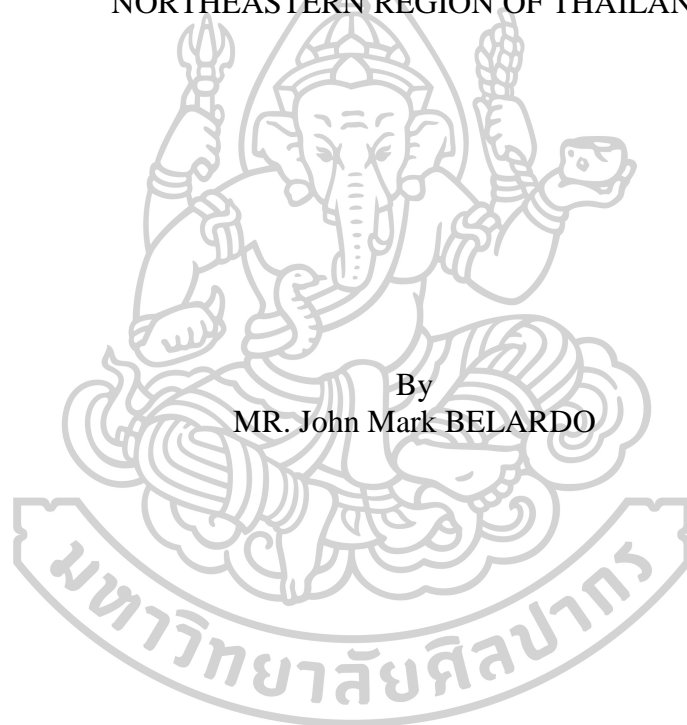




TEACHERS' READINESS IN CLASSROOM MANAGEMENT TO PROMOTE
LEARNER AUTONOMY IN ENGLISH LANGUAGE COURSES FOR
UNDERGRADUATE STUDENTS IN GOVERNMENT UNIVERSITIES IN THE
NORTHEASTERN REGION OF THAILAND



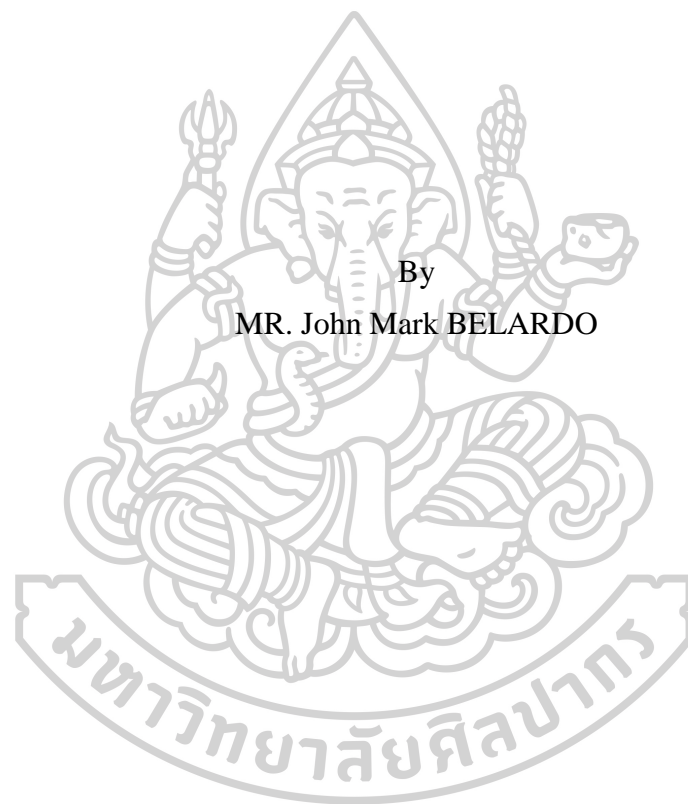
A Master's Report Submitted in Partial Fulfillment of the Requirements
for Master of Education (ENGLISH LANGUAGE TEACHING)
Department of Curriculum and Instruction
Graduate School, Silpakorn University
Academic Year 2017
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ความพร้อมของครูในการจัดการเรียนการสอนเพื่อเพิ่มความสามารถในการเรียนรู้ด้วย
ตนเองในรายวิชาภาษาอังกฤษของนักเรียนระดับอุดมศึกษาในมหาวิทยาลัยของรัฐในภาค
ตะวันออกเฉียงเหนือ



การค้นคว้าอิสระนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศึกษาศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษ แผน ข ระดับปริญญาโทมหาบัณฑิต
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By
MR. John Mark BELARDO

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Title Teachers' Readiness in Classroom Management to Promote Learner Autonomy in English Language Courses for Undergraduate Students in Government Universities in the Northeastern Region of Thailand
By John Mark BELARDO
Field of Study (ENGLISH LANGUAGE TEACHING)
Advisor PATTEERA THIENPERMPOOL

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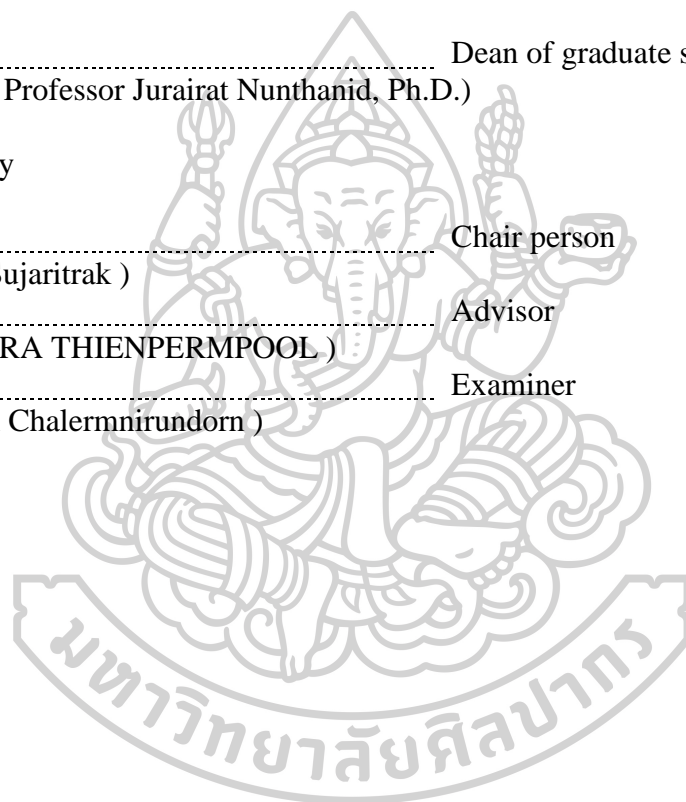
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MR. JOHN MARK BELARDO : TEACHERS' READINESS IN CLASSROOM MANAGEMENT TO PROMOTE LEARNER AUTONOMY IN ENGLISH LANGUAGE COURSES FOR UNDERGRADUATE STUDENTS IN GOVERNMENT UNIVERSITIES IN THE NORTHEASTERN REGION OF THAILAND THESIS ADVISOR : PATTEERA THIENPERMPOOL

The goal of this research is to investigate the readiness of university teachers across the northeast of Thailand on promoting learner autonomy. Thai students still have lower proficiency comparing to that of the neighboring countries. According to several research on English teaching, English teaching in Thailand is still limited to the believe that learning can only happen within the classroom where teachers are the main source of knowledge and through the methods that has been proven to work within other context but has never fully been adapted to the context of Thai students. Learner autonomy is therefore an important ideology since it encompasses the importance of learners taking control of their own learning, in the case of this research, the ability to take control of their language learning.

Sets of questionnaires had been adapted and compiled and used as a tool to investigate the readiness of the university teachers. The questionnaire was divided into 5 parts: basic information, perception of learner autonomy, readiness of teachers, contributing external factors, and open-ended. The questionnaire was administered to 124 university teachers across the northeast of Thailand through both paper-based and electronically using Google Form service. The data was then collected, compiled, and processed using a statistical software.

The result shows that, surprisingly, teachers who had experience studying abroad tend to have more narrow and conserved opinion when it comes to the idea of allowing students to make decisions on their own learning. Statement number 14, about allowing learners to choose thier own learning ability shows the agreement mean score for teachers graduated from within Thailand of ($\bar{x} = 4.18$, $SD = .343$) while the agreement mean score for teachers graduated from abroad is at ($\bar{x} = 3.43$, $SD = .938$). For statement 33 on the relationship between learner autonomy and motivation, the mean score for teachers teaching 3-5 years for this statement is ($\bar{x} = 3.84$, $SD = .973$) while the mean for teachers teaching for 5-10 years is at ($\bar{x} = 4.74$, $SD = .446$) and teachers teaching 10-15 years is ($\bar{x} = 4.58$, $SD = .572$). One alarming result from this research was the fact that for many of the statements, teachers with higher level of education seem to agree less with the idea of learner autonomy. For instance, with statement 16 on peer learning, teachers with a BA degree ended up with the mean score of ($\bar{x} = 4.56$, $SD = .705$) while teachers with an MA degree ended up with the mean score of ($\bar{x} = 3.93$, $SD = .691$). In conclusion, several factors prove to affect the readiness of teachers on promoting learner autonomy.

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John Mark BELARDO

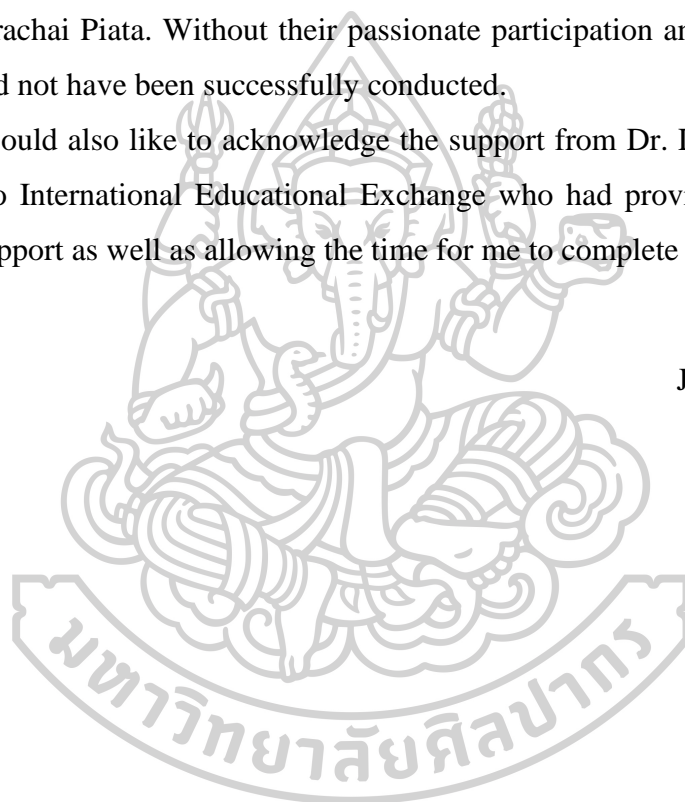


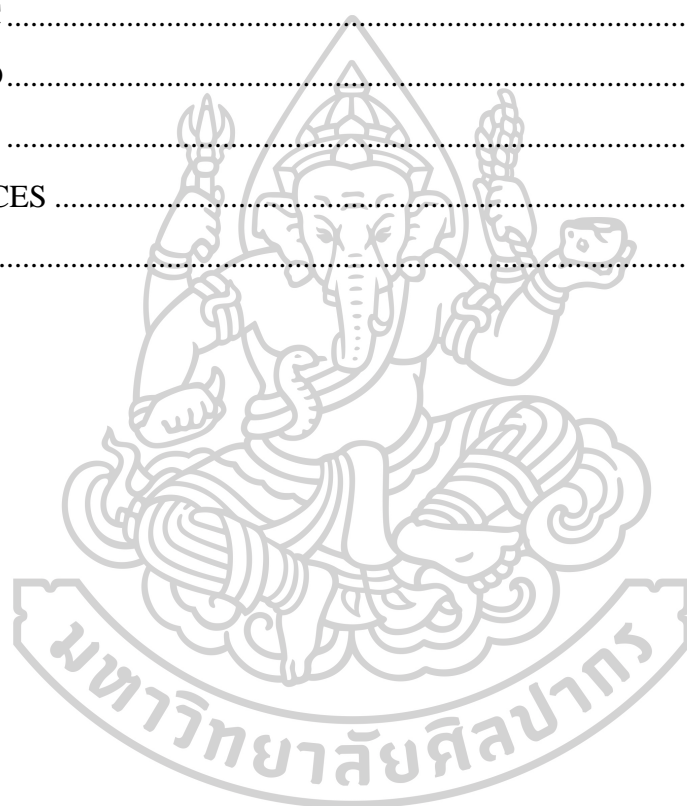
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CHAPTER 1: INTRODUCTION

This chapter provides an overview of the research. The chapter consist of the rationale and background of the issue, statement of research problem, related studies, the context of the study, the objectives of the study, the research questions, the scope of the study, the definition of terms, and expected outcome. On the whole, this chapter should provide the readers with the overall picture of this research with more elaborated detail in the following chapters.

1. Statements and significance of the problems

1.1 Rational and Background

Richards and Rodgers (2014) pointed out in their research the fact that people tend to forget that English hasn't always been the most studied language in the world. Prior to English, Latin dominated the western hemisphere, used mainly in education, religion, commerce, and politics. According to Djigunovic and Krajnovic (2005) research, the method used in teaching Latin at the time was "grammar-translation" with little to no communication skills provided for the students. After the decline of Latin, its teaching method was still carried on to all the language classes, including the teaching of foreign language classes, at the time. It wasn't until the end of the nineteenth century when new methods in language teaching were introduced as a way to oppose the grammar-translation method. Communicative Language Teaching or CLT was one of the more widely used methods. These newer methods were all based on the idea that the goals of learning a language should consist more than just focusing on reading comprehension, grammar and literacy (Brandl, 2007; Djigunovic & Krajnovic, 2005; Richards & Rodgers, 2014; S. J Savignon, 2007).

Richards and Rodgers (2014) summed up in their research that the reform on language teaching during the nineteenth century revolved around the idea of language teaching that focuses on the spoken aspect of the language and the importance of phonetic. The emphasis of the two aspects was due to the belief that language learners should start of the language learning by

hearing the language itself as opposed to studying how the language is being written without having been exposed to the language. The teaching of the language should also keep in mind the context to what the sentences is being referred to.

As for the grammar aspect, the idea was that it shouldn't be treated as an isolated item. Grammar should be taught a part of the language within certain context that makes sense to the learners. Learning grammar as an individual item prevents the learners from practicing grammar points in real conversations but in disconnect sentences which makes it more difficult to them to apply it to the real-world use. Too much emphasis on grammar limits students to only notice the structure of the sentence without looking at meaning of the sentence itself and what it means or how it matters. This has been one of the prominent problems amongst Thai students learning English. What Richards and Rodgers (2014) was suggesting was that the language itself should be taught focusing on its meaning first and deduce the grammatical lesson from it later on.

In summary, Brandl (2007) pointed out that through the experiences of many EFL teachers in later decades, CLT has always been their only teaching approach (Tan, 2005). Under this method of teaching, one important aspect is an effort to build learners to go beyond possessing specific skills to learners who are autonomous; learners with the ability to train themselves under any circumstances, which had led to the learner-centered approach in education.

Despite all the efforts, many teachers within the EFL classes still fail to initiate this type of learning in their own classroom and fall back to the traditional style of teaching which goes against the global effort in teaching languages (Elizondo & Garita, 2013).

As for English teaching in Thailand, under the National Education Act of B.E. 2542, the Thai government put in an efforts to keep up with the global trend of language teaching and to equip the students with the skill to communicate in the target language meaningfully. However, Noom-Ura (2013) found that Thai students in general still have a lower proficiency in English language when compared to students in the neighboring countries.

The test score from TOEFL iBT® in 2015 still put Thailand on the 32nd on the Asian list; ranking only above Timor-Leste, Turkmenistan, Uzbekistan, and Vietnam ("Test and score data summary for TOEFL iBT® Tests," 2015). Noom-Ura (2013) explained that the reason for such poor performance amongst Thai students is the lack of emphasis from the Thai educators' side on the fact that learning can happen at all times, not only in formal classroom context which is insufficient for the learners.

Nevertheless, achieving this goal might be proven to be difficult amongst Thai teacher since the students themselves were already trained to be used to the traditional style of teaching. Moreover, despite the fact that many Thai teachers realize how important it is for students to be able to communicate better in English, many teachers ended up borrowing the methods that were proven to be useful in the west and applied them directly to the Thai students without considering that although those methods are supported by many research, they were done on an entire different environment and context. And for these reasons, students rarely develop the sense of ownership over their learning (Methitham & Chamcharatsri, 2011).

1.2 Learner Autonomy

Learner autonomy was first introduced in conjunction to the foreign language teaching by Henry Holec in 1981 (as cited in Elizondo & Garita, 2013). Holec (as cited in Joshi, 2011) defined the term *learner autonomy* as "the ability to take charge of one's learning" (p. 1). However, Benson (2001) and Little (2003) both mentioned in their papers that it is a difficult task to come up with a clear definition of the term due to the debate whether the term actually means the behavior of the learners, the responsibilities of the learners, psychological implications, or the result from the action teachers had taken.

About a decade later, Elizondo and Garita (2013) summed up in their own research that for learners to be recognized as being autonomous, they need to have motivation, awareness, and interaction. In other words, autonomous learners are learners with the ability to shape their own learning experience to

best meet their needs in order for them to be ‘self-developed’ and satisfying their educational needs; which means that they will be able to identify their own learning need in the first place (p. 328). Kohonen (2007) stated that students’ own contribution to their learning of a language, whether through taking initiative or being actively involved, have recently become the emphasis on foreign language education. Similar to Dewey (1938) and Kolb (1984), Kohonen (2007) also believes that for learning to take place, students’ experiences of language, communication, culture, and personal learning processes need to be consciously processed. Students need to know what needs to be learned and why is such learning necessary to them.

1.3 Learner Autonomy in Thailand

From the conference no. 1/2559 of the Steering Committee of the National Committee Developing the Core Curriculum of Basic Education in January 2016 to prepare for the 10-year cycle improvement of the core curriculum of basic education in Thailand, English language was mentioned as one of the two subjects that are necessary for all the students; the other subject is Thai history. The focus of the steering committee is to make sure that these two subjects consist a clear system of testing and students are encouraged to think more critically. The most important thing is to make sure that students “can learn the contents according to their interests or aptitudes” (Kuptametanon & Walker, 2016).

Thai teachers who teach English need to be trained to use more strategies in helping encourage students to be more self-directed and develop more passion to learn (Noom-Ura, 2013). According to many Thai academics, Thai educational system needs to be more integrated in order for the learners to be more driven in their own learning; students need to have more motivation to learn. However, this has proven to be more difficult said than done due to the centralize system of education which doesn’t leave much room for the teachers to make decisive decisions within their own classroom. This lack of autonomy makes it hard even for the institution to lay out their own

educational plans that might be beneficial to the students under their own local environment and society (Polsaram, n.d.; Sapianchai, 2012).

One of the obstacles to learner autonomy especially within the eastern educational tradition is the belief in the hierarchy within the classroom. This kind of thinking had been part of the belief systems amongst eastern learners; respecting the authorities and the elders. This kind of belief system had proven to be as significant within classroom settings as it is in the social context in general. This is one of the reason why most learners in the east tends to be less vocal and more receptive than learners in the west. The kind of eastern belief also makes learners more dependent on the teachers in their learning than relying on their own capacity. The beliefs don't only impact the learners but also the teachers. Apart from being a figure of authority, there are also three misconceptions that many eastern teachers hold: the power of the syllabus which drive each teacher to have to come up with the unique teaching style of his or her own, the belief that all examinations are considered as obstacles to developing learner autonomy, and the belief that there are certain content and needs to be covered and learned except for the fact that it had already been proven that no amount of teaching had ever been guaranteed to lead to learning whether in the second language classes or with any other subjects (Little, 1995; Nguyen, 2012).

A research by from Little (2003) indicated that learning cannot happen without the connectedness and the interaction between the learners. Learners under the hierarchical nature classroom lacks the ability to be empowered and therefore fail to maximize their ability to direct the way they learn and the ability to determine what they had learn and what they can do with the things that they had learn. Non-autonomous learners therefore lack the main elements of active learner such as the motivation, the awareness, and the interaction which could greatly improve their learning ability. These are all the elements that the learners possess within themselves but will not be able to use them without proper support and assistant from the teachers(Kohonen, 2007; Little, 2004a; Reinders, 2010). Dam (2012) supports this in her research, in order for

these elements to be present within the classroom, the teachers must encourage students to be more involve within their own learning; in other words, students need to take be allowed to take part in making decisions about their own learning.

Suraratdecha and Tayjasannant (2016) concluded in their research that “The major cause of the problem largely concerns a passive exam-based education system and a lack of mutual understanding between all stakeholders on what it means to become an autonomous learner and a life-long learner” (p. 168).

1.4 Role of Teachers in Supporting Learner Autonomy

Salimi and Ansari (2015) pointed out in their research that “learner should realize that success in learning relies on the student as on the teachers” (p. 1107). In order for learner autonomy to be formed, the relationship between the learners and the teachers also need to be interactive. Teachers have the authority to create a learning atmosphere that help encourage students to become more autonomous and more eager to learn; which would mean that teachers need to take a step back from influencing the learner while, at the same time, encouraging the learners not to be relying on the teacher’s influence (Benson, 2001, 2008; Salimi & Ansari, 2015). Most teachers are aware of this mentality and its importance. However, in reality, many teachers ended up going back to the practice of teacher-centered, strictly following the textbooks and course syllabus rather than trusting the ability of their students as learners (Salimi & Ansari, 2015; Tütünis, 2011).

In their research, Suraratdecha and Tayjasannant (2016) found that most teachers have lean towards learners having more autonomy over their learning. However, English teachers in Thailand hold different beliefs in certain aspects of learner autonomy. Their research finding shows that in the small/medium school groups, teachers believe that they should be the one determining what content, materials, or resources should be used in the classroom as opposed to involving learners within the process.

Furthermore, the belief of teachers on the fact that some students have the special ability in learning the language and some do not also play a role in determining the interaction of the teachers towards the students in class; in other words, teachers will tend to interact more with students whom they believe has more ability in learning that language than those who do not (Puchta, 1999; Vibulphol, 2016).

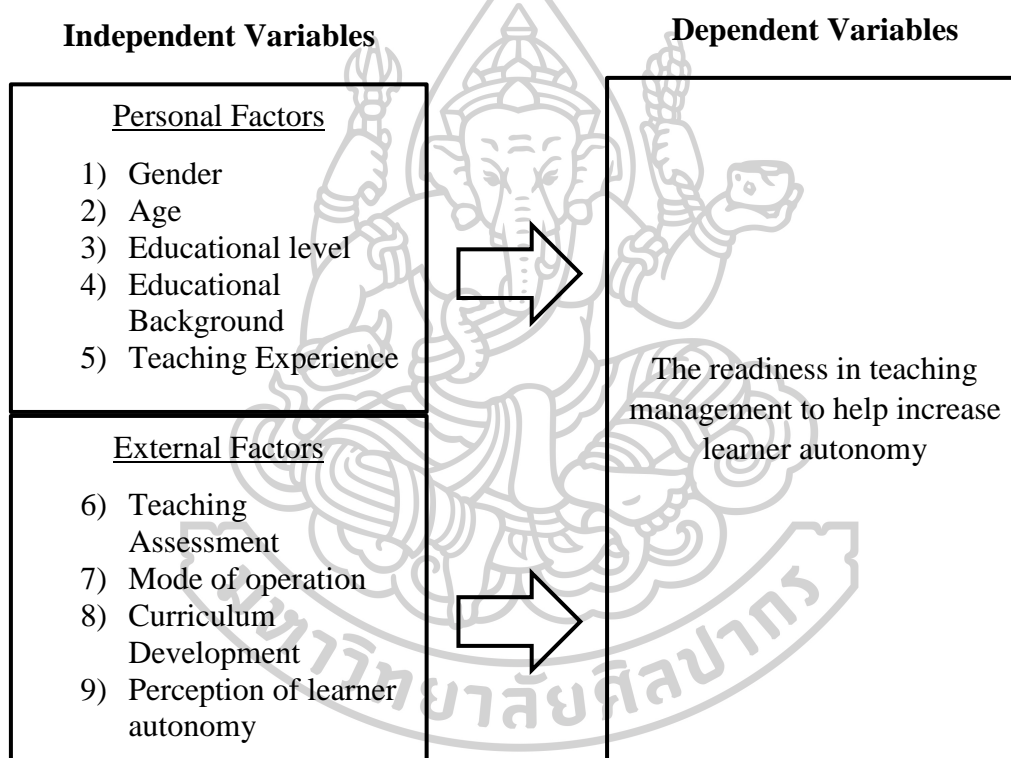
In addition, Rungwaraphong (2012) stated in her research that there had not been enough research on English teacher in Thailand concerning their perception on learner autonomy. She pointed out that at the time when she was doing her research, there had only been two studies that were aimed at examining the issue.

2. Context of study

This research was conducted with English teachers in government universities in the northeast region of Thailand. The northeast region covers one-third of the area for the whole country of Thailand. The region shares its border with 2 countries: Laos and Cambodia. Apart from sharing the border with two neighboring countries, the northeast region, or Isaan, is also considered a hub for the transportation of goods throughout southeast Asia with the east-west and north-south corridor connecting all the countries within southeast Asia together. With the flowing in and out of the workforce, it is inevitable that Thai workforce will need to improve their ability in English language to compete with the neighboring countries. Under this reality of interconnectedness of the ASEAN Economy Community (AEC), educational institutes within the northeast have been putting more focus on the study of English language as it is a universal mean of communication between all the southeast Asian countries which goes along with the Steering Committee of the National Committee Developing the Core Curriculum of Basic Education's effort for students to learn the content that suits their different interests; this applies to all fields of study including English language classes. Looking at the overall picture, learning the thing that matters most to the learners is the core of learner autonomy and the main elements that is being emphasized by the educators in general.

For this research, a set of questionnaires was developed to investigate the readiness of teachers in promoting learner autonomy and how the certain variables contribute or preventing the teachers' readiness. Each part of the questionnaire will aim at answering the research questions for this research.

Here is the conceptual framework of the study.



3. Objectives of Research

1. To investigate the readiness of English teachers in teaching management to promote learner autonomy of the undergraduate English language students in Northeastern region, Thailand.
2. To explore the different personal factors and how they contribute to the readiness of English teachers in teaching management to promote learner autonomy.

3. To identify the external factors contributing to the readiness in teaching management to promote learner autonomy within classroom settings.

4. Research Questions

This study aims at answering the following research questions:

1. To what extent are Thai English teachers ready to manage their teaching to help increase learner autonomy of undergraduate English language students in Northeastern Region of Thailand.
2. What are the different personal factors contributing to the readiness of Thai English teachers in promoting learner autonomy within their classrooms?
3. What are the external factors contributing to the readiness in teaching management to promote learner autonomy within classroom settings?

5. Hypothesis

1. Personal factors have significant impacts to teachers in promoting learner autonomy.
2. External factors have significant impacts to teachers in promoting learner Autonomy.

6. Scope of Study

The participants for this research consist of the English language university teachers from various government universities across Northeastern Region. Northeastern is the largest region in Thailand with different universities situated all across the region. The different numbers of institutions included in this research should be varied enough to represent, more or less, the population of the teachers throughout the rest of the country since teachers who are position in these universities are from different parts of the country with different educational background. The population for this research consist of 124 teachers who are full-time government, temporary hired by the institution, and part-time teacher at the institution within the Northeastern region of Thailand.

7. Definition of Terms

1. *Learner autonomy* – the ability to take charge of one's own learning. This can be measured by the ability of the students to “select, evaluate and revise or abandon the task, goals and strategies” of their own learning.
2. *Autonomous learner(s)* – learners or students who possess learner autonomy
3. *Language learning* – the learning of language within the classroom setting
4. *University(ies)* - Government universities in the northeast region of Thailand.

8. Outcome

The researcher believes that the result from this study will be useful for the following reasons:

- 1) Providing more insight on the level of extent that the teachers from different universities in Northeastern are incorporating learner autonomy within their classrooms.
- 2) Teachers' readiness in improving their teaching method to better encourage students to become autonomous learners.
- 3) Act as a stepping stone for more research to be done on how to create tools or support teachers to be able to encourage students to become autonomous learners.

CHAPTER 2: LITERATURE REVIEW

This chapter will provide the overview the theories framework surrounding the issue of Learner Autonomy. Studies that had been done concerning the issue and the result from those studies. The chapter will also provide the information and studies specifically to the context of Thailand; the trend of learner autonomy within the country as well as the importance of learner autonomy for both the teachers and students.

2.1 Learner Autonomy

While the concept of learner autonomy had been the int of interest amongst the academics for almost four decades, the word itself is still being seen as problematic due to the variety of definitions of the word itself which had led to different implementation in all the different academic institutions (Anderson & Anderson, 1998).

2.1.1 Definition of Learner Autonomy

Holec (as cited in Joshi, 2011) defined *learner autonomy* as "the ability to take charge of one's learning" (p. 1). While the definition of the term by Holec seemed to be the definition that many scholars in the later period always refer to, there have also been other scholars who had provided more comprehensible explanations to the word 'learner autonomy'.

Dam (2012) explained in his research, "The autonomy classroom is seen as "real life" with normal people acting as themselves, wanting to learn the foreign language." (p. 13),

Wenden (as cited in Nguyen, 2012) suggested that students who possess true learner autonomy generally reflect on their own learning and tends to see the opportunities to learn in a more effective way when they arrive, and Little (2004a) provided a more concise definition to the term 'autonomy' as "learning how to learn intentionally" (p.105).

In summary, all these different definitions all pointed to the same direction; a learning process where learners are aware of *what* they are

learning, *why* they are learning, and *how* will they use what they want to learn in real life.

2.1.2 History of Learner Autonomy Theory

While the concept of learner autonomy was first introduced in the 1950s, the further study on its implication hadn't been thoroughly conducted until the 1970s; the time where the role of both teachers and students were highly debated amongst the academic circle (Elizondo & Garita, 2013). Teacher-centered classes at the time was still highly valued by one end of the academic spectrum while the other end was trying to break away from the norm and promote the student-centered type of learning. The push on student-centered approach was what helped drive the idea of learner autonomy to move forward.

Smith (2008) research paper on the history of learner autonomy provides in insight into the evolvement of learner autonomy. According to his research, learner autonomy had become a trend in the teaching approaches since the 1970s due to many books being written about the learning approaches which include the words like "individualization", "independent", and "self", but not autonomy. In its early stage, the focus was mainly on self-access learning and adult learners. It wasn't until 1995 that academics began to publish more books and research focusing on the word "autonomy". By the 21st century, learner autonomy had become one of the main teaching approaches in all academic fields in most corners of the world.

2.1.3 The Importance of Learner Autonomy

Little (2004b) claims that students who solely rely on the knowledge being fed by the teachers tend to lack the skills on laying out the strategies in learning and the motivation towards their learning process. According to Little (2006) the key to being successful in their learning is for learners to rely on themselves rather than relying on other people. Motivated learners are learners who develop the nature in being *proactive*, in other words, an autonomous learner.

Autonomous learners possess the ability to create both an immediate and a long-term support structure in their own learning which can help shape their own learning experience to other areas within their real-life situations. However, this would only be able to happen if learners are able to break the barrier between their “learning” and their “real life” context (Balcikanli, 2010; Joshi, 2011; Nguyen, 2012; Reinders, 2010).

Additionally, (Dafei, 2007) stated that there are two main reasons that learners are encouraged to have more autonomy in their own learning:

First, students tend to learn more efficiently and more effectively when they are more engaged in their learning process.

Second, students will automatically become motivated once they approach their classes in a more proactive way.

He also referred to Little’s research which mentioned that in the case of second and foreign language education, “learners who prefer a more autonomous learning environment will be benefited from the fact that they will be able to practice the language in a wider range of context which will result in a more impulsive communication environment” (p. 2).

2.1.4 Learning Autonomy in Language Teaching

It is important at this point to recognize three facts:

First, because the metacognitive capacity is part of developed human nature, all learners are in principle capable of reflective self-regulation, and thus of autonomous learning behavior.

Second, differences in genetic inheritance and domestic environment nevertheless mean that some learners develop a greater and more effective capacity for autonomous learning than others.

And third, like other human capacities, the capacity for autonomous learning develops gradually and with practice, and if it is not maintained in regular use it may well decline.

Autonomous learners have the ability to “select, evaluate and revise or abandon the task, goals and strategies”, in other words, they “self-regulate” their learning. To further expand on the topic, autonomous learners have more

abilities than the “non-autonomous learners” to develop their learning skills more effectively.

