

EFFECTS OF TEACHER'S MOTIVATING STYLES ON LEARNER AUTONOMY  
OF ENGLISH AS A FOREIGN LANGUAGE ELEMENTARY STUDENTS

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ผลของรูปแบบแรงจูงใจของครูที่มีต่อความสามารถในการเรียนรู้  
ด้วยตนเองของผู้เรียนประถมศึกษาที่เรียนภาษาอังกฤษเป็น  
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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญา  
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สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชา  
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By Miss Poornima Kaur Singhnarang

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ปูลีนีมาเกอร์ สิงห์นารัง : ผลของรูปแบบแรงจูงใจของครูที่มีต่อความสามารถในการเรียนรู้ด้วยตนเองของผู้เรียนประถมศึกษาที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFFECTS OF TEACHER'S MOTIVATING STYLES ON LEARNER AUTONOMY OF ENGLISH AS A FOREIGN LANGUAGE ELEMENTARY STUDENTS) อ.ที่ปริกษาวิทยานิพนธ์หลัก: ผศ. ดร. จันทรพรทรงกลด คชเสนี, 169 หน้า.

การวิจัยนี้มีจุดประสงค์เพื่อ (ก.) เพื่อศึกษารูปแบบของการสร้างแรงจูงใจของครูผู้สอน (ข.) เพื่อสังเกตพฤติกรรมการเรียนการสอน การสร้างแรงจูงใจ และการเรียนรู้ด้วยตนเองภายในห้องเรียน การวิจัยนี้มุ่งเน้นการสร้างแรงจูงใจของครูผู้สอน 2 แบบเป็นหลัก ซึ่งก็คือแบบควบคุม และแบบสนับสนุนการเรียนรู้ด้วยตนเอง กลุ่มตัวอย่างของงานวิจัยนี้คือกลุ่มคุณครูชั้นประถมศึกษาปีที่ 1 และประถมศึกษาปีที่ 2 จำนวน 12 คน จากโรงเรียนสาธิต 4 แห่ง การเก็บข้อมูลของงานวิจัยนี้ได้จากแบบสอบถาม โดยใช้การวิเคราะห์เชิงปริมาณ และการสังเกตการณ์ร่วมกับการสัมภาษณ์การระลึกข้อมูลแบบ stimulated recall โดย ใช้การวิเคราะห์เชิงคุณภาพในการวิเคราะห์เนื้อหา ผลการศึกษาพบว่า (ก.) กลุ่มครูผู้สอนที่ใช้รูปแบบการสร้างแรงจูงใจแบบสนับสนุนการเรียนรู้ด้วยตนเองมีคะแนนอยู่ในระดับสูงถึง 90 เปอร์เซนต์ เมื่อเทียบกับกลุ่มครูผู้สอนที่ใช้การสร้างแรงจูงใจแบบควบคุมซึ่งมีคะแนน 53.33 เปอร์เซนต์ (ข.) ผลลัพธ์ที่ได้จากการสังเกตการณ์ในห้องเรียนพบว่า ครูผู้สอนที่ใช้รูปแบบการสร้างแรงจูงใจแบบสนับสนุนการเรียนรู้ด้วยตนเองสูงทำให้เกิดการเรียนรู้ด้วยตนเองในห้องเรียนมากกว่าเมื่อเทียบกับครูผู้สอนที่ใช้รูปแบบการสนับสนุนการเรียนรู้ด้วยตนเองในระดับปานกลางและต่ำกว่า (ค.) การ ระลึกข้อมูลแบบ stimulated recall ให้ข้อมูลในมุมมองเชิงลึกจากข้อคิดเห็นของครูผู้สอนเกี่ยวกับรูปแบบการสร้างแรงจูงใจและการเรียนรู้ด้วยตนเองในห้องเรียน ผลลัพธ์ที่ได้จากการศึกษางานวิจัยนี้เป็นประโยชน์อย่างยิ่งสำหรับครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ให้กับนักเรียนในระดับชั้นประถมศึกษา

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KEYWORDS: CONTROLLING STYLE / AUTONOMY-SUPPORTIVE STYLE /  
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MOTIVATING STYLES

POORNIMA KAUR SINGHNARANG: EFFECTS OF TEACHER'S  
MOTIVATING STYLES ON LEARNER AUTONOMY OF ENGLISH AS  
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The aim of this study was 1) to investigate the motivational style of the teachers and 2) to examine teacher's instructional and motivational style in practice and learner autonomy in the classroom. The two main teacher's motivational styles this research focused on were controlling and autonomy-supportive style. The participants of this study were 16 grade 1 and 2 teachers and students from 5 different Demonstration Schools. Quantitative data was analyzed using questionnaire and Qualitative data was analyzed using observation and stimulated recall.

The results of the analyses revealed that (1) the percentages reveal that all teachers scored higher on autonomy-supportive style than controlling style, ranging from 90.00% to 53.33% (2) classroom observations revealed the teacher's with higher autonomy-supportive motivating style led to learner autonomy in classroom compared to teacher with medium and lower autonomy-supportive style and (3) stimulated recall gives the in-depth perspective from the teacher's point of view regarding motivating style and learner autonomy in their classroom. It can be implied that EFL elementary teachers motivating style is autonomy-supportive and sporadically promote learner the autonomy when conducting a lesson.

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# Chapter 1

## Background of Study

Although English is used only as a foreign language in Thailand, it has played an important role in Thai education for more than a century. To teach English as a Foreign Language (EFL), several factors have to be taken into consideration such as choices about which language skills to teach, how, and where the language will be used, learning environment, selection of appropriate content and materials, and assessment criteria (Graddol, 2006). In order to change the EFL learning process in Thai schools from a more passive one to one that encourages students to develop critical and creative thinking, learner-centered approach was stipulated in the 1999 National Education Act (Darasawang, 2007). The provision of an English Programme in schools is also a phenomenon in Thai education as a result of the new National Education Act, which encourages the involvement of providing English as a part of education. It is regarded as one means to help students acquire English by providing exposure to the learners in schools.

Learner autonomy, as a subject for research and as an educational goal, has gained a lot of attention in recent years. The idea that learners need to be able to take control over their own learning to be successful not just in class, but also to learn independently without a teacher outside the class, has become widely accepted in mainstream language teaching (Benson, 2001). Learner autonomy entails reflective involvement in planning, implementing, monitoring, and evaluating learning. There is now a broader awareness of the importance of developing language and autonomous learning skills in addition to the language competencies (Gardner & Miller, 1999).

Students will be involved in the lesson only if they are given the autonomy to be a part of the lesson (Reeve, 2009). If the teachers are aware of learner's interests and the requirements of the curriculum and incorporate a good mix of both, learners will be engaged to the teachers. The lesson they are learning has incorporated their interest, which leads to better learning environments. However, it is still unclear how teachers develop this knowledge and the necessary practical skills of learner autonomy and how they incorporate it into their classroom. This area of study is very important because it is affecting the spotlight from teaching to learning. A recurring enigma in the modern-day classroom is that, although students educationally and developmentally benefit when teachers support their autonomy, teachers are often controlling during instruction.

Teacher's teaching styles has been linked with motivation and learner autonomy has always been a keyword in most of the studies. Many researchers have studied the relationship between these factors, but no study directly link teacher's motivating style to learner's autonomy. Motivating styles means the way teacher's motivate students in class through their behaviors, instructions and activities in the lesson. Various experts such as Assor, Kaplan and Roth (2002) and Reeve (2009) studies focus on all the aspects of teacher's motivating styles area and specified the terms controlling and autonomy-supportive motivating styles as the two main styles in theory. The two teacher's motivating styles that this research will focus on will be controlling and autonomy- supportive styles. Controlling and autonomy-supportive styles represent a single bipolar continuum to conceptualize the quality or ambience of a teacher's motivating style toward students. A teacher's motivating style toward students can be conceptualized along a continuum that ranges from highly controlling to highly autonomy supportive. It is not a black and white situation whereby the teacher is only either one of the styles. It is rather a continuum depending on situation,

where the teacher may be on leaning towards either side of the continuum (Deci, Schwartz, Sheinman, & Ryan, 1981).

A controlling style undermines student's positive functioning and outcomes because it induces in students an external perceived locus of causality, a sense of pressure, and a sense of obligation to others or to one's own negative emotion; whereas an autonomy-supportive style promotes student outcomes because it supports in students an internal perceived locus of causality, an experience of volition, and a sense of choice (Reeve, Nix, & Hamm, 2003). Both controlling and autonomy-supportive styles lead to learner autonomy but at different degrees.

Students will be involved in the lesson only if they are given the autonomy to be a part of the lesson. If the teachers are aware of learner's interests, desires and the requirements of the syllabus and incorporate a good mix of these, learners will be engaged to the teachers lesson as they are learning something they have interest in. This leads to better learning environments.

Thai teachers teaching English as a foreign language have made great efforts to encourage students to engage and use English in the classroom environment. Teacher's efforts reflect their style of teaching and motivating students. Hence, it is very interesting to understand teacher's motivating styles in classroom. Teacher's motivating style in classroom plays a big role as it impacts student's learning, autonomy and their views about the language (Reeve, 2006). In this present study, the emphasis is to understand the relationship between the teacher's motivating styles and learner autonomy. The first time students are academically exposed to English is, in Elementary level. Therefore, it is significant to know how engaged students are in the classroom.

However, it is still unclear how teachers develop this knowledge and the necessary practical skills of autonomy and how they incorporate it into their classroom. Regarding EFL classrooms at Elementary level, the challenge is to understand the scenario and to interpret whether there is any autonomy and what does that lead to in reflection of learner autonomy during learning. The focus is on Elementary level because at this level, students are first exposed to English language and it is interesting to see if any motivating styles exist in the lessons and teachers instructions and how these young learners are engaged in lessons.

There have been various studies in the literature that focus on teacher's motivating styles and learner autonomy but no study that shows the relationship between the two and also none that tackle the Elementary level. Palfreyman & Smith (2003) does acknowledge the gap that may exist between theoretical discussions of motivating styles. There is specific reference to the manner in which motivating styles has been conceptualized from controlling and autonomy-supportive perspectives. I therefore want to find out how much of each style leads to learner autonomy. Also, studies on teacher's motivating styles, learner autonomy at Elementary level are rare, so there is a gap in the education field on this part. Most studies conducted on learner autonomy in the field of education are on higher education students. There is no research on elementary level student's significance of learner autonomy in Thailand. Therefore, this present study tends to focus on elementary level students.

### **Research Questions**

1. What are the motivating styles of EFL teachers at Elementary level?
2. To what extent does each motivating style affect learner autonomy of EFL students at Elementary level?



## Research Objectives

1. To investigate motivating styles of EFL teachers at Elementary level
2. To examine the extent to which motivating style affect learner autonomy of EFL students at Elementary level

## Definition of terms

1. **Teacher's Motivating Styles** refers to the style that teacher adopts when teaching in an EFL classroom at Elementary level. The two teacher's motivating styles that will be emphasized on are Controlling and Autonomy-supportive.
  - 1.1 Controlling refers to interpersonal sentiment and behavior teachers provide during instruction to pressure students to think, feel, or behave in a specific way.
  - 1.2 Autonomy- Supportive refers to interpersonal sentiment and behavior teachers provide during instruction to identify, nurture, and develop student's interest in learning.
2. **Learner Autonomy** in this study refers to understanding the EFL elementary level student's learner autonomy in EFL classroom in demonstration schools. In this study, learner autonomy in EFL classroom is defined as learner's involvement in decision-making, increasing learner-control, learner's engagement, and participation. When student's make-decisions, participate, and engage, the process of internalizing the language becomes more meaningful since long-lasting linguistic goals are attained.
3. **English as a Foreign Language (EFL) classroom** refers to English classroom at Elementary level in university demonstration schools in

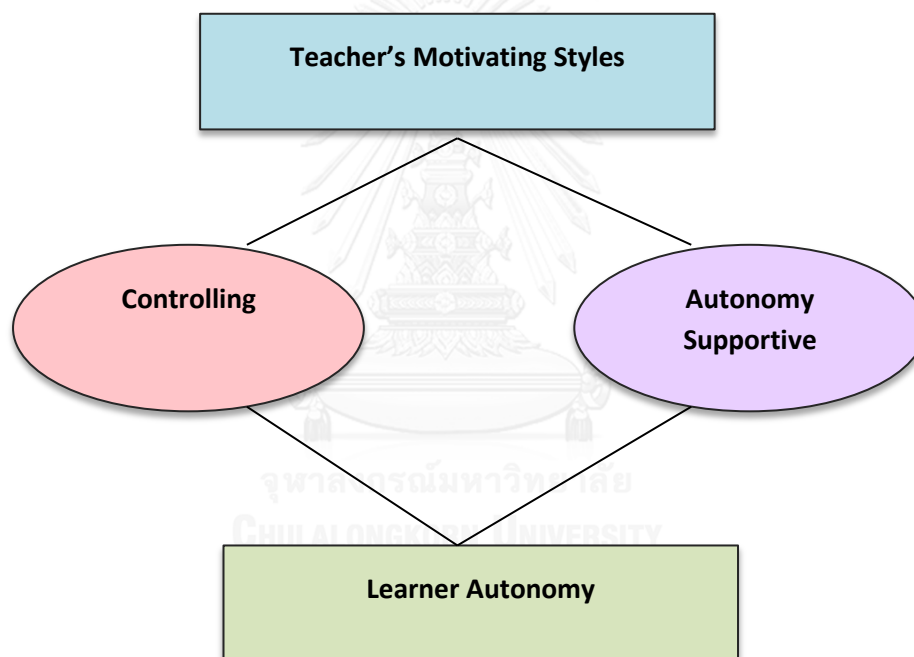
Bangkok, Thailand. In this study, the focus is on demonstration schools classrooms.

- 4. Elementary Level** in this study refers to Grades 1-2 in university demonstration schools.

### Conceptual Framework

The **conceptual framework** of this study is presented as follows:

Figure 1: The conceptual framework



### **Scope of Study**

The population and variables in the present study were the following:

1. The population of this study is EFL elementary teachers and students in university y demonstration schools in Bangkok.
2. This study aims at investigating teacher's motivating styles in EFL classrooms and its effect on learner autonomy.

### **Significance of Study**

1. Teacher's motivational style and understanding about learner autonomy is imperative. This topic is relevant to teachers teaching any student. Students need to be autonomous before they can apply higher order, creative thinking skills. Many schools are working diligently to improve learner autonomy. Learner autonomy is not the sole purpose of education, but an essential part of overall student achievement and school success. If students are to retain and apply what they have learned, they have to enjoy the learning process and feel motivated to participate and engage.
2. The administrators and teachers can use the results of this study to plan their policy, curriculum and lessons in schools in Thailand and Asia Pacific regions. English teachers can apply the effects of this study within their classes and use it as a guideline to design their own lessons and activities. In terms of teachers, they can incorporate variables such as student's interests into the content, student's relevance to the topic and cultural notions that reflect student's culture as well. The closer the content is towards the students the better the understanding and students are likely to be more engaged in the lesson. Not only content wise, but also teacher's motivating styles in the lesson can affect

learner autonomy in classroom.

3. The administrators and educators can use the results of this study to plan English language instruction policies in curriculum, which can enhance learner autonomy in the lessons.
4. Researchers interested in this area can use the results of the study for their research and also can develop this study to further extents.



## **Chapter 2**

### **Review of Literature**

This chapter reviews the underlying theoretical framework and previous research studies that are considered relevant to this study. The concepts discussed are categorized into 1) teacher's motivating styles and 2) learner autonomy. Finally, related studies to this research are also presented in the last section.

#### **1. Teacher's Motivating Styles**

Motivating is integral to language learning and is the driving force behind achievement (Gardner, 2010). Research on motivating in second language acquisition (SLA) has focused on the individual differences of the learner, specifically on learning styles, learning strategies, language aptitude, and verbal intelligence. However, there is less existing research on studying teacher's motivating styles and evaluating it in the field of education.

According to Bernaus and Gardner (2008), the majority of motivating research in SLA states that no matter how the teacher was integrated into the research problem does not even tests the teachers. The educational system still blames the student for the lack of motivating and treats motivating as an independent variable, not including teacher's motivating and teaching style (Urdang, 2013). Teachers' ideology that students come into the learning situation motivated or not, speak without an awareness of the energy of this variable and the effects on motivating by the teachers' own behaviors, meaning teacher's behaviors affect student's motivating. Developing

the teacher's role in structuring an environment to enhance student motivating in the language classroom supports their achievement and allows us to approach motivating more effectively.

Student's classroom motivating reflects intrapersonal and interpersonal processes (Perry, Turner & Meyer, 2006). Motivating is intrapersonal in the sense that students harbor personal orientations and beliefs that affect their motivating and performance such as interests and achievement goals. Motivating is interpersonal in the sense that the quality of a student's intrapersonal motivating depends, in part, on the quality of the relationship provided by the teacher, for instance, how involved and how supportive the teacher is (Eccles & Midgley, 1989).

The term teacher's motivating styles means the way that teachers motivate students in the classroom by their actions, behavior and instruction style. Teacher's individual perceptions and the differences they bring to their classroom environments are becoming increasingly recognized as fundamental contributors influencing the way they teach, and how they motivate and engage their students.

In summary, most of the research been done on motivating styles focuses only on students and eliminates the teachers behavior and motivating styles. Hence, this present research will focus on learning about teacher's motivating styles and consider how it affects learner autonomy in classroom.

## 1.1 Types of Motivating Styles

Various experts have different opinions about teacher's motivating styles. Their main ideas are the same that there are the two main types, "controlling" and "autonomy- supportive" motivating styles. There have been different terms coined to illustrate the two main motivating styles, controlling and autonomy- supportive motivating styles.

Assor Kaplan and Roth (2002) uses the term "suppressive" instead of "controlling" and "autonomy-enhancing" instead of "autonomy-supportive" but the meaning and intention is the same. According to Assor, Kaplan and Roth (2002), a teacher's action is experienced as autonomy suppressing if it is perceived as interfering with the recognition of the child's personal goals and interests. In contrast, a teacher's' action is experienced as highly autonomy-supportive if that action helps children to develop and realize their personal goals and interests.

According to educational psychologist Reeve (2009), the two main teacher's motivating styles are "controlling" and "autonomy- supportive". Teachers motivate students using interpersonal styles that are controlling and autonomy-supportive. Interpersonal refers to an emotion or behavior involving, or occurring among several people. "Controlling style is the interpersonal emotion and behavior teachers provide during instruction to pressure students to think, feel, or behave in a specific way (Assor, Kaplan, Kanat- Mayman, & Roth, 2005; Reeve, Deci, & Ryan, 2004). Its opposite is autonomy supportive (Deci & Ryan, 1981), which is the interpersonal sentiment and behavior teachers provide to identify, nurture, and develop student's

inner motivating resources. As opposites, controlling and autonomy support conceptualizes the quality or ambience of a teacher's motivating style toward students." (p.159)

Reeve (2009) studied teacher's motivating styles in classroom. He has done several research studies on his own as well as many with other experts such as Reeve, Nix and Hamm (2003); Reeve, Deci and Ryan (2004); Reeve (2006) and Reeve (2009). His studies focus on all the aspects of understanding the evolvement of both controlling and autonomy-supportive motivating styles. Controlling style has a negative implication on student's functioning. Therefore, autonomy supportive style should be promoted as it constructs a more positive classroom and enhances student's educational outcomes (Reeve, 2009).

The description of each motivating style is summarized in Table 2.1 below. It provides the definition, enabling conditions, and instructional behaviors associated with each style. This table characterizes both the motivating styles, identifies the conditions that orient teachers toward a controlling or autonomy-supportive style, lists the instructional behaviors closely associated with each style, and explains controlling and autonomy- supportive style influences on student's functioning and outcomes.



Table 1: Definition, Enabling Conditions, and Instructional Behaviors Associated with Controlling and Autonomy- Supportive Motivating Styles from Reeve (2009).

Controlling Style	Autonomy-Supportive Style
<p><b>Definition</b> Interpersonal sentiment and behavior teachers provide during instruction to pressure students to think, feel or behave in a specific way.</p>	<p><b>Definition</b> Interpersonal sentiment and behavior teachers provide during instruction to pressure students to identify, nurture and develop student's inner motivating resources.</p>
<p><b>Enabling Conditions</b></p> <ul style="list-style-type: none"> <li>- Adopt the teacher's perspective.</li> <li>- Intrude into student's thoughts, feelings, or actions.</li> <li>- Pressure student's to think, feel or behave in a specific way</li> </ul>	<p><b>Enabling Conditions</b></p> <ul style="list-style-type: none"> <li>- Adopt the student's perspective.</li> <li>- Welcome student's thoughts, feelings and actions.</li> <li>- Support student's motivating development capacity for autonomous self-regulation.</li> </ul>
<p><b>Instructional Behaviors</b></p> <ul style="list-style-type: none"> <li>- Rely on outer sources of motivating.</li> <li>- Neglect explanatory rationales.</li> <li>- Rely on pressure-inducing language.</li> <li>- Display impatience for student's to produce the right answer.</li> <li>- Assert power to overcome student's complaints and expressions of negative effect.</li> </ul>	<p><b>Instructional Behaviors</b></p> <ul style="list-style-type: none"> <li>- Nurture motivating resources.</li> <li>- Provide explanatory rationales.</li> <li>- Rely on non-controlling and informational learning.</li> <li>- Display patience to allow time for self-paced learning.</li> <li>- Acknowledge and accept expressions of negative effect.</li> </ul>

In summary, the two main motivating styles that will be focused in this research are controlling motivating and autonomy-supportive styles. The two types are diverse and have their own set of characteristics so that teachers can be classified into either or a mix of both of the types from their behavior in classroom. It is interesting to understand the styles and see a distinct disparity between the two styles.

### 1.1.1 Controlling Motivating Style

To understand the teacher's motivating style, instructional behaviors can be observed. There are some conditions that make teachers approach to motivating students a controlling style. "Firstly, teachers adopt only their own perspective in the lesson. The starting point for a controlling motivating style is the prioritization of the teacher's perspective to the point that it overruns the student's perspective. Secondly, teachers intrude into student's thoughts, feelings, or actions and there is no flow or connectivity and willingness to participate from the student's end. Lastly, teachers pressure students to think, feel, or behave in particular ways (Reeve, 2009). Although teachers do not necessarily set out to be controlling per se, they do sometimes think rather exclusively about student motivating and learner autonomy from their own perspective; intrude into student's ways of thinking, feeling, and behaving; and push and pressure students to think, feel, or behave in a specific way. That is, the enabling conditions that orient teachers toward a controlling style are the lack of the student's perspective, intrusion, and pressure." (p.161)

Teachers can be controlling motivating style in two ways, which are direct control and indirect control (Reeve, 2009). Direct control is a process in which teacher's tries to motivate students by making external pressures to do the work, such as by setting the deadlines, verbal commands, or environmental incentives. Indirect control is a teacher's concealed efforts to motivate students by creating internal compulsions to act, such as through feelings of guilt, shame, and anxiety, by threatening to withdraw attention or approval, by linking a way of thinking, feeling, or behaving to the student's self-esteem, by pressuring students to change behaviors (Reeve, 2009).

