide on the areas for learner autonomy enhancement. In other words, a decision has to be made whether and to what extent it is possible for the learners to determine their own learning objectives, select their own learning materials and take part in the assessment of their learning progress. Little (1995: 179) defines teacher autonomy as follows:

Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising

via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploiting the freedom that this confers.

It is apparent that learner and teacher autonomy is interdependent. La Ganza (2008) defines both learner and teacher autonomy as interrational constructs using his theory of teacher-learner relationship as a Dynamic Interrelational Space (DIS), which realizes that learner autonomy can be achieved depending on a relationship with the teacher. Learners' capacities for autonomous learning equate with teacher's capacities. That is to say, learner autonomy can be attained between the learner and teacher, depending on their capacities to develop their relationships in ways that is conducive to learner autonomy. Learner autonomy is negotiated within the teacher-learner relationship. In other words, during the learning progresses, the teacher holds back from influencing the learner while the learner holds back from seeking the teacher's influence. The teacher has to develop the capacity to deal with his or her anxiety of facilitating learning process while enhancing learner autonomy.

Smith (Smith and Erdogan, 2008: 84-85) states that the concept of teacher autonomy can be seen in several dimensions and proposes the dimensions of teacher autonomy in relation to learner autonomy in terms of professional action and professional development.

Table 2.2: Dimensions of Teacher Autonomy

In relation to professional action:	
A. Self-directed professional action	i.e. 'Self-directed teaching'
B. Capacity for self-directed-professional action	i.e. 'Teacher autonomy (capacity to self-direct one's teaching)'
C. Freedom from control over-professional action	i.e. 'Teacher autonomy (freedom to self-direct one's teaching)'
In relation to professional development:	
D. Self-directed professional development	i.e. 'Self-directed teacher-learning'
E. Capacity for self-directed-professional development	i.e. 'Teacher-learner autonomy (capacity to self-direct one's learning as a teacher)'
F. Freedom from control over-professional development	i.e. 'Teacher-learner autonomy (freedom to self-direct one's learning as a teacher)'

From the above, it can be concluded that teacher autonomy involves both capacity and freedom of the teacher to direct his or her teaching and his or her role as a learner to direct his or her learning and teaching with an aim of learner autonomy development.

To conclude the section on the role of teacher, which has a close link to teacher autonomy, with a relationship with learner autonomy, the arguments made by Lamb (2008) can do so. There are three key major components required in any teacher-learner autonomy relationship. First, the teacher learns how to (and has, or claims, the freedom to) develop autonomously as a professional, through critical reflection. Second, the teacher has a commitment to empowering his or her learners by creating appropriate learning spaces and developing their capacity for autonomy. Third, the teacher introduces interventions which support the principles and values which underpin their own and their learners' autonomy.

To conclude the descriptive conclusion above, Figure 2.2 is presented here below.

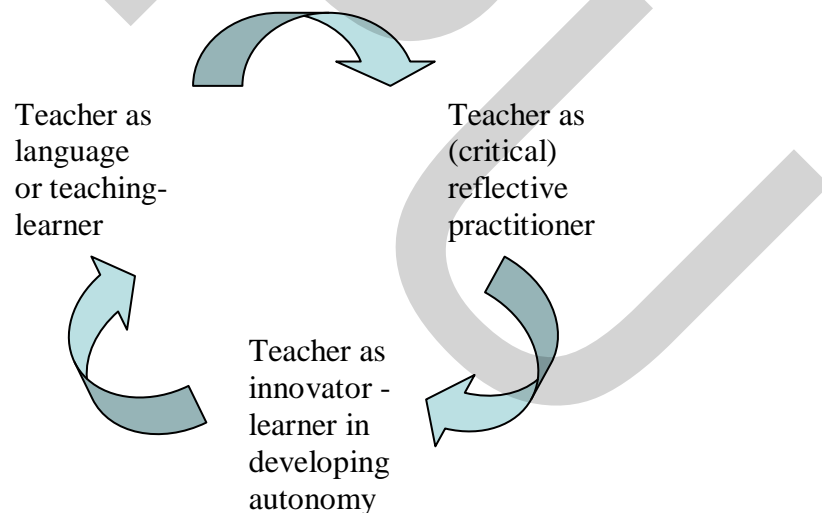


Figure 2.2: Relationship between teacher and learner autonomy

2.6 Related Research Studies

There are a lot of research studies in the field of learner autonomy, which explores different aspects of autonomy. Some interesting research studies are reviewed as follows:

2.6.1 Overseas Research

Study 1

The research on learner beliefs which importantly reflect learners' readiness for autonomy was conducted by Cotterall (1995) based on the justification that the beliefs and attitudes held by learners have strong influence on their learning behaviour. Cotterall collected data on learner beliefs about language learning by administering the five-point Likert scale questionnaire to 139 ESL adult learners enrolling in the intensive English for Academic course at Victoria University of Wellington, New Zealand. The aim of the study was to see whether responses revealed any particular clusters of beliefs. Factor analysis was used to identify the covariation among responses to the items in the questionnaire, and six factors in learners' sets of beliefs were obtained, which can be summarized as follows:

Factor 1: Role of the teacher

The factor consisted of five questions emphasizing the traditional teacher authority. Learners who believed that the teacher should do all the things such as offering help, telling their difficulties and what to learn were not ready for autonomy. Therefore, the teacher aiming at preparing language learners to work more independently needs to raise learners' awareness about language learning processes and gradually transfer learning responsibility to learners. Autonomy enhancement can be done with the role of teacher as counsellor and facilitator.

Factor 2: Role of feedback

This factor consisted of three items on beliefs about the role of feedback. Feedback can be obtained from both external and internal sources, i.e. from the teacher and learners themselves respectively, for instance. Autonomous learners are not likely to depend only on the teacher for feedback. Instead, they perform self-monitoring of their learning process, which provides feedback on their language performance. Clearly, they employ the internal source of feedback. Self-monitoring is regarded as an important learning strategy, which characterises autonomous and successful learners (O'Malley and Chamot, 1990; Wang and Peeverly, 1986 cited in Cotterall, 1995).

Not only do autonomous learners monitor their learning, but also assess their efforts. It is necessary that learners should be able to evaluate the quality of their

learning. Learners can learn efficiently if they appreciate their learning abilities and progress (Blanche, 1988 cited in Cotterall, 1995).

Factor 3: Learner independence

This factor consisted of three items that were central to the beliefs supporting autonomy. Learners who agreed that they had clear English learning goals and liked to try new learning activities were characterised as good language learners, who appreciated independence from the teacher. They were willing to set their own learning goals and take risks. In brief, the degree of independence with which learners feel comfortable will be a crucial indicator of their readiness for autonomy.

Factor 4: Learner confidence in study ability

This factor with two items reflected confidence in study ability of learners in language and other subjects learning, which showed readiness for autonomy of the respondents. It illustrated the importance of learner confidence, which is linked to self-esteem. Learner confidence also goes hand in hand with learning success and it defines a characteristic of autonomous learners. Learner confidence is in parallel with a belief in study ability, which influences the learning outcome. However, learner confidence derives from their perception of previous learning experience which can enhance or hinder confidence, depending on their learning assessment validity and understanding of the language learning process. As a result, in early stages the teacher should help learners develop confidence in learning.

Factor 5: Experience of language learning

This factor consisted of two statements on past language learning success and a development of self-assessment methods based on learners' prior experience. Learners who agreed with these statements were those whose previous language learning experience has resulted in a degree of awareness about themselves as language learners, about language learning and about learning strategies. Autonomous learners employ their experience to perform tasks, use strategies and solve problems to gain more understanding of effective language learning.

Factor 6: Approach to studying

'Approach to study' is defined as the behaviour which learners engage in as they study. Individual learners generally vary in their approach to studying due to an involvement of many variables namely cognitive and affective variables. It is hard to

identify the relationship between approach to studying and autonomy. Therefore, the point in this factor on 'whether learners study English in the same way as other subjects' could not suggest a characteristic of autonomous learners.

In conclusion, learner beliefs about language learning are central to their readiness for autonomy. Learners and teacher should investigate these beliefs and construct a shared understanding of the language learning process and of their roles in it. Therefore, learner preparation for autonomy readiness is essential, and this well reflects the important need for psychological and methodological preparation of learners.

Study 2

Teachers' perspectives on learner autonomy

A research project on English teachers' perspectives of autonomous language learning was carried out by Chan (2003) at the Hong Kong Polytechnic University in Hong Kong. The primary objective was to find out students' and teachers' attitudes towards learner autonomy. The findings would shed light on how ready students and teachers appeared to take on the autonomous learning conditions and opportunities. The questionnaire survey was therefore conducted with 508 undergraduates and 41 teachers to explore their perceptions of their own roles and responsibilities, their students' decision-making abilities, how they viewed learner autonomy, and how often they encouraged their students to carry out different autonomous activities in and outside class.

One major finding was that teachers had a well-defined view of their own role and responsibilities. Generally, teachers perceive that it is their more responsibility for the methodological aspects of language learning. This indicates a strong preference for a relatively dominant teacher role and thus relatively less autonomous student role. However, teachers consider themselves less responsible for students' learning outside class and their progress out of class, although they perceive that it is their responsibility to motivate students to assess and evaluate their learning.

In addition, the study shows that there are a number of constraints on the development and promotion of learner autonomy in Hong Kong. All these could mean that Hong Kong teachers could possibly be less motivated and less ready for

learner autonomy development in their tertiary classroom. Their beliefs are crucial components of their teaching practices. Learner autonomy in Hong Kong will not be fully encouraged without support from teachers. Therefore, the curriculum, assessment systems, the teaching and learning process need to be considered to allow more opportunities for greater motivation, negotiation, discussion and decision-making. Although the results of Chan's study are based on self-report and need to be treated with caution, some pedagogical implications on learner autonomy development in higher education level in Hong Kong are derived.

Study 3

Chan (2001) also conducted research to explore students' attitudes and expectations of language learning, teacher and learner roles, their learning preferences and perceptions of learner autonomy with 20 second-year language students at the Hong Kong Polytechnic University to perceive their readiness for learner autonomy. The findings reveal that students have gained initial awareness of the different roles of the teacher and themselves. Students were reasonably autonomous in several ways, and they have had positive attitudes towards the autonomous approach. The findings are surprising if the students' backgrounds are taken into consideration. This group of students came from traditional, authoritative backgrounds.

Two guiding principles are also derived from the study for the design of autonomous learning activities. First, students should have an involvement in the teaching process. Second, activities should stimulate learning motivation and interest.

Study 4

Another research on teacher's perspectives of learner autonomy was conducted by Martinez (2008) with the student teachers in Germany. Questionnaires and semi-structured interviews were employed to collect data, and the findings from the case studies reveal some implications for conceptualization of learner autonomy as follows.

First, autonomy is an alternative and a new (teaching and learning) methodology which is supported to improve the language learning process in the

classroom. Second, autonomy is often equated with individualization or differentiation.

Focused on these two conceptualizations, autonomy does not relate to attitudes and capacities in learners. The roles of the teacher are emphasized, and learner autonomy seems to have a strong relationship with a ‘logic of instruction’ rather than a ‘logic of learning’ as suggested by Holec. To illustrate, learners receive instruction including learning strategy teaching from the teacher, and the teacher is the one who teaches. Teachers seem to take a new role of transmitting a body of facts about the most efficient ways, instead of transmitting a body of facts.

The third conceptualization is that autonomy is treated as an absolute. Autonomous learners seem to be ideal and a model of self-control and self-discipline which is unattainable. Therefore, autonomy is likely to be unachievable educational goal which cannot be realized within the institution of the school. The fourth is that autonomy is an ambiguous notion and conveys the meaning of learning in isolation or without a teacher.

It can be concluded that these perspectives of student teachers illustrate a view of learner autonomy which is more desirable but less practical. The research also provides implications with regard to the conceptualizations above as follows.

First, autonomy and communication – interaction – are closely related. Autonomous learner has an authentic approach to language which is considered to be a means of communication. Second, autonomy has an emotional as well as a cognitive dimension. To elaborate, autonomous learner has an intrinsically motivated, a ‘self-determined’ approach to language and language learning. Third, autonomy has to do with deep approaches to language learning. Autonomous learner possesses an expert approach to language learning based on the previous knowledge acquired while learning other languages.

2.6.2 Research in Thailand

Swatevacharkul (2006) conducted the true experimental research having the 3x2 factorial design with 108 subjects, 54 high and 54 low proficiency students, to investigate the effects of degrees of support for learner independence through web-based instruction on undergraduate students’ reading comprehension ability. One of

the research objectives was to investigate students' attitudes towards learner independence after the four-month period of independent learning practices. There are several interesting findings on and implications from students' attitudes towards independence or autonomy as follows.

One of the main findings is that students show the teacher-dependent characteristic in this mode of learning. This clearly reflects the crucial role of the teacher emerging as the central theme in the mode of independent learning in the Thai learning context. In her study, students appear to appreciate the role of teacher as facilitator, helper, supporter, and counsellor in enhancing their independent learning capacity.

From the counselling session, the teacher could encourage individual students to take responsibility for their own independent learning and create rapport with them, which showed that the teacher was interested in the students and their learning was meaningful. Learning motivation was enhanced as a result. The questionnaire findings on motivation to learn indicate that almost every group of students of both proficiency levels had high motivation.

The findings on the supportive role of teacher call for any teachers who want to promote independent learning to be aware of their cognitively and affectively supportive role. Such role can have an important effect on students' autonomous learning, in particular on the low proficiency students who seem to need more care, nurture, and benevolence from the teachers than the high proficiency students.

In addition, the results reveal that students lack self-confidence to learn independently. According to the discussions, the characteristic of teacher-dependence resulting in a lack of high self-confidence for independent learning of the students appears to receive the influence from the collectivism and power distance. These two cultural dimensions have a causative association with the appreciation of the supportive role of the teacher in helping students enhance their learner independence. Therefore, what can be concluded is that learner independence or autonomy in Thai learning context needs to be 'glocalized' (Schmenk, 2005, cited in Swatevacharkul, 2006). Globalization alludes to a heterogeneous blend of global and local practices. Globalization of learner autonomy is suggested in order to successfully promote learner autonomy in many learning contexts. Only if the cultural backdrop of

autonomy in Western traditions is not neglected but given more serious consideration, can autonomy become a crucial notion in many cultural contexts. Meanwhile, specific local language learning environments must be accepted. To apply the concept of glocalization to the Thai learning context, learner independence needs to be promoted by having students take charge of their own independent learning. It is clear from the qualitative findings that students in every group valued independent learning. However, the culturally induced stereotype of the students needs to be taken into account in order to facilitate the process of becoming independent learners. Help, support, guidance, understanding and care need to be given to the students although this reflects that students are not ready for independence (Cotterall, 1995). Nevertheless, since autonomy can be gradually developed the teacher as a facilitator and counsellor can gradually give the full learning responsibility to students until they can become independent.

Furthermore, the development of self-esteem of the students was reported. However, this points out that there seems to be a conflict between the characteristic of teacher-dependence reflecting a lack of self-confidence and the development of self-esteem, considering that self-confidence is linked to self-esteem. This may indicate that self-esteem does not always lead to self-confidence. Students may have self-esteem which results from the value of independent learning in having students taking control of their learning. However, this may not be adequate for students to have high self-confidence for their independent learning without the teacher. The teacher therefore has a vital role to play in helping or giving support to students. The implications are that independent learning is a legitimate mode of learning and the teacher's supportive role is central to help students become independent learners.

2.7 Approaches to Studying

Many research results reveal that the different learning approaches students employ have some influence on the quality of learning outcomes (Saljo, 1982, Entwistle and Ramsden, 1983, Marton, 1988, Trigwell and Prosser, 1991, and Prosser, 1994). The students' learning approaches are influenced by the effect of academic departments. Therefore, there are three major causal variables that are explored in the area of students' learning approaches. However, most research on students' learning

approaches has been conducted in the educational field, rather than in the field of English language instruction and in particular in the field of learner autonomy.

Students' learning approaches are categorized into two main types which are deep and surface learning approaches and they are the main focus of this present study.

2.7.1 Deep Approach

According to Entwistle and Ramsden (1983), deep approach means that students try to understand the learning by building overall description of content area and relate to their previous knowledge or experience. In addition, attempt has been made to establish their own meaning by paying attention to the evidence and arguments to draw a conclusion. In other words, they focus on the author's meaning and try to make sense of the passage and relate it to their own understanding. Students are engaged in searching for meaning, and they are seen as primarily motivated by intrinsic factors and interest in the materials (Beckwith, 1991). The outcome yields the deep level of understanding; as a result, deep learning approach is considered a crucial goal of higher education. Clearly, deep approach of learning is close to learner autonomy.

2.7.2 Surface Approach

Surface approach or 'atomistic' signifies that students emphasize on the words used in the context and try to remember particular words or phrases of the author. Memorization and over learning without thinking are the important factors. Focusing on facts, emphasizing reproduction of essential information, and relying on extrinsic motivation (Beckwith, 1991), students superficially understand what they learn. They usually appreciate a high proportion of reproduction of what they have read.

To provide a clearer picture of both learning approaches, the sub-scales of each approach and their meaning are presented in Table 2.3 (Ramsden and Entwistle, 1981).

Table 2.3: Sub-Scales of Learning Approaches

Sub-scale	Meaning
APPROACHES TO STUDYING	
<i>Meaning Orientation</i> Deep Approaches Inter-relating ideas Use of Evidence Intrinsic Motivation	Active questioning in learning Relating to other parts of the course Relating evidence to conclusions Interest in learning for learning's sake
<i>Reproducing Orientation</i> Surface Approach Syllabus-boundness Fear of Failure Extrinsic Motivation	Preoccupation with memorization Relying on staff to define learning tasks Pessimism and anxiety about academic outcomes Interest in courses for the qualifications they offer

It should be noted that learning approaches are not static and they can be varied in different context (Jackson, 1995). Arguably, the approaches to learning are not stable traits in each student (Biggs, 1999 cited by Lublin, 2003). The research findings (Gordon et al., 1992) reveal that students in their study employed 'memorization' within a deep approach and absence of 'questioning' from the deep approach subscale was noted.

2.7.3 Motivation and Learning Approaches

Motivation is another variable among many that is relevant to students' learning approaches. Motivation is agreed to be a favourable key factor which helps learning. Generally, motivation can be categorised into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation is a strong interest in and excitement about the subject being studied that is beyond the demands made in class. Wilson (1968, cited by Entwistle, 1990) points out that intrinsic motivation can also relate to the satisfaction of an inner need such as self-esteem or a need for achievement. Put it in the other words of Howe (1992), students may be motivated by interest in what they are learning and by the feeling of extending their own competence and understanding.

Extrinsic motivation concerns studying and subject choice perceived as specially career related and as a means to obtaining a reward such as a good mark or

degree, a good job or to avoid failure. In the theory of motivation developed by Atkinson (1966 and 1974), hope for success and fear of failure were the distinctive features made explicit (Entwistle, 1990). Hope for success is related to 'achievement orientation' of the study approach with the use of any learning strategies tending to produce good grades as stated. Fear of failure describes students who use a 'reproducing approach' to tackle their academic tasks.

Therefore, it is clear that intrinsic motivation tends to affect deep learning, while extrinsic motivation is related to a surface learning approach.

2.7.4 Academic Contexts and Approaches to Learning

According to Ramsden and Entwistle (1981), students are not consistent. They employ different learning approaches and this varied to some extent from department to department and from task to task. In addition, students varied their strategies across different types of task. Clearly, academic department has the effect on students' learning approaches. Ramsden and Entwistle further point out that students begin their courses with pre-existing, and widely differing levels of ability, motivation, and study skills. They suggest that to some extent the approaches students adopt for their learning are influenced by the teaching, the assessment, and the course organization. Departments therefore have responsibility for the efficiency of learning achieved by their students.

Beckwith (1991) argues that teachers as one element of the academic context play an important role on the approaches adopted by students. Approaches to teaching adopted by teachers, which reflects the teachers' educational philosophy, have an impact on learning approaches. The first philosophy views that education is a vocational training with an emphasis on improving standards and ensuring competence. Teachers with this philosophy see their roles as imparting a body of knowledge, and managing student learning. Teaching methods emphasise structure, and draw on principles derived from behavioural theory. In contrast, the second philosophy supports self-directed learning, and an environment which promotes curiosity and self-initiated exploration. The teacher's role is therefore seen as facilitating rather than didactic. They guide students towards critical thinking and questioning.

2.7.5 Research on Learning Approaches

Study 1

O'Grady and Fung (2006) conducted research using problem-based learning (PBL) to investigate whether first year students in Republic Polytechnic in Singapore changed their learning approaches after having engaged in PBL. The results show that at the end of the year, there was a significant change in the way students approach learning. They were prone to have deeper learning motives while adopting achieving strategies. Their study reinforces the idea that effective teaching method can have positive impact on students' approaches to learning. PBL which engages students in their learning and promote active learning and critical thinking scores higher in deep and lower in surface approaches.

Study 2

The large scale survey research was conducted by Ramsden and Entwistle (1981) to explore students' approaches to studying and perceptions of their courses in terms of formal teaching methods, clear goals and standards, workload, vocational relevance, good teaching, freedom in learning, openness to students, and good social climate. The subjects were 2208 undergraduates from 66 academic departments in six contrasting disciplines from British universities and polytechnics. They completed an 'approaches to studying' inventory and a course perceptions questionnaire. The results reveal that departments with highest mean scores on meaning orientation were perceived as having good teaching and allowing freedom in learning. Departments with the highest mean scores on reproducing orientation were seen to have a heavy workload and a lack of freedom in learning.

Moreover, a positive evaluation of departments is associated with positive attitudes to studying. Positive attitudes and a deep approach are linked with academic progress or learning outcome. It looks as if changes in teaching (good teaching, greater freedom in learning and an avoidance of overloading) are likely to move students away from surface and towards deep approaches to learning, and also to improved attitudes, thus improving the quality of what is learned, at least to some extent.

Study 3

Trigwell and Prosser (1991) carried out research to investigate relationships between approaches to study perceptions of the learning environment and the quality of the learning outcomes with 74 students in the final year of a three year nursing course which was designed as a problem-based, experiential learning programme. The Approaches to Study Inventory and the Course Experience Questionnaire were completed. The latter consisted of five sub-scales: good teaching, clear goals, appropriate workload, appropriate assessment, and emphasis on independence. A defining item from each of the sub-scale is as follows:

Good teaching:	Teaching staff here normally give good feedback on how you are doing
Clear goals:	You normally have a clear idea of where you're going and what's expected of you in this course
Appropriate workload:	The sheer volume of work to get through in this course means you can't comprehend it all thoroughly (negative)
Appropriate Assessment:	Staff here seem more interested in testing what we have memorized than what we have understood (negative)
Emphasis on independence:	Students here are given a lot of choice in the work they do

The findings from factor analyses suggested that a perception of high workload and assessment aimed at rote recall is associated with students adopting a surface approach, and this is consistent with the previous study. Furthermore, students who perceive that the teaching was good, that there were clear goals and some independence in learning also employed a deep approach to study and had a higher quality learning outcome. One of the implications for educational practices lies on approaches to teaching of the teachers. Teachers need to have both intention and strategy to encourage deep learning.