Dietlmeier and Valle (1999) had summed up the reason why teachers need to incorporate learner autonomy in language classes due to the following reasons:

- 1) learners are not being used to being taught how to learn the language
- 2) the needs of the learners are often not investigated
- 3) learners don't see themselves as language learners
- 4) the incapability of learners to integrate the knowledge of language to their daily lives
- 5) learners cannot break the barriers between ‘learning’ and ‘living’
- 6) there are no support structure for learners to continue their language learning process once their courses are over

(p. 8)

Little (2004b) stated in his research that there are clear relations between learner autonomy and language learning. According to his findings, he concluded that the success on language learning depends on three defining factors:

- 1) the involvement of learners in their own learning
- 2) the evaluation and reflection of the learners on what they had done in order to figure out their next steps
- 3) using the target language for both communicating and reflecting on their own learning.

In accordance with communicative aspect that has been the goal of language learning, learner autonomy also emphasizes on linking the use of language within classrooms to the use of language outside of the classrooms.

2.1.5 Misconception of Learner Autonomy

It is not surprising why many educators are misled to what learner autonomy entails. As mentioned earlier in this paper, the word learner autonomy in its first stage mainly focused on unconventional settings beyond

the classroom; for instance, the frequent use of key words such as *individual* and *self-learning* which contradict to what S. J Savignon (2007) has always been focusing on the fact that students need to constantly be engaged with other people while learning.

In contrary to what many understand, learner autonomy does not necessary mean that teachers should be cut out from the equation, which is not even possible considering the reality.

In Nguyen (2012) paper, her definition of learner autonomy showed clear relationship between learners and teachers. She described that “*learner autonomy is defined as learner’s willingness and ability to take responsibility to plan, implement, monitor and evaluate his/her learning in tasks that are constructed in negotiation with and support from the teacher*” (p.318).

Xu (2012) even insists in her research that the most effective ways to promote learner autonomy amongst her students is under teachers’ instruction. Therefore, the idea of learner autonomy doesn’t dismiss or banned the teachers from the learning process. The role of teachers simply changes from those who transmit the knowledge to the students to those who provided guide and support students in their learning (Freire, 1989; Godwin-Jones, 2003; Joshi, 2011).

Nevertheless, many teachers still take pride in their power to control the learning environment and the managing of knowledge within the classroom (Ikonen, 2013).

2.1.6 Learner Autonomy vs English Proficiency

Little (2004b) explains in his research that the nature of autonomous learning amongst learners can be compared to that of a child. A child will want to explore and find out more and more about the world as he/she develop more abilities to be able to interact with her surroundings; being able to crawl, stand, and eventually walk. For learner autonomy, if the learners develop more learning skills, their level of learner autonomy also expands. S. Savignon (1976) stated that learners would be required to have more than just a linguistic knowledge of the language.

“The native speaker knows not only how to say something but what to say and when to say it”. (p. 4)

This kind of ability amongst the learners in communicating with other speaker in an “effective and spontaneously” manner in different social contexts cannot solely be achieved just through the traditional teaching where the teachers act as merely a provider of knowledge while the role of the teachers are to receive what is being transferred (S. Savignon, 1976; S. J Savignon, 2007; Wong & Barrea-Marlys, 2012).

S. J. Savignon (2002) affirms the fact that successful language learning occurs when learners are proactive in communicating and negotiating the meaning with one another. In other words, when a person communicates to other people, he/she shouldn't only put their focus on trying to form grammatically correct sentences but they also need to consider both the situation and the context in which the language is used (Chang & Goswami, 2011).

Consequently, learners are no longer expected to be passive but to act in a more active role towards other learners and teachers in to create a communicating and negotiating of language environment, which is one of the characteristics of autonomous learners.

In Dafei (2007) paper, *An Exploration of the Relationship Between Learner Autonomy and English Proficiency*, he states clearly that there is a relationship between learner autonomy and the learner's English proficiency. Although there is still a lack of considerable report supporting the claim, but in the research he had done with 129 non-English majors in China, he found that there is indeed a relationship between autonomous learners and their English proficiency in which he concluded that “These findings imply that the more autonomous a learner becomes, the more likely he/she achieves high language proficiency” (p. 15).

Apart from Dafei (2007), numerous other researchers are also aware that there are not enough empirical evidences on the relationship between

learner autonomy and English proficiency and thus were gearing their research in that direction in order to fill in the gap.

Ahmadi (as cited in Mohamadpour, 2013) summed up in his finding that learners who are more devoted to learning independently outside of the classroom mostly ended up receiving higher score in English, and also the other way around. The result from (Mohamadpour, 2013) experiment done on Iranian students also shows a clear connection between learner autonomy and English proficiency.

It was concluded in his research that the more proficient learners are, the more they tend to have autonomous nature.

Apple (2011) came to the same conclusion about the connection between the two although he left behind a lot of questions for future researchers to help answer; questions such as learner autonomy amongst students in different academic fields, the amount of classroom hours per week in relation to the autonomy aspects, effectiveness of learner autonomy on learners with different English proficiency levels, and the connection between learner autonomy in relation to the four basic skills in English language learning. These questions are emphasizing the fact that more research should be done to identify the relationship between learner autonomy and the proficiency in English.

It is no longer a huge debate whether the learner autonomy should be encouraged amongst the learners. The question, however, is how to build up the autonomous learning nature within the learners.

2.2 Learner Autonomy in Thailand

2.2.1 Problems of Learner Autonomy in Thailand

Wattanasin (2012) states in his research that one of the problems that Thai students have in terms of learning English is the fact that despite the numbers of years they spent learning English in the classroom, they are still not able to communicate the language in a meaningful way. He further supported his claim with the fact that this reality is caused by the fact that English education in Thailand relies on the fact that the learning focuses on

students mainly learning from textbooks and the use of Thai language by the teachers when teaching English. Through this kind of teaching, students rarely get expose to the language use and rely solely on the teacher for knowledge. Noom-Ura (2013) suggests in her research that the factors that contribute to the poor EFL teaching within Thailand are the underqualified teachers teaching English classes and the lack of skills to deal with several types of learners, and the heavy burden of workloads. These factors are not only affecting the quality of the content being taught within the classroom, but they also have a massive impact on the quality of the learners. Since many teachers were not prepared; both in terms of the knowledge and the skills, many of them ended up moving back into a teacher-centered teaching style where students are not encouraged to become more engaged within their own learning and thus, fail to adopt the autonomous nature.

Noom-Ura (2013) went on to say that even with the effort on the government's side in trying to provide the teachers with trainings and seminars, the activities were done in a top-down manner which is no difference from what the students must face within the traditional type of education; lack of motivation to learn. Another factor that is worth to look at is the fact pointed out by Rukthong (2008) who mentioned in her research that the result from her findings shows that the students themselves acknowledge the importance of learner autonomy. However, they still believe that it is the job of the teachers who should be providing them with all the knowledge and should be in control of their learning experience. Critically thinking, the fact that students are not ready to take the rein on their learning process might be another factor that has been discouraging the teachers from trying to promote learner autonomy within their classroom teaching. This assumption is backed up by the findings by Farrell and Bennis (2013) who expresses that "...teachers holds a complex set of beliefs about students and pedagogical practices; these beliefs have been shown to influence the instructional judgements and decisions made in the classroom" (p. 163).

However, over the past few decades, the idea of learner autonomy has been localized to fit within the context of Thailand through the following trends: learner-centeredness, self-access learning, and task-based approach (Darasawang, 2016).

2.3 Role of Teacher and Students

2.3.1 Role of Teachers

The educational system at the beginning stage was still a form of traditional education where teachers acts as a transmitter of knowledge to students while hoping that students will be able to make the connection between the knowledge they were provided and their surround and eventually find ways to apply it to the real world (Lewis & Williams, 1994).

In his book, *Experience & Education*, Dewey (1938) tackled the philosophy between traditional and progressive education. Similar to Lewis and Williams (1994), Dewey explained that traditional education is all about the “passing on” of the knowledge. In other words, the method of teaching within the tradition type of education is to ‘imposed’ the knowledge or information on the students. Under this kind of mindset, the information and skills that had been proven to be useful in the past are passed down to the newer generation of learners to prepare them for their lives in the future.

The learners under this kind of education are therefore expected to be receptive and obedient while the role of the teachers are merely agents through which the knowledge and skills are transmitted to learners. Freire (1989) view the traditional teaching approach as the one where compared teachers to “narrating objects” and students as “listening objects”. Under this character of “narrating object”, the teachers would talk about the things that doesn’t relate at all to the students’ experience and might even feel alien to them. The “narrating” teachers’ task was to just fill students’ mind with the content of the narration that he had prepared.

“The outstanding characteristic of this narrative education, then, is the sonority of words, not their transforming power. “Four times four is sixteen; the capital of Para is Belem.” The student records, memorizes, and repeats

these phrases without perceiving what four times four really means, or realizing the true significance of "capital" in the affirmation "the capital of Para is Belem," that is, what Belem means for Para and what Para means for Brazil" (p. 71).

Dewey (1938) focuses on the importance of teacher incorporating experience within the learning process of students by emphasizing the fact that "good experience" can help "motivate, encourage, and enable" students to have a more valuable learning experience that can help them become autonomous learners. However, most teachers tend to only focus on the grammar aspect of the language and very little in communication. In other words, the English language classes in Thailand are still being taught mostly through traditional approach; focusing on teaching students to produce the language with the correct grammar structure rather than providing the support for students and emphasize the use of the language in a more communicative way. The structure of teaching is likely to solely focuses on a one-way communication (Malasit & Sarobol, 2013; Vibulphol, 2016; Wattanasin, 2012). In other words, the structure of the classes does not help promote students to become more engaging within their own learning. Students' exposure to the language had proven to be one of the main factor for students in trying to maintain the interaction, or conversation, using the target language.

The result from Malasit and Sarobol (2013) research with the ESL students shows that "*the familiarity of L2 could determine the frequency [communicative strategies]CS use*" (p. 812).

Tarone (as cited in Malasit & Sarobol, 2013) suggests that in order to achieve the goal of communication, it is not enough to just focus in solving the problem of communication within an individual. However, it should consist the effort of both the senders and receivers to negotiate the meaning of the message being transferred within the actual interactions.

It would not be fair to say that English teachers are not familiar with the concept of learner autonomy since it was heavily promoted by the government. Educators in Thailand seemed to have recognized these problems within the Thai education for almost two decades ago. The National Education Act of B.E. 2542 (1999) had tried to address the problems by stating within their principles that students should be able to learn and improve themselves as learners and the fact that students should be considered as the most important aspect of the learning process.

A research study done by Manajitt (2008) reveals that as a matter of fact, many English teachers are well aware of the importance of autonomous learners. The teachers who were participants in the research had shown some level of enthusiasm in educating themselves more on the topic. However, the implementation of the approach itself is another story.

The teachers claimed that there are some limitation and obstacles to fully applying the idea within their classes; such as a large number of students per class, the lack of appropriate equipment, and the limitation of classroom time. Due to the factors mentioned, the teachers resorted back to the use of Thai language within the classroom through traditional teaching approach while providing students with some communicative activities such as having students work in pairs.

On further examination, both the teachers and the students also recognize the need to improve on their language skill in preparation for the entrance exam into universities rather than putting more focus on improving their communicative skills.

Manajitt (2008) concludes in her research that one of the ways to overcome the obstacles is to provide the teachers with more training on how they would be able to overcome those obstacles.

In summary, Wattanasin (2012) points out that in the EFL classes where teachers are considered as the source of knowledge and their main focus

is only on the structure and the use of language, students are often left with less motivation and involvement. Furthermore, students within the teacher-centered classes also show less interaction towards both the teachers and their peers. Teachers should focus on using various teaching methods and activities to motivate students to learn with their full capacity on the topics that matters to them.

This seems to be in line with what Hymes (1972) states in his research that “*A Model of language must design it with a face toward communicative conduct and social life*” (p. 278).

Dam (as cited in Little, 2004a) had found that if learners were able to get to the point where their proficiency in the language became part of their “action knowledge”, then communicative learning would occur. She also found out from her research that one of the means to get students to be active learners is to develop their learner autonomy.

Xu (2012) finding in her research shows that “Precisely because autonomous learners are motivated and reflective learners, their learning is efficient and effective” (p. 96).

According to Kolb (1984), the following points need to be taken into consideration by the teachers:

Learning is a process, not an outcome: As opposed to traditional education where “learning” refers to the final outcome of students being able to memorize the content, or knowledge, that is passed on to them by the teachers, Kolb perceived “learning” as things that keep forming and reforming through the experience of the learners. According to his research, learners’ ideas or thoughts are always being intervened by their experience. In other words, ‘No two thoughts are ever the same’ (p. 26). Learning therefore refers to a process of inquiring knowledge and skills, not memorizing. To elaborate on his point, Kolb (1984) brought up a clear example a learner who perceives learning as an outcome is like a person who learns to do certain things over

and over which had finally become his or her behavior even though certain actions no longer benefit them.

The process of learning is continuous, grounded in experience:

Similar to Dewey (1938), Kolb (1984) believe that the core of learning is the continuity of experience. As it was discussed earlier in this chapter that even though the idea of student-center type of education has been encouraged in the past 2 decades, many teachers still find it hard to break away from the mentality that the minds of learners are as blank as a piece of paper to which they can lay out their course any which way they want since the goal is merely to fill up those blank pages with the content they had already determined to be best for the learners. This is not the case for experiential learning. Educators, in the mind of Kolb, are not only responsible for providing new ideas to the learners but should also attempt to “dispose and modify” learners existing ideas as well.

Learning as a conflict resolution: Freire (as cited in Kolb, 1984) defines learning as a transformation that come from reflections and actions within the real world. For new knowledge is acquired, it will need to combat with the pre-existing knowledge the learners possess. In other words, learners are taking on two different roles during the learning process. Within a learning environment, learners will need to shift between the role of actors and observers, the role of being involved and the role of analyzing. Trying to fit in new set of knowledge without any attempt to reconcile with the pre-existing one might lead to confusion or dismissive.

Learning as an adaptation to the real world: One of the clearest difference between the traditional type of learning and the experiential type of learning is “being in the classroom” versus “being in the world”. Kolb (1984) mentioned in his research that when learning is perceived as a holistic process, it becomes a lifelong learning process as opposed to just in academic settings. In other words, many people don’t think of learning within this context as learning, but as development.

Learning involves interaction between people and environment:

This characteristic emphasizes the fact that behaviors are shaped by the

environment and vice versa. In comparison, traditionally education seems to limit the word 'education' to just 'teachers, books, and classroom' while leaving out the real world from the 'educated' environment.

Learning is creating knowledge: Within this definition, learning happens from childbirth to scientist doing scientific experiments. Under the same notion, knowledge is created from the combination of social and personal knowledge, and of objective and subjective experiences. This goes back to Freire (1989) idea of "banking model" where learners, or students, are perceived as coming in to the learning environment empty handed and needed to be filled with the knowledge by teachers. Within the "banking model" theory where students are not encouraged to "create" but to "receive and memorize" the content, learners are not encouraged to take ownership over their own education and thus tends to externalize what they learn.

Mollaei and Rahnama (2012) believe that students can become more active in learning languages and take more initiative if they are able to connect or relate what they have been learning in class to their past, present, and future experience. Their belief goes in line with Little (2004b) who believes that foreign language learning doesn't only mean learning only about the structure of the language, but more importantly, students also need to understand the experience, the communication, and the culture of the language in order for the students to understand what needs to be learned and why.

Here is where the idea of learner autonomy and "experiential learning" have in common. Experiential learning emphasizes the fact that part of the learning process isn't just to "memorize the knowledge, be it the knowledge in language or in other field of study", but also using personal experiences to create a new set of knowledge. The knowledge is not only considered as the outcome but the process, or the experience of learning.

Knutson (2003) explains that as opposed to the traditional method of teaching a language, where the learning only focuses on learning about different elements of the language itself, language learners should be encouraged to learn the skills in language through working together with their

peers on specific task as a way of creating the learning experience. This provides a space where learners can actually look back to their past experience and beliefs and use that experience while approaching the new ones.

Knutson (2003) explains further that it is the role of the teachers to access specific past experience of each of the learners and coming up with ways of how to construct a framework basing in these past experience of how to approach each student within the classroom considering each student's learning styles. In other words, this would mean that teachers will need to invest more time in getting to know each of the students and determining what are the different activities to use within the classroom to meet each of the student needs. This is a direct counter-mentality to the "one-size-fits-all" notion within the traditional language teaching.

2.3.2 Teachers' readiness in promoting learner autonomy

As opposed to the traditional method of learning where there is a lack in terms of the relationship between the teachers and the students, in order to promote learner autonomy, those gaps need to be filled. In contrast to what many believes, autonomous learning doesn't mean the lack of teachers within the classroom but the fact that teachers need to be ready to interact with the students in various different activities in order to help encourage the learners and get them to be aware of their own autonomous nature. Therefore, learner autonomy doesn't mean that learners are learning independently without teachers' participation (Duong, 2014; Huang, 2006; Little, 1995; Yan, 2010). Dam (2012) mentions in her research about the connection between the role of teacher in the encouragement of learner autonomy that it is the role of the teacher to help develop learner autonomy based on their understanding of what that means in correlation with their own experience on the issue.

Teachers who have more understanding of the issue tend to be more willing to implement newer methods as oppose to sticking to the methods that they feel safer and had proven to work with certain students individually.

However, it is crucial for teachers to keep in mind that each student is unique and possess different interests and different learning styles.

For teachers to be ready to promote learner autonomy, to simply concluded, teachers need to know what they are doing when they do it. This is the first step in developing themselves as autonomous teachers. The second step is for teachers to be aware of how their students learn how the best approach to facilitate different students with different types of teaching methods. This can also be done through the incorporation of students in the planning of the course (Huang, 2006)

This is further emphasized by Smith (2008) that the cooperation between the teachers and the students is an important aspect to promote learner autonomy within the classrooms. Nunan (as cited in Duong, 2014), mentions the importance of awareness of the teachers on the level of learner autonomy students possess. According to Nunan (ibid), teachers can only create the atmosphere of autonomous learning only if the teachers themselves can define the level of autonomous learning that is happening within the classroom. Without this ability, teachers will not be able to gauge if the learners themselves achieve the level of autonomous.

According to Camilleri (1999), as also mentioned earlier within this research, one of the obstacle in promoting learner autonomy in the classrooms are the educational culture of institution. Newer teacher might find it hard to break through the existing educational culture of traditional education where students have a more passive role.

From Camilleri's research, she found that although it is hard for novice teachers to constitute the new rule of learning within the classroom, teachers who sees the importance of learner autonomy eventually found a way to break through to the students and eventually were able to reach the goal of creating learner autonomy within the classroom. For the teacher in this specific case, creating the student-teacher trust is the first step in breaking the norm. the next

step is for teachers to be willing to be stripped off the total authority in class and allow for the students to take on the decision in their own learning.

In conclusion, it is important for the teachers to realize the importance of learner autonomy and be prepared to help students to achieve in becoming autonomous learners through gaining enough understanding and the willingness to make that happen.

2.3.3 Factors contributing to the readiness of teachers

Both learners and teachers have an equal role in creating an autonomous atmosphere in language learning. However, the top-down nature within the Thai educational system which Thai teachers teaching English language has been experiencing for most of their career life is also being transferred into the classroom context.

Camilleri (1999) talks about the difficulties in the role changing of teachers teaching the language classes. In promoting learner autonomy within the classroom context, teachers will also need to change their roles from being the provider of the knowledge.

Looking back at most of the teachers' experience, Camilleri (1999) goes on to say that the majority of teachers during the time the research was done never experience an education where the focus was on autonomous learning and, thus, making it harder for them to implement this type of learning in their own classrooms.

As analyzed in Yan (2010) research, teachers need to be autonomous in order to promote the autonomous nature amongst the students. Smith (as cited in Yan, 2010) had summarized the characteristics that are considered the characteristics of autonomous teachers:

- 1) Self-directed professional action
- 2) Capacity for self-directed professional action
- 3) Freedom from control over professional action
- 4) Self-directed professional development

- 5) Capacity for self-directed professional development
- 6) Freedom from control over professional development

To narrow down the definition of teacher autonomy, the six characteristics can be further summarized into three smaller main themes: willingness, capacity, and freedom.

These theme does not only affect the teachers and their teaching but also relates to the construction of the autonomous learning nature amongst the students. In other words, without teacher autonomy, it is rather difficult to promote learner autonomy within the classrooms since the two ideas are interrelated.

It is partly the responsibility of the teachers to develop or promote the autonomous learning nature for their students (Benson, 2001; Huang, 2006; Little, 1995). Nevertheless, these characteristics and themes are not simply accomplishable within the real academia world. There are still many underlying factors that prevent the promoting of learner autonomy within the classroom setting.

These factors can be broadly put into two categories; internal factors and external factors. Internal factors are things like the belief and perspective of teachers, the understanding of the teachers on the term learner autonomy. External factors are things like the support from the policies, the administrator teams, the institutions, the colleague, and the parents.

Self-perception/ Belief of Teachers

Borg (as cited in Nguyen, 2014) states that “the truth element”: beliefs are “a mental state” which one holds and accepts as true, “although the individual may recognize that alternative beliefs may be held by others” (p. 38).

This is the first and most important factor that affects the teaching methodology of teachers all around the world. According to above statement by Borg, an individual will choose to hold on to their beliefs even though they

know that other people might be different from other people around them. In other words, they choose to be content with that specific belief that they hold in spite of the disagreement that other people might have with that belief. It is, however, false to say that people with different beliefs are not possessing the right kind of knowledge and should therefore be given the proper knowledge in order to change their beliefs.

Pajares clearly distinguished the difference between the “belief” and “knowledge”; “Belief is based on evaluation and judgement; knowledge is based on objective fact” (as cited in Nguyen, 2014, p. 38).

To elaborate, knowledge revolves around objective facts; which means that the facts are being accepted by the general public as being true. In the contrary, beliefs have more to do with personal beliefs than the knowledge itself. This is important since the personal belief is about the contentment of a person rather than the acceptance of the facts, it is more difficult for that perspective to be changed if the person doesn't feel the need to.

If the teachers' belief does not go in line with the practice of autonomous learning, it will be almost impossible for those teachers to promote the nature of autonomous learning in class. This can be seen with the way teachers teaching the exact same topic choose totally different methods in teaching (Ernest, as cited in Nguyen, 2014).

When it comes to the topic of learner autonomy, the factor of perceptions and beliefs becomes even more crucial. Just as Camilleri (1999) stated that promoting learner autonomy through teacher autonomy is all about teachers willingly shifting their role from the role that they might be comfortable with to a newer one that they might feel less secured about. Teachers' past educational experience also help formed the belief that each of the teacher possess (Tütüniş, 2011). The perception or belief doesn't necessary mean whether the teachers agree with the idea or not, but it also rely on the understanding of the word learner autonomy itself.

Dickinson (1987) explains in his research that the term “learner autonomy” is being understood differently amongst different individual teachers. Some might understand that the term itself is referring to the kind of learning where teachers have no involvement within the process.

In other words, students are the ones making a full decision of their own learning. Some might even have a more extreme understanding of the term to the point where under this kind of learning environment, students are no longer depending on the textbooks or the material prepared by either the institutions or the teachers.

Little (2004a) referred in his research about his own misunderstanding of the word learner autonomy. His understanding at one point meant the capacity of the learners in working or studying on their own. He went on to say that it took him several years before this belief that he had inside of him was changed to a broader definition that autonomous learner are learners who are learning and developing their skills together in related with their peers and teachers.

Huang (2006) mentions further that many researches had already been done on the attitude of teachers towards autonomous learning and the outcome of those research shows that all of the teachers have positive attitude towards learner autonomy without further investigation of whether the teachers themselves have a clear definition of learner autonomy whether in their own definition or in the general norm.

In Thailand, this factor of perception and belief extend to the point that not only students, but the teachers themselves believe that they are the source of knowledge within the classroom setting. Thai students have been growing up under the teaching that they should be obedient and respectful to person in a higher authority, this include the teachers in the classrooms (Rungwaraphong, 2012). The teachers themselves also embrace the value. It is therefore harder for teachers who had been educated in this kind of education to give away the respect and power that they hold in class and be on the same

level with the learners (Camilleri, 1999; Little, 2004a; Polsaram, n.d.; Wattanasin, 2012). This lead into the issue of teachers' teaching experience.

The teaching experience of the teachers are the output of their own experience as learners. Within the aspect of learner autonomy, teachers are the one responsible for shaping students' learning experience by motivating and engaging students in their learning whether through the consensual or non-consensual means (Hornstra et al,2015). Pajares (as cited in Hornstra et al., 2015) stated that the strategies that teachers are using in motivating students within their own classrooms that they considered as effective are mostly the strategies that they had been experience as students themselves.

Although there have been many efforts in implementing teacher education program to help teachers to adopt the student-centered teaching method all around the world, Darling-Hammond's (as cited in Thomas, 2013) research on *Teachers' Beliefs about Classroom Teaching - Teachers' Knowledge and Teaching Approach* still shows that there had not been significant changes in the classroom performance. This can be due to the long-term experience that teachers have had during both the time as students and the number of years they have been teaching classes with the methods that they feel familiar with.

From the same research, the result from the study also shows that more than half of the teacher who participated within the research felt that possessing the knowledge of the subject matter is enough for teachers to teach the classes well.

It can be assumed from the research result that being in the teaching career for a number of years will help increase the knowledge of the subject matter and, thus, making it more difficult for the teachers to change their method of teaching since they already belief that possessing those knowledge is enough. Teaching experience for some teachers also help form a new sets belief. Wallace (as cited in Smith, 2006) explained that from his research findings, some teachers felt that changing the teaching method might cause for

stress for the students in class. Autonomous learning requires students to be more reflective in their own learning as well as the shifting of role from being a consumer of knowledge to the producer of the knowledge itself. This is a shift in paradigm that some teachers believe will create a more negative impacts to the students instead of the positive ones.

Years of Teaching Experience and Age

There is only a handful of evidences on the correlation between the teachers' years of teaching and their age and the level of autonomy within their classrooms. However, a report called *Stats in Brief* (Spark, 2015) had compiled a survey on teachers all across the US concerning the level of autonomy teachers feel they have when teaching in class. The report did mention the factors concerning the years of teaching experience and the age of the teachers and how they correlate with the level of teacher autonomy. One thing to keep in mind is that the word "autonomy" for this research refers to "a complex aspect of teachers' working conditions because it requires that educators balance the need for cohesion and structure in school systems against the need for independence in instruction" (Spark, 2015). This definition might only bear a closer meaning of "autonomy" that have been discussed within this research. However, it still leads to the same point where if teachers feel that they can control all the aspect within their classrooms, then the possibility of them promoting learner autonomy within the classroom will be even higher.

On the factors of years of teaching experience, between the year 2011-2012, teachers with the teaching experience between 10-19 years tend to perceive lower autonomy in when teaching their classes in comparison to the lower perception of autonomy for teachers with the teaching experience of more than 20 years. As for the teachers' age, teachers who are 40 years old and older tend to perceive higher autonomy in their classroom comparing to teachers who are of younger age.

Pressure from School Administrators and Policy

Education has always been one of the main policies for all government of every country. Over the years, these policies have been changed or reformed. These changes arose mostly from the problem that each country had encountered and tried to fix. Thailand, as an example, had gone through several big shift; such as educational focus under the absolute monarchy system which is considered “elitist and very academic”, the focus on encouraging students to enter into the workforce rather than taking higher education in the 70s, and the effort to decentralize the power of decision making to a more local government (Haddad, 1995). However, in reality, educational policies in Thailand is still a top down process both in the national level all the way to the local level of educational institutions. Little (2006) mentioned that in many academic institution, the goals of education area already laid out by either the central government or the host institutions themselves. In many cases, the same kind of textbooks are being administered to the students in different socio and cultural context. Most educational institution still runs with the “one size fits all” notion and through the ranking and rating system and the naming and shaming process (Smyth, 2014).

Huang (2006) reports in his research that for most of the time, the report by school teachers were mostly ignored by the school administrators. This reality makes it harder for the teachers to be autonomous in their own classes since the core components for autonomous teachers are the fact that teachers have enough freedom to take control of both their own teaching and learning and learner autonomy depend hugely on teacher autonomy (Balcikanli, 2010; Huang, 2006; Little, 1995, 2004a). As mentioned earlier by (Huang, 2006) amongst the constraints mentioned in her research that prevents the promotion of learner autonomy in classroom settings, fifty percent of the constraints are uncontrollable by the teachers themselves: policy constraints and institutional constraints.

Vieira, Paiva, Marques, and Fernandes (2008) concludes in their research that although the constraints do makes it more difficult to promote

learner autonomy within their own teaching, the constraints don't make it impossible. The shift towards learner autonomy is still not a simple and easy task, as Pajares (as cited in Nguyen, 2014) put it as a "messy construct".

Apart from teachers dealing with their own perceptions and belief, and the understanding of the concept itself, teachers also need to deal with the bureaucratic system of both the school and central policies on education.

One reason why this is such a difficult task is because it is not simply the changing of the teaching methods but the whole paradigm of learning; from the education system of just reproducing to a real transformation for both the teachers and the students.

Vieira et al. (2008) mentioned further that apart from responding to the needs of the students, the schools themselves are still required to respond to a bigger authority or structure of the society such as "educational tradition, established norms and routines, institutional requirements, bureaucracy, accountability standards, assessments systems, syllabi, textbooks, time constraints, and so on" (p. 219). The researchers compared the effort of reforming classroom teaching methodology as swimming against the tide, not along with the tide.

One of the reason that the policies are not lending in a hand to help improve the teaching is the fact that the policy-makers themselves are also in the unclear territory of what constitutes a high-quality teacher (Rice, 2003).

School Assessment and Testing

Although school assessment is one of the mechanism to track students' progress in their education, in many cases, they also present themselves as one of the obstacles preventing both teachers and students to become autonomous learners. A report from the Irish National Teacher Organization (1997) stated that the assessments and the evaluation system set up by either the central government or the school administrators mainly look at the summative information of how the students perform by only looking at the results. The

result from these assessments can only inform the how much students achieve, in other words their performance, according to the goals that the institution had set up. However, the assessment itself are done with “one-size-fits-all” without the consideration for different types of learners and how it fits with their learning styles. Assessments like this often times led to both the teachers and the students to have poor motivation in their teaching and learning. The requirements were set up in a rigid manner that it is difficult for the teachers to become more creative in their own teaching with the fear that their students will not be able to achieve in the test.

To look back at the issue of assessments and testing, the report also gave a brief explanation to where the idea of nation-wide assessment arose from, which is mainly the movement within the US. To understand the phenomenon, we need to understand that the assessment and testing is directly linked to the school administrators and policy makers. It is mentioned several times throughout this report and clearly affirmed within the report from the Irish National Teacher Organization (1997) that the stakeholders within the education system comprise of more than just the administrators, the teachers, and the students. The stakeholders also take into account the national level policy makers, the parents, and the public sphere. These group of people are also entitled, by the system, to acquire the knowledge of how the school performs, how the teachers perform, and how the students perform.

On the other hand, Black and William (1998) stated that in recent years, many studies have been pointing towards the shift in the assessment system from just looking at the end result, or the achievement scores of the students to a more formative kind of assessment. In their research, they suggested that more focus should be put on both the achievement of the students and students’ interaction within the classroom. This shift is based on the assumption that assessing the classroom can help improve the students’ learning overall.

Crooks (as cited in Black & William, 1998) had revealed the correlation between the assessment or evaluation and the teaching method within the classroom. In his research, Crooks had shown that the assessment overall is impact three main areas within the classroom aspect: the classroom testing practices, the instructional practices, and the motivation aspects. In order for teachers to become autonomous, the last two areas play a very crucial role. Going back to Yan (2010) research which was mentioned earlier in this paper, if the instructional practices and the motivation aspects are being *controlled* by the assessment system, then teachers will cease to be autonomous because they will not be able to achieve the six characteristics of autonomous teachers which, in conclusion, talked about the self-direct and the freedom of teachers in managing their classes.

Black and William (1998) had provided five examples in their research showing how good assessments can help aid students to achieve higher learning in class. For a formative kind of assessment to occur, the process must not begin with the top-down process but the bottom-up one. Black and William (1998) concluded from the example they provided that students learning can be enhance through the assessment only if the teachers feel confidence that they can make the decisive decision in their own teaching; which also include the decision in participating in the assessment planning process, or being able to come up with their own assessment that could potentially be useful in determining the teaching method that works well for both the teachers and the students.

2.3.3 Role of Students

The most important thing is for learners to be personally involved with their own learning. Learners should take control of their own learning and recognize that the language skills can be achieved through their own personal effort. This is related to the role of the teachers in putting away their mentality as experts and allowing learners to step up to play different roles in class; such as producers, observers, problem-solvers, or negotiators.

The Use of Language by the Teachers and the Learners: It is important for teachers to realize the potential of communication of the students before engaging in the activities and make full use of those potentials. Exposure to the language doesn't necessary mean exposing the learners to the language as much as possible while neglecting the fact that the only types communication within the classroom that matter are the teacher-learner and learner-teacher interaction. Second language should therefore be used as a mean of communication by each side of the continuum.

The Characteristics of the Learning Environment: One of the factors that had been overlooked by the teachers is classroom setting, this also covers classroom physical settings. Most classroom settings are organized with the goal of orienting students to the front of the class, as students as expected to receive information from the teachers. According to Tremblay, Duplantie, and Huot (1990) the organizing of the desks is the first set of barrier that teachers need to overcome to achieve the experiential learning environment. Students' seating must encourage and facilitate "interactions, consultations, and collaborations". For instance, arranging the seating so students are facing one another, although it may seem like a small thing, but that in itself is how conversations are carried out in the real world, people looking at each other's faces when speaking.