In summary, a controlling style behavior emphasizes on the teacher and overruns student's perspective. Controlling further involves the application of sufficient pressure until students change their behaviors and opinions. In the classroom, acts of intrusion and pressure lead students to sacrifice their internal frame of reference and their natural rhythm during a learning activity to, instead, absorb and respond to the pressure to think, feel, or behave in a teacher-defined way.

### **1.1.2 Autonomy-Supportive Motivating Style**

By observing instructional behaviors to understand teacher's motivating style, there are some conditions that make teachers approach to either of the styles. The instructional behaviors of an autonomy-supportive teacher include three conditions too; that make any approach to motivating students an autonomy-supportive one. "Firstly, teachers consider students' opinions and adopt the student's perspective into the lesson. Secondly, teachers welcome student's thoughts, feelings, and behaviors into the lesson and make them connect to the content. Thirdly, teachers are supportive in student's motivating development and give student's capacity for autonomous self-regulation (Reeve, 2009). By welcoming student's ways of thinking, feeling, and behaving, teachers acknowledge and appreciate the motivating potential inherent within student's thoughts, emotions, and behavioral intentions. Teacher behavior shows that they are acknowledging student's capacity for autonomous self-regulation, teacher-student interactions revolve not only around daily support for student's academic pursuits but also around long-term support." (p.162)

In summary, an autonomy-supportive style teacher behavior focuses on taking and integrating the student's perspective into the flow of instruction, teachers become both more willing and more able to create classroom conditions in which student's autonomous motivation align with their classroom activity.

### 1.1.3 Assessing Teacher's Motivating Style

Reeve (2009) studied why teachers adopt a controlling motivating style and how they can become more autonomy supportive. To quantify teachers' motivating styles, Reeve analyzed published empirical review of 44 studies that investigated the relationship between student's performance and teacher's motivating styles – controlling and autonomy-supportive. Three instruments were used in the study were self-reports, students' ratings and observers' objective ratings. Teachers can explain about their feelings, attitudes, and beliefs in self-reports. Assor, Kaplan and Roth (2002) study examined teacher motivating style, but from a student perspective. Therefore, the research instrument used was questionnaire but for students to answer. Data was collected from students within grades 3-8 using questionnaires that assessed their perceptions of their main teacher's behaviors and feelings. Loima and Vibulphol (2014) spotlighted on Internal interest and external performing. The data were collected between February and March 2014 in three anonymous schools using observation and questionnaire.

Assessing motivating styles usually involves questionnaire as a tool in most studies of this field, either to derive information from students or teachers. The reason being that questionnaire involves questions that are specific and get researchers information on exactly what they're looking for. The main reason that questionnaire is used to assess motivating styles is because this information given will always be more solid as it is answerable in private and the teacher has time to think before answering the questions. In this present study, the instrument used will be questionnaire, to understand teacher's perspective of which motivating style they think they practice. The questionnaire will help categorize the teacher's motivating styles.

Motivating styles are two different types and to study what type a particular teacher is, in this study the researcher will find out the teacher's perspective and belief about themselves. Giving them a questionnaire to fill that will cover the elements of both controlling and autonomy-supportive styles can assess teacher's motivating style and we will be able to quantify from the answers as to which style the teacher will fall into. The questionnaire will assess teacher's behaviors and feelings when teaching English to the students. The questionnaire will be adapted from a study conducted by Assor, Kaplan and Roth (2002). Since, Assor and Kaplan studied the two types of teachers motivating styles in detail; it is relevant with this present study. Therefore, it is a very useful basis of collecting information from the teachers.

Teachers' motivating styles can be conceptualized into two main types controlling and autonomy-supportive styles and questionnaire will help depict and analyze each teacher's style. In summary, teachers can be classified into either of the motivating styles by studying their perception and behavior by using the research instrument, which is questionnaire and by studying their instructional behaviors using observation. Questionnaire is the right instrument for collecting data in this study as we are looking to gather information from the teacher's perspective.

## **1.2 Teacher's Instructional Behaviors**

Teacher's instructional behavior refers to the way teachers give instructions in classroom and how they lead students into the lesson and activities to keep students on the right way of accomplishment. Teachers give instructions as a part of their teaching in classroom. Instructions are a clear set of rules to keep students on the right path of the lesson. It is like a guiding light of the lesson so students can clearly understand what is to be done.

Giving instruction is like giving students a “helping hand” will help enhance towards motivating, and this is mainly because teachers are ill prepared or reluctant to wean students away from teacher dependence (Sheerin, 1997). The better the instructions, the clearer students will be about performing the task on the right path. Teachers giving students assistance is better than telling them exactly what is to be done at all times, or else students will not have a chance to think for themselves at all. Little (1991) mentions that it is not easy for teachers to change their role from supplier of information to counselor and manager of learning resources. And it is not easy for teachers to let learners solve problems for themselves. Such a transition from teacher-control to learner-control is full with difficulties but it is mainly in relation to teacher-control that learner-control finds its expression.

These instructional behaviors are all positively inter-correlated; utilize social influence techniques such as behavior modification, classroom management, conditional positive regard and power assertion. Collectively, they provide teachers with the means to intrude on student’s thinking, feeling, and behaving with enough pressure to increase the likelihood that the student will adopt a teacher-specified way of thinking, feeling, or behaving. On the other hand, some teacher’s handle the classroom and lesson by taking and integrating the student’s perspective into the flow of instruction, teachers become both more willing and more able to create classroom conditions in which student’s autonomy and motivation align with their classroom activity. By welcoming student’s ways of thinking, feeling, and behaving, teachers acknowledge and appreciate the motivating potential inherent within student’s thoughts, emotions, and behavioral intentions (Reeve, 2006).

Since there are different types of teachers, there are distinct ways in which they give instructions in classroom during lessons. The instructional behaviors are associated with both the controlling and autonomy-supportive teacher motivating styles.

### **1.2.1 Controlling Instructional Behaviors**

According to Assor, Kaplan and Roth (2002), the controlling teacher behavior can be identified by three main characteristics teacher demonstrates through their behavior.

Firstly, the teacher is “suppressing criticism and independent opinions” (p. 264). This type of teacher action does not allow students to inform teachers about aspects of the task and the learning context that interfere with the realization of their interests and goals, and therefore are rather frustrating. In addition, it is likely that the suppression of independent opinions directly undermines student’s need for self-direction and self-expression, particularly in adolescence.

Secondly, the teacher is “intruding and intervening in ongoing behavioral sequences” (p. 264). When teachers continually interfere with student’s natural rhythm as they perform various tasks, students are likely to feel angry that they are not allowed to realize their action plans.

Thirdly, the teacher is “forcing meaningless and uninteresting activities” (p. 264). This type of teacher behavior can be assumed to be rather precipitous because it involves an active attempt to compel students to do things that they find boring or meaningless.

### **1.2.2 Autonomy-Supportive Instructional Behaviors**

According to Assor, Kaplan and Roth (2002), the autonomy-supportive teacher characteristics can be identified by three main behaviors they exhibit.

Firstly, the teacher “fosters relevance” (p. 263) that means it, involves direct attempts by teachers to help students to experience the learning process as relevant to and supportive of their self- determined interests, goals and values. The teacher also facilitates a

positive perception of learning; that is teacher may explain the contribution of the learning task to student's personal goals and attempt to understand student's feelings and thoughts concerning the learning task. Teachers who are perceived as rather attentive to and considerate of student's feelings and thoughts are also trying to demonstrate the value of studying.

Secondly, teacher "provides choice" (p. 263) which enables students to choose tasks that they perceive as consistent with their goals and interests. The opportunity to work on tasks that allow students to realize their goals or interests contributes to student's experience in learning.

Thirdly, teacher "allows criticism" (p. 263) and encourages independent thinking. These behaviors evoke feelings of interest because the expression of dissatisfaction by students might cause teachers to make learning tasks more interesting. In cases in which the teacher is not able to make the learning task more interesting, student criticism may still cause the teacher to provide a more convincing rationale for the learning task, thus helping the student to form a more positive evaluation of the learning task.

### **1.2.3 Assessing Instructional Behaviors**

Reeve, Deci & Ryan (2004) used trained objective raters score teachers' naturally occurring instructional behaviors in terms of how autonomy supportive versus controlling teachers was in the lesson. Assor, Kaplan and Roth (2002) used observation of instructional behaviors in his research, which showed that teachers typically enact both autonomy-supportive and controlling behaviors during a given instructional episode. Studies have demonstrated that high-quality interactions occur when teachers use a combination of effective instructional techniques while building warm emotional connections with students.



Reeve (2006) used a list of 21 specific instructional behaviors and provided the definition of each behavior in their study. The reason being that they saw more than one instructional behavior style could be happening at the same time such as, the teacher could at the same time utter an instruction and hold the instructional materials. Two trained raters independently observed scored the teachers' instructional behaviors.

In this present study, Observation Checklist adapted from Reeve (2006) is used as a guideline to observe for specific controlling and autonomy-supportive behavior when making observations in classroom since the present study is looking at studying teacher's instructional behaviors. There are 11 autonomy-supportive instructional behaviors and 10 controlling instructional behaviors that are considered and the researcher uses this as a checklist of what all the teacher does and not. This checklist are then evaluated to see whether the results triangulate the same as what each teacher answered about them through questionnaire to depict their motivating styles.

Table 2: Lists the operational definitions of Teacher's Instructional Behaviors from Reeve (2006).

Instructional behavior	Operational definition
<b>Controlling instructional behaviors</b>	
1. Time teacher talking	Teacher talked more than the students in the lesson.
2. Time holding/monopolizing learning materials	Teacher physically held or possessed the materials majority of the time.
3. Exhibiting solutions/answers	Teacher displayed answers before the student had the opportunity to discover the solution for him or herself.
4. Uttering solutions/answers	The teacher spoke that "The answer/activity is done this way—like this."

Instructional behavior	Operational definition
5. Uttering directives/commands Making should statements	Teacher used commands such as do, move, put, turn, or place, such as “Do it like this,” “Flip it over,” or “Put it on its side.”
6. Asking controlling questions	Teacher used directives posed as a question and voiced with the intonation of a question, such as “Can you move it like I showed you?” and “Why don’t you go ahead and show me?”
7. Deadline statements	Teacher used statements communicating a shortage of time, such as “A couple of minutes left” and “We only have a few minutes left.”
8. Praise as contingent reward	Teacher stated that the student should, must, has to; got to, do something, such as “You should keep doing that.”
9. Operational definition	Teacher used verbal approvals of the student or the student’s compliance with the teacher’s directions, such as “You’re smart.”
10. Criticizing the student	Teacher used verbal disapprovals of the student or the student’s lack of compliance with the teacher’s directions, such as “No, no, no, you shouldn’t do that.”

### **Autonomy-supportive instructional behaviors**

1. Time listening  
Teacher carefully and fully attended to the student’s speech, as evidenced by verbal or nonverbal signals of active, contingent, and responsive information processing.

Instructional behavior	Operational definition
2. Asking what student wants	Teacher asking questions specifically about what the student wanted or desired, such as “Which pattern do you want to start with?”
3. Time allowing student to work in own way	Teacher invited or allowed the student to work independently and to solve the activity in his or her own way.
4. Time student talking	The student talked more than the teacher overall generally in the lesson.
5. Seating arrangements	Teacher invited the student to sit in the chair nearest to the learning materials.
6. Providing rationales	Teacher provided explanatory statements as to why a particular course of action might be useful, such as “How about we try this question/activity, because it is what you will enjoy and know.”
7. Praise as informational feedback	Teacher used statements to communicate positive feedback about the student’s improvement or mastery, such as “Good job” and “That’s great.”
8. Offering encouragements	Teacher used statements to boost or sustain the learner autonomy, such as “Almost,” “You’re close,” and “You can do it.”
9. Offering hints	Teacher gave suggestions about how to make progress when the student seemed to be stuck, such as “It might be easier to work with this part first then move to that...”
10. Being responsive to student-generated questions	Teacher gave contingent replies to a student-generated comment or question, such as “Yes, you have a good point” and “Yes, right, that was the second one.”

Instructional behavior	Operational definition
11. Communicating perspective-taking statements	Teacher gave empathic statements to acknowledge the student's perspective or experience, such as "Yes, this one is difficult" and "I know it is a sort of difficult one."

Table 2 is based on Reeve (2006). It lists the identified and categorized 21 specific instructional behaviors that differentiated teachers with an autonomy-supportive motivating style from teachers with a controlling motivating style.

"There are 10 instructional behaviors that are consistently displayed more frequently by teachers categorized as controlling. Instructional behaviors control student's behavior by establishing the teacher's agenda, including time teacher talking and time holding the learning materials. Instructional behaviors control behavior by shaping students toward teacher-prioritized behaviors and answers, including exhibiting solutions and uttering solutions. Other instructional behaviors control behavior by uttering controlling language that pressures students into compliance with the teacher's agenda, including uttering commands, making should or got to statements, asking controlling questions, and deadline statements. Still other instructional behaviors control behavior by imposing an external evaluation on the student's learning, including praise as contingent reward and criticizing the student.

There are 11 instructional behaviors that are consistently displayed more frequently by teachers categorized as autonomy-supportive. Instructional behaviors support motivating by identifying and becoming more aware of student's inner motivating resources, including time listening and asking what the student want. Some instructional behaviors support student's internal causality and create opportunities for students to align their inner

motivating resources with their ongoing classroom activity, including time allowing student to work in own way, time student talking, and creating seating arrangements to encourage student's initiative and conversation. Other instructional behaviors support motivating by offering informational language to support student's inner resources or to build new inner resources, including providing rationales, praise as informational feedback, offering encouragements, and offering hints. Still other instructional behaviors support motivating by enhancing teachers' sensitivity to student's experiences, including being responsive to student-generated questions and communicating perspective-taking statements." (p.210)

In this present study, the researcher wants to see if instructional behaviors of teachers in the classroom are triangulated with teacher's results of what style they think they are answered in questionnaire. In conclusion, controlling and autonomy-supportive have been conceptualized as two independent aspects of teachers' instructional styles, each of which can contribute support to student's motivating and autonomy (Connell & Wellborn, 1991; Skinner & Belmont, 1993). There are studies that use the words teacher's motivating styles and learner autonomy in the same studies. But there hasn't been a research to study the link between the two in elementary education as yet. Therefore, this present study will comprehend both the variables and report their relationship.

## **2. Learner Autonomy**

The concepts of learner autonomy and independence have gained a lot of attention in the field of education, the former becoming a buzzword within the context of language learning (Little 1991). One key principle of learner autonomy is the emphasis on the role of the learner rather than the role of the teacher. In an autonomous language classroom, teachers are changing their roles and moving to new

ones. Language teachers do not play the role of transmitters of information. Their role is more that of a counselor and a facilitator whose position is to manage the activities in the classroom and maintain learning environment that encourage learners to view learning as a lifelong process (Jacobs & Farrell, 2001; Lowes & Target, 1999).

Little defined autonomy from a more psychological dimension. He affirmed that autonomy “is the capacity for detachment, critical reflection; it involves a decision-making process and independent action” (Little, 1991) (p.4). The ordinary spoon-fed methodology is abandoned to reorient students’ maximum potential as important agents inside and outside the classroom. The role of the learner is crucial as to how to define his or her own path to success. Becoming self-conscious about what to do, where to go, or how to undertake the proper action to improve one’s learning is the premise of language success.

Little (2006) in his study declared, “without connection people cannot grow, yet without separation they cannot relate” (p. 30). From this standpoint, learner autonomy is seen as a social element necessary for the dependence and independence phases of autonomy. He went on to say that EFL success is attributable to three main aspects. Firstly, since learners are beginning their route to native-like language proficiency, they must be involved in their own learning. They must be empowered to take maximum control and determine the shape and direction of their learning. Secondly, learners must be confronted with their performance. They must be taught to think in retrospection in order to evaluate and revisit what they have done, what they are doing and what they will be doing. Thirdly, learners are challenged to use the target language both as a medium of communication and reflection.

Littlewood (1996) highlights the independent capacity to make and carry out the choices that control learner's actions. This capacity comprises learners' ability and willingness, which assume responsibility for their learning to be the core of the notion of autonomy and that "willingness depends both on the motivating and the confidence to take responsibility for the choices required". Little (1996) argues that learner autonomy grows out of the individual's acceptance of his or her own responsibility for learning. The learner is regarded as a decision-maker who has or will develop the capacity for choosing from among available tools and resources to create what is needed for the task in hand (Holec 1981; Little 1991; Dickinson 1987). From research point of view, motivation and necessary skills are regarded as key points to the success of the development of learner autonomy.

Teachers' role in the development of autonomy had been investigated by Benson and Voller (1997) who found that teachers must have a clear view of the attitudes and beliefs of autonomous language learning. He states that whether the teacher views learner autonomy as a right or as a distant goal, the teacher role- plays the facilitator, counselor and resource. Voller also proposed the following three fundamental assumptions that lead to autonomy. The first is that language learning is an interpretive process therefore; an autonomous approach to learning requires the teacher transfer of control to the learner. The second is to make sure that teacher's teaching practices reflect these assumptions by ensuring that they are based on a process of negotiation with learners. And the third is to self-monitor teaching so as to observe and reflect upon the teaching strategies we use and the nature of the interactions we set up and participate in.

Learners do not only reflect on their learning in terms of the language input to which they are exposed, or the optimal strategies they need in order to achieve the goals they set. Rather, the success of learning activities teachers introduce in classroom is to some extent, dependent upon learner's stance towards the world and the learning activity in particular, their sense of self, and their desire to learn (Benson & Voller, 1997). Hence, understanding the EFL activities in the classroom that teacher's expose and how the students connect to it is important. Factors of learner autonomy are referred to as individual attributes by Hsu (2005), who adds becoming autonomous learners is a lifelong skill and teacher's can be a facilitator to make students autonomous learners. It will benefit students understanding and learning skills.

(Nunan, 1997) (p.192) proposes 'degrees of autonomy' a five level model of learner actions, which consists of awareness, involvement, intervention, creation, and transcendence. Some of the levels are more readily incorporated into teaching materials than others. The first step aims to make learners aware of the goals, content and strategies underlying the materials they are using. Then, learners move to active involvement by choosing from a range of content and procedural options. Next, the learners are encouraged to intervene in the learning process through modifying and adapting goals, content and tasks. In the fourth step, learners set their own goals, develop their own content and create their own learning tasks. And finally, the learner is able to create his own learning materials from the resources around him. According to Nunan these levels overlap and the learner is able to move up and down these levels.



Education, like in a pendulum, has moved from one end to the other; one end represents the teacher-centered end and the other the learner-centered end. This evolution in education has been mostly dictated by the transformation of the students' roles in the classroom from highly dependent to interdependent, and later to independent. Linguists and pedagogics' concluded that, "the scope of learner's autonomy always depends on what they can already do" (Little 2006) (p. 106). Grounded on this assumption, the EFL students act on what they can actually perform and handle. It is for the teacher to withdraw the students' existing knowledge to explicit awareness through the development of classroom activities. According to Little (2006), the way by which autonomy sets in the classroom highly depends on the decisions made by the learners. The learners must be involved in a non-stop quest for good learning activities.

Distinct researchers suggest various models on learner autonomy in the classroom. Consequently, to simplify the context, this study looks at certain aspects of learner autonomy in EFL classroom to define learner autonomy from the maxim of researcher's previous studies.

Table 3: Learner Autonomy Definition Maxim

Researchers	Definition of Learner Autonomy	Key Aspects
1. Little (1991)	Little defined autonomy from a more psychological dimension. He identified that autonomy is the capacity for detachment, critical reflection; it involves a decision-making process and independent action.	<p>A. Capacity for detachment</p> <p>B. Critical reflection</p> <p>C. Decision-making process</p> <p>D. Independent action</p>
2. Holec (1981)	Holec defined learner autonomy in EFL as the ability to take charge of one's own learning, noting that this ability is not inborn but must be acquired either by 'natural' means or as most often happens, by formal learning, that is, in a systematic, deliberate way. He pointed out that to take charge of one's learning is to have the responsibility for all the decisions concerning all aspects of this learning. Engage learners in the learning process to enhance lifelong learning	<p>A. Take charge of one's own learning</p> <p>B. Responsibility for decisions</p> <p>C. Engagement</p> <p>D. Lifelong learning</p>
3. Dickinson (1987)	Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions.	<p>A. Learner is responsible for making decisions</p> <p>B. Learner is responsible for implementation of decisions</p>

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4. Littlejohn (1985)	Learner autonomy is based on the idea that if students are involved in decision making processes regarding their own language competence, they are likely to be more enthusiastic about learning and learning can be more focused and purposeful for them.	A. Involved in decision making B. More enthusiastic about learning C. Learning can be more focused and purposeful
5. Chan (2001)	Development of learner autonomy means to increase the level of learner-control that will increase the level of self-determination, thereby increasing overall motivation.	A. Increase learner-control B. Increase self-determination C. Increase motivation
6. Nunan (1997)	Nunan claims that most learners do not know what is best for them at the beginning of the learning process. Nunan has proposed five levels for learner autonomy. The first level is awareness where learners are made aware of the goals and content. The second is involvement; the learners are involved in selecting their own goals from alternatives on offer. The third is intervention; learners are involved in adapting the goals and content of the learning program. The fourth is creation; learners create their own goals and objectives. And finally, transcendence; learners go beyond the classroom and make links between the content of classroom learning and the world beyond.	A. Awareness B. Involvement C. Intervention D. Creation E. Transcendence

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7. Barfield et al. (2001)	Development of learner autonomy in language classrooms means that students be involved in making decision about their own learning. There is an important role for teachers in this process since the ability to behave autonomously for students is dependent upon their teacher creating a classroom culture where autonomy is accepted	<p>A. Students decision-making</p> <p>B. Teacher's ability to behave autonomously</p> <p>C. Teacher creating a classroom culture where autonomy is accepted</p>
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In this study, by looking at the key aspects of the definitions from researchers, certain aspects are selected and fixated on. Only specific aspects are fixated on because they are the similarities that have overlapped in the definitions and they imply to young learner classrooms.