In summary, research on students' learning approaches is carried out to investigate its relationship with students' perceptions of their learning experiences,

effects of academic departments, or learning outcomes. There seems to be no research aiming at exploring learning approaches and learner autonomy. It is noted that a deep learning approach is likely to develop learner autonomy and self-directed learning, while a surface learning approach focusing on a rote learning and memorisation does not support a development of learner autonomy. Therefore, this study attempts to investigate a relationship between students' learning approaches and their learner autonomy readiness. Consequently, this leads to research objectives 2 and 3 and the two hypotheses.

2.8 Chapter Conclusion

Chapter 2 covers the review of related literature on the involved variables in this study. It commenced with a review of the relevant theories on learner independence, i.e. learner-centeredness which places emphasis on independent learning. Next, learner autonomy was discussed in more details by exploring the terminology overview, components of autonomy, degrees of autonomy, characteristics of autonomous learners, and justifications for promoting learner autonomy. Supporting learners in autonomous learning was explored on the roles of teachers with an argument that teacher autonomy is a prerequisite of learner autonomy. Without teacher autonomy there is no learner autonomy. Last, the concepts of students' learning approaches namely deep and surface learning approaches are discussed.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURE

This chapter will present the research design and procedure, which is divided into four main parts. The first part explains the research design. The second part describes the population and subjects of this study. The third part discusses the instruments and their quality. The data collection and analysis procedure are in the last part.

3.1 Research Design

This survey study aimed to investigate the readiness for learner autonomy and learning approaches of the students as well as to explore teachers' perspectives of learner autonomy and pedagogical methods to promote autonomy. Mainly, data were collected quantitatively; however, the qualitative technique of semi-structured interview was also utilized for data collection.

3.2 Populations and Subjects

This study takes the form of survey research of which the main objective is to describe the characteristics of a population. It is a cross-sectional survey type which collects information from subjects that have been drawn from a predetermined population. In addition, the information will be gathered at just one point in time. Another crucial advantage of survey research lies in the fact that a lot of information can be gained from quite a large sample of individuals (Fraenkel and Wallen, 2000).

3.2.1 Subject Selections: Students

The background of the subjects of this present study can be described as follows. They were the fourth-year students enrolled in the top five private universities in the Bangkok metropolis in terms of size or a number of students. Among the 14 universities in Bangkok, the top five private universities in size are Bangkok University (28,598 students), Dhurakij Pundit University (23,178), Sripatum University (22,706), University of the Thai Chamber of Commerce (21,970), and Rangsit University (17,853). It should be noted that Assumption University (ABAC)

was not considered as a source of subject due to the distinguished international nature of the university.

The population which was considered based on a number of new students enrolled in the academic year 2009 in these five private universities was approximately 35,489 students, according to the information of a number of new students enrolled in the academic year 2009 presented by the Commission on Higher Education (2009). A number of students in each university were as follows: Bangkok University (9,099), Dhurakij Pundit University (6,573), Sripatum University (6,860), University of the Thai Chamber of Commerce (6,495), and Rangsit University (6,462).

The sample size for 35,489 population, rounded up to 40,000 as suggested by Krejcie and Morgan (1970) when sampling error is less than or equal to 0.05 and reliability equals to 95% is 380. Since the subjects are from the 5 universities, stratified random sampling, which is a process in which certain strata or subgroups are selected for the subjects in the same proportion as they exist in the population (Fraenkel and Wallen, 2000) will be applied to select the student subjects. This sampling technique can ensure the representativeness of the subjects to the population. More details in selecting a stratified sample are displayed in Figure 3.1.

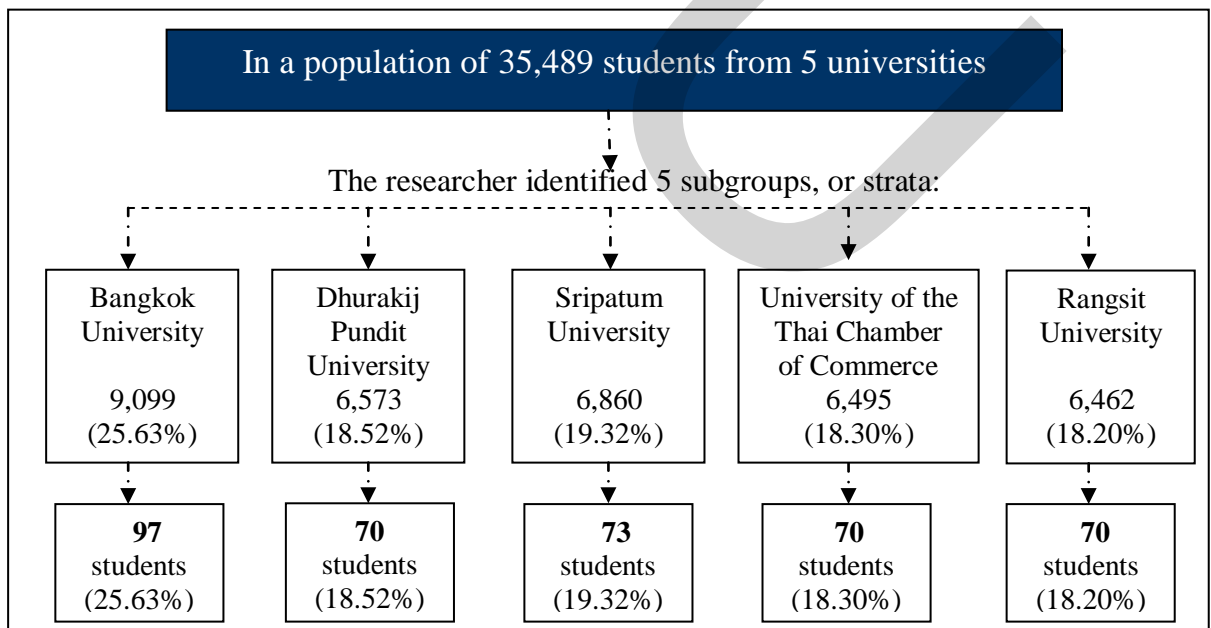


Figure 3.1: Selecting a stratified student sample (n = 380)

3.2.2 Subject Selections: Teachers

In total, there were approximately 260 teachers teaching English subjects from the five universities. This number included both Thai and non Thai instructors who belong to either Language Institutes or the faculty of Liberal Arts or Humanities. The sample size for this population number was 155 (Krejcie and Morgan, 1970). Likewise, stratified random sampling was utilized for subject selections to ensure the representativeness of the subjects to the population. Figure 3.2 illustrates the procedure.

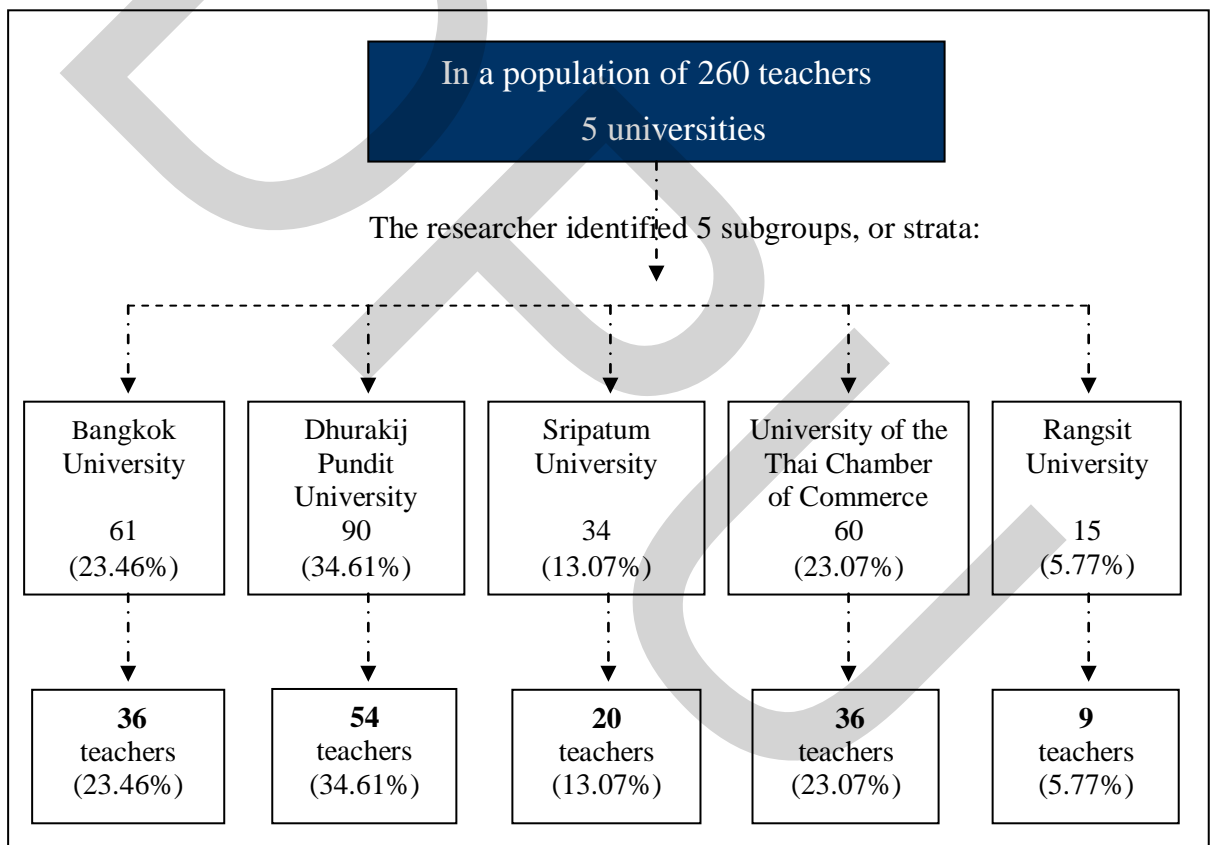


Figure 3.2: Selecting a stratified teacher sample (n = 155)

3.2.3 Generalizability of the Findings

Since the primary data obtained for this present study is quantitative, the ultimate goal is to generalize the findings to the population of the study and those beyond the particular study. Two major factors that are essential for the

generalizability of the findings or external validity are representativeness and sufficiency of the subjects in relation to the population of the study.

Since the study employed stratified random sampling to select the subjects from every university in the same proportion as they exist in the population, this sampling technique can well guarantee the representativeness of the subjects to the population. Concerning the sufficiency of the subjects, the total subjects of 380 out of 35,489 students and 155 out of 260 teachers from every university were selected to complete the questionnaires. This is according to the table for determining sample size from a given population (Krejcie and Morgan, 1970). The subject sufficiency is therefore ensured. To sum up, it is possible to generalize from the findings to the population since the concepts of good representativeness and sufficiency of the subjects are fulfilled.

Generalizability of the findings or the external validity of the research brings great utility to the study. However, before achieving the external validity the internal validity of the study has to be achieved first.

Regarding internal validity of the survey research, there are four major threats: mortality, location, instrumentation, and instrument decay (Fraenkel and Wallen, 2000), which were taken into account in this study.

A *mortality* threat was not the point of concern for this study because this is a cross-sectional survey research, not a longitudinal study which might face the problem of losing both students and/or teacher subjects. A *location* threat was minimal since the questionnaires for the students were administered in the class rooms during their class time with the co-operation of the teachers; therefore, they had adequate time to spend on completing the questionnaires without any rush that might affect their responses. Furthermore, their responses to the questionnaires did not have any effect on their learning performances. An *instrumentation* threat which might reduce the validity of the information gained and might cause a systematic bias was strictly controlled by ensuring the reliability of the questionnaires on learner autonomy and learning approaches. *Instrument decay*, which can occur in interview surveys due to tiredness and rush of interviewers was effectively prevented. The researcher conducted the interviews of the students and teachers by herself to prevent

any information bias within a short period of time which would prevent tiredness. Telephone interviews were also considered for some cases.

In conclusion, it can be said that this present study should have high internal validity, leading to external validity. In other words, the findings of the study can be expected to be reconfirmed with other groups, in other settings, at other times, as long as the conditions are similar to those of the present study.

3.3 The Instruments

This study employed both quantitative and qualitative research instruments, namely questionnaire and interview, to collect the data.

3.3.1 Questionnaires

There were two sets of questionnaires for data collection.

For students

The Development of the Questionnaire on Readiness for Learner Autonomy and Learning Approaches (QRLALA)

In order to answer research questions 1 to 3, the questionnaire (QRLALA) was developed to investigate the readiness for learner autonomy of the students and their learning approaches. Some questionnaire items in the first part on readiness for learner autonomy was taken or adapted from the 53 items questionnaire *Attitudes towards learner independence and capacity to learn independently of the learners learning English reading comprehension skills through web-based instruction* (Swatevacharkul, 2006), which was developed based on the review of literature regarding the components of autonomy. The questionnaire validity and reliability are 0.80 and 0.84 respectively.

However, some new questionnaire items were developed by the researcher/author for this present study. The attitudes of students towards learner autonomy can reflect their readiness level for learner autonomy. The QRLALA comprises four main components of learner autonomy with 35 items, that is, 1) Students' willingness to take learning responsibility, 2) Students' self-confidence to

learn autonomously, 3) Students' motivation to learn English, and 4) Students' capacities to learn autonomously.

For the second part, the *Approaches to Studying Inventory (ASI)* (Entwistle and Ramsden, 1983) were adapted and utilized for data collection. The questionnaire consists of two major approaches, which are 'deep' and 'surface' approaches. Under the deep approach, there are four components, that is, deep approach (Items 1, 2, 3), relating ideas (Items 4, 5, 6), use of evidence (Items 7, 8), and intrinsic motivation (Items 9, 10). The four components are also categorised under the surface approach, that is, surface approach (Items 11, 12, 13, 14), syllabus boundness (Items 15, 16), fear for failure (Items 17, 18), and extrinsic motivation (Items 19, 20). In total, the approaches to studying questionnaire consist of 20 items, 10 items for the deep approach and another 10 for the surface approach. Table 3.1 below shows the components of learning approaches.

Table 3.1: Components of Deep and Surface Learning Approaches

Deep approach (10 statements)	Surface approach (10 statements)
1. Deep approach	1. Surface approach
2. Relating ideas	2. Syllabus boundness
3. Use of evidence	3. Fear for failure
4. Intrinsic motivation	4. Extrinsic motivation

The justifications to employ the questionnaire for data collection are that it is considered easy, convenient, and practical to gain information from a large number of dispersed subjects, and that personal or private information can be obtained. The type of the question is the Likert Scale, which is one type of attitude scale, with a number of five points. The Likert Scale is used to collect the attitudinal data since it is an information form which measures the attitudes or beliefs of an individual through using questions or getting people's reaction to statements.

Students were asked to rate either 'strongly agree', 'agree', 'uncertain', 'disagree', or 'strongly disagree' on each statement. The positive statement was given weight of 5, 4, 3, 2, and 1 respectively for scoring purposes, while the negative statement 1, 2, 3, 4, and 5.

Interpretation of 'attitudinal value' or 'weight' was as follows:

- 5 means learner autonomy readiness was 'very high'.
- 4 means learner autonomy readiness was 'high'.
- 3 means learner autonomy readiness was 'moderate'.
- 2 means learner autonomy readiness was 'low'.
- 1 means learner autonomy readiness was 'very low'.

The evaluation criteria of the questionnaire were as follows:

- 0.00 – 1.50 means learner autonomy readiness was 'very low'.
- 1.51 – 2.50 means learner autonomy readiness was 'low'.
- 2.51 – 3.50 means learner autonomy readiness was 'moderate'.
- 3.51 – 4.50 means learner autonomy readiness was 'high'.
- 4.51 – 5.00 means learner autonomy readiness was 'very high'.

Validation Process

With regard to validation, the questionnaire found its content validity by having three English language teaching experts who have expertise in the field of autonomous learning and English language teaching judged the congruence between the objectives and questionnaire statements. It should be noted that the English version questionnaire on readiness for learner autonomy was sent to the experts for validation. The obtained data were utilized to calculate the Index of Item-Objective Congruence (IOC) of each questionnaire statement.

It has to be noted that the learning approach questionnaire was not sent for content validity. This was due to the fact that the ASI is the globally and widely used questionnaire. The researcher/author only took some statements for this present study.

The formula which was used to calculate the I-O index (Rovinelli and Hambleton, 1977) is as follows:

$$I-O = \frac{\sum R}{N}$$

where

$$\sum R = \text{Total scores from experts judging items}$$

N = Number of experts

Score from each expert judging item when

- Yes = 1
- No = -1
- Questionable = 0

Overall, the content validity of the students' autonomy readiness questionnaire comprising 32 items was 0.83. However, some statements were revised according to the comments of the experts.

Overall, the comments related to the words which could be interpreted in two different meanings. For instance, the word 'can' under the students' capacity to learn autonomously can be interpreted as 'ability' and 'freedom or freedom' to do things. Therefore, the word was changed to convey a clearer meaning. Moreover, the two items under the 'willingness to learn' were deleted. This made the total items of 30 for students' questionnaire. This also improved slightly the IOC and resulted in the content validity of 0.84 (Appendix A), which is acceptable. According to Sukamolson (1995), the overall content validity index should be equal to or more than 0.75.

However, it should be noted that items 2 and 34 were maintained although the content validity was unacceptable. This was due to the comment on the word 'can' used in the statements of capacity to learn. The word 'can' is ambiguous, as it may indicate 'capacity' to do something, but can also be interpreted as 'freedom' to do something. Therefore, the word 'be able to' was used to substitute 'can'. In addition, the wrong interpretation would not be possible since students would read the Thai version of the questionnaire.

Besides the statement improvement, it was suggested by one of the experts that some more items on motivation should be added, in particular the items on internally and externally regulated motivation. As a result, 4 more items (Items 17-20) were added under Motivation to learn English. These four integrative and instrumental motivation-related items were taken and adapted from Gardner's Attitude/Motivation Test Battery (Gardner, 1960).

The questionnaire on readiness for learner autonomy and learning approaches or QRLALA (Appendix B) was finally composed of 4 domains with 34 statements.

1. Willingness to take learning responsibilities	7	statements
2. Self-confidence to learn autonomously	6	statements
3. Motivation to learn English	10	statements
4. Capacity to learn autonomously	11	statements

Among these 34 statements, there were 6 statements that convey the contrasting concepts of the learner autonomy theory. These statements are identified as follows:

1. Willingness to take learning responsibilities	2	statements: 1, 3
2. Self-confidence to learn autonomously	2	statements: 8, 9
3. Motivation to learn English	1	statement: 16
4. Capacity to learn autonomously	1	statement: 28

The Thai version questionnaire was piloted with 10 students in order to investigate whether the Thai wordings, statements or instructions were clear to them. Some minor changes were done to improve the clarity of the language, according to their comments.

The Pretest of the QRLALA

In order to find the reliability of the QRLALA, the questionnaires were administered to 50 heterogeneous students from different faculties of Dhurakij Pundit University. The data from the questionnaires were analyzed by using SPSS version 11.5 to compute the Cronbach's alpha coefficient to find the reliability of the questionnaire.

It was found that the reliability of the questionnaire on readiness for learner autonomy was 0.90, while the reliability of the questionnaire on learning approaches (ASI) was 0.85. However, it should be noted that the reliability of each component is

as follows: 0.85 for the deep learning approach, and 0.82 for the surface learning approach.

For teachers

Questionnaire on Teachers' Perspectives of Learner Autonomy and their Pedagogical Methods (QTPAP)

In order to answer research question 4, the questionnaire was developed by the researcher/author to investigate teachers' perspectives of learner autonomy of Thai undergraduate students in general and according to their experiences, and their pedagogical methods to promote learner autonomy. They were asked based on the fact that they could have different views on learner autonomy.

The QTPAP consisted of two main parts. Part one took some items from the students' questionnaire or the QRLALA which was adapted in terms of wordings to be used to reflect teachers' perspectives of autonomy readiness level of their students. The teacher questionnaire therefore composed of four main categories with 27 items, that is, 1) learner autonomy, 2) responsibility, 3) self-confidence of students to learn autonomously, and 4) capacity of students for autonomous learning.

Like the students, teachers were asked to rate either 'strongly agree', 'agree', 'uncertain', 'disagree', or 'strongly disagree' on each statement. The positive statement was given weight of 5, 4, 3, 2, and 1 respectively for scoring purposes, while the negative statement 1, 2, 3, 4, and 5. The negative statements were Items 7, 13, 14, and 20.

Interpretation of 'attitudinal value' or 'weight' was as follows:

- 5 means positive perspective of learner autonomy was 'very high'.
- 4 means positive perspective of learner autonomy was 'high'.
- 3 means positive perspective of learner autonomy was 'moderate'.
- 2 means positive perspective of learner autonomy was 'low'.
- 1 means positive perspective of learner autonomy was 'very low'.

The evaluation criteria of the questionnaire were as follows:

- 0.00 – 1.50 means positive perspective of learner autonomy was 'very low'.

- 1.51 – 2.50 means positive perspective of learner autonomy was ‘low’.
2.51 – 3.50 means positive perspective of learner autonomy was ‘moderate’.
3.51 – 4.50 means positive perspective of learner autonomy was ‘high’.
4.51 – 5.00 means positive perspective of learner autonomy was ‘very high’.

It should be noted that in part one of the questionnaire, besides the Likert questionnaire, four open-ended questions were employed as the follow-up questions to collect more data on their perspectives of autonomy. The following four questions were taken from Chan (2003):

1. In brief, what do you understand by ‘learner autonomy’?
2. Do you consider learner autonomy important? Why? Why not?
3. What are possible problems or hindrances of the development of autonomy of Thai students?
4. What are your most important roles as a teacher?

Part two was concerned about autonomy pedagogies teachers applied to promote learner autonomy, and it asked the teachers to list the activities in class and out of class.

The open-ended questions were included in the QTPAP questionnaire since perspectives of autonomy and pedagogical methods were in fact qualitative variables, involving thinking and the beliefs of teachers in terms of what pedagogical activities enhance learner autonomy. Therefore, it was appropriate to use some open-ended questions so that teachers could write their free responses based on their beliefs regarding learner autonomy and instructional activities. This would result in a greater variety of information. In addition, the open-ended survey is likely to lead to the discovery of motivational patterns that theory alone might not reveal (Ely, 1986). Moreover, the English version of the questionnaire was used for data collection from teachers teaching English due to their English proficiency.

Validation Process

Part one of the teacher questionnaire was also validated by the same experts as for the students' questionnaire. With the same I-O index formula, initially the content validity of the 27 items was 0.86.

In general, the comments were similar to the case of the students' questionnaire regarding ambiguous word 'can' under the section Capacities of Students. Therefore, the statements were improved according the experts' comments. Moreover, one item under the Students' Responsibility was deleted. This made the total items of 26 for the teachers' questionnaire. This also allowed a slight improvement of the content validity from 0.86 to 0.88 (Appendix C). The QTPAP questionnaire was shown in Appendix D.

The Pretest of the QTPAP

In order to find the reliability of the QTPAP, the questionnaires were administered to 30 Thai and non-Thai instructors of the Language Institute, Dhurakij Pundit University. The data from the questionnaires were analyzed by using SPSS version 11.5 to compute the Cronbach's alpha coefficient to find the reliability of the questionnaire. It was found that the reliability of the QTPAP was 0.71 which was acceptable for data collection. As suggested by Nunnally (1978, cited in Santos, 1999), the acceptable quality should be equal to or more than 0.70.