2.4 Towards Learner Autonomy

A famous and timeless Chinese quote, "Give a man a fish and you feed him for a day, teach a man how to fish and feed him for a lifetime", fits right into the context. Both learner autonomy and experiential learning are two of the major keys in addressing learners' need and their sense of ownership over their own learning process. One of the limitations that exist within today's education according to Fleming & Walter is the 'one size fits all' notion mentioned earlier in this research paper. In other words, many educators today seldom realize, or consider, the fact that each learner has different learning style and therefore the teaching method of their choosing might not be suitable for all the learners within a given classroom.

The “one-size-fits-all” notion contradicts with Nguyen (2012) definition of learner autonomy in which Nguyen defines the word as “*learner’s willingness and ability to take responsibility to plan, implement, monitor and evaluate his/her learning in tasks that are constructed in negotiation with and support from the teacher*” (p. 318). This fits into Freire (1989) criticism on traditional education where he talked about the ‘banking model’ of education; a model where it is believed that learners’ minds are empty, waiting for the knowledge to fill up or be taken away. Therefore, if the existing experience that learners possess can be incorporate into the learning environment, Dewey (1938) believes that students will become more invested in their learning.

The idea of experiential learning theory goes in line with that of learner autonomy on the fact that the experiential learning theory itself focuses a lot on the fact that efficient and effective learners should be able to exercise their control over their own learning in a constructive and reflective manner; in other words, students should be invested in making decision as learners on what they want to learn, how they want to learn and what they can do to achieve the goals. In a nutshell, learners should learn how to learn in motivated ways (Freire, 1989; Knutson, 2003; Kohonen, 2007; Mollaei & Rahnama, 2012).

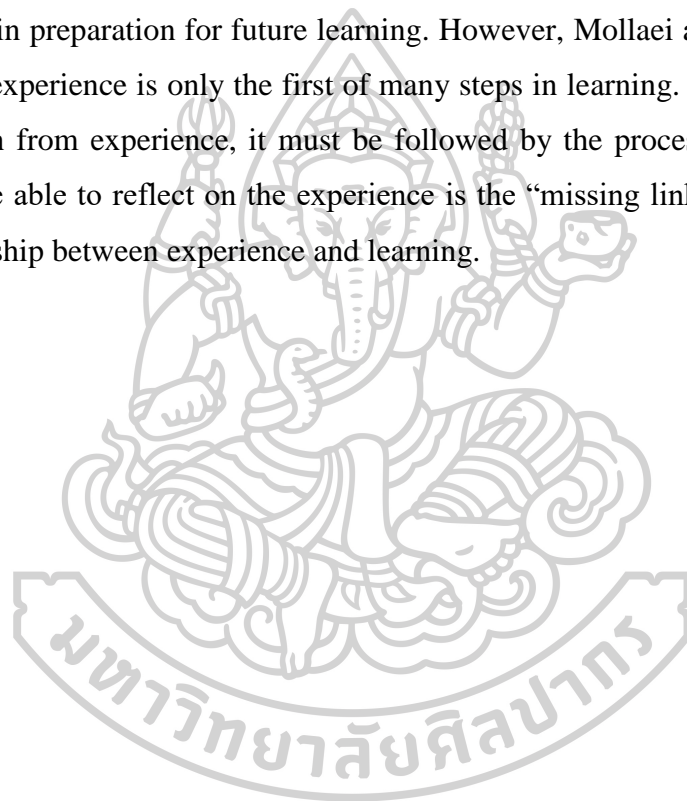
Hobbs (as cited in Kohonen, 2007) provided a good example of a student nurses or doctors who had been taught how to deal with dying patient under the teacher-direct method that only focuses on the technicality of the issue while providing no opportunities for them to reflect on own thoughts about the issue of death.

This can be compared to students knowing all there is to know about the elements of the language but never learn the appropriateness of the language use. One can say that through the traditional type of learning, students are only engaging in intellectual level of learning, not the applicable part.

Back to the example of the medical students, Hobb’s point is that those students will not have learn how their own feeling and fear towards death can have an impact on their work quality. In other words, they lack the ability of applying their own feeling and experience in order to make improvements in the work that they do in real life as oppose to what Dewey (1938) believes how education should be;

“Collateral learning in the way of formation of enduring attitudes, of likes and dislikes, may be and often is much more important than the spelling lesson or lesson in geography or history that is learned.” (p. 16)

Autonomous learners as defined by Little (1995) are learners who assimilate the knowledge they gain from classroom settings with their own personal experiences in the real world and using those past experiences in combination to their new found knowledge in preparation for future learning. However, Mollaei and Rahnama (2012) added that experience is only the first of many steps in learning. In order for learning to be drawn from experience, it must be followed by the process of reflection. The ability to be able to reflect on the experience is the “missing link” that helps defines the relationship between experience and learning.



CHAPTER 3: RESEARCH METHODOLOGY

This chapter provides the information on the research methodology used within this study. The methods chosen for this research was to investigate the readiness towards learner autonomy amongst the Thai teachers teaching EFL classes in Muang district, Khon Kaen province. The principles and methods underlying this method had been adapted to fit with the context of EFL in Thailand. The methods and tools in this chapter were created to find the answer to the following research questions:

1. To what extent are Thai English teachers ready to manage their teaching to help increase learner autonomy of undergraduate English language students in Northeastern Region of Thailand.
2. What are the different personal factors contributing to the readiness of Thai English teachers in promoting learner autonomy within their classrooms?
3. What are the external factors contributing to the readiness in teaching management to promote learner autonomy within classroom settings?

This research looked at the following factors that might contribute to the promotion of learner autonomy within the EFL classrooms in Thailand:

- 1) Self-perception / Beliefs of teachers

Teachers' self-perception and belief of teacher towards learner autonomy is important in determining whether the teachers are ready to help promote learner autonomy in their classrooms or not. A perception of a person is an idea that a person chooses to believe, may be with the knowing that the idea is being perceived differently by other people. This also includes the perception on learner autonomy itself. This kind perception is not necessary communicating the knowledge of the subject and the lack there of but also the different understanding of the subject that each individual hold. Another consideration is also the fact that the term might be understood well by a group of teachers but not all the teachers agree with the idea (Dickinson, 1987; Little, 2004a; Nguyen, 2014). This

factor is brought up before other factors due to the fact that it requires teachers to change their in-class behaviors and shift their role as a knowledge provider to facilitators of knowledge. These cannot be achieved simply if the idea is misunderstood or rejected in the first place.

2) Years of Teaching Experience and Age

Not having much of an empirical evidence on the correlation, these factors are being factored into this research so they can act as a base line information for future research. The related research for this topic that had been covered in chapter two only talks about the situation of the teachers in the US (Spark, 2015). This should be the baseline for this kind of information for Thailand.

3) Pressure from the school administration and policy

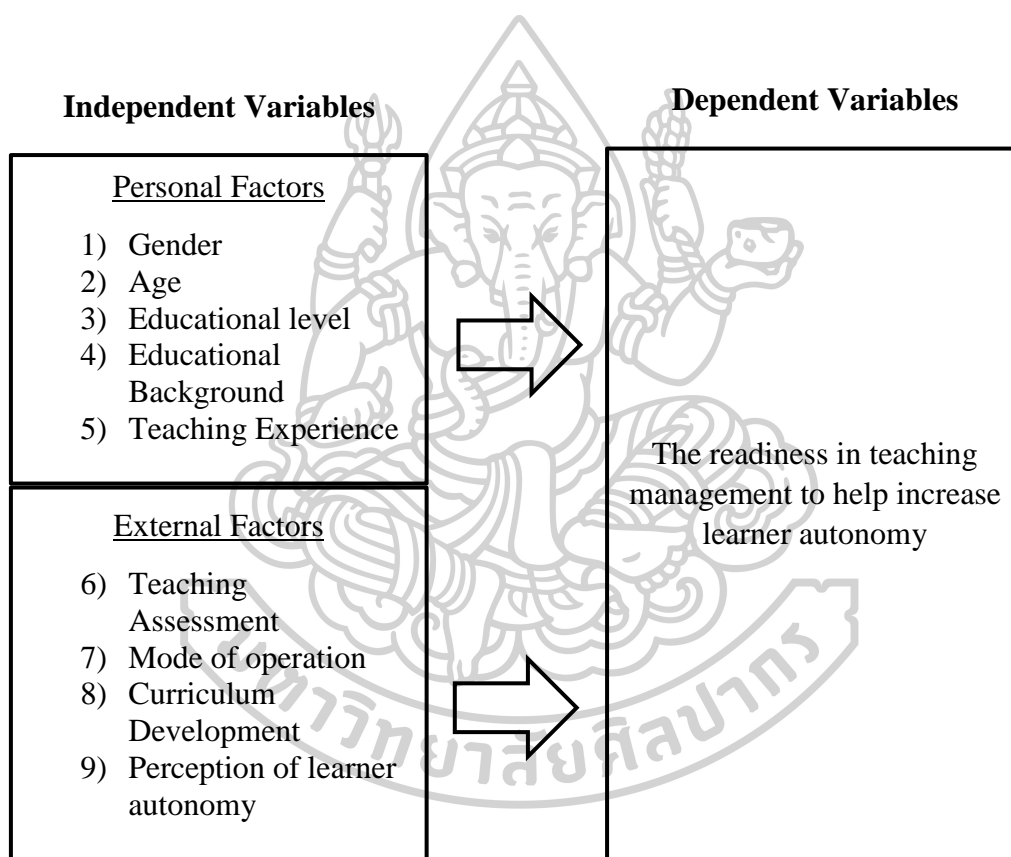
Educational policies have always shifted throughout the decades mostly due to the changes in the political and government system. For each period of time, education had been used as a tool to either empower people to enter into the workforce or as a tool to boost the economy of the country. This had proven to be difficult for the educators to have to change their teaching method to facilitate the promotion of these policies (Little, 2006). Although there was an effort to shift the nature of the policies to be more formative and focuses on the participation of the teachers, the reality still mostly remain that the institutions still have to follow the policy from the central government with their voices not being heard and considered (Huang, 2006).

4) School Assessment and Testing

Both the national test and assessments were built in to respond to the needs of the country and not the need of the students. The report from the Irish National Teacher Organization (1997) states that these assessments only focus on the end result or the achievement of the students without considering how the students are learning in class and if certain methods are suitable for different types of learning styles or not. The testing might not be the obstacle for the higher level students but the curriculum built

into the syllabi and each of the course can have an impact on the autonomy of the teachers and their teaching in class.

Apart from the factors mentioned above, another three factors that will be included in this research is the gender of the teacher and the level of education, and where they graduated. These factors will be included in the research to investigate whether teacher with different gender, level of education, and educational experience from abroad contribute differently to the promotion of learner autonomy in the classrooms.



3.1 Participants

The population for this research was 124 English teachers from different government universities in the northeastern region of Thailand.

The first step was splitting up the universities in the Northeast into 3 different groups: government universities, institutions that provide English language teaching, and private universities. The second step was using the Two-Stage Random Sampling method for each of the group; stratified random sampling was used to partition the

universities using its governmental and private status. The third step was using simple random sampling to select the sampling group which will be all the teachers at the government universities in the northeast region. The size of the sampling group was determined using Krejcie & Morgan's (1970) Table for Determining Sample Size from a Given Population.

The reasons why the focus of this research was aimed at universities in Northeastern was because:

- 1) Northeastern is the biggest region of the country with the most number of undergraduate students.
- 2) Teachers within each university also came from different parts of the country with both different personal and educational background which can, more or less, represent the teacher population as a whole.
- 3) Apart from just the amount and the variety of both the students' and teachers' background, the region is also one of the two locations that was aimed to be the hub of the AEC, the other region being the north (Laothamatas, 2014). There have already been many development projects paving their ways into Northeastern region. This would mean that apart from the economic aspect, educational institutions also play a role in preparing the undergraduates to be equipped with the skills and to be prepared for a more globalized society with more interaction with people from the neighboring countries.

Khon Kaen University even emphasizes that fact that in preparing graduates for this new era, the existing curriculum needs to be change to accommodate the characteristics and the needs for learning for learners in the future.

3.2 Tools

The tools used for this research was a five-part questionnaire.

3.2.1 Questionnaire part 1: basic information

The first part of the questionnaire was personal information of the participants which included the names of the universities they are teaching,

their age, educational background (level of education, domestic and/or abroad), and the number of years they have been teaching.

3.2.2 Questionnaire part 2: perception of learner autonomy

This set of the questionnaire was separated into two smaller parts. The first part was based from the questionnaire developed by Borg and Al-Busaidi (2012) from a book by the British Council called “Learner autonomy: English Language Teachers’ Beliefs and Practices”. According to Borg and Al-Busaidi (2012), there was no instruments that was designed directly for the purpose of delving in to gain more understanding about the perception of teachers on learner autonomy when their research was being conducted. Therefore, they needed to create a new set of questionnaires specifically for this purpose.

Due to the constrain of time and the busy schedule of the teachers participating in this research, the research considers the 1-5 scale questionnaire as one of the tools that put less strain on the participants because of their simplicity and for the reason that they are less time consuming for both the research and the participants while being able to acquire the necessary information. This part of the questionnaire focuses on the opinions of the teachers towards the statements concerning the nature of learner autonomy basing on the experience they have as English teachers. Borg and Al-Busaidi (2012) had revised the questionnaire over the course of two months which ended at their eight draft.

The questionnaire will be created using a Likert Type Scale, from 1-5; 1 being Totally Disagree and 5 being Totally Agree. The questionnaire consists of statements covering the following points on learner autonomy:

1. Technical perspectives on learner autonomy
2. Psychological perspectives on learner autonomy
3. Social perspectives on learner autonomy
4. Political perspectives on learner autonomy
5. Role of the teacher in promoting learner autonomy
6. The relevance of learner autonomy to diverse cultural contexts
7. Age and learner autonomy

8. Proficiency and learner autonomy
9. The implications of learner autonomy for teaching methodology
10. The relationship of learner autonomy to effective language learning

The second part of the questionnaire focuses on the feeling of the teachers towards the abilities of the learners in making decisions about their own learning process and how feasible they think the provided conditions would be possible in the classes they teach. This part of the questionnaire provided 2 sets of statements; the first set was on students' participation in the decision-making process while the second set provided the statements on the abilities of the learners. For each of the statement, the participants responded to the statements based on 2 separate sets of criteria: the desirability and the feasibility.

The questionnaire will be administered both by hard copies and online method through the service of Google Form. The reason for incorporating the Google Form service as an addition was because of the easy access that the service provided to the end-users. The questionnaire will be sent out as a link to the teachers who can then access and answer the question via their computers or smartphones. The result from the questionnaire will be generated in an excel sheet automatically which makes it easier to be process through the statistical analyzing software instead of having to manually insert the data one by one.

3.2.3 Questionnaire part 3: readiness of teacher

This part of the questionnaire was adapted from Ürün, Demir, and Akar (2014) questionnaire used to study the practice of ELT high school teachers in fostering learner autonomy. The questionnaire was created for the teachers in the school in Turkey and therefore some of the statements were changed to fit with the reality of the classroom in Thailand. The statements from this questionnaire were aimed at finding out the extent that the teachers are ready to adopt or support learner autonomy.

3.2.4 Questionnaire part 4: contributing external factors

This set of questionnaires was developed by Strong (2012) to investigate four factors concerning the autonomy amongst the teacher: Teaching and assessment, professional development, mode of operation, and curriculum development. For the purpose of this research, the aspect of professional development was not included in the questionnaire. This set of questionnaire was used to investigate the external factors that might have an impact on the readiness of the teachers in promoting learner autonomy amongst the students.

3.2.5 Questionnaire part 5: Open ended

This part of the questionnaire was used to gain more detail about the participants on their understanding of learner autonomy. The answer from this part of the questionnaire was used to accompany the score gotten from the other parts of the questionnaire.

3.4 Research Method

3.4.1 Data Collection

Questionnaire

The questionnaire was done both through the Google Form service which will provide an easier access for the participants while not limited to time constrain and on hard copies for the teachers not familiar with the technology. For the Google Form, the researcher will be creating a survey with and distribute the questionnaire to the emails of all the participants who can choose to answer it based on their timing. In comparison to the traditional hardcopy questionnaire, electronic questionnaire has the advantage of always retrievable and does not put pressure on the participants since they can choose to complete the questionnaire at their own pace. Google service makes it even more easy in terms of the actual completion. The questionnaire can be done directly on the email without having to open it up as an attachment or a new tab on the web browsers.

3.4.2 Data Analysis

Questionnaire

All the data from the questionnaire was processed and analyzed using a statistic analysis program. The outcome from the statistical analysis will then be interpret for deeper understanding.

Part 1 of the questionnaire was analyzed using standard descriptive analysis to find the population, mean, standard deviation, and percentage about the different characteristics of the participants: the different universities, ages of the participants, gender, educational background (level of education, domestic and/or abroad), and the number of years they have been teaching. This is to provide the general information about the teachers that participated in the research. After that, the F-Test will be used followed by Scheffé's post hoc test to find the correlation between the independent variables (personal factors) and the dependent variable (readiness towards learner autonomy).

Finally, Multiple Regression was used to predict the dependent variables in the external factors section from questionnaire part 2, 3 and 4. Each of the independent variables will be checked for their relevancy before the regression process in order to determine which of the independent variables should be left out due to the fact that the variable(s) will not yield any beneficial result to the test. The result from the test will also be descriptively explained.

The open-ended part of the questionnaire was analyzed in accordance to the score from questionnaire part 1-4 as a qualitative data to explain more about each of the independent variable and their effect to the readiness of teachers on learner autonomy.

3.3 Steps for Tools Validation

- 1) The samples of questionnaire was edited to be more appropriate with the context of English teachers in Thailand and Thai educational institutions. Some of the questions that didn't apply to the Thai educational context were either cut out or fixed to be applicable.
- 2) The questionnaire was translated into Thai to avoid the ambiguity of the questions that might lead to inaccurate answers.
- 3) Select three experts to check the validity of the questionnaire using Item Objective Congruence Index (IOC) technique to check whether each of the questions in the questionnaire yield the expected answer as well as the translation of each of the item.
- 4) Cut out the questions that receive less than 0.50 in the IOC and rerun IOC. (The overall average score for the IOC was 0.66%).
- 5) Test run the questionnaire with the sample group that has similar nature to the real sample group.
- 6) Using Cronbach's Alpha Coefficient to test the reliability of the questionnaire.

	Alpha	Alpha Standardized Item
Alpha Reliability Coefficients for Item 111	.925	.902

- 7) Finalizing the questionnaire.

CHAPTER 4: RESEARCH FINDINGS

4.1 Introduction

This chapter discuss the data analysis and findings from a set of questionnaires completed by 124 participants. The purpose of this study was to identify the level of readiness amongst government universities across the Northeast of Thailand on promoting learner autonomy within their own classrooms.

The questionnaires were distributed out to the participants through the service of Google Form by Google Inc. 150 sets of questionnaires were distributed through via hard copies and survey link. The link to the questionnaire was sent out to different universities across the Northeast of Thailand; mostly through personal interaction and relationship. A total of 124 teachers completed the questionnaire between August, 2017, and March, 2018 which totaled at 82.66% of all the number of questionnaires administered out.

The data from the questionnaires were statistically analyzed using registered SPSS software version 20. The findings are discussed according to the different sections of the questionnaire as follows

- Section 1: General Information
- Section 2.1: Perspective of learner autonomy from teachers
- Section 2.2: the components of learner autonomy
- Section 3: The readiness of teacher in supporting learner autonomy
- Section 4: External factors affecting learner autonomy of learners
- Section 5: Open ended

4.2 General Information

This section of the questionnaire covers genders, education levels, educational background, and the teaching experience as teachers.

From the 124 people responded to the questionnaire, 48 participants were male (38.7%) and 76 participants were female (61.3%). The participants were classified into 4 age ranges: 20-29 years old which consist of 14 participants (11.3%), 30-39 years old which consist of 84 participants (67.7%), 40-49 years old which consist of

22 participants (17.7%), and 50-59 years old which consist of 4 participants (3.2%). As for the different level of education, 18 respondent (14.6%) graduated with a BA degree, 88 participants (71.5%) graduated with a MA degree, and 17 participants (13.8%) graduated with a PhD. Another factor that might contribute to the different perspective of learner autonomy could be whether the participants graduated from within Thailand or from outside of Thailand. For this aspect, 110 participants (88.7%) graduated from within Thailand and 14 participants (11.3%) graduated from other countries. The last personal variable that this research wants to look at is the teaching experience as teachers. For this variable, the length of years participants have been teaching is categorized into 5 groupings: less than 3 years which consist of 0 respondent, 3-5 years which consist of 30 participants (24.2%), 5-10 years which consist of 38 participants (30.6%), 10-15 years which consist of 52 participants (41.9%), and 15-20 years which consist of 4 participants (3.2%).

4.3 Perception of Learner Autonomy

This section was adapted to delve deeper into the understanding and beliefs of teachers on the idea of learner autonomy. In this section, there are all together 37 statements which can be grouped into 9 following categories: learners' age, decisions making, language skills, language motivation, individual learning, group work, dependency of teachers, self-monitoring, and cultural context. The following mean score define the following perceptions of the teachers towards the statements: 0-0.99 = strongly disagree, 1-1.99 = disagree, 2-2.99 = note sure, 3-3.99 = agree, and 4-5 = strongly agree. One-Way Anova and Scheffé's post hoc test were used to find the correlation between the independent variables (general information of the participants) and the (dependent variables (characteristics of learner autonomy).

4.3.1 Learners' age

The statements under this category are about the correlation between the age of the learners and the ability of learners to develop learner autonomy. This category consists of three statements:

1. Language learners of all ages can develop learner autonomy.

10. It is possible to promote learner autonomy with both young language learners and with adults.

20. Learner autonomy is only possible with adult learners.

A significant difference was found between teachers' educational level in relation to their perception of the ability of learners in developing learner autonomy.

Teachers' Educational Level on Learners' Age

A One-Way ANOVA was conducted to compare the level of education of the participants to the perception of learner autonomy related to the different age of learners. A difference was found for statement number 10: *It is possible to promote learner autonomy with both young language learners and with adults.* at the $p < .05$ [$F(2, 120) = 3.60, p = 0.03$] (see Appendix B, Table 2-1B).

Post hoc comparisons in Appendix B, Table 2-1C, using the Scheffé's post hoc test indicates that the mean score for the teachers with BA of ($\bar{x} = 3.78, SD = .808$) was significantly different than teachers with PhD ($\bar{x} = 4.65, SD = 0.606$). Taken together, these results suggest that the teachers with BA have different perspective comparing with the teachers with PhD on the relationship between the age of learners and the ability to develop learner autonomy. Specifically, our results suggest that teachers with BA perceive that different age of learners do affect their ability to develop learner autonomy. It could also be observed from the test that the higher education participants have, the more they see the possibility of developing learner autonomy amongst the learners of all ages: BA ($\bar{x} = 3.78$), MA ($\bar{x} = 4.02$), and PhD ($\bar{x} = 4.65$).

4.3.2 Decision making

The statements under this category deals with the relationship between the ability of learners to make decisions concerning their learning and the development of learner autonomy.

There are five statements under this category:

4. Autonomy means that learners can make choices about how they learn.

7. Involving learners in decisions about what to learn promotes learner autonomy.

14. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.

22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed. (in the classroom)

27. Learner autonomy is promoted when learners can choose their own learning materials.

Significant differences were found amongst the following internal factors:

- Teachers' gender
- Teachers' level of education
- Teachers' educational background

Teachers' Gender on Learners' Decision Making

A One-Way ANOVA was conducted to compare the level of education of the participants to the perception of learner autonomy related to the ability to make decisions of learners. A difference was found for statement number 27, Learner autonomy is promoted when learners *can choose their own learning materials*, at the $p < .05$ [$F(1, 122) = 3.57, p = 0.01$] (see Appendix B, Table 2-2B).

The test indicates that the mean score for the teachers who are male ($\bar{x} = 3.88, SD = .672$) was significantly different than teachers who are female ($\bar{x} = 3.53, SD = 0.757$). Taken together, these results suggest that the teachers who are male agrees more that learners should have the ability to choose their own learning materials while teachers who are female are less likely to agree

with that. Overall, it can also be noted that for this section, teachers who are male tend to agree more with the idea of learners making their own decision than female teachers judging from the mean score.

Teachers' Level of Education on Learners Decision Making

A One-Way ANOVA was conducted to compare the level of education of the participants to the perception of learner autonomy related to the ability to make decisions of learners. A difference was found for statement number 7, *Involving learners in decisions about what to learn promotes learner autonomy.*, at the $p < .05$ [$F(2, 120) = 6.44, p = 0.002$] (see Appendix B, table 2-3B)

Post hoc comparisons in Appendix B, Table 2.3C, using the Scheffé's post hoc test indicate that the mean score for statement number 7 for the teachers with BA is ($\bar{x} = 4.56, SD = .511$) was significantly different than teachers with MA ($\bar{x} = 4.05, SD = 0.605$). Taken together, these results suggest that the teachers with BA have different perspective comparing with the teachers with MA on the relationship between the ability of learners to make decisions about what to learn and the ability to develop learner autonomy although both groups are in the *strongly agree* spectrum. Specifically, the results suggest that teachers with BA have different perspective about the involving learners on making decisions on what they want to learn differently from teachers with MA degree. However, the result for teachers with PhD yield a lower mean ($\bar{x} = 4.29, SD = .470$) for the same aspect compared to the teachers with MA degree.

Teachers' Educational Background on Learners' Age A One-Way ANOVA was conducted to compare the educational background of the participants to the perception of learner autonomy related to the ability to make decisions of learners. A difference was found for statement number 7, 14, and 27 at the $p < .05$ [$F(1, 122) = 4.11, p = 0.45$], $p < .05$ [$F(1, 122) = 16.59, p = 0.00$], and $p < .05$ [$F(1, 122) = 4.14, p = 0.04$] in respect (see appendix B, 2-4B).

The test indicates that the mean score for statement number 7, “*Involving learners in decisions about what to learn promotes learner autonomy*”, teachers graduated within Thailand tend to strongly with the statement with the mean of ($\bar{x} = 4.20$, $SD = .618$) compared to teachers graduated from abroad with the mean of ($\bar{x} = 3.86$, $SD = .363$).

For statement number 14, “*Learner autonomy is promoted when learners have some choice in the kinds of activities they do*”, the mean score for teachers graduated from within Thailand of ($\bar{x} = 4.18$, $SD = .343$) was again higher than the mean score for teachers graduated from abroad ($\bar{x} = 3.43$, $SD = .938$).

For the statement number 27 “*Learner autonomy is promoted when learners can choose their own learning materials.*”, teachers graduated from Thailand also agree more with the statement with the mean of ($\bar{x} = 3.71$, $SD = .358$) as compared to the teachers graduated from abroad with the mean of ($\bar{x} = 3.29$, $SD = .469$). Therefore, it could be concluded that basing on teachers’ educational background of where they graduated, teachers graduated within Thailand seem to agree more that involving learners in the learning process is one way to promote learner autonomy within the classroom.

4.3.3 Language Skill

The statements under this category deals with the relationship between the language skills of learners and development of learner autonomy.

There are seven statements under this category:

5. Individuals who lack autonomy are not likely to be effective language learners.
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners.
11. Confident language learners are more likely to develop autonomy than those who lack confidence.

12. Learner autonomy allows language learners to learn more effectively than they otherwise would.

26. Promoting autonomy is easier with beginning language learners than with more proficient learners.

34. The proficiency of a language learner does not affect their ability to develop autonomy.

36. Learner autonomy has a positive effect on success as a language learner.

Significant differences were found amongst the followings internal factors:

- Teachers' gender
- Teachers' age
- Teachers' educational background

Teachers' gender on Learners' Language Skills

A One-Way ANOVA was conducted to compare the gender of the participants to the perception of learner autonomy related to the learners' language skill. A difference was found for statement number 9, $p < .05$ [$F(1, 122) = 8.61, p = 0.004$]; statement number 34, $p < .05$ [$F(1, 122) = 7.16, p = 0.008$]; and statement 36, $p < .05$ [$F(1, 122) = 5.08, p = 0.026$] (see Appendix B, Table 2-5B).

The result indicates that for statement 9, *It is harder to promote learner autonomy with proficient language learners than it is with beginners*, although both male and female all fell within the *disagree* spectrum, female disagree more with the statement with the mean of ($\bar{x} = 2.6, SD = 1.05$) compared to male teacher with the mean of ($\bar{x} = 2.88, SD = 1.248$).

For statement number 34, *The proficiency of a language learner does not affect their ability to develop autonomy*, the mean result for both gender fell into the *agree* spectrum but with male at ($\bar{x} = 3.63, SD = .970$) and female

at ($\bar{x} = 3.16$, $SD = .880$). This result from these statements reflect that female teachers believe more firmly that there is no difficulty to promote learner autonomy within the classroom with learner with from all levels of language skills than male teachers. In terms of the ability of learners, male teachers believe more firmly that having lower language proficiency does not mean that the learners will have a hard time developing learner autonomy when compared to the female teachers.

As for the statement 36, *Learner autonomy has a positive effect on success as a language learner*, even though the results from both male and female teachers fell within the *strongly agree* spectrum, females teachers have stronger believe than male teachers that learner autonomy does contribute to the success as language learner with the higher mean of ($\bar{x} = 4.26$, $SD = .697$) as compared to males teachers at ($\bar{x} = 4.08$, $SD = .647$)

Teacher's Age on Learners' Language Skills

One-Way ANOVA was conducted to compare the different age group of the participants to the perception of learner autonomy related to the language skill of learners. A difference was found for statement number 5, *Individuals who lack autonomy are not likely to be effective language learners*, at the $p < .05$ [$F(3, 120) = 3.418$, $p = 0.02$]; statement number 26, *Promoting autonomy is easier with beginning language learners than with more proficient learners* at the $p < .05$ [$F(3, 120) = 4.57$, $p = 0.005$]; and statement number 34, *The proficiency of a language learner does not affect their ability to develop autonomy* at the $p < .05$ [$F(3, 120) = 4.61$, $p = 0.004$] (see Appendix B, Table 2.6B)

Post hoc comparisons in Appendix B, Table 2.6C using the Scheffé's post hoc test indicates that for statement number 5, the teachers within the age range of 20-29 years old are unsure if the lack of learner autonomy prevents learners to become effective language learner at the mean of ($\bar{x} = 2.14$, $SD = .864$) while teachers within the range of 30-39 years old feel that they are agree with the fact that the lack of learner autonomy prevents learners from

becoming more effective in language learning with the mean of ($\bar{x} = 3.00$, $SD = .913$).

As for statement 26 about the difficulty of promoting learner autonomy with more proficient language learners, a difference was found between teachers within the age range of 20-29 years old and 30-39 years old. Teachers between 20-29 years old are uncertain if it is more difficult to promote learner autonomy amongst the more proficient language learner with the mean of ($\bar{x} = 2.14$, $SD = .864$) while teachers within the age range of 30-39 years old agree that it is easier to promote learner autonomy amongst the language learners at the beginning level at the mean of ($\bar{x} = 3.00$, $SD = .931$).

The last statement where the difference was found was statement 34 about the effect of proficiency level of the learners on the development of learner autonomy. For this statement, significant differences were found between two groups: between teachers of 20-29 years old and 30-39 years old as well as teachers between teachers of 20-29 years old and 40-49 years old. Teachers with the age between 20-29 years old are unsure about the fact that there is a relationship between the proficiency level of learners on the development of learner autonomy at the mean of ($\bar{x} = 2.57$, $SD = .938$) while the teachers at the age range of 30-39 years old and 40-49 years old agree with the relationship between the two at the mean of ($\bar{x} = 3.36$, $SD = .952$) and ($\bar{x} = 3.64$, $SD = .902$).

Teachers' Educational Background on Learners' Language Skills

A One-Way ANOVA was conducted to compare the countries where the participants graduated from to the perception of learner autonomy related to the language skill of learners. There was a difference between where different countries where the teachers graduated from and their perception of learner autonomy in this aspect in statement number 12, *Learner autonomy allows language learners to learn more effectively than they otherwise would*. Although both group agree on the subject, teachers graduated from within Thailand felt that they strongly agree learner autonomy will really help learners to be more effective learners at the mean of ($\bar{x} = 4.36$, $SD = .554$)

while the teachers graduated from abroad fell into the *agree* spectrum with the mean of ($\bar{x} = 3.86$, $SD = .864$) (see Appendix B, Table 2.7B).

4.3.4 Learners' Motivation

The statements under this category deals with the relationship between learners' motivation and development of learner autonomy.

There are two statements under this category:

29. Learning how to learn is key to developing learner autonomy.

33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.