Little (1991) identified that learner autonomy is the capacity for detachment, critical reflection; it involves a decision-making process and independent action. From Little (1991) the aspects of learner autonomy that this study focuses on are, capacity for detachment, critical reflection, decision-making process and independent action. Holec defined learner autonomy in EFL as the ability to take charge of one's own learning, noting that this ability is not inborn but must be acquired either by 'natural' means or as most often happens, by formal learning, that is, in a systematic, deliberate way. From Holec (1981) the aspects of learner autonomy that this study focuses on are, learners take charge of own learning, responsibility for decision-making, engagement and lifelong learning.

Dickinson (1987) acknowledged that learner autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions. From Dickinson (1987) the aspects of learner autonomy

that this study focuses on are, learner is responsible for making decisions and learner is responsible for implementation of decisions. Littlejohn (1985) recognized that learner autonomy is based on the idea that if students are involved in decision making processes regarding their own language competence, they are likely to be more enthusiastic about learning and learning can be more focused and purposeful for them. From Littlejohn (1985) the aspects of learner autonomy that this study focuses on are, involved in decision-making, more enthusiastic about learning, learning can be more focused and purposeful.

From Chan (2001) the aspects of learner autonomy that this study focuses on are, increase learner-control, increase self-determination and increase motivation. From Nunan (1997) the aspects of learner autonomy that this study focuses on are, awareness, involvement, intervention, creation and transcendence. From Barfield et al. (2001) the aspects of learner autonomy that this study focuses on are, student's decision-making, teacher's ability to behave autonomously and teacher creating a classroom culture where autonomy is accepted.

Learner autonomy aspects that are similar are, initially, involving learners in decision-making process. This is essential in learner autonomy because students need to be a part of the lesson and by having some authority to make decisions with the teacher, even minor decisions, students may feel more participant and engaged. The other aspects that are similar along researchers are increasing learner-control and learner involvement. For young learners, it is hard to think that they should be in control because of their young age. However, learner-control does not mean to let learner make all the decisions, it rather

implies that learners be a part of the decision-making and have some control in the classroom. If learners are involved, they may see the purpose and understand why they are learning what they are learning, hence increasing their involvement.

In summary, extracted by the maxim's aspects, in this study, learner autonomy in EFL classroom is defined as learner's involvement in decision-making, increasing learner-control, learner's engagement, and participation. When student's make-decisions, participate, and engage, the process of internalizing the language becomes more meaningful since long-lasting linguistic goals are attained. It is important when attaining a foreign language that students are autonomous.

### **2.1 Learner Autonomy in EFL at elementary level**

Each year ever greater numbers of young children in various parts of the world start learning English, and by the time they become teenagers and adults, the world around them will change beyond recognition, and they will need to adjust to new ways of learning. Training them to think for themselves, which comes in regard to learner autonomy, is therefore an essential skill to teach today.

Dam and Gabrielsen (1988) investigated the extent to which young learners were able to make decisions about the content and process of their own learning. The study was conducted over a time period of six years. 11-year-old learners from Denmark learning English as a foreign language were studied. They were involved in planning, organizing, managing and evaluating their own learning. This collaborative process was maintained for six years. This helped develop student's communicative

competence too. Furthermore, learners were positive in accepting responsibilities for their own learning. Difficulties reported by teachers had more to do with redefining teacher's roles.

Adamson and Sert (2012) recognized that even in Asia, in Turkey, Turkish educational system's shift from a teacher-centered to student-centered approach in the academic year of 2005-2006, school curricula of all subject areas have moved towards the development of learner autonomy. Their research was conducted to inform researchers about the development of learner autonomy in learning English as a foreign language, and teacher autonomy considering the pivotal role that teachers have in the development of learner autonomy.

Sakai (2008) investigated university students' perceptions of learner autonomy in English learning in the East Asian region. The study was conducted in 2006 based on the assumption that promoting learner autonomy is an appropriate pedagogical goal in EFL environments if teachers are aware of their roles, and that unique concepts of learner autonomy should be established and their applications for East Asian classrooms explored. The purposes were to find out whether subjects from three different language areas could be surveyed about learner autonomy by one set of questionnaires and to discover any common factors related to learner autonomy with regard to the subjects' perceptions of responsibility and English learning activities outside of classroom. One hundred and seven Japanese, Korean, and Taiwanese students were asked to answer the questionnaires. The authors analyzed the data using factor analysis. Based on the study, the authors suggest that teachers should give students more opportunities to control their own learning as well as providing them with more support for continuing their study outside of the classroom in order to develop learner autonomy in an Asian context.

While studying learner autonomy in this present study, the researcher will look at the involvement of student's participation in classroom activities while the teacher is teaching the lesson in the classroom. All learning is ultimately autonomous in the sense that learning depends on the efforts of the learners themselves, so autonomous way of thinking should be cultivated and developed among EFL learners and teachers. They need to be more aware of the benefits that autonomy brings forth to English education and be ready to take on their new roles, and interactively cooperate with each other to enhance autonomy abilities. Teachers should design and organize various activities to prepare students for more independence and responsibility.

## **2.2 Assessing Learner Autonomy**

Despite the proliferation of the literature on aspects of learner autonomy, there has only been a modest amount of published research on assessing learner autonomy (Benson, 2007).

Sinclair's (1999) approach to assessing learner autonomy as a capacity by evaluating metacognitive awareness due to my focus on the students' capacity and willingness to take responsibility. Sinclair (1999) (p.100) highlights the understandings of autonomy in language learning as a "capacity or ability to make informed decisions about one's learning, rather than actual behavior or freedom to constraint". This position is in line with Holec's (1981) (p.5) view that autonomy is a term "describing a potential capacity to act in a given situation. In this vein, the



evaluation of autonomy can be seen as a process of monitoring this capacity to find evidence of learner's degrees of autonomy.”

The effectiveness of instruction for autonomous learning has not been done enough and "very few of the present or past methods and techniques for language learning are solidly based on research results" (Dickinson, 1987) (p.1). Since learner autonomy is an internal factor which is hard to be observed, at present, there is no specific method to assess it, and we still lack global measures that allow us to judge whether a learner has become more autonomous or not (Benson, 2001). Due to some important factors influence the possibility of measuring degrees of autonomy as Benson (2001) states autonomy is clearly a multidimensional construct; the nature of autonomy is various for different people; and the nature of the acquisition of autonomy as a developmental process. Learner autonomy is only being measured through performance by introspective methods, such as portfolio, checklist, observation and interviews for getting learners' experiences. Then, based on the reflection and reasoning or type of students, researches on learner autonomy can be carried out using any of these methods.

### **2.2.1 Portfolio**

Portfolio use has great potential to promote learner responsibility and independence. It has different meanings to different teachers, and the basic three types are: showcase portfolios, collections portfolios, and assessment portfolios (, 2003). "Showcase portfolio" is typically used to display a student's best work to parents and school administrators. "Collection portfolios" contain all of a student's work and

"assessment portfolios" are focused reflections of specific learning goals that contain systematic collections of student work, student self-assessment, and teacher assessment (Shimo, 2003).

Basically, assessment portfolios are different from the others in that students go over their previous and present work, and choose items to put into their folder according to certain criteria. The items are usually not only the best work, as is the case of showcase portfolios, but include various kinds of work to show ongoing learning processes, too. One of the main benefits of portfolio assessment is the promotion of learner reflection. By having reflection as part of the portfolio process, students are asked to think about their needs, goals, weakness, and strengths in language learning, which enhances feelings of learner ownership of their work and increase opportunities for dialogs between students and teachers about curricular goals and learner progress. Although many programs are moving toward portfolio assessment as opposed to the traditional, holistic assessment, still portfolio use has not yet become a substantial assessment or instructional tool at any level of education.

### **2.2.2 Checklist of Students**

Another method for assessing learner autonomy is teacher or inter-rater checklists or rating scales. Ratings of autonomy, when averaged across students in their classrooms, offer an alternative perspective on learner autonomy from behaviors that are reported by the researcher. Checklists give a direction towards what the researcher is looking to find and emphasize on during the observation. It keeps the researcher on a focused level and is widely used by many researchers in this field.

### 2.2.3 Interviews

Depending on the context, interviews can be an excellent way to obtain rich descriptions and participant perceptions. In particular, a semi-structured interview allows for spontaneity and flexibility and can encourage the students to describe their learning experiences and perceptions of activities. The process can be a form of introspection where participants are encouraged to examine their behavior and thought processes and provide a first person narrative of their experiences.

Interviews fall on a continuum from structured and semi structured interviews with pre designated questions to interviews where participants are asked to tell their stories in more open-ended and unstructured ways (Meyer & Turner, 2002). However, interviews are not without problems. The knowledge, skills, and biases of the interviewer can all impact on the quality, depth, and type of responses. There are also questions about the reliability (stability and consistency) and validity of interview findings.

In this study, stimulated recall technique will be used on teachers. Stimulated recall (SR) is a family of introspective research procedures through which cognitive processes can be investigated by inviting subjects to recall, when prompted by a video sequence, their concurrent thinking during that event. In educational research, the stimulated recall method has become more widely used during the 70's, especially the teacher-thinking research tradition. Teacher-thinking tradition was developed as a reaction to behaviouristic interaction analyses. In this tradition the attention is drawn to a teacher's cognitive thinking and decision-making processes from their own point of view. Shulman (1986) (p. 23) noted that to adequately understand teachers' actions in classrooms we must study teachers'

thought processes, evaluations, problem solving, and decision-making in different phases of the teaching process. In this kind of situation it was natural that methods, in which some sort of verbal reporting was needed, like stimulated recall, became general.

The essential aim in using the stimulated recall method will be to describe the actions during the lesson as authentically as possible. The special focus of interest is how the teacher him/herself experiences the situation and what kinds of thinking processes are connected with his/her action. Eskelinen (1991) (p. 6) states that the stimulated recall method is suited to research on interactive thinking. By means of the stimulated recall method it is possible to uncover the thought processes, which cannot be revealed through traditional observation methods. The use of stimulated recall doesn't disturb the actions of the lesson significantly.

According to Eskelinen (1991, p. 6), one advantage of the stimulated recall method is that the method eliminates the problem of forgetting in research situations because the interview is not based on remembering. In addition, the data collection is flexible, because both the interviewee and the researcher can choose the situations that are taken into consideration. The method allows for the interviewee's spontaneous comments and he/she can affect the discussion issues. On the other hand, the advantage of the interview method is that the researcher can ask specific questions in the data-gathering situation.

An obvious problem for researcher is the use of video camera. Eskelinen (1991) states that the teacher might feel him/herself embarrassed and he/she tends to consider the situation as a performance more than usual. Eskelinen (1991) points out that the

videotaping affects only the person's external behaviour, but it does not change a person's permanent behaviour. Jokinen and Pelkonen (1996) mention that it is hard for a person to change the embedded behaviour, because he/she is not necessarily aware of them. On the other hand, if the person becomes conscious of his/her behaviour, he/she generally sticks to them. Control of the behaviour is quite momentary. On the one hand, in the teaching situation the teacher is always in a specific position and he/she watches the video from a different perspective as an outsider. The teacher can be embarrassed by his/her own habits and behaviour and, on the other hand, can become aware of his/her own teaching in a new way.

Teacher's pedagogical thinking and action will be investigated; data gathering will begin with recording a particular lesson. An actual stimulated recall interview is done afterwards. Previous researchers, who have used stimulated recall method, have found that the interview has to be done as soon as possible after the videotaped lesson. According to Bloom (1953, p. 162) it is possible to recall 95 % of the events of the lesson with the help of stimuli within two days. This result relates only to external events, not one's own private conscious thoughts.

#### **2.2.4 Observations**

Observational methods at both the individual and classroom level have also been used to measure learner autonomy. Observation in a naturalistic setting is another data collection technique. One observation type is participant observation, which is when the researcher immerses into a setting and experiences the setting as a whole. This approach involves taking copious notes, often in the form of analytic memos and journals, during and immediately after the activities, about whatever is observed and experienced. These notes can form the basis of interview or survey questions later.

One concern with these types of observations is that they can be time consuming to administer, and observers may need to collect data across various types of academic settings. The prime advantage of using observation techniques to study learner autonomy is that they can provide detailed and descriptive accounts of the contextual factors occurring. These descriptions enhance our understanding of unfolding processes within contexts. Observational methods also can be used to verify information about learner autonomy collected from survey and interview techniques.

In this study, the researcher will use two methods together, which are Observation and Behavioral Checklist, to measure learner autonomy. After the observations are conducted, stimulated recall technique with teachers will be used to collect gaps and reasoning in the information from the videotape.

### **3. ELT at Elementary Level**

According to the Office of Basic Education Commission (OBEC), the Basic Education Core Curriculum covers three educational levels as follows. The first is Primary Education Level (grades 1-6); the second is Lower Secondary Education Level (grades 1-3, also know as grades 7-9) and lastly, Upper Secondary Education Level (grades 4-6, also known as grades 10-12).

In this study, the focus is on Elementary Level (grades 1-2) because this level covers the first stage of compulsory education. It focuses on acquiring various skills such as reading, writing, calculation, fundamental thinking, communication, social learning process and fundamentals of human beings as well as complete and balanced development of quality of

life in various respects of physical, intellectual, emotional, social and cultural with emphasis on integrated learning management. At demonstration schools, for Grade 1-2 English is emphasized more as a love to learn, and learn to love the language. The purpose that teachers use as a basis for communication is so that students can apply what they learn in the lesson and use for school and daily environment.

#### **4. Related Research**

Reeve (2009) studied why teachers adopt a controlling motivating style and how they can become more autonomy-supportive. The dependent measures used in these study were a broad variety of significant results and directions towards positive performance including student's motivating, autonomy, development, learning, performance, and psychological wellness. Data collected from the study displayed that about half of these studies were questionnaire-based investigations that suggest only a no directional correlation between a teacher's style and student outcomes, whereas the other half of the studies were experimentally based investigations than confirm a directional effect that a teacher's style has on student outcome. The findings from every one of these experimental studies point to the same conclusion, precisely that students comparatively benefit from autonomy support and reasonably tolerate from being controlled. This study helps us understand how teachers implement a certain motivating style and how students are affected by the style.

Reeve (2006) studied what teachers say and do to support student's autonomy during a learning activity. In this study, the authors tested which of these instructional behaviors actually correlated positively or negatively with student's motivating. The authors used Deci, Spiegel, Ryan, Koestner, & Kauffman's (1982) teacher–student paradigm to

randomly assign the participants, 72 pairs of same-sex (62 pairs of women, 10 pairs of men) who enrolled in a teacher certification program at a large midwestern university. Three sets of dependent measures were used to score teachers' instructional behaviors, student's perceived autonomy, and student's outcomes. Perceived autonomy and interest–enjoyment were scored from the student's post session questionnaires, whereas raters viewing the student–teacher interaction from the videotaped recordings, scored teachers' instructional behaviors and learner autonomy and performance. The findings show that researchers identified and categorized 21 specific instructional behaviors that distinguished teachers with an autonomy-supportive style from teachers with a controlling style.

Loima and Vibulphol (2014) study spotlights on Internal interest and external performing. It is a qualitative study on motivating and learning of ninth graders in Thailand Basic Education. This qualitative research was the first academic attempt to study and discuss the internal and external motivating in learning of students in basic education schools in Thailand. The data were collected between February and March 2014 in three anonymous schools using observation and questionnaire. English and Mathematics lessons were observed. The teachers and randomly selected students answered the motivating and learning questionnaire after the observation. The two subjects and the level of students were determined in consideration of PISA as well as other international surveys on learning. The expected outcomes were to analyze the learning motivating of ninth graders in three different school types and examine the group and individual motivating states. The study showed no low motivating in any of the schools. However, the students clearly lost internal motivating and situation-based interest when they were not supported.

Singhawat (2015) studied motivating styles adopted by Thai EFL teachers towards students in secondary school level. Through his study he found that EFL teachers at



secondary schools had a high use of autonomy-supportive motivating style, while controlling style was used moderately.

Decristan, Kunter, Fauth and Hertel (2016) research on classroom instruction has consistently identified characteristics that contribute to student learning. For instance, these include structural-organizational aspects (e.g., classroom management) and affective aspects (e.g., classroom social climate). This study is on elementary school level and examines main effects and interaction effects of instructional quality (i.e., classroom management and classroom social climate) and individual risks of school failure (i.e., demographic risk: immigration background or functional risk: low cognitive ability scores) on student's competence. The results show a positive link between classroom social climate and science competence but not for classroom management and competence. Furthermore, classroom management also linked with teacher's efforts and motivating styles that effect student's outcomes.

## **Chapter 3**

### **Methodology**

This chapter deals with the research methodology to study effects of teacher's motivating styles on learner autonomy in EFL classroom at Elementary level at Grade 1-2 in university demonstration schools. It includes the following topics: research design, population and participants, context, research procedure, research instruments, data collection, and data analyses. The research procedures were as follows.

#### **3.1 Context of the Study**

This study was conducted at university demonstration schools in Bangkok on teachers teaching English at Elementary level learners, Grade 1-2. In this study, the focus is on demonstration schools because these schools were opened by reputable universities and attached to the universities Faculty of Education. The criteria for choosing the schools were:

1. The curriculum in demonstration schools matches 21<sup>st</sup> century autonomous learning
2. The Thai teachers teaching English at these schools are certified with Masters degree qualifications, hence proving good quality of teachers
3. The size of the classrooms are small hence having better teacher student ratio that enhances focus on students
4. The students achieved high ONET scores in comparison to other schools students

### 3.2 Population and Sample

The population of this study is EFL teachers at Elementary level in university demonstration schools in Bangkok. The participants of the study were Grade 1-2 EFL teachers from the 5 university demonstration schools.

Table 4: List of number of teachers teaching EFL Grade 1 and 2 in the five demonstration schools

Demonstration Schools	Number of Thai EFL teachers teaching Grade 1 and 2
1. Ramkhamhaeng University Demonstration School	2
2. Sri Nakharinwirot Prasarnmit Demonstration School	2
3. Chulalongkorn University Demonstration School	2
4. Suan Sunandha Rajabhat University Demonstration School	4
5. Kasetsart University Laboratory School	6
Total number of teachers (N)	16

The total number of teachers (N) in this study is 16.

This study uses a collective analysis of qualitative and quantitative data. Since it is a mixed-method study, the participants were ideal in number to analyze effectively in detail.

### **3.3 Research Instruments**

There were three types of data collection instruments used in this study are Questionnaire, Observation Checklist and Stimulated Recall. Questionnaire was the first instrument used, to gather information on teacher's motivating style, whether they are leaning towards autonomy-supportive or controlling style. Questionnaire gathers teacher's perception of their motivating style. The next instrument used was Observation Checklist, which gathers researchers perception of the teacher's motivating style and observes learner autonomy in the classroom. Finally, Stimulated Recall is used to get further insight into teacher's thoughts for learner autonomy and reasoning for their actions in classroom. The research instruments are as follows: (Refer to Appendix for sample of each Research Instrument)

#### **3.3.1 Questionnaire for Teachers' Motivating Styles**

The aim of the questionnaire is to examine Teacher's Motivating Style, leaning towards controlling or autonomy-supportive. The instrument's construction is adapted from Assor, Kaplan and Roth (2002) questionnaire in consideration towards fitting the design in Thai EFL context. Three experts using Item Objective Congruence Index (IOC) validated the questionnaire. The items that received the scores under 0 were revised. Then, the questionnaire was pilot tested with EFL teacher who did not participate in the main study.

The main characteristics of the questionnaire (Refer to Appendix) are the subtopics assessing 'Provision of choice' and 'Fostering relevance' was taken from Rochester's Assessment Package for Schools (Connell, 1990; Connell and Wellborn, 1991). The subtopics of the original questionnaire are derived from numerous sources and put together by Assor Kaplan and Roth (2002). The items under the subtopics assessing 'Suppression of criticism'

and 'Support of criticism' were taken from scales from Assor's previous studies. Most of the items under the subtopics assessing 'Intrusion' and 'Forcing of meaningless and uninteresting activities' were new items based on interviews with students, while several items were taken from Wellborn and Connell and Wellborn (1991).

The data achieved from the Questionnaire are the scores of each teacher. The scores from the Questionnaire will be interpreted to categorize teacher in the range of the motivating styles, "autonomy-supportive" to "controlling". The treatment of data can be conceptualized along a continuum that ranges from highly controlling to highly autonomy supportive.

### **3.3.2 Observation Checklists of Teacher's Instructional Behavior in classroom and Learner Autonomy**

The aim of the observation was to examine the Teacher's motivating style in regard to Learner Autonomy using Observation Checklist and videotaping the lesson. During the observation, a structured checklist was used. The inter-rater was trained and sat at the other end of the classroom so that the observations were not interfered or influenced by each other. The scores and observation checklists were later compared together. Therefore in the observation, the researcher and inter-rater researcher had the checklist. The checklist was a guideline to observe teacher's instructional behaviors.

The main characteristics of the checklist were divided into two parts mainly, the teacher behavior and the student behavior. Teacher behaviors are further divided into two parts controlling and supportive instructional behaviors. Teacher centered qualities tended to go hand in hand with controlling instructional behaviors and active learner qualities are linked to the concept of autonomy supportive instructional behaviors.

Benson (2001) also stated that learner autonomy is favorable with active learner instruction. The top half of the checklist on the student behavior side covers 9 passive learner qualities. The qualities focus on the time students get to talk and interact with learning materials. Also, whether student got a chance to try participating and answering questions during the lesson and activities or whether they were given the answers before trying by themselves. The attributes focus on whether the students get to speak up and share opinions or are only following directives and commands by the teacher in specific manner without given any freedom. Whether students are or are not being able to follow the deadline statements given by the teacher during their activity. Moreover, if the students showed expressions and were affected by teachers praises during the lessons and lastly, how involved and isolated are students as a whole class in general in that specific lesson.

Student behaviors on the bottom half of the checklist consist of 10 active learner qualities that will be observed during the lesson. It goes along side with the autonomy-supportive instructional behaviors from teachers. The attributes that will be looked at are focusing on the students. Whether students get more talk time than teacher in the overall lesson and student got to interact in the lesson. Considering student's participation in conversations with the teacher. Whether they respond and feel comfortable to interact with the teacher. Students complete their work and activity their own way as teacher is like a guiding light through the process. This way the researcher can look at whether students got the chance to make the effort. Researcher will look at whether students got a chance to be interactive and sit near the learning materials and get handy with it. Also, students will be observed to see if they are engaged into the learning activities in the particular lesson. The researcher will look at whether students are affected positively by teachers praise and feel willing to perform better. Also, whether students are making progress by listening to

teachers hints and guidelines when they are stuck and don't understand. Whether students ask questions at all during the lessons and do they reach the goals of the particular lesson set by teacher in the beginning of the lesson.