3.3.2. Interviews

Semi-structured interviews were conducted with 15 students (3 from each university), and 10 teachers (2 from each university). The semi-structured interview is a verbal questionnaire, which is rather formal and consists of a series of questions to elicit specific answers from the respondents (Fraenkel and Wallen, 2000). The researcher used them as guidelines to probe and gain further insights.

The justifications to conduct the semi-structured interview were as follows. First, the open-ended questions in the questionnaires might be difficult for some respondents to answer, which might result in loss of information. Another reason lay

in the fact that the semi-structured interview allowed the researcher/author to probe or clarify any ambiguities of the information obtained from the questionnaire.

Students' Interview Questions (Chan, 2001)

The following are the questions for interviews with students, which are adapted from Chan (2001).

1. What do you understand by 'learner autonomy'?
2. Do you think that learner autonomy is important for your English learning? Why? Why not?
3. What are the characteristics of autonomous learners, in your opinion?
4. To what extent do you consider yourself as autonomous learner?
5. What can the teacher do to help students become autonomous?
6. What are the factors that help or hinder learner autonomy?

Teachers' Interview Questions

1. What do you understand by 'learner autonomy'?
2. What do you do to promote learner autonomy both in and out of class?

These were the two major questions for the interview. Then, the questions would ask the teachers to elaborate on what they exactly did to promote learner autonomy, for instance.

3.4 Data Collection Procedure

As per the design of the study, quantitative and qualitative data collection methods were exploited. This part will describe the procedure of data collection of both methods.

3.4.1 Quantitative Data Collection Method for Research Questions 1, 2 and 3

In order to collect the data from the questionnaire (QRLALA), the researcher/author went through these steps:

1. The questionnaires were given to the students in class with the assistance of the teachers.

2. The teachers spared approximately 20 minutes for the students to answer the questionnaire and encourage them to appreciate the significance of the study and attentively rate the questionnaire.
3. The teachers collected the questionnaires.

3.4.2 Quantitative Data Collection Method for Research Question 4

The questionnaire on Teachers' Perspectives of Autonomous Learning (QTPAP) which aimed to explore pedagogical methods to promote autonomous learning were distributed to the teachers to complete on their own time and return to the researcher/author by a specified date.

3.4.3 Qualitative Data Collection Method

The semi-structured interviews of both the students and teachers were carried out by the researcher/author. The interviews were taped for the data analysis.

3.5 Data Analysis

Since this study is based on quantitative and qualitative techniques, this part will discuss the data analysis for both research techniques.

3.5.1 Quantitative Data Analysis for Research Questions 1-4

The questionnaire was the main research tool to answer these research questions.

For research question 1: At what level are students ready for learner autonomy? aiming to investigate the students' attitudes towards learner autonomy, scores of 5-point Likert Scale questionnaires were computed to find mean scores and standard deviation (SD). Then, the mean scores and SD of every domain were computed to compare the mean scores of each domain.

To answer research question 2: What are students' approaches to learning? 5-point Likert Scale questions were computed to find mean scores and SD. Then, mean scores and SD of every domain were computed and compared with other responses.

To answer research question 3: Is there a relationship between students' readiness for learner autonomy and their approaches to learning?, correlation coefficients

(Spearman's Rho) were calculated to measure the association of the variables: learner autonomy readiness and learning approaches. Spearman's Rho was used because the data are ordinal, that is, 5 steps on a Likert scale.

To answer research question 4: What are teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy? 5-point Likert Scale questions were computed to find mean scores and SD. Then, mean scores and SD of every domain were computed and compared with other responses.

3.5.2 Qualitative Data Analysis: Open-Ended Questions

To answer research question 4: What are teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy? the following steps were undertaken to analyze the open-ended questions.

- First, 'content analysis' was used to analyze the data. The answers were read by the researcher with an attempt to find key words or key concepts.
- Next, the data which showed the same concepts were categorized into the same group, and the percentages were computed to obtain frequencies of each item.
- Then, the quantified qualitative data were employed to support the quantitative data for data interpretation and finding discussions.

3.5.3 Qualitative Data Analysis: Students and Teachers' Interviews

The qualitative dimension of the study aimed at providing insights and clarifying any ambiguities. In addition, the information from the qualitative analysis was employed to support the quantitative findings from the research questions. The data collected from the interviews were presented in the form of quotes to support and illuminate the questionnaire findings.

3.6 Chapter Conclusion

Chapter three deals with the research design which is a large-scale survey research. The subjects were 380 undergraduate students and 155 teachers teaching English in the top-five private universities in the Bangkok Metropolis, which is,

Bangkok University, Dhurakij Pundit University, Sripatum University, University of the Thai Chamber of Commerce, and Rangsit University. The stratified random sampling technique was applied for subject selection.

Then, the research tools are described. The two main research tools were used to collect the data, which are the 5-point Likert scale questionnaire and semi-structured interview. In regard to the data collection procedure and analysis, the questionnaires were distributed to students of each university with assistance of the teachers in that particular university. The students completed the questionnaire in class. However, in the case of the teachers, they completed the questionnaires on their own time. The semi-structured interviews were conducted later on after the collection of questionnaires.

The quantitative data obtained from the questionnaires were analyzed by SPSS to find means and standard deviation (SD) for the research objectives 1, 2 and 4. Correlation coefficients (Spearman's Rho) were computed to find the answer for the research objective 3 and its hypotheses. In regard to the qualitative data analysis obtained from the open-ended questions in the questionnaires and the interviews, content analysis was conducted. The qualitative data were then categorized and quantified, and they were presented in terms of percentages. The qualitative interview data were used to support and provide insights for the quantitative findings and data discussions.

To conclude the chapter summary, Table 3.2 illustrates the research design, research process, research tools with their qualities of the content validity (IOC) and reliability (α) and data analysis.

Table 3.2: The Research Procedure

Research Objective	Subject	Research Tool	Data Analysis
1) to investigate the readiness for learner autonomy of students	Students	<ul style="list-style-type: none"> - The Likert questionnaire QRLALA Part 1: Learner Autonomy Readiness (IOC = 0.83, α = 0.90) - Interview 	<ul style="list-style-type: none"> - Mean score and SD - Content analysis

Research Objective	Subject	Research Tool	Data Analysis
2) to investigate the approaches to learning of students	Students	The Likert questionnaire QRLALA Part 2: Approaches to Learning ($\alpha = 0.85$) - Interview	- Mean score and SD - Content analysis
3) to find a relationship between students' readiness for learner autonomy and approaches to learning in terms of deep and surface learning approaches	Students	- The questionnaire QRLALA Part 1: Learner Autonomy Readiness <i>and</i> Part 2: Approaches to Learning	Correlation coefficients (Spearman's Rho)
4) to investigate teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy	Teachers	- The questionnaire QTPAP Part 1 : Perspectives of Learner Autonomy (IOC = 0.88, $\alpha = 0.71$) , and Follow-up questions Part 2: Autonomy Enhancement Pedagogies - Interview	- Mean score and SD - Content analysis (%) - Content analysis (%) - Content analysis

CHAPTER FOUR

RESULTS OF DATA ANALYSIS

This chapter reports the results of both quantitative and qualitative data analysis. This chapter is therefore organized into two major parts, that is, the quantitative data findings and qualitative data findings. The first part presents the results of the two sets of questionnaires administered to students and teachers to answer the four research questions. The second part discusses the results of the qualitative data derived from the content analysis on the open-ended questions in the questionnaire for teachers to answer the research question four in the follow up part which is the open-ended questions.

4.1 Results

The quantitative data were mainly gathered by the questionnaires and analyzed to answer the four research objectives. The results will be presented in the order of the research objectives.

4.1.1 The Investigation of the Readiness for Learner Autonomy of Students

In order to answer the research question 1: At what level are students ready for learner autonomy?, the results of the 5-point Likert scale 34-item questionnaire data were analyzed by Descriptive Statistics in SPSS (Norusis, 1994) to find mean score and standard deviation (SD). The data analysis shows that the mean (M) is 3.63 and standard deviation (SD) is 0.40. This means that on average the readiness level for autonomous learning of students is at the high level, according to the evaluation criteria stipulating that the range from 3.51 to 4.50 suggests high learner autonomy readiness.

A further descriptive statistical analysis of each domain in the questionnaire was conducted in order to obtain more information, and the results are demonstrated in Table 4.1 with the interpretations of the readiness for autonomy in each aspect.

Table 4.1: Mean of each Domain and Level of Learner Autonomy Readiness

Domain	n	Mean	SD	Level of learner autonomy readiness
Willingness to take learning responsibilities	380	3.69	0.49	high
Self-confidence to learn autonomously	380	3.17	0.48	moderate
Motivation to learn English	380	3.93	0.62	high
Capacity to learn autonomously	380	3.58	0.47	high

Table 4.1 indicates that on average students are highly willing to assume their learning responsibility ($M = 3.69$, $SD = 0.49$). They also have high motivation to learn English ($M = 3.93$, $SD = 0.62$) and high capacity to perform autonomous learning ($M = 3.58$, $SD = 0.47$). However, on average students are moderately self-confident for their autonomous learning ($M = 3.17$, $SD = 0.48$).

Besides the mean of each domain, it is worthwhile exploring the mean of each statement under each domain in order to note some interesting findings. Tables 4.2-4.5 display the mean of every statement in the student questionnaire (QRLALA) and its interpretation in relation to the level of learner autonomy readiness.

Table 4.2: Mean of each Statement of ‘Willingness’

Domain	Mean	SD	Level of learner autonomy readiness
Willingness to take learning responsibilities	3.69	0.49	high
1. I think learning and teaching are the sole responsibility of the teacher.	2.69	1.03	Moderate
2. I need to control myself to do learning tasks that I think I should do.	4.08	0.79	High
3. I do not like to seek additional knowledge outside class if the teacher does not tell me to do so.	2.92	1.01	Moderate
4. I am pleased to take responsibility for my own learning.	4.17	0.87	High
5. I am willing to evaluate my learning whether it is good or bad.	4.25	0.80	High
6. I am pleased to take part in determining the content I want to learn in class	3.48	0.91	Moderate
7. I am pleased to decide what I will learn outside class.	3.43	0.89	Moderate

According to Table 4.2, students were highly pleased to evaluate their learning whether it is good or bad (Item 5, $M = 4.25$, $SD = 0.80$) and to take responsibility for their own learning (Item 4, $M = 4.17$, $SD = 0.87$). However, regarding content or what to learn inside and outside class (Items 6 and 7, $M_s = 3.48$, and 3.43 , $SD_s = 0.91$ and 0.89 respectively), students were moderately pleased to make a decision on the content.

Table 4.3: Mean of each Statement of ‘Self-Confidence’

Domain	Mean	SD	Level of learner autonomy readiness
Self-confidence to learn autonomously	3.17	0.48	moderate
8. I like the teacher to be my supporter all the time because I am not confident in my learning.	3.46	0.97	Moderate
9. I want the teacher to tell me clearly what I should learn or what to do in and out of class.	3.80	0.91	High
10. I am confident that I can manage my time well for learning.	3.65	0.82	High
11. I am confident that I can make a good effort in seeking for knowledge I want to learn.	3.66	0.81	High
12. I think I am an effective autonomous learner, both in and out of class.	3.40	0.83	Moderate
13. If I decide to learn anything, I can find time to study although I have something else to do.	3.59	0.77	High

As noted, students held a moderate self-confidence level for autonomous learning. They reported that they highly want the teacher to tell them clearly what they should learn or what to do in and out of class (Item 9, $M = 3.80$, $SD = 0.91$). This corresponds to the finding that students think that they are moderately effective autonomous learners both in and out of class (Item 12, $M = 3.40$, $SD = 0.83$), which is the lowest mean reported by students.

Table 4.4: Mean of each Statement of ‘Motivation’

Domain	Mean	SD	Level of learner autonomy readiness
Motivation to learn English	3.93	0.62	high
14. I like to have the chance to decide on what and how to learn about English.	3.69	0.86	High
15. I like to learn English because it is interesting and important.	3.90	0.97	High
16. I do not enjoy learning English.	2.39	1.17	Low
17. I like to take part in English activities when I have free time such as watching English movies or listening to English songs or news.	3.51	1.10	High
18. Studying English can be important for me because it will allow me to meet and converse with more and varied people.	4.18	0.90	High
19. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.	4.10	0.88	High
20. Studying English can be important for me because I will need it for my future education.	4.24	0.88	High
21. I like to learn English because I will be able to get a job easily.	4.04	0.91	High
22. I pay attention to learning English in order to get a good grade.	3.93	0.95	High
23. I think the teacher plays a crucial role in building students’ motivation to learn English, in and out of class.	4.18	0.88	High

Obviously, Table 4.4 shows that students had high motivation to learn English. Every statement was rated highly. Item 20 “*Studying English can be important for me because I will need it for my future education.*” was rated the highest ($M = 4.24$, $SD = 0.88$), closely followed by Item 18 “*Studying English can be important for me because it will allow me to meet and converse with more and varied people.*” and Item 23 “*I think the teacher plays a crucial role in building students’ motivation to learn English, in and out of class.*” ($M_s = 4.18$, $SD_s = 0.88$). Interestingly, the finding of

Item 16 “*I do not enjoy learning English.*” was rated as low ($M = 2.39$, $SD = 1.17$). This means that in fact students enjoyed learning English.

Table 4.5: Mean of each Statement of ‘Capacity’

Domain	Mean	SD	Level of learner autonomy readiness
Capacity to learn autonomously	3.58	0.47	high
24. I have the ability to set my own learning objectives in class.	3.42	0.84	Moderate
25. I can tell whether or not I am making learning progress.	3.66	0.84	High
26. I know my learning weak points.	4.06	0.88	High
27. I try to improve on my learning weak points.	3.85	0.83	High
28. I am not capable of telling about what I have learned.	2.93	1.04	Moderate
29. I am capable of finding appropriate learning methods and techniques for myself.	3.43	0.77	Moderate
30. I have the ability to choose my outside class learning objectives.	3.28	0.82	Moderate
31. I am able to choose learning materials outside class.	3.43	0.82	Moderate
32. I know where I can seek knowledge.	3.70	0.85	High
33. I can evaluate by myself whether my learning is good or bad.	3.74	0.77	High
34. I am capable of being totally responsible for my own learning.	3.70	0.83	High

Students reported that they knew their learning weak points (Item 26, $M = 4.06$, $SD = 0.88$), which was rated the highest, followed by Item 27 ($M = 3.85$, $SD = 0.83$), students tried to improve on their learning weak points. Students’ capacities to choose outside class learning objectives (Item 30) and learning materials for outside class learning (Item 31) were reported the lowest as moderately ($M_s = 3.28$ and 3.43 , $SD_s = 0.82$ and 0.82).

In short, the investigation of the readiness for learner autonomy of students reveals that on average students are at the high level of learner autonomy readiness. Their willingness to take learning responsibility, motivation to learn English, and

capacity to learn autonomously are of a high level, but their self-confidence to perform their autonomous learning is at the moderate level.

4.1.2 The Investigation of the Approaches to Learning of Students

In order to answer research question 2: What are students' approaches to learning? , the results of the 5-point Likert scale 20-item questionnaire data were analyzed by Descriptive Statistics in SPSS (Norusis, 1994) to find mean scores and standard deviations (SD) of the Deep and Surface Learning Approaches.

The data analysis shows that the mean of Deep Learning Approach is 3.70 (SD = 0.48). This means that on average students applied the deep learning approach at the high level. Regarding the Surface Learning Approach, the mean score is 3.53 (SD = 0.53). This means that on average students also highly used surface learning approach.

A further descriptive statistical analysis of each domain and each statement in each learning approach was conducted in order to explore the findings in more details, and the results and interpretations of every statement are demonstrated in Tables 4.6 and 4.7.

Table 4.6: Mean of each Statement of Deep Learning Approach

Domain	Mean	SD	Meaning
Deep Approach	3.72	0.61	High
1. I usually set out to understand thoroughly the meaning of what I am asked to learn.	3.78	0.80	High
2. I often find myself questioning things that I hear in lectures or read in books.	3.52	0.78	High
3. I generally put a lot of effort into trying to understand things which initially seem difficult.	3.86	0.85	High
Relating Ideas	3.71	0.60	High
4. I try to relate ideas in one subject to those in others.	3.61	0.83	High
5. I need to read around a subject pretty widely before I'm ready to put my ideas down on paper.	3.80	0.82	High
6. I find it helpful to "map out" a new topic for myself by seeing how the ideas fit together.	3.73	0.79	High

Use of Evidence	3.60	0.70	High
7. When I'm reading an article, I generally examine the evidence carefully to decide whether the conclusion is justified.	3.57	0.84	High
8. I am usually cautious in drawing conclusions if they are not well supported by evidence.	3.62	0.80	High
Intrinsic Motivation	3.73	0.69	High
9. My main reason for being here is that I can learn more about the subjects which really interest me.	3.84	0.85	High
10. I find that studying academic topics can often be really exciting and interesting.	3.63	0.83	High

Table 4.6 shows that the four domains -- deep approach, relating ideas, use of evidence and intrinsic motivation -- under the Deep Learning Approach were rated highly with similar means of 3.72 (SD = 0.61), 3.71 (SD = 0.60), 3.60 (SD = 0.70) and 3.73 (SD = 0.69) respectively.

The highest rated item with the mean of 3.86 (SD = 0.85) is Item 3 showing that students generally put a lot of effort into trying to understand things which initially seem difficult. Item 9 closely follows Item 3 with the mean of 3.84 (SD = 0.85) revealing that the main reason for studying at the university is that students can learn more about the subjects which really interest them.

The lowest rated item with the mean of 3.52 (SD = 0.78) is on the item 2: *I often find myself questioning things that I hear in lectures or read in books.*

Table 4.7: Mean of each Domain and Statement of Surface Learning Approach

Domain	Mean	SD	Meaning
Surface Approach	3.53	0.59	High
11. I usually don't have time to think about the implications of what I have read.	3.18	0.87	Moderate
12. When I'm reading, I try to memorize important facts which may come in useful later.	3.82	0.85	High
13. Often I find to read things without having a chance to really understand them.	3.63	0.91	High
14. I find I have to concentrate on memorizing a good deal of what we have to learn.	3.48	1.23	Moderate

Syllabus Boundness	3.60	0.76	High
15. I like to be told precisely what to do in essays or other assignments.	3.82	0.96	High
16. I tend to read very little beyond what's required for completing assignments.	3.38	0.99	Moderate
Fear for Failure	3.49	0.91	Moderate
17. The continual pressure of work assignments, deadline and competition often makes me tense and depressed.	3.48	1.02	Moderate
18. A poor first answer in an exam makes me panic and competition often makes me tense and depressed.	3.50	1.10	High
Extrinsic Motivation	3.50	0.75	Moderate
19. I chose my present courses mainly to give me a chance of a really good job afterwards.	4.04	0.91	High
20. I suppose I am more interested in the qualifications I'll get than in the courses I'm taking.	2.96	1.13	Moderate

Under the four domains of the Surface Learning Approach, Surface Approach and Syllabus Boundness were rated highly with the means of 3.53 (SD = 0.59) and 3.60 (SD = 0.76) respectively. This means that students highly agreed that they applied the surface and syllabus boundness strategies for their learning.

Fear for failure and extrinsic motivation domains were rated moderately with the means of 3.49 (SD = 0.91) and 3.50 (SD = 0.75) respectively. This means that students moderately agreed that they had a fear for failure and used extrinsic motivation for their learning.

Strikingly, Item 19: *I chose my present courses mainly to give me a chance of a really good job afterwards* was rated the highest (M = 4.04, SD = 0.91). Item 20: *I suppose I am more interested in the qualifications I'll get than in the courses I'm taking* was rated the lowest (M = 2.96, SD = 1.13). Both of these items are under the Extrinsic Motivation domain.

In short, the investigation of the approaches to learning of students reveals that students adopt the deep learning approach the high level. Meanwhile, they also use the surface learning approach at the high level.

4.1.3 The finding of a Relationship between Students' Readiness for Learner Autonomy and Approaches to Learning

In order to answer research question 3: Is there a relationship between students' readiness for learner autonomy and their approaches to learning?, correlation coefficients (Spearman's Rho) were calculated to measure the association of the variables. Spearman's Rho was used because the data are ordinal, that is, steps on a Likert Scale. The findings are shown in Table 4.8.

Table 4.8: Correlation Matrix of Students' Readiness level of Learner Autonomy and Deep Learning Approach

Factors	Level of learner autonomy readiness	Deep learning approach
Level of learner autonomy readiness	1.000	.564**
Deep learning approach	.564**	1.000

** $p < 0.01$

Table 4.9: Correlation Matrix of Students' Readiness level of Learner Autonomy and Surface Learning Approach

Factors	Level of learner autonomy readiness	Surface learning approach
Level of learner autonomy readiness	1.000	.102
Surface learning approach	.102	1.000

Table 4.8 shows that the correlation coefficient between the level of learner autonomy readiness and the deep learning approach is significant ($\alpha = 0.05$, $r_s = 0.564$), and therefore the hypothesis (There is a significant positive correlation between students' readiness for learner autonomy and their deep approach to learning) is accepted. However, since the magnitude of the correlation is moderate, this means

that there is a moderate positive correlation between the level of learner autonomy readiness and the deep learning approach. Generally speaking, students who are at the high level of learner autonomy readiness moderately tend to apply the deep learning approach.

According to Table 4.9, there is no correlation between the level of learner autonomy readiness and the surface learning approach. ($\alpha = 0.05$, $r_s = 0.102$), and therefore the hypothesis (There is no significant positive correlation between students' readiness for learner autonomy and their surface approach to learning) is accepted. This means that students who are ready for learner autonomy are unlikely to employ the surface learning approach.

4.1.4 The Investigation of Teachers' Perspectives of Learner Autonomy and the Implications of Pedagogical Methods

In order to answer research question 4: What are teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy?, quantitative and qualitative data analyses were executed.

4.1.4.1 Results of Quantitative Data

The first part results of the 5-point Likert scale 26-item questionnaire data were obtained from 155 teachers and analyzed by Descriptive Statistics in SPSS (Norusis, 1994) to find mean score and standard deviation (SD). The data analysis shows that the mean is 3.53 (SD = 0.33). This means that on average teachers' positive perspectives of learner autonomy are at the high level, according to the evaluation criteria stipulating that the range from 3.51 to 4.50 suggests the high positive attitudes.

A further descriptive statistical analysis of each domain in the questionnaire was conducted in order to note interesting findings, and the results are illustrated in Table 4.10.

Table 4.10: Mean of Teachers' Perspectives of Learner Autonomy

Domain	n	Mean	SD	Meaning
Importance of Learner autonomy	155	4.46	0.45	High
Teacher's responsibilities	155	3.78	0.45	High
Self-confidence of Thai students	155	2.83	0.81	Moderate
Capacity of Thai students	155	3.14	0.56	Moderate

n = 155

Table 4.10 shows that teachers' perspectives of learner autonomy were positively high in the domains of learner autonomy and teacher's responsibilities with the means of 4.14 (SD = 0.39) and 3.73 (SD = 0.46) respectively. Self-confidence and capacity of Thai students for autonomous learning were perceived at the moderate level (M = 3.05, SD = 0.52 and M = 3.29 and SD = 0.68 respectively).