Significant differences were found amongst the following internal factors:

- Teachers' age
- Teachers' educational background
- Teachers' teaching experience

Teachers' Age and Learners' Learners' Motivation

A One-Way ANOVA was conducted to compare the age of the participants to the perception of learner autonomy related to the language motivation of learners. There was a difference between the different age of teachers and their perception of learner autonomy for statement 33 at the $p < .05$ [$F(3, 120) = 3.008$, $p = 0.033$] (see Appendix B, Table 2.8B).

Post hoc comparisons in Appendix B, Table 2.8C using the Scheffé's post hoc test however didn't result in any difference. But looking at the mean score for statement number 33, it is rather clear that the major difference is the mean score between teachers within the age range of 20-29 years old versus teachers within the age range of 50-59 years old with the mean of ($\bar{x} = 4.00$, $SD = .784$) and ($\bar{x} = 5.00$, $SD = .000$). However, the result of the test from all the age range suggested that teachers from every age range strongly agree that

learners who are motivated are more likely to develop learner autonomy than those unmotivated learners.

Teachers' Educational Background on Learners' Motivation

A One-Way ANOVA was conducted to compare the educational background of the participants to the perception of learner autonomy related to the language motivation of learners. A difference was found for statement number 33 at the $p < .05$ [$F(1, 122) = 11.13, p = 0.001$] (see Appendix B, Table 2.9A)

The test indicates that the mean score for statement number 33, "*Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.*", teachers graduated within Thailand tend to strongly with the statement with the mean of ($\bar{x} = 4.35, SD = .660$) compared to teachers graduated from abroad with the mean of ($\bar{x} = 3.86, SD = .1.027$). Nevertheless, the responses from both group of teachers still fell under both *agree* and *strongly agree* spectrum.

Teachers' Educational Experience on Learners' Motivation

A One-Way ANOVA was conducted to compare the teaching experience of the participants to the perception of learner autonomy related to the language motivation of learners. A difference was found for statement number 33, *Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.*, at the $p < .05$ [$F(3, 120) = 10.80, p = 0.0001$] (see Appendix B, Table 2-10B).

Post hoc comparisons in Appendix B, Table 2.10C) using the Scheffé's post hoc test indicates the difference between teachers teaching for 3-5 years and 5-10 years, as well as between teachers teaching for 3-5 years and teachers teaching 10-15 years. The mean score for teachers teaching 3-5 years for this statement is ($\bar{x} = 3.84, SD = .973$) while the mean for teachers teaching for 5-10 years is at ($\bar{x} = 4.74, SD = .446$) and teachers teaching 10-15 years is ($\bar{x} = 4.58, SD = .572$). Although all the results fall under the *agree* and *strongly agree* spectrum, teachers with less experience in teaching are more confidence that developing learner autonomy have less to do with whether learners are

motivated students or not while teachers with more experience in teaching seem to believe otherwise.

4.3.5 Individual Learning

The questions under this category deals with the relationship between learners' individual learning and the development of learner autonomy.

There are six questions under this category:

2. Independent study in the library is an activity which develops learner autonomy.
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.
6. Autonomy can develop most effectively through learning outside the classroom.
21. Learner autonomy is promoted by independent work
30. Learning to work alone is central to the development of learner autonomy.
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.

These statements can be furthered classifies into two following sub themes: The use of the internet and providing individual work.

Individual Learning: The use of the Internet

As for the use of the internet, significant differences were found amongst the following internal factors:

- Teachers' age
- Teachers' educational level
- Teachers' educational background

Teachers' Age on Individual Learning

A One-Way ANOVA was conducted to compare the age of the participants to the perception of learner autonomy related to individual learning. A difference was found for statement number 31, *Out-of-class tasks which require learners to use the internet promote learner autonomy*, at the $p < .05$ [$F(3, 120) = 7.82, p = 0.000$] (see Appendix B, Table -2-11B).

Post hoc comparisons in Appendix B, Table 2-11C using the Scheffé's post hoc test indicates that the mean score for statement number 31 shows a difference between teachers within the age range of 20-29 years old and teachers within the age range of 30-39 years old as well as teachers from 40-49 years old. Statistically, the mean for teachers within 20-29 years old age range was at ($\bar{x} = 3.43, SD = .938$) while the mean for the teachers within the 30-39 years old age range was at ($\bar{x} = 4.36, SD = 6.532$) and the teachers within the age range of 40-49 years old was at ($\bar{x} = 4.18, SD = .588$).

From the results, although all participants agree that the use of internet does help promote learner autonomy, teachers who are above 30 years old tend to have stronger believe about this fact. However, teachers who are above 50 years old, despite having a higher mean than the youngest group of teachers within this research, still have the lower mean when compared to the teachers in the two middle-age range with the mean of ($\bar{x} = 4.00, SD = 000$).

Teachers' Educational Level on Individual Learning

A One-Way ANOVA was conducted to compare the level of education of the participants to the perception of learner autonomy related to individual learning. A difference was found for statement number 31, *Out-of-class tasks which require learners to use the internet promote learner autonomy*, at the $p < .05$ [$F(2, 120) = 4.67, p = 0.011$] (see Appendix B, Table 2-12B)

Post hoc comparisons in Appendix B, Table 2-12C using the Scheffé's post hoc test indicates that the mean score for statement number 31 shows a difference between teachers with a BA degree and teachers with a MA degree, as well as between teachers with a BA degree and teachers with a PhD with the mean of BA teachers at ($\bar{x} = 3.78, SD = 1.060$), the mean of the MA

teachers at ($\bar{x} = 4.25$, $SD = .648$), and the teachers with PhD at ($\bar{x} = 4.47$, $SD = .514$). From the test result, teachers with a BA degree agree less with the beneficial of the internet on the development of learner autonomy when comparing to the teachers graduated with an MA and a PhD degree. It could also be included in from the result that the higher the education, the more important teachers realized the importance of internet within outside-of-classroom education.

Teachers' Educational Background on Individual Learning

A One-Way ANOVA was conducted to compare the educational background of the participants to the perception of learner autonomy related to individual learning. A difference was found for statement number 31, Out-of-class tasks which require learners to use the internet promote learner autonomy, at the $p < .05$ [$F(1, 122) = 7.78$, $p = 0.06$] (see Appendix B, Table 2-13B).

The test indicates that the mean score for statement number 31 for teachers within graduated within Thailand at ($\bar{x} = 4.27$, $SD = .728$) and teachers graduated from other countries at ($\bar{x} = 3.72$, $SD = .469$). Specifically, the test results show that teachers who graduated within the country see a more important role on the use of internet for the out-of-class learning when compared to the teachers who graduated from other countries within this research.

Individual Learning: Providing Independent Work

The significant different was found for the following internal factor: teachers' teaching experience.

Teaching Experience on Individual Learning

A One-Way ANOVA was conducted to compare the teaching experience of the participants to the perception of learner autonomy related to individual learning. A difference was found for statement number 3, 21, and 31. at $p < .05$ [$F(3, 120) = 5.04$, $p = 0.003$] for statement number 3, $p < .05$ [$F(3,$

120) = 3.46, p = 0.019] for statement number 21, and $p < .05$ [$F(3, 120) = 9.74$, $p = 0.000$] for statement number 31 (see Appendix B, Table 2-14B).

Post hoc comparisons in Appendix B, Table 2-14C using the Scheffé's post hoc test indicates for statement number 3, *Learner autonomy is promoted through regular opportunities for learners to complete tasks alone*, teachers with the teaching experience of 3-5 years tend to agree that learners completing task alone regularly helped promote learner autonomy with the mean of ($\bar{x} = 3.87$, $SD = .900$) while teachers with experience of teaching of 5-10 years are uncertain of the same case with the mean of ($\bar{x} = 2.95$, $SD = 1.012$).

Statement number 21, *Learner autonomy is promoted by independent work*, also shows significant for between teachers with teaching experience of 5-10 years and teacher with teaching experience of 10-15 years with the mean of ($\bar{x} = 2.21$, $SD = 1.379$) and ($\bar{x} = 1.58$, $SD = .637$). This result suggests that teachers with teaching experience of 5-10 years are unsure if independent work can promote learner autonomy while teachers with 10-15 years of teaching experience tend to disagree with the case.

Statement 31, *Out-of-class tasks which require learners to use the internet promote learner autonomy*, however, shows two differences, between teachers with teaching experience of 3-5 years and 10-15 years, and teachers with teaching experience of 5-10 years and 10-15 years with the mean of ($\bar{x} = 3.67$, $SD = .802$) for teachers with 3-5 years of teaching experience, ($\bar{x} = 4.47$, $SD = 6.87$) for teachers with the teaching experience of 5-10 years, and ($\bar{x} = 4.35$, $SD = .556$) for teachers with the teaching experience of 10-15 years. This result suggests that teachers with 3-5 years of teaching experience are uncertain if the use of internet does help promote learner autonomy amongst the learners themselves while teachers with more experience tend to agree with the case that the internet does help promote learner autonomy.

4.3.6 Group work

The questions under this category deals with the relationship between learners working as a group and the development of learner autonomy.

There are three questions under this category:

16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.

19. Learner autonomy is promoted by activities that encourage learners to work together.

25. Co-operative group work activities support the development of learner autonomy. 21. Learner autonomy is promoted by independent work

Significant differences were found amongst the following internal factors:

- Teachers' age
- Teachers' educational level
- Teachers' educational background
- Teachers' teaching experience

Teachers' Age on Group Work

A One-Way ANOVA was conducted to compare the educational background of the participants to the perception of learner autonomy related to the ability to make decisions of learners. A difference was found for statement number 25, *Co-operative group work activities support the development of learner autonomy* (see Appendix B, Table 2-15B). However, the post hoc test in Appendix B, Table 2-15C shows no difference with the same statement.

Looking at the mean score, teachers between 20-29 and 50-59 years old seemed to be in the same spectrum of *agree* with the mean of ($\bar{x} = 3.71$, $SD = .914$) for the 20-29 years old and ($\bar{x} = 3.50$, $SD = .577$) for the 50-59

years old teacher while the 2 age range in between, 30-39 and 40-49 tend to be in the *strongly agree* spectrum with the mean of ($\bar{x} = 4.12$, $SD = .701$) for the 30-39 years old and ($\bar{x} = 4.27$, $SD = .456$) for the 40-49 years old teacher. This shows that the youngest and the oldest group of teachers agree less to the fact that cooperative group work supports the promotion of the learner autonomy within the classroom.

Teachers' Educational Level on Group Work

A One-Way ANOVA was conducted to compare the level of education of the participants to the perception of learner autonomy related to group work. A difference was found for statement number 16, *Learner autonomy is promoted through activities which give learners opportunities to learn from each other*, at the $p < .05$ [$F(2, 120) = 6.84$, $p = 0.002$] (see Appendix B, Table 2-16A)

Post hoc comparisons in Appendix B, Table 2-16C using the Scheffé's post hoc test indicates that teachers with a BA degree strongly agree the learners learning from one another can really promote learner autonomy with the mean of ($\bar{x} = 4.56$, $SD = .705$) while teachers with an MA degree tend to agree less with the mean score of) $\bar{x} = 3.93$, $SD = .691$).

Teachers' Educational Background on Group Work

A One-Way ANOVA was conducted to compare the educational background of the participants to the perception of learner autonomy related to group work. A difference was found for statement number 19, *Learner autonomy is promoted by activities that encourage learners to work together*, at the $p < .05$ [$F(1, 122) = 8.17$, $p = 0.005$] (see Appendix B, Table 2-17B).

The test indicates that the mean score for statement number 19, teachers graduated within Thailand tend to strongly agree with the fact that learners working together help promote learner autonomy within the classroom with the mean of ($\bar{x} = 4.11$, $SD = .708$) compared to teachers graduated from abroad with the mean of ($\bar{x} = 3.86$, $SD = .663$).

Teachers' Teaching Experience on Group Work

A One-Way ANOVA was conducted to compare the teaching experience of the participants to the perception of learner autonomy related to group work. A difference was found for statement number 19, *Learner autonomy is promoted by activities that encourage learners to work together.*, at the $p < .05$ [$F(3, 120) = 4.70, p = 0.004$] (see Appendix B, Table 2-18B).

Post hoc comparisons in Appendix B, Table 2-18C using the Scheffé's post hoc test indicates that for statement 19, the mean score for teachers with the 3-5 years teaching experience is ($\bar{x} = 3.80, SD = .925$) was significantly different than teachers with 5-10 years of teaching experience at ($\bar{x} = 4.37, SD = 0.675$). Taken together, although both groups of teachers agree that learners working together helps promote learner autonomy, these results suggest that the teachers with 3-5 years of teaching experience agree less with the fact that encouraging learners to work together promotes learner autonomy when compared to teachers with the teachers with 5-10 years old teaching experience.

4.3.7 Dependency of teachers

The questions under this category deals with the relationship between learners' dependency of teachers and the development of learner autonomy.

There are seven questions under this category:

8. Learner autonomy means learning without a teacher.
15. Learner autonomy cannot be promoted in teacher-centered classrooms.
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.
18. Learner autonomy cannot develop without the help of the teacher.

24. Learner autonomy requires the learner to be totally independent of the teacher.

28. Learner-centered classrooms provide ideal conditions for developing learner autonomy.

35. The teacher has an important role to play in supporting learner autonomy.

Significant differences were found amongst the following internal factors:

- Teachers' gender
- Teachers' educational level
- Teachers' teaching experience

Teachers' Gender on the Dependency of Teachers

A One-Way ANOVA was conducted to compare the gender of the participants to the perception of learner autonomy related to the dependency of teachers within the classrooms. A difference was found for statement number 17, *Learner autonomy implies a rejection of traditional teacher-led ways of teaching*, at $p < .05$ [$F(1, 122) = 8.59, p = 0.004$] (see Appendix B, Table 2-19B).

Although the responses from both genders fell within the spectrum of *uncertain*, from the ANOVA test, there is still a difference between the response from both genders. The responses from the male teachers show the mean of ($\bar{x} = 2.63, SD = 1.482$) while the mean for the female teachers is at ($\bar{x} = 2.00, SD = .894$). This test suggested that female teachers have a higher level of uncertainty whether adopting learner autonomy means they have to reject the traditional way of teaching or not. Although the male teachers are also under the *uncertain* spectrum, they are leaning more towards agreeing to this fact than the female teachers.

Teachers' Educational Level on the Dependency of Teachers

A One-Way ANOVA was conducted to compare the level of education of the participants to the perception of learner autonomy related to the ability to make decisions of learners. Differences was found for statement number 15, 24, and 28. at the $p < .05$ [$F(2, 120) = 7.38, p = 0.001, p < .05$ [$F(2, 120) = 4.28, p = 0.016, \text{ and } p < .05$ [$F(2, 120) = 3.49, p = 0.034$ respectively (see Appendix B, Table 2-20B).

Post hoc comparisons in Appendix B, Table 2.20C using the Scheffé's post hoc test indicates that for statement 15, *Learner autonomy cannot be promoted in teacher-centered classrooms*, Teachers with BA degree have significantly higher level of agreement at ($\bar{x} = 3.89, SD = .900$) to the fact that teacher-centered classrooms is an obstacles in promoting learner autonomy when compared to teachers with MA degree at ($\bar{x} = 3.00, SD = .858$). For statement 24, *Learner autonomy requires the learner to be totally independent of the teacher*, there's a difference between teachers with MA degree at ($\bar{x} = 2.34, SD = 1.071$) and teachers with PhD at ($\bar{x} = 3.24, SD = 1.200$). For this statement, teachers with Ma degree were uncertain whether the total independence of teachers is required for learner autonomy to be nurtured while teachers with PhD tend to agree that the case is necessary. Statement 28, *Learner-centered classrooms provide ideal conditions for developing learner autonomy*, shows the difference between the teachers with BA with the mean of ($\bar{x} = 4.33, SD = .840$) and PhD with the mean of ($\bar{x} = 3.65, SD = 1.222$). Although both groups of teachers agree with the statement, the results suggests that teachers with BA degree have a higher level of agreement to the fact that learner-centered classroom is highly necessary to develop learner autonomy.

Teachers' Teaching Experience on Group Work

A One-Way ANOVA was conducted to compare the teaching experience of the participants to the perception of learner autonomy related to the dependency of teachers. A difference was found for statement number 15,

Learner autonomy cannot be promoted in teacher-centered classrooms, at the $p < .05$ [$F(3, 120) = 9.43, p = 0.000$] (see Appendix B, Table 2-21B)

Post hoc comparisons in Appendix B, Table 2-21C using the Scheffé's post hoc test indicates the differences between teachers with teaching experience of 3-5 years at the mean of ($\bar{x} = 3.53, SD = 1.106$) and teachers with a 10-15 years of teaching experience at the mean of ($\bar{x} = 2.69, SD = .673$). The result suggests that teachers with 3-5 years of teaching experience agree that learner autonomy is not possible within the teacher-centered classroom while teachers with 5-10 years of teaching experience are uncertain about the case.

4.3.8 Self-Monitoring

The questions under this category deals with the relationship between learners' self-monitoring and the development of learner autonomy.

There are two questions under this category:

32. The ability to monitor one's learning is central to learner autonomy.

37. To become autonomous, learners need to develop the ability to evaluate their own learning.

Significant differences were found amongst the following internal factors:

- Teachers' gender
- Teachers' age
- Teachers' educational level
- Teachers' educational background
- Teachers' teaching experience

Teachers' Gender on Self-Monitoring

A One-Way ANOVA was conducted to compare the gender of the participants to the perception of learner autonomy related to the ability to self-monitor of learners. A difference was found for statement number 32, "*The ability to monitor one's learning is central to learner autonomy*", at the $p < .05$ [$F(1, 122) = 6.36, p = 0.13$] (See Appendix B, Table 2-22B).

The test indicates that the mean score for statement number 32, the mean score for the male teachers at ($\bar{x} = 4.33, SD = .559$) is significantly different from the mean score of the female teachers at ($\bar{x} = 4.00, SD = .800$). These scores are already fallen within the spectrum of *strongly agree* but the results show that male teachers have higher level of agreement on the statement that the central element of learner autonomy is the ability of learners to monitor their own learning.

Teachers' Age on Self-Monitoring

A One-Way ANOVA was conducted to compare the age of the participants to the perception of learner autonomy related to the ability to self-monitor of learners. A difference was found for statement number 32, "*The ability to monitor one's learning is central to learner autonomy*", at the $p < .05$ [$F(3, 120) = 3.48, p = 0.18$] (see Appendix B, Table 2-23B).

Post hoc comparisons in Appendix B, Table 2-23C using the Scheffé's post hoc test indicates that there is a significant difference between teachers within the age range of 20-29 and 30-39 years old. The mean of the teachers within the age range of 20-29 years old is ($\bar{x} = 3.57, SD = .756$) while the mean of the teachers within the age range of 30-39 years old is at ($\bar{x} = 4.19, SD = .768$). Although both groups of age range agree on the fact that the ability to monitor one's learning is central to learner autonomy, teachers within the age range of 30-39 years old feel strongly about the case when compared to the teachers within the 20-29 years old age range.

Teachers' Educational Level on Self-Monitoring

A One-Way ANOVA was conducted to compare the level of education of the participants to the perception of learner autonomy related to the ability self-monitor of learners. A difference was found for statement number 37, *To become autonomous, learners need to develop the ability to evaluate their own learning*, at the $p < .05$ [$F(2, 120) = 4.02, p = 0.009$] (see Appendix B, Table 2-24B).

Post hoc comparisons in Appendix B, Table 2-24C using the Scheffé's post hoc test indicates that the mean score for statement number 37 for the teachers with BA degree of ($\bar{x} = 4.44, SD = .511$) is significantly different from the mean score for teachers with MA degree of ($\bar{x} = 3.98, SD = .546$). The results show that although both groups agree that autonomous learners need to develop the ability to evaluate their own learning, learners with a BA degree feel stronger for the case than teachers with MA degree.

Teachers' Educational Background on Self-Monitoring

A One-Way ANOVA was conducted to compare the educational background of the participants to the perception of learner autonomy related to the ability to self-monitor of learners. A difference was found for statement number 32, *The ability to monitor one's learning is central to learner autonomy*, at the $p < .05$ [$F(1, 122) = 5.24, p = 0.24$] (see Appendix B, Table 2-25B).

The result from the test shows that both teachers who graduated within Thailand and outside of Thailand do agree that it is imperative for learners to be able to monitor their own learning to become autonomous learners. However, the result shows strong significant between the mean score for the teacher graduated within Thailand at ($\bar{x} = 3.71, SD = .914$) and teachers graduated from other countries at ($\bar{x} = 4.13, SD = .732$). This suggests that teachers graduated from outside of Thailand have higher level of agreement on this agreement compared to those that graduated within Thailand.

Teachers' Teaching Experience on Self-Monitoring

A One-Way ANOVA was conducted to compare the teaching experience of the participants to the perception of learner autonomy related to the ability to self-monitor. A difference was found for both statements at the $p < .05$ [$F(3, 120) = 6.47, p = 0.000$] for statement number 32 and $p < .05$ [$F(3, 120) = 3.07, p = 0.030$] for statement number 37 (see Appendix B, Table 2-26B).

Post hoc comparisons in Appendix B, Table 2-26C using the Scheffé's post hoc test indicates the difference for both statements. For statement number 32, *The ability to monitor one's learning is central to learner autonomy*, the mean score for teachers with the teaching experience of 3-5 years is at ($\bar{x} = 3.67, SD = .844$), the mean for the teaching experience of 5-10 years is at ($\bar{x} = 4.21, SD = .622$), and the mean for the teaching experience of 10-15 years is at ($\bar{x} = 4.35, SD = .623$). The result suggests that teachers with the teaching experience of 3-5 years are less agreed on the fact that the key part to learner autonomy is the ability to self-monitor.

As for statement 37, *To become autonomous, learners need to develop the ability to evaluate their own learning*, teachers with 15-20 years of teaching experience all strongly agreed with the statement with the mean score of ($\bar{x} = 5.00, SD = .000$) while the mean score for teachers with 3-5 years teaching experience is at ($\bar{x} = 4.07, SD = .583$), the 5-10 years of teaching experience at ($\bar{x} = 4.05, SD = .517$) and the mean score for teachers with 10-15 years of teaching experience is at ($\bar{x} = 4.04, SD = .713$). The results suggest that teachers who have been teaching between 15-20 years fully believe that without the ability to self-monitor, learners will never become autonomous learners.

4.3.9 Cultural Context

The questions under this category deals with the relationship between learners' cultural context and the development of learner autonomy.

There are two questions under this category:

13. Learner autonomy can be achieved by learners of all cultural backgrounds.

23. Learner autonomy is a concept which is not suited to Thailand context.

A significant difference was found for the following internal factor: teaching experience.

Teachers' Teaching Experience on Cultural Context

A One-Way ANOVA was conducted to compare the teaching experience of the participants to the perception of learner autonomy related to the ability to make decisions of learners. A difference was found for statement number 13, *Learner autonomy can be achieved by learners of all cultural backgrounds*, at the $p < .05$ [$F(3, 120) = 3.53, p = 0.017$] (see Appendix B, Table 2-27B).

Post hoc comparisons in Appendix B, Table 2-27C using the Scheffé's post hoc test indicates that for statement number 13, there is a significant difference between the teachers with 5-10 years of teaching experience with the mean of ($\bar{x} = 3.95, SD = 4.26$) and 10-15 years of teaching experience at with the mean of ($\bar{x} = 4.42, SD = 4.58$). The results shows that although both groups of teachers agreed with the statement that learner autonomy can be achieved despite the learner's cultural background, teachers with 10-15 years of teaching experience have higher level of agreement to the statement when compared with the teachers with a 5-10 years of teaching experience at a significant level.

4.4 Readiness of teachers

This part of the questionnaire was adapted from Ürün, Demir, & Akar's (2014) questionnaire used to study the practice of ELT high school teachers in fostering learner autonomy. The statements from this questionnaire focuses on finding out the extent that teachers are ready to support learner autonomy within their own classroom. The questionnaire was created using Likert scale with statements about the actions which help promote learner autonomy to which the participants need to provide the answer of how much they agree with the statement.

There are 24 statements in this section. The statements were categorized into 4 categories, following Ürün, Demir, & Akar's (2014) methods, which are as follows: Activity-based practices, Material-based practices, Student-centered-based practices, and Objective-based practices.

Descriptive Analysis was used to analyze the responses. The score from the participants can be categorized as follows: 0-0.99 = strongly disagree, 1-1.99 = disagree, 2-2.99 = note sure, 3-3.99 = agree, and 4-5 = strongly agree.

Activity-Based Practice

The results from this category of this section of the questionnaire (see Appendix C, Table 3-1) shows out of the eleven statements, nine statements received the mean of $\bar{x} > 4.00$ which means the respondent strongly agree with the statements. However, the outstanding result from this section of the questionnaire were the lower score from the 2 statements; statements 9, "*I should assign in-class individual work/projects to my student*", with the mean of ($\bar{x} = 3.77$, $SD = 1.027$) and statement 11, "*I should assign out-of-classroom work for students*", with the mean of ($\bar{x} = 3.76$, $SD = 1.150$). The SD suggested that the response are very dispersed along the continuum. Therefore, it could be determined that in terms of the activity-based practices that could help promote learner autonomy within the classrooms, the majority of the teachers strongly agree that this kind of activities should be implemented.

Material-Based Practices

The results from the participants under this category (see Appendix C, Table 3-2) shows that teachers strongly agree that teaching materials does play an important role in promoting learner autonomy amongst learners. Two statements that stands out are Statement 17, “I readjust the textbooks according to past students’ needs/recommendation”, has the mean of ($\bar{x} = 4.25$, $SD = .826$) and statement 18, “I prepare authentic materials according to the needs/background of the students”, has the mean of ($\bar{x} = 4.24$, $SD = .691$).

Student-Centered Based Practices

The results from the participants under this last category (see Appendix C, Table 3-3) also shows that teachers strongly agree that student-centered way of teaching is the kind of teaching that can really help foster learner autonomy amongst the learners. The two statements that received the highest mean score was statement number 1, “*I try to get to know all my students as best as I could since the beginning as well as throughout the course*”, with the mean of ($\bar{x} = 4.52$, $SD = .692$) and statement number 6, “*I determine the learning styles of my students*”, with the mean of ($\bar{x} = 4.52$, $SD = .591$). All the other results from the test also received the mean score of $\bar{x} > 4.00$ which also reflects the high level of readiness amongst the teachers to adapt student-centered style of teaching within their classes.

This section was designed to figure out how willingly teachers will be to adopt and make some changes to how their classes are being managed. Despite all the high score that this part of the questionnaire received, there is also a possibility that although the idea is welcomed by the teachers, but the feasibility of implementing those action is at a different level. This next part of the questionnaire will investigate between the desirability and the feasibility of certain aspects within learner autonomy amongst the teachers.

4.5. Desirability and Feasibility

This section of the questionnaire focuses on the feeling of the teachers towards the abilities of the learners in making decisions about their own learning process and how feasible they think the provided conditions will be possible in the classes they

teach. There are fourteen statements in this section of the questionnaire. The first set of questions focuses on the inclusion of the learners in the decision making on the following subjects: The objectives of a course, the materials used, the kind of tasks and activities they do, the topics discussed, how learning is accessed, the teaching methods used, and classroom management. The second set of questions focuses on the following abilities of learners: identify their own needs, identify their own strengths, identify their own weakness, monitor their progress, evaluate their own learning, learn co-operatively, and learn independently. For each of the section, each respondent will need to provide their views on two aspects: the desirability and the feasibility. Descriptive analysis was used to find the mean score for each of the statement and for each of the section. Descriptive analysis was used to compare the responses between the two sections. For the interpretation of the mean score for the desirability section, 0-0.99 = undesirable, 1.00-1.99 = slightly desirable, 2.00-2.99 = quiet desirable, and 3.00-3.99 = very desirable. The interpretation for the feasibility section are as follows: 0-0.99 = unfeasible, 1.00-1.99 = slightly feasible, 2.00-2.99 = quiet feasible, and 3.00-3.99 = very feasible.

4.5.1 Desirability

The statements in this section focuses on the inclusion of the learners within the learning process and the skill to be autonomous learners. The result from this section of the questionnaire on the desirability of the teachers shows that the mean for each of the statement are all $\bar{x} > 3.00$ which translate to *very desirable* (see Appendix C, Table 3-4). The results suggests that the teachers are all desiring for learners to become autonomous reflected through the high level of the desirability judging from the mean score.

4.5.2 Feasibility

Appendix C, Table 4-5 shows the result of the feasibility of including learners within the learning process and the skills needed to become autonomous learners. Out of the fourteen statements, seven of the statements receive the mean score between 2.00 – 2.99 which falls under the *quiet feasible* spectrum while another seven statements fall between 3.00-3.99 which is in the *very feasible* spectrum. It is important to not the out of the

seven statements with $\bar{x} < 3.00$, six of those fell under the inclusion of learners within the learning process. This reflects the reality that although there is a desire to include the learners within the learning process, there seems to be a limitation for the inclusion to happen.

4.5.3 Comparing desirability and feasibility

The first test results from the earlier section, focusing on the desirability of teachers in terms of the inclusion of learners as well as the skills that learners should possess, suggests that there was a high desirability for the learners to be both included within their own learning process as well as having the abilities to become autonomous learners. However, the second test result, focuses specifically on the feasibility of both the inclusion of the learners and the skills that learners should possess within the reality of the classroom suggest slightly different results.

Figure 1 shows the different levels between the desirability and the feasibility of including learners within different aspects of the learning process. The result shows that the overall level of feasibility is lower than the level of desirability.

Figure 1 The inclusion of learners

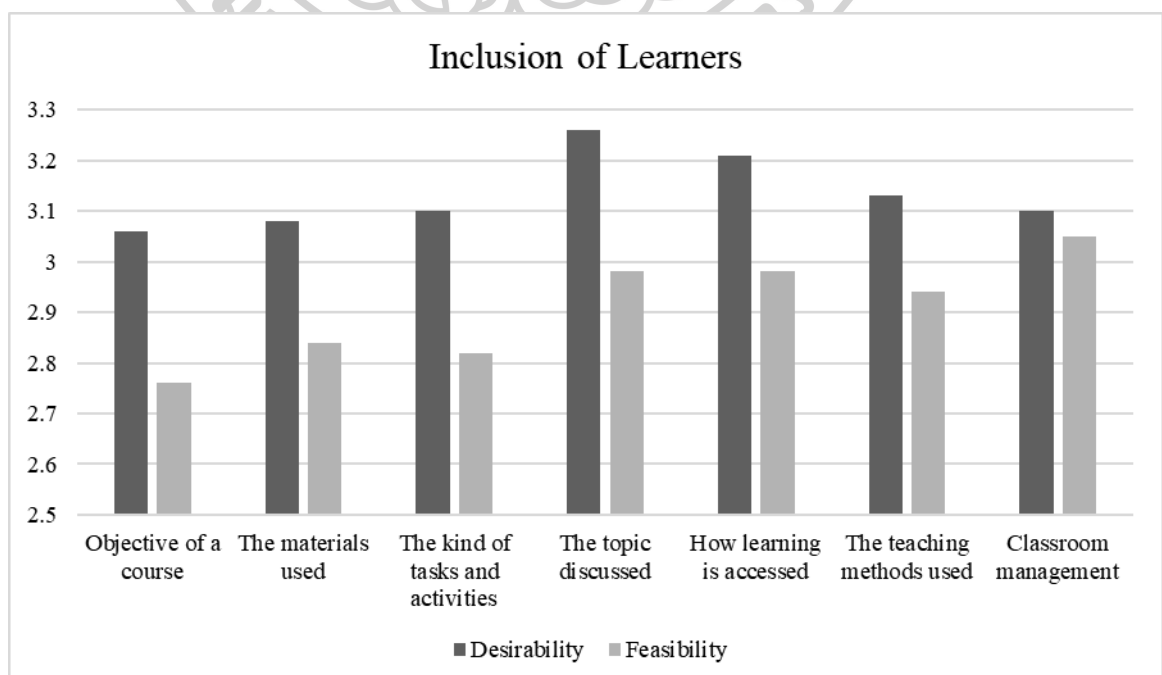
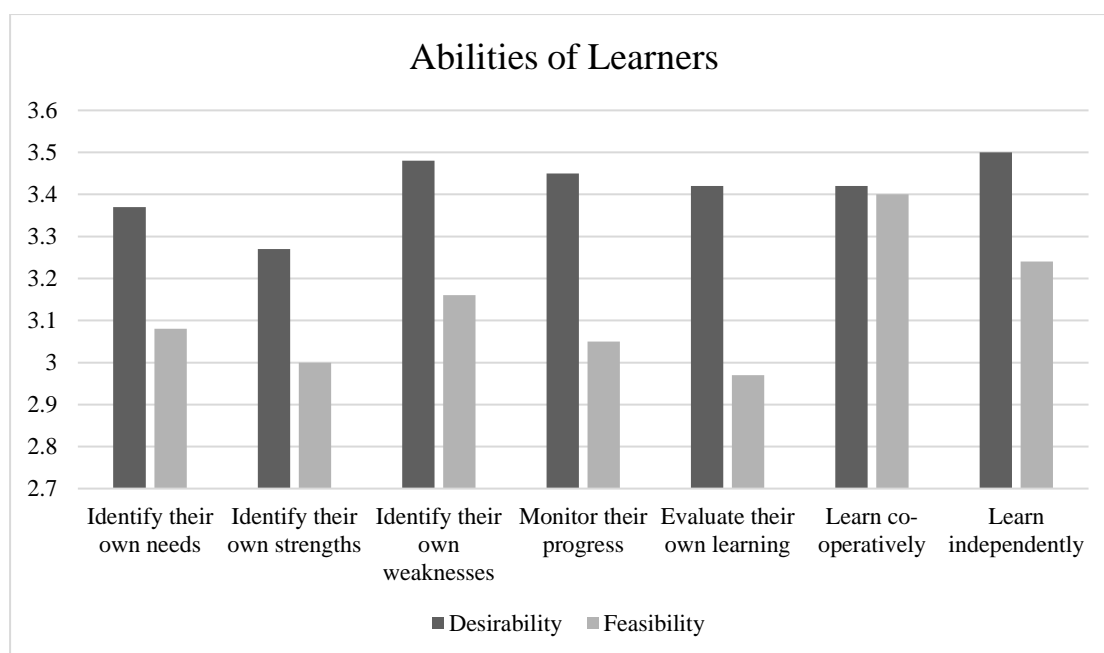


Figure 2 shows the different levels between the desirability and the feasibility of building the different abilities that autonomous learners should have. The result shows that the overall level of feasibility is lower than the level of desirability. The closest mean between the desirability and the feasibility on the ability of learners was the statement, “Learners have the ability to: Learn co-operatively”, with the mean of the desirability level at ($\bar{x} = 3.42$, $SD = .688$) and the mean of the feasibility level at ($\bar{x} = 3.40$, $SD = .583$).