Teacher behaviors in the top half of the checklist consist of 9 instructional behaviors that are consistently displayed by teachers categorized as autonomy supportive. Some instructional behaviors support autonomy by identifying and becoming more aware of student's inner motivating resources, including time listening and asking what the student want. Some instructional behaviors support student's internal causality and create opportunities for students to align their inner motivating resources with their ongoing classroom activity, including time allowing student to work in own way, time student talking, and creating seating arrangements to encourage student's initiative and conversation. Other instructional behaviors support motivating by offering informational language to support student's inner resources or to build new inner resources, including providing rationales, praise as informational feedback, offering encouragements, and offering hints. Still other instructional behaviors support motivating by enhancing teachers' sensitivity to student's experiences, including being responsive to student-generated questions and communicating perspective- taking statements.

Teacher behaviors in the bottom half of the checklist had 10 instructional behaviors that are consistently displayed more frequently by teachers categorized as controlling. Some instructional behaviors control student's behavior by establishing the teacher's agenda, including time teacher talking and time holding/monopolizing the learning materials. Some instructional behaviors control behavior by shaping students toward teacher-prioritized behaviors and answers, including exhibiting solutions/answers and uttering

solutions/answers. Other instructional behaviors control behavior by uttering controlling language that pressures students into compliance with the teacher's agenda, including uttering directives/commands, making should/got to statements, asking controlling questions, and deadline statements. Still other instructional behaviors control behavior by imposing an external evaluation on the student's learning, including praise as contingent reward and criticizing the student.

Most of the instructional behaviors listed in the Observation checklist fit the conceptual definitions for autonomy support and behavior control rather well. Two, however, require elaboration, namely, praise and hints. Praise is a complex instructional behavior that teachers use for many different purposes (Candy, 1991).

The data achieved from Observation Checklist was the occurrence of the teacher and student behavior during the lesson. The data was interpreted to see the real-life situation and researcher's perception of teacher's motivating style and also captured the learner autonomy in the classroom.

Observations are said to often lack validity for a number of reasons. If teachers and students are aware they are being observed they may behave in the way they feel they should behave. The researcher sat at the end of the lesson and was less of an attraction and tried to camouflage in as much as possible. To ensure reliability, inter-rater reliability was used; this involves comparing the ratings of two or more observers and checking for agreement in their measurements. Using two checklists will be more solid to have guidelines during the observation and the observers can make notes if they come across any external stimuli or environmental variables that are likely to affect learner autonomy in the lesson.



The classroom observation was videotaped so that the recordings are proof and also can be reviewed time and again. Inter-rater reliability was used to ensure the degree of agreement between the researcher and another rater. During the viewing, the checklist was used to give a direction to the observer and inter-rater. 3 experts validated the teacher motivating style and learner autonomy checklists by using Item Objective Congruence Index (IOC). The items that received scores under 0 were revised. Then, the questionnaire was pilot tested with a group of EFL teachers who do not participate in the main study.

### **3.3.3 Stimulated Recall Interview Questions for teachers'**

The aim of the stimulated recall was to get an in-depth perspective of teachers' thoughts behind the actions in the lesson. Semi-structured interview questions were used along with scenes from videotape of classroom observations to gain teacher's viewpoint on Learner Autonomy in their classroom. The intention of the interview is that the teachers reports their thoughts and actions during the lessons and also give reasons for them. The interviewer and interviewee will watch the videotape together and the teacher will explain simultaneously what was done and why depending on the questions asked. The stimulated recall interview can be either structured or unstructured and it can be focused on either the whole lesson or parts of it.

EFL teachers were interviewed as a follow up to collect any data that the researcher further needed or lacked. The information received from interview of teachers was valuable for the study. The questions were formulated after the Questionnaires are answered and the Observations are made. The main characteristics

of the stimulated recall was that the questions were semi-structured which is a qualitative method of inquiry that combines a pre-determined set of open questions that prompt discussion with the opportunity for the interviewer to explore particular themes or responses further. The data obtained by the questions tackled issues not answered by the questionnaires or unclear teacher behavior and learner autonomy level on the perspective of the teacher as well. These questions prompted the behaviors identified so teachers could explain their interests and what they thought about the learner autonomy in the classroom. It is a tool most likely to fill up gaps of information needed that the questionnaire or observation could not cover.

In quantitative research, reliability refers to exact reliability of the processes and the results. In qualitative research with diverse paradigms, such definition of reliability is challenging and epistemologically counter-intuitive. Hence, the essence of reliability for qualitative research lies with consistency. A margin of variability for results is tolerated in qualitative research provided the methodology and numbers consistently produce data that are similar but may differ in richness and ambience within similar dimensions.

### **3.4 Research Procedure**

There are three stages of research procedure. The first stage involved the preparation of the mixed-method study. This stage helped the researcher understand the context and variables of the study. The instruments were then developed and validated by experts and a pilot study. The second stage involved the implementation

the revised instruments in the main study. And, the last stage deals with the analysis of the data received. The research procedure is as follows:

Table 5: The research procedure

<b>Stage 1: Preparation of the mixed-method study</b>	
Stage 1.1	Explore and study the variables
Stage 1.2	Identify the context
Stage 1.3	Develop the instrument: adapt questionnaire and checklist and construct interview questions
Stage 1.4	Validate the effectiveness of the instruments
Stage 1.5	Pilot the instruments
Stage 1.6	Revise the instruments
<b>Stage 2: Data Collection</b>	
Stage 2.1	Collect data on 2.1.1 Teacher's Motivating Styles using Questionnaire and Semi-Structured Interview 2.1.2 Learner Autonomy using Classroom Observation
Stage 2.2	During the mixed-method study 2.2.1 Understand the teacher's motivating style and its relationship to learner autonomy
<b>Stage 3: Data analysis</b>	
Stage 3.1	Evaluate the effects of teacher's motivating styles on learner autonomy. 3.1.1 Compare mean scores and observations made and find links that show an effect between the two variables. Analyze the interview data by using content-analysis

### **Stage 1: Preparation of the mixed-method study**

The researcher follows the set-up stages in order to let the study flow in the right direction after completing each stage to make improvements after the expert validations and pilot to make instruments most suitable for the main study.

**Stage 1.1: Explore and study the variables**

In this study, there are two main variables 'Teacher's motivating styles' and 'Learner autonomy'. Teacher's motivating styles is the independent variable and learner autonomy is the dependent variable. The purpose of this study is to understand the relationship between the variables.

**Stage 1.2: Identify the context**

The context of this study is university demonstration schools in Bangkok. The demonstration schools are attached to the university's Faculty of Education. The study is conducted on teachers teaching English at Elementary level learners, Grade 1-2 and students studying in Grade 1-2, age range between 7-9 years.

**Stage 1.3: Develop the instrument: adapt questionnaire and checklist and construct interview questions**

Three experts in English as a Foreign Language field verified the instruments. Three instruments are used in the study. The first instrument is an adapted questionnaire that will help detect teacher's motivating styles whether they are controlling or autonomy-supportive or in between. The second instrument is an adapted observation checklist that will help see teacher's instructional behavior, whether controlling or autonomy-supportive and learner autonomy in the lesson. The third instrument is semi-structured interview questions post the observation to help understand teacher's behavior and student behavior that occurred during the lesson and the researcher found ambiguous to interpret. The results from the three instruments are triangulated to understand the relationship between the teacher's motivating styles and learner autonomy.

#### Stage 1.4: Validate the effectiveness of the instruments

Three experts in English as a Foreign Language field verified the instruments. A letter of authorization, a brief of the study along with the instruments and directions for validation were sent to each expert. Alongside each item in instrument there was a column for IOC (Item-Objective Congruence Index) marking -1, 0 or 1 and written comments. The experts were asked to rate each item as to whether it was congruent with the objective of the instrument. The questionnaire (Items 1-34) checklist (Items 1-19) and semi-structured interview questions (Items 1-6) were ensured construction and content validity.

Given that the items were not valid or appropriate, then they would be revised before the pilot study. In the evaluation form, there were two parts – a written comment and a three rating scores for each statement according to the following criteria:

+1	means	=	congruent
0	means	=	questionable
-1	means	=	incongruent

The IOC was used to find the consistency of items.

$$IOC = \frac{R}{N}$$

IOC means the index of congruence

R means total score from the opinion of the experts

N means numbers of the experts

If the IOC was higher than or equal 0.50, it could be inferred that the topics were appropriate to the level of the students and the theme. On the contrary, if the IOC was less than 0.50, the topics were inappropriate to the level of the students and the content, so they should be revised (Tirakanant, 2003).

The value of IOC for each lesson plan item as well as comments and suggestions from the experts for the lesson plan revision were shown in details (See Appendix D, E, F).

The results of the validation were as follows:

For the Questionnaire, 4 out of 30 items were modified. Items 6, 11, 31 and 32 were modified because they were 0.33. Rest all the 30 items were reserved, which means they were above 0.5.

For the Checklist, there are 19 items. All the items were scored above 0.5, 16 items score perfect score of 1.00. There were three items 5, 7 and 12 that got a score of 0.67 had to be revised by rephrasing the sentences.

For the semi-structured Interview questions, the results indicated that 100% of the items were rated higher than 0.5 of the IOC index, meaning that they were all acceptably congruent with every aspect.

Furthermore, the three experts gave some additional comments and suggestions for revising the item and the grammatical errors, which are summarized as follows.

For the Questionnaire, some words seemed too strong in the items and might not make the teacher answer honestly. Hence strong words such as 'force' were changed to 'ask'. And words such as 'change the topic' was changed to 'move to another topic'. They are

slight changes however, they are important as it influences the teacher's thinking when answering the questions.

For the Checklist, there were only some grammatical rephrases to be made to enhance clarity. All the items were precise and passed the IOC well.

For the semi-structured Interview questions, items for each lesson observed would be depending on the situations occurred in that observation. The interview questions are like a follow-up and more detailed version to understand why a teacher or student did a certain action during the lesson. However, one of the experts suggested that the style of the questions should be more open-ended rather than limiting the teachers. Therefore, for the pilot study, the researcher will include questions that allow teacher's to speak and explain heir viewpoints more.

#### **Stage 1.5: Pilot the instruments**

Pilot was constructed to attain tendency and adequacy of each research instrument. From the questionnaire, this teacher is categorized as leaning towards autonomy-supportive style. The Observation Checklist was piloted to identify the inter-reliability.

Table 6: Results from Pilot- Questionnaire

<b>Teacher</b>	<b>Autonomy-Supportive</b>		<b>Controlling</b>		<b>Motivational Style</b>
	<b>Score</b>	<b>Percentage</b>	<b>Score</b>	<b>Percentage</b>	
1	79/90	87.78	31/80	38.75	Autonomy-Supportive

Table 6: Results from Pilot- Observation Checklist shows the Percentage of Agreement between Researcher and Inter-Rater Reliability

1= Both Raters agree/disagree

0= One Rater agree/disagree

Controlling Teacher Behavior Items	Researcher and Inter-Rater Agree-Disagree	Learner Autonomy Items	Researcher and Inter-Rater Agree-Disagree
1	1	1	1
2	1	2	1
3	1	3	1
4	0	4	0
5	1	5	1
6	0	6	1
7	1	7	1
8	1	8	1
9	1	9	1
Total Percentage of agreement/ disagreement	7/9 = 77.77%	Total Percentage of agreement/ disagreement	8/9 = 88.88%



Autonomy-Supportive Teacher Behavior Items	Researcher and Inter-Rater Index	Learner Autonomy Items	Researcher and Inter-Rater Index
10	1	10	1
11	1	11	1
12	1	12	1
13	1	13	1
14	1	14	1
15	1	15	1
16	0	16	0
17	1	17	1
18	1	18	1
19	1	19	1
Total Percentage of agreement/ disagreement	9/10 = 90%	Total Percentage of agreement/ disagreement	9/10 =90%

The Inter-rater reliability between the two raters was  $346.65/4$  that is 86.66%, which meant the reliability of the instrument was 86.66%. Both researchers agreed on most of the items in the instruments. The inter-rater ticked on item 4 whereas the researcher did not. Item 4 was a controlling-instructional behavior that was about teacher uttering

solutions/answers before students get a chance to try to answer. The researcher discussed with the inter-rater and the rater said she observed she did not feel students got enough chances to think and answer before the solutions were presented. The inter-rater again marked item 6 differently to the researcher as she experienced that teacher was asking a few controlling questions. However, the researcher felt differently that these questions were leaning to the student's ability to answer. Both the raters came to same answer that students spoke up as the teachers posed questions so the questions were helpful. The last item that both researchers did not agree upon was item 16 where only the researcher felt that the teacher was offering encouragements for students to perform. In the end, all the rest that is, 86.66% of the items were agreed upon.

#### **Results from Pilot- Stimulated Recall**

The aim of the stimulated recall was to check whether teachers understood the questions and whether questions of stimulated recall elicit information about teachers motivating style and learner autonomy.

The stimulated recall was conducted with questions that were specific to the observation regarding teacher's motivation style. The structure of the questions was developed from the theory of Assor, Kaplan and Roth (2002). Assor suggested that teachers impact students between 3 controlling and 3 autonomy-supportive aspects. The 6 aspects in total were framed into 6 questions to ask the teacher. The questions were asked alongside showing the teachers the video of their observation. The scenes from the observation video were shown back and forth to relate to and answer the questions. This stimulated recall's information allowed the researcher to understand teacher's point of view in-depth.

There were 6 questions referring to teacher behaviors that relate to motivational styles. The 3 types of autonomy supportive teacher behaviors were, providing choice, fostering understanding and open to criticism. The other 3 types of controlling teacher behaviors were intruding, suppressing criticism and forcing acts.

The first question elicited whether the teacher provides choice for students depending on their interest when selecting topics and activities in classroom. The teacher answered that the school already sets the curriculum. Hence, she did not select the topics to teach because all sections have to follow same topics as a standard for exams. But, she did choose activities depending on interest and nature of the students in the particular classroom.

The second question was about how teacher tries to foster understanding and interest regarding learning. The teacher answered that she tried to foster understanding by using her technique, from the video she pointed out she uses "Circle time" for students to sit and come together to enjoy what their learning and be more interactive among each other. While on the other hand, she did not tell them the importance of learning a particular task directly. But, she used the concept of "Present, Practice and Application" and during the application part; she signifies the importance of learning that task. She did regularly remind them about the importance of English and tries to incorporate that. For example, Using English to get in touch with the world media, for kids, YouTube, games and applications.

The third question was about whether the teacher is open to criticism and encouraging independent thinking in the classroom. The teacher answered “yes” and explained that it is definitely the culture of her classroom. During her lesson, being wrong for students does not mean it’s a bad thing. Students could therefore think openly and try to answer. From the video, when students answered incorrectly, teacher said “No, it’s not correct” and asks the team to help answer correctly. Students did not feel demotivated; they still keep trying and help each other too.

The fourth question was about whether teacher intruded when students are working on a task to check-up on their rhythm. The teacher answered that when students were working individually, she checked repeatedly for being there to support students. When they worked in groups, she gave them space to perform and then discusses the answers to the task in the end.

The fifth question was whether teacher suppressed students to think in a certain way or whether they allowed independent opinion and how students express themselves in the classroom. The teacher answered that she tried to set various styles of activities to match students learning styles. From the video, teacher showed she was open to independent opinion. For example, students may not have followed the exact direction of the activity but has the right answer so it is good.

The sixth question was about whether teacher forced student to do an activity if it's in the book but not of their interest. The teacher answered that she changed the activity and makes it useful and still suitable to her learners' style. From the video, teacher made activities by herself. She only used the worksheet from the book for her last activity.

All the answers of the six aspects, the teacher was very student-oriented and flexible to make the most of her teaching focused towards motivating students to learn. The answers represented an autonomy- supportive teacher style. Also, as we reflected back to the video, the student's seemed very happy and productive throughout the lesson. The activities also showed that they could answer and engage in the lesson.

After interpreting the questions from stimulated-recall, the questions had to be revised before using it for actual fieldwork because it did not elicit teacher's in-depth perspective in the direction towards learner autonomy.

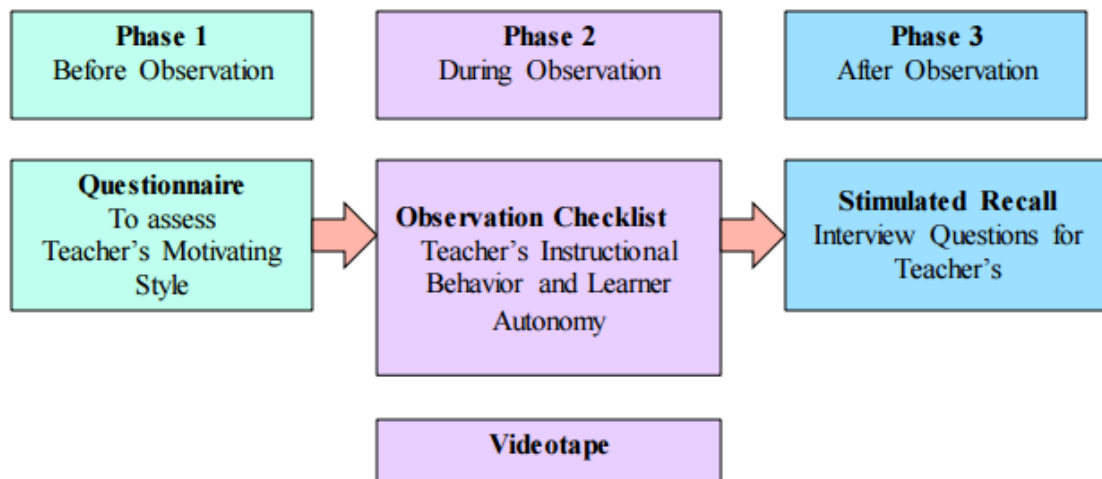
#### **Stage 1.6: Revise the instruments**

After conducting the pilot, at first, the information from stimulated recall was not well structured. All the questions were varying depending on the different situations; it would not have been a good basis to compare different teachers. Hence, the stimulated recall semi-structured questions were revised into six questions that tackled six aspects of understanding the teacher's perspective. The same set of six questions was asked to the teachers who participated in the main study. The new questions were informational and beneficial to the study.

## Stage 2: Data Collection

The researcher collects the data by following these steps.

Figure 2: Data Collection Development



Data collection procedure was as follows:

In Phase 1, Teacher Motivating Style Questionnaires was distributed to EFL Elementary level teachers to categorize teachers into either of the motivating styles, “autonomy-supportive” or “controlling” or “in the middle”.

In Phase 2, observations were conducted in classroom on results found in Phase 1. The participants to observe will be selected; one from each group, controlling, autonomy-supportive. If any results showed that a teacher is neutral, that falls in between both styles, one teacher was selected from that category to be observed as well. Each participant was observed three times. Teacher’s instructional behaviors were detected via a checklist to keep the researcher on a precise guideline. The researcher also videotaped the whole observation so that the researcher can look back at any points missed during the observation. And also, use the videotape as solid proof of the observation.

In Phase 3, after completing the analysis from teacher questionnaire and student observation, researcher analyzed the data that is collected and to see if there were any gaps left in the information needed. The researcher conducted a stimulated recall interview to collect in-depth information regarding teacher's behavior and learner autonomy.

### Stage 3: Data Analysis

The quantitative data from the Teacher Motivating Style Questionnaire was analyzed by using descriptive statistics. The quantitative data from the Observation Checklists were also analyzed by using descriptive statistics. Observation Checklist on learner autonomy and teacher's motivating styles has frequency marked depending on occurrence. The data from observation have further information that checklist may not have gathered which is collected through Stimulated Recall interview, and qualitatively analyzed.

Table 7: Data Analysis Summary

Research Questions	Research Instrument	Data Analysis
1. What are the motivating styles of EFL teachers at Elementary level?	Survey: Questionnaire for teachers	- Descriptive Statistics
2. To what extent does each motivating style affect learner autonomy of EFL students?	1. Observation Checklist - Videotape	- Descriptive Statistics  - Content Analysis
	2. Stimulated Recall Interview - Videotape	- Descriptive Statistics and Content Analysis

## Chapter 4

### Results

This chapter presents the quantitative and qualitative results based on the research questions. The questions are 1) what are the motivating styles of EFL teachers at Elementary level? And 2) to what extent does each motivating style affect learner autonomy of EFL students?

In answering to the first research question, this chapter reported the quantitative results obtained from the questionnaire to answer the EFL Teachers teaching elementary level are autonomy-supportive or controlling style.

Then, the overall quantitative results from the observation checklist and the qualitative results from the stimulated recall together helped answer the second research question. The data will be presented in three parts as per the stages they were conducted in.

#### Data Analysis

##### Quantitative Data

Table 8: Results of Teachers Motivational Style Questionnaire

Teacher	Autonomy-Supportive		Controlling		Motivational Style
	Score	Percentage	Score	Percentage	
1	79/90	87.78	36/80	45.00	Autonomy-Supportive
2	75/90	83.33	33/80	41.25	Autonomy-Supportive
3	71/90	78.89	35/80	43.75	Autonomy-Supportive



Teacher	Autonomy-Supportive		Controlling		Motivational Style
	Score	Percentage	Score	Percentage	
4	79/90	87.78	36/80	45.00	Autonomy-Supportive
5	66/90	73.33	39/80	48.75	Autonomy-Supportive
6	63/90	70.00	37/80	46.25	Autonomy-Supportive
7	64/90	71.11	38/80	47.50	Autonomy-Supportive
8	75/90	83.33	41/80	51.25	Autonomy-Supportive
9	48/90	53.33	39/80	48.75	Autonomy-Supportive
10	69/90	76.67	44/80	55.00	Autonomy-Supportive
11	80/90	88.89	46/80	57.50	Autonomy-Supportive
12	81/90	90.00	66/80	82.50	Autonomy-Supportive
Total	70.83/90	78.70	40.83/80	51.03	Autonomy-Supportive

Table 8 shows the scores obtained from each teacher's questionnaires. The criterion for cutting the score is that if the percentage of controlling is more than autonomy-supportive, the particular teacher is controlling style. The criterion for categorizing a teacher under a certain style was that the percentage of one style should be higher than the other. If the percentage of autonomy-supportive is more than controlling then the particular teacher is autonomy-supportive style. The percentages reveal that all twelve teachers scored higher on autonomy-supportive style than controlling style, ranging from 90.00% to 53.33%.