A further analysis of each statement in each domain was performed to explore teachers' perspectives in more details. The results are shown in Table 4.11.

Table 4.11: Mean of each Statement of Teachers' Perspectives of Learner Autonomy

Domain	Mean	SD	Meaning
Importance of Learner autonomy	4.46	0.45	High
1. I think that autonomous learning is essential to improve students' English skills.	4.51	0.66	Very high
2. I think that learning how to learn successfully is essential for every student.	4.56	0.70	Very high
3. Promoting learner autonomy is a goal of my teaching.	4.22	0.68	High
4. I believe learning success has resulted from students' efforts.	4.55	0.63	Very high
5. I think learner autonomy is important to effective English learning.	4.43	0.64	High

Table 4.11 shows that teachers had very highly positive perspectives of autonomous learning because they thought that learning how to learn successfully is essential for every student (Item 2, M = 4.56, SD = 0.70). Item 4: *I believe learning*

success has resulted from students' efforts. was rated very highly with mean of 4.55 (SD = 0.63).

Table 4.12: Mean of each Statement of Teachers' Perspectives of Teacher's Responsibilities

Domain	Mean	SD	Meaning
Teacher's responsibilities	3.78	0.45	High
6. I think learning is students' own responsibility.	3.57	1.14	High
7. I think learning and teaching are the sole responsibility of the teacher.	2.49	1.31	Low
8. Students should take part in evaluating their learning whether it is good or bad.	4.28	0.64	High
9. Teachers must select appropriate learning methods for students.	4.10	0.94	High
10. Teachers must determine the contents.	3.54	1.02	High
11. It is the teacher's responsibility to stimulate students' interest in learning English.	4.03	0.88	High
12. It is the teacher's responsibility to set learning objectives.	3.72	0.92	High

Table 4.12 shows that Item 8: *Students should take part in evaluating their learning whether it is good or bad.* was rated the highest (M = 4.28, SD = 0.64), followed by Item 9: *Teachers must select appropriate learning methods for students.* (M = 4.10, SD = 0.94). Teachers rated Item 7: *I think learning and teaching are the sole responsibility of the teacher.* the lowest (M= 2.49, SD = 1.31).

Table 4.13: Mean of each Statement of Teachers' Perspectives of Self-confidence of Thai students

Domain	Mean	SD	Meaning
Self-confidence of Thai students	2.83	0.81	Moderate
13. Students need the teacher to be their supporter all the time because they are not confident in their learning.	3.54	1.08	High
14. Students need the teacher to tell them clearly what they should learn and what to do in class and out of class.	3.62	1.00	High
15. Students are confident to take responsibility of their learning in and out of class.	3.12	0.98	Moderate

Item 13: *Students need the teacher to be their supporter all the time because they are not confident in their learning*, and Item 14: *Students need the teacher to tell them clearly what they should learn and what to do in class and out of class* were highly rated ($M_s = 3.62$ and 3.54 respectively).

Table 4.14: Mean of each Statement of Teachers' Perspectives of Learning Capacity of Thai students

Domain	Mean	SD	Meaning
Learning capacity of Thai students	3.14	0.56	Moderate
16. Students have the ability to set their own learning objectives in class.	2.96	0.86	Moderate
17. Students can tell whether or not they are making learning progress.	3.24	0.98	Moderate
18. Students know their learning weak points.	3.58	0.86	High
19. Students try to improve on their learning weak points.	3.05	0.88	Moderate
20. Students usually are not able to tell about what They have learned.	3.24	0.87	Moderate
21. Students have the ability to find appropriate learning methods and techniques for themselves.	2.89	0.92	Moderate
22. Students are able to choose their own learning objective outside class.	2.88	0.90	Moderate
23. Students are able to choose learning materials outside class.	3.22	0.99	Moderate
24. Students know where they can seek knowledge.	3.57	0.87	High
25. Students can evaluate whether their learning is good or bad.	3.36	0.84	Moderate
26. Students are capable of being totally responsible for their own learning.	2.93	0.96	Moderate

Table 4.14 shows that teachers rated highly on Item 18 expressing that students know their learning weak points ($M = 3.58$, $SD = 0.86$), and Item 24 showing that students know where they can seek knowledge ($M = 3.57$, $SD = 0.87$). Besides these two statements, teachers moderately rated other statements. The lowest rated item is Item 22: *Students are able to choose their own learning objective outside class* ($M = 2.88$, $SD = 0.90$), very closely followed by Item 21: *Students have the ability to*

find appropriate learning methods and techniques for themselves ($M = 2.89$, $SD = 0.92$).

In conclusion, the quantitative findings on teachers' perspectives of learner autonomy show that generally speaking teachers highly perceived the value of learner autonomy and teacher's responsibilities to enhance learner autonomy. However, they perceived that Thai students were moderately self-confident for autonomous learning and had moderate capacity for their autonomous learning.

4.1.4.2 Results of Qualitative Data: Follow-Up Questions

The qualitative data of the follow-up questions in research question 4 were analyzed by content analysis to explore key words and key concepts. However, it should be noted that only 70 copies of the returned questionnaires which were completely filled-in were selected for the qualitative data analysis. The findings are presented in Tables 4.14 -4.19.

A) Personal Information of the Respondents

Among 70 respondents, 49 are Thai and 21 are non-Thai teachers. 21 are male teachers (30%), 46 are females (46%), and 3 unknown-gender teachers (4%). Their nationalities and ages are displayed in the Tables 4.15 and 4.16.

Table 4.15: Nationalities of the Teachers

Nationality	Number	Percentage	Nationalities	Number	Percentage
Thai	49	70%	Non-Thai	21	30%
			American	5	
			British	3	
			Canadian	1	
			Australia	1	
			New Zealander	1	
			South African	1	
			Myanmar	3	
			Filipina	1	
			Unidentified	5	

Table 4.16: Ages of the Teachers (Thai and Non-Thai)

Age range	Number	Percentage
20 - 29	6	8.5%
30 - 39	24	34.0%
40 - 49	20	29.0%
50 - 59	11	16.0%
60 up	3	4.0%
Unidentified	6	8.5%

Table 4.15 shows that most teachers (34%) are in their 30s. The youngest is 20 and the oldest is 72.

B) Findings of Question 1

Question 1 asked *In brief, how would you define 'learner autonomy'?*

The content analysis resulted in the following derived key words and key concepts. Table 4.17 will present the categorized answers with a frequency count and percentages.

Table 4.17: Definitions of Learner Autonomy

What is Learner Autonomy?	Frequency count	Percentage
Learners' responsibility	37	53%
Independent learning (with choice or freedom)	12	17%
Self-study	11	16%
Learning motivation	4	6%
Independent learning (with conditions)	3	4%
Mutual relationship between teacher and student	3	4%

Learner autonomy was categorized into 6 definitions. However, the most agreed definition is 'learners' responsibility' (53%), followed by 'independent learning' with choice or freedom (17%). 'Self-study' was rated the third, which in fact closely followed the previous definition with 16%. Next is 'learning motivation' (6%), closely followed by 'independent learning with some conditions (4%) and 'mutual relationship between teacher and student' (4%).

Elaboration on the findings corresponding to each definition except the last one is as follows.

1) Learners' responsibility

The definition of learner autonomy which relates to learners' responsibility is taken into account the answers which showed key words such as *responsibility, responsible, control of learning, set learning goals or objectives, choose materials, monitor or evaluate learning, learn or know how to learn, and take charge of own learning*. The following are the quotes of some definitions.

Students are able to set their learning objectives, find appropriate learning resources to enhance their knowledge and evaluate their progress through making use of their own effort.

The ability to know how to learn and the willingness to take responsibility for their own learning.

Learners' ability to set their learning goals, figure out an effective way to achieve the goals, choose learning materials and evaluate their learning.

The ability of a learner who can decide what they want to learn and how they want to learn. Another way to put it is 'let them be in control of their own learning process!'

Students take responsibility for their own learning. To learn and study further on their own, outside of the classroom.

Learner autonomy, as the term suggested, is that learners can learn anything by themselves, with or without some guidance given by teachers. In this regard, the roles of teachers are as helpers, facilitators, not just teach everything. Learner can set goals and objectives of their learning, including pathways to success in the course, and evaluation process.

It is quite noticeable that the words 'ability' or 'able' are mentioned to define learner autonomy. In general, learner autonomy is the responsibility of learners to take charge of their own learning by making decisions on what and how to learn as well as monitoring or evaluating their learning outcomes. This corresponds to the

frequently quoted definition provided by Holec (1981: 3): ‘the ability to take charge of one’s own learning’.

In addition, the phrase ‘outside of the classroom’ is frequently mentioned in the definitions. This reflects that learner autonomy is closely related to outside class learning activities, rather than in class learning.

2) Independent learning (with choice or freedom)

Independent learning which comes with choice, freedom or right to perform their own learning is the second definition with 17% respondents. The words such as *learning independently*, *freedom*, and *rights* were considered and the definitions were categorized under ‘independent learning with choice or freedom’.

When a student is capable of learning independently with less teachers’ guidance

It’s a kind of freedom to act or do as one pleases.

Learners should have rights to choose what they like to learn.

They learn by themselves with their own strategy

The definitions of learner autonomy under this category reflect full autonomy to some extent. Learners are empowered to perform their independent learning by making their own decisions on what and how to learn, and this includes using their own learning strategy without bother teachers much.

3) Self-study

Learner autonomy as self-study especially outside class was defined as the third rank with 16% respondents. The word(s) such as *self-study*, *self-learning*, *search for own materials*, and *find more knowledge* are taken into consideration for this category.

Learning by themselves outside of class.

It’s like a self-study.

Learning autonomy is one of the teaching techniques promoting students to learn by themselves. Students can search for their own appropriate materials, such as internet, media through television.

To me, it is one learning system in which the students are assigned by the teachers to study some parts of the contents by themselves or to find more knowledge from various sources outside class.

I understand that learner autonomy is the way that students can help themselves in their learning, for example, they may find some self-access learning to improve their four skills in English learning.

From the findings, it is noticeable that teachers mentioned frequently the words *outside class*, and *internet* including other types of media for autonomous learning. It is interesting to find that one teacher mentioned learner autonomy is a teaching technique that teachers use to promote learner autonomy. What can be concluded is that outside class learning is an important factor to enhance learner autonomy especially through the Internet and other media as sources of knowledge.

4) Learning motivation

Learning motivation as a key factor for learner autonomy was defined with 6% response rate.

Self-motivating learning method, the students' enthusiasm is a key of self-learning. And what they want to learn is based on their personal interest.

'Learner autonomy' is inner power students have and use for motivating themselves to learn and acquire knowledge and what they are interested in.

Students know their own weak points and want to fix them by learning (by themselves). They also have learning motivation all the time.

It is obvious that self-motivation or motivation from inside the learners is considered crucial in a view of the teachers. Students need to have self-motivation to pursue their autonomous learning on what they have personal interest in.

5) Independent learning (with conditions)

Independent learning with some conditions was defined by 4% respondents. They agreed that learner autonomy is independent learning, but with some conditions which are related to course lessons and curriculum.

Learner autonomy is independent learning. It means what students would like to know or to learn, can search information by themselves, but everything should be in line with lessons that they learn.

Learner autonomy is the changes of the curriculum towards a more learner-centred and more independent process of learning.

The quotes reflect the teachers' perception of learner autonomy with a close relation with syllabus boundness. It means reactive autonomy (Littlewood, 1999) which depends on course syllabus or curriculum.

6) Mutual relationship between teacher and student

The definition of learner autonomy which deals with mutual relationship between teacher and student was equally rated with the definition on independent learning with some conditions (4%).

I think it's a mutual relationship between teacher and students. Both sides need to take active part. Teachers should not blame students for their not being involved.

I believe it's a fine balance between teacher-centred and student-centred.

Clearly, learner autonomy does not involve only students in the learning process; however, teachers have an important role to play in order to enhance learner autonomy.

In conclusion, in general teachers have a similar perception of learner autonomy. Autonomy means the ability of students to take responsibility of their own learning. By so doing, they are able to set their learning objectives, select learning materials of their own interest, and monitor or evaluate their learning progress. Clearly, this agrees with the famous definition of learner autonomy provided by Holec

(1981: 3). In addition, the important factors that are choice and freedom are viewed essential for independent learning which is the second famous definition in this present study.

C) Findings of Question 2

Question 2 asked *Do you consider learner autonomy important? Why? Why not?* The findings are presented in Table 4.18.

Table 4.18: Importance of Learner Autonomy

Importance	Frequency count	Percentage
Yes - Leading to life-long learning - Promoting extended learning outside class - Contributing to society development - Being important, but with some variables	70	100%
No	0	0%

It was totally agreed that learner autonomy is important and very important in the perception of the teachers. No single teacher disagreed that learner autonomy is not important. Reasons why learner autonomy is important are various but similar. The reasons were analyzed and they were categorized into four main groups.

1) Learner autonomy leading to life-long learning

It was extensively agreed that learner autonomy plays a vital role in developing students' learning and learning achievement. Learner autonomy is considered as an effective learning approach. Being autonomous, students take charge of their own learning, and this makes them mature and responsible. Learning to manage their own learning will lead to life-long learning. In addition, learner autonomy can effectively fulfil each individual student's learning style. Without learner autonomy, learning achievement is hard to happen.

Learner autonomy is important for learners because it trains them to be able to make their own decisions in various ways to improve their language skills and it will finally lead to their self-reliance and self-discipline in their future career and life-long learning.

Yes. Autonomous learners are those who can manage their learning, seeking opportunities of learning and employing proper learning strategies. Autonomous learners are also able to set their learning goals, reflect on them and assess whether or not the progress is being made.

Yes. It is because different learners from different faculties have different needs and each of them prefers different ways of learning. ... Without learner autonomy, state-of-the-art learning facilities are useless.

2) Learner autonomy as extended learning outside class

It was accepted that learning is not limited to a square room with knowledge delivered by a teacher especially in the digital era. Therefore, learner autonomy is important because it promotes learning outside a classroom, and learners can obtain knowledge from various sources. Knowledge is not limited to the teacher as the only source. This clearly reflects the teachers' perception of learning and their position which is not the centre of knowledge.

Yes, I do. I strongly believe that learning can just take place anywhere particularly not just inside the classroom or with the teacher.

Yes. Students cannot depend on the teacher all the time in the world where learning is limitless and knowledge is not just in the classroom.

Yes, very (important). Especially in EFL one cannot learn, improve, or retain what they learned by studying once or twice per week. This is true though in any subject and it goes beyond the Thai method of just memorization. Unfortunately, most students only memorize and do not learn to think.

Yes, because if the students do not want to learn by themselves, teaching will be useless.

3) Learner autonomy as a contribution to society development

It is interesting to note that for some, learner autonomy is not only important for learning achievement, but also it is important as a contribution to society development. This is beyond the school context. Autonomous learners are life-long learners who know how to learn effectively and who possess critical thinking skills. This is the essential characteristic of people in a knowledge-based society, which is one of the Thai national agenda. Learner autonomy can contribute to better social change.

Yes, it will support the idea of being a life-long learning and eventually to a knowledge-base society, a national agenda, isn't it?

It is very important if the learner wishes to contribute more to society than an economic input.

Definitely! Cannot be spoon-fed or being spoon-fed by others. Be independent, courageous and powerful enough to make right decisions. Relying upon others from a person's character weaker too. Seek and apply creativity.

4) Learner autonomy and variables for its effectiveness

Even though the teachers agreed that learner autonomy is important, they mentioned some variables in regard to learner autonomy. The first one is related to a co-operation of both teachers and students. Teachers need to take responsibility for developing learner autonomy by putting in their effort to do so. One way is to train students and support them to be autonomous. At the same time, students also need to take their learning responsibility in order to become autonomous, which will result in learning attainment. Learner autonomy is therefore a consequence of a mutual co-operation between teachers and students.

Yes, I feel it's the teacher's responsibility to guide the students, but then the students need to take what they can from the teachers and further their own learning.

Yes, I do because student's academic achievement cannot happen from the teachers' effort alone. It takes two to tango.

Yes, they know themselves which ways or strategy is appropriate for himself/herself. But someone doesn't know anything; they need an instructor to support or tell them what to do.

Another variable that takes part in importance of learner autonomy on learning achievement is a concrete definition of learner autonomy. Some teachers mentioned that it is important but only in theory. This reflects that autonomy is impossible in practice. Besides that, its definition needs to be clearly defined first, and then practice can be made on the well-defined definition of autonomy. This suggests the teachers' awareness that the term 'learner autonomy' is semantically confusing. The term has been differently defined by many scholars in the field, and this may cause confusion to teachers who attempt to promote a practice of autonomous learning.

Yes – in theory.

In some cases yes it is important depending on the subject matter and if it has been well defined.

In summary, every teacher participating in this present study totally agreed that learner autonomy is important. Their reasons can be categorized into four major groups. First, learner autonomy can lead to life-long learning. Second, learner autonomy helps support learning outside class. Learning is not limited to a classroom and with a teacher; therefore, being autonomous learner performing independent learning outside class without a teacher is necessary to complement learning in class. Third, learner autonomy will eventually create a knowledge-based society. Learner autonomy is not beneficial only for school or college learning. It contributes to a better change of society. Finally, learner autonomy is important for learning provided that there is a good co-operation of teachers and students in the process of autonomy promotion, and there is a clear and well-defined meaning of learner autonomy so that teachers can have a concrete direction of how to promote it, and this will get rid of the perception that learner autonomy is theoretically crucial.

D) Findings of Question 3

Question 3 asked *What are possible problems or hindrances of the development of autonomy of Thai students?* In fact, according to the findings of the importance of learner autonomy, some constraints were already noted. A clearer picture is obtained from the findings of the third question. Table 4.19 presents the obstacles of learner autonomy enhancement in the Thai private universities. The mentioned obstacles are in general very similar. However, there are three main sources of hindrance of learner autonomy development of Thai private university students, which are ‘Thai culture which reflects in Thai educational system’, ‘teachers’, and ‘students’.

Table 4.19: Problems and Hindrances of Learner Autonomy Enhancement

Problems/Hindrances	Frequency count	Percentage
Students - lack of self-confidence - laziness, irresponsibility - learning inability - lack of motivation	36 (11) (11) (9) (8)	51.5%
Thai culture reflected in educational system - spoon-feeding - rote-learning - exam orientation	22	31.5%
Teachers - lack of knowledge on learner autonomy - spoon-feeding and memorization	12 (5) (7)	17.0%

1) Students as the hindrance of learner autonomy enhancement

The first source of hindrances of learner autonomy enhancement is due to students. Some of their negative characteristics were noted such as lack of self-confidence, laziness, irresponsibility and lack of discipline, learning and English learning inability, and lack of motivation.

Lack of self-confidence and laziness were equally mentioned with 11%

In my opinion, Thai students lack of self-confidence and self-awareness. They need teachers to dictate them and think that learning and teaching are teachers' responsibilities.

Thai students are not confident to show their own opinions that are opposite or different with their teachers. They are also afraid of mistakes if they do something over teachers' instruction.

Thai students are introverted, lack of self-esteem and self-confidence which leads to negative attitudes towards their own capability.

The following are the quotes on students' laziness and irresponsibility for their own learning.

They don't have self-confidence and too much laziness.

They are irresponsible for their own learning. They are actually grade-oriented.

They lack responsibilities and disciplines. The way they plan and organize work is not systematic. They don't have learning aims.

Lack of learning ability in terms of both learning how to learn effectively and language barrier was mentioned with 9%.

I would say, it is probably the lack of the knowledge or the process of how to do it. The students should be guided to understanding the learning process or how autonomy actually is brought about. Another possible problem is perhaps laziness.

They have limited abilities in English so instructions to them are never clearly understood as to what you are asking them to do.

The ability to learn of the learner (intelligent).

Lack of learning motivation was mentioned with 8% response rate. Students lack motivation to learn English because they feel that they do not need English for the future career or whatever purposes. They need to learn English in order to pass the course only.

Some of them lack of motivation. They always tell me they don't need English but after they start working, they realize how important it is in their jobs. In order to become autonomous learner, they first need to have this motivation to push them to be responsible for their own learning process with me as their guide only.

Students do not have motivation in learning a language. They just want to pass the exam.

2) Thai culture and educational system as the hindrance of learner autonomy enhancement

The development of this category was derived from 31.5% respondents who agreed that the Thai educational system which puts emphasis on spoon-feeding and rote learning as well as examination has been influenced by the Thai culture. Thailand is a collectivist society where independence is not encouraged. Therefore cultural mentality is a serious problem for autonomous learning results.

The following are the quotes on the influence of Thai culture on the Thai educational system and characteristics of Thai students.

The structure of the Thai educational system is such that they are taught to never question authority. This means that they never wish to seek out new information for themselves. Also, a very materialistic and money oriented (ironic in a Buddhist country), family expectation sets students emphasize test results over learning objectives.

I guess the critical problem is the learning and teaching system in Thailand from the past to present restrict Thai teachers to conform to traditional teaching styles that do not help encouraging students to play a major and active role in the learning process. Students are rather passive while teachers are usually active.

The educational system that emphasizes on spoon-feeding which hinders critical thinking skills of the students was pointed out.

Having been spoon-fed during their entire studies for decades that make students become lazy, less self-centred due to such situations.

They are used to being “spoon-fed”. No critical thinking, independent decision-making skills taught from early stages.

Rote learning which is an integral aspect of the traditional Thai education system does not help develop students' learning, and there is no need to mention about autonomous learning.

The education system that encourages rote learning and leaves no room for students to be creative in their learning.

From grade one to university, Thai students are taught to be 'sheep'. They are taught to memorize lists and be passive learners. They are not taught to question the teachers or their world. They are not taught the history or geography of the world, they have then, no desire to learn 'outside the box'. They are put in groups and study in groups, never learning individually as in Western schools. Here, they study the same subjects as a group. They can't do anything alone, including thinking alone, so there is no initiative.

It should be noted that the subcategories of this category under the influence of Thai culture on the Thai educational system as the hindrance of learner autonomy development are not reported in terms of percentages. This is due to the fact that all of the subcategories namely spoon-feeding, rote-learning and exam orientation are interdependent. In other words, they have a causal relationship. Because of the collectivist Thai culture, the Thai educational system emphasizes on spoon-feeding, memorization, and examination, which produces Thai learners who are familiar with spoon-feeding teaching styles, which makes them passive learners lacking self-initiative, critical thinking skills and courage to question teachers as authorities in the learning context. All of these characteristics hinder a development of learner autonomy of Thai learners.

3) Teachers as the hindrance of learner autonomy enhancement

The next source of hindrances of learner autonomy development was because of teachers, which was mentioned with 31.5% respondents. Teachers can hinder the development of learner autonomy of Thai students because they tend to apply a traditional teaching method with overemphasis on memorization and spoon-feeding.

Teachers' spoon-feeding practice discourages learners' own initiatives.