Figure 2 The abilities of learners



In order to delve deeper into the factors that seemed to obstruct the level of feasibility to be higher when compared to the desirability, another section of questionnaire was added to the set that will look at external factors that might be contributing to the level of feasibility.

4.6 Contributing external factors

This section of questionnaire was adapted from Strong (2012) to investigate the external factors that might have an impact on the readiness of the teachers in promoting learner autonomy in their classrooms. The factors chosen for this questionnaire are as follows: teaching and assessment, mode of operation, and curriculum development. The overarching theme for this section is to investigate whether or not the limitation to make any changes to their teaching and assessment,

be more involved in determining the institutional level policy ranging from having a say in the number of students in each class, the time table, or the budget towards certain activities, and lastly being more involved the curriculum development, could help increase both their desirability in promoting learner autonomy and the feasibility of that to happen.

In order to make sense of how the factors play a role in defining the readiness of the teachers to promote learner autonomy within their classroom, the result from surveys will be used to find the correlation with the mean for each of the section from the previous: desirability of learners' inclusion, feasibility of learners' inclusion, desirability of learners' abilities and the feasibility of learners' abilities that could help promote learner autonomy in the classrooms through Multiple Regression model calculated using statistical analysis program.

4.6.1 Effect of external factors on the desirability on learners' inclusion

A multiple linear regression was calculated to predict the level of desirability of learners' inclusion based on the teaching assessment, mode of operation, and curriculum development. A significant regression equation was not found between the variables.

4.6.2 Effect of external factors on the desirability on learners' ability

A multiple linear regression was calculated to predict the level of desirability on learners' ability based on the teaching assessment, mode of operation, and curriculum development. A significant regression equation was found at $p < .05$ [(F3, 120) = .243, $p = .001$], R^2 of .993 for Teaching Assessment. Participants' predicted desirability of inclusion is equal to $2.648 + .295$ (Teaching Assessment). The desirability on learners' ability increased .295 for each point. Teaching assessment was significant predictors of the desirability on learners' ability (see Appendix D, Table 4-1A and 4-1B).

4.6.3 Effect of external factors on the feasibility on learners' inclusion

A multiple linear regression was calculated to predict the level of feasibility of learners' inclusion based on the teaching assessment, mode of

operation, and curriculum development. A significant regression equation was not found between the variables.

4.6.4 Effect of external factors on the feasibility on learners' ability

A multiple linear regression was calculated to predict the level of feasibility on learners' ability based on the teaching assessment, mode of operation, and curriculum development. A significant regression equation was found at $p < .05$ [$F(3, 120) = 2.743, p = .046$], R^2 of .064 for Mode of Operation. Participants' predicted feasibility of ability is equal to $2.805 - .135$ (Mode of Operation). The feasibility on learners' ability increased .135 for each point. Mode of operation was significant predictors of the desirability on learners' ability (see Appendix D, Table 4-2A, 4-2B, and 4-2C).

4.6.6 Conclusion on the external factors

The test results from the multiple regression test suggested that the feasibility on both the inclusion and the ability of learners can significantly increase through the changes in the *teaching assessment* and the *mode of operation*. Increasing the mean for *teaching assessment* can significantly increase the feasibility on the inclusion of learners while increasing the mean for the *mode of operation* can significantly increase the mean for the feasibility in developing learners' ability.

4.6 Open Ended

This last part of the questionnaire consists of three open-ended questions: 1. What is learner autonomy? 2. What are the obstacles to promoting learner autonomy? And 3. How could learners autonomy be improved?

Appendix E, Table 5-1, shows that definition of learner autonomy as understood by the participants. We will only look into the top three responses. Out of the 78 participants who provided the answers, 30 participants (38.46%) understood that learner autonomy meant "individual learning". Here are some of the actual responses from the questionnaires: "*building up your own knowledge*", "*...study, research, observations, analyze, and find solution on your own*", "*learn about different things without being told what to learn*", and etc. 25 participants (32.05%)

of the participants says “making decisions and take control” which consists of some of the followings: *“learning where learners determine the content and methods”, “...learners coming up with objectives, lay out the steps in order to accomplished the objectives”, “The learning where learners determine the objectives based on their abilities, interests, being able to carry out the assignments and evaluate their own learning...”, and etc.* 12 participants (15.38%) says “out-of-classroom” learning. The following are some of the actual responses from the questionnaire: *“Learning anywhere”, “Learning self-development outside of the classroom”, “...learning and creating experience outside of the classroom”, and etc.*

Appendix E, Table 5-2, provides more insight on what the participants believe were the obstacles to promote learner autonomy within the classrooms. Out of the 72 participants who answered, 29 participants (40.28%) believe that the “attitude of learners” was the main obstacles for promoting learner autonomy within the classrooms; *“learners don’t pay attention in class”, “learners are used to being passive learners/spoon-fed learning”, “students not being enthused enough on learning... waiting to rely on other people”, and etc.* 9 participants (12.50%) of the participants believed that “budgeting” was also an obstacle to learner autonomy; *“Not enough technological support in the institution”, “Not enough learning materials within the institution”, “not enough personal budget to do individual studying”, and etc.* Also 9 participants (12.50%) believe the obstacles was the “teacher-centered” style classroom; *“teachers doesn’t put importance on student-centered classes”, “Teachers don’t understand what learner autonomy is”, “Teachers are used to being the ones providing the knowledge”, and etc.*

Appendix E, Table 5-3, provide the responses of the participants on what they believe could help improve learner autonomy within the classrooms. 23 (32.86%) out of the 70 participants who answered believed that “encouraging individual learning” could help improve learners autonomy; *“assigning individual research and have students present in class”, “learning individually and assessing their own learning”, “encourage students to learn individually and coming up with questions”, and etc.*

4.7 Summary

In this chapter, data analysis methods, result from the study and findings have been presented. Correlations between each of the dependent and independent variables have been determined and presented in a form of tables, figures, as well as some descriptive. In the next chapter, the implication of all the findings will be further discussed. The limitations of this study will be examined as well as the possible suggestions for further study.



CHAPTER 5: CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter begins with the summary of the research in Section 5.2 with the summary of each of the chapter. Section 5.3 addresses the major findings of this research. Section 5.4 talks about how this research can contribute to the society as a whole. Chapter 5.5 explore the constraints and limitation of this study while Section 5.6 discuss what future research can be done on the issue of learner autonomy. Section 5.7 is the concluding remark of the research.

5.2 Overview of the study

The first chapter of this research introduce the idea of learner autonomy. The chapter started off with an overall of language teaching and how it had evolved over time through the changes on both the purely academic and social aspects. The chapter then talked specifically about the problems amongst learners of English language around the globe and ended with the situation of English language education in Thailand and the problems that Thai education have had in the effort of trying to increase the abilities of learners on English language communication. After that, the idea of learner autonomy was introduced. According to Holec (1981), he defined learner autonomy as “*the ability to take charge of one’s learning*”. But to become autonomous learners, Elizondo & Garita (2013) had boiled down the different characteristics of learners to the three major ones: motivation, awareness, and interaction. For learners to be able to have those three characteristics, the best way is for them to be involved with the learning process (Kohonen, 2007). According to Dewey (1938), Kolb (1984), and Kohonen (2007), for learning to take place, students’ experiences of language, communication, culture, and personal learning processes need to be consciously processed. Students need to know what needs to be learned and why is such learning necessary to them. This chapter also present the objectives of this studies which are: (1) To study the readiness of English teachers in teaching management to promote learner autonomy of the undergraduate English language students in Northeastern region, Thailand, (2) To study the different personal factors and how they contribute to the readiness of English teachers in teaching management to promote learner autonomy, and (3) To study the external factors contributing to the

readiness in teaching management to promote learner autonomy within classroom settings.

Chapter 2 provides the literature review on related to the issue of learner autonomy: (2.1) Learner Autonomy (2.2) Learner Autonomy in Thailand (2.3) Role of Teachers and Students and (2.4) Towards Learner Autonomy. The major part for this chapter is the first section on learner autonomy itself. The chapter provides the different definition of learner autonomy and how the idea came about. It talked about how importance it is for both teachers and learners to adopt this idea in their own learning process. Since learner autonomy isn't an idea that was inclusive just for language teaching and learning, research that talks about the connection between the two was also being presented here. The section part of this section (2.2.1) talks about the problem of implementing learner autonomy in Thailand from existing research and then move on to the roles of teacher in helping promote learner autonomy within the classroom.

Chapter 3 covers the whole research methodology starting from the population involved within this research, the tools used for this research which in this case explaining the different section within the questionnaire which are as follows: (3.3.1) basic information, (3.3.2) perception of learner autonomy, (3.3.3) readiness on teachers, (3.3.4) contributing external factors, and (3.3.5) open-ended. Section (3.4) also talks about the validation of the tools. This chapter ended with section (3.5) talking about the research methods, how the data will be collected and how they will be analyzed afterwards.

Chapter 4 started off by presenting the information of the population involved within this research. Descriptive analysis was used to provide in detail the information of the participants which includes their gender, age, level of education, where they graduated, and how long they have been teaching. Section (4.3) uses One-Way ANOVA to find the correlation between each of their personal factors to the dependent variables which are the different perception of learner autonomy to figure out if the personal variables contribute to the different perspectives that the teacher might have which relate to the idea of learner autonomy. Section (4.4) investigate the

readiness of teachers through series of statements based on classroom management. This information analyzed using a simple descriptive analysis to see to what degree the teachers are ready to make some changes within the class to help promote learner autonomy, if they haven't already been implanting those actions. Section (4.5) used two criteria: the desirability and the feasibility to investigate to what level teachers desires to implement learner autonomy ideology within their class room and compare that with the level of feasibility. The result form this test will then be used in section (4.6) through multiple linear correlation to see correlation between external factors that were included in this research if the increase mean for each of the external factors contribute either a higher or lower desirability or the feasibility on implementing learner autonomy within the classroom.

5.3 Major findings

These are the research questions for this research paper:

1. To what extent are Thai English teachers ready to manage their teaching to help increase learner autonomy of undergraduate English language students in Northeastern Region of Thailand?
2. What are the different personal factors contributing to the readiness of Thai English teachers in promoting learner autonomy within their classrooms?
3. What are the external factors contributing to the readiness in teaching management to promote learner autonomy within classroom settings?

To answer these research questions, a set of questionnaires was created through the adaptation of the existing questionnaire used within other cultural context to fit in with the Thai cultural context. After the acquirement of the date, several statistic tools were used to find the correlation.

5.3.1 The perception of learner autonomy

5.3.1.1 Learners' age

In terms of learners' age, there was a difference in terms of the perspectives between teachers graduated with a BA degree and the teacher graduated with a PhD on the possibility of promoting learner

autonomy with both young and adult learners equally. From the analysis of the data acquired from the questionnaires, teachers with PhD seemed to have a higher level of agreement than teacher with BA degree to the fact that learner autonomy can be promoted equally between learners of different ages. It should be noted that although there was a major difference between the two groups of teachers, teachers with a BA degree still agree with the statement, although at a lower level of agreement when compared to the teachers with PhD.

5.3.1.2 Decision making

There are a few differences concerning the ability to make decisions of the learners and the participants' personal factors. For this section, the differences found have to do with 1) the ability for learners to choose their own materials, 2) the ability of learners to make decision about what to learn, and 3) the ability of learners to choose what kind of activities to be implemented in the classroom.

In terms of the ability of learners to choose their own materials, male teachers tend to be more flexible on the issue comparing to the female teachers. This aspect somehow needs to be delved into deeper since it has to do with the different genders of the teachers which might be connected to their upbringing under different cultural context. After completing the research, the research realized that anything that has to do with the characteristics and believe of people from different genders will need to incorporate the different upbringing of the participants as well as their different social and cultural context.

On the topic of learners being to choose their own learning materials, it was surprising to see that the teachers graduated from Thai universities are more open to learners being allowed to choose their own learning materials as oppose to the teachers with international classroom experience. It was always believed that teachers who had experienced classes from abroad would be more open-minded when it

comes to learners' autonomy. However, the result from the survey shows that teachers graduated within Thailand seem to agree more to the idea of learners being to choose the materials that they think would be appropriate to be used within the classrooms.

The last findings on the ability of the learners to choose their own content and the activities that they can engage in the classrooms, it turned out that teachers graduated within Thailand are more opened to the idea than teachers graduated from outside of Thailand. Especially for the ability of learners to choose what kind of activities to be used for learning. Teachers graduated from abroad have far lower level of agreement compared to teachers graduated within the country.

In conclusion, the major findings for this section was that teachers who participated specifically in this research and had experience studying abroad tend to have more reserved opinions when it comes down to allowing learners to make their own decisions in certain aspects of learning. This was, however, opposite of what the researcher had in mind; experiencing education from other country that are supposedly more liberal than Thailand would help teachers to be more open to the changes relating to the classroom management.

5.3.1.3 Language skill

For the language skill of learners, the different opinions of teachers were found based on the following variables: 1) gender, 2) age, and 3) educational background.

1) Gender

There was a difference between the different genders of teachers on the correlation between learner autonomy and learners' language skills. Female teachers tend to agree more that autonomous learners will gain better language skills when compared to learners with less autonomy than

male teachers. The researcher had mentioned earlier in this chapter that the issue of gender is rather complicated and would not be able to be generalized due to the relationship between the cultural context of the teachers' upbringing which could have conformed the beliefs of the teachers differently.

2) Age

Teachers in the age range between 20-29 years old have different opinion compared to the rest of the participants who are in the older age range. Teachers within this age range agree less to the fact that there is a clear connection between students being autonomous learners and their skills in learning the language.

3) Educational background

Teachers graduated from within the country seem to agree with the fact that being autonomous learners helps them gain a better skill in learning as compared to teachers with educational experience abroad.

In conclusion, the result from this part of the questionnaire shows that these three qualities defined the teachers' beliefs in learner autonomy and its connection to the language learning skill that learners have. The topic of gender is somehow debatable as mentioned earlier. Future research should look deeper into these two qualities to figure out what how these qualities affect the beliefs of the teachers which will be act as an important information for future researcher and academics to help improve students learning.

5.3.1.4 Language motivation

This section explores the motivation of learners to learn a language compared to the different qualities of the teachers. The results from the questionnaire shows that the different opinions occur

amongst these different qualities: 1) age 2) educational background and 3) experience in teaching.

1) Age

When compared to the teachers within the age range of 50-59 years old, teachers within the age range of 20-29 agree less to the fact the motivated learners can easily become autonomous learners.

2) Educational Background

Teacher who graduated within the country also seem to have a stronger opinion in agreeing with the fact that learners who are motivated will have less difficult time developing learner autonomy as compared to those less motivated learners.

3) Teaching Experience

Teachers with longer experience agree more on this issue than teachers who had lesser experience.

From this section, it can be concluded that teachers' past experience somehow plays a huge role in determining what they believe, either through their personal experience and their work experience.

5.3.1.5 Individual Learning

One important thing to notice about this section was that in terms of individual learning, different opinions were found within two aspects: the use of internet and the providing independent work for learners.

1) The use of the internet

On the use of the internet, it was one of the main understanding of what individual learning mean judging from the responses from the teachers responding to the survey when thinking about individual learning. The following are the

qualities of the teachers that affect their beliefs in individual learning: 1) age, 2) level of education and 3) their educational background.

1.1) Age

Since internet was incorporated in the lives of the current generation and is therefore not surprising when the results show that younger generation of teachers agree more to the fact that the internet had become part of this generation's learning process and has since become one of the common tools for every kind of learning especially helping learners to gain access to the information that they need without having to rely in the availability of the information source and time limitation.

1.2) Educational level

Teachers with higher education agree more with the fact that using the internet in class will benefit learners within the classroom when compared to the teachers with lower educational level.

1.3) Educational background

On the same topic, teachers who graduated within Thailand agree more that using the internet within the classroom is beneficial to the learners when compared with teachers who graduated from other countries.

2) Providing independent work for learners

The other aspect concerning individual learning is teachers assigning independent work for learners.

On this topic, the different opinions were found amongst the teachers with the different amount of teaching experience.

Teachers with less teaching experience tend to have stronger belief that learners learning independently through the independent work provided to them by the teachers will help promote learner autonomy while teachers with more teaching experience tend to be more skeptical about the case.

An important aspect to point out here is that although the earlier part of the questionnaire provides the result that younger teachers see the benefit of using the internet within the classroom when compared with than teachers who are of older age, however, teaching experience also play a role here. The results from the survey suggest that the more teaching experience the teachers have, the more they see how important the use of internet is in helping promote learner autonomy.

5.3.1.6 Group work

The result from this section shows that in terms of cooperative work, the following qualities of the teachers led to different beliefs on the topic: 1) the educational level and 2) the teaching experience.

1) Educational level

Teachers with the BA degree strongly belief that working together as a group help promote learner autonomy which is significantly different from teachers with MA degree. It can also be noted from the earlier section that despite the degree, teachers with more teaching experience still value learning individually compared to teachers with less teaching experience.

2) Teaching experience

Another significant has to do with how long the teachers have been teaching. The result shows that the more teaching experience the teachers have, the more they tend to

value learners working together as a group which can lead to the development of learner autonomy.

One conclusion can be drawn from the last two sections which is in contrast to one another, while one section focuses on the importance of individual learning, the other one focuses on the benefit of group learning. Teachers with higher degree as well as longer teaching experience gave high score to both aspects. This shows that they believe that the individual and group learning both contribute to the development of learner autonomy in one way or the other

5.3.1.7 Dependency of teachers

The dependency of teachers has to do a lot with the traditional way of teaching where the teachers are the center and the provider of knowledge. The word traditional education also needs to be looked further to better clearly identify what traditional education refers to. The test result shows that while both male and female teachers are uncertain whether learner autonomy can be adopted within the traditional classroom, female teachers have a higher uncertainty rate compared to the male teacher. The different opinions were found amongst these two following qualities: 1) educational level and 2) teaching experience.

1) Educational level

Teachers with MA degree are also uncertain whether the total independent of is required for learner autonomy to be achieved while teachers with a PhD degree, surprisingly, tend to agree that this is the case. As opposed to the teacher-centered classroom, teachers with a PhD degree seem to agree less that the learner-centered classroom provides an ideal condition for learner autonomy to be promoted. These results go in line with the next teachers' teaching experience.

2) Teaching experience

Teachers with more teaching experience are still belief in the possibility that learner autonomy can happen even within the teacher- centered classroom environment while teachers with less teaching experience are totally on the opposite side of the fence believing that learner autonomy can never happen in the teacher-centered classroom environment.

This section helps provide a clearer picture that the more experience the teachers have in teaching, the more they see the important of student-centered education which is very essential to the promotion of learner autonomy. Since the understanding of the word student-centered classroom still holds different meaning to different individual, it would be beneficial for future research to put the focus on investigating the meaning of the word student-centered learning within the different Thai classroom context according to the understanding of the teachers and its effects on the Thai students. This would eventually be a really good piece of information for future educators who will want to tackle this topic as part of the research on helping promote learner autonomy.

5.3.1.8 Self-monitoring

This section led to the different opinions of the teachers with these different qualities: 1) age, 2), educational background, and 3) teaching experience.

1) Age

Teachers within the age range of 20-29 years old agree less with the fact that learners should have the ability to monitor one's learning when compared to teachers from other age ranges.

2) Educational background

Teachers graduated from within Thailand agree more that learners should find ways to evaluate themselves on their own learning than teachers who graduated from abroad.

3) Teaching experience

On the same topic, teachers with more teaching experience agree with the statement that learners should have the ability to evaluate their own learning when compared to teachers with less teaching experience.

5.3.1.9 Cultural context

This section was incorporated within the questionnaire due to the fact that Watanasin (2012) stated that the problem within the language education in Thailand is due to the fact that students don't have a chance to really practice on communicating within the classroom because with the traditional way of teaching, Thai teachers still use Thai when teaching English classes and most of the teaching method still focuses on the provided textbook. However, all participants agree that no matter what educational background students are used to, learner autonomy can still be achieved if the teachers change their method of teaching. As for the suitability of learner autonomy on the Thai context, most participants tend to be unsure if the Thai cultural context has anything to do with the possibility of promoting learner autonomy. However, none of the participants agree with the fact that learner autonomy is not suitable for the Thailand context.

Conclusion

To conclude this first section on the perception of the teachers on learner autonomy, despite all the different qualities of the teachers, all the participants are mostly on the same page of what learner autonomy is but on different level of agreement.

Two of the qualities came up more often than others; educational level and teaching experience. These two qualities could potentially be similar to each other since having higher educational level, for people who already are in the teaching position, also mean being a teacher for a longer period of time. Further research should be focused on this specific two topics since the it would make sense that if these two qualities define what teachers believe learner autonomy to be, then it would be worth it to invest more time to do research to understand more about the two qualities and how to tackle those two qualities so the teachers can be more prepared to promote learner autonomy within their classrooms.

5.3.2 Readiness of teachers

The 24 statements within this section of the questionnaire were grouped into four groupings: Activity-based practices, Material-based practices, and Student-centered-based practices to test whether teachers agree with the statements or not.

5.3.2.1 Activity-based practices

Under the activity-based practice section, all participants strongly agree with most of the statements with the mean score of four and above. However, only two statements receive the mean score of three which is in the *agree* level, with the mean score between three and four. These two statements are about of individual activities and classroom activities. The result suggest that teachers do agree that making changes to the activities done within the classrooms can actually help promote learner autonomy.

5.3.2.2 Material-based practices

This section only has two statements which both got the average mean score of $\bar{x} > 4$ which shows the strong agreement level from the participants. The statements focus on the adjustment of the materials according to learners' needs and background. Arguments for

this had already been mentioned by Kolb (1984) in a sense that no learners come to class with blank minds. Learners come to class with their needs based on both previous experience and the current situations that revolve around them. Materials that don't reflect what they had been, or are currently facing, tend to draw less attention from learners since they cannot see how the content that they are learning can be useful to them in a meaningful way. Readjusting the materials are therefore need encourage learners to become autonomous.

5.3.2.3 Student-centered practices

This section of the questionnaire also shows a strong level of agreement with the average mean of $\bar{x} > 4$. Rukthong (2008) stated that although the idea of learner or student-centered education had been promoted by the government for almost 2 decades, it was difficult to implement the ideology in the actual classroom. Most teachers had the experience of the traditional way of teaching; where teachers are the center of the knowledge and tend to carry that on to their classes once they too, take on the role of teachers. The statements are about teachers getting to know their students more on both the personal level and how their students learn. This could prove to be difficult due to the fact that classes in Thailand are very large and might be preventing the closeness between the teachers and learners. However, in theory, teachers tend to agree with the fact that this kind of teaching need to happen.

5.3.2.4 Conclusion of the readiness of teachers

The results from this section shows that teachers are ready to make changes in their classes in order to nurture the sense of autonomous learning amongst their students. However, the next section will look at the different between the desirability and the feasibility of these practices in being implemented within the classrooms.

5.3.3 Desirability and Feasibility

This section of the questionnaire was broken into two sets: the first set of questions focuses on the inclusion of the learners in the decision making on the following subjects: The objectives of a course, the materials used, the kind of tasks and activities they do, the topics discussed, how learning is accessed, the teaching methods used, and classroom management. The second set of questions focuses on the following abilities of learners: identify their own needs, identify their own strengths, identify their own weakness, monitor their progress, evaluate their own learning, learn co-operatively, and learn independently.

5.3.3.1 Desirability

Both the statements within concerning the classroom management and the ability of learners gave the results that all fell within the “*very desirable*” spectrum, $M > 3$. These results affirm the fact from the previous section of the questionnaire that teachers want to see changes within their classroom and are ready to implement those changes. However, the *readiness* itself doesn't determine the possibility, or the feasibility, for those changes to actually occur.

5.3.3.2 Feasibility

From all the statements, half were on the *very feasible* range while another half were in the *quiet feasible* range. The statements that fell under the *quiet feasible* range all has to do with involving the learners into the learning, or from the teachers' perspective, the teaching process.

5.3.3.3 Conclusion from the desirability and the feasibility section

Comparing the mean from the two categories, the mean for the feasibility are all lower than the mean for the desirability. The result suggests that there has to be some sort of limitation for the mean of the feasibility to be lower than the desirability. This will be investigated in

the following section which tried to put together the apparent external factors that might contribute to the increase or minimize both the desirability and the feasibility of promoting learner autonomy.

5.3.4 Contributing external factors

Within this section of the questionnaire, the external factors have been grouped in three groupings: teaching assessment, mode of operation, and curriculum development. The next part of the questionnaire will be using linear multiple regression method to determine whether there is a relationship between each of the factors on both the desirability and the feasibility in promoting learner autonomy.

5.3.4.1 External factors on the desirability of inclusion

The result from the first test to find the relationship between the external factors and the desirability to include students within their own learning process didn't yield any difference.

5.3.4.2 External factors on the desirability on learners' ability

The result from this section of the questionnaire was significant between the teaching assessment and the desirability of ability at $p = .001$. The results clearly suggest that the system for assessing students learning actually contribute to the change in the desirability level of teachers on the ability of learners. It could be interpreted that the limitation on the teaching assessment from the teachers relates to the desire of the teachers for learners to develop the ability to assess themselves. This would be logical since if the teachers themselves are even limited to determining their own assessment system for learners, what good would it do for the learners to develop these abilities but not being able to use them.

5.3.4.3 External factors on the feasibility on learners' inclusion

The result from this section of the questionnaire doesn't show any difference. Therefore, the result suggest that the external factors don't have any relationship to the feasibility on involving learners in their own learning process. In other words, whether learners are being involved in their own learning process or not are not determined by all limitation that teachers have based on the external factors, but the by decision of the teachers themselves.

5.3.4.4 External factors on the feasibility on learners' ability

The result from this section of the questionnaire on the relationship between the external factors and the feasibility of the learners to develop their abilities shows a difference at $p = .46$.

The factors related determining the sense of feasibility of learners developing their abilities are the mode of operation. This result suggests that if teachers are not being limited by the mode of operation of the institution, they would see more possibility of learners developing the skills that would help them to become more autonomous learners.

5.3.4.5 Conclusion on the correlation between the external factors and the desirability and the feasibility for promoting learner autonomy

Teaching assessment and the mode of operation were identified as the two predicators for both the desirability and the feasibility for learners to develop their learning abilities. On the other hand, the involvement of learners in their own learning process doesn't seem to be based on any of the external factors.

The results go in line with what Yan (2010) had stated that for learners to become autonomous, the teachers themselves also need to become autonomous. The fact that the teaching assessment and the modes of operation within different institution don't provide a space

for teachers to become autonomous, it makes it more difficult for the nature of learner autonomy to be forged within the classroom.

5.3.5 Open Ended

The open-ended part of the questionnaire provides more insight on quantitative results.

5.3.5.1 The understanding of learner autonomy

The result from the section *The Perception of Learner Autonomy* shows that teachers believe that both individual work and group work all contribute to promotion of learner autonomy. However, the answers from the open-ended section of the questionnaire shows that 38.46% of the teachers who responded to the question still believe that learner autonomy is all about individual learning. It is true that individual learning contribute to the development of learner autonomy since Holec (as cited in Joshi, 2011) gave the definition of learner autonomy as “the ability to take charge of one’s learning”, which is backed by many researcher in a sense that autonomous learners need to know how what they want to learn, how they lean, and why they learn. Nevertheless, Savignon (2007) argued that for learners to become autonomous, they also need to be able to learn with others. In other word, teachers should focus on both aspects and not only in one aspect. The responses however cannot be assumed as definite and would require a more comprehensive research for clarification.

On the other hand, 32.05% of the teachers do understanding that autonomous learners need to be able to come up with their own objectives in learning and determining the learning topics to the ones that relate more to them instead of random topics that are less meaningful.

Interestingly, 15.38% of the participants believe that learner autonomy is out-of-classroom learning. In other words, learning that

happens outside of the classroom. This suggests that some teachers still believe that despite the believe that learner autonomy can be foster within the classroom, it can only be achieved outside of classroom settings. This is prevalent when considering the section within this questionnaire on whether the traditional way of teaching is an obstacle to fostering learner autonomy. The result from that section revealed the uncertainty level of the teachers when mentioning the traditional way of teaching or what it means. Furthermore, teachers may have the understanding of what it means to be autonomous learners, but the reality with the management of the classroom might tell a different story. Focusing only out-of-classroom learning might suggest that the management of the classes are still “traditional” and that the “non-traditional” can happen when classes are done. Yet, this needs to be studied further in a qualitative way to understand the mentality of the teachers and the reality with the classroom.

5.3.5.2 Obstacles to promote learner autonomy

The answers from this question goes in line with what Farrell & Bennis (2013) stated in their research that “...teachers hold a complex set of beliefs about students and pedagogical practices; these beliefs have been shown to influence the instructional judgements and decisions made in the classroom” (p. 163). The results from this section shows that 40.28% of the teachers believe that the major obstacles towards the promotion of learner autonomy is the attitude of the learners themselves. Although the result from the section on the desirability and the feasibility shows otherwise, it still holds true that teachers are not putting their faith in their students to “take the reins” in their own learning. Although it is true that students’ attitude are not always positive towards classes, but the idea of learner autonomy was actually formed to counter this problem.

It should also be noted that 12.50% of the participants believe that teacher-centered classroom is one of the obstacles towards promoting learner autonomy which goes back to the question of how much teachers are willing to give away their role as the provider of knowledge and for students to step up and fill in this role.

5.3.5.3 How learner autonomy can be improved

The answers from this section go in coincide with the understanding of teachers and the relationship between learner autonomy and individual learning. 32.86% of the teachers believe that learner autonomy can be improved through individual learning. This raises new question on the definition of individual learning; the definition of individual learning from the Thai teachers' perspectives which could shed some light on whether the individual learning itself encompass individual learning within the classroom settings or only possible outside of classroom settings since 21.43% answers pointed in the direction that out-of-classroom learning is another way to help improve learner autonomy. This was not surprising considering the fact the results suggest that many teachers value individual learning as one of the main characteristics of learner autonomy. Improving how learners can learn individually can therefore lead to them becoming autonomous learners. Interestingly, 17.14% of the teachers believe that cooperative learning is how learner autonomy can be improved. This raises the contradictory points between teachers who believe in individual learning and those who values cooperative learning.

5.3.6 Overall conclusion

It is important to look back at the objectives of this research again. This research wasn't aimed at finding the reality with the real classroom but rather exploring the level of readiness of the teachers despite what really goes on in their classes.

The overall results from the survey suggests that teachers are well aware of the importance of learner autonomy despite their understanding of it. The basic understanding of teachers was promoted through the emphasis on learner-centered classrooms almost two decades ago. Considering the fact that the experience that most Thai teachers had was based on the traditional way of teaching and learning, which encourages learners to be more restrained than expressive, the promotion on learner or student-centered kind of learning by the government was successful in creating the awareness amongst the teachers whether those methods were implemented in the classroom or not.

On the readiness of the teachers when it comes to promoting learner autonomy, the results from every section of the questionnaire point to the fact that teachers have a rather high level of readiness when it comes to promoting learner autonomy. Most of the results pointed out that teachers, no matter that their gender, age, educational background or educational level is, are ready to make changes within their classroom. The research explored in detail different classroom management that teachers can adapt to which resulted in rather high level of readiness. As for the relationship between the ability of the students and how those abilities help contribute to promoting learner autonomy, the teachers agree that they should be helping learners building up those abilities and become better learners.