As a group, the 12 teachers average score for autonomy-supportive style is 70.83/90, which is 78.70%, and for controlling style is 40.83/80, which is 51.03. The difference between the group score is 78.70 - 51.03, which is 27.67%. The quantitative results are the answer to the first research question which is, what motivating styles are the teachers. Therefore, all teachers were categorized as having autonomy-supportive motivational style.

Table 9: Ranked Autonomy-Supportive Results from Highest to Lowest Percentages

Teacher Number	Autonomy-Supportive Score	Percentage
12	81/90	90.00
11	80/90	88.89
4	79/90	87.78
1	79/90	87.78
2	75/90	83.33
8	75/90	83.33
3	71/90	78.89
10	80/90	88.89
5	66/90	73.33

Teacher Number	Autonomy-Supportive Score	Percentage
7	64/90	71.11
6	63/90	70.00
9	48/90	53.33

This table shows that all the 12 teachers were autonomy-supportive style, but to different extents. The highest percentage of autonomy-supportive style was teacher 12 with 90% and the lowest percentage was teacher 9 with 53.33%. The median of this data was calculated, by using the formula  $(M) = \text{value of } ((n + 1)/2)\text{th item term}$ . The median is 83.33%. Hence, three teachers with the lowest, medium and highest autonomy-supportive scores were selected and observed.

The second research question, which is, to what extent did each motivating style affect learner autonomy is answered using both quantitative data and qualitative data. The quantitative data showed the different percentages of how autonomy-supportive are each teacher's style, which shows the different extents. The quantitative data from the observation checklist also shows the affect of motivating style on learner autonomy. The qualitative data from the stimulated recall gives the in-depth perspective from the teacher's point of view regarding motivating style and learner autonomy.

Teacher 12 with the highest ranked autonomy-supportive score was represented as **Teacher A**.

Teacher 8 with medium ranked autonomy-supportive score was characterized as

**Teacher B.**

Teacher 9 with the lowest ranked autonomy-supportive score was signified as

**Teacher C.**

The researcher observed each teacher 3 times consecutively. Therefore, a total of 9 observations were made. The observations were videotaped and later the inter-raters watched the tapes and filled out the observation checklist. The percentage of agreement between the researcher and the inter-rater was 84.45%. The observational scores did relate to the extent to which each teacher is autonomy-supportive. The researcher saw this pattern from observing each teacher 3 times each.

Teacher A was observed on 22<sup>nd</sup> August at 1:55-2:45 p.m., on 29<sup>th</sup> August at 1:55-2:45 p.m. and on 1<sup>st</sup> September 9:20-10:10 a.m. The numbers of students were 25, 25 and 23 chronologically. Teacher A was teaching about alphabets and small letter words. The setting of the classroom was organized, seating arrangements were in order; students were seated in pairs and separated in lines of four. The classroom culture was vibrant and students were very energetic to perform. Because of the lesson was after lunch two out of three times, students occasionally got sleepy after eating lunch. Hence, Teacher A would make them do physical activity to keep them alert and participant.

**Table 10: Observation 1 of Teacher A's Controlling Behavior**

In the observation, 1 means the researcher did see that behavior, 0 means researcher did not see that behavior. The table is divided into items 1-9 and 10-19 to understand the items clearly.

Controlling Behavior Items	Observations	Learner Autonomy Items	Observations
1. Time teacher talking	1	1. Time student listening	1
2. Time holding/monopolizing learning materials	0	2. Students time with the learning materials	0
3. Exhibiting solutions/answers	0	3. Student did not get a chance to try to answer	0
4. Uttering solutions/answers	0	4. Students are given the answer/activity	0
5. Uttering directives/commands Making should statements	1	5. Students following teacher's directives/commands	1
6. Asking controlling questions	0	6. Students are afraid to speak up	0
7. Deadline Statements	0	7. Students don't follow the deadline statements	0
8. Praise as contingent reward	0	8. Students shows little or no expression	0
9. Criticizing the student	0	9. Students isolation from the lesson	0
Total Controlling Behavior	2/9 = 22.22%	Total Learner Autonomy	2/9 = 22.22%

Table 10 shows that in Observation 1, out of 9 Controlling Behavior Items, Teacher A exhibited 2 behaviors, which were time talking and uttering directives. The Total Controlling Behavior Motivational Style was only 22.22% in this lesson. The Total Learner Autonomy in this lesson was 22.22% too, as students exhibited only 2 of the behaviors.

The relationship between teacher behavior items and learner autonomy correspond together. Teacher's behavior leads to student's behavior when teaching in the classroom. For example, from the table above, if the time teacher talking is more than the time student talking in the whole lesson, the researcher denoted a score of 1. That meant that during the lesson, the time student listening was denoted with a score of 1 too. Hence, the teacher talked more, and the students listened more. The teacher behavior items were corresponding the learner autonomy actions in the classroom. Another example was, if teacher is exhibiting all the solutions/ answers beforehand, then students did not get a chance to try to solve for the answer, as the teacher already exhibited it. Teacher's behavior therefore corresponded with learner's autonomy actions.

Table 11: Observation 1 of Teacher A's Autonomy-Supportive Behavior

<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Observations</b>	<b>Learner Autonomy Items</b>	<b>Observations</b>
10. Time listening	0	10. Time students talking	0
11. Asking what student's want	1	11. Participation in conversation with teacher	1
12. Time allowing student to work in own way	1	12. Students complete their activity/work	1
13. Seating arrangements	1	13. Students seating and learning materials	1
14. Providing rationales	1	14. Students engage in the learning activities	1
15. Praise as informational feedback	1	15. Students appreciate praise	1
16. Offering encouragements	1	16. Students are motivated to perform	1
17. Offering hints	1	17. Students guided by teacher	1
18. Being responsive to student-generated questions	1	18. Students ask questions	1
19. Communicating perspective-taking statements	0	19. Students reaches the goals of the lesson	0

Total Autonomy-Supportive Behaviors	8/10 = 80.00%	Total Learner Autonomy	8/10 =80.00%
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The table shows that in Observation 1, out of 10 Autonomy-Supportive Behavior Items, Teacher A exhibited 8 behaviors. The Total Autonomy-Supportive Behavior Motivational Style was 80.00%. During this lesson Teacher A was farther autonomy-supportive. Out of 10 Learner Autonomy Items, the students exhibited 8 behaviors as well. The Learner Autonomy in relation to teacher's Total Autonomy-Supportive Behaviors was 80.00%. The behaviors are clearly correspondent to the Teacher Behavior Items.

Table 12: Observation 2 of Teacher A's Controlling Behavior

Controlling Teacher Behavior Items	Observations	Learner Autonomy Items	Observations
1. Time teacher talking	0	1. Time student listening	0
2. Time holding/monopolizing learning materials	0	2. Students time with the learning materials	0
3. Exhibiting solutions/answers	0	3. Student did not get a chance to try to answer	0
4. Uttering solutions/answers	1	4. Students are given the answer/activity	1
5. Uttering directives/commands Making should statements	1	5. Students following teacher's directives/commands	1
6. Asking controlling questions	0	6. Students are afraid to speak up	0



Controlling Teacher Behavior Items	Observations	Learner Autonomy Items	Observations
7. Deadline Statements	0	7. Students don't follow the deadline statements	0
8. Praise as contingent reward	0	8. Students shows little or no expression	0
9. Criticizing the student	0	9. Students isolation from the lesson	0
Total Controlling Style behaviors	2/9 = 22.22%	Total Learner Autonomy	2/9 = 22.22%

The table shows that in Observation 2, out of 9 Controlling Behavior Items, Teacher A exhibited 2 behaviors, which were uttering solutions and uttering directives. The Total Controlling Behavior Motivational Style was only 22.22% in this lesson. Out of the 10 Learner Autonomy Items, students exhibited only 2 behaviors. Both the behaviors are parallel with the Teacher Behavior Items.

Table 13: Observation 2 of Teacher A's Autonomy-Supportive Behavior

Autonomy-Supportive Teacher Behavior Items	Researcher's Observations	Learner Autonomy Items	Researcher's Observations
10. Time listening	1	10. Time students talking	1
11. Asking what student's want	0	11. Participation in conversation with teacher	0

<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Researcher's Observations</b>	<b>Learner Autonomy Items</b>	<b>Researcher's Observations</b>
12. Time allowing student to work in own way	0	12. Students complete their activity/work	0
13. Seating arrangements	1	13. Students seating and learning materials	1
14. Providing rationales	0	14. Students engage in the learning activities	0
15. Praise as informational feedback	1	15. Students appreciate praise	1
16. Offering encouragements	1	16. Students are motivated to perform	1
17. Offering hints	1	17. Students guided by teacher	1
18. Being responsive to student-generated questions	0	18. Students ask questions	0
19. Communicating perspective-taking statements	0	19. Students reaches the goals of the lesson	0
Total Autonomy-Supportive Style behaviors	5/10 = 50.00%	Total Learner Autonomy	5/10 =50.00%

The table shows that in Observation 2, out of 10 Autonomy-Supportive Behavior Items, Teacher A exhibited 5 behaviors. The Total Autonomy-Supportive Behaviors Motivational Style was 50.00%. During this lesson Teacher A was autonomy-supportive. Out of the 10 Learner Autonomy Items, students exhibited 5 behaviors. Both the behaviors are parallel with the Teacher Behavior Items.

Table 14: Observation 3 of Teacher A's Controlling Behavior

Controlling Teacher Behavior Items	Observations	Learner Autonomy Items	Observations
1. Time teacher talking	1	1. Time student listening	1
2. Time holding/monopolizing learning materials	0	2. Students time with the learning materials	0
3. Exhibiting solutions/answers	0	3. Student did not get a chance to try to answer	0
4. Uttering solutions/answers	0	4. Students are given the answer/activity	0
5. Uttering directives/commands Making should statements	0	5. Students following teacher's directives/commands	0
6. Asking controlling questions	0	6. Students are afraid to speak up	0
7. Deadline Statements	0	7. Students don't follow the deadline statements	0

<b>Controlling Teacher Behavior Items</b>	<b>Observations</b>	<b>Learner Autonomy Items</b>	<b>Observations</b>
8. Praise as contingent reward	0	8. Students shows little or no expression	0
9. Criticizing the student	0	9. Students isolation from the lesson	0
Total Controlling Style behaviors	1/9 = 11.11%	Total Learner Autonomy	1/9 = 11.11%

The table shows that in Observation 3, out of 9 Controlling Behavior Items, Teacher A exhibited only 1 behavior, which was time teacher talking. The Total Controlling Behavior Motivational Style was only 11.11% in this lesson. Out of the 10 Learner Autonomy Items, students exhibited only 1 behavior, which was that teacher talked more than students throughout the lesson. And the students listened more than they spoke throughout the lesson. Both the behaviors are parallel with the Teacher Behavior Items.

Table 15: Observation 3 of Teacher A's Autonomy-Supportive Behavior

<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Researcher's Observations</b>	<b>Learner Autonomy Items</b>	<b>Researcher's Observations</b>
10. Time listening	0	10. Time students talking	0
11. Asking what student's want	0	11. Participation in conversation with teacher	0
12. Time allowing student to work in own way	1	12. Students complete their activity/work	1

Autonomy-Supportive Teacher Behavior Items	Researcher's Observations	Learner Autonomy Items	Researcher's Observations
13. Seating arrangements	1	13. Students seating and learning materials	1
14. Providing rationales	0	14. Students engage in the learning activities	0
15. Praise as informational feedback	1	15. Students appreciate praise	1
16. Offering encouragements	1	16. Students are motivated to perform	1
17. Offering hints	1	17. Students guided by teacher	1
18. Being responsive to student-generated questions	1	18. Students ask questions	1
19. Communicating perspective-taking statements	0	19. Students reaches the goals of the lesson	0
Total Autonomy-Supportive Style behaviors	6/10 = 60.00%	Total Learner Autonomy	6/10 = 60.00%

The table shows that in Observation 3, out of 10 Autonomy-Supportive Behavior Items, Teacher A exhibited 6 behaviors. The Total Autonomy-Supportive Behaviors Motivational Style was 60.00%. During this lesson Teacher A was autonomy-supportive. Out of the 10 Learner Autonomy Items, students exhibited 6 behaviors. Consequently the Total Learner Autonomy was 60.00%. Both the behaviors are parallel with the Teacher Behavior Items.

Table 16: Summary of Teacher A's Observations

Observation	Controlling Teacher Motivational Style Behavior and Learner Autonomy		Autonomy-Supportive Teacher Motivational Style Behavior and Learner Autonomy	
	Score	Percentage	Score	Percentage
Observation 1	2/9	22.22%	8/10	80.00%
Observation 2	2/9	22.22%	5/10	50.00%
Observation 3	1/9	11.11%	6/10	60.00%

Overall, the data from all three observations show that Teacher A exhibited autonomy-supportive style highly and more frequently than to controlling style. Results from the observation confirmed the results of the questionnaire that Teacher A answered. That is, Teacher A was highly Autonomy-Supportive.

#### Qualitative Data

##### Teacher A's Stimulated Recall

After the observations were made, stimulated recall was conducted. In this study, stimulated recall was a research method used that analyzed of perceptions of teachers by inviting them to recall their concurrent thinking during the teaching observation when prompted by a video as a form of visual recall. This instrument helped the researcher attain a detailed perception from the teacher's point of view. Using this technique, the observation video was shown to the teacher to reflect their memory to answer questions posed by the researcher. This way the researcher gained insight into the teacher's opinions about the six

characteristics that were questions for the stimulated recall. The researcher showed parts of the video recordings and asked questions regarding the selected episodes.

There were 6 questions referring to teacher behaviors that relate to motivational styles. The 3 types of autonomy supportive teacher behaviors were, providing choice, fostering understanding and open to criticism. The other 3 types of controlling teacher behaviors were intruding, suppressing criticism and forcing acts. All the questions were asked in relation to the observation videos, so the teachers could remember the perceptions they had when behaving in a certain way.

The first question was to know whether the teacher provided choice for students depending on their interest when selecting topics and activities in classroom. Teacher A answered that the topics were all set in the curriculum so she could not provide choice for students to select the topic. Topics were standard and same topic was taught to all the sections of the same grade. But when selecting activities, Teacher A mentioned that she always considered student's style of learning, interest and ability before selecting the activities. Therefore, in all her sections, activities had a bit of variations depending on student's style, interest and ability. During the activities however, Teacher A gave students choice. From the Observation Video, during the activity Teacher A listed 7 small letter and capital letter alphabets on the board and asked students to come up and match the alphabet. Teacher A asked the students to volunteer to come participate and allowed students to choose the alphabet they wanted to match.

The second question was about how teacher tried to foster understanding and interest regarding learning. Teacher A answered that she gave lots of examples to students to foster their understanding when teaching a topic. For example, when teaching pronunciation she used various examples of words outside of the textbook that she found by herself, of the same sound and made sure that students understood well. For example, when teaching vowels, Teacher A bought various words of the same alphabet outside from the textbook and made it into cards with pictures of the words having those vowels such as /hat/, /mat/, /cat/, /rat/ and students understood better with this method rather than just reading from textbook and having limited word choices. Teacher A mentioned that when students saw many examples it broadened their perspective and they understood better. To foster student's interests in learning, Teacher A responded that she usually added the element of "fun" by using games and songs as well as questions and interactions to keep students interested. She said students this age are young, and fun activities keep them interested to learn. If it was monotonous, they did not relate to it and felt bored easily. She said students liked trying new activities every week. From the Observation Video, the researcher saw that Teacher A got new and fun activities during all three lessons, the students were eager to participate and felt interested in learning. Teacher A said another way she used to keep students interested was that she gave "group scores." For example, In the Observation Video, Teacher A asked, "Today I'm going to give a lot of scores. How many should I give?" One of the students said "1000." Teacher A asked further in a cheerful way "Is it good? Are you behaving well enough? Let's see, or just 1 score or 10." Teacher A elicited the score she should allot from the students. They looked keen and interested before the activity even started.



The third question was about whether the teacher was open to criticism and encouraged independent thinking in the classroom. Teacher A answered that she accepted criticism and allowed students to speak but it had to be morally acceptable, which meant that the student could be honest and share their opinion in front of the teacher. Teacher A said that an opinion or a feeling cannot be wrong because it is personal so she encouraged students to have to say what they feel. She wanted to know how students feel so she always encouraged independent thinking by prompting and getting students to talk. But from her experience students never criticized in the classroom nor whined. Students seemed to be interacting with the teacher and giving their thoughts in lesson without feeling shy. From the Observation Video, For example, one student openly asked the teacher to sing the ABC song. Teacher A saw that there was time, so she allowed students to go ahead and sing. Students found Teacher A approachable to share their opinions with.

The fourth question was about whether teacher intruded when students were working on a task to check-up on their rhythm. Teacher A answered that when students were working individually, she would walk around and check on students personally and hint them if they were wrong. She believed that this was the age where students were still working on themselves and their own ability to perform. So she divided them only into individual or pairs for work, not groups so that they could focus on themselves. Teacher A only intruded when students were working on their task individually, and that too only when they are doing it wrong. But when they worked in pairs or groups she would give them the space to try by themselves. From the Observation Video, the activities involved students coming up voluntarily one by one from each group to identify sounds. Teachers A allowed students to work by themselves first and then discussed the answer with the classroom.

Students were participative and involved themselves in the activity. Teacher A did not intrude upon students. When she saw that a student was stuck, she would offer hints by not telling them exactly what to do but rather just guiding the student so they can complete the task by themselves.

The fifth question was whether teacher suppressed students to think in a certain way or whether they allowed independent opinion and how students express themselves in the classroom. Teacher A answered that from her previous experiences, at first she might have been more suppressive but in a supportive way. Then slowly, she would just guide and give students space to think. The reason being that students at this young age get distracted easily and sometimes go off-topic during discussions in the lesson. Hence, Teacher A mentioned that she encouraged independent opinion but she tried to guide the students to give opinions relevant to the lesson. From the Observation Video, students openly raised hands during lessons to answer to teacher's questions. Students were not afraid to answer anything wrong or right as long as they tried to answer. Teacher A supported student's by saying "Correct" or "Well done" for the right answers and said "Good try" for the wrong answers. Students felt motivated and kept thriving to get the right answer and express themselves. In another activity, a student answered wrong but Teacher A did not tell him off, instead she said in a positive tone "Can anyone else try to answer?" and another student still answered wrong and she repeated the phrase, until one student answered right. Students still tried to answer consistently showing that they were in fact motivated to try to achieve the right answer and felt free to keep trying not restricted by the fear of being wrong.

The sixth question was about whether teacher forced students to do an activity if it was in the book but not of their interest. Teacher A answered that she never forced students to do an activity that was not interesting but in the book. She liked to use books for activities to match what she had taught. She altered the level of difficulty according to student's ability. Teacher A mentioned that does not only follow the book for activities, she liked to get activities from various sources, such as other activity books or the Internet. She mentioned that she would look at student's interests in each section. Activities in mostly all sections were similar to each other but she adapted a little depending on each sections interest to keep students interested. Hence, for her she said the technique she uses is to make activities of all kinds, she would use visuals such as photos and drawings, and stress on sounds such as repetitive and clarity of words, and physical activity such as let students do the actions such as, write the alphabet in the air with their hand. She revealed that she understood the fact that students are all with different learning style and she cannot force activities that will interest the student. But rather, she brought varied types of activities to make all students interested.

Both the Quantitative data and the Qualitative data exhibit that Teacher A is high in Autonomy-Supportive Style. The reason being that Teacher A has her style of teaching that highly focuses on students. She includes students in each part of her lesson, even when teaching she elicits their opinions and is constantly holding their attention. She guides the student but does not give out the answers easily, she lets them try and in her classroom being wrong is not frowned upon. Students are energetic and try consistently because she makes the classroom environment and rules that way. Teacher A not only attained a high autonomy-supportive score in the questionnaire. But also by talking to her and

understanding her thought process shows that she is autonomy-supportive and she cares about students in the classroom. Teacher A took in a lot of student consideration at each step of her thinking process when she taught the lessons. Learners had more autonomy in the classroom and were actively participating and engaging with the teacher during all the lessons.

Teacher B was observed on 26<sup>th</sup> August at 10:25-11:15 a.m., on 31<sup>st</sup> August and on 2<sup>nd</sup> September at the same time. The numbers of students were 18, 37 and 32 consecutively. Teacher B was teaching about alphabets, numbers and small letter words. The setting of the classroom was organized, seating arrangements were in order; students were seated in lines of four with four students desks put together. The classroom culture was lively and students were very talking. Because of the lesson was in the morning, students were charged to perform.

Table 17: Observation 1 of Teacher B's Controlling Behavior

In the observation, 1 means the researcher did see that behavior, 0 means researcher did not see that behavior.

<b>Controlling Behavior Items</b>	<b>Observations</b>	<b>Learner Autonomy Items</b>	<b>Observations</b>
1. Time teacher talking	0	1. Time student listening	0
2. Time holding/monopolizing learning materials	0	2. Students time with the learning materials	0
3. Exhibiting solutions/answers	0	3. Student did not get a chance to try to answer	0

Controlling Behavior Items	Observations	Learner Autonomy Items	Observations
4. Uttering solutions/answers	1	4. Students are given the answer/activity	1
5. Uttering directives/commands Making should statements	1	5. Students following teacher's directives/commands	1
6. Asking controlling questions	0	6. Students are afraid to speak up	0
7. Deadline Statements	0	7. Students don't follow the deadline statements	0
8. Praise as contingent reward	1	8. Students shows little or no expression	1
9. Criticizing the student	0	9. Students isolation from the lesson	0
Total Controlling Behavior	3/9 = 33.33%	Total Learner Autonomy	3/9 = 33.33%

The table shows that in Observation 1, out of 9 Controlling Behavior Items, Teacher B exhibited 3 behaviors, which were uttering solutions, uttering directives and praise as contingent reward. The Total Controlling Behavior Motivational Style was 33.33% in this lesson. The Total Learner Autonomy in this lesson was 33.33% too, as students exhibited 3 out of 9 of the behaviors.

