

ผู้เรียนในระดับอุดมศึกษาพร้อมไหม
สำหรับการเรียนรู้ด้วยตนเอง
Are Tertiary Students Ready
for Learner Autonomy?

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อตรวจสอบความพร้อมในการเรียนรู้ภาษาอังกฤษด้วยตนเอง รูปแบบงานวิจัยคือการวิจัยเชิงการสำรวจโดยใช้แบบสอบถามเก็บข้อมูลเชิงปริมาณและคุณภาพกับนักศึกษาจำนวน 380 คน ในมหาวิทยาลัยเอกชน 5 แห่งในเขตกรุงเทพมหานคร นอกจากนี้ยังใช้วิธีสัมภาษณ์กับนักศึกษาจำนวน 15 คนเพื่อให้ได้มาซึ่งข้อมูลในรายละเอียด จากผลการวิจัยพบว่า โดยเฉลี่ยระดับความพร้อมในการเรียนรู้ภาษาอังกฤษด้วยตนเองของนักศึกษาอยู่ในระดับสูง กล่าวคือ ความเต็มใจในการเรียนรู้ แรงจูงใจในการเรียนและความสามารถในการเรียนรู้ด้วยตนเองอยู่ในระดับสูง ในขณะที่ความมั่นใจในการเรียนรู้ด้วยตนเองอยู่ในระดับปานกลาง งานวิจัยนี้ได้นำเสนอข้อสังเกตที่ได้จากการอภิปรายผลวิจัยและเสนอข้อแนะนำแก่ผู้บริหารการศึกษา ผู้สอนภาษาอังกฤษ และนักวิจัยเพื่อนำผลการวิจัยไปประยุกต์ใช้และเพื่อวิจัยประเด็นที่เกี่ยวข้องต่อไป

คำสำคัญ : ความพร้อม การเรียนรู้ด้วยตนเอง ภาษาอังกฤษ อุดมศึกษา

Abstract

The objective of this study was to investigate the readiness for learner autonomy of students for their English learning. This study took the form of survey research using questionnaires to collect both quantitative and qualitative data from 380 students in five private universities in the Bangkok Metropolis. Scores of 5-point Likert Scale questionnaires were computed to find mean score and standard deviation (SD). Semi-structured interviews were also conducted with 15 students to gain insights. The findings revealed that on average, the readiness level for learner autonomy of the students is high. To elaborate, their willingness, motivation and capacity to learn autonomously was high, but their self-confidence to perform autonomous learning was at the moderate level. The study provided implications and recommendations for educational administrators, teachers of English, and researchers in order to apply the findings and to conduct further research on related issues.

Keywords : Readiness, Learner Autonomy, English learning, Higher education

1. Problem Statement

According to Benson (2001), autonomy is broadly defined as the capacity to take charge of one's own learning and is considered a prerequisite of effective learning. Autonomous learners develop more learning responsibility and critical thinking skills by making choices for their learning and making decisions about their learning. In the view of Littlewood (1996), autonomous learners are able and willing to make choices independently. 'Ability' and 'willingness' are therefore the key concepts of autonomy. When gaining more knowledge and skills, students will be more confident to perform independently. Individual involvement in decision making enhances motivation to learn and, consequently, increases learning effectiveness (Dickinson, 1995). The relationship between learning autonomy and learning effectiveness is therefore made clear.

However, it cannot be denied that culture plays a vital role in learner autonomy. Hofstede (1986) contrasts individualist and collectivist cultures. Individualist cultures value individual interest, while collectivist societies value social or 'in-group' relations. A collectivist dimension encourages individuals to perceive themselves as

an inseparable part of an in-group. According to Hofstede's model, Thailand is a collectivist culture. When applied to the teacher-student and student-student interaction, the collectivist dimension is distinguished from the individualist dimension in several aspects. Among them, in collectivist societies students expect to learn how to do while in the individualist societies students expect to learn how to learn. Apparently, there seems to be a mismatch between the cultural characteristics of Thai students and the expectations of an autonomous learning approach.

As a result, this study attempts to investigate attitudes towards learner autonomy of Thai tertiary students who are in the collectivism culture. Their attitudes are believed to reflect their readiness level for learner autonomy. This leads to the research objective: to investigate the readiness for learner autonomy of tertiary students, and the research question is: At what level are students ready for learner autonomy?

1.1 Definition of Key Terms

Learner autonomy refers to the sense of responsibility, willingness and perceived capacity of each student for all the decisions concerning all aspects of his/her learning, i.e. determine objectives, define the contents and progressions,

select methods and techniques to be used, monitor the procedure of acquisition properly, and evaluate what has been acquired in and out of class. Readiness for learner autonomy refers to attitudes towards learner autonomy of the students, which reflects their readiness for learner autonomy. Readiness for learner autonomy was measured by the questionnaire.