One distinct result was the fact that the level of the feasibility of helping learners to become autonomous is lower than the desirability on both the aspect of classroom management and the building up of learners' ability in learning. Putting those results together with the external factors reveal that both the desirability and the feasibility in improving learners' ability can be increased through giving more autonomy to teachers in terms of the assessment on students' learning and be involved in the policy making of the institution. In other words, being limited within these two areas caused the teachers to feel that improving the abilities of the learners is not going to make a difference.

Nonetheless, the opened-ended question shows that according to the teachers, around one third of the teachers believe that students themselves don't, or have no interest, in improving those abilities which makes it difficult to promote learner autonomy.

5.4 Contribution of the study

This study should be able to provide a glimpse into the mind of the teachers on the idea of learner autonomy. Thailand is still a country with very large power distance; emphasizing on the top-down structure in almost every aspect. Implementing learner autonomy would mean that teachers will need to swim against the tide. The tide mentioned here isn't only the teachers' "traditional" perspective on teaching, but also the learners' "traditional" perspective on learning.

However, the result from the research also suggest that teachers understand the benefit of learners becoming autonomous and are ready to make changes in their teaching style despite some of the limitation both internally and externally. In order for changes to happen, there might have to be a push from the upper level of administration. Similar to the idea of learners feeling the ownership of their education, teachers should also be able to develop the same feeling of ownership on their own teaching. Involving learners in their own learning is just the first step, another step is for teachers to be more involved in determining how they should teach.

In conclusion, this research should have built a ground work for future researchers who want to look deeper into the issue of learner autonomy.

5.5 Constraints and limitations

As with many research study, there are a number of constraints and limitations with this research. The first one has to do with interpreting the data from the Likert Scale. In the "perspective on learner autonomy part", it was assumed that the results from the survey would provide a large difference amongst the participants which would be easier to interpret. However, when most of the results ended up between the "agree" and "strongly agree" spectrum, it proved to be more difficult when considering the level of opinion of a person between the two categories. How much more "agree" are the people who are in the "strongly agree" spectrum from the people

who fell under the “agree” spectrum apart from just looking at the mean score. Likert scale might not be the best method to measure this. Part of the difficulty was that there is not enough information to interpret the slightly different opinion of different groups of people on a statement.

Due to the same constraints, there should have been less statements but more open-ended questions that would help the researcher to be able to interpret the data in a more comprehensive way rather than just basing everything from the mean and only looking for differences in the results.

Another constraint for this research was the widespread of the participants, which makes it very difficult for the data to be collected. The fact that the participants of this research are teachers is another limitation due to the limitation of time available; considering the workloads that teachers in general might have and a lengthy questionnaire.

On that same note, the length of the questionnaire might also be another limitation and constrain. Lengthy questionnaire could discourage participants to spend less time thinking about the statement itself and push them more towards wanting to finish the questionnaire instead. In other words, one might have to choose between the quantity and the quality.

5.6 Recommendations for further research

Learner autonomy is not necessary a new ideology even within a large power distance country like Thailand. However, the idea that “traditional” way of teaching was still embedded in the mainstream education was never clearly explored. The word “traditional” could lend itself to many definitions. It is imperative to figure out the definition, at least within the Thai educational circle, before this word can be discussed or judged.

Another recommendation is based on the fact that the idea of learner autonomy itself proved to be more complex than just figuring out if people agree with the idea or not. Further research should focus on elaborating more on what teachers think about learner autonomy in a more qualitative way. As mentioned in the earlier

section, lengthy questionnaire might provide a lot of data, but there is no insurance that the data would provide enough information. Furthermore, observation tools should also be used to figure out the reality of the classroom management.

In respect, smaller sample group should be emphasized in order to gather a more in-depth information rather than a wide range of responses but providing so little detail.

One important aspect of learner autonomy is the fact that teacher take into consideration the learning style of learners and try to adapt their teaching style in order to meet the needs of all the learners. Since responding to learners' different style of learning definitely put more burden on the teachers, inquiring the feeling of teachers towards the issue might pave way for further research ideas.

Lastly, expanding the sample group to lower education should also provide another perspective on the issue of learner autonomy since the idea itself can start from early education. It would also be interesting to see the feasibility of promoting learner autonomy within different educational group of learners.

5.7 Concluding remarks

The readiness of teachers in promoting learner autonomy wasn't being explored as much as it should have been. Learners need to be considered as part of determining what education should look like instead of being on the receiving end. One can't argue that the idea of progressive learning is being talked about and promoted, some questions still remain; how much do teachers understand about these kinds of methods? how will the hierarchy within the classroom be countered? how to move learners from the receiving end to the other end if the system doesn't allow? These are some of the questions that will need to be answered before we see the Thai educational system begin to take a giant leap.

APPENDIX A

Summary of the participants

Appendix A consist of the table showing the summary of the participants in this research.

Table 1: Summary of Participants

		<i>Count</i>	<i>Column N %</i>
1. Gender	Male	48	38.7%
	Female	76	61.3%
2. Age	20-29 years old	14	11.3%
	30-39 years old	84	67.7%
	40-49 years old	22	17.7%
	50-59 years old	4	3.2%
3. Education Level	BA	18	14.6%
	MA	88	71.5%
	PhD	17	13.8%
4. Educational Background	Thailand	110	88.7%
	Abroad	14	11.3%
5. Years working as a teacher	Less than 3 years	0	0.0%
	3-5 years	30	24.2%
	5-10 years	38	30.6%
	10-15 years	52	41.9%
	15-20 years	4	3.2%

APPENDIX B

Perception of Learner Autonomy

Appendix B consist of tables showing the correlation between different internal factors of the participants that relate to the perception learner autonomy amongst the English teachers in the Northeast of Thailand.

Table 2-1A

Teachers' educational level and significance of learners' age on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
1. Language learners of all ages can develop learner autonomy.	BA	18	4.44	.511	4	5
	MA	88	4.11	.890	1	5
	PhD	17	4.35	.996	2	5
	Total	123	4.20	.865	1	5
10. It is possible to promote learner autonomy with both young language learners and with adults.	BA	18	3.78	.808	2	5
	MA	88	4.02	1.104	1	5
	PhD	17	4.65	.606	3	5
	Total	123	4.07	1.034	1	5
20. Learner autonomy is only possible with adult learners. (25 yrs and above)	BA	18	1.89	.758	1	3
	MA	88	1.95	.856	1	4
	PhD	17	1.88	1.269	1	5
	Total	123	1.93	.903	1	5

Table 2-1B

Teachers' educational level and significance of learners' age on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1. Language learners of all ages can develop learner autonomy.	Between Groups	2	1.063	1.431	.243
	Within Groups	120	.743		
	Total	122			
10. It is possible to promote learner autonomy with both young language learners and with adults.	Between Groups*	2	3.697	3.608	.030
	Within Groups	120	1.025		
	Total	122			
20. Learner autonomy is	Between Groups	2	.060	.072	.931

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
only possible with adult learners. (25 yrs and above)	Within Groups	120	.828		
	Total	122			

* $p < .05$

Table 2-1C

Teachers' educational level and significance of learners' age on learner autonomy (Multiple Comparisons)

Scheffe

Dependent Variable	(I) 3. <i>Education</i>	(J) 3. <i>Education</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>
1. Language learners of all ages can develop learner autonomy.	BA	MA	.331	.223	.336
		PhD	.092	.292	.952
	MA	BA	-.331	.223	.336
		PhD	-.239	.228	.579
	PhD	BA	-.092	.292	.952
		MA	.239	.228	.579
10. It is possible to promote learner autonomy with both young language learners and with adults.	BA	MA	-.245	.262	.647
		PhD	-.869*	.342	.043
	MA	BA	.245	.262	.647
		PhD	-.624	.268	.071
	PhD	BA	.869*	.342	.043
		MA	.624	.268	.071
20. Learner autonomy is only possible with adult learners. (25 yrs and above)	BA	MA	-.066	.235	.962
		PhD	.007	.308	1.000
	MA	BA	.066	.235	.962
		PhD	.072	.241	.956
	PhD	BA	-.007	.308	1.000
		MA	-.072	.241	.956

* $p < .05$

Table 2-2A
Teachers' gender and learners' ability to make decisions on learner autonomy
(Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
4. Autonomy means that learners can make choices about how they learn.	Male	48	4.21	.582	3	5
	Female	76	3.97	.748	2	5
	Total	124	4.06	.695	2	5
7. Involving learners in decisions about what to learn promotes learner autonomy.	Male	48	4.21	.582	3	5
	Female	76	4.13	.618	3	5
	Total	124	4.16	.603	3	5
14. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	Male	48	4.00	.772	2	5
	Female	76	4.16	.634	2	5
	Total	124	4.10	.692	2	5
22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed. (in the classroom)	Male	48	3.54	.922	1	5
	Female	76	3.47	.856	1	5
	Total	124	3.50	.879	1	5
27. Learner autonomy is promoted when learners can choose their own learning materials.	Male	48	3.88	.672	3	5
	Female	76	3.53	.757	2	5
	Total	124	3.66	.742	2	5

Table 2.2B
Teachers' gender and learners' ability to make decisions on learner autonomy
(ANOVA)

		df	Mean Square	F	Sig.
4. Autonomy means that learners can make choices about how they learn.	Between Groups	1	1.620	3.415	.067
	Within Groups	122	.474		
	Total	123			
7. Involving learners in decisions about what to learn promotes learner autonomy.	Between Groups	1	.173	.474	.492
	Within Groups	122	.366		
	Total	123			
14. Learner autonomy is promoted when learners have some choice in the	Between Groups	1	.733	1.540	.217
	Within Groups	122	.476		

		df	Mean Square	F	Sig.
kinds of activities they do.	Total	123			
22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed. (in the classroom)	Between Groups	1	.136	.175	.677
	Within Groups	122	.778		
	Total	123			
27. Learner autonomy is promoted when learners can choose their own learning materials.	Between Groups	1	3.577	6.797	.010
	Within Groups	122	.526		
	Total	123			

* $p < .05$

Table 2-3A

Teachers' educational level and learners' ability to make decisions on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
4. Autonomy means that learners can make choices about how they learn.	BA	18	4.33	.686	3	5
	MA	88	3.98	.694	2	5
	PhD	17	4.24	.664	3	5
	Total	123	4.07	.698	2	5
7. Involving learners in decisions about what to learn promotes learner autonomy.	BA	18	4.56	.511	4	5
	MA	88	4.05	.605	3	5
	PhD	17	4.29	.470	4	5
	Total	123	4.15	.601	3	5
14. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	BA	18	4.22	.943	2	5
	MA	88	4.11	.651	2	5
	PhD	17	3.88	.600	3	5
	Total	123	4.10	.694	2	5
22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed. (in the classroom)	BA	18	3.89	1.023	2	5
	MA	88	3.48	.758	1	5
	PhD	17	3.24	1.200	1	5
	Total	123	3.50	.881	1	5
27. Learner autonomy is promoted when learners can choose their own learning materials.	BA	18	3.78	1.060	2	5
	MA	88	3.64	.571	2	5
	PhD	17	3.65	1.115	2	5
	Total	123	3.66	.745	2	5

Table 2-3B

Teachers' educational level and learners' ability to make decisions on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
4. Autonomy means that learners can make choices about how they learn.	Between Groups	2	1.233	2.596	.079
	Within Groups	120	.475		
	Total	122			
7. Involving learners in decisions about what to learn promotes learner autonomy.	Between Groups	2	2.137	6.443	.002
	Within Groups	120	.332		
	Total	122			
14. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	Between Groups	2	.545	1.132	.326
	Within Groups	120	.481		
	Total	122			
22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed. (in the classroom)	Between Groups	2	1.978	2.615	.077
	Within Groups	120	.757		
	Total	122			
27. Learner autonomy is promoted when learners can choose their own learning materials.	Between Groups	2	.151	.269	.765
	Within Groups	120	.561		
	Total	122			

* $p < .05$

Table 2-3C

Teachers' educational level and learners' ability to make decisions on learner autonomy Multiple Comparisons

Scheffe

Dependent Variable	(I) 3. <i>Education</i>	(J) 3. <i>Education</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>
4. Autonomy means that learners can make choices about how they learn.	BA	MA	.356	.178	.141
		PhD	.098	.233	.915
	MA	BA	-.356	.178	.141
		PhD	-.258	.183	.372
	PhD	BA	-.098	.233	.915
		MA	.258	.183	.372

Dependent Variable	(I) 3. Education	(J) 3. Education	Mean Difference (I-J)	Std. Error	Sig.
7. Involving learners in decisions about what to learn promotes learner autonomy.	BA	MA	.510*	.149	.004
		PhD	.261	.195	.409
	MA	BA	-.510*	.149	.004
		PhD	-.249	.153	.269
	PhD	BA	-.261	.195	.409
		MA	.249	.153	.269
14. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	BA	MA	.109	.179	.833
		PhD	.340	.235	.353
	MA	BA	-.109	.179	.833
		PhD	.231	.184	.455
	PhD	BA	-.340	.235	.353
		MA	-.231	.184	.455
22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed. (in the classroom)	BA	MA	.412	.225	.192
		PhD	.654	.294	.089
	MA	BA	-.412	.225	.192
		PhD	.242	.230	.578
	PhD	BA	-.654	.294	.089
		MA	-.242	.230	.578
27. Learner autonomy is promoted when learners can choose their own learning materials.	BA	MA	.141	.194	.767
		PhD	.131	.253	.876
	MA	BA	-.141	.194	.767
		PhD	-.011	.198	.999
	PhD	BA	-.131	.253	.876
		MA	.011	.198	.999

* p < .05

Table 2-4A
Teachers' educational background and learners' ability to make decisions on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
4. Autonomy means that learners can make choices about how they learn.	Thailand	110	4.07	.687	2	5
	Abroad	14	4.00	.784	3	5
	Total	124	4.06	.695	2	5
7. Involving learners in decisions about what to learn promotes learner autonomy.	Thailand	110	4.20	.618	3	5
	Abroad	14	3.86	.363	3	4
	Total	124	4.16	.603	3	5

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
14. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	Thailand	110	4.18	.609	2	5
	Abroad	14	3.43	.938	2	5
	Total	124	4.10	.692	2	5
22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed. (in the classroom)	Thailand	110	3.51	.916	1	5
	Abroad	14	3.43	.514	3	4
	Total	124	3.50	.879	1	5
27. Learner autonomy is promoted when learners can choose their own learning materials.	Thailand	110	3.71	.758	2	5
	Abroad	14	3.29	.469	3	4
	Total	124	3.66	.742	2	5

Table 2-4B

Teachers' educational background and learners' ability to make decisions on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
4. Autonomy means that learners can make choices about how they learn.	Between Groups	1	.066	.135	.714
	Within Groups	122	.487		
	Total	123			
7. Involving learners in decisions about what to learn promotes learner autonomy.	Between Groups	1	1.460	4.112	.045
	Within Groups	122	.355		
	Total	123			
14. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	Between Groups	1	7.047	16.599	.000
	Within Groups	122	.425		
	Total	123			
22. Learner autonomy is promoted when learners are free to decide how their learning will be assessed. (in the classroom)	Between Groups	1	.081	.103	.748
	Within Groups	122	.778		
	Total	123			
27. Learner autonomy is	Between Groups	1	2.226	4.143	.044

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
promoted when learners can choose their own learning materials.	Within Groups	122	.537		
	Total	123			

* $p < .05$

Table 2-5A
Teachers' gender and learners' language skills on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
5. Individuals who lack autonomy are not likely to be effective language learners.	Male	48	3.00	1.167	1	5
	Female	76	2.79	.984	1	5
	Total	124	2.87	1.059	1	5
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners.	Male	48	2.88	1.248	1	5
	Female	76	2.26	1.050	1	5
	Total	124	2.50	1.165	1	5
11. Confident language learners are more likely to develop autonomy than those who lack confidence.	Male	48	4.13	.937	2	5
	Female	76	4.03	.993	2	5
	Total	124	4.06	.969	2	5
12. Learner autonomy allows language learners to learn more effectively than they otherwise would.	Male	48	4.42	.498	4	5
	Female	76	4.24	.671	3	5
	Total	124	4.31	.614	3	5
26. Promoting autonomy is easier with beginning language learners than with more proficient learners.	Male	48	2.96	.988	1	5
	Female	76	2.68	.983	1	5
	Total	124	2.79	.990	1	5
34. The proficiency of a language learner does not affect their ability to develop autonomy.	Male	48	3.63	1.044	1	5
	Female	76	3.16	.880	1	5
	Total	124	3.34	.970	1	5
36. Learner autonomy has a positive effect on success as a language learner.	Male	48	4.08	.647	3	5
	Female	76	4.37	.709	3	5
	Total	124	4.26	.697	3	5

Table 2-5B
Teachers' gender and learners' language skills on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
5. Individuals who lack autonomy are not likely to be effective language learners.	Between Groups	1	1.304	1.164	.283
	Within Groups	122	1.120		
	Total	123			
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners.	Between Groups	1	11.013	8.614	.004
	Within Groups	122	1.279		
	Total	123			
11. Confident language learners are more likely to develop autonomy than those who lack confidence.	Between Groups	1	.287	.303	.583
	Within Groups	122	.944		
	Total	123			
12. Learner autonomy allows language learners to learn more effectively than they otherwise would.	Between Groups	1	.951	2.556	.112
	Within Groups	122	.372		
	Total	123			
26. Promoting autonomy is easier with beginning language learners than with more proficient learners.	Between Groups	1	2.211	2.279	.134
	Within Groups	122	.970		
	Total	123			
34. The proficiency of a language learner does not affect their ability to develop autonomy.	Between Groups	1	6.419	7.161	.008
	Within Groups	122	.896		
	Total	123			
36. Learner autonomy has a positive effect on success as a language learner.	Between Groups	1	2.391	5.086	.026
	Within Groups	122	.470		
	Total	123			

* $p < .05$

Table 2-6A
Teachers' age and learners' language skills on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
5. Individuals who lack autonomy are not likely to be effective language learners.	20-29 years old	14	2.14	.864	1	3
	30-39 years old	84	3.00	.931	1	5
	40-49 years old	22	2.73	1.453	1	5
	50-59 years old	4	3.50	.577	3	4
	Total	124	2.87	1.059	1	5
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners.	20-29 years old	14	2.43	1.342	1	5
	30-39 years old	84	2.48	1.124	1	5
	40-49 years old	22	2.55	1.335	1	5
	50-59 years old	4	3.00	.000	3	3
	Total	124	2.50	1.165	1	5
11. Confident language learners are more likely to develop autonomy than those who lack confidence.	20-29 years old	14	4.29	.726	3	5
	30-39 years old	84	4.12	1.011	2	5
	40-49 years old	22	3.64	.902	2	5
	50-59 years old	4	4.50	.577	4	5
	Total	124	4.06	.969	2	5
12. Learner autonomy allows language learners to learn more effectively than they otherwise would.	20-29 years old	14	4.14	.663	3	5
	30-39 years old	84	4.33	.567	3	5
	40-49 years old	22	4.27	.767	3	5
	50-59 years old	4	4.50	.577	4	5
	Total	124	4.31	.614	3	5
26. Promoting autonomy is easier with beginning language learners than with more proficient learners.	20-29 years old	14	2.14	.864	1	3
	30-39 years old	84	3.00	.931	1	5
	40-49 years old	22	2.45	1.101	1	4
	50-59 years old	4	2.50	.577	2	3
	Total	124	2.79	.990	1	5
34. The proficiency of a language learner does not affect their ability to develop autonomy.	20-29 years old	14	2.57	.938	1	4
	30-39 years old	84	3.36	.952	1	5
	40-49 years old	22	3.64	.902	2	5
	50-59 years old	4	4.00	.000	4	4
	Total	124	3.34	.970	1	5
36. Learner autonomy has a positive effect on success as a language learner.	20-29 years old	14	4.29	.914	3	5
	30-39 years old	84	4.26	.696	3	5
	40-49 years old	22	4.18	.588	3	5
	50-59 years old	4	4.50	.577	4	5
	Total	124	4.26	.697	3	5

Table 2-6B

Teachers' age and learners' language skills on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
5. Individuals who lack autonomy are not likely to be effective language learners.	Between Groups	3	3.619	3.418	.020
	Within Groups	120	1.059		
	Total	123			
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners.	Between Groups	3	.388	.281	.839
	Within Groups	120	1.382		
	Total	123			
11. Confident language learners are more likely to develop autonomy than those who lack confidence.	Between Groups	3	1.909	2.087	.106
	Within Groups	120	.915		
	Total	123			
12. Learner autonomy allows language learners to learn more effectively than they otherwise would.	Between Groups	3	.203	.534	.660
	Within Groups	120	.381		
	Total	123			
26. Promoting autonomy is easier with beginning language learners than with more proficient learners.	Between Groups	3	4.127	4.578	.005
	Within Groups	120	.901		
	Total	123			
34. The proficiency of a language learner does not affect their ability to develop autonomy.	Between Groups	3	3.990	4.612	.004
	Within Groups	120	.865		
	Total	123			
36. Learner autonomy has a positive effect on success as a language learner.	Between Groups	3	.125	.252	.860
	Within Groups	120	.495		
	Total	123			

* $p < .05$

Table 2-6C
Teachers' age and learners' language skills on learner autonomy (Multiple Comparisons)
 Scheffe

Dependent Variable	(I) 2. Age	(J) 2. Age	Mean Difference (I-J)	Std. Error	Sig.
5. Individuals who lack autonomy are not likely to be effective language learners.	20-29 years old	30-39 years old	-.857*	.297	.044
		40-49 years old	-.584	.352	.434
		50-59 years old	-1.357	.583	.150
	30-39 years old	20-29 years old	.857*	.297	.044
		40-49 years old	.273	.246	.747
		50-59 years old	-.500	.527	.825
	40-49 years old	20-29 years old	.584	.352	.434
		30-39 years old	-.273	.246	.747
		50-59 years old	-.773	.559	.593
	50-59 years old	20-29 years old	1.357	.583	.150
		30-39 years old	.500	.527	.825
		40-49 years old	.773	.559	.593
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners.	20-29 years old	30-39 years old	-.048	.339	.999
		40-49 years old	-.117	.402	.994
		50-59 years old	-.571	.666	.865
	30-39 years old	20-29 years old	.048	.339	.999
		40-49 years old	-.069	.282	.996
		50-59 years old	-.524	.602	.859
	40-49 years old	20-29 years old	.117	.402	.994
		30-39 years old	.069	.282	.996
		50-59 years old	-.455	.639	.917
	50-59 years old	20-29 years old	.571	.666	.865
		30-39 years old	.524	.602	.859
		40-49 years old	.455	.639	.917
11. Confident language learners are more likely to develop autonomy than those who lack confidence.	20-29 years old	30-39 years old	.167	.276	.947
		40-49 years old	.649	.327	.273
		50-59 years old	-.214	.542	.984
	30-39 years old	20-29 years old	-.167	.276	.947
		40-49 years old	.483	.229	.223
		50-59 years old	-.381	.489	.895
	40-49 years old	20-29 years old	-.649	.327	.273
		30-39 years old	-.483	.229	.223
		50-59 years old	-.864	.520	.433

Dependent Variable	(I) 2. Age	(J) 2. Age	Mean Difference (I-J)	Std. Error	Sig.
	50-59 years old	20-29 years old	.214	.542	.984
		30-39 years old	.381	.489	.895
		40-49 years old	.864	.520	.433
12. Learner autonomy allows language learners to learn more effectively than they otherwise would.	20-29 years old	30-39 years old	-.190	.178	.767
		40-49 years old	-.130	.211	.944
		50-59 years old	-.357	.350	.791
	30-39 years old	20-29 years old	.190	.178	.767
		40-49 years old	.061	.148	.982
		50-59 years old	-.167	.316	.964
	40-49 years old	20-29 years old	.130	.211	.944
		30-39 years old	-.061	.148	.982
		50-59 years old	-.227	.336	.928
	50-59 years old	20-29 years old	.357	.350	.791
		30-39 years old	.167	.316	.964
		40-49 years old	.227	.336	.928
26. Promoting autonomy is easier with beginning language learners than with more proficient learners.	20-29 years old	30-39 years old	-.857*	.274	.024
		40-49 years old	-.312	.325	.820
		50-59 years old	-.357	.538	.932
	30-39 years old	20-29 years old	.857*	.274	.024
		40-49 years old	.545	.227	.130
		50-59 years old	.500	.486	.787
	40-49 years old	20-29 years old	.312	.325	.820
		30-39 years old	-.545	.227	.130
		50-59 years old	-.045	.516	1.000
	50-59 years old	20-29 years old	.357	.538	.932
		30-39 years old	-.500	.486	.787
		40-49 years old	.045	.516	1.000
34. The proficiency of a language learner does not affect their ability to develop autonomy.	20-29 years old	30-39 years old	-.786*	.268	.040
		40-49 years old	-1.065*	.318	.013
		50-59 years old	-1.429	.527	.067
	30-39 years old	20-29 years old	.786*	.268	.040
		40-49 years old	-.279	.223	.667
		50-59 years old	-.643	.476	.611
	40-49 years old	20-29 years old	1.065*	.318	.013
		30-39 years old	.279	.223	.667
		50-59 years old	-.364	.506	.915
	50-59 years old	20-29 years old	1.429	.527	.067

Dependent Variable	(I) 2. Age	(J) 2. Age	Mean	Std.	Sig.
			Difference (I-J)	Error	
		30-39 years old	.643	.476	.611
		40-49 years old	.364	.506	.915
36. Learner autonomy has a positive effect on success as a language learner.	20-29 years old	30-39 years old	.024	.203	1.000
		40-49 years old	.104	.240	.980
		50-59 years old	-.214	.399	.962
	30-39 years old	20-29 years old	-.024	.203	1.000
		40-49 years old	.080	.168	.973
		50-59 years old	-.238	.360	.932
	40-49 years old	20-29 years old	-.104	.240	.980
		30-39 years old	-.080	.168	.973
		50-59 years old	-.318	.382	.875
	50-59 years old	20-29 years old	.214	.399	.962
		30-39 years old	.238	.360	.932
		40-49 years old	.318	.382	.875

* p < .05

Table 2-7A

Teachers' educational background and learners' language skills on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
5. Individuals who lack autonomy are not likely to be effective language learners.	Thailand	110	2.91	1.036	1	5
	Abroad	14	2.57	1.222	1	5
	Total	124	2.87	1.059	1	5
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners.	Thailand	110	2.47	1.224	1	5
	Abroad	14	2.71	.469	2	3
	Total	124	2.50	1.165	1	5
11. Confident language learners are more likely to develop autonomy than those who lack confidence.	Thailand	110	4.07	.993	2	5
	Abroad	14	4.00	.784	3	5
	Total	124	4.06	.969	2	5
12. Learner autonomy allows language learners to learn more effectively than they otherwise would.	Thailand	110	4.36	.554	3	5
	Abroad	14	3.86	.864	3	5
	Total	124	4.31	.614	3	5
26. Promoting autonomy is easier with beginning	Thailand	110	2.78	1.026	1	5
	Abroad	14	2.86	.663	2	4

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
language learners than with more proficient learners.	Total	124	2.79	.990	1	5
34. The proficiency of a language learner does not affect their ability to develop autonomy.	Thailand	110	3.33	.996	1	5
	Abroad	14	3.43	.756	2	4
	Total	124	3.34	.970	1	5
36. Learner autonomy has a positive effect on success as a language learner.	Thailand	110	4.25	.696	3	5
	Abroad	14	4.29	.726	3	5
	Total	124	4.26	.697	3	5

* $p < .05$

Table 2-7B

Teachers' educational background and learners' language skills on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
5. Individuals who lack autonomy are not likely to be effective language learners.	Between Groups	1	1.416	1.265	.263
	Within Groups	122	1.119		
	Total	123			
9. It is harder to promote learner autonomy with proficient language learners than it is with beginners.	Between Groups	1	.725	.532	.467
	Within Groups	122	1.363		
	Total	123			
11. Confident language learners are more likely to develop autonomy than those who lack confidence.	Between Groups	1	.066	.069	.793
	Within Groups	122	.946		
	Total	123			
12. Learner autonomy allows language learners to learn more effectively than they otherwise would.	Between Groups	1	3.186	9.004	.003
	Within Groups	122	.354		
	Total	123			
26. Promoting autonomy is easier with beginning language learners than with more proficient learners.	Between Groups	1	.070	.071	.790
	Within Groups	122	.988		
	Total	123			
34. The proficiency of a language learner does not affect their ability to develop autonomy.	Between Groups	1	.127	.134	.715
	Within Groups	122	.948		
	Total	123			

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
36. Learner autonomy has a positive effect on success as a language learner.	Between Groups	1	.012	.025	.876
	Within Groups	122	.490		
	Total	123			

* $p < .05$

Table 2-8A

Teachers' age and learners' motivation on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
29. Learning how to learn is key to developing learner autonomy.	20-29 years old	14	4.14	.864	3	5
	30-39 years old	84	4.17	.789	1	5
	40-49 years old	22	4.36	.492	4	5
	50-59 years old	4	4.00	.000	4	4
	Total	124	4.19	.740	1	5
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	20-29 years old	14	4.00	.784	3	5
	30-39 years old	84	4.52	.667	2	5
	40-49 years old	22	4.36	.902	2	5
	50-59 years old	4	5.00	.000	5	5
	Total	124	4.45	.736	2	5

Table 2-8B

Teachers' age and learners' motivation on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
29. Learning how to learn is key to developing learner autonomy.	Between Groups	3	.294	.531	.662
	Within Groups	120	.554		
	Total	123			
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	Between Groups	3	1.555	3.008	.033
	Within Groups	120	.517		
	Total	123			

* $p < .05$

Table 2-8C

Teachers' age and learners' motivation on learner autonomy (Multiple Comparisons)

Scheffe					
Dependent Variable	(I) 2. Age	(J) 2. Age	Mean Difference (I-J)	Std. Error	Sig.
29. Learning how to learn is key to developing learner autonomy.	20-29 years old	30-39 years old	-.024	.215	1.000
		40-49 years old	-.221	.254	.861
		50-59 years old	.143	.422	.990
	30-39 years old	20-29 years old	.024	.215	1.000
		40-49 years old	-.197	.178	.748
		50-59 years old	.167	.381	.979
	40-49 years old	20-29 years old	.221	.254	.861
		30-39 years old	.197	.178	.748
		50-59 years old	.364	.405	.847
	50-59 years old	20-29 years old	-.143	.422	.990
		30-39 years old	-.167	.381	.979
		40-49 years old	-.364	.405	.847
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	20-29 years old	30-39 years old	-.524	.208	.101
		40-49 years old	-.364	.246	.536
		50-59 years old	-1.000	.408	.117
	30-39 years old	20-29 years old	.524	.208	.101
		40-49 years old	.160	.172	.834
		50-59 years old	-.476	.368	.644
	40-49 years old	20-29 years old	.364	.246	.536
		30-39 years old	-.160	.172	.834
		50-59 years old	-.636	.391	.452
	50-59 years old	20-29 years old	1.000	.408	.117
		30-39 years old	.476	.368	.644
		40-49 years old	.636	.391	.452

* p < .05

Table 2-9A
Teachers' educational background and learners' motivation on learner autonomy
(Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
29. Learning how to learn is key to developing learner autonomy.	Thailand	110	4.20	.752	1	5
	Abroad	14	4.14	.663	3	5
	Total	124	4.19	.740	1	5
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	Thailand	110	4.53	.660	2	5
	Abroad	14	3.86	1.027	2	5
	Total	124	4.45	.736	2	5

Table 2-9B
Teachers' educational background and learners' motivation on learner autonomy
(ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
29. Learning how to learn is key to developing learner autonomy.	Between Groups	1	.041	.073	.787
	Within Groups	122	.552		
	Total	123			
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	Between Groups	1	5.577	11.130	.001
	Within Groups	122	.501		
	Total	123			

* $p < .05$

Table 2-10A

*Teachers' teaching experience and learners' motivation on learner autonomy
(Descriptive)*

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
29. Learning how to learn is key to developing learner autonomy.	3-5 years	30	4.20	.761	3	5
	5-10 years	38	4.32	.574	3	5
	10-15 years	52	4.12	.855	1	5
	15-20 years	4	4.00	.000	4	4
	Total	124	4.19	.740	1	5
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	3-5 years	30	3.87	.973	2	5
	5-10 years	38	4.74	.446	4	5
	10-15 years	52	4.58	.572	3	5
	15-20 years	4	4.50	.577	4	5
	Total	124	4.45	.736	2	5

Table 2-10B

*Teachers' teaching experience and learners' motivation on learner autonomy
(ANOVA)*

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
29. Learning how to learn is key to developing learner autonomy.	Between Groups	3	.346	.625	.600
	Within Groups	120	.553		
	Total	123			
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	Between Groups	3	4.727	10.800	.000
	Within Groups	120	.438		
	Total	123			

* $p < .05$

Table 2.10C
Teachers' teaching experience and learners' motivation on learner autonomy
(Multiple Comparisons)