Table 18: Observation 1 of Teacher B's Autonomy-Supportive Behavior

<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Observations</b>	<b>Learner Autonomy Items</b>	<b>Observations</b>
10. Time listening	0	10. Time students talking	0
11. Asking what student's want	1	11. Participation in conversation with teacher	1
12. Time allowing student to work in own way	1	12. Students complete their activity/work	1
13. Seating arrangements	0	13. Students seating and learning materials	0
14. Providing rationales	0	14. Students engage in the learning activities	0
15. Praise as informational feedback	0	15. Students appreciate praise	0
16. Offering encouragements	0	16. Students are motivated to perform	0
17. Offering hints	1	17. Students guided by teacher	1
18. Being responsive to student-generated questions	0	18. Students ask questions	0
19. Communicating perspective-taking statements	0	19. Students reaches the goals of the lesson	0
Total Autonomy-Supportive Behaviors	3/10 = 30.00%	Total Learner Autonomy	3/10 =30.00%

The table shows that in Observation 1, out of 10 Autonomy-Supportive Behavior Items, Teacher B exhibited 3 behaviors. The Total Autonomy-Supportive Behavior Motivational Style was 30.00%. During this lesson Teacher B was a mix of both the styles. Out of 10 Learner Autonomy Items, the students exhibited 3 behaviors as well. The Learner Autonomy in relation to teacher's Total Autonomy-Supportive Behaviors was 30.00%. The behaviors are clearly correspondent to the Teacher Behavior Items.

Table 19: Observation 2 of Teacher A's Controlling Behavior

<b>Controlling Teacher Behavior Items</b>	<b>Observations</b>	<b>Learner Autonomy Items</b>	<b>Observations</b>
1. Time teacher talking	1	1. Time student listening	1
2. Time holding/monopolizing learning materials	1	2. Students time with the learning materials	1
3. Exhibiting solutions/answers	0	3. Student did not get a chance to try to answer	0
4. Uttering solutions/answers	1	4. Students are given the answer/activity	1
5. Uttering directives/commands Making should statements	1	5. Students following teacher's directives/commands	1
6. Asking controlling questions	0	6. Students are afraid to speak up	0
7. Deadline Statements	0	7. Students don't follow the deadline statements	0

<b>Controlling Teacher Behavior Items</b>	<b>Observations</b>	<b>Learner Autonomy Items</b>	<b>Observations</b>
8. Praise as contingent reward	0	8. Students shows little or no expression	0
9. Criticizing the student	0	9. Students isolation from the lesson	0
Total Controlling Style behaviors	4/9 = 44.44%	Total Learner Autonomy	4/9 = 44.44%

The table shows that in Observation 2, out of 9 Controlling Behavior Items, Teacher B exhibited 4 behaviors, which were time teacher talking, time monopolizing materials, uttering solutions and uttering directives. The Total Controlling Behavior Motivational Style was 44.44% in this lesson. Out of the 9 Learner Autonomy Items, students exhibited only 4 behaviors. Both the behaviors are parallel with the Teacher Behavior Items.

Table 20: Observation 2 of Teacher B's Autonomy-Supportive Behavior

<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Researcher's Observations</b>	<b>Learner Autonomy Items</b>	<b>Researcher's Observations</b>
10. Time listening	0	10. Time students talking	0
11. Asking what student's want	1	11. Participation in conversation with teacher	1
12. Time allowing student to work in own way	0	12. Students complete their activity/work	0



Autonomy-Supportive Teacher Behavior Items	Researcher's Observations	Learner Autonomy Items	Researcher's Observations
13. Seating arrangements	0	13. Students seating and learning materials	0
14. Praise as informational feedback	1	14. Students appreciate praise	1
15. Offering encouragements	0	15. Students are motivated to perform	0
16. Offering hints	1	16. Students guided by teacher	1
17. Being responsive to student-generated questions	0	17. Students ask questions	0
18. Communicating perspective-taking statements	0	18. Students reaches the goals of the lesson	0
Total Autonomy-Supportive Style behaviors	3/10 = 30.00%	Total Learner Autonomy	3/10 = 30.00%

The table shows that in Observation 2, out of 10 Autonomy-Supportive Behavior Items, Teacher B exhibited 3 behaviors. The Total Autonomy-Supportive Behaviors Motivational Style was 30.00%. During this lesson Teacher B was autonomy-supportive. Out of the 10 Learner Autonomy Items, students exhibited 3 behaviors. Both the behaviors are parallel with the Teacher Behavior Items.

Table 21: Observation 3 of Teacher B's Controlling Behavior

Controlling Teacher Behavior Items	Observations	Learner Autonomy Items	Observations
1. Time teacher talking	1	1. Time student listening	1
2. Time holding/monopolizing learning materials	0	2. Students time with the learning materials	0
3. Exhibiting solutions/answers	0	3. Student did not get a chance to try to answer	0
4. Uttering solutions/answers	1	4. Students are given the answer/activity	1
5. Uttering directives/commands Making should statements	1	5. Students following teacher's directives/commands	1
6. Asking controlling questions	0	6. Students are afraid to speak up	0
7. Deadline Statements	0	7. Students don't follow the deadline statements	0
8. Praise as contingent reward	1	8. Students shows little or no expression	1
9. Criticizing the student	0	9. Students isolation	0
Total Controlling Style behaviors	4/9 = 44.44%	Total Learner Autonomy	4/9 = 44.44%

The table shows that in Observation 3, out of 9 Controlling Behavior Items, Teacher B exhibited 4 behaviors. The Total Controlling Behavior Motivational Style was only 44.44% in this lesson. Out of the 9 Learner Autonomy Items, students exhibited 4 behaviors. Both the behaviors are parallel with the Teacher Behavior Items.

Table 22: Observation 3 of Teacher B's Autonomy-Supportive Behavior

<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Researcher's Observations</b>	<b>Learner Autonomy Items</b>	<b>Researcher's Observations</b>
10. Time listening	0	10. Time students talking	0
11. Asking what student's want	1	11. Participation in conversation with teacher	1
12. Time allowing student to work in own way	1	12. Students complete their activity/work	1
13. Seating arrangements	0	13. Students seating and learning materials	0
14. Providing rationales	0	14. Students engage in the learning activities	0
15. Praise as informational feedback	0	15. Students appreciate praise	0
16. Offering encouragements	0	16. Students are motivated to perform	0
17. Offering hints	1	17. Students guided by teacher	1
18. Being responsive to student-generated questions	1	18. Students ask questions	1
19. Communicating perspective-taking statements	0	19. Students reaches the goals of the lesson	0

Total Autonomy-Supportive Style behaviors	4/10 = 40.00%	Total Learner Autonomy	4/10 = 40.00%
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The table shows that in Observation 3, out of 10 Autonomy-Supportive Behavior Items, Teacher B exhibited 4 behaviors. The Total Autonomy-Supportive Behaviors Motivational Style was 40.00%. During this lesson Teacher B was nearly an equal mix of both of the styles. Out of the 10 Learner Autonomy Items, students exhibited 4 behaviors. Consequently the Total Learner Autonomy was 40.00%. Both the behaviors are parallel with the Teacher Behavior Items.

Table 23: Summary of Teacher B's Observations

Observation	Controlling Teacher Motivational Style Behavior and Learner Autonomy		Autonomy-Supportive Teacher Motivational Style Behavior and Learner Autonomy	
	Score	Percentage	Score	Percentage
Observation 1	3/9	33.33%	3/10	30.00%
Observation 2	4/9	44.44%	3/10	30.00%
Observation 3	4/9	44.44%	4/10	40.00%

Overall, the data from all three observations show that Teacher B exhibited nearly an equal mix of controlling and autonomy-supportive style. From the results, it can be seen that Teacher B's autonomy-supportive style is lower than Teacher A's. Since Teacher A is highly autonomy-supportive, Teacher B is autonomy-supportive but at a moderate level. Results from the observation confirmed the results of the questionnaire that Teacher B answered. That is, Teacher B was Autonomy-Supportive but at a medium extent.

## Qualitative Data

### Teacher B's Stimulated Recall

The first question was to know whether the teacher provided choice for students depending on their interest when selecting topics and activities in classroom. Teacher B answered that topics were set by the curriculum as a standard for every section and classroom. From the video observations Teacher B followed the curriculum for the topic and followed the textbook for the activities. She amended some activities according to student's interest. In Observation Video, instead of a picking an activity form the textbook Teacher B mentioned earlier that that particular section of students liked listening to stories so she used cards with photos on them as a storytelling technique because she said this activity enhanced her student's attention. Teacher B did not provide choice for students to select the topic, but she mentioned that she adapted the activity by using photos and narrating a story to the students by looking at student's interests before selecting activities.

The second question was about how teacher tried to foster understanding and interest regarding learning. Teacher B mentioned that she tried to foster understanding by being interactive with the students. After introducing a concept, she would give lots of examples until students understood. In order to keep students interested, Teacher B liked to give scores on activities. From the Observation Video, Teacher B allotted points "100,00 points" to each group before the lesson to and divided the class into 5 groups for the activity and it motivated students to participate actively. Teacher B asked students to spell out the sounds of the words she showed on a paper, for example /dam/, students answered /d/, /a/, /m/. One student said the wrong alphabet so Teacher B asked which group; students

answered "Group 4" so teacher asked, "I am going to cut the score, how many scores should I cut?" Many students shouted different numbers, most said "100". So teacher B cut 100 off the 100,000. Teacher B answered that she tries to maintain a focus for students in the classroom as students this young age have short attention span. So she used "Group score" as indicated in the observation video to keep students interested.

The third question was about whether the teacher was open to criticism and encouraged independent thinking in the classroom. Teacher B mentioned that there was no criticism direct from her students up until now in her teaching career. Nevertheless, She mentioned she would be open to it if the students were being reasonable. From the Observation Video, it showed that students were interactive with the teacher. It was a lesson where teacher had to teach mostly. Teacher B added that sometimes students whine in the lesson because they start getting distracted but it is her who has to get them back to being attentive in the lesson. For example, Teacher B mentioned that when teaching students at this young age, they don't have a way to complain so from the whining at times she comes to know whether they dislike the activity or are not being attentive. From the Observation Video, Teacher B asked one of the students to say what she usually says "class stand up please" so that students stop making noise and whine.

The fourth question was about whether teacher intruded when students were working on a task to check-up on their rhythm. Teacher B said that she only intruded when students had an individual task and if they were doing the activity wrong, she would help them. She would intrude as she checked on them and corrected them by giving them hints.

At the end of the activity, she brought the correction in front of the classroom. From Observation Video, teacher mostly let students work individually through the activities. Teacher B explained the set of instructions clearly before letting students do the task from the workbook. She saw that one of the students already did the activity from home and came; it was to tick words with the same beginning sound. One student did the work in advance from home, Teacher B stated in the classroom “there are some students who did the work in advance, and you know who you are, next time please wait and come and do it together with the same time as the rest of the classroom because we all want to try it at the same time.” She then saw the student rubbing out the work he had done so she said to the students “let’s praise our dear friend for making effort once again and doing the activity with us.” Very similar to Teacher A, Teacher B mentioned that when students worked in pairs or groups she never intruded them and let them work on their own.

The fifth question was whether teacher suppressed students to think in a certain way or whether they allowed independent opinion and how students expressed themselves in the classroom. Teacher B answered that she always let students think for solutions by themselves, and then she filled the gap if they had difficulty. She said that students in her classroom could express themselves freely as she was never too strict on them and they could say what they felt. From the Observation Video, Teacher B drew a bud on the board, and asked the students “what is it?” and some students answered, “flower” and some students did not answer at all. Some of them answered wrong but she recommended them to try to participate. She tried to elicit, when none of the students answered, she then told them “it is a bud”.

The sixth question was about whether teacher forced student to do an activity if it's in the book but not of their interest. Teacher B mentioned that she tailored activities according to student's interests. She said that when she teaches, students tend to love playing games so her activities are quite active. Sometimes students get bored of the same activity that they once enjoyed, so she also has to keep creating newer activities all the time. From the Observation Video, Teacher B used all the activities that were of the same topic that she taught from the book, but she modified it to make the particular section of student's interest. During some activities students made noises and chaos, but Teacher B calmed them down and made them listen to her by saying "is this right or wrong?" and asked follow up questions to ask students such as "why is it right?" Student's seemed interested and no one was forced to participate, they were participating by themselves.

Both the Quantitative data and the Qualitative data indicate that Teacher B is medium Autonomy-Supportive Style. The reason being that Teacher B cares about her students and thinks about them before making decisions. Teacher B got a medium autonomy-supportive score compared to other teachers in the Questionnaire. In the Observations and Stimulated Recall, Teacher B seemed to be autonomy-supportive too and maybe even more than she was in the Questionnaire. Students were engaged in the lessons and Teacher B keen was while teaching.

Teacher C was observed on 23<sup>rd</sup> August at 11:15 a.m. -12:05 p.m., on 30<sup>th</sup> August at 9:20-10-10 a.m., and on 1<sup>st</sup> September at 11:15 a.m. -12:05 p.m. The numbers of students were 35, 28 and 25 consecutively. Teacher C was teaching about capital and small alphabets



and small letter words. The setting of the classroom was organized, seating arrangements were in order; students were seated in lines of six, and five students desks put together. The classroom culture was functional but students were not very talkative. Because of the lesson was right before lunch, students may have been eager to end the lesson quick and go eat as they kept looking outside the classroom windows. Nevertheless, Teacher C was trying to get their attention by asking them to look at the board, but students at the back benches were not so connected.

Table 24: Observation 1 of Teacher C's Controlling Behavior

In the observation, 1 means the researcher did see that behavior, 0 means researcher did not see that behavior.

Controlling Behavior Items	Observations	Learner Autonomy Items	Observations
1. Time teacher talking	1	1. Time student listening	1
2. Time holding/monopolizing learning materials	1	2. Students time with the learning materials	1
3. Exhibiting solutions/answers	1	3. Student did not get a chance to try to answer	1
4. Uttering solutions/answers	1	4. Students are given the answer/activity	1
5. Uttering directives/commands Making should statements	1	5. Students following teacher's directives/commands	1
6. Asking controlling questions	0	6. Students are afraid to speak up	0

Controlling Behavior Items	Observations	Learner Autonomy Items	Observations
7. Deadline Statements	0	7. Students don't follow the deadline statements	0
8. Praise as contingent reward	0	8. Students shows little or no expression	0
9. Criticizing the student	0	9. Students isolation from the lesson	0
Total Controlling Behavior	5/9 = 55.55%	Total Learner Autonomy	5/9 = 55.55%

The table shows that in Observation 1, out of 9 Controlling Behavior Items, Teacher C exhibited 5 behaviors, which were time talking, time monopolizing learning materials, exhibiting solutions, uttering answers and uttering directives. The Total Controlling Behavior Motivational Style was 55.55% in this lesson. The Total Learner Autonomy in this lesson was 55.55% too, as students exhibited 5 out of 9 of the behaviors.

Table 25: Observation 1 of Teacher C's Autonomy-Supportive Behavior

Autonomy-Supportive Teacher Behavior Items	Observations	Learner Autonomy Items	Observations
10. Time listening	0	10. Time students talking	0
11. Asking what student's want	0	11. Participation in conversation with teacher	0
12. Time allowing student to work in own way	1	12. Students complete their activity/work	1
13. Seating arrangements	0	13. Students seating and learning materials	0
14. Providing rationales	0	14. Students engage in the learning activities	0
15. Praise as informational feedback	1	15. Students appreciate praise	1
16. Offering encouragements	0	16. Students are motivated to perform	0
17. Offering hints	1	17. Students guided by teacher	1
18. Being responsive to student-generated questions	0	18. Students ask questions	0
19. Communicating perspective-taking statements	0	19. Students reaches the goals of the lesson	0
Total Autonomy-Supportive Behaviors	3/10 = 30.00%	Total Learner Autonomy	3/10 = 30.00%

The table shows that in Observation 1, out of 10 Autonomy-Supportive Behavior Items, Teacher C exhibited 3 behaviors. The Total Autonomy-Supportive Behavior Motivational Style was 30.00%. During this lesson Teacher C was a mix of both the styles. Out of 10 Learner Autonomy Items, the students exhibited 3 behaviors as well. The Learner Autonomy in relation to teacher's Total Autonomy-Supportive Behaviors was 30.00%. The behaviors are clearly correspondent to the Teacher Behavior Items.

Table 26: Observation 2 of Teacher C's Controlling Behavior

Controlling Teacher Behavior Items	Observations	Learner Autonomy Items	Observations
1. Time teacher talking	1	1. Time student listening	1
2. Time holding/monopolizing learning materials	1	2. Students time with the learning materials	1
3. Exhibiting solutions/answers	1	3. Student did not get a chance to try to answer	1
4. Uttering solutions/answers	0	4. Students are given the answer/activity	0
5. Uttering directives/commands Making should statements	1	5. Students following teacher's directives/commands	1
6. Asking controlling questions	1	6. Students are afraid to speak up	1
7. Deadline Statements	0	7. Students don't follow the deadline statements	0

<b>Controlling Teacher Behavior Items</b>	<b>Observations</b>	<b>Learner Autonomy Items</b>	<b>Observations</b>
8. Praise as contingent reward	0	8. Students shows little or no expression	0
9. Criticizing the student	0	9. Students isolation from the lesson	0
<b>Total Controlling Style behaviors</b>	<b>6/9 = 66.66%</b>	<b>Total Learner Autonomy</b>	<b>6/9 = 66.66%</b>

The table shows that in Observation 2, out of 9 Controlling Behavior Items, Teacher C exhibited 6 behaviors. The Total Controlling Behavior Motivational Style was 66.66% in this lesson. Out of the 9 Learner Autonomy Items, students exhibited 6 behaviors. Both the behaviors are parallel with the Teacher Behavior Items.

Table 27: Observation 2 of Teacher C's Autonomy-Supportive Behavior

<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Researcher's Observations</b>	<b>Learner Autonomy Items</b>	<b>Researcher's Observations</b>
10. Time listening	0	10. Time students talking	0
11. Asking what student's want	1	11. Participation in conversation with teacher	1
12. Time allowing student to work in own way	0	12. Students complete their activity/work	0

Autonomy-Supportive Teacher Behavior Items	Researcher's Observations	Learner Autonomy Items	Researcher's Observations
14. Providing rationales	0	14. Students engage in the learning activities	0
15. Praise as informational feedback	1	15. Students appreciate praise	1
16. Offering encouragements	0	16. Students are motivated to perform	0
17. Offering hints	1	17. Students guided by teacher	1
18. Being responsive to student-generated questions	0	18. Students ask questions	0
19. Communicating perspective-taking statements	0	19. Students reaches the goals of the lesson	0
Total Autonomy-Supportive Style behaviors	3/10 = 30.00%	Total Learner Autonomy	3/10 = 30.00%

The table shows that in Observation 2, out of 10 Autonomy-Supportive Behavior Items, Teacher C exhibited 3 behaviors. The Total Autonomy-Supportive Behaviors Motivational Style was 30.00%. During this lesson Teacher C was autonomy-supportive. Out of the 10 Learner Autonomy Items, students exhibited 3 behaviors. Both the behaviors are parallel with the Teacher Behavior Items.

Table 28: Observation 3 of Teacher C's Controlling Behavior

Controlling Teacher Behavior Items	Observations	Learner Autonomy Items	Observations
1. Time teacher talking	1	1. Time student listening	1
2. Time holding/monopolizing learning materials	0	2. Students time with the learning materials	0
3. Exhibiting solutions/answers	1	3. Student did not get a chance to try to answer	1
4. Uttering solutions/answers	1	4. Students are given the answer/activity	1
5. Uttering directives/commands Making should statements	1	5. Students following teacher's directives/commands	1
6. Asking controlling questions	1	6. Students are afraid to speak up	1
7. Deadline Statements	0	7. Students don't follow the deadline statements	0
8. Praise as contingent reward	0	8. Students shows little or no expression	0
9. Criticizing the student	0	9. Students isolation from the lesson	0
Total Controlling Style behaviors	5/9 = 55.55%	Total Learner Autonomy	5/9 = 55.55%

The table shows that in Observation 3, out of 9 Controlling Behavior Items, Teacher C exhibited 5 behaviors. The Total Controlling Behavior Motivational Style was only 55.55% in this lesson. Out of the 9 Learner Autonomy Items, students exhibited 5 behaviors. Both the behaviors are parallel with the Teacher Behavior Items.

Table 29: Observation 3 of Teacher C's Autonomy-Supportive Behavior

<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Researcher's Observations</b>	<b>Learner Autonomy Items</b>	<b>Researcher's Observations</b>
10. Time listening	0	10. Time students talking	0
11. Asking what student's want	0	11. Participation in conversation with teacher	0
12. Time allowing student to work in own way	0	12. Students complete their activity/work	0
13. Seating arrangements	1	13. Students seating and learning materials	1
14. Providing rationales	0	14. Students engage in the learning activities	0
15. Praise as informational feedback	0	15. Students appreciate praise	0
16. Offering encouragements	1	16. Students are motivated to perform	1
17. Offering hints	1	17. Students guided by teacher	1
18. Being responsive to student-generated questions	0	18. Students ask questions	0



Autonomy-Supportive Teacher Behavior Items	Researcher's Observations	Learner Autonomy Items	Researcher's Observations
19. Communicating perspective-taking statements	0	19. Students reaches the goals of the lesson	0
Total Autonomy-Supportive Style behaviors	3/10 = 30.00%	Total Learner Autonomy	3/10 = 30.00%

The table shows that in Observation 3, out of 10 Autonomy-Supportive Behavior Items, Teacher C exhibited 3 behaviors. The Total Autonomy-Supportive Behaviors Motivational Style was 30.00%. During this lesson Teacher C was leaning towards less autonomy-supportive. Out of the 10 Learner Autonomy Items, students exhibited 3 behaviors. Consequently the Total Learner Autonomy was 30.00%. Both the behaviors are parallel with the Teacher Behavior Items.

Table 30: Summary of Teacher C's Observations

Observation	Controlling Teacher Motivational Style Behavior and Learner Autonomy		Autonomy-Supportive Teacher Motivational Style Behavior and Learner Autonomy	
	Score	Percentage	Score	Percentage
Observation 1	5/9	55.55%	3/10	30.00%
Observation 2	6/9	66.66%	3/10	30.00%

Observation	Controlling Teacher Motivational Style Behavior and Learner Autonomy		Autonomy-Supportive Teacher Motivational Style Behavior and Learner Autonomy	
	Score	Percentage	Score	Percentage
Observation 3	5/9	55.55%	3/10	30.00%

Overall, the data from all three observations show that Teacher C exhibited nearly an equal mix of controlling and autonomy- supportive style. From the results, it can be seen that Teacher C's autonomy-supportive style is lower than Teacher A's and Teacher B's.