Tertiary students refers to students in the private universities in the Bangkok Metropolis.

2. Learner Autonomy and its Components

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

Wenden points out that there are two attitudes important to learner autonomy: learner's role in the language learning process, and their capacity as learners. First, autonomous learners are willing to assume responsibility for their learning. They see that they have an important role in their learning. Second, they are self-confident; they believe that they are able to learn and self-direct, or manage their learning. They are

capable of working independently without teachers. The concept of learner attitudes towards autonomy is supported by Dickinson (1995) who maintains that learners should be prepared to take, or do take, responsibility for their own learning, especially for decision making about their own learning.

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

A link between autonomy and motivation is the concept strongly supported by Dickinson who maintains that motivation shares some concepts of autonomy that is learner choice, learner independence and learner responsibility (Dickinson, 1995). Ushioda (1996) articulates that by definition autonomous learners are motivated learners. Dickinson (1995) asserts that active and independent involvement of learners in their own learning, which is learner autonomy, increases motivation

to learn and therefore increases learning effectiveness. Motivation to learn and learning effectiveness can be increased in learners who take responsibility for their own learning, who understand and accept that their learning success is a result of their efforts. Clearly, motivation is essential for autonomous learning.

Based on the literature on autonomy and its components, it can be summarised in Figure 1.

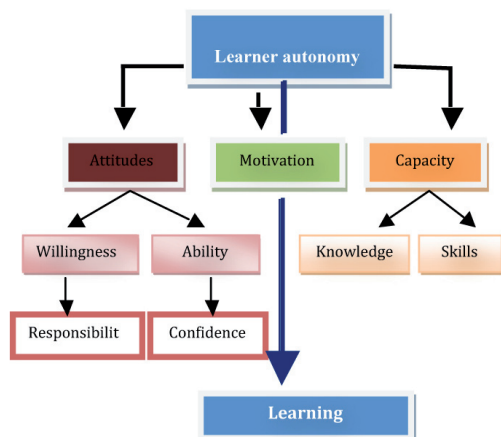


Figure 1: Autonomy and its components

3. Research Design

3.1 Subjects

The 380 students were selected from the five private universities in Bangkok by a stratified random sampling technique.

3.2 The Instruments

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

The 5-point Likert scale questionnaire was developed based on the components of learner autonomy (Figure 1) to investigate the readiness for learner autonomy of the students. The questionnaire comprises four main components of learner autonomy with 34 items, that is,

- 1) Students' willingness to take learning responsibility,
- 2) Students' self-confidence to learn autonomously,
- 3) Students' motivation to learn English, and
- 4) Students' capacities to learn autonomously. The content validity was 0.84, and the reliability was 0.94.

The evaluation criteria of the questionnaire were as follows: 0.00 - 1.50 means learner autonomy readiness was 'very low', 1.51-2.50 was 'low', 2.51-3.50 was 'moderate', 3.51-4.50 was 'high', and 4.51 - 5.00 was 'very high'.

Semi-structured interviews were conducted with 15 students (3 from each university). They were used as guidelines to probe and gain further insights to support the discussions.

The following are the interview

questions, which are adapted from Chan (2001).

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

4. RESULTS

Scores of the 5-point Likert Scale questionnaires were computed to find mean score and standard deviation

(SD). The data analysis shows that the mean (M) is 3.63 and standard deviation (SD) is 0.40. This means that on average the readiness level for autonomous learning of students is at the high level, according to the evaluation criteria stipulating that the range from 3.51 to 4.50 suggests high learner autonomy readiness.

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

Table 4.1 : Mean of each Domain and

Level of Learner Autonomy Readiness

| Domain | Mean | SD | Meaning |
|---|------|------|----------|
| Willingness to take learning responsibilities | 3.69 | 0.49 | High |
| Self-confidence to learn autonomously | 3.17 | 0.48 | Moderate |
| Motivation to learn English | 3.93 | 0.62 | High |
| Capacity to learn autonomously | 3.58 | 0.47 | High |

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

self-confident about their autonomous learning ($M = 3.17$, $SD = 0.48$).

Tables 4.2-4.5 display the mean of every statement in the student questionnaire and its interpretation in relation to the level of learner autonomy readiness.

Table 4.2 : Mean of each Statement of 'Willingness'

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

Table 4.2 shows that students were highly pleased to evaluate their learning whether it is good or bad (Item 5) and to take responsibility for their own learning (Item 4, $M = 4.17$,

$SD = 0.87$). However, regarding content or what to learn in and out of class (Items 6 and 7), students were moderately pleased to make a decision on the content.