Scheffe					
Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Error	Sig.
29. Learning how to learn is key to developing learner autonomy.	3-5 years	5-10 years	-.116	.182	.939
		10-15 years	.085	.170	.970
		15-20 years	.200	.396	.968
	5-10 years	3-5 years	.116	.182	.939
		10-15 years	.200	.159	.661
		15-20 years	.316	.391	.884
	10-15 years	3-5 years	-.085	.170	.970
		5-10 years	-.200	.159	.661
		15-20 years	.115	.386	.993
	15-20 years	3-5 years	-.200	.396	.968
		5-10 years	-.316	.391	.884
		10-15 years	-.115	.386	.993
33. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	3-5 years	5-10 years	-.870*	.162	.000
		10-15 years	-.710*	.152	.000
		15-20 years	-.633	.352	.361
	5-10 years	3-5 years	.870*	.162	.000
		10-15 years	.160	.141	.734
		15-20 years	.237	.348	.927
	10-15 years	3-5 years	.710*	.152	.000
		5-10 years	-.160	.141	.734
		15-20 years	.077	.343	.997
	15-20 years	3-5 years	.633	.352	.361
		5-10 years	-.237	.348	.927
		10-15 years	-.077	.343	.997

* $p < .05$

Table 2-11A

Teachers' age and learners' individual learning on learner (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
2. Independent study in the library is an activity which develops learner autonomy.	20-29 years old	14	3.86	1.027	3	5
	30-39 years old	84	3.81	.799	2	5
	40-49 years old	22	3.82	.588	3	5
	50-59 years old	4	4.00	.000	4	4
	Total	124	3.82	.776	2	5
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	20-29 years old	14	3.86	.864	3	5
	30-39 years old	84	3.21	1.109	1	5
	40-49 years old	22	3.18	.853	2	5
	50-59 years old	4	3.50	.577	3	4
	Total	124	3.29	1.042	1	5
6. Autonomy can develop most effectively through learning outside the classroom.	20-29 years old	14	3.43	.514	3	4
	30-39 years old	84	3.60	.852	2	5
	40-49 years old	22	3.64	.902	2	5
	50-59 years old	4	3.00	.000	3	3
	Total	124	3.56	.819	2	5
21. Learner autonomy is promoted by independent work	20-29 years old	14	2.00	.784	1	3
	30-39 years old	84	1.86	1.110	1	5
	40-49 years old	22	1.91	.921	1	4
	50-59 years old	4	2.00	1.155	1	3
	Total	124	1.89	1.038	1	5
30. Learning to work alone is central to the development of learner autonomy.	20-29 years old	14	2.86	.864	1	4
	30-39 years old	84	2.83	1.028	1	5
	40-49 years old	22	2.64	1.002	1	4
	50-59 years old	4	3.50	.577	3	4
	Total	124	2.82	.996	1	5
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	20-29 years old	14	3.43	.938	2	5
	30-39 years old	84	4.36	.652	3	5
	40-49 years old	22	4.18	.588	3	5
	50-59 years old	4	4.00	.000	4	4
	Total	124	4.21	.724	2	5

Table 2.11B

Teachers' age and learners' individual learning on learner (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
2. Independent study in the library is an activity which develops learner autonomy.	Between Groups	3	.052	.085	.968
	Within Groups	120	.616		
	Total	123			
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	Between Groups	3	1.806	1.692	.172
	Within Groups	120	1.068		
	Total	123			
6. Autonomy can develop most effectively through learning outside the classroom.	Between Groups	3	.575	.855	.467
	Within Groups	120	.673		
	Total	123			
21. Learner autonomy is promoted by independent work	Between Groups	3	.105	.096	.962
	Within Groups	120	1.101		
	Total	123			
30. Learning to work alone is central to the development of learner autonomy.	Between Groups	3	.875	.879	.454
	Within Groups	120	.996		
	Total	123			
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	Between Groups	3	3.520	7.825	.000
	Within Groups	120	.450		
	Total	123			

* $p < .05$ 

Table 2.11C
Teachers' age and learners' individual learning on learner (Multiple Comparisons)
 Scheffe

Dependent Variable	(I) 2. Age	(J) 2. Age	Mean Difference (I-J)	Std. Error	Sig.
2. Independent study in the library is an activity which develops learner autonomy.	20-29 years old	30-39 years old	.048	.227	.998
		40-49 years old	.039	.268	.999
		50-59 years old	-.143	.445	.991
	30-39 years old	20-29 years old	-.048	.227	.998
		40-49 years old	-.009	.188	1.000
		50-59 years old	-.190	.402	.973
	40-49 years old	20-29 years old	-.039	.268	.999
		30-39 years old	.009	.188	1.000
		50-59 years old	-.182	.427	.980
	50-59 years old	20-29 years old	.143	.445	.991
		30-39 years old	.190	.402	.973
		40-49 years old	.182	.427	.980
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	20-29 years old	30-39 years old	.643	.298	.206
		40-49 years old	.675	.353	.306
		50-59 years old	.357	.586	.946
	30-39 years old	20-29 years old	-.643	.298	.206
		40-49 years old	.032	.247	.999
		50-59 years old	-.286	.529	.961
	40-49 years old	20-29 years old	-.675	.353	.306
		30-39 years old	-.032	.247	.999
		50-59 years old	-.318	.562	.956
	50-59 years old	20-29 years old	-.357	.586	.946
		30-39 years old	.286	.529	.961
		40-49 years old	.318	.562	.956
6. Autonomy can develop most effectively through learning outside the classroom.	20-29 years old	30-39 years old	-.167	.237	.920
		40-49 years old	-.208	.280	.908
		50-59 years old	.429	.465	.838
	30-39 years old	20-29 years old	.167	.237	.920
		40-49 years old	-.041	.196	.998
		50-59 years old	.595	.420	.572
	40-49 years old	20-29 years old	.208	.280	.908
		30-39 years old	.041	.196	.998
		50-59 years old	.636	.446	.567
	50-59 years	20-29 years old	-.429	.465	.838

Dependent Variable	(I) 2. Age	(J) 2. Age	Mean Difference (I-J)	Std. Error	Sig.
	old	30-39 years old	-.595	.420	.572
		40-49 years old	-.636	.446	.567
21. Learner autonomy is promoted by independent work	20-29 years old	30-39 years old	.143	.303	.974
		40-49 years old	.091	.359	.996
		50-59 years old	.000	.595	1.000
	30-39 years old	20-29 years old	-.143	.303	.974
		40-49 years old	-.052	.251	.998
		50-59 years old	-.143	.537	.995
	40-49 years old	20-29 years old	-.091	.359	.996
		30-39 years old	.052	.251	.998
		50-59 years old	-.091	.570	.999
	50-59 years old	20-29 years old	.000	.595	1.000
		30-39 years old	.143	.537	.995
		40-49 years old	.091	.570	.999
30. Learning to work alone is central to the development of learner autonomy.	20-29 years old	30-39 years old	.024	.288	1.000
		40-49 years old	.221	.341	.936
		50-59 years old	-.643	.566	.732
	30-39 years old	20-29 years old	-.024	.288	1.000
		40-49 years old	.197	.239	.878
		50-59 years old	-.667	.511	.637
	40-49 years old	20-29 years old	-.221	.341	.936
		30-39 years old	-.197	.239	.878
		50-59 years old	-.864	.542	.472
	50-59 years old	20-29 years old	.643	.566	.732
		30-39 years old	.667	.511	.637
		40-49 years old	.864	.542	.472
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	20-29 years old	30-39 years old	-.929*	.194	.000
		40-49 years old	-.753*	.229	.016
		50-59 years old	-.571	.380	.523
	30-39 years old	20-29 years old	.929*	.194	.000
		40-49 years old	.175	.161	.755
		50-59 years old	.357	.343	.781
	40-49 years old	20-29 years old	.753*	.229	.016
		30-39 years old	-.175	.161	.755
		50-59 years old	.182	.365	.969
	50-59 years old	20-29 years old	.571	.380	.523
		30-39 years old	-.357	.343	.781

Dependent Variable	(I) 2. Age	(J) 2. Age	Mean Difference (I-J)	Std. Error	Sig.
			40-49 years old	-.182	.365

* $p < .05$

Table 2-12A

Teachers' educational level and learners' individual learning on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
2. Independent study in the library is an activity which develops learner autonomy.	BA	18	3.89	1.132	2	5
	MA	88	3.77	.673	2	5
	PhD	17	4.00	.866	3	5
	Total	123	3.82	.779	2	5
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	BA	18	3.22	1.166	1	5
	MA	88	3.30	1.041	1	5
	PhD	17	3.35	.996	2	5
	Total	123	3.29	1.046	1	5
6. Autonomy can develop most effectively through learning outside the classroom.	BA	18	3.67	.840	2	5
	MA	88	3.55	.815	2	5
	PhD	17	3.59	.870	3	5
	Total	123	3.57	.821	2	5
21. Learner autonomy is promoted by independent work	BA	18	1.67	.686	1	3
	MA	88	1.95	1.049	1	5
	PhD	17	1.76	1.300	1	5
	Total	123	1.89	1.042	1	5
30. Learning to work alone is central to the development of learner autonomy.	BA	18	3.00	1.188	1	5
	MA	88	2.77	.881	1	5
	PhD	17	2.88	1.364	1	5
	Total	123	2.82	1.000	1	5
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	BA	18	3.78	1.060	2	5
	MA	88	4.25	.648	3	5
	PhD	17	4.47	.514	4	5
	Total	123	4.21	.727	2	5

Table 2-12B

Teachers' educational level and learners' individual learning on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
2. Independent study in the library is an activity which develops learner autonomy.	Between Groups	2	.416	.682	.507
	Within Groups	120	.610		
	Total	122			
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	Between Groups	2	.076	.068	.934
	Within Groups	120	1.111		
	Total	122			
6. Autonomy can develop most effectively through learning outside the classroom.	Between Groups	2	.113	.166	.847
	Within Groups	120	.683		
	Total	122			
21. Learner autonomy is promoted by independent work	Between Groups	2	.765	.701	.498
	Within Groups	120	1.091		
	Total	122			
30. Learning to work alone is central to the development of learner autonomy.	Between Groups	2	.423	.419	.659
	Within Groups	120	1.010		
	Total	122			
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	Between Groups	2	2.329	4.670	.011
	Within Groups	120	.499		
	Total	122			

* $p < .05$



Table 2-12C

Teachers' educational level and learners' individual learning on learner autonomy (Multiple Comparisons)

Scheffe

Dependent Variable	(I) 3. Education	(J) 3. Education	Mean Difference (I-J)	Std. Error	Sig.
2. Independent study in the library is an activity which develops learner autonomy.	BA	MA	.116	.202	.848
		PhD	-.111	.264	.915
	MA	BA	-.116	.202	.848
		PhD	-.227	.207	.549
	PhD	BA	.111	.264	.915
		MA	.227	.207	.549
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	BA	MA	-.073	.273	.965
		PhD	-.131	.356	.935
	MA	BA	.073	.273	.965
		PhD	-.057	.279	.979
	PhD	BA	.131	.356	.935
		MA	.057	.279	.979
6. Autonomy can develop most effectively through learning outside the classroom.	BA	MA	.121	.214	.852
		PhD	.078	.279	.961
	MA	BA	-.121	.214	.852
		PhD	-.043	.219	.981
	PhD	BA	-.078	.279	.961
		MA	.043	.219	.981
21. Learner autonomy is promoted by independent work	BA	MA	-.288	.270	.568
		PhD	-.098	.353	.962
	MA	BA	.288	.270	.568
		PhD	.190	.277	.791
	PhD	BA	.098	.353	.962
		MA	-.190	.277	.791
30. Learning to work alone is central to the development of learner autonomy.	BA	MA	.227	.260	.683
		PhD	.118	.340	.942
	MA	BA	-.227	.260	.683
		PhD	-.110	.266	.919
	PhD	BA	-.118	.340	.942
		MA	.110	.266	.919
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	BA	MA	-.472*	.183	.039
		PhD	-.693*	.239	.017
	MA	BA	.472*	.183	.039

Dependent Variable	(I) 3. Education	(J) 3. Education	Mean Difference (I-J)	Std. Error	Sig.
		PhD	-.221	.187	.501
	PhD	BA	.693*	.239	.017
		MA	.221	.187	.501

* p < .05

Table 2-13A

Teachers' educational background and learners' individual learning on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
2. Independent study in the library is an activity which develops learner autonomy.	Thailand	110	3.85	.776	2	5
	Abroad	14	3.57	.756	3	5
	Total	124	3.82	.776	2	5
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	Thailand	110	3.25	1.053	1	5
	Abroad	14	3.57	.938	3	5
	Total	124	3.29	1.042	1	5
6. Autonomy can develop most effectively through learning outside the classroom.	Thailand	110	3.58	.850	2	5
	Abroad	14	3.43	.514	3	4
	Total	124	3.56	.819	2	5
21. Learner autonomy is promoted by independent work	Thailand	110	1.89	1.078	1	5
	Abroad	14	1.86	.663	1	3
	Total	124	1.89	1.038	1	5
30. Learning to work alone is central to the development of learner autonomy.	Thailand	110	2.85	1.021	1	5
	Abroad	14	2.57	.756	1	3
	Total	124	2.82	.996	1	5
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	Thailand	110	4.27	.728	2	5
	Abroad	14	3.71	.469	3	4
	Total	124	4.21	.724	2	5

Table 2.13B

Teachers' educational background and learners' individual learning on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
2. Independent study in the library is an activity which develops learner autonomy.	Between Groups	1	.995	1.661	.200
	Within Groups	122	.599		
	Total	123			
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	Between Groups	1	1.247	1.150	.286
	Within Groups	122	1.084		
	Total	123			
6. Autonomy can develop most effectively through learning outside the classroom.	Between Groups	1	.292	.433	.512
	Within Groups	122	.674		
	Total	123			
21. Learner autonomy is promoted by independent work	Between Groups	1	.014	.013	.909
	Within Groups	122	1.085		
	Total	123			
30. Learning to work alone is central to the development of learner autonomy.	Between Groups	1	.995	1.003	.319
	Within Groups	122	.993		
	Total	123			
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	Between Groups	1	3.873	7.788	.006
	Within Groups	122	.497		
	Total	123			

* $p < .05$

Table 2-14A

Teachers' teaching experience and learners' individual learning on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
2. Independent study in the library is an activity which develops learner autonomy.	3-5 years	30	3.87	.900	3	5
	5-10 years	38	3.68	.739	2	5
	10-15 years	52	3.92	.737	2	5
	15-20 years	4	3.50	.577	3	4
	Total	124	3.82	.776	2	5
3. Learner autonomy is promoted through regular opportunities for learners to complete	3-5 years	30	3.87	.900	3	5
	5-10 years	38	2.95	1.012	1	5
	10-15 years	52	3.23	1.059	1	5
	15-20 years	4	3.00	.000	3	3

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
tasks alone.	Total	124	3.29	1.042	1	5
6. Autonomy can develop most effectively through learning outside the classroom.	3-5 years	30	3.73	.691	3	5
	5-10 years	38	3.47	.893	2	5
	10-15 years	52	3.54	.851	2	5
	15-20 years	4	3.50	.577	3	4
	Total	124	3.56	.819	2	5
21. Learner autonomy is promoted by independent work	3-5 years	30	2.07	1.015	1	4
	5-10 years	38	2.21	1.379	1	5
	10-15 years	52	1.58	.637	1	3
	15-20 years	4	1.50	.577	1	2
	Total	124	1.89	1.038	1	5
30. Learning to work alone is central to the development of learner autonomy.	3-5 years	30	2.80	.925	1	4
	5-10 years	38	3.00	.986	2	5
	10-15 years	52	2.77	1.022	1	5
	15-20 years	4	2.00	1.155	1	3
	Total	124	2.82	.996	1	5
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	3-5 years	30	3.67	.802	2	5
	5-10 years	38	4.47	.687	3	5
	10-15 years	52	4.35	.556	3	5
	15-20 years	4	4.00	.000	4	4
	Total	124	4.21	.724	2	5

Table 2-14B

Teachers' teaching experience and learners' individual learning on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
2. Independent study in the library is an activity which develops learner autonomy.	Between Groups	3	.576	.955	.417
	Within Groups	120	.603		
	Total	123			
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	Between Groups	3	4.985	5.045	.003
	Within Groups	120	.988		
	Total	123			
6. Autonomy can develop most effectively through learning outside the classroom.	Between Groups	3	.407	.601	.616
	Within Groups	120	.677		
	Total	123			
21. Learner autonomy is promoted by independent work	Between Groups	3	3.515	3.461	.019
	Within Groups	120	1.016		

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
	Total	123			
30. Learning to work alone is central to the development of learner autonomy.	Between Groups	3	1.355	1.378	.253
	Within Groups	120	.984		
	Total	123			
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	Between Groups	3	4.213	9.739	.000
	Within Groups	120	.433		
	Total	123			

* $p < .05$

Table 2-14C

Teachers' teaching experience and learners' individual learning on learner (Multiple Comparisons)

Scheffe

Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Error	Sig.
2. Independent study in the library is an activity which develops learner autonomy.	3-5 years	5-10 years	.182	.190	.819
		10-15 years	-.056	.178	.992
		15-20 years	.367	.413	.852
	5-10 years	3-5 years	-.182	.190	.819
		10-15 years	-.239	.166	.558
		15-20 years	.184	.408	.977
	10-15 years	3-5 years	.056	.178	.992
		5-10 years	.239	.166	.558
		15-20 years	.423	.403	.777
	15-20 years	3-5 years	-.367	.413	.852
		5-10 years	-.184	.408	.977
		10-15 years	-.423	.403	.777
3. Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.	3-5 years	5-10 years	.919*	.243	.004
		10-15 years	.636	.228	.056
		15-20 years	.867	.529	.446
	5-10 years	3-5 years	-.919*	.243	.004
		10-15 years	-.283	.212	.620
		15-20 years	-.053	.523	1.000
	10-15 years	3-5 years	-.636	.228	.056
		5-10 years	.283	.212	.620
		15-20 years	.231	.516	.977
	15-20 years	3-5 years	-.867	.529	.446
		5-10 years	.053	.523	1.000

Dependent Variable	<i>(I) 5. Years working as a teacher</i>	<i>(J) 5. Years working as a teacher</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>
		10-15 years	-.231	.516	.977
6. Autonomy can develop most effectively through learning outside the classroom.	3-5 years	5-10 years	.260	.201	.645
		10-15 years	.195	.189	.785
		15-20 years	.233	.438	.963
	5-10 years	3-5 years	-.260	.201	.645
		10-15 years	-.065	.176	.987
		15-20 years	-.026	.433	1.000
	10-15 years	3-5 years	-.195	.189	.785
		5-10 years	.065	.176	.987
		15-20 years	.038	.427	1.000
	15-20 years	3-5 years	-.233	.438	.963
		5-10 years	.026	.433	1.000
		10-15 years	-.038	.427	1.000
21. Learner autonomy is promoted by independent work	3-5 years	5-10 years	-.144	.246	.952
		10-15 years	.490	.231	.219
		15-20 years	.567	.536	.773
	5-10 years	3-5 years	.144	.246	.952
		10-15 years	.634*	.215	.038
		15-20 years	.711	.530	.616
	10-15 years	3-5 years	-.490	.231	.219
		5-10 years	-.634*	.215	.038
		15-20 years	.077	.523	.999
	15-20 years	3-5 years	-.567	.536	.773
		5-10 years	-.711	.530	.616
		10-15 years	-.077	.523	.999
30. Learning to work alone is central to the development of learner autonomy.	3-5 years	5-10 years	-.200	.242	.877
		10-15 years	.031	.227	.999
		15-20 years	.800	.528	.516
	5-10 years	3-5 years	.200	.242	.877
		10-15 years	.231	.212	.756
		15-20 years	1.000	.521	.303
	10-15 years	3-5 years	-.031	.227	.999
		5-10 years	-.231	.212	.756
		15-20 years	.769	.515	.527
	15-20 years	3-5 years	-.800	.528	.516
		5-10 years	-1.000	.521	.303
		10-15 years	-.769	.515	.527

Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Error	Sig.
31. Out-of-class tasks which require learners to use the internet promote learner autonomy.	3-5 years	5-10 years	-.807*	.161	.000
		10-15 years	-.679*	.151	.000
		15-20 years	-.333	.350	.824
	5-10 years	3-5 years	.807*	.161	.000
		10-15 years	.128	.140	.843
		15-20 years	.474	.346	.600
	10-15 years	3-5 years	.679*	.151	.000
		5-10 years	-.128	.140	.843
		15-20 years	.346	.341	.794
	15-20 years	3-5 years	.333	.350	.824
		5-10 years	-.474	.346	.600
		10-15 years	-.346	.341	.794

* $p < .05$

Table 2-15A

Teachers' age and learners working as a group on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	20-29 years old	14	4.00	.961	3	5
	30-39 years old	84	4.10	.688	3	5
	40-49 years old	22	4.00	.436	3	5
	50-59 years old	4	3.50	.577	3	4
	Total	124	4.05	.685	3	5
19. Learner autonomy is promoted by activities that encourage learners to work together.	20-29 years old	14	4.14	.864	3	5
	30-39 years old	84	4.17	.691	3	5
	40-49 years old	22	3.73	.767	2	5
	50-59 years old	4	4.00	.000	4	4
	Total	124	4.08	.728	2	5
25. Co-operative group work activities support the development of learner autonomy.	20-29 years old	14	3.71	.914	3	5
	30-39 years old	84	4.12	.701	3	5
	40-49 years old	22	4.27	.456	4	5
	50-59 years old	4	3.50	.577	3	4
	Total	124	4.08	.705	3	5

Table 2-15B

Teachers' age and learners working as a group on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	Between Groups	3	.491	1.047	.375
	Within Groups	120	.469		
	Total	123			
19. Learner autonomy is promoted by activities that encourage learners to work together.	Between Groups	3	1.150	2.234	.088
	Within Groups	120	.515		
	Total	123			
25. Co-operative group work activities support the development of learner autonomy.	Between Groups	3	1.388	2.920	.037
	Within Groups	120	.475		
	Total	123			

* $p < .05$

Table 2-15C

Teachers' age and learners working as a group on learner autonomy (Multiple Comparisons)
Scheffe

Dependent Variable	(I) 2. Age	(J) 2. Age	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	20-29 years old	30-39 years old	-.095	.198	.972
		40-49 years old	.000	.234	1.000
		50-59 years old	.500	.388	.647
	30-39 years old	20-29 years old	.095	.198	.972
		40-49 years old	.095	.164	.953
		50-59 years old	.595	.350	.413
	40-49 years old	20-29 years old	.000	.234	1.000
		30-39 years old	-.095	.164	.953
		50-59 years old	.500	.372	.615
	50-59 years old	20-29 years old	-.500	.388	.647
		30-39 years old	-.595	.350	.413
		40-49 years old	-.500	.372	.615
19. Learner autonomy is promoted by activities that encourage learners to work together.	20-29 years old	30-39 years old	-.024	.207	1.000
		40-49 years old	.416	.245	.415
		50-59 years old	.143	.407	.989
	30-39 years	20-29 years old	.024	.207	1.000

Dependent Variable	(I) 2. Age	(J) 2. Age	Mean Difference (I-J)	Std. Error	Sig.
	old	40-49 years old	.439	.172	.094
		50-59 years old	.167	.367	.976
	40-49 years old	20-29 years old	-.416	.245	.415
		30-39 years old	-.439	.172	.094
		50-59 years old	-.273	.390	.921
	50-59 years old	20-29 years old	-.143	.407	.989
		30-39 years old	-.167	.367	.976
		40-49 years old	.273	.390	.921
	25. Co-operative group work activities support the development of learner autonomy.	20-29 years old	30-39 years old	-.405	.199
40-49 years old			-.558	.236	.138
50-59 years old			.214	.391	.960
30-39 years old		20-29 years old	.405	.199	.253
		40-49 years old	-.154	.165	.833
		50-59 years old	.619	.353	.384
40-49 years old		20-29 years old	.558	.236	.138
		30-39 years old	.154	.165	.833
		50-59 years old	.773	.375	.241
50-59 years old		20-29 years old	-.214	.391	.960
		30-39 years old	-.619	.353	.384
		40-49 years old	-.773	.375	.241

Table 2-16A
Teachers' educational level and learners working as a group on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	BA	18	4.56	.705	3	5
	MA	88	3.93	.691	3	5
	PhD	17	4.12	.332	4	5
	Total	123	4.05	.688	3	5
19. Learner autonomy is promoted by activities that encourage learners to work together.	BA	18	4.44	.705	3	5
	MA	88	4.05	.710	2	5
	PhD	17	3.94	.748	3	5
	Total	123	4.09	.724	2	5
25. Co-operative group work activities support the development of learner autonomy.	BA	18	4.00	.970	3	5
	MA	88	4.14	.628	3	5
	PhD	17	3.88	.781	3	5

	<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
Total	123	4.08	.708	3	5

Table 2-16B

Teachers' educational level and learners working as a group on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	Between Groups	2	2.954	6.842	.002
	Within Groups	120	.432		
	Total	122			
19. Learner autonomy is promoted by activities that encourage learners to work together.	Between Groups	2	1.406	2.757	.067
	Within Groups	120	.510		
	Total	122			
25. Co-operative group work activities support the development of learner autonomy.	Between Groups	2	.529	1.056	.351
	Within Groups	120	.501		
	Total	122			

* $p < .05$

Table 2-16C

Teachers' educational level and learners working as a group on learner autonomy (Multiple Comparisons) Scheffe

Dependent Variable	(I) 3. <i>Education</i>	(J) 3. <i>Education</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	BA	MA	.624*	.170	.002
		PhD	.438	.222	.148
	MA	BA	-.624*	.170	.002
		PhD	-.186	.174	.567
	PhD	BA	-.438	.222	.148
		MA	.186	.174	.567
19. Learner autonomy is promoted by activities that encourage learners to work together.	BA	MA	.399	.185	.101
		PhD	.503	.242	.119
	MA	BA	-.399	.185	.101
		PhD	.104	.189	.859
	PhD	BA	-.503	.242	.119
		MA			

Dependent Variable	(I) 3.	(J) 3.	Mean	Std.	Sig.
	Education	Education	Difference (I-J)	Error	
		MA	-.104	.189	.859
25. Co-operative group work activities support the development of learner autonomy.	BA	MA	-.136	.183	.758
		PhD	.118	.239	.886
	MA	BA	.136	.183	.758
		PhD	.254	.188	.402
	PhD	BA	-.118	.239	.886
		MA	-.254	.188	.402

* p < .05

Table 2-17A

Teachers' educational background and learners working as a group on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	Thailand	110	4.09	.671	3	5
	Abroad	14	3.71	.726	3	5
	Total	124	4.05	.685	3	5
19. Learner autonomy is promoted by activities that encourage learners to work together.	Thailand	110	4.15	.727	2	5
	Abroad	14	3.57	.514	3	4
	Total	124	4.08	.728	2	5
25. Co-operative group work activities support the development of learner autonomy.	Thailand	110	4.11	.708	3	5
	Abroad	14	3.86	.663	3	5
	Total	124	4.08	.705	3	5

Table 2-17B

Teachers' educational background and learners working as a group on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	Between Groups	1	1.762	3.841	.052
	Within Groups	122	.459		
	Total	123			
19. Learner autonomy is promoted by activities that encourage learners to work together.	Between Groups	1	4.092	8.171	.005
	Within Groups	122	.501		
	Total	123			
25. Co-operative group work activities support the development of learner autonomy.	Between Groups	1	.788	1.592	.209
	Within Groups	122	.495		
	Total	123			

* $p < .05$

Table 2-18A

Teachers' teaching experience and learners working as a group on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	3-5 years	30	3.87	.819	3	5
	5-10 years	38	4.16	.754	3	5
	10-15 years	52	4.08	.555	3	5
	15-20 years	4	4.00	.000	4	4
	Total	124	4.05	.685	3	5
19. Learner autonomy is promoted by activities that encourage learners to work together.	3-5 years	30	3.80	.925	2	5
	5-10 years	38	4.37	.675	3	5
	10-15 years	52	4.08	.555	3	5
	15-20 years	4	3.50	.577	3	4
	Total	124	4.08	.728	2	5
25. Co-operative group work activities support the development of learner autonomy.	3-5 years	30	3.87	.819	3	5
	5-10 years	38	4.21	.704	3	5
	10-15 years	52	4.12	.646	3	5
	15-20 years	4	4.00	.000	4	4
	Total	124	4.08	.705	3	5

Table 2-18B

Teachers' teaching experience and learners working as a group on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	Between Groups	3	.499	1.066	.366
	Within Groups	120	.468		
	Total	123			
19. Learner autonomy is promoted by activities that encourage learners to work together.	Between Groups	3	2.286	4.703	.004
	Within Groups	120	.486		
	Total	123			
25. Co-operative group work activities support the development of learner autonomy.	Between Groups	3	.701	1.424	.239
	Within Groups	120	.492		
	Total	123			

* $p < .05$

Table 2-18C

Teachers' teaching experience and learners working as a group on learner autonomy (Multiple Comparisons) Scheffe

Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Error	Sig.
16. Learner autonomy is promoted through activities which give learners opportunities to learn from each other.	3-5 years	5-10 years	-.291	.167	.390
		10-15 years	-.210	.157	.617
		15-20 years	-.133	.364	.987
	5-10 years	3-5 years	.291	.167	.390
		10-15 years	.081	.146	.958
		15-20 years	.158	.360	.979
	10-15 years	3-5 years	.210	.157	.617
		5-10 years	-.081	.146	.958
		15-20 years	.077	.355	.997
	15-20 years	3-5 years	.133	.364	.987
		5-10 years	-.158	.360	.979
		10-15 years	-.077	.355	.997
19. Learner autonomy is promoted by activities that encourage learners to work	3-5 years	5-10 years	-.568*	.170	.013
		10-15 years	-.277	.160	.395
		15-20 years	.300	.371	.884

Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Error	Sig.	
together.	5-10 years	3-5 years	.568*	.170	.013	
		10-15 years	.291	.149	.285	
		15-20 years	.868	.367	.138	
	10-15 years	3-5 years	.277	.160	.395	
		5-10 years	-.291	.149	.285	
		15-20 years	.577	.362	.470	
	15-20 years	3-5 years	-.300	.371	.884	
		5-10 years	-.868	.367	.138	
		10-15 years	-.577	.362	.470	
	25. Co-operative group work activities support the development of learner autonomy.	3-5 years	5-10 years	-.344	.171	.264
			10-15 years	-.249	.161	.498
			15-20 years	-.133	.374	.988
5-10 years		3-5 years	.344	.171	.264	
		10-15 years	.095	.150	.939	
		15-20 years	.211	.369	.955	
10-15 years		3-5 years	.249	.161	.498	
		5-10 years	-.095	.150	.939	
		15-20 years	.115	.364	.992	
15-20 years		3-5 years	.133	.374	.988	
		5-10 years	-.211	.369	.955	
		10-15 years	-.115	.364	.992	

* p < .05

Table 2-19A
Teachers' gender and learners' dependency on teachers on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
8. Learner autonomy means learning without a teacher.	Male	48	2.96	1.220	1	5
	Female	76	2.97	.909	1	5
	Total	124	2.97	1.035	1	5
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	Male	48	3.29	.849	2	5
	Female	76	3.08	.990	1	5
	Total	124	3.16	.940	1	5
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	Male	48	2.63	1.482	1	5
	Female	76	2.00	.894	1	4
	Total	124	2.24	1.192	1	5
18. Learner autonomy cannot	Male	48	3.33	.859	2	5

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
develop without the help of the teacher.	Female	76	3.21	1.037	1	5
	Total	124	3.26	.970	1	5
24. Learner autonomy requires the learner to be totally independent of the teacher.	Male	48	2.54	1.368	1	5
	Female	76	2.50	1.102	1	5
	Total	124	2.52	1.206	1	5
28. Learner-centered classrooms provide ideal conditions for developing learner autonomy.	Male	48	4.25	.526	3	5
	Female	76	3.89	.888	1	5
	Total	124	4.03	.785	1	5
35. The teacher has an important role to play in supporting learner autonomy.	Male	48	3.96	.898	1	5
	Female	76	4.00	.833	1	5
	Total	124	3.98	.855	1	5

Table 2-19B

Teachers' gender and learners' dependency on teachers on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
8. Learner autonomy means learning without a teacher.	Between Groups	1	.007	.006	.936
	Within Groups	122	1.081		
	Total	123			
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	Between Groups	1	1.331	1.512	.221
	Within Groups	122	.881		
	Total	123			
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	Between Groups	1	11.492	8.588	.004
	Within Groups	122	1.338		
	Total	123			
18. Learner autonomy cannot develop without the help of the teacher.	Between Groups	1	.444	.469	.495
	Within Groups	122	.945		
	Total	123			
24. Learner autonomy requires the learner to be totally independent of the teacher.	Between Groups	1	.051	.035	.852
	Within Groups	122	1.467		
	Total	123			
28. Learner-centered classrooms provide ideal conditions for developing learner autonomy.	Between Groups	1	3.713	6.278	.014
	Within Groups	122	.591		
	Total	123			
35. The teacher has an	Between Groups	1	.051	.069	.793

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
important role to play in supporting learner autonomy.	Within Groups	122	.737		
	Total	123			