### Qualitative Data

#### Teacher C's Stimulated Recall

The first question was to know whether the teacher provided choice for students depending on their interest when selecting topics and activities in classroom. Teacher C mentioned that all the topics were set by the curriculum and were an established standard for teaching all the sections the same content which is the topic. Hence, students do not get a choice when selecting topics. However, Teacher C said she selects all the topics from the textbook. She felt that this way all the sections would study the same content and be on the same level. From the Observation Video, Teacher C selected all the topics from the textbook and taught all the sections of the same grade the same topic and activities. For one activity, Teacher C held the workbook and read the words repeatedly from the workbook and /mug/, /nut/, /mud/, and /bus/ and used only those words from the workbook to explain students the /u/ sound.

The second question was about how teacher tried to foster understanding and interest regarding learning. Teacher C answered that she used group score at times to foster student's understanding and interested during activities while learning. She said students got really excited when they are allotted points and become competitive to perform well to get the score. She said that she did not explain the importance of English directly to students, to keep their interest in English, as they were too young. She said that they already knew why they are learning English, so it was their duty to study well. From the Observation video, Teacher C used group score to keep students interests during the lesson. When the lesson started, Teacher C made a side column on the board with points given to each group only at the end of the lesson and at the end should would say which group won for the day. Teacher C said that was her way to get students interested.

The third question was about whether the teacher was open to criticism and encouraged independent thinking in the classroom. Teacher C said it was normal and students have the right to make a point in the classroom. She is open to criticism, but young kids are not very critical and mostly eager to learn so they can win games that are activities. Teacher C said that sometimes students whine and they make noises in classroom when they do not want to do the task but then she carries on and makes them do it because they have to learn. Teacher C said she is open to independent thinking as referred to in the Observation Video, when she asked a question for phonics and sound technically for /m/ in "mat" but if students answer other correct words such as "mum" or "match" she appreciated it. Teacher C mentioned in the classroom, that when students would whine and she would deduct their score to keep them quiet and listen to her in the lesson.

The fourth question was about whether teacher intruded when students were working on a task to check-up on their rhythm. Teacher C answered that she always checked when students were working individually and corrected them immediately in front of the classroom, without using the student's name. From the Observation Video teacher did checkup on students when they were working individually. Teacher C did intrude if the students were doing the activity wrong. This sometimes did interrupt the other students when they were still trying to get the answer. While students were working on the task, students were making noise so teacher kept telling them "let your hands do the work, not your mouth." She walked around also saying "many people have good handwriting" and pointing at one student saying "not so nice, write properly." Then she went to the board and showed the correct way to write capital "Q" on the board in the middle of the task. Some students looked at the board, the others were trying to finish the task.

The fifth question was whether teacher suppressed students to think in a certain way or whether they allowed independent opinion and how students expressed themselves in the classroom. Teacher C answered that what teacher's teach is already a track line to help students think. So for this young age learners, Teacher C believes it is more important to tell them what to do. She said that when students are older they could have independent opinion. From the Observation Video, Teacher C did tell students what to do at each step of the activity, leaving less room for them to try to do it by themselves. Nevertheless, from the video students were still expressive and participated in the lesson. From the observation video, Teacher C used a lot of technique where she wrote on the board and let student's copy into the workbook. However, she did ask them "what sound is this?" before writing it to let them follow.

The sixth question was about whether teacher forced student to do an activity if it was in the book but not of their interest. Teacher C said she taught the same content to each section so that all the students can be on the same level. She never forced students to do any activity that was in the book but not of their interest. But on the contrary, she too mentioned that students this age are young but also scared to say anything to the teacher in the classroom. She preferred to teach the same content and activity to all the sections in the same grade.

Both the Quantitative data and the Qualitative data indicate that Teacher C is least Autonomy-Supportive Style in comparison to Teacher A and B. The reason being that Teacher C cares about her students but makes standard judgments rather than accommodating to each section or each student's needs. Teacher C got a low autonomy-supportive score compared to all other teachers in the Questionnaire. In the Observations and Stimulated Recall, Teacher C seemed to be low autonomy-supportive too in terms of considering students in each step of the way.

## **Conclusion**

Results from the Questionnaire and Observation Checklist helped answer Research Question 1, which is, what are the motivating styles of EFL teachers at Elementary level? From the Questionnaires, scores were obtained which indicated whether the teacher was autonomy-supportive or controlling. Teacher A was picked as she had the highest autonomy-supportive score, Teacher B was picked as she had the medium autonomy-supportive score and Teacher C was picked as she had the lowest autonomy-supportive score. These three teachers were observed and stimulated recall was conducted on them.

Figure 3: Results for Observing Autonomy-Supportive Style Comparing Teacher A, B and C

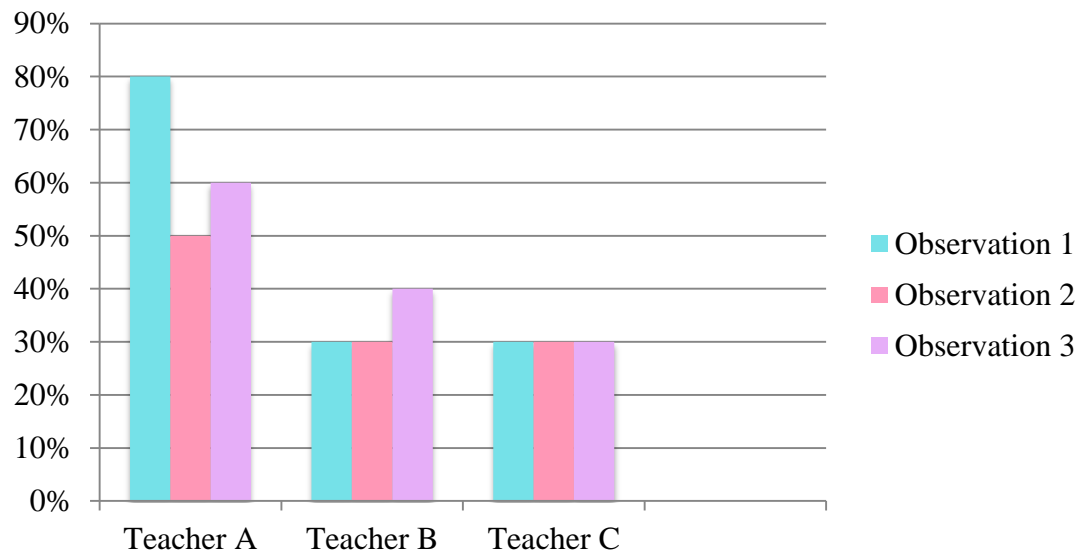
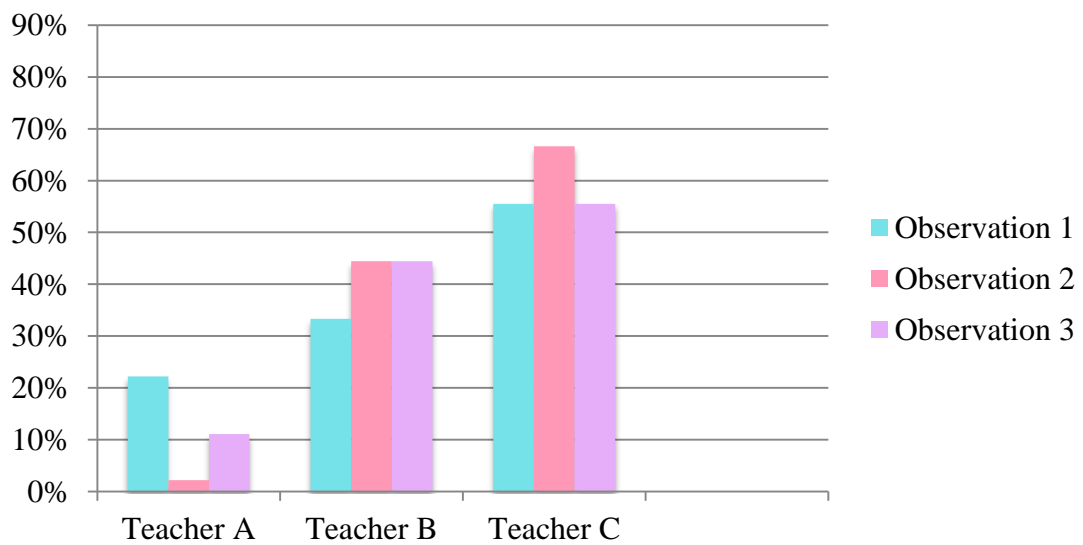


Figure 4: Results for Observing Controlling Style Comparing Teacher A, B and C



Results from the Stimulated Recall helped answer Research Question 2, which is, to what extent does each motivating style affect learner autonomy of EFL students at Elementary level? Each teacher was autonomy-supportive to different extents and different extents affected learner autonomy differently in the classroom. Teacher A and B considered students at most steps of their process when planning and teaching students. Teacher C however, was more distinct and considered students less compared to Teacher A and B. Teachers had their own style and it affected learner autonomy level differently.



## **Chapter 5**

### **Discussion**

In this chapter, a summary of the study and results are presented in accordance to the research questions. The questions were 1) what are the motivating styles of EFL teachers at Elementary level? And 2) to what extent does each motivating style affect learner autonomy of EFL students? Then the research findings are discussed with support from relevant theories and studies concerning learner autonomy. Teaching implications and recommendations for the future research are presented at the end of this chapter.

#### **5.1 Summary of the Study**

##### **5.1.1 Research Objectives**

The objectives of this study are, to investigate motivating styles of EFL teachers at Elementary level and to examine the extent to which motivating style affect learner autonomy of EFL students at Elementary level.

##### **5.1.2 Research design**

This research was conducted on one experimental group. It is a mixed-method study where teachers teaching English to Elementary education were examined to comprehend their motivating style in relation to learner's autonomy in their classroom.



### **5.1.3 Research Procedure**

There were three stages of research procedure. The first stage involved the preparation of the study. This stage helped the researcher understand the context and variables. The instruments were then developed and validated by experts and a pilot study. The second stage involved the implementation the revised instruments in the main study. And, the last stage deals with the analysis of the data received.

### **5.1.4 Samples**

This study was conducted at 4 university demonstration schools in Bangkok on teachers teaching English at Elementary level learners, Grade 1-2. Random sampling technique was used to select the samples. 16 teachers participated in the study.

### **5.1.5 Research Instruments and Data Analysis**

Three research instruments were employed in data collection.

- 1) Questionnaire: The aim of the questionnaire was to examine Teacher's Motivating Style, ranging from controlling or autonomy-supportive motivating styles.
- 2) Classroom Observation: 9 Observations were conducted; each teacher was observed 3 times consecutively. The observations were videotaped and teachers motivating style and learner autonomy was observed using Observation Checklist.
- 3) Stimulated Recall: The objective of the stimulated recall was to get an in-depth perspective of teacher. Semi-structured interview questions were used along with scenes from classroom observations to gain teacher's viewpoint on learner autonomy in their classroom.

### 5.1.6 Results

Elementary teachers adopt an autonomy-supportive motivating style in the English as a Foreign Language classroom. Quantitative Data analyses from Questionnaire show that all teachers are autonomy supportive. From the questionnaire scores, Teacher A, B and C were picked from being the most, middle and least autonomy-supportive. The observation scores demonstrate teacher behaviors in classroom that confirm the different extents of being autonomy-supportive. Throughout the Observation, the researcher also picked up on learner autonomy by observing students' performance and engagement in classroom. After the Observation, Stimulated recall was conducted.

Qualitative Data analysis from the Stimulated recall show that after having interpreted all the answers of the six aspects. In the Stimulated Recall, there were 6 semi-structured interview questions; out of which 1-3 was autonomy-supportive and 4-6 was based on controlling style. Teacher A and B seemed very student-oriented and use techniques that lean towards motivating students to become autonomous. Their answers represented an autonomy- supportive teacher style. Teacher C on the other hand, answered the first three questions similar to Teacher A and B. However, the last three answers were all traits of controlling motivating style. All the answers by the three teachers were very similar for this question. It shows that all of them are autonomy-supportive in terms of selecting activities to bring to every classroom. In the second answer, we can notice the pattern that Teacher A and B are more open to the students in terms of letting students know why they are learning English. Whereas, Teacher C mentioned she thinks it is students duty as they already know why they have to learn. All the 3 teachers are autonomy-supportive in terms

of this answer as they are open to criticism and independent thinking in the classroom. Teacher A and B have a similar way of thinking whereas, Teacher C does not think students would have independent opinions at a young age. This type of opinion could be classified as controlling in terms of not promoting independent opinion in classroom environment. Teacher A and B are quite clear on their technique whereas Teacher C gave some insightful input on the teachers preparations. However, we want to know about the teachers altering themselves to student's interests and not just rigid rules.

## 5.2 Discussion

All teachers from this study were Autonomy-Supportive but at different degrees. From the questionnaires, teachers' behavior about themselves was assessed whether they were leaning towards controlling or autonomy-supportive. The questionnaires results gave the research the teachers' point of view. This information benefitted the research as to lead the researcher to get another point of view, from researcher and inter-rater during classroom observation. Further on, the stimulated recall allowed the researcher to get an in-depth perspective of reasoning behind teachers' thought process while conducting the lesson. From all three instruments, teachers were autonomy-supportive. There is emerging data of certain factors that could influence the variations of autonomy-supportiveness.

Teachers experience can be a factor affecting variation in teacher's motivational style, in this research the autonomy-supportiveness of the teachers. Ojura & Sherman (2001) reported that a professional experience provide teachers with an opportunity to really think through what they do, and why they do it, and for whom they do it. Wenglinsky (2000) also suggests that the more extended or ongoing and

continuous the professional development, the more it encourages effective classroom practices. Therefore, it is expected that teachers teaching style would tend to run learner centered classes with an emphasis on encouraging student participation if teachers regularly participate in professional activities in the field. All the three teachers had a Bachelor's degree qualification in Education from universities in Thailand. Teacher A had 12 years of experience as a teacher in the same school. Teacher B had 6 years of experience teaching in two different schools. Teacher C had 8 years of experience teaching in two different schools too. It could be a factor that Teacher A taught the longest from the other two teachers and henceforth she understood the students sooner so she could reciprocate her teaching style to be more supportive around the students. Teacher C had more experience than Teacher B but Teacher C was less supportive than Teacher B. The reason could be because they both have distinct teaching styles.

Teacher's teaching style can influence teacher's motivational style, how autonomy-supportive the teacher was. According to Reeve (2006), teacher's teaching style refers to how teachers give instructions, engage students in the learning process and make them develop critical thinking skills. Teacher's teaching style is linked to teachers being autonomy-supportive. By observing teachers teaching style the researcher can note whether teacher involves student's needs and reflects to their interests in the teaching process. Teacher A and Teacher B have a similar teaching style where they analyze the student's needs carefully and tailor activities accordingly. Teacher C is more unchanging and follows the textbook more compared to Teacher A and B. Teacher A has a unique way to make students feel fun when

learning and her students are engaging with her. She is enthusiastic and strict but maintains a good classroom environment where students are comfortable to participate.

We can relate the situation in Teacher A's classroom to Krashen's (1985) theory regarding affective filter. According to the affective filter hypothesis, certain emotions, such as anxiety, self-doubt, and mere boredom interfere with the process of acquiring a second language. They function as a filter between the speaker and the listener that reduces the amount of language input the listener is able to understand. Krashen argued that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input in. Teachers can find out the effective teaching tactics which can cultivate the students' active learning. Teacher A mentioned that she believes in the importance of giving learner's some autonomy as it makes them feel like an important part of decision making, even if for small decisions such as "Which one of want to do first?" "Who wants to come up? Rather than choosing even these small things for students. That was what happened in Teacher A and some parts of Teacher B's classroom.

Teacher A was very elaborate and makes the most effort in her teaching style. She mentioned that she likes to promote students confidence as that leads to participation and interest in lesson. Teacher A and B mentioned that they adapt towards students interest to keep them active. Teacher B also had students participating and engaged in the classroom. She tried to incorporate all students in her activities. Teacher C was also engaging, however on a lower level comparatively to

Teacher A and B. Teacher C's classroom had students in the back row that were not listening and not participating. Teacher C also mentioned that she does like to give learner's autonomy, but to a limit because she believes at elementary students are very young and can make rash decisions hence she tries to make decisions for them at times.

In what way teachers deliver a lesson also can be categorized as whether they are being controlling or autonomy-supportive. All teachers prepared learning materials but the way they teach and present it to the students was different. Teacher A was more dramatic compared to Teacher B and C and maybe this is one of the reasons students connect to her. Teacher A's teaching style was based on fun learning. Teacher A's voice was the loudest in classroom when teaching, Teacher B's voice was loud too, however Teacher C spoke very softly and that made students in the back row hard to connect to her and seemed less attentive through the lesson. Each teacher has their own style but each style affects students differently and that in return affects teacher's behavior differently.

Teachers sometimes equate control with structure. Controlling strategies are often mistakenly associated with a structured learning environment, whereas autonomy-supportive strategies are often inappropriately associated with a chaotic or laissez-faire one (Skinner & Belmont, 1993; Skinner, Zimmer-Gembeck, & Connell, 1998). Teacher C mentioned she does not want to risk losing structure when teaching in the classrooms, therefore she contemplates that a controlling style will provide students with the classroom structure they need. Similarly, teachers may fear that an autonomy-supportive style will open the door to permissiveness. Teacher-provided

structure may include establishing goals, giving directions, communicating or, worse, chaos, expectancies, introducing procedures, making rules, communicating policies, offering guidelines, providing feedback, and minimizing misbehavior. It is a mistake to equate control with structure, however, because teachers can provide such information in either controlling or autonomy-supportive ways (Deci & Ryan, 1981).

Regarding control and structure, Teacher A, B and C all had a clear set of classroom rules. Teacher A would draw mini emoticon of the rules and students would know what it meant, for example, “sit down” “scores on the right side of the board” “be quiet”. Teacher C gave commands during the chaos to gain structure back in the classroom. Whereas, on the other hand Teacher A and B allowed some chaos to a limit. In the chaos, students were deliberately trying to speak and gave answers of what teacher was asking. Teacher A had structure through her classroom rules and so did Teacher B. Teacher A let students be aware of classroom rules by themselves, all she did was draw little emoticons of the rules on the blackboard in the beginning of the lesson on one side of the blackboard and students said the rules as she pointed at the emoticon. She used the emoticons as hints, whenever the students got too chaotic, she would point and give them the hint and they would themselves be in proper manner. Teacher B prompted students along the lesson; there was whining while doing activity but when Teacher B reminded the rules “be quiet” “stand up” or “answer” and students followed.

Considering control and structure, Teacher C reminded students about the structure when they went loud and noisy, she would deduct their points and this made

students listen to her. With Teacher C's method, at times there was a confusion because Teacher C allotted points to the group at the end of the classroom and sometimes students would forget to listen and it would take longer for her to get the students to be quiet. Although structure tells students what they need to do such as, goals and expectancies, it is a teacher's motivating style that sets the tone as to how students make progress toward those objectives. In terms of learner's autonomy, like in Teacher A's classroom, students had freedom to be themselves and were reminded of the rules and structure. While Teacher B's classroom, students were reminded along the way at times when it got chaotic, and students in Teacher C's classroom were not sure of the rules but still behaved because of group score.

Teacher's aspects such as teacher-student interactions style could also affect teacher's motivational styles, how controlling or autonomy-supportive the teacher is. According to Deci & Ryan (1981), teachers generally have a basis of power and influence over students in terms of their relatively greater authority, experience, expertise, status, or social position. To the extent that such an inherent power differential exists, students who are one-down, in the power relationship are vulnerable to being controlled by teachers who are one-up, in the power relationship. Magee, Galinsky, & Gruenfeld, (2007) also stated in their research that teachers who are one-up tends to take charge, talk first, and set the tone for the ensuing interaction, compared to the student who is one- down who tends to defer, listen first for what needs to be done, and be influenced by the proactive behavior from the more powerful other, which is the teacher. Thus, because teacher-student interactions have a built-in power differential, a take-charge controlling style is in some sense the default interaction style for teachers. It is not inevitable, as teachers can be mindful and deliberately choose to be autonomy supportive.



Teacher A was not one-up and interacted with students throughout the lesson eliciting and asking them to participate in conversation with her throughout the lesson. Contemplating learner's autonomy, students answered and gave their opinions along the way and Teacher A made students part of the decision-making. For example, Teacher A asked the students "How many points should I give?" "Are you sure?" "Who wants to come up and match the alphabet?" "Which alphabet do you want to match from the 7 options given?" Teacher A's students participated and answered along with her, it looked like there was no one-up and one-down situation. There was a sense of ease and comfort through the interactions.

Teacher B was slightly one-up, but she too interacted in a supportive way hence students felt comfortable enough to answer and defend themselves. For example, Teacher B said "Did you sing correctly?" and students answered, "Yes", "Should we clap and sing?" and students answered, "Yes we want to". Looking in terms of learner's autonomy, she did not assert full control on all the decisions, but in some situations she did put students on the way to follow only her exact instruction without leaving room for them to think for a solution by themselves. For example, when doing an activity, she just told students the exact way to do it and they just followed without giving any input of their own.

Teacher C was slightly one-up and exercised control in the classroom compared to Teacher A and B. She interacted with students too, but her style was more repetitive whereby she would say the information such as /c/ /a/ /t/ /cat/ and students would have to repeat the words after her. She would do the same thing in a fast motion and let students follow. In Teacher C's classroom, there wasn't was authority given to students to

communicate with the teacher, but students did not have a way of making even small decisions such as, “What would you like to start by doing?” or “Who wants to come up and try?” In concern to learner’s autonomy, the teacher made most of the decision for the students and she mentioned that she believed the power difference can make students be more attentive.

Student’s aspects such as student’s learning style could have also affected teacher’s motivational styles. Student’s proficiency levels are usually known from their performance and assessments. When students perform tasks in lesson or when they give exams and get the scores, that is how teachers know their proficiency level. Each student in the classroom can have a different learning style. In this study, Teacher A mentioned that some students may find it easier to understand visually, some auditory and some kinesthetically. Again, it goes back to what teachers present in lesson, what activities they bring for student and will students be able to enjoy and relate to the activities.

Understanding students’ unique learning style preferences and instructional needs can assist teachers in developing a more favorable view of all students’ abilities and thereby stimulate the development and implementation of differentiated instructional practices and the provision of intentional and personalized intervention (Evans & Waring, 2006). Teacher A, B and C all specified that they try to bring different styles of activities in to the classroom week after week, to make engaged. It is essential that teachers develop a large repertoire of instructional strategies for use in varied settings with diverse students (Hall & Moseley, 2005). Teacher A, B and C said they are all aware that different students understand better by different types of

activities, for example, some students like visual cards, some like writing on the board, some like to speak. Hence, teachers bring all the elements that cater to the needs of all students by making their activities more diverse from one lesson to another.