Table 4.3 : Mean of each Statement of 'Self-Confidence'

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

As noted from Table 4.3 above, students held a moderate self-confidence level for autonomous learning. They reported that they highly want the teacher to tell them clearly what they should learn or what to do in and out of class (Item 9, $M = 3.80$, $SD = 0.91$).

This corresponds to the finding that students think that they are moderately effective autonomous learners both in and out of class (Item 12, $M = 3.40$, $SD = 0.83$), which is the lowest mean reported by students.

Table 4.4 : Mean of each Statement of 'Motivation'

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

Obviously, Table 4.4 shows that students had high motivation to learn English. Every statement was rated highly. Interestingly, the finding of Item

16 was rated as low ($M = 2.39$, $SD = 1.17$). This means that in fact students enjoyed learning English.

Table 4.5 : Mean of each Statement of 'Capacity'

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

According to Table 4.5, students reported that they knew their learning weak points (Item 26, which was rated the highest, followed by Item 27, students tried to improve on their learning weak points. Students' capacities to choose outside class learning objectives (Item 30) and learning materials for outside class learning (Item 31) were reported as moderate.

5. Discussions of the Findings

The finding shows that on average the readiness for learner autonomy of

the students was high. This may be due to the following reasons.

1. Learner Autonomy as a Universal Concept

The quantitative finding which reveals that students were highly ready for autonomous learning in particular in terms of their willingness and motivation to learn English autonomously is strongly supported by the qualitative results obtained from the students' interviews. There is some evidence suggesting that learner autonomy is considered to be a

universal concept, and autonomous learning is a legitimate mode of learning for Thai students as follows:

1.1 Values of Autonomous Learning

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

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

Very important because autonomous learning will lead to better understanding and retention of knowledge such as

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

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

1.2 No Extreme Cultural Incompatibility of Learner Autonomy

The finding which reveals students' appreciation of the values of learner autonomy for their English learning, suggests that there is no extreme cultural incompatibility of learner autonomy between the Western countries and Thailand.

According to the interview question on the characteristics of an

autonomous learner in students' opinion, 80% said autonomous learners are those who learn and practice each English skill – reading, vocabulary, listening, speaking, and grammar – on a regular basis, and those who seek knowledge all the time. Their answers definitely signify a life-long learning which results from autonomous learning.

Those (autonomous learners) will have self-confidence, dare to think, speak and express themselves and practise English and seek knowledge for themselves.

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

Some key words that signify the characteristics of autonomous learning are noted such as self-confidence, discover knowledge, capable, responsible, learn new things all the time, and freedom. This reveals that although autonomous learning was originally developed for Western education and which implies learning effectiveness leading to life-long learning, it is the concept that is also appreciated by Thai students.

Therefore, at the macro level there seems to be no mismatch between the cultural characteristics of Thai students in the collectivist cultures (Hofstede, 1986) and the expectations of an autonomous learning approach.

Implications

1. Developing Self-Confidence

The questionnaire finding reveals an interesting point on students' self-confidence to perform autonomous learning, that is, they reported their moderate level of self-confidence, while the other three components of learner autonomy were high. Self-confidence to learn autonomously is necessary for learning achievement. Strikingly, students reported that they highly wanted the teacher to tell them clearly what they should learn or what to do in and out of class, and this statement received the highest mean score among other statements under the domain 'self-confidence' to learn autonomously. This clearly reflects a characteristic of teacher-dependence of the students for their autonomous learning, at least to some extent.

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

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

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

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

Clearly, there is a characteristic of teacher-dependence of the Thai students in this study. This might be explained by the power distance, which is one dimension of collectivism. (Hofstede, 1986). In large power distance societies like Thailand, the less powerful people in a society accept inequality in

power and consider this as normal. A teacher merits the respect of students, teacher-centred education is emphasized, students expect teachers to initiate communication, and students expect teachers to outline paths to follow. The interaction in small power distance societies is just in an opposite way. It is noted that most cultures which are high in collectivism are also high in large power distance.

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

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

The finding on students' self-confidence for autonomous learning and their characteristic of teacher-dependence reflects a vital role of teachers for learner autonomy

development. Students perceived that autonomous learning is definitely valuable and beneficial for their English learning, and they were highly willing to perform it. However, they need teachers' help, support, and guidance.