The way of the teachers focusing only memorization

Lack of teachers who know the significance of learner autonomy

In addition, some teachers lack knowledge on what learner autonomy is; therefore, they have no direction of how to promote and implement learner autonomy.

I believe “teachers” might be the main obstacle to the development of this learner autonomy concept. The reasons are twofold. Number one is the teacher’s lack of knowledge and experience in the implementation of this concept. ...

I think it is about the teachers’ perceptions or beliefs towards autonomous learning. Some teachers might not understand the clear concepts of it. So, they can’t promote such ideas to the students and can’t manage to help students learn autonomously.

In conclusion, the possible problems or hindrances of learner autonomy development are caused by three major factors in the view point of the teachers. The first one is the students themselves who are unconfident, lazy, irresponsible, not proficient in English skills, and unmotivated. Second, it is the Thai culture which greatly affects the Thai educational system that produces passive learners who are unlikely to be ready for learner autonomy. Last, teachers take part in hindering a development of learner autonomy of Thai students owing to their lack of knowledge on autonomy, leading to a blindness of how to implement it, and a focus on memorization.

E) Findings of Question 4

Question 4 asked *What are your most important roles as a teacher?* A development of category yielded six main roles, which are facilitator, promoter of autonomous learning, builder of learning motivation, provider of effective teaching, knowledge transmitter, and role model. Table 4.20 presents frequency and percentage of each role.

Table 4.20: The Most Important Roles as a Teacher

Roles	Frequency count	Percentage
Facilitator, helper, supporter, guide, consultant	32	46%
Promoter of autonomous learning	15	21%

Builder of learning motivation	7	10%
Provider of effective teaching	7	10%
Knowledge transmitter	6	9%
Role-model	3	4%

1) The role as facilitator, helper, supporter, guide and consultant

The most reported important roles as a teacher was facilitator, helper, supporter, guide and consultant (46%). In fact, many teachers recognized that they need to play many roles to help students in terms of both cognitive and affective. They provided learning guidelines so that students can improve their learning. Meanwhile, teachers tried to create pleasant and anxiety-free class atmosphere in order to encourage or motivate students to learn.

Teacher's role here is a facilitator in their autonomous learning process by giving them guidelines for learning goals and procedures, recommending appropriate learning sources and letting them make their own choices according to their interests and learning abilities, and self-evaluation practice.

I think some students would like me to guide them how to learn English and how to improve their English in and out of their class. So the most important roles as a teacher are that I have to support, guide and give them some advice.

I try to be a helper for my students. I want to help my students feel happy and comfortable when they study English. I hope they will love English and be good at English.

2) The role as promoter of autonomous learning

This role was perceived by 21% teachers. This category took into account the terms such as encourage students to think and rely on themselves, teach them how to learn, and facilitate or promote life-long or independent learning.

As a teacher, I think we should encourage students to see the importance of autonomous learning and also explain the benefits the students will obtain from autonomous learning as clear as possible.

Supporter. Encouraging students to think and rely on themselves.

- to teach the students how to read, write English effectively.
- to encourage them to do the 'life-long learning' and to find-knowledge from various sources outside class.
- to encourage them to be a thinker not just a follower.

3) The role as builder of learning motivation

The most important role to build learning motivation of students was mentioned with 10%. Learning motivation is important because it will encourage students eager to learn. In addition, learning motivation will solve the problem of lack of learning interest. Learning English is important for students' future.

Motivation of students to want to learn. To make classroom relaxed and free of anxiety. To build self-confidence of students. To inspire students not teach

Encourage the students to be eager to learn.

Encouraging students to know importance of learning a language

4) The role as provider of effective teaching

The important role as the one who delivers effective teaching was reported by 10% of respondents. Under this category, general teaching practices were considered.

To engage the students and think of shortcuts and ways to help the students remember the aims of the lesson.

Answer their questions, check their assignments, give comments, and observe what activity each of them like.

5) The role as knowledge transmitter

It is interesting to find that 9% of the teachers mentioned their role as knowledge transmitter or even teacher-centred.

Being an information provider

Actually, teacher-centred!! Lecturer 😊

6) Being a role model

Being a role model of the students was mentioned by 4% of respondents.

A role model/sometimes an “Idol” – someone they’re crazy about and want to be like

Responsibility, Integrity

To conclude, the teachers mentioned many roles that they play as a teacher. However, the most mentioned roles are facilitator, helper, consultant, or guide, which is followed by creating an autonomous learning environment or promoting it. Creating learning motivation and delivering effective teaching are the next important roles that are mentioned.

4.1.4.3 Results of Part 2: Autonomy Enhancement Pedagogies

This part asked the teachers to give a list of five pedagogies that they used to promote learner autonomy in and out of class.

1) In-Class Pedagogies for Learner Autonomy Enhancement

The findings of the in-class pedagogies are presented with 15 major categories. The derived categories and some of their sub-categories are presented with percentages in Table 4.21.

Table 4.21: Pedagogical Methods to Enhance Learner Autonomy in Class

In-Class Pedagogies	Frequency count (totally 201)	Percentage
1. Collaborative learning - group/pair/class works - discussions (group/class) - peer evaluation	65 (25) (30) (10)	32.34%
2. Assignments/exercises - assignments/exercises/quizzes - search for information on the Internet - listen to CD Rom - individual work	29 (20) (4) (2) (3)	14.43%
3. English speaking practices - presentations - role-plays - talking in English	28 (14) (9) (5)	14.00%
4. Learning strategies - cognitive: self-editing, dictionary use - metacognitive: set goals, planning	17 (11) (6)	8.59%

5. Encourage thinking - allow decision making/topic of interest - ask questions	14 (6) (8)	7.00%
6. Personalize the lessons - for the control dialogues - share own experiences	11	5.50%
7. Games - vocabulary - speaking	9 (5) (4)	4.50%
8. Use authentic tasks - movies/songs - e-mail writing - invitation of foreigners to class	8 (6) (1) (1)	4.00%
9. Students' learning reflections	4	2.00%
10. Self-study - Lab/self-access learning centre	4	2.00%
11. Counselling - meet teacher for advice on work - meetings and debates	2	1.00%
11. Dictation	2	1.00%
13. Less emphasis on testing	1	0.50%
14. No pedagogy for learner autonomy	2	1.00%
15. No response	4	2.00%

1) Collaborative learning

According to Table 4.21, the most popular pedagogy to promote learner autonomy in class is 'collaborative learning' (32.34%). Students perform learning in pairs and groups as well as do group discussions.

Work in pairs or group discussions. Brainstorming

They can work in pair or in group because it can make them share and show their ideas with friends easily

Peer judgment exercise. Let them evaluate their friends' writing, giving 10 points score o friends,, how many points will they score their friends, how they evaluate peers.

2) Doing exercises or assignments

The next pedagogies in class are related to 'doing exercises or assignments' (14.43%),

Assigning them to do writing practice which requires collecting information from various resources and integrating with other language skills as post-writing activity such as presentation

Letting them write compositions based on the topics related to what the students have learned in class. So they could have a chance to apply the new vocabulary and language functions and grammatical structures they've learned.

3) Practising speaking English

'Practising speaking English' which includes oral presentations in English, role-plays, and talk in English closely followed the second category with 14%.

Impromptu talks or rehearsal performances were part of our in-class activities

Having teams of students create unit-related dialogues on their own and perform role-plays

4) Teaching learning strategy

The fourth pedagogy receives 14%, which is 'teaching learning strategy' of cognitive and metacognitive strategy in particularly for writing tasks.

Set students' goals and how to achieve them and evaluate their own goals at mid-term and end of semesters

Asking the students to evaluate themselves – before and after taking the course – accounts for 5% of the course

5) Encourage thinking

'Encourage thinking' is the fifth popular pedagogy (7%) which includes asking questions so that students think about the answers, and allow choices or freedom for students to choose the tasks that are of their own interest.

I always encourage students to show their opinions and ideas about lessons that they learn in that time. For instance, for a topic of music, they like to show how rock music is.

Study a variety of printed materials and critique their strengths and weaknesses, then apply those to students' writing.

6) Personalize the lessons

'Personalize the lessons' is the sixth category with 5.50%.

Let them choose the topic they are interested in to do the project work and give them advice if they need help.

Find an interesting topic on web and share your new knowledge to your classmates (in English).

7) Games

The sixth category was followed by 'games' with 4.50% for vocabulary and speaking activities.

They can learn their lessons from games because it can make them brave to think out of teachers' instruction.

Create a game by using English as a communication tool.

8) Using authentic tasks

The eighth category deals with 'using authentic tasks' (4%) that reflect real-life use of English such as movies, songs, and e-mail.

Let them bring an English song they like to play in the class and explain the meaning of the song to the class.

Write an e-mail to teacher.

9) Learning reflections

This category was mentioned with 2%.

Having them keep their personal profile and make reflections on what they feel about the teaching-learning situations in the course and record their own progress in the profile.

Ask them to give reflections or write a summary about what they learn from the resources.

It is noted that 'students' learning reflections' and 'self-study' in the lab or self-access language centre received 2%. 'Counselling' or personal talk with the teacher and 'dictation' were mentioned with 1% equally. 'Less emphasis on

testing' was mentioned with 1%. 'No response' was reported 2%, and 'no pedagogy to promote learner autonomy' 1%.

2) Out of Class Pedagogies for Learner Autonomy Enhancement

The findings on out of class pedagogies for learner autonomy development are presented in Table 4.22.

Table 4.22: Pedagogical Methods to Enhance Learner Autonomy Out Of Class

Out of Class Pedagogies	Frequency count (totally 158)	Percentage
1. Assignments/homework - assignments - write reports, essays, reflections, journals - outside reading: magazines, newspaper - read grammar rules	40 (15) (12) (11) (2)	25.32%
2. Searching for information - from the Internet - in self-access centre, sound lab - library and other sources	38 (17) (10) (11)	24.05%
3. Project work - projects - research-based projects with technology integration	23 (15) (8)	14.55%
4. Computer-based self-study - e-learning, online exercises - suggested commercial programmes, websites	14 (10) (4)	8.86%
5. Technology-related tasks - class blog, chat room - web board	11 (7) (4)	7.00%
6. Talk with native speakers - interview native speakers - talk with foreigners	11 (10) (1)	7.00%
7. Edutainment self-study - through English media: movies, songs - through games	8 (6) (2)	5.06%
8. Others - counselling - field trip	3 (2) (1)	1.90%
9. Not sure and no chance	2	1.26%
10. No responses	8	5.06%

Table 4.22 shows ten main category developments from the reports on out of class learner autonomy enhancement pedagogies. The two most popular pedagogies are ‘assignments or homework’ and ‘searching for information’ with 25% and 24% respectively. Some quotations in response to each category are presented.

1) Assignments or homework

This category received a rating of 25%, and it was the most frequently-mentioned as the outside class pedagogical methods to promote learner autonomy.

Let them go to any English exercise web page, do some exercise and print the page out to submit

A computer lab where they must sign in and log in and do the assigned work on computer will promote further learning instead of playing on hi 5, msn, games, shopping for ring tones online etc...

Online exercises – the students have to do exercises by themselves and take the tests to check how well they are.

Read and write a reflection on a reading passage of students’ choice.

2) Searching for information

Searching for information on various sources of knowledge was mentioned with 24%.

Ask them to go home and choose an English news story they are interested in and write a personal response. This way they get to choose their own materials.

Bringing students to the computer lab and let them make data-collection from various resources in teams as a pre-writing activity.

3) Project work

The third pedagogy is ‘project work’ with 14.55%.

Letting teams of students to interview some university staff members (in the accounting department) to write a project report and make a presentation.

4) Computer-based self-study

‘Computer-based self-study’ was rated 8.86%.

Giving them a list of course-related websites or references and let them choose the topics of their own for individualized learning.

5) Technology-related tasks

The categories on ‘technology-related tasks’ and ‘talk with native speakers’ are the next with 8.86% equally.

Expressing their opinions on the assigned external reading and writing their comments on the class blog.

Answering one question concerning the unit they are going to study on the web board (mainly to express their opinions)

6) Talk with native speakers’

Interviewing native speakers

Interview a foreigner and report to class

7) Edutainment self-study

‘Edutainment self-study’ through all kinds of English media is the next category with 5%.

Let them watch any English movies they like at home or cinema and list some vocabulary with definitions.

8) Others

Counselling with a teacher was mentioned by two teachers.

I give students time for counselling, and long-term learning planning. But I ask for their own opinion for their future. They have to plan by themselves.

It is noted that 5.06% are for ‘no response’ category, and 1.26% for ‘not sure and no chance’ to promote autonomy outside class.

Strikingly, using computer technology such as the Internet, blogs, web boards, or chat rooms to promote autonomous learning outside class is frequently

reported such as searching for information on the Internet, technology-based project works, computer-based self-study, and technology-related tasks.

4.2 Chapter Conclusion

This chapter presents the findings of the data analysis in responding to each research objectives and research question. In regard to the first research objective aiming at investigating the readiness for learner autonomy of students, the result reveals that on average students are highly ready for autonomous learning. To elaborate, their willingness, motivation and capacity to learn autonomously were high, but their self-confidence to perform autonomous learning was at the moderate level.

The second research objective was to investigate the approaches to learning of students, and the result shows that on average students highly applied both the deep and surface learning approaches. However, upon finding a relationship between students' readiness for learner autonomy and approaches to learning (the third research objective), it was found that the correlation between the level of learner autonomy readiness and the deep learning approach is moderate, and it is very low for the case of the surface learning approach. This means that in general, students who are ready for learner autonomy moderately employ the deep learning approach, and the case is also true for students who are ready for learner autonomy that they tend not to apply the surface learning approach.

The last research objective was to investigate teachers' perspectives of learner autonomy and the implications of pedagogical methods. The quantitative finding shows that on average teachers highly hold positive perspectives of learner autonomy.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

This chapter is organized into four major parts. The first part includes the summary of the study which briefly describes research objectives, subjects, research design and research instruments, the procedure of data collection and data analysis, and findings of the study. The second part deals with the discussions of the findings with implications, and the third part involves the recommendations of the study. The last part provides the conclusion of this final chapter.

5.1 Summary of the Study

5.1.1 Research Objectives

The objectives of this study are:

1. to investigate the readiness for learner autonomy of students;
2. to investigate the approaches to learning of students;
3. to find a relationship between students' readiness for learner autonomy and approaches to learning in terms of deep and surface learning approaches and;
4. to investigate teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy

5.1.2 Research Questions

The research questions addressed in this study are as follows:

1. At what level are students ready for learner autonomy?
2. What are students' approaches to learning?
3. Is there a relationship between students' readiness for learner autonomy and their approaches to learning?
4. What are teachers' perspectives of learner autonomy and the implications of pedagogical methods to promote learner autonomy?

5.1.3 Hypotheses

The two research hypotheses set in correspond to research question 3 are:

1. There is a significant positive correlation between students' readiness for learner autonomy and their deep approach to learning.
2. There is no significant correlation between students' readiness for learner autonomy and their surface approach to learning.

5.1.4 Populations and Subjects of the Study

The populations of this present study consisted of students and teachers of English in the private universities in the Bangkok Metropolis. However, the top five universities in terms of a number of students enrolled in the academic year 2009 were selected to participate in this study.

For the student subjects, the total of 380 students were selected from these five private universities by a stratified random sampling technique, that is, Bangkok University (97), Dhurakij Pundit University (70), Sripatum University (73), University of the Thai Chamber of Commerce (70), and Rangsit University (70).

For the teacher subjects, both Thai and non-Thai teachers of English language in these five private universities were selected with the same sampling technique. Among all teachers, 155 teachers participated in this study: Bangkok University (36), Dhurakij Pundit University (54), Sripatum University (20), University of the Thai Chamber of Commerce (36), and Rangsit University (9).

5.1.5 Research Design

This study took the form of survey research aimed at investigating the readiness level for learner autonomy and approaches to learning which are deep and surface of the students. In addition, the survey was conducted to investigate the teachers' perspectives of learner autonomy and pedagogical methods they used for learner autonomy enhancement.

5.1.6 Research Instruments

There were two major research instruments to collect the data. The questionnaires were used for quantitative data collection while the semi-structured

interviews were used to collect the qualitative data which would support and illuminate the questionnaire findings. Brief details of the questionnaires and their quality in terms of the content validity and reliability are presented here below.

The student questionnaire (QRLALA) was the 5-point Likert Scale composed of two parts. Part one was consisted of 34 items developed by the researcher/author to investigate students' readiness level for learner autonomy. It was validated and its content validity was 0.84 from the calculation of IOC of each statement in the questionnaire. Furthermore, it was found that the reliability based on the Cronbach's alpha coefficient was 0.90.

Part two of the QRLALA composed of 20 items taken from the Approaches to Studying Inventory (ASI) to investigate students' learning approaches of both deep and surface approaches. The reliability based on the Cronbach's alpha coefficient of this part was 0.85.

The teacher questionnaire (QTPAP) was developed by the researcher/author to investigate teachers' perspectives of learner autonomy of Thai students. Part one consisted of 26 items with the content validity of 0.88 and the reliability was 0.71.

5.1.7 Data Collection Procedures

The quantitative data collection method for the research objectives 1, 2, and 3 was by distributions of the questionnaires to students and teachers. For the case of students, the questionnaires were distributed in class and students spent approximately 20 minutes to complete them, and then the teachers collected all the questionnaires.

For the case of teachers, the questionnaires were distributed to the teachers, and they had two weeks to fill in and return it to the teacher who agreed to help the researcher/author to collect all the questionnaires back from the subject teachers of each university. However, after the two-week time, another two-week time was given to all the teachers to complete the questionnaires due to a low response rate.

5.1.8 Data Analysis

For the questionnaires, to find out the answers for the research questions 1, 2 and 4 the descriptive statistical analyses were carried out to find mean scores and SD. In addition, mean scores and SD of every domain of the questionnaires were

computed to compare the mean scores of each domain. For research question 3, Spearman's Rho correlation coefficients were calculated to measure the association of the two variables: learner autonomy readiness and learning approaches.

For the follow-up questions in the QTPAP, the qualitative data analyses were done by content analysis. The information was categorized and frequently counted for the presentation of the findings. Furthermore, the quantified qualitative data were used to support and provide insights for the quantitative findings and data discussions. The data obtained from the semi-structured interviews with both students and teachers were used to support the discussions of the findings with the forms of quotes.

5.1.9 Findings

The findings in relation to the four research objectives were as follows.

1. On average, the readiness level for learner autonomy of the students is high ($M = 3.63$, $SD = 0.40$). To elaborate, their willingness, motivation and capacity to learn autonomously were high, but their self-confidence to perform autonomous learning was at the moderate level.
2. The mean of the Deep Learning Approach is 3.70 ($SD = 0.48$). This means that on average students applied a deep learning approach at a high level. Regarding the Surface Learning Approach, the mean is 3.53 ($SD = 0.53$). This means that on average students also highly used a surface learning approach.
3. There is a moderate positive correlation between the level of learner autonomy readiness and the deep learning approach ($r_s = 0.564$). Meanwhile, there is no significant correlation between the level of learner autonomy readiness and the surface learning approach ($r_s = 0.102$).
3. The investigation of teachers' perspectives of learner autonomy shows that on average teachers highly hold positive perspectives of learner autonomy ($M = 3.53$, $SD = 0.33$).

5.2 Discussions of the Findings

Discussions of the findings will be done in relation to the four research objectives and with an attempt to draw implications for conceptualization of learner autonomy.

5.2.1 The Investigation of the Readiness for Learner Autonomy of Students

The finding shows that on average the readiness for learner autonomy of the students was high. Learner autonomy which consists of four domains was reported in terms of the students' readiness levels as follows. Willingness to take learning responsibilities was high; Self-confidence to learn autonomously was moderate; Motivation to learn English was high; and Capacity to learn autonomously was high.

This may be due to the following reasons.

1. Learner Autonomy as a Universal Concept

The major quantitative finding which reveals that students were highly ready for autonomous learning in particular in terms of their willingness and motivation to learn English autonomously is strongly supported by the qualitative results obtained from the students' interviews. There is some evidence suggesting that learner autonomy is considered as a universal concept, and autonomous learning is a legitimate mode of learning for Thai students. This finding supports the research result of Swatevacharkul (2006).

1.1 Values of Autonomous Learning

When asked whether they thought autonomous learning was important for their English studying, 60% of the students said it was very important and 40% said important. The finding was similar to the finding of the research conducted by Chan (2001) with Hong Kong tertiary students who had positive attitudes towards learner autonomy. The reasons were mainly because autonomous learning could increase English knowledge and build long retention of the knowledge.

Very important. Besides learning in a classroom with a teacher and a course book, autonomous learning can increase a knowledge level of students. There is a lot of English knowledge that is waiting for us to learn outside the classroom. Also, in a classroom a teacher may not be able to cover everything, so autonomous learning enables learners to gain more new English knowledge.

Very important because autonomous learning will lead to better understanding and retention of knowledge such as doing exercises on the E-

learning by myself. If we practice on a regular basis, we will increase our skills and can understand English better.

Very important, because if we want to gain more knowledge, we need to practice on a regular basis such as seeing movies, practicing listening and speaking, etc. These will be helpful for us in terms of retention and familiarity of use of English.

Clearly, students appreciated the importance and values of autonomous learning for their English improvement. It helps retention of knowledge which they explored by themselves. This strongly reflects that they are aware of their role as language learners who need to explore and discover new knowledge by themselves. Retention of knowledge is likely to be occurred provided that they get involved in their own leaning process, not by knowledge transmission by the teacher. This also shows that students are aware of the different role of the teacher and have specific expectations of what the teacher should do. They are ready for more autonomy.

It is interesting to find that students mentioned practice of English outside class in whatever ways on a regular basis. This corroborates the findings on the definitions of autonomous learning obtained from the interviews with the students. Learning outside the classroom is the most frequently mentioned definition. This obviously shows their belief that regular practices, which is in fact efforts, outside class lead to better English learning and improvement and more autonomous. As Scharle & Szabo (2000:4) point out, ‘no matter how much students learn through lessons, there is always plenty more they will need to learn by practice on their own’.

1.2 No Extreme Cultural Incompatibility of Learner Autonomy

The finding on high readiness for learner autonomy and autonomous learning of the Thai students in this present study, which reveals students’ appreciation of the values of learner autonomy for their English learning, suggests that there is no extreme cultural incompatibility of learner autonomy between the Western countries and Thailand.

According to the interview question on the characteristics of an autonomous learner in students’ opinion, 80% said autonomous learners are those who learn and practice every English skill – reading, vocabulary, listening, speaking, and grammar –

on a regular basis, and those who find knowledge all the time. Their answers definitely signify a life-long learning which is resulted from autonomous learning.

Those (autonomous learners) will have self-confidence, dare to think, speak and show up since they have always had practices and seek knowledge to themselves.

I think autonomous learners are those who discover knowledge and can review lessons including having an ability to help and teach others who don't know because autonomous learners are considered as capable and responsible persons.

They are those who like to discover and learn new things all the time. They love learning English by themselves and like freedom to learn English.