* $p < .05$

Table 2-20A

Teachers' educational level and learners' dependency on teachers on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
8. Learner autonomy means learning without a teacher.	BA	18	2.44	.984	1	4
	MA	88	3.05	.958	1	5
	PhD	17	3.18	1.334	1	5
	Total	123	2.98	1.036	1	5
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	BA	18	3.89	.900	3	5
	MA	88	3.00	.858	1	5
	PhD	17	3.24	1.091	2	5
	Total	123	3.16	.944	1	5
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	BA	18	2.11	1.410	1	5
	MA	88	2.18	1.140	1	5
	PhD	17	2.71	1.213	1	5
	Total	123	2.24	1.197	1	5
18. Learner autonomy cannot develop without the help of the teacher.	BA	18	3.11	1.023	2	5
	MA	88	3.32	.977	1	5
	PhD	17	3.12	.928	2	5
	Total	123	3.26	.974	1	5
24. Learner autonomy requires the learner to be totally independent of the teacher.	BA	18	2.67	1.609	1	5
	MA	88	2.34	1.071	1	5
	PhD	17	3.24	1.200	2	5
	Total	123	2.51	1.210	1	5
28. Learner-centered classrooms provide ideal conditions for developing learner autonomy.	BA	18	4.33	.840	3	5
	MA	88	4.05	.642	3	5
	PhD	17	3.65	1.222	1	5
	Total	123	4.03	.789	1	5
35. The teacher has an important role to play in supporting learner autonomy.	BA	18	4.33	.686	3	5
	MA	88	3.95	.801	1	5
	PhD	17	3.76	1.200	1	5
	Total	123	3.98	.859	1	5

Table 2-20B

Teachers' educational level and learners' dependency on teachers on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
8. Learner autonomy means learning without a teacher.	Between Groups	2	3.097	2.979	.055
	Within Groups	120	1.039		
	Total	122			
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	Between Groups	2	5.956	7.380	.001
	Within Groups	120	.807		
	Total	122			
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	Between Groups	2	2.142	1.509	.225
	Within Groups	120	1.420		
	Total	122			
18. Learner autonomy cannot develop without the help of the teacher.	Between Groups	2	.521	.545	.581
	Within Groups	120	.955		
	Total	122			
24. Learner autonomy requires the learner to be totally independent of the teacher.	Between Groups	2	5.950	4.280	.016
	Within Groups	120	1.390		
	Total	122			
28. Learner-centered classrooms provide ideal conditions for developing learner autonomy.	Between Groups	2	2.085	3.489	.034
	Within Groups	120	.598		
	Total	122			
35. The teacher has an important role to play in supporting learner autonomy.	Between Groups	2	1.545	2.134	.123
	Within Groups	120	.724		
	Total	122			

* $p < .05$

Table 2-20C

Teachers' educational level and learners' dependency on teachers on learner autonomy (Multiple Comparisons)

Scheffe

Dependent Variable	(I) 3. Education	(J) 3. Education	Mean Difference (I-J)	Std. Error	Sig.
8. Learner autonomy means learning without a teacher.	BA	MA	-.601	.264	.079
		PhD	-.732	.345	.109
	MA	BA	.601	.264	.079
		PhD	-.131	.270	.889
	PhD	BA	.732	.345	.109
		MA	.131	.270	.889
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	BA	MA	.889*	.232	.001
		PhD	.654	.304	.103
	MA	BA	-.889*	.232	.001
		PhD	-.235	.238	.615
	PhD	BA	-.654	.304	.103
		MA	.235	.238	.615
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	BA	MA	-.071	.308	.974
		PhD	-.595	.403	.340
	MA	BA	.071	.308	.974
		PhD	-.524	.316	.256
	PhD	BA	.595	.403	.340
		MA	.524	.316	.256
18. Learner autonomy cannot develop without the help of the teacher.	BA	MA	-.207	.253	.716
		PhD	-.007	.331	1.000
	MA	BA	.207	.253	.716
		PhD	.201	.259	.741
	PhD	BA	.007	.331	1.000
		MA	-.201	.259	.741
24. Learner autonomy requires the learner to be totally independent of the teacher.	BA	MA	.326	.305	.567
		PhD	-.569	.399	.365
	MA	BA	-.326	.305	.567
		PhD	-.894*	.312	.019
	PhD	BA	.569	.399	.365
		MA	.894*	.312	.019
28. Learner-centered classrooms provide ideal conditions for developing	BA	MA	.288	.200	.358
		PhD	.686*	.261	.035
	MA	BA	-.288	.200	.358

Dependent Variable	(I) 3. Education	(J) 3. Education	Mean Difference (I-J)	Std. Error	Sig.
learner autonomy.	PhD	PhD	.398	.205	.155
		BA	-.686*	.261	.035
	MA	-.398	.205	.155	
35. The teacher has an important role to play in supporting learner autonomy.	BA	MA	.379	.220	.232
		PhD	.569	.288	.146
	MA	BA	-.379	.220	.232
		PhD	.190	.225	.702
	PhD	BA	-.569	.288	.146
		MA	-.190	.225	.702

* p < .05

Table 2-21A

Teachers' teaching experience and learners' dependency on teachers on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
8. Learner autonomy means learning without a teacher.	3-5 years	30	2.80	.925	2	5
	5-10 years	38	3.21	1.119	1	5
	10-15 years	52	2.92	1.045	1	5
	15-20 years	4	2.50	.577	2	3
	Total	124	2.97	1.035	1	5
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	3-5 years	30	3.53	1.106	2	5
	5-10 years	38	3.53	.893	2	5
	10-15 years	52	2.69	.673	1	4
	15-20 years	4	3.00	.000	3	3
	Total	124	3.16	.940	1	5
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	3-5 years	30	2.53	1.279	1	5
	5-10 years	38	1.95	1.335	1	5
	10-15 years	52	2.35	1.008	1	5
	15-20 years	4	1.50	.577	1	2
	Total	124	2.24	1.192	1	5
18. Learner autonomy cannot develop without the help of the teacher.	3-5 years	30	3.20	.847	2	5
	5-10 years	38	3.42	1.287	1	5
	10-15 years	52	3.23	.757	2	5
	15-20 years	4	2.50	.577	2	3
	Total	124	3.26	.970	1	5
24. Learner autonomy requires the learner to be	3-5 years	30	2.80	1.126	1	5
	5-10 years	38	2.26	1.267	1	5

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
totally independent of the teacher.	10-15 years	52	2.50	1.196	1	5
	15-20 years	4	3.00	1.155	2	4
	Total	124	2.52	1.206	1	5
28. Learner-centered classrooms provide ideal conditions for developing learner autonomy.	3-5 years	30	4.13	.819	3	5
	5-10 years	38	3.95	.957	1	5
	10-15 years	52	4.04	.656	3	5
	15-20 years	4	4.00	.000	4	4
	Total	124	4.03	.785	1	5
35. The teacher has an important role to play in supporting learner autonomy.	3-5 years	30	4.00	.743	3	5
	5-10 years	38	4.11	.649	3	5
	10-15 years	52	3.92	1.045	1	5
	15-20 years	4	3.50	.577	3	4
	Total	124	3.98	.855	1	5

Table 2-21B

Teachers' teaching experience and learners' dependency on teachers on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
8. Learner autonomy means learning without a teacher.	Between Groups	3	1.354	1.272	.287
	Within Groups	120	1.065		
	Total	123			
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	Between Groups	3	6.919	9.433	.000
	Within Groups	120	.733		
	Total	123			
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	Between Groups	3	2.870	2.073	.107
	Within Groups	120	1.384		
	Total	123			
18. Learner autonomy cannot develop without the help of the teacher.	Between Groups	3	1.149	1.228	.303
	Within Groups	120	.936		
	Total	123			
24. Learner autonomy requires the learner to be totally independent of the teacher.	Between Groups	3	1.933	1.340	.265
	Within Groups	120	1.443		
	Total	123			
28. Learner-centered classrooms provide ideal	Between Groups	3	.195	.312	.817
	Within Groups	120	.627		

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
conditions for developing learner autonomy.	Total	123			
35. The teacher has an important role to play in supporting learner autonomy.	Between Groups	3	.565	.769	.514
	Within Groups	120	.736		
	Total	123			

* $p < .05$

Table 2-21C

Teachers' teaching experience and learners' dependency on teachers on learner autonomy (Multiple Comparisons)

Scheffe

Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Error	Sig.
8. Learner autonomy means learning without a teacher.	3-5 years	5-10 years	-.411	.252	.451
		10-15 years	-.123	.237	.965
		15-20 years	.300	.549	.960
	5-10 years	3-5 years	.411	.252	.451
		10-15 years	.287	.220	.637
		15-20 years	.711	.542	.635
	10-15 years	3-5 years	.123	.237	.965
		5-10 years	-.287	.220	.637
		15-20 years	.423	.535	.891
	15-20 years	3-5 years	-.300	.549	.960
		5-10 years	-.711	.542	.635
		10-15 years	-.423	.535	.891
15. Learner autonomy cannot be promoted in teacher-centered classrooms.	3-5 years	5-10 years	.007	.209	1.000
		10-15 years	.841*	.196	.001
		15-20 years	.533	.456	.713
	5-10 years	3-5 years	-.007	.209	1.000
		10-15 years	.834*	.183	.000
		15-20 years	.526	.450	.714
	10-15 years	3-5 years	-.841*	.196	.001
		5-10 years	-.834*	.183	.000
		15-20 years	-.308	.444	.923
	15-20 years	3-5 years	-.533	.456	.713
		5-10 years	-.526	.450	.714
		10-15 years	.308	.444	.923

Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Error	Sig.
17. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.	3-5 years	5-10 years	.586	.287	.250
		10-15 years	.187	.270	.923
		15-20 years	1.033	.626	.440
	5-10 years	3-5 years	-.586	.287	.250
		10-15 years	-.399	.251	.474
		15-20 years	.447	.618	.914
	10-15 years	3-5 years	-.187	.270	.923
		5-10 years	.399	.251	.474
		15-20 years	.846	.611	.591
	15-20 years	3-5 years	-1.033	.626	.440
		5-10 years	-.447	.618	.914
		10-15 years	-.846	.611	.591
18. Learner autonomy cannot develop without the help of the teacher.	3-5 years	5-10 years	-.221	.236	.831
		10-15 years	-.031	.222	.999
		15-20 years	.700	.515	.606
	5-10 years	3-5 years	.221	.236	.831
		10-15 years	.190	.206	.837
		15-20 years	.921	.508	.355
	10-15 years	3-5 years	.031	.222	.999
		5-10 years	-.190	.206	.837
		15-20 years	.731	.502	.550
	15-20 years	3-5 years	-.700	.515	.606
		5-10 years	-.921	.508	.355
		10-15 years	-.731	.502	.550
24. Learner autonomy requires the learner to be totally independent of the teacher.	3-5 years	5-10 years	.537	.293	.345
		10-15 years	.300	.275	.756
		15-20 years	-.200	.639	.992
	5-10 years	3-5 years	-.537	.293	.345
		10-15 years	-.237	.256	.837
		15-20 years	-.737	.631	.715
	10-15 years	3-5 years	-.300	.275	.756
		5-10 years	.237	.256	.837
		15-20 years	-.500	.623	.886
	15-20 years	3-5 years	.200	.639	.992
		5-10 years	.737	.631	.715
		10-15 years	.500	.623	.886

Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Error	Sig.
28. Learner-centered classrooms provide ideal conditions for developing learner autonomy.	3-5 years	5-10 years	.186	.193	.820
		10-15 years	.095	.182	.965
		15-20 years	.133	.422	.992
	5-10 years	3-5 years	-.186	.193	.820
		10-15 years	-.091	.169	.962
		15-20 years	-.053	.416	.999
	10-15 years	3-5 years	-.095	.182	.965
		5-10 years	.091	.169	.962
		15-20 years	.038	.411	1.000
	15-20 years	3-5 years	-.133	.422	.992
		5-10 years	.053	.416	.999
		10-15 years	-.038	.411	1.000
35. The teacher has an important role to play in supporting learner autonomy.	3-5 years	5-10 years	-.105	.209	.969
		10-15 years	.077	.197	.985
		15-20 years	.500	.457	.753
	5-10 years	3-5 years	.105	.209	.969
		10-15 years	.182	.183	.803
		15-20 years	.605	.451	.616
	10-15 years	3-5 years	-.077	.197	.985
		5-10 years	-.182	.183	.803
		15-20 years	.423	.445	.824
	15-20 years	3-5 years	-.500	.457	.753
		5-10 years	-.605	.451	.616
		10-15 years	-.423	.445	.824

* p < .05

Table 2.22A

Teachers' gender and learners' self-monitoring on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
32. The ability to monitor one's learning is central to learner autonomy.	Male	48	4.33	.559	3	5
	Female	76	4.00	.800	2	5
	Total	124	4.13	.732	2	5
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	Male	48	4.13	.531	3	5
	Female	76	4.05	.691	2	5
	Total	124	4.08	.632	2	5

Table 2.22B

Teachers' gender and learners' self-monitoring on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
32. The ability to monitor one's learning is central to learner autonomy.	Between Groups	1	3.269	6.364	.013
	Within Groups	122	.514		
	Total	123			
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	Between Groups	1	.154	.383	.537
	Within Groups	122	.402		
	Total	123			

* $p < .05$ 

Table 2-23A

Teachers' age and learners' self-monitoring on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
32. The ability to monitor one's learning is central to learner autonomy.	20-29 years old	14	3.57	.756	3	5
	30-39 years old	84	4.19	.768	2	5
	40-49 years old	22	4.18	.395	4	5
	50-59 years old	4	4.50	.577	4	5
	Total	124	4.13	.732	2	5
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	20-29 years old	14	4.14	.663	3	5
	30-39 years old	84	4.05	.693	2	5
	40-49 years old	22	4.18	.395	4	5
	50-59 years old	4	4.00	.000	4	4
	Total	124	4.08	.632	2	5

Table 2-23B

Teachers' age and learners' self-monitoring on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
32. The ability to monitor one's learning is central to learner autonomy.	Between Groups	3	1.761	3.483	.018
	Within Groups	120	.505		
	Total	123			
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	Between Groups	3	.132	.325	.807
	Within Groups	120	.407		
	Total	123			

* $p < .05$

Table 2-23C

Teachers' age and learners' self-monitoring on learner autonomy (Multiple Comparisons)

Scheffe					
Dependent Variable	(I) 2. Age	(J) 2. Age	Mean Difference (I-J)	Std. Error	Sig.
32. The ability to monitor one's learning is central to learner autonomy.	20-29 years old	30-39 years old	-.619*	.205	.032
		40-49 years old	-.610	.243	.104
		50-59 years old	-.929	.403	.157
	30-39 years old	20-29 years old	.619*	.205	.032
		40-49 years old	.009	.170	1.000
		50-59 years old	-.310	.364	.867
	40-49 years old	20-29 years old	.610	.243	.104
		30-39 years old	-.009	.170	1.000
		50-59 years old	-.318	.386	.878
	50-59 years old	20-29 years old	.929	.403	.157
		30-39 years old	.310	.364	.867
		40-49 years old	.318	.386	.878
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	20-29 years old	30-39 years old	.095	.184	.966
		40-49 years old	-.039	.218	.998
		50-59 years old	.143	.362	.984
	30-39 years old	20-29 years old	-.095	.184	.966
		40-49 years old	-.134	.153	.856
		50-59 years old	.048	.326	.999
	40-49 years old	20-29 years old	.039	.218	.998
		30-39 years old	.134	.153	.856
		50-59 years old	.182	.347	.964
	50-59 years old	20-29 years old	-.143	.362	.984
		30-39 years old	-.048	.326	.999
		40-49 years old	-.182	.347	.964

* $p < .05$

Table 2-24A
Teachers' educational level and learners' self-monitoring on learner autonomy
 (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
32. The ability to monitor one's learning is central to learner autonomy.	BA	18	4.00	.840	3	5
	MA	88	4.11	.718	2	5
	PhD	17	4.35	.702	3	5
	Total	123	4.13	.735	2	5
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	BA	18	4.44	.511	4	5
	MA	88	3.98	.546	3	5
	PhD	17	4.24	.970	2	5
	Total	123	4.08	.635	2	5

Table 2-24B
Teachers' educational level and learners' self-monitoring on learner autonomy
 (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
32. The ability to monitor one's learning is central to learner autonomy.	Between Groups	2	.586	1.087	.341
	Within Groups	120	.540		
	Total	122			
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	Between Groups	2	1.865	4.922	.009
	Within Groups	120	.379		
	Total	122			

* $p < .05$

Table 2-24C
Teachers' educational level and learners' self-monitoring on learner autonomy
 (Multiple Comparisons)
 Scheffe

Dependent Variable	(I) 3. <i>Education</i>	(J) 3. <i>Education</i>	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>
32. The ability to monitor one's learning is central to learner autonomy.	BA	MA	-.114	.190	.836
		PhD	-.353	.248	.368
	MA	BA	.114	.190	.836
		PhD	-.239	.195	.472
	PhD	BA	.353	.248	.368
		MA	.239	.195	.472

Dependent Variable	(I) 3. Education	(J) 3. Education	Mean Difference (I-J)	Std. Error	Sig.
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	BA	MA	.467*	.159	.016
		PhD	.209	.208	.605
	MA	BA	-.467*	.159	.016
		PhD	-.258	.163	.290
	PhD	BA	-.209	.208	.605
		MA	.258	.163	.290

* p < .05

Table 2-25A

Teachers' educational background and learners' self-monitoring on learner autonomy (Descriptive)

		N	\bar{x}	Std. Deviation	Min	Max
32. The ability to monitor one's learning is central to learner autonomy.	Thailand	110	4.18	.693	3	5
	Abroad	14	3.71	.914	2	5
	Total	124	4.13	.732	2	5
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	Thailand	110	4.07	.601	2	5
	Abroad	14	4.14	.864	3	5
	Total	124	4.08	.632	2	5

Table 2-25B

Teachers' educational background and learners' self-monitoring on learner autonomy (ANOVA)

		df	Mean Square	F	Sig.
32. The ability to monitor one's learning is central to learner autonomy.	Between Groups	1	2.715	5.239	.024
	Within Groups	122	.518		
	Total	123			
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	Between Groups	1	.061	.152	.698
	Within Groups	122	.403		
	Total	123			

* p < .05

Table 2-26A

Teachers' teaching experience and learners' self-monitoring on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
32. The ability to monitor one's learning is central to learner autonomy.	3-5 years	30	3.67	.884	2	5
	5-10 years	38	4.21	.622	3	5
	10-15 years	52	4.35	.623	3	5
	15-20 years	4	4.00	.000	4	4
	Total	124	4.13	.732	2	5
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	3-5 years	30	4.07	.583	3	5
	5-10 years	38	4.05	.517	3	5
	10-15 years	52	4.04	.713	2	5
	15-20 years	4	5.00	.000	5	5
	Total	124	4.08	.632	2	5

Table 2-26B

Teachers' teaching experience and learners' self-monitoring on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
32. The ability to monitor one's learning is central to learner autonomy.	Between Groups	3	3.061	6.473	.000
	Within Groups	120	.473		
	Total	123			
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	Between Groups	3	1.170	3.072	.030
	Within Groups	120	.381		
	Total	123			

* $p < .05$

Table 2-26C

*Teachers' teaching experience and learners' self-monitoring on learner autonomy
(Multiple Comparisons)*

Scheffe					
Dependent Variable	(I) 5. Years working as a teacher	(J) 5. Years working as a teacher	Mean Difference (I-J)	Std. Erro r	Sig.
32. The ability to monitor one's learning is central to learner autonomy.	3-5 years	5-10 years	-.544*	.168	.018
		10-15 years	-.679*	.158	.001
		15-20 years	-.333	.366	.842
	5-10 years	3-5 years	.544*	.168	.018
		10-15 years	-.136	.147	.836
		15-20 years	.211	.361	.952
	10-15 years	3-5 years	.679*	.158	.001
		5-10 years	.136	.147	.836
		15-20 years	.346	.357	.815
	15-20 years	3-5 years	.333	.366	.842
		5-10 years	-.211	.361	.952
		10-15 years	-.346	.357	.815
37. To become autonomous, learners need to develop the ability to evaluate their own learning.	3-5 years	5-10 years	.014	.151	1.000
		10-15 years	.028	.141	.998
		15-20 years	-.933*	.328	.049
	5-10 years	3-5 years	-.014	.151	1.000
		10-15 years	.014	.132	1.000
		15-20 years	-.947*	.324	.041
	10-15 years	3-5 years	-.028	.141	.998
		5-10 years	-.014	.132	1.000
		15-20 years	-.962*	.320	.033
	15-20 years	3-5 years	.933*	.328	.049
		5-10 years	.947*	.324	.041
		10-15 years	.962*	.320	.033

* p < .05

Table 2.27A

Teachers' teaching experience and learners' cultural context on learner autonomy (Descriptive)

		<i>N</i>	\bar{x}	<i>Std. Deviation</i>	<i>Min</i>	<i>Max</i>
13. Learner autonomy can be achieved by learners of all cultural backgrounds.	3-5 years	30	4.40	4.67	3	5
	5-10 years	38	3.95	4.26	2	5
	10-15 years	52	4.42	4.58	3	5
	15-20 years	4	4.50	5.42	4	5
	Total	124	4.27	4.41	2	5
23. Learner autonomy is a concept which is not suited to Thailand context.	3-5 years	30	2.80	3.26	1	5
	5-10 years	38	2.32	2.76	1	5
	10-15 years	52	2.31	2.54	1	4
	15-20 years	4	1.50	2.42	1	2
	Total	124	2.40	2.60	1	5

Table 2.27B

Teachers' teaching experience and learners' cultural context on learner autonomy (ANOVA)

		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
13. Learner autonomy can be achieved by learners of all cultural backgrounds.	Between Groups	3	1.963	3.528	.017
	Within Groups	120	.557		
	Total	123			
23. Learner autonomy is a concept which is not suited to Thailand context.	Between Groups	3	2.917	2.348	.076
	Within Groups	120	1.242		
	Total	123			

* $p < .05$

Table 2-27C

*Teachers' teaching experience and learners' cultural context on learner autonomy
(Multiple Comparisons)*

Scheffe					
Dependent Variable	(I) 5. Years working as teachers	(J) 5. Years working as teachers	Mean Difference (I-J)	Std. Error	Sig.
13. Learner autonomy can be achieved by learners of all cultural backgrounds.	3-5 years	5-10 years	.453	.182	.110
		10-15 years	-.023	.171	.999
		15-20 years	-.100	.397	.996
	5-10 years	3-5 years	-.453	.182	.110
		10-15 years	-.476*	.159	.034
		15-20 years	-.553	.392	.577
	10-15 years	3-5 years	.023	.171	.999
		5-10 years	.476*	.159	.034
		15-20 years	-.077	.387	.998
	15-20 years	3-5 years	.100	.397	.996
		5-10 years	.553	.392	.577
		10-15 years	.077	.387	.998
23. Learner autonomy is a concept which is not suited to Thailand context.	3-5 years	5-10 years	.484	.272	.371
		10-15 years	.492	.256	.299
		15-20 years	1.300	.593	.193
	5-10 years	3-5 years	-.484	.272	.371
		10-15 years	.008	.238	1.000
		15-20 years	.816	.586	.587
	10-15 years	3-5 years	-.492	.256	.299
		5-10 years	-.008	.238	1.000
		15-20 years	.808	.578	.584
	15-20 years	3-5 years	-1.300	.593	.193
		5-10 years	-.816	.586	.587
		10-15 years	-.808	.578	.584

* $p < .05$

APPENDIX C

Readiness of Teachers

Appendix C consists of the result from part 3.1 on the readiness and part 3.2 on the desirability and feasibility of the different practices that help promote learner autonomy of the English teachers and in the Northeast of Thailand.

Table 3-1
Activity-based practices (Descriptive Statistics)

	<i>N</i>	<i>Min</i>	<i>Max</i>	\bar{x}		<i>Std. Deviation</i>
				<i>Statistic</i>	<i>Std. Error</i>	
9. I should assign in-class individual work/projects to my students.	124	1	5	3.77	.092	1.027
10. I should assign in-class group work/projects to my students	124	1	5	4.00	.081	.902
11. I should assign out-of-classroom work for students.	124	1	5	3.76	.103	1.150
12. I should allow for different individual interpretation of the in-class activities.	124	2	5	4.42	.064	.711
13. I should design the in-class activity based on my students' personal and educational background.	124	2	5	4.44	.058	.641
14. I should design activities that have the potential of contributing to social progress of my students.	124	3	5	4.42	.050	.557
15. I should design activities that have the potential of contributing to cultural progress of my students.	124	3	5	4.15	.064	.718
16. I should give my students various non-academic responsibilities for both in-class and out-of-class activities.	124	2	5	4.18	.068	.755

	<i>N</i>	<i>Min</i>	<i>Max</i>	\bar{x}		<i>Std. Deviation</i>
				<i>Statistic</i>	<i>Std. Error</i>	
19. I should incorporate technology such as computer, internet, and websites in my classes.	122	3	5	4.30	.064	.712
20. I should give in-class assignments that requires my students to use at least a minimum technology in completing.	122	2	5	4.00	.075	.833
21. I should give out-of-class assignments that requires my students to use at least a minimum technology in completing.	124	1	5	4.00	.083	.920
Valid N (listwise)	120					

Table 3-2

Material-based practices (Descriptive Statistics)

	<i>N</i>	<i>Min</i>	<i>Max</i>	\bar{x}		<i>Std. Deviation</i>
				<i>Statistic</i>	<i>Std. Error</i>	
17. I should readjust the textbooks according to past students' needs/recommendation.	122	2	5	4.25	.075	.826
18. I should prepare authentic materials according to the needs/background of the students.	124	3	5	4.24	.062	.691
Valid N (listwise)	122					

Table 3-3

Student-centered-based practices (Descriptive Statistics)

	<i>N</i>	<i>Min</i>	<i>Max</i>	\bar{x}		<i>Std. Deviation</i>
				<i>Statistic</i>	<i>Std. Error</i>	
1. I should try to get to know all my students as best as I could since the beginning as well as throughout the course.	124	2	5	4.52	.062	.692
5. I should encourage my students to determine their own needs for the acquisition of English Language.	124	3	5	4.48	.062	.692
6. I should determine the learning styles of my students.	124	3	5	4.52	.053	.591
7. I should develop the activities within the classroom based on my students' different learning styles.	124	3	5	4.47	.055	.617
8. I should emphasize the fact that students need to be responsible for their own learning.	124	3	5	4.48	.055	.618
22. I should encourage peer constructive feedback after class activities.	124	1	5	4.02	.080	.892
23. I should regularly have private talks with each individual student for the evaluation of their own academic progression.	124	2	5	4.05	.068	.753
Valid N (listwise)	124					

Table 3-4
Desirability of teachers (Descriptive Statistics)

	<i>N</i>	<i>Min</i>	<i>Max</i>	\bar{x}		<i>Std. Deviation</i>
				<i>Statistic</i>	<i>Std. Error</i>	
Learners are involved in the decisions about: [The objectives of a course]	124	2	4	3.06	.054	.602
Learners are involved in the decisions about: [The materials used]	124	2	4	3.08	.054	.606
Learners are involved in the decisions about: [The kind of tasks and activities they do]	124	1	4	3.10	.060	.668
Learners are involved in the decisions about: [The topics discussed]	124	2	4	3.26	.056	.623
Learners are involved in the decisions about: [How learning is accessed]	124	2	4	3.21	.054	.602
Learners are involved in the decisions about: [The teaching methods used]	124	1	4	3.13	.064	.710
Learners are involved in the decisions about: [Classroom Management]	124	1	4	3.10	.066	.737
Learners have the ability to: Identify their own needs	124	2	4	3.37	.052	.577
Learners have the ability to: Identify their own strengths	124	2	4	3.27	.059	.654
Learners have the ability to: Identify their own weaknesses	124	2	4	3.48	.051	.563
Learners have the ability to: Monitor their progress	124	2	4	3.45	.055	.616
Learners have the ability to: Evaluate their own learning	124	2	4	3.42	.064	.711
Learners have the ability to: Learn co-operatively	124	2	4	3.42	.062	.688
Learners have the ability to: Learn independently	124	2	4	3.50	.056	.618
Valid N (listwise)	124					



Table 3-5
Teachers' sense of feasibility (Descriptive Statistics)

	<i>N</i>	<i>Min</i>	<i>Max</i>	\bar{x}		<i>Std. Deviation</i>
				<i>Statistic</i>	<i>Std. Error</i>	
Learners are involved in the decisions about: [The objectives of a course]	124	1	4	2.76	.074	.820
Learners are involved in the decisions about: [The materials used]	124	1	4	2.84	.080	.887
Learners are involved in the decisions about: [The kind of tasks and activities they do]	124	1	4	2.82	.082	.911
Learners are involved in the decisions about: [The topics discussed]	124	1	4	2.98	.077	.855
Learners are involved in the decisions about: [How learning is accessed]	124	1	4	2.98	.068	.754
Learners are involved in the decisions about: [The teaching methods used]	124	1	4	2.94	.072	.804
Learners are involved in the decisions about: [Classroom Management]	124	2	4	3.05	.059	.661
Learners have the ability to: Identify their own needs	124	2	4	3.08	.061	.682
Learners have the ability to: Identify their own strengths	124	2	4	3.00	.065	.721
Learners have the ability to: Identify their own weaknesses	124	2	4	3.16	.057	.630
Learners have the ability to: Monitor their progress	124	2	4	3.05	.062	.685
Learners have the ability to: Evaluate their own learning	124	1	4	2.97	.061	.674
Learners have the ability to: Learn co-operatively	124	2	4	3.40	.052	.583

	<i>N</i>	<i>Min</i>	<i>Max</i>	\bar{x}		<i>Std. Deviation</i>
				<i>Statistic</i>	<i>Std. Error</i>	
Learners have the ability to: Learn independently	124	2	4	3.24	.053	.589
Valid N (listwise)	124					



APPENDIX D

Contributing External Factors

Appendix D consists of the results from part 4 of the questionnaire about the impacts of the external factors on the readiness of the teachers in promoting learner autonomy. The external factors are as follows: teaching and assessment, mode of operation, and curriculum development.

Table 4-1A

Effect of external factors on the desirability on learners' ability ANOVA^a

Model		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	3	1.102	5.507	.001 ^b
	Residual	120	.200		
	Total	123			

a. Dependent Variable: Desirability on Ability

b. Predictors: (Constant), Curriculum Development, Teaching Assessment, Mode of Operation

Table 4-1B

Effect of external factors on the desirability on learners' ability Coefficients^a

	<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	2.648	.341		7.765	.000
	Teaching Assessment	.295	.088	.307	3.337	.001
	Mode of Operation	-.114	.060	-.263	-1.905	.059
	Curriculum Development	-.021	.076	-.038	-.270	.788

a. Dependent Variable: Desirability on Ability

Table 4-2A

Model Summary

Model	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.253 ^a	.064	.041	.49102

a. Predictors: (Constant), Curriculum Development, Teaching Assessment, Mode of Operation

Table 4-2B

Effect of external factors on the feasibility on learners' ability ANOVA^a

Model		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	3	.661	2.743	.046 ^b
	Residual	120	.241		
	Total	123			

a. Dependent Variable: Feasibility in Ability

b. Predictors: (Constant), Curriculum Development, Teaching Assessment, Mode of Operation



Table 4-2C

Effect of external factors on the feasibility on learners' ability Coefficients^a

Model		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	2.805	.374		7.494	.000
	Teaching Assessment	.154	.097	.151	1.587	.115
	Mode of Operation	-.135	.066	-.292	-2.053	.042
	Curriculum Development	.032	.084	.055	.379	.705

a. Dependent Variable: Feasibility in Ability



APPENDIX E

Open Ended

Appendix E consists of the results from the open-ended part of the questionnaire which includes 3 questions: 1. What is learner autonomy? 2. What are the obstacles to promoting learner autonomy? And 3. How could learners autonomy be improved?

Table 5-1

What is learner autonomy.

	<i>Frequency</i>	<i>Percentage</i>
Individual learning	30	38.46%
Making decision and taking control	25	32.05%
Out-of-classroom learning	12	15.38%
Independent of teachers	5	6.41%
Hands-on activity	2	2.56%
Self-evaluate	2	2.56%
Dependent on teachers	1	1.28%
Incorporate technology	1	1.28%
Total	78	100%

Table 5-2

Obstacles to promoting learner autonomy.

	<i>Frequency</i>	<i>Percentage</i>
Attitude of learners	29	40.28%
Budget	9	12.50%
Teacher-centered classroom	9	12.50%
Curriculum	8	11.11%
Thai educational values	6	8.33%

	<i>Frequency</i>	<i>Percentage</i>
Lack of belief in learner autonomy	6	8.33%
Thai education system	3	4.17%
Negligence of teachers	2	2.78%
Total	72	100%

Table 5-3*How learner autonomy can be improved*

	<i>Frequency</i>	<i>Percentage</i>
Encourage individual learning	23	32.86%
Out-of-classroom learning	15	21.43%
Cooperative learning	12	17.14%
Student-centered	7	10.00%
Inspire learners	6	8.57%
Ask lots of questions	3	4.29%
Individual assignments	2	2.86%
Involve learners in class management	2	2.86%
	70	100%

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