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

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

Development of learner autonomy for Thai students in the private universities needs to take what Little (1990) suggests about learner autonomy into consideration, that is, autonomy does not have the same meaning as self-instruction. Autonomy does not mean learning without a teacher. In addition, autonomy does not result in a lack of responsibility on the teacher side in the formal instruction. Brockett

and Hiemstra (1993) point out that the degree of guidance and directions from teachers as facilitators must be in line with wants of different learners. If learners who are ready for autonomous learning and want a high degree of autonomy, and learners who want low autonomy for their learning and whose level of autonomy readiness is lower than the former, are given the appropriate degrees of autonomy as per their wish, they all will be successful in their learning. Therefore, optimal conditions for an autonomous mode of learning must be relevant to the learners' needs and expectations in order to yield successful learning. Considering what Littlewood (1999) proposes about the concept of proactive and reactive autonomy, teachers may see it as legitimate to consider use of reactive autonomy.

The findings on the supportive role of a teacher calls for any teachers who want to promote autonomous learning to be aware of their cognitively and affectively supportive role, which can have a significant effect on students' autonomous learning potential. The finding also supports what Dickinson (1987:2) maintains, '... Autonomy is achieved slowly, through struggling towards it, through careful training and careful

preparation on the teacher's part as well as on the learner's ...'

In short, learner autonomy in the Thai learning context needs to be 'glocalized' or a heterogeneous blend of global and local practices (Schmenk, 2005). Learner autonomy needs to be enhanced by integrating it into the learning process. It is clear that students valued autonomous learning and were highly willing to perform it. However, help, support, guidance, understanding and care of the teacher need to be given to the students. Nevertheless, since autonomy can be gradually developed the teacher as a facilitator and counsellor can gradually give the full learning responsibility to students until they can become fully autonomous.

2. Learning Motivation

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

that the students could perform, the following are some answers that can support the quantitative finding.

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

A moderate level due to my lack of interest since the beginning, and this causes the loss of basic foundation of my English. However, we can learn to increase the knowledge of English provided that we have an interest and strong intention.

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

autonomously, and that teachers might therefore endeavour to ensure motivation before they train students to become autonomous.

Implications

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

1. Extrinsic Motivation and Autonomous Learning

Many students reported on extrinsic motivation for their learning.

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

A wish to have a good future and good job, and an opportunity to exchange ideas with foreign friends whose language is different.

Extrinsic motivation therefore plays a vital role as part of students' autonomous learning since English is related to a good job and a good future as well as an ability to speak English well. In addition, in a country like Thailand which

uses English as a foreign language definitely provides minimal exposure to English in the real-life setting. Therefore, the use of English is limited, particularly outside the classroom. All of these reinforce the crucial role of extrinsic motivation on English language learning in Thailand.

2. The Role of Intrinsic Motivation

Intrinsic motivation is also necessary and equally important.

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

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

The factors that were mentioned the most as the hindrances of autonomous learning are difficulty of English, laziness or tiredness, and lack of time. This is not complex to understand. Difficulty of English especially without the presence of a teacher, can easily lead to incomprehensibility and uncertainty, which easily causes discouragement and boredom to continue their own learning. The question is therefore how intrinsic motivation can be maintained so that students can perform their continual autonomous learning.

Scharle and Szabo (2000) argue that in order to develop autonomy intrinsic motivation is specially to be encouraged because intrinsic motivation results from some inner drive or interest of the learner. Learners with intrinsic motivation are more able to establish learning goals, which leads to more willingness to take responsibility for their own learning and for the learning outcome.

6. Recommendations of the Study

The findings and discussions of the findings provide a number of recommendations for research consumers which are educational administrators and teachers of English. In addition, recommendations for further research are presented.

6.1 For Educational Administrators

1. The finding shows that autonomous learning is a legitimate mode of learning; therefore, educational administrators should promote learner autonomy by incorporating it as the language teaching policy.

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

and teachers' professional development.

6.2 For Teachers of English

1. Teachers should be aware of the readiness level of the students for learner autonomy and adjust their pedagogical methods in promoting learner autonomy accordingly in order to achieve more learning effectiveness and success.

2. The findings reveal the vital role of the teacher in the process of helping students develop their self-confidence and capacity for autonomous learning. Students appreciated the support provided by the teachers, which is crucial for helping students develop positive attitudes towards autonomous learning and their English learning experiences. Therefore, teachers should be aware of their crucial role in helping students pass the transition period from teacher-dependence to self-dependence. Students should not be left to perform autonomous learning without help and support from the teachers.

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

6.3 Recommendations for Further Research

1. Similar studies should be conducted with students in privileged state universities of which students' learning motivation is claimed to be higher than that of the private university students in order to strengthen the reliability of the findings and to compare the findings of this present study.

2. This study should be replicated with an inclusion of students in other Asian countries as subjects of the study

in order to investigate their readiness for learner autonomy with an attempt to generalize the findings to a larger extent to the Asian students.

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

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

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