Some key words that signify the characteristics of autonomous learning are noted such as *self-confidence, discover knowledge, capable, responsible, learn new things all the time, and freedom*. This reveals that although autonomous learning which is a concept originally developed for Western education and which implies learning effectiveness leading to life-long learning, is the concept that is also appreciated by Thai students. Therefore, at the macro level there seems to be no mismatch between the cultural characteristics of Thai students in the collectivist cultures (Hofstede, 1986) and the expectations of autonomous learning approach.

Implications

However, the finding on students' moderate self-confidence for autonomous learning provides some implications as follows.

A. Developing Self-Confidence

The questionnaire finding reveals the interesting point on students' self-confidence to perform autonomous learning, that is, they reported their moderate level of self-confidence, while the other three components of learner autonomy were high.

This finding was similar to the finding of the research study carried out by Swatevacharkul (2006). Thai students in her study reported a low self-confidence for autonomous learning on the web-based instruction of English reading skill.

Self-confidence to learn autonomously is necessary for learning achievement. Strikingly, students reported that they highly wanted the teacher to tell them clearly what they should learn or what to do in and out of class, and this statement received the highest mean score among other statements under the domain 'self-confidence' to learn autonomously. This clearly reflects a characteristic of teacher-dependence of the students for their autonomous learning, at least to some extent.

According to the interviews on the hindrances of autonomous learning, the followings are noted:

The hindrance of an ability to perform autonomous learning is that I don't dare to try to do things or to search for new information because I'm afraid that the information may be wrong.

Difficulty of English when students had to perform autonomous learning is a remarkable reason. This does not yield a surprising reason if a consideration is made on the student's English proficiency. Generally speaking, students in private universities are less capable in terms of studying of any subject including English than those who can pass the national examination and study in the state universities. Therefore, studying English autonomously without a teacher is harder for them.

Incomprehensibility of some things that learners learn by themselves because there is no teacher to give advice

Unknowing, uncertainty, and incomprehensibility are the obstacles of English studying of students. However, the way to solve these problems is to ask the teacher when we don't understand what we learn.

Clearly, there is a characteristic of teacher-dependence of the Thai students in this study. This might be explained by the power distance, which is one dimension of collectivism. Thailand is under the collectivist label (Hofstede, 1986). In large power distance societies like Thailand, the less powerful people in a society accept inequality in power and consider this as normal. A teacher merits the respect of students, teacher-centred education is emphasized, students expect teachers to initiate communication, and students expect teachers to outline paths to follow. The interaction in small power distance societies is just in an opposite way. It is noted

that most cultures which are high in collectivism are also high in large power distance.

It is acceptable that the Thai culture in terms of the power distance might have some influence to the students' characteristic of teacher-dependence. However, this is not at the extreme degree since the finding shows a moderate level of self-confidence, not a low level for autonomous learning. The qualitative findings suggest that students need the teacher's advice or suggestion for their autonomous learning.

In short, on the macro level in terms of cultural dimensions of learner autonomy, there is no extreme incompatibility, and therefore learner autonomy can be considered as a universal culture and a legitimate mode of learning leading to effective learning and life-long learning. However, the only cultural difference found from the finding is the characteristic of teacher-dependence resulted from a moderate level of self-confidence for autonomous learning of the Thai students in this present study, which might be due to a large power distance. This finding leads to a vital role of teacher in helping students pass the transition period from teacher-dependence to self-dependence.

B. Role of Teachers in Autonomous Learning in the Thai Learning Context

The finding on students' self-confidence for autonomous learning and their characteristic of teacher-dependence reflects a vital role of teachers for learner autonomy development. Students perceived that autonomous learning is definitely valuable and beneficial for their English learning, and they were highly willing to perform it. However, they need teachers' help, support, and guidance.

Teacher can help by giving suggestions on how to learn autonomously or anything that the teacher views appropriate for learners. This includes using the teacher's experience in giving guidelines for autonomous learning.

Teacher can give guidance so that students can perform their own autonomous learning. Based on the teacher's suggestions, students can effectively help themselves for their own learning.

(teacher) provides consultations on things and how to learn autonomously outside classroom and asks about English learning progress of students such

as suggesting useful sources of information where students can seek knowledge from like websites, or the teacher can find new information for students to try.

Development of learner autonomy for Thai students in the private universities needs to take what Little (1995) suggests about learner autonomy into consideration, that is, autonomy does not have the same meaning as self-instruction. Autonomy does not mean learning without a teacher. In addition, autonomy does not result in a lack of responsibility on the teacher side in the formal instruction. Brockett and Hiemstra (1993) point out that degree of guidance and directions from teachers as facilitators must be in line with wants of different learners. If learners who are ready for autonomous learning and want a high degree of autonomy, and learners who want low autonomy for their learning and whose level of autonomy readiness is lower than the former, are given the appropriate degrees of autonomy as per their wish, they all will be successful in their learning. Therefore, optimal conditions for autonomous mode of learning must be relevant to the learners' needs and expectations in order to yield successful learning. Considering what Littlewood (1999) proposes about the concept of *proactive* and *reactive* autonomy, teachers may see it legitimate to consider an exploit of reactive autonomy.

The findings on the supportive role of teacher call for any teachers who want to promote autonomous learning to be aware of their cognitively and affectively supportive role, which can have a significant effect on students' autonomous learning potential. This is in particular true for the case of the low proficiency students who seem to need more care, nurture, and benevolence from the teachers than the high proficiency students (Swatevacharkul, 2006). The finding also supports what Dickinson (1987: 2) maintains, '... Autonomy is achieved slowly, through struggling towards it, through careful training and careful preparation on the teacher's part as well as on the learner's ...'. To become autonomous learners depends on the help learners gained during their time of taking learning responsibility (Holec, 1981).

In short, learner autonomy in the Thai learning context needs to be 'glocalized' (Schmenk, 2005). Glocalization alludes to a heterogeneous blend of global and local practices. Glocalization of learner autonomy is suggested in order to successfully promote learner autonomy in many learning contexts. Meanwhile,

specific local language learning environments must be accepted. To apply the concept of globalization to the learning context of this present study, learner autonomy needs to be enhanced by integrating it into the learning process. It is clear that students valued autonomous learning and were highly willing to perform it. However, help, support, guidance, understanding and care of the teacher need to be given to the students. Nevertheless, since autonomy can be gradually developed the teacher as a facilitator and counsellor can gradually give the full learning responsibility to students until they can become full autonomous.

2. Learning Motivation

The second reason that can explain why students are highly ready for learner autonomy is motivation. The finding from the student questionnaire reveals that among the four domains that consist of the readiness for learner autonomy motivation which includes both intrinsic and extrinsic motivation is the domain that received the highest mean score of 3.93. This finding appears to corroborate with the view that by definition autonomous learners are motivated learners (Ushioda, 1996). According to the interview question on the level of autonomous learning that the students could perform, the following are some answers that can support the quantitative finding.

In a 'good' level because I love to learn English, because English is important to live our daily life, so I have an interest in English and in improving my English skills to be better and better.

I think I am at the moderate level for my autonomous learning. To elaborate, my enthusiasm is not that high, but I can perform my autonomous learning without anyone to force me to do so. If there is someone to force me, I can select by myself what and how to learner autonomously. I can decide by myself how I should do about my learning.

(My autonomous learning is at) a moderate level due to my lack of interest since the beginning, and this causes the loss of basic foundation of my English. However, we can learn to increase the knowledge of English provided that we have an interest and strong intention.

Very high level since I have always tried to find opportunities to learn by myself.

Personally, I like to learn English.

Although these are the subjective self-ratings of their autonomous learning, their answers clearly reflect learning motivation as the basic requirement of their autonomous learning. Motivation which is resulted from inner interest or love in English learning will lead to enthusiasm to learn English autonomously. Some students explicitly mentioned motivation as the crucial factor for autonomous learning that in turn will lead to learning achievement. This is consonant with the argument made by Spratt, Humphreys and Chan (2002) that motivation is key factor that influences the extent to which learners are ready to learn autonomously, and that teachers might therefore endeavour to ensure motivation before they train students to become autonomous.

Autonomous learning. In my opinion, everybody can do autonomous learning, but this depends on the fact that how effective or how well that learner will be able to do so because motivation to learn English of each student is not equal.

... Because the important thing that will enable our effective English learning and ability to use English is the interest of learners. If they are interested in learning, they will be happy in their English learning, and they will be more ready for their English learning, as a result they will gain fullest knowledge and their learning achievement.

Implications

The implications derived from the findings may be on how students can be helped to boost or maintain their learning motivation. According to Ushioda (1996:40), without motivation there is no autonomy. It is therefore interesting to explore where student's motivation come from, and how.

The findings on the factors that support autonomous learning obtained from the interviews with the students reveal that intrinsic and extrinsic motivation gets involved in the learning process.

A. Extrinsic Motivation and Autonomous Learning

Many students reported on extrinsic motivation for their learning.

Having a dream to go abroad, ability to speak English well since currently English is very important in the society.

- *A wish to have a good future and good job.*
- *Opportunity to exchange ideas with foreign friends whose language is different.*

Extrinsic motivation therefore plays a vital role as part of students' autonomous learning since English is related to a good job and a good future as well as an ability to speak English well. This reflects the importance of English as the international language or *lingua franca*, which is widely used in business and commercial as a tool for communication. In addition, in a country like Thailand which holds the position of English as a foreign language definitely provides minimal exposure to English in the real-life setting. Therefore, the use of English is limited, particularly outside the classroom. All of these reinforce the crucial role of extrinsic motivation on English language learning in Thailand.

B. The Role of Intrinsic Motivation

Not only is extrinsic motivation important for autonomy development of students, but intrinsic motivation is also necessary and equally important. The reason that can explain the importance of intrinsic motivation for autonomous learning development of Thai students comes from the interviews regarding the obstacles of the students' autonomous learning.

Sometimes it is too difficult and hard to understand, and this makes us discouraged and bored to learn English.

Unknowing, uncertainty, and incomprehensibility are the hindrances of English studying. However, the problem can be solved by asking the teacher when there is incomprehensibility.

I'm rather lazy.

Time. Lack of free time (to study autonomously) causes lack of English skills.

I don't have time and I'm lazy.

The factors that were mentioned the most as the hindrances of autonomous learning are difficulty of English, laziness or tiredness, and lack of time. This is not

complex to understand. Difficulty of English especially without the presence of a teacher, can easily lead to incomprehensibility and uncertainty, which easily causes discouragement and boredom to carry on their own learning. Since learner autonomy can be considered in terms of degrees and there are various levels of autonomy, students do not always hold the same level of autonomy in any learning environment (Little (1990). It is therefore clear that students mentioned about their negative feelings such as boredom, laziness, and tiredness as the obstacles of their autonomous learning. This in fact reflects that affective dimensions of learning experience can have powerful effects on autonomy development. The question is therefore how intrinsic motivation can be maintained so that students can perform their continual autonomous learning.

Scharle and Szabo (2000) argue that in order to develop autonomy intrinsic motivation is specially to be encouraged because intrinsic motivation results from some inner drive or interest of the learner. Learners with intrinsic motivation are more able to establish learning goals, which leads to more willingness to take responsibility for their own learning and for the learning outcome. Ushioda (1996:40) strongly holds that intrinsic motivation is an expression of personal control and autonomy in the leaning process. It is the engagement of the learner's own intrinsic motivation that must provide the foundation for autonomous learning, before effective self-management of ongoing motivation can take place.

Ushioda (1996) also points out that intrinsically motivated learning is contextualized learning with effective learning skills that are resulted from a desire for competence and mastery. These skills are gained through the use in the natural context. In other words, the intrinsically motivated learning is embedded in students' living. This view is supported by Benson (2008) who asserts that learners' perspectives on autonomy are always contextualized within particular experiences of learning and life.

Therefore, in order to help students control their negative feelings in order to carry on sustainable autonomous learning, it is necessary that learning has to reflect the authentic use of the language so that students have experience of using the language and exercising their learning skills. It is noted previously that students in this study believe that regular practice outside class bring them better English learning

and improvement and more autonomy. However, successful use of the language can occur provided that students possess effective learning skills and strategies. This calls for learner training in terms of both cognitive and metacognitive strategy. Furthermore, learning enjoyment is another learning dimension that can get rid of negative feelings of autonomous learning and helps sustaining students' attempt for their autonomous learning (Swatevacharkul, 2006).

5.2.2 The Investigation of the Approaches to Learning of Students

The findings reveal that on average students employed both deep and surface learning approaches in a high level. This may be explained by the only single reason that learning approaches are not static, meaning that they can be changed all the time depending on various factors. As Jackson (1995) argues, since students are versatile, a student may approach learning in different ways from one context to another. The same student may adopt a surface approach to learning in one course and a deep approach in another. Biggs (1999 cited by Lublin, 2003) asserts that the idea that students can take different approaches to learning is one of the key concepts that emerges from this research area. These approaches are not stable traits in individual student although some students are more likely to take a deep approach while others will tend towards taking a surface approach. In addition, adoption of learning approaches can be influenced by teaching. Good teaching promotes a deep approach while poor teaching encourages a surface learning approach.

However, taken the findings of each domain under the two approaches, there are some points worth discussions as follows.

There are two possible reasons explaining taking a deep learning approach. First, a deep learning approach may be resulted from a student-centred learning approach that the Thai educational system has been trying to emphasise and take it as a national educational policy for every level. In this present study, students reported that they were highly ready for learner autonomy which may be enhanced by a student-centred learning approach. Autonomous learners are those who can take a deep learning approach. Therefore, there is a clear relationship between readiness level for learner autonomy and a deep learning approach. Second, adoption of a

deep learning approach may be resulted from high learning motivation. Taken into account the items under the deep learning approach, every item was highly rated, and in particular the domain of 'intrinsic motivation' which was rated the highest with the mean of 3.73. This suggests that intrinsic motivation encourages deep learning. Moreover, the finding on the readiness level for learner autonomy of the students in this study shows that they have high motivation to learn English. This reinforces the fact that learning motivation is a vital factor for adopting a deep learning approach.

For the case of surface learning, there are three reasons that could explain the finding. First, syllabus boundness contributed a great deal to a surface learning approach with the highest mean score. In particular, the fact that students like to be told precisely what to do in essays or other assignments corroborates the finding on their learner autonomy readiness. Students have a teacher-dependence characteristic and need help and support from the teachers in order to help increase their self-confidence to learn.

Second, what seems to impact surface learning is memorization (Item 12) which reflects that many times students read without understanding (Item 13). The possible reasons might be because of workload. Normally, students register 6-7 courses in a semester, and this can cause an excessive workload. According to the interviews, many students reported that a lack of time was one factor that inhibited their autonomous learning. In addition, examination which can cause fear for failure if they do not do well may promote surface learning. According to Houghton (2004), the major influence on the students' learning approach is probably the assessment methods. Assessment processes are also crucial and need to be constructed in a way that encourages active learning. Assessment tasks that reward memorizing and rote learning will guide students to surface learning. Exams which are one form of the assessment methods must therefore be treated carefully to ensure active learning.

Third, extrinsic motivation has a very crucial role to play in shaping a surface learning approach. Noticeably, the item 19 (I choose my present courses mainly to give me a chance of a really good job afterwards) was rated the highest with the mean of 4.04. Traditionally, extrinsic motivation seems to be unpleasant for a deep learning approach. However, the idea has to be carefully reconsidered. In these days with global economic crisis it seems hard to deny that getting a good job after graduation is

not important. In addition, in terms of English language learning English is a foreign language in Thailand, and this limits students' exposure to English at least to some extent. Therefore, extrinsic motivation is inevitably vital for students' learning in EFL context.

5.2.3 The finding of a Relationship between Students' Readiness for Learner Autonomy and Approaches to Learning

In the context of autonomous learning, the emphasis of the students on deep and strategic approaches is encouraging. The surface approach with its focus on external requirements is not an autonomous approach. Autonomous learners are capable of taking a deep learning approach. They are in fact predisposed to employ a deep approach (Boud, 1995 and Entwistle, 1987 cited by Childs, 2005). Deep learners who are autonomous are prone to be effective learners.

In this study, students who are ready for learner autonomy are moderately likely to employ a deep learning approach, and the case is also true that they are unlikely to take a surface learning approach. These statistical findings corroborate the findings from the second research question on students' learning approaches. Students apply both deep and surface learning approaches. Students although ready for learner autonomy are not always likely to merely take a deep learning approach. They also take a surface approach. There are some reasons that can explain why students who are ready for learner autonomy tend to apply a deep learning approach at a moderate level.

First, taking into consideration relative degrees of learner autonomy, there are various levels of autonomy. As Little (1990) points out, learner autonomy is not always at the same level in any learning environment. Learners may opt for proactive or reactive autonomy (Littlewood, 1999). Reactive autonomous learners cannot exercise full autonomy; rather they need help and support from teachers. This may be the reason why Item 15 '*I like to be told precisely what to do in essays or other assignments*' on the 'syllabus boundness' surface approach shows the mean score of 3.82, which means high. Meanwhile, learning approaches are not static.

Individual learners may approach learning in different ways from one context to another.

Second, extrinsic motivation which is considered as a surface learning approach may be the reason why students who are ready for autonomy do not always take a deep learning approach. Extrinsic motivation shows the highest mean score, which strongly contributes to an attribute of autonomy-ready students who can take a surface learning approach.

Third, readiness for learner autonomy should be considered in terms of psychological and methodological readiness, which can be achieved by learner preparation (Dickinson, 1995). Psychological readiness deals with changing students' attitudes that they are capable of learning more actively and independently. Also, they are confident in their ability to take greater responsibility for their own learning or to take control of their learning and have a higher self-esteem that they are able to become good and effective learners. It is clear from the findings that students appreciate the value of learner autonomy which contributes to learning achievement, and therefore they are ready for learner autonomy and becoming autonomous learner. This is a psychological side.

Linked to learning approaches, students need to improve their learning efficiency by learning more about how to learn (Dickinson, 1995). Methodological readiness signifies that students have the abilities and techniques they need for their autonomous learning. They need to become conscious of cognitive and metacognitive strategies in order to effectively take a deep learning approach. However, the qualitative findings from the interviews with both students and teachers disclosed that some students do not possess strong English ability to help them satisfactorily perform autonomous learning. They mentioned that they still needed help and support from the teachers. This may clearly explain why they moderately employ deep learning. To illustrate, while reading, deep learners focus on the author's meaning and try to make sense of the passage and relate it to their own understanding (Beckwith, 1991). However, if their English is not at that level, they cannot perform the reading task effectively; therefore, they unavoidably have to turn to a surface learning approach.

Fourth, assessment which particularly aims at rote learning and knowledge reproduction definitely enhances surface learning approach adoption. As suggested by Ramsden and Entwistle (1981), approaches adopted by students for their learning are impacted to some extent by teaching, assessment, and course organization. It cannot be denied that examinations still play a vital role as part of learners' evaluation in a mainstream educational system. Although they are ready for self-learning regulation and autonomy, they still have to fulfil the course requirements in particular the evaluations so that they will pass the course. As far as concerns about academic outcomes, which is categorized under 'fear of failure' where surface learning is concerned, learners or even autonomous learners may not be in a position to fully take a deep learning approach.

In conclusion, investigation of the different learning approaches reveal that students employ both deep and surface learning approaches. These findings are supported by the finding on a significant correlation between students' readiness for learner autonomy and learning approaches, which is at a moderate level. It is therefore concluded that students who are ready for learner autonomy moderately tend to take a deep learning approach; however, they definitely do not opt for a surface learning approach. Some factors can explain the attributes of autonomous learners with moderately deep learning. These factors are relative degrees of autonomy and changeable nature of learning approaches, extrinsic motivation, psychological and methodological readiness, and assessment as a mainstream evaluation of the formal educational context. All of these factors contribute to surface learning at least to some extent.

Implications

Since approaches to learning are not stable and not a static trait of an individual learner, and the empirical evidence of the research finding shows that autonomy is to some extent context and content specific (Childs, 2005), experiences of good teaching and effective learning processes have a solid impact on selecting their learning approaches. Therefore, role of teachers and curriculum are central in guiding approaches to learning.

5.2.4 The Investigation of Teachers' Perspectives of Learner Autonomy and the Implications of Pedagogical Methods

This section will make separate discussions about teachers' perspectives of learner autonomy and their pedagogies that they claimed to enhance learner autonomy.

5.2.4.1 Teachers' Perspectives of Learner Autonomy

The findings suggest that on average the teachers have highly positive perspectives of learner autonomy. They had a well-defined view of learner autonomy and their roles as a responsible person for learner autonomy development of the students. However, taking each domain into consideration, the teachers perceived that learner autonomy is important, and it is their responsibility to promote learner autonomy, which was reported at the high level. The reasons that might explain these findings are as follows:

1. Value of Learner Autonomy

The highly positive perspective of the teachers of learner autonomy is likely to result from the value of learner autonomy perceived by the teachers. They strongly believe that learner autonomy which is a capacity and effort of students to perform their learning and learn how to learn successfully is essential to improve students' English learning. The questionnaire mean scores on these statements were rated very highly. The teachers' qualitative responses in the follow-up questions on the importance of learner autonomy support the quantitative questionnaire findings. There are a few reasons why the teachers think learner autonomy is important.

First, every teacher agreed that learner autonomy is important and very important since it leads to life-long learning. Autonomous learners are the ones who know how to learn effectively according to their own learning styles. Besides that, learner autonomy which can be promoted by having students perform tasks outside class increases students' engagement in their learning. Only once or twice a week in class learning is not adequate for students to improve or master their English learning. They need more practice on their own outside class, and this leaves room for students to exercise their autonomy for extended tasks. Moreover, learner autonomy contains

the value as a contribution to society development. Some teachers value learner autonomy beyond the school context. Learner autonomy develops students' critical thinking skills which are the essential characteristics of people in a knowledge-based society. Traditional instruction does not empower students to make right decisions for themselves and definitely not for others. Learner autonomy can make a great contribution to social and political change.

Implications

There are some implications derived from the findings on the teachers' perspectives of the value of learner autonomy.

A. Value of and Awareness to Develop Learner Autonomy

It is clear from both quantitative and qualitative findings that teachers viewed learner autonomy important as it leads to life-long learning and contributes to a development of society. Besides, teachers perceived that it is their responsibility to promote learner autonomy. This is the first and foundation step to develop learner autonomy. Teachers' perspective of or belief in the value of learner autonomy has an effect in students' learning and beliefs, and it will be reflected in the teachers' teaching. Meanwhile, this will be learning experience of students. Clearly, teaching needs to have a favourable impact on learning. This seems to suggest the reason why students in this present study value learner autonomy and autonomous learning.

B. Not to Put Emphasis on Theoretical Value over than Pedagogical Value

The teachers' perspective of the value of learner autonomy and their awareness to promote it must be concretely reflected. In other words, it must not be because of the theory that drives the teachers to positively perceive the value of learner autonomy, but their pedagogies have to reflect their belief. Some teachers mentioned in the follow-up questions that they valued learner autonomy due to its benefits to effective learning. However, when asked about their roles, they said 'teacher-centred' and 'lecturer' as their response to learner autonomy. This shows that belief and practice do not go in the same direction. Teachers must not only fashionably pay attention to the value of learner autonomy as a means to learning

effectiveness, but it is necessary for them to seriously believe in the end. As Shaw (2008: 188) points out the problem, *most language teachers nowadays would argue that they believe in learner autonomy in language learning – the issue is actually one about means rather ends, and whens rather than ifs.*

2. Integral Relationship between Learner Autonomy and Teacher Autonomy

The existing relationship between learner autonomy enhancement and teacher autonomy which supports the conceptualization of teacher autonomy in terms of teachers' responsibility is the second reason that may explain the highly positive perspectives of learner autonomy of the teachers in this study. In other words, teachers have teacher autonomy and exercise it to develop students' autonomy.

The following is the evidence supporting that learner and teacher autonomy are closely related and interdependent.

Firstly, the finding on the high responsibility of teachers to help students develop their learner autonomy well supports what Little (1995: 179) points out regarding teacher autonomy:

Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploiting the freedom that this confers.

Secondly, the findings from the teachers' perspectives of the most important roles suggest different roles, but most of them reflected the roles in the autonomous learning mode, that is, facilitator, helper, supporter, guide, and counsellor, promoter of autonomous learning and builder of learning motivation. Many teachers reported that they need to play many different roles in order to assist their students in terms of both cognitive and affective domains. In addition, teachers try to encourage students to think, which is one characteristic of autonomous learners. These roles strongly support the finding from the questionnaire that the teachers highly perceived that it is their responsibility to help students become autonomous.

This perspective clearly supports what Little (1990) argues that “autonomy does not result in a lack of responsibility on the teacher side in the formal instruction. ...”.

To conclude, it is not only the students who have to take responsibility for their learning but also the teachers who have to take responsibility for their teaching to enhance learner autonomy. This clearly shows the mutual relationship between students and teachers, or learner autonomy and teacher autonomy. Both sides need to take active part in the learning process. Students should not be blamed for their inability to improve their capacity to learn autonomously or successfully.

The findings on the teachers’ perspectives of students’ self-confidence and capacity to learn autonomously, which are at the moderate levels, are worth discussions. The possible reasons that could explain the findings are as follows:

1. Low Language Skills and Ability

As a matter of fact, both teachers and students have the same view that the self-confidence of students for autonomous learning is moderate. This may be because of low language skills and ability that are not at the level to perform autonomous learning effectively. Students’ self-confidence is one of the main factors, which was reported by the teachers as a hindrance of learner autonomy development. The interviews reveal some insights.

I think students have moderate self-confidence for their autonomous learning. This is due to a few reasons. First, it’s because of their English background which is not satisfactory. Their family background and their past learning experience are the next two reasons. In the past about 15 years ago the Thai educational system was not effective. It did not train students to think critically and focused on memorization. However, I think the trend is very promising. A development of learner autonomy should be better and better because the curricular put emphasis on thinking more and more. Since teachers teach according to the curricular, the curricular have to be changed.

It is noted here that many factors contribute to students’ learning ability. Not only is their English ability, but also social variables such as family and educational system.

The following are the implications derived from the findings on moderate levels of students' self-confidence and capacity to learn autonomously.

A. Boosting Students' Self-Confidence

Students' English language skills and ability, which affect learning confidence, reflect a causal relationship between cognitive ability and affective dimension, another important factor that influences students' effective learning. Students feel unconfident about their learning because they lack cognitive skill. Some also mentioned during an interview that their English knowledge foundations are not strong enough, and this is considered as an obstacle for autonomous learning. This supports Cotterall (1995) that learner confidence possibly deriving from their perception of their previous learning experience correlates with a belief in study, which has an effect on learning outcome. Therefore, this invites the teachers to consider how to help boost students' learning confidence. According to Dornyei (2001), the notion of 'confidence' is closely related to concepts like 'self-confidence', 'self-esteem', 'self-efficiency', and 'anxiety'. He suggests that teachers should protect students' self-esteem and increase their self-confidence, which are the foundation of students' learning success.

As already discussed under the first objective, one way that teachers can do this is by providing strategy training of both cognitive and metacognitive strategies. As pointed out by Cotterall (1995: 202),

... learners need to be aware of the role of cognitive and affective variables in language learning, of how language works and how strategies influence learning. Such awareness can enhance the quality of thinking and task engagement.

B. Maintaining Intrinsic Learning Motivation

With learning strategy awareness that increases students' learning and task engagement, learning motivation is maintained. The engagement of students in autonomous learning, which requires them to exercise learning strategies, will gradually provide students a positive learning experience. Learning achievement will be perceived as a result of their own effort. Once the positive learning feeling and a

sense of learning success are created, students will continue their learning engagement or they will have the design to learn (Breen and Mann, 1997), and this is the effective way to maintain learning motivation especially intrinsic motivation. According to Ushioda (1996), it is important for students to develop their own potential as they experience it. A sense of competence and mastery, enjoyment, satisfaction, and pride, etc. will build a sense of doing tasks in an intrinsically satisfying manner. Such learning is by definition autonomous.

2 The Impact of Thai Educational System

Traditional Thai educational system that is claimed to emphasise on memorization and rote learning as well as the authority of the teachers is believed by many teachers that it hinders a development of learner autonomy. One characteristic of autonomous learners is self-confidence to perform their own independent learning. The Thai educational system which is influenced by The Thai culture as a collectivist society where independence is not encouraged therefore has an effect on the students' self-confidence and capacity to perform autonomous learning. In the collectivist societies *students expect to learn how to do* rather than *how to learn* like in the individualist societies. Besides that, the large power distance makes students accept inequality in power and respect teacher's authority (Hofstede, 1986).

Implication

The implication from the finding and discussions is for teacher professional development. Dam (2003) argues that learner autonomy development will be successful if teachers are aware of their vital role in the autonomous learning process of the students. However, it cannot be denied that the negative impact of the Thai educational system is not only on students, but also on teachers. This is the reason why a teacher him/herself is one of the hindrances of learner autonomy development, according to the finding from the follow-up questions. Clearly, some teachers are the products of the traditional Thai educational system, and this may hamper teachers' knowledge on learner autonomy.

I think it is about the teachers' perceptions or beliefs towards autonomous learning. Some teachers might not understand the clear concepts of it. So, they can't promote such ideas to the students and can't manage to help students learn autonomously.

Teachers must not be a follower of the educational system. Teachers must be an active agent in their own development and act as a reflective practitioner aiming at learner autonomy in their teaching process. Teachers need to empower themselves and should control their own teaching, as well as having instructional knowledge and expertise to enhance learner autonomy. Therefore, teacher education on learner autonomy and how to implement it successfully are vital. The teacher education programme needs to produce sophisticated teachers who have knowledge, skills and expertise to help students exercise their autonomy and to handle all possible constraints.

5.2.4.2 Implications of Pedagogical Methods

The findings reveal that teachers employ a variety of pedagogical methods to promote learner autonomy. In class, collaborative learning such as class discussions and pair and group works are the highest mentioned, followed by assignments or exercises. Out of class activities to enhance learner autonomy are assignments or homework, which is closely followed by searching for information from various sources such as internet and self-access learning centre. Project work is the third reported pedagogy. There are some points worth discussions.

1 Mismatch between Learner Autonomy Theory and Implementation

Apparently, what some teachers reported do not really reflect pedagogies for learner autonomy development particularly assignments or exercises. They seem to be effective teaching methods that EFL or SL teachers should use. In addition, this seems to be a mismatch between learner autonomy theory and real practices. There are some reasons that can explain this phenomenon.

Firstly, teachers themselves do not clearly know what learner autonomy is. Some teachers mentioned during the interview that

It (learner autonomy) is a self-study outside class.

Student's ability to perform self-study and take their own learning responsibility such as finding information as per assignment

Project work is definitely pedagogy to promote learner autonomy. However, when asked to elaborate on what they normally do for the project work, some teachers explained that students do a group work on their own selected topic from a variety of topics which are taken from the course book. Some teachers even assigned a topic to each group. This kind of doing does not fulfil one important aspect of learner autonomy, which is 'freedom' or 'choice' that should given to learners.

One teacher mentioned when asked about the possible hindrance of learner autonomy development that

We (teachers) don't know exactly instructional methods to enhance learner autonomy. I think we lack steps to do so. I think it takes step-by-step to develop learner autonomy. It's easy to say 'students need to be responsible for their own learning', but it's hard to elaborate to students on how to do so.

I'm not sure which pedagogies are for learner autonomy. Don't know whether what I'm doing is promoting learner autonomy.

This supports the questionnaire finding that teachers are in fact an obstacle of learner autonomy development. As Little (2007: 27) argues, *it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner.*

Secondly, besides a lack of explicit knowledge about learner autonomy, another variable that contributes to a deviation of learner autonomy pedagogy is because of a course syllabus. In a formal educational system like in a university, it cannot be denied that course syllabi are crucial as a framework for instruction and evaluation, and they are completely developed before a course begins. This may explain why the project needs to be related to the course contents or topics only. Also, working in self-access language learning centre (SALLC), which should be the favourable opportunity for students to exercise their learning autonomy and for

teachers to foster learner autonomy, it turns out that students are assigned to do the same exercises related to the topics. This does not promote learning without mentioning about meaningful learning.

... such as working on SALLC assignments. Useless since students do it as per the order of teachers. They do the same things – exercises.

Thirdly, a large to very large class size hinders learner autonomy development pedagogy. One teacher mentioned in the interview that he used group work because *it is convenient*. This can be easily understood taking into account the number of students in each class. Another teacher reported that she normally has 40-60 students in class. Clearly, it is a very large class size that teachers have to handle. Besides a difficulty to handle class, a large class means heavy work on giving feedbacks or grading students' assignments. Therefore, this may be a reasonable reason why teachers rarely mentioned about counselling as pedagogy to enhance learner autonomy. Counselling requires that a teacher works with an individual student to talk or give guidelines about each student's learning plan. The very large class size definitely inhibits one-on-one counselling.

2 Mismatch between Perspectives and Pedagogies

The questionnaire finding on the teachers' definitions of learner autonomy reveals that teachers have a clear understanding of autonomy. Their definitions are close to the frequently quoted definition provided by Holec (1981:3): 'the ability to take charge of one's own learning'. In details, learner autonomy is the responsibility of learners to take charge of their own learning by making decisions on what and how to learn as well as monitoring or evaluating their learning outcomes.

However, one of their pedagogies to promote learner autonomy, which was reported as 'assignments or homework' do not reflect what they believe about learner autonomy. The findings from both the questionnaire and interview seldom reported about training students to set their own learning goals, select learning materials, monitor and evaluate their own learning.

Assignments or homework contribute to learning responsibility because students should do and submit homework. This seems to be learning responsibility in the view of some teachers. During an interview, when asked about pedagogies to enhance learner autonomy outside class, he said:

Assignments and homework because they can help increase a sense of learning responsibility. Moreover, good students may study more such as application letter and resume, which have many ways to write. To me, teacher needs to provide guideline and encourage them to take responsibility of their learning.

E-learning was also mentioned. However, it is used for students to do e-exercises about each topic covered in the course book. This is not autonomous learning.

For outside class activities, I assigned students to do e-learning (e-exercises), and search for information on websites.

Regarding studying in SALLC, this teacher reported that he asked students to work in SALLC to do reading by setting topics which are relevant to the course contents for them because some students do not have an idea what to read in SALLC. However, he also let students choose their own topics of reading. Students answers questions listed by the teacher for submission. This clearly reflects an emphasis on doing exercises although students have some choices on the free topics. This seems to imply a focus on teaching rather than learning. Most of the tasks have to be related to the course contents because of worries of both teachers and students about examinations.

I think both teachers and students are worried about examinations.

Students are concerned only about scores.

Examinations are one important aspect in every formal educational system. It cannot be denied that examinations do not have influence on teaching and learning. For students they need to pass to complete the course. However, overemphasis on examinations does not promote learning.

Implication

The implication which is derived from the discussions of the pedagogies for learner autonomy enhancement is to provide teacher education.

Teacher training on learner autonomy and how to implement it should be provided for teachers. The goal of learner autonomy cannot be reached if teachers don't know what it is. It has to be accepted that some teachers seem to have a superficial knowledge about learner autonomy and this can definitely have an influence on their teaching practices.

To conclude on this section, there seem to have a mismatch between the theory of learner autonomy and implementation. Meanwhile, a mismatch between teachers' perspectives of learner autonomy and their pedagogies is likely to represent a student-centred approach rather than autonomous pedagogies. This leads to one crucial implication that teachers should receive training on the issues and implementations of learner autonomy. Once they know exactly what learner autonomy is and how to put it into practices, they should be more comfortable with their teaching to promote learner autonomy.

5.2.4.3 Final Thoughts on Teachers and Students' Perspectives

An attempt has been made to link teachers and students' perspectives of learner autonomy. There are some points emerged as the final thoughts of this study.

A) Appreciation of Learner Autonomy Value

Both teachers and students agree that learner autonomy is important as a goal of teaching and learning. Values of autonomy are appreciated as it helps develop learning ability and leads to life-long learning.

B) Readiness Level for Learner Autonomy

Major differences are found on readiness level for autonomy. Students reported that they are highly ready to exercise learner autonomy especially with their motivation, while teachers perceived that students are only at a moderate level in terms of motivation and capacity to learn autonomously. This suggests a mismatch

between their perspectives, and it is therefore recommended that teachers are aware of students' high readiness level for autonomy and adjust their pedagogies to foster more autonomy. There should be a balance between a desire for learner autonomy and provision of learner autonomy in order to yield effective learning outcomes. However, the first fundamental step is that teachers gain explicit knowledge of learner autonomy and its implementation.

C) Reactive Autonomy

One same perspective that both students and teachers agreed is on the supportive role of teachers in an autonomous learning environment. Students need teacher's help and support while teachers perceived that it is their responsibility to support students' learning. This seems to suggest that 'reactive autonomy' is appropriate in the private university learning context. As Littlewood (1990) proposes, reactive autonomy does not create its own directions but enables learners to organize their resources autonomously in order to achieve the goal, once a direction has been set. Students in this present study are not at a level to exercise proactive or full autonomy. This is due to a variety of factors namely proficiency level, culture, educational system and past learning experiences. In addition, it takes time to develop learner autonomy, and it requires a great deal of effort of both teachers and students. However, it is promising that learner autonomy of Thai tertiary students in private universities will perfectly grow at the end taking into account awareness of its value, students' readiness and awareness of teachers' crucial role to support autonomy.

5.3 Recommendations of the Study

The findings and discussions of the findings provide a number of recommendations for research consumers which are educational administrators and teachers of English, for further research, and for teacher education programmes.

5.3.1 Recommendations for Research Consumers

Research consumers are educational administrators in higher education institutions and teachers of English.

5.3.1.1 For Educational Administrators

1. The finding shows that autonomous learning is a legitimate mode of learning; therefore, educational administrators should promote learner autonomy by incorporating it as the language teaching policy because autonomous learning is promising to develop learners' capacity for being independent learners and will finally fulfil the educational goal of the Ministry of Education, which emphasizes learner-centred instruction and life-long learning of Thai students.

2. It is necessary that in-service teacher training should be provided to teachers who lack knowledge of learner and teacher autonomy and expertise on how to put them into practice for the sakes of both students and teachers' professional development.

3. Based on the finding of the fourth objective, administrators of any tertiary educational institutions have to be aware of teacher autonomy which is interdependent with and a prerequisite for learner autonomy. Teachers should be provided autonomy to manage their own teaching in order to enhance learner autonomy and should not be forced to strictly follow the already-prepared course syllabus.

5.3.1.2 For Teachers of English

1. According to the finding of the first objective, teachers should be aware of the readiness level of the students for learner autonomy and adjust their pedagogical methods in promoting learner autonomy accordingly. Since learner autonomy is considered in terms of degrees, and there are various levels of learner autonomy, the students' expectations must be congruent with the conditions of the learning situation. Therefore, it is the teachers' duty and responsibility to appropriately enhance students' autonomy in order to achieve more learning effectiveness and success.

2. The findings reveal the vital role of the teacher in the process of helping students develop their self-confidence and capacity for autonomous learning. Students appreciated the supports provided by the teachers, which is crucial for helping students develop positive attitudes towards autonomous learning and their English learning experiences. Therefore, teachers should be aware of their crucial

role in helping students pass the transition period from teacher-dependence to self-dependence. Students should not be left to perform autonomous learning without help and support from the teachers.

3. Teachers should also encourage deep learning and minimize a surface learning approach by delivering good teaching, assigning appropriate workload, and making sure that assessments encourage active learning and rid memorization or reproductive learning.

5.3.2 Recommendations for Further Research

1. The findings revealed that the subjects who were the private university students were highly ready for learner autonomy; therefore, similar studies should be conducted with students in privileged state universities of which students' learning motivation is claimed to be higher than that of the private university students in order to strengthen the reliability of the findings and to compare the findings of this present study.

2. It is recommended that this study be replicated with an inclusion of students in other Asian countries as subjects of the study in order to investigate their readiness for learner autonomy with an attempt to generalize the findings to a larger extent to the Asian students.

3. Further studies on readiness for learner autonomy are recommended to investigate its relationship with learning achievement.

4. Exploration of English-related activities students prefer to engage in outside class is recommended in order to study their language learning behaviours outside class

5.3.3 Recommendations for Teacher Education Programmes

1. The findings on possible hindrance of learner autonomy reveal that teachers themselves can be an obstacle of learner autonomy development due to their lack of well-defined view of learner autonomy and its implementation. Therefore, any teacher education programmes should include a course on learner autonomy in order to equip teachers with well-defined knowledge of learner autonomy.

2. In addition, pre-service teacher training should consider how to turn the knowledge on issues related to learner autonomy into practice, and equip teacher students with practices designed to enhance learner autonomy which will give rise to a promotion of deep learning approach of students.

5.4 Chapter Conclusion

This last chapter begins with the summary of the research study, that is, the problem statement, research objectives, populations and subjects, research design, research instruments, data collection procedures, data analysis, and findings. Next, the research findings were discussed in relation to the research objectives and based on the triangulation of both quantitative and qualitative data. The discussions on readiness for learner autonomy of the students were based on the possible explanation that learner autonomy is a universal concept that can be effectively applied in the Thai learning context. Students value autonomous learning as it can improve their learning of English; therefore, autonomous learning is the legitimate mode of learning for Thai students in the private universities. Extrinsic and intrinsic motivation is the important factor that gives rise to learner autonomy. However, the problem is how to sustain the intrinsic motivation which is believed to sustain students' motivation for a continual autonomous learning and decrease their negative affective dimension of their autonomous learning. Last, the finding on students' self-confidence for autonomous learning and their characteristic of teacher-dependence reflects a vital role of teachers for learner autonomy development.

Regarding approaches to learning, on average students employed both deep and surface learning at a high level, and it was found that readiness for learner autonomy has a significant positive correlation with deep learning but at a moderate level. Meanwhile, there is no significant correlation between autonomy readiness and a surface learning approach. Clearly, this shows that although students are ready for learner autonomy, they are not prone to completely adopt the deep learning approach. Nonetheless, it is highly likely that they do not adopt the surface learning approach. Therefore, it cannot be guaranteed that students ready for learner autonomy will not opt for surface learning. There are several factors contributing to these learning attributes. In addition, teachers have highly positive attitudes towards learner

autonomy although the findings showed that to some extent there is a mismatch between autonomy perspectives of the teachers and pedagogies they reported they utilize to enhance learner autonomy.

The Chapter finally discussed a number of recommendations based on the findings for research consumers and further research studies as well as teacher education and training programmes.



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Appendix A: The Index of Item Objective Congruence (IOC) of Students' Questionnaire

Item	Objective	Opinion scores of experts			Total score	IOC value	Content validity
		Expert 1	Expert 2	Expert 3			
1	Students' willingness	1	1	0	2	0.67	yes
2	Students' willingness	1	0	0	1	0.33	no*
3	Students' willingness	1	1	1	3	1	yes
4	Students' willingness	1	1	1	3	1	yes
5	Students' willingness	1	1	1	3	1	yes
6	Students' willingness	1	1	1	3	1	yes
7	Students' willingness	1	1	1	3	1	yes
8	Students' confidence	1	1	0	2	0.67	yes
9	Students' confidence	1	1	0	2	0.67	yes
10	Students' confidence	1	1	1	3	1	yes
11	Students' confidence	1	1	0	2	0.67	yes
12	Students' confidence	1	1	1	3	1	yes
13	Students' confidence	1	1	0	2	0.67	yes
14	Motivation to learn	1	1	1	3	1	yes
15	Motivation to learn	1	1	1	3	1	yes
16	Motivation to learn	1	1	1	3	1	yes
17	<i>Motivation to learn</i>	<i>Included as per the experts' advice</i>					
18	<i>Motivation to learn</i>	<i>Included as per the experts' advice</i>					
19	<i>Motivation to learn</i>	<i>Included as per the experts' advice</i>					
20	<i>Motivation to learn</i>	<i>Included as per the experts' advice</i>					
21	Motivation to learn	1	1	1	3	1	yes
22	Motivation to learn	1	1	1	3	1	yes
23	Motivation to learn	1	1	1	3	1	yes
24	Students' capacity	1	1	0	2	0.67	yes
25	Students' capacity	1	1	1	3	1	yes
26	Students' capacity	1	1	1	3	1	yes
27	Students' capacity	1	1	1	3	1	yes
28	Students' capacity	1	1	0	2	0.67	yes
29	Students' capacity	1	1	1	3	1	yes
30	Students' capacity	1	1	0	2	0.67	yes
31	Students' capacity	1	1	0	2	0.67	yes
32	Students' capacity	1	1	1	3	1	yes
33	Students' capacity	1	1	0	2	0.67	yes
34	Students' capacity	0	1	0	1	0.33	no*

The content validity is 0.84 for 30 items.

(Items 17-20 were included as per the experts' advice; therefore, they did not contain the experts' scores and the IOC value. *Items 2 and 34 were maintained after changing the word 'can' to 'be able to'. See page 53).

Appendix B: The questionnaire on readiness for learner autonomy and learning approaches (QRLALA)

Readiness for Learner Autonomy in English Learning and Approaches to Studying of Undergraduate Students at Private Universities in the Bangkok Metropolis

Instruction

This questionnaire was constructed to survey the readiness of undergraduate students at private universities in Bangkok for learner autonomy in learning English, and their approaches to studying. Please rate each item according to the fact applied to you. Total information confidentiality shall be assured, and the information of each individual shall not be revealed. Besides, your answers shall not have any effect on your English scores. The information obtained will be exploited for development of English instruction.

University Faculty Age: years

Gender: Male Female Year of study

Part 1: Readiness for Learner Autonomy

Please state how much you agree with each statement by making a tick \checkmark on the number which means the followings:

- 5 = Strongly agree
4 = Agree
3 = Uncertain
2 = Disagree
1 = Strongly disagree

Student's willingness to take learning responsibilities

1. I think learning and teaching are the sole responsibility- of the teacher.	5	4	3	2	1
2. I need to control myself to do learning tasks- that I think I should do.	5	4	3	2	1
3. I do not like to seek additional knowledge outside class- if the teacher does not tell me to do so.	5	4	3	2	1
4. I am pleased to take responsibility for my own learning.	5	4	3	2	1
5. I am willing to evaluate my learning whether it is good- or bad.	5	4	3	2	1
6. I am pleased to take part in determining the content I- want to learn in class.	5	4	3	2	1
7. I am pleased to decide what I will learn outside class.	5	4	3	2	1

Student's self-confidence to learn autonomously

8. I like the teacher to be my supporter all the time- because I am not confident in my learning.	5	4	3	2	1
9. I want the teacher to tell me clearly what I should learn- or what to do in and out of class.	5	4	3	2	1
10. I am confident that I can manage my time well for learning.	5	4	3	2	1
11. I am confident that I can make a good effort in seeking- knowledge I want to learn.	5	4	3	2	1
12. I think I am an effective autonomous learner, both in- and out of class.	5	4	3	2	1
13. If I decide to learn anything, I can find time to study- although I have something else to do.	5	4	3	2	1

Student's motivation to learn English

14. I like to have the chance to decide on what and how- to learn about English.	5	4	3	2	1
15. I like to learn English because it is interesting and - important.	5	4	3	2	1
16. I do not enjoy learning English.	5	4	3	2	1
17. I like to take part in English activities when I have - free time such as watching English movies or listening- to English songs or news.	5	4	3	2	1
18. Studying English can be important for me because it will- allow me to meet and converse with more and varied people.	5	4	3	2	1
19. Studying English can be important for me because I- will be able to participate more freely in the activities of- other cultural groups.	5	4	3	2	1
20. Studying English can be important for me because I- will need it for my future education.	5	4	3	2	1
21. I like to learn English because I will be able to- get a job easily.	5	4	3	2	1
22. I pay attention to learning English in order to- get a good grade.	5	4	3	2	1
23. I think the teacher plays a crucial role in building- students' motivation to learn English, in and out of class.	5	4	3	2	1

Student's capacity to learn autonomously

24. I have the ability to set my own learning objectives in class.	5	4	3	2	1
25. I can tell whether or not I am making learning progress.	5	4	3	2	1
26. I know my learning weak points.	5	4	3	2	1
27. I try to improve on my learning weak points.	5	4	3	2	1
28. I am not capable of telling about what I have learned.	5	4	3	2	1
29. I am capable of finding appropriate learning methods - and techniques for myself.	5	4	3	2	1
30. I have the ability to choose my outside class learning-objectives.	5	4	3	2	1
31. I am able to choose learning materials outside class.	5	4	3	2	1
32. I know where I can seek knowledge.	5	4	3	2	1
33. I can evaluate by myself whether my learning is-good or bad.	5	4	3	2	1
34. I am capable of being totally responsible for my-own learning.	5	4	3	2	1

Other comments on autonomous learning (if any)

.....

.....

Part 2: Approaches to Studying

Please state how much you agree with each statement by making a tick \checkmark on the number which means the followings:

- 5 = Strongly agree
- 4 = Agree to some extent
- 3 = Uncertain
- 2 = Disagree to some extent
- 1 = Strongly disagree

1. I usually set out to understand thoroughly the meaning of- what I am asked to learn.	5	4	3	2	1
2. I often find myself questioning things that I hear in-lectures or read in books.	5	4	3	2	1
3. I generally put a lot of effort into trying to understand-things which initially seem difficult.	5	4	3	2	1
4. I try to relate ideas in one subject to those in others.	5	4	3	2	1
5. I need to read around a subject pretty widely before I'm-ready to put my ideas down on paper.	5	4	3	2	1

6. I find it helpful to “map out” a new topic for myself by seeing how the ideas fit together.	5	4	3	2	1
7. When I’m reading an article, I generally examine the evidence carefully to decide whether the conclusion is justified.	5	4	3	2	1
8. I am usually cautious in drawing conclusions if they are not well supported by evidence.	5	4	3	2	1
9. My main reason for being here is that I can learn more about the subjects which really interest me.	5	4	3	2	1
10. I find that studying academic topics can often be really exciting and interesting.	5	4	3	2	1
11. I usually don’t have time to think about the implications of what I have read.	5	4	3	2	1
12. When I’m reading, I try to memorise important facts which may come in useful later.	5	4	3	2	1
13. Often I find to read things without having a chance to really understand them.	5	4	3	2	1
14. I find I have to concentrate on memorising a good deal of what we have to learn.	5	4	3	2	1
15. I like to be told precisely what to do in essays or other assignments.	5	4	3	2	1
16. I tend to read very little beyond what’s required for completing assignments.	5	4	3	2	1
17. The continual pressure of work assignments, deadline and competition often makes me tense and depressed.	5	4	3	2	1
18. A poor first answer in an exam makes me panic and competition often makes me tense and depressed.	5	4	3	2	1
19. I chose my present courses mainly to give me a chance of a really good job afterwards.	5	4	3	2	1
20. I suppose I am more interested in the qualifications I’ll get than in the courses I’m taking.	5	4	3	2	1

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

แบบสอบถาม

ระดับความพร้อมในการเป็นผู้เรียนรู้ภาษาอังกฤษด้วยตนเองและวิธีการเรียนของนักศึกษามหาวิทยาลัยเอกชนใน
เขตกรุงเทพมหานคร

คำชี้แจง

แบบสอบถามชุดนี้จัดทำขึ้นเพื่อทราบความคิดเห็นเกี่ยวกับระดับความพร้อมในการเรียนรู้ภาษาอังกฤษด้วยตนเองและวิธีการเรียนของนักศึกษามหาวิทยาลัยเอกชนในเขตกรุงเทพมหานคร ขอให้นักศึกษาตอบแบบสอบถามตามข้อมูลที่แท้จริง ข้อมูลทั้งหมดจะถือเป็นความลับจะไม่เปิดเผยเป็นรายบุคคล และจะไม่ผลกระทบบใดๆต่อคะแนนวิชาภาษาอังกฤษของนักศึกษา ข้อมูลที่ได้จะนำไปใช้เพื่อปรับปรุงและพัฒนาการเรียนการสอนภาษาอังกฤษต่อไป

มหาวิทยาลัย คณะ อายุ ปี

เพศ: ชาย หญิง กำลังศึกษาอยู่ปี

ส่วนที่ 1: ระดับความพร้อมในการเรียนรู้ด้วยตนเอง

กรุณาตอบว่าข้อความข้างล่างนี้เป็นจริงเกี่ยวกับตัวท่านมากน้อยเท่าใด โดยทำเครื่องหมาย \surd ลงบนหมายเลขซึ่งมีความหมายดังต่อไปนี้

- 5 = ส่วนใหญ่เป็นจริงตามนี้ มีน้อยครั้งที่ไม่ใช่ (เกือบ 100%)
 4 = เป็นจริงตามนี้เกินครึ่ง (มากกว่า 50%)
 3 = เป็นจริงตามนี้ประมาณครึ่งหนึ่ง (50%)
 2 = เป็นจริงตามนี้บ้างไม่บ่อยนัก (น้อยกว่า 50%)
 1 = ไม่เป็นจริงตามนี้ หรือแทบจะไม่เป็นจริงเลย (0-10%)

ความเต็มใจในการรับผิดชอบการเรียนรู้ของนักศึกษา

1. ข้าพเจ้าคิดว่าการเรียนการสอนเป็นความรับผิดชอบของผู้สอน - แต่เพียงผู้เดียว	5	4	3	2	1
2. ข้าพเจ้าคิดว่าข้าพเจ้าควรควบคุมตนเองให้ทำในสิ่งที่ข้าพเจ้า - ควรทำในเรื่องที่เกี่ยวกับการเรียน	5	4	3	2	1
3. ข้าพเจ้าไม่ชอบค้นคว้าหาความรู้เพิ่มเติมนอกชั้นเรียนถ้าผู้สอนไม่บอกให้ทำ	5	4	3	2	1
4. ข้าพเจ้ายินดีรับผิดชอบการเรียนรู้ของตนเอง	5	4	3	2	1
5. ข้าพเจ้าเต็มใจที่จะประเมินการเรียนของตนเองว่าดีหรือไม่ดีอย่างไร	5	4	3	2	1
6. ข้าพเจ้ายินดีที่ได้มีส่วนร่วมในการกำหนดเนื้อหาที่ต้องการเรียนในห้องเรียน	5	4	3	2	1
7. ข้าพเจ้ายินดีที่ได้มีส่วนร่วมในการกำหนดเนื้อหาที่ต้องการเรียนนอกห้องเรียนเอง	5	4	3	2	1

ความมั่นใจในการเรียนรู้ด้วยตนเองของนักศึกษา

8. ข้าพเจ้าชอบให้ผู้สอนเป็นที่พึ่งเกี่ยวกับการเรียนได้ตลอดเวลา - เพราะข้าพเจ้าไม่มีความมั่นใจในการเรียน	5	4	3	2	1
9. ข้าพเจ้าต้องการให้ผู้สอนบอกให้ชัดเจนว่าควรเรียนอะไรและ - ทำอะไรทั้งในชั้นเรียนและนอกห้องเรียน	5	4	3	2	1

10. ข้าพเจ้าเชื่อมั่นว่าสามารถบริหารเวลาเรียนได้ดี	5	4	3	2	1
11. ข้าพเจ้ามั่นใจว่าตนเองมีความพยายามที่จะค้นคว้าหาความรู้ที่ต้องการทราบได้ดี	5	4	3	2	1
12. ข้าพเจ้ามั่นใจว่าตนเองเป็นผู้เรียนรู้ด้วยตนเองอย่างมีประสิทธิภาพ ทั้งในและนอกห้องเรียน	5	4	3	2	1
13. หากข้าพเจ้าตัดสินใจเรียนรู้สิ่งใดก็ตาม ข้าพเจ้าสามารถจัดสรรเวลาเพื่อเรียนรู้สิ่งนั้นได้ ไม่ว่าจะมีการกิจอื่นๆก็ตาม	5	4	3	2	1

แรงจูงใจในการเรียนภาษาอังกฤษของนักศึกษา

14. ข้าพเจ้าชอบที่มีโอกาสในการตัดสินใจว่าจะเรียนภาษาอังกฤษเกี่ยวกับเรื่องอะไรและเรียนอย่างไร	5	4	3	2	1
15. ข้าพเจ้าชอบเรียนภาษาอังกฤษเพราะมันน่าสนใจและสำคัญ	5	4	3	2	1
16. ข้าพเจ้าไม่รู้สึกสนุกกับการเรียนภาษาอังกฤษ	5	4	3	2	1
17. ข้าพเจ้าชอบทำกิจกรรมที่ใช้ภาษาอังกฤษเมื่อมีเวลาว่าง เช่น ชมภาพยนตร์ฝรั่งหรือฟังเพลงฝรั่ง ข่าวภาษาอังกฤษ เป็นต้น	5	4	3	2	1
18. การเรียนภาษาอังกฤษคงจะมีความสำคัญต่อข้าพเจ้าเพราะจะทำให้ข้าพเจ้าพบปะสนทนากับผู้อื่นได้มากและหลากหลายขึ้น	5	4	3	2	1
19. การเรียนภาษาอังกฤษคงจะมีความสำคัญต่อข้าพเจ้าเพราะจะทำให้ข้าพเจ้าสามารถมีส่วนร่วมได้มากขึ้นในกิจกรรมที่จัดโดยกลุ่มคนจากวัฒนธรรมอื่นๆ	5	4	3	2	1
20. การเรียนภาษาอังกฤษคงจะมีความสำคัญต่อข้าพเจ้าเพราะข้าพเจ้าจำเป็นต้องใช้ภาษาอังกฤษเพื่อศึกษาต่อในอนาคต	5	4	3	2	1
21. ข้าพเจ้าชอบเรียนภาษาอังกฤษเพราะคิดว่าจะหางานทำได้ง่าย	5	4	3	2	1
22. ข้าพเจ้าตั้งใจเรียนภาษาอังกฤษเพื่อจะได้เกรดดี	5	4	3	2	1
23. ข้าพเจ้าคิดว่าผู้สอนมีส่วนอย่างมากในการสร้างแรงจูงใจในการเรียนภาษาอังกฤษทั้งในและนอกห้องเรียน	5	4	3	2	1

ความสามารถในการเรียนรู้ด้วยตนเองของนักศึกษา

24. ข้าพเจ้าสามารถกำหนดวัตถุประสงค์ในการเรียนในห้องให้ตนเองได้	5	4	3	2	1
25. ข้าพเจ้าสามารถบอกได้ว่ามีความก้าวหน้าในการเรียนหรือไม่	5	4	3	2	1
26. ข้าพเจ้าทราบจุดอ่อนในการเรียนของตนเอง	5	4	3	2	1
27. ข้าพเจ้าพยายามเรียนรู้ให้มากขึ้นในเรื่องที่เป็นจุดอ่อนของตนเอง	5	4	3	2	1
28. ข้าพเจ้าไม่สามารถบอกได้ว่าได้เรียนรู้สิ่งใดไปแล้วบ้าง	5	4	3	2	1
29. ข้าพเจ้าสามารถหาวิธีและเทคนิคในการเรียนให้ตนเองได้อย่างเหมาะสม	5	4	3	2	1
30. ข้าพเจ้ามีความสามารถในการกำหนดวัตถุประสงค์การเรียนนอกห้องเรียนให้ตัวเองได้	5	4	3	2	1
31. ข้าพเจ้ามีความสามารถในการเลือกสื่อหรือเอกสารการเรียนนอกห้องเรียนให้ตัวเองได้	5	4	3	2	1
32. ข้าพเจ้าทราบว่าหาความรู้จากแหล่งใดได้บ้าง	5	4	3	2	1
33. ข้าพเจ้าสามารถประเมินการเรียนรู้ของตนเองได้ว่าดีหรือไม่ดีอย่างไร	5	4	3	2	1
34. ข้าพเจ้ามีความสามารถในการรับขีดชอบการเรียนของตนเองได้ดี	5	4	3	2	1

ความคิดเห็นอื่นๆเกี่ยวกับการเรียนรู้ด้วยตนเอง.....

ส่วนที่ 2: วิธีการเรียน

กรุณาตอบว่าท่านเห็นด้วยกับข้อความข้างล่างนี้มากน้อยเท่าใด โดยทำเครื่องหมาย ✓ ลงบนหมายเลขซึ่งมีความหมายดังต่อไปนี้

- 5 = เห็นด้วยมากที่สุด
4 = เห็นด้วย
3 = ไม่แน่ใจ
2 = ไม่เห็นด้วย
1 = ไม่เห็นด้วยมากที่สุด

1. ข้าพเจ้ามักจะพยายามเข้าใจให้ถ่องแท้ถึงความหมาย ของสิ่งที่ข้าพเจ้า- ต้องเรียน	5	4	3	2	1
2. ข้าพเจ้ามักจะตั้งข้อสงสัยในสิ่งที่ฟังจากการบรรยายของอาจารย์ - หรือจากการอ่านหนังสือ	5	4	3	2	1
3. ข้าพเจ้ามักจะต้องใช้ความพยายามอย่างมากที่จะเข้าใจสิ่งต่างๆ - ที่ตอนแรกดูเหมือนว่าจะยาก	5	4	3	2	1
4. ข้าพเจ้าพยายามเชื่อมโยงสิ่งที่ได้เรียนรู้ในวิชาหนึ่ง เข้ากับวิชาอื่น ๆ	5	4	3	2	1
5. ข้าพเจ้าจำเป็นต้องอ่านให้มากๆ ก่อนที่ข้าพเจ้าจะนำเสนอความคิด - ของข้าพเจ้าในรายงาน	5	4	3	2	1
6. เวลาเรียนหัวข้อใหม่ ๆ ข้าพเจ้าจะคิดว่าสิ่งที่เรียนนั้นสัมพันธ์กันอย่างไร - เพราะเป็นประโยชน์มาก ๆ	5	4	3	2	1
7. เวลาอ่านบทความ ข้าพเจ้ามักจะตรวจสอบหลักฐานอย่างรอบคอบ - ก่อนลงความเห็น ว่า ข้อสรุปเหล่านั้นสมเหตุสมผลหรือไม่	5	4	3	2	1
8. ข้าพเจ้ามักจะไม่วุ่นวายประเด็นหากข้อสรุปเหล่านั้น ไม่มีหลักฐาน- สนับสนุน	5	4	3	2	1
9. เหตุผลสำคัญที่ข้าพเจ้าเรียนที่นี่คือข้าพเจ้าสามารถเรียนรู้วิชาต่าง ๆ - ที่ข้าพเจ้าสนใจได้มากขึ้น	5	4	3	2	1
10. ข้าพเจ้าพบว่าหัวข้อต่างๆที่เรียนน่าคิดและน่าสนใจ	5	4	3	2	1
11. ข้าพเจ้ามักจะไม่มีเวลาคิดถึงนัยหรือความหมายแฝงที่ได้จากการอ่าน	5	4	3	2	1
12. เวลาอ่านหนังสือ ข้าพเจ้าพยายามจำข้อมูลสำคัญๆที่อาจเป็นประโยชน์ - ในภายหลัง	5	4	3	2	1
13. บ่อยครั้งที่ข้าพเจ้าพบว่าอ่าน โดยไม่ได้เข้าใจอย่างแท้จริง	5	4	3	2	1
14. ข้าพเจ้าคิดว่าข้าพเจ้าต้องเรียน โดยเน้นการท่องจำเป็นอย่างมาก	5	4	3	2	1
15. ข้าพเจ้าอยากให้อาจารย์บอกให้ละเอียดว่าต้องทำอะไรบ้าง- เวลาทำรายงานหรืองานอื่นๆ	5	4	3	2	1
16. ข้าพเจ้ามักจะอ่านแค่เพียงเพื่อทำงานที่ได้รับมอบหมายให้เสร็จเท่านั้น	5	4	3	2	1
17. ความกดดันตลอดเวลาจากงานที่ได้รับมอบหมาย วันกำหนดส่งงาน - และการแข่งขันทำให้ข้าพเจ้ารู้สึกเครียดและหดหู่น้อยๆ	5	4	3	2	1
18. การตอบคำถามข้อแรกในข้อสอบได้ไม่ดีทำให้ข้าพเจ้าตื่นตระหนก	5	4	3	2	1

19. ข้าพเจ้าเลือกวิชาที่เรียนเพื่อจะได้มีโอกาสได้งานดี ๆ ทำเมื่อเรียนจบ	5	4	3	2	1
20. ข้าพเจ้าคิดว่าข้าพเจ้าสนใจในวุฒิการศึกษาที่จะได้รับมากกว่า - ความรู้จากวิชาต่างๆที่ข้าพเจ้าเรียน	5	4	3	2	1

ขอขอบคุณที่เสียสละเวลาตอบแบบสอบถาม

หากนักศึกษาต้องการมีส่วนร่วมในการสัมภาษณ์อย่างไม่เป็นทางการ
กรุณาเขียนชื่อและหมายเลขโทรศัพท์เพื่อติดต่อกลับ

ชื่อ _____ หมายเลขโทรศัพท์ _____

Appendix C: The Index of Item Objective Congruence (IOC) of Teachers' Questionnaire

Item	Objective	Opinion scores of experts			Total score	IOC value	Content validity
		Expert 1	Expert 2	Expert 3			
1	Learner autonomy	1	1	1	3	1	yes
2	Learner autonomy	1	1	1	3	1	yes
3	Learner autonomy	1	1	1	3	1	yes
4	Learner autonomy	1	1	1	3	1	yes
5	Learner autonomy	1	1	1	3	1	yes
6	Teacher's responsibility	1	1	1	3	1	yes
7	Teacher's responsibility	1	1	1	3	1	yes
8	Teacher's responsibility	1	1	1	3	1	yes
9	Teacher's responsibility	1	1	1	3	1	yes
10	Teacher's responsibility	1	0	1	2	1	yes
11	Teacher's responsibility	1	1	1	3	1	yes
12	Teacher's responsibility	1	1	1	3	1	yes
13	Self-confidence of students	1	1	0	2	0.67	yes
14	Self-confidence of students	1	1	1	3	1	yes
15	Self-confidence of students	1	1	1	3	1	yes
16	Capacity of students	1	1	0	2	0.67	yes
17	Capacity of students	1	1	1	3	1	yes
18	Capacity of students	1	1	1	3	1	yes
19	Capacity of students	1	1	1	3	1	yes
20	Capacity of students	1	1	0	2	0.67	yes
21	Capacity of students	1	1	0	2	0.67	yes
22	Capacity of students	1	1	0	2	0.67	yes
23	Capacity of students	1	1	0	2	0.67	yes
24	Capacity of students	1	1	1	3	1	yes
25	Capacity of students	1	1	0	2	0.67	yes
26	Capacity of students	1	1	0	2	0.67	yes

The content validity is 0.88.

of the teacher.

8. Students should take part in evaluating their learning - whether it is good or bad.	5	4	3	2	1
9. Teachers must select appropriate learning methods- for students.	5	4	3	2	1
10. Teachers must determine the contents.	5	4	3	2	1
11. It is the teacher's responsibility to stimulate students' interest in learning English.	5	4	3	2	1
12. It is the teacher's responsibility to set learning objectives.	5	4	3	2	1

Self-confidence of Thai students (in general)

13. Students need the teacher to be their supporter- all the time because they are not confident in their learning.	5	4	3	2	1
14. Students need the teacher to tell them clearly- what they should learn and what to do in class and out of class.	5	4	3	2	1
15. Students are confident to take responsibility of- their learning in and out of class.	5	4	3	2	1

Capacities of Thai students (in general)

16. Students have the ability to set their own learning- objectives in class.	5	4	3	2	1
17. Students can tell whether or not they are making learning progress.	5	4	3	2	1
18. Students know their learning weak points.	5	4	3	2	1
19. Students try to improve on their learning weak points.	5	4	3	2	1
20. Students usually are not able to tell about what- they have learned.	5	4	3	2	1
21. Students have the ability to find appropriate learning- methods and techniques for themselves.	5	4	3	2	1
22. Students are able to choose their own learning objective- outside class.	5	4	3	2	1
23. Students are able to choose learning materials- outside class.	5	4	3	2	1
24. Students know where they can seek knowledge.	5	4	3	2	1
25. Students can evaluate whether their learning is good- or bad.	5	4	3	2	1
26. Students are capable of being totally responsible for- their own learning.	5	4	3	2	1

Other comments _____

Please answer these follow-up questions.

1. In brief, how would you define 'learner autonomy'?
2. Do you consider learner autonomy important? Why? Why not?
3. What are possible problems or hindrances of the development of autonomy of Thai students?
4. What are your most important roles as a teacher?

Part 2: Autonomy-Enhancement Pedagogies

Please list the 5 instructional activities that you normally use to encourage learner autonomy in and out of class.

In class

1.

2.

3.
4.
5.

Out of class
1.
2.
3.
4.
5.

If you are willing to take part in an interview, please give your name and telephone number.

Name: _____ Telephone no. _____

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

BIOGRAPHY

Rosukhon Swatevacharkul received her BA in English from Thammasat University in 1991. In 1997, she graduated from The University of Lancaster, England with an MA in Education. In 2002, she was awarded an MA in Teaching English as a Foreign Language (TEFL) from Thammasat University.

After her graduation from the University of Lancaster, she worked in the business sector for five years. Then, she changed her career path and started her English teaching career at the Language Institute, Dhurakij Pundit University in December 2002, and has been a full time instructor there until the present. She was awarded a scholarship from Dhurakij Pundit University to do her PhD in English as an International Language (EIL) at Chulalongkorn University.

Her research interests are learner autonomy, learning strategies, teacher autonomy, and English reading.