Student's aspect such as student's behavior might have also affected teacher's motivational style. Occasionally unmotivated or sometimes unengaged students tend to pull a controlling style out of teachers. When teachers perceive that their students have low motivation or when teachers see student engagement wane, they generally become more likely to adopt a controlling style during that lesson (Pelletier et al., 2002; Skinner & Belmont, 1993). Teachers tend to react to unengaged students by adjusting their instructional behavior toward a more controlling style. Teachers also relate to students in more controlling ways when they perceive that those students are being disruptive or behaviorally difficult to deal with (Grolnick & Ryan 1987).

For example, Teacher A was teaching a lesson after lunch and students seemed to be bored and sleepy. Teacher A used physical activity consistently during activities and tasks such as "put up your hand, put down your hand" and "stand up, sit down" to make students more alert and pay attention to her. It is a rather controlling technique to tell students exactly what to do but it worked well for students when they were being passive to bring their liveliness back in the classroom. Hence, a controlling motivating style sometimes manifests itself as a reaction to episodes of student passivity, low motivation, noncompliant behavior, and inattentiveness as teachers rather quickly intervene to manufacture student motivation and engagement. Teacher A mentioned that sometimes student's mood can be a factor in the way they absorb the lesson from the teacher. Hence, for this age students it is important for teacher's to set the mood ready for learning and appealing to students.

Teacher B also made a lot of effort to understand her student's behavior and she would look out consistently to the students in the side benches and ask them questions to involve them back into the lesson. All the three teachers mentioned in their Stimulated recall that they bring activities to classroom based on student's level, ability and learning style. They said they know these aspects are important because while teaching, they make notes and see how students perform so that they can prepare accurately for the next lessons according to students level and ability.

Teacher A and B said they adapt activities based on students abilities, so each section they teach is a bit different. Students in each classroom was with mixed abilities mostly but in some sections there are students who are more lower level students hence teachers teach those sections on a slower pace compared to other sections. Teacher A said after one of her observations that she was lowering the level of activities for that particular section because students in that section was of too varied abilities and there were mostly students who were weak. She made the activities easier to understand and focused on repeating the same things again and again. She tailored the activity according to the students. Teacher B also made changes in the activities, not very big changes. But just minor changes to suit the general style students of each section.

However, Teacher C mentioned that she preferred to use the exact same activities in each section to keep students on the same page. Both the views are important. However, each classroom has students filled with different abilities and it is the teacher's role to understand the different levels and fill gaps for the lower levels by doing activities they will understand and connect to as well. Students themselves play an influential role in the teacher's motivating style. This effect that students can have on teachers can be as large as the reciprocal effect that a teacher's style can have on students' subsequent motivation and engagement (Reeve, Deci & Ryan, 2004; Skinner & Belmont, 1993).

Over the course of most learning activities, teachers communicate requirements, invite students to engage in specific activities, ask student to take responsibility for their own learning, comment on progress, discuss strategies, offer feedback, ask questions, address motivational and behavioral problems, and generally converse with students. Teachers who verbally push and pressure students toward specific predetermined products and solutions, right answers, and desired behaviors typically communicate through messages that are rigid, evaluative, and pressure inducing such as “get started”; “no, do it this way”, and they often do so through the use of frequent directives (Assor, Kaplan & Roth, 2005), two-word commands such as, “hurry up,” “stop that,” “let’s go”(Reeve, Deci & Ryan 2004), compliance hooks such as, “should,” “must,” “got to” and a pressuring tone in general. In contrast, teachers can support students’ autonomy and encourage volitional engagement by relying on non-controlling language through flexible messages that are non evaluative and information rich (Koestner, 1984).

In this study, Teacher A and B used less directives and more encouraging commands such as “Let’s try this together”, “Who wants to come up and join the alphabets?” “Which group should get the score?” This kind of conversation allowed students to be a part of minute, but still some, decision making in the lesson. Students were excited to answer and participate in the lesson because teachers were inclusive of students in the lesson. Uttering solutions, criticizing errors, asking controlling questions such as “Can you do it this way?” and telling students how to think and act are examples of behavior-interrupting controlling communications; offering hints, advocating risk taking, providing encouragement, and being responsive to student-generated questions exemplify autonomy-supportive communications (Reeve 2006). Teacher C likewise was inclusive of student’s opinions however, she was also commanding and did not leave students room to think for

themselves as much, by giving them instructions straight to follow her throughout during the activity. She did not give students choice to perform to answer in the lesson as compared to Teacher A and B where there was a sense of learner autonomy in the classroom.

External factors such as the school's policies, fixed curriculum and pressures from the board can also affect the teacher's variation of autonomy-supportiveness. School policies are mission, purpose, principals, values and beliefs of the school board. They help the school keep up with certain standards and enhance the culture of the school. They are not much directly related to teacher's behaviors but can be a broad picture of the type of school. At times teachers' can be limited to be themselves because of fixed curriculum implied by schools that they have to follow strictly, giving them less chances to try anything new. The school administration can thwart teachers' autonomy if the administration is controlling with them. This in turn leads to teachers being less autonomous in their motivation for teaching, with corresponding negative results on teachers' behaviors (Sharp 2009).

For example, teachers can be so curriculum-centered that they might not understand the students in the lesson and on the other hand be least learner-centered. All three teachers in this study mentioned that the school had fixed curriculum. Hence, it was not possible to change any topic or bring another topic of interest to classroom. They had a standard set of curriculum to follow in the exact amount of time given, such as, before exam period. Exams were the assessment form and because the exams had to same, the same content had to be taught to all the students in varied sections with varied abilities. None of the teachers felt it was necessary to change any topic as they mentioned it was more systematic. None of the teachers

mentioned that they faced any pressure from the board. Teacher A, B and C are all similar in terms of following school curriculum and policies.

### **5.3 Teaching Implications**

The findings from this study have led us to the following suggestions that could be used in other classrooms and by teachers to be more considerate towards giving learners autonomy.

- 1) Teachers provide learning environment but enrich interaction and decision and give students freedom to make choices and give students a chance to give their opinions in classroom. This method would give students some autonomy during the lesson to make them feel engaged to participate. When teachers ask students, they feel interested that someone wants to know their feelings and opinions. Hence, they tend to be more participant during the lesson.
- 2) Teachers should bring different styles of materials and introduce material and activity to students in different ways. Since all students have different learning styles, teacher should bring diversity to the classroom.
- 3) More experienced teachers with autonomy-supportive style motivational styles are highly focused on engaging with students. Therefore, those teachers can share their technique and experiences through workshops. That way, more teachers in the school will be learning through one another's experiences.

#### 5.4 Recommendations for Further Research

This study focused mainly on the result of teacher's motivational style and learners autonomy in the classroom using questionnaire, observation and stimulated recall. Yet the results shown along were quite interesting to study further whether autonomy-supportive style can promote English ability, classroom participation or activities and content. There is room for further research to understand the links between each aspect of the classroom and teacher's teaching style.

This study focused on the main two categorizing teacher's into controlling and autonomy-supportive style, and all the teachers were supportive but to different extents. Further research can be conducted on the controlling style teachers to understand their relationship with engagement and learner autonomy in the classroom. The same study could also be conducted on higher levels such as middle school, high school and even university teachers and students.

It would be interesting to know the results and compare similarities and differences. The study was only a small representation of teachers from government schools in Thailand. It would be better if the researcher could expand the experiment to other types of schools with other curricula structures or even further regions of the country, so it could be claimed to represent the other styles of the students in private or international schools. It could be interesting to come and compare the similarities and differences between teaching styles from different school types in the findings.



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**Appendices**  
**(Sample of Research Instruments)**

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### Appendix A: Teacher's Motivating Style Questionnaire.

Scale is used in the study for measuring controlling and autonomy-supportive teacher behaviors:

Items	Most Frequently 100-80%	Frequently 79-60%	Sometimes 59-40%	Seldom 39-1%	Never 0%
1. When students are doing something that interests them, I give them enough time to finish it.					
2. I allow students to choose how to do their work in the classroom.					
3. I ask students which topics they would like to study more and which they prefer to study less.					
4. I ask students if there are things they would like to change in the way they study.					
5. I choose to teach topics that interest students.					
6. When I give us an assignment I allow students to choose which questions to answer.					
7. I encourage students to work in their own way.					
8. I talk about the connection between what students study in school and what happens in their life.					

Items	Most Frequently 100-80%	Frequently 79-60%	Sometimes 59-40%	Seldom 39-1%	Never 0%
9. It is important for me that students learn things that interest them					
10. I explain why it is important to study certain subjects in school					
11. I talk to us about how students feel concerning the subjects they study.					
12. I listen to student's opinions and ideas.					
13. I tell students that if they do not agree with me – it is important that we would express our disagreement.					
14. I am willing to listen to students 'complaints regarding me.					
15. I respect students who tell me what they really think and are not ingratiating.					
16. I allow students to decide about things by themselves.					
17. I allow students to talk about things that they find unacceptable in classroom					
18. I show students how to solve their problems by themselves.					
19. I tell students what to do all the time.					
20. I do not allow students to work in their pace.					

Items	Most Frequently 100-80%	Frequently 79-60%	Sometimes 59-40%	Seldom 39-1%	Never 0%
21. I interrupt students in the middle of activities that interest them.					
22. I am strict about students doing everything in my way.					
23. I stop students in the middle when they write or read interesting things.					
24. I stop students in the middle before they finish to say what they wanted.					
25. Sometimes students want to work on one topic, and I force them to move to another topic.					
26. Sometimes students want to move to a new topic and I force them to keep dealing with the 'old' topic.					
27. When students choose a topic for an activity, I try to influence my choice more.					
28. I am not willing to acknowledge my mistakes.					
29. I am unforgiving toward students who oppose their opinions.					
30. I am willing to listen only to opinions that fit my opinion.					
31. I force students to prepare uninteresting homework.					
32. I force students to read boring things (books, stories or					



Items	Most Frequently 100-80%	Frequently 79-60%	Sometimes 59-40%	Seldom 39-1%	Never 0%
instructions).					
33. I force students to participate in extended discussions.					
34. I force students complete work sheets that are not related to materials they studied about.					

#### Categorization of style of Questions in the Questionnaire

Teacher's Motivating Styles	Number of Questions	Question Numbers
<b>Controlling Style Questions</b>		
Intrusiveness	9	19-27
Suppressing criticism & independent opinions	3	28-30
Forcing meaningless and uninteresting activities	4	31-34
<b>Autonomy-Supportive Style Questions</b>		
Providing choice	7	1-7
Fostering understanding and interest	4	8-11
Allowing criticism and encouraging independent thinking	7	12-18

## Appendix B: Checklist for Teacher's Instructional Behaviors and Learner Autonomy

Teacher Behavior	Operational definition	Check (✓)	Learner Autonomy	Operational definition	Check (✓)
<b>Controlling instructional behaviors</b>			<b>Learner Attributes</b>		
1. Time teacher talking	Teacher talked more than the students in the lesson.		1. Time student talking	Students talked less than the teacher in the lesson.	
2. Time holding/monopolizing learning materials	Teacher physically held or possessed the materials majority of the time.		2. Students time with the learning materials	Students did not get time to hold the materials majority of the time.	
3. Exhibiting solutions/answers	Teacher displayed answers before the student had the opportunity to discover the solution for him or herself		3. Student did not get a chance to try to answer	Student did not get an opportunity to discover the solution for him or herself	
4. Uttering solutions/answers	The teacher spoke that "The answer/activity is done this way—like this."		4. Students are given the answer/activity	Students are given the answer/way of doing the activity before trying.	
5. Uttering directives/commands Making should statements	Teacher used commands such as do, move, put, turn, or place, such as "Do it like this," "Flip it over," or "Put it on its side."		5. Students following teacher's directives/commands	Students are only following teacher's directives/commands without having a chance to try by themselves.	
6. Asking controlling	Teacher used directives posed as				

<p>questions</p> <p>7. Deadline statements</p> <p>8. Praise as contingent reward</p> <p>9. Criticizing the student</p>	<p>a question and voiced with the intonation of a question, such as "Can you move it like I showed you?" and "Why don't you go ahead and show me?"</p> <p>Teacher used statements communicating a shortage of time, such as "A couple of minutes left" and "We only have a few minutes left."</p> <p>Teacher stated that the student should, must, has to; got to, do something, such as "You should keep doing that."</p> <p>Teacher used verbal disapprovals of the student or the student's lack of compliance with the teacher's directions, such as "No, no, no, you shouldn't do that."</p>		<p>6. Students are afraid to speak up</p> <p>7. Students don't follow the deadline statements</p> <p>8. Students shows little or no expression</p> <p>9. Students isolation from the lesson</p>	<p>Students only answer to the controlling questions and have no other opinion sharing or response outside the controlled questions asked to them.</p> <p>Students are not doing their work/activity within the given time.</p> <p>Students are not motivated by the teachers praise as a contingent reward and show little or no enthusiasm.</p> <p>Students are less involved and isolate themselves from the lesson.</p>	
<p>Autonomy-supportive instructional behaviors</p> <p>10. Time listening</p>	<p>Teacher listen carefully and fully attended to the student's speech, as</p>		<p>Learner Attributes</p> <p>10. Time students talking</p>	<p>Students talked more than the teacher overall in</p>	

	evidenced by verbal or nonverbal signals of active, contingent, and responsive information processing.			the lesson.	
11. Asking what student wants	Teacher asking questions specifically about what the student wanted or desired, such as "Which pattern do you want to start with?"		11. Participation in conversation with teacher	Students got time to openly interact regarding the learning topic and share their opinions in the lesson.	
12. Time allowing student to work in own way	Teacher invited or allowed the students to work independently and to solve the activity in their own way just by being a guiding light.		12. Students complete their activity/work	Students respond and participate in class with teacher's questions. They feel more comfortable and engage in conversation with the teacher.	
13. Seating arrangements	Teacher invited the student to sit in the chair nearest to the learning materials.		13. Students seating and learning materials	Students complete their assigned activity/work in their own way using teacher's guideline and trying by themselves by making an effort.	
14. Providing rationales	Teacher provided explanatory statements as to why a particular course of action might be useful, such as "How about we try this question/activity, because it is what you will enjoy and know."		14. Students engage in the learning activities	Students sat in an interactive setting got acquainted to the learning materials.	
15. Praise as informational feedback	Teacher used statements to			Students involve themselves and engage in learning activities that teachers teach during the lesson. Students	

16. Offering encouragements	<p>communicate positive feedback about the student's improvement or mastery, such as "Good job" and "That's great."</p> <p>Teacher used statements to boost or sustain the learner autonomy, such as "Almost," "You're close," and "You can do it."</p>		15. Students appreciate praise	<p>try to work on new ways and enjoy teacher's guidelines.</p> <p>Students are positively affected by informational praise and appreciate the praise.</p>	
17. Offering hints	<p>Teacher gave suggestions about how to make progress when the student seemed to be stuck, such as "It might be easier to work with this part first then move to that..."</p>		16. Students are motivated to perform	<p>Students are motivated by teacher's praise and feel enthusiastic and willing to excel and perform better.</p>	
18. Being responsive to student-generated questions	<p>Teacher gave contingent replies to a student-generated comment or question, such as "Yes, you have a good point" and "Yes, right, that was the second one."</p>		17. Students guided by teacher	<p>Students guided by teacher when they are stuck and make progress by listening and using teacher's hints.</p>	
19. Communicating perspective-taking statements	<p>Teacher gave empathic statements to acknowledge the student's perspective or experience, such as "Yes, this one is difficult" and "I know it is a sort of</p>		18. Students ask questions	<p>Students ask questions when they do not understand or want to clarify and give comments in the lesson.</p>	
			19. Students reaches the goals of the lesson		

	difficult one.”			Students usually reach the goals of the lesson set by the teacher in the beginning of the class.	
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## **Appendix C: Stimulated Recall**

### **Sample Semi-Structured Interview Questions**

1. Were majority of the students in the class interactive in this particular lesson?
2. What part did the students connect to most during this lesson?
3. What part did students connect to least in the lesson?
4. What motivating style do you use when giving instructions in the lesson?
5. Did you achieve the goals you set for yourself to teach this lesson?
6. Did the students achieve the goals you set for them this lesson?

### **Re- Piloted: Sample Semi-Structured Interview Questions**

1. Do you provide choice for students depending on their interests when selecting topics and activities in class?
2. How do you try to foster understanding and interest regarding learning? Do you explain the importance of a particular learning task to your students?
3. Are you open to criticism and encouraging independent thinking in the classroom?
4. Do you continually intrude when students are working on a task to check-up on their rhythm?
5. Since the students are of very young age, do you suppress their thinking to lean on the activity or do you allow them to have independent opinion?  
What is an example of how do students express themselves in your class?
6. If an activity is in the book but it is not of student's interest at all, do you force them to do it? Or do you alter it towards their interests?

### Appendix D: IOC (Item-Objective Congruence Index) of Instruments of Questionnaire

Items	Expert	Expert	Expert	IOC Total	Meaning	Comment
	A	B	C			
1. When students are doing something that interests them, I give them enough time to finish it.	1	1	0	0.67	Reserved	
2. I allow students to choose how to do their work in the classroom.	1	1	1	1.00	Reserved	
3. I ask students about their interests and pick topics accordingly.	1	1	1	1.00	Reserved	Rephrased
4. I ask students if there are things they would like to change in the way they study.	1	1	1	1.00	Reserved	
5. I choose to teach topics that interest students.	1	1	1	1.00	Reserved	
6. When I give students an assignment I give them options what to work on.	0	0	1	0.33	Modified	Unclear objective, rephrase the item
7. I encourage students to work in their own way.	1	1	1	1.00	Reserved	
8. I talk about the connection and relationship between what students study in school and what happens in their life.	0	1	1	0.67	Reserved	Add
9. It is important for me that students learn things that interest them.	1	1	1	1.00	Reserved	



Items	Expert	Expert	Expert	IOC	Meaning	Comment
	A	B	C	Total		
10. I explain why it is important to study certain subjects in school.	0	1	1	0.67	Reserved	
11. I discuss with students how they feel concerning the subjects they study.	0	1	0	0.33	Modified	Unclear grammar
12. I listen to student's opinions and ideas.	1	1	1	1	Reserved	
13. I tell students that if they are allowed to tell me if they disagree with me.	1	1	0	0.67	Reserved	Rephrased
14. I am willing to listen to students' complaints regarding me.	1	1	1	1.00	Reserved	
15. I respect students who tell me what they really think and are not ingratiating.	1	1	1	1.00	Reserved	
16. I allow students to make decisions by themselves.	1	0	1	0.67	Reserved	Rephrased
17. I allow students to talk about things that they find unacceptable in classroom.	1	1	1	1.00	Reserved	
18. I show students how to solve their problems by themselves.	1	1	1	1.00	Reserved	
19. I tell students what to do all the time.	1	1	1	1.00	Reserved	
20. I do not allow students to work in their pace.	1	1	1	1.00	Reserved	
21. I interrupt students in the middle of activities that interest them.	1	1	1	1.00	Reserved	
22. I am strict about students doing everything in my	1	1	1	1.00	Reserved	

Items	Expert	Expert	Expert	IOC	Meaning	Comment
	A	B	C	Total		
way.						
23. I stop students in the middle when they write or read interesting things.	1	1	1	1.00	Reserved	
24. I stop students in the middle of sentence before they finish speaking.	1	1	0	0.67	Reserved	Sounds too suppressive rephrase.
25. Sometimes students want to work on one topic, and I ask them to move to another topic.	1	0	1	0.67	Reserved	Eliminate the word 'force' and put 'ask'. Eliminate the word 'change' and put 'move'.
26. Sometimes students want to move to a new topic and I ask them to keep dealing with the 'old' topic.	1	0	1	0.67	Reserved	Eliminate the word 'force' and put 'ask'
27. When students choose a topic for an activity, I try to influence my choice more.	1	1	1	1.00	Reserved	
28. I am not willing to acknowledge my mistakes.	1	1	1	1.00	Reserved	
29. I am unforgiving toward students who oppose my opinions.	0	1	1	0.67	Reserved	Grammar
30. I am willing to listen only to opinions that fit my opinion.	1	1	1	1.00	Reserved	

Items	Expert	Expert	Expert	IOC	Meaning	Comment
	A	B	C	Total		
31. I ask students to do homework that I think is useful for them.	0	0	1	0.33	Modified	Too strong objection, rephrase
32. I ask students to read texts that might not be of their interests.	0	0	1	0.33	Modified	Too strong objection, rephrase
33. I ask students to participate in extended discussions.	1	1	1	1.00	Reserved	Eliminate the word 'force' and put 'ask'
34. I ask students to complete work sheets that are not related to materials they studied about.	1	1	1	1.00	Reserved	Eliminate the word 'force' and put 'ask'



## Appendix E: IOC (Item-Objective Congruence Index) of Instruments of Checklist

Teacher Instructional Behavior	Operational definition	Learner Autonomy	Operational definition	IOC Total	Meaning	Comment	IOC Total
Controlling instructional behaviors	Teacher talked more than the students in the lesson	1. Time student talking	Students talked less than the teacher in the lesson	1	Reserved		
		2. Time holding/monopolizing learning materials	Students did not get time to hold the materials majority of the time.	1	Reserved		
		3. Exhibiting solutions/answers	Student did not get enough opportunity to answer	1	Reserved	Change 'for' to 'by'. Change 'an' to 'enough'	

<p>4. Uttering solutions/answers</p>	<p>the opportunity to discover the solution by him or herself</p>	<p>4. Students are given the answer/activity by</p>	<p>discover the solution by him or herself</p> <p>Students are given the answer/way of doing the activity before trying</p>	<p>1</p>	<p>Reserved</p>	<p>Capitalize on 'Change directives' to 'directions'</p>	
<p>5. Uttering directions/commands Making statements</p>	<p>Teacher used commands such as Do, Move, Put, Turn, or Place, such as "Do it like this," "Flip it over," or "Put it on its side."</p>	<p>5. Students following teacher's directions/commands</p>	<p>Students are only following teacher's directions/commands without having a chance to try by themselves.</p>	<p>1</p>	<p>Reserved</p>		
<p>6. Asking controlling questions</p>	<p>Teacher used directions posed as a question and voiced with the intonation of a question, such as "Can you move it like I showed you?" and "Why don't you go</p>	<p>6. Students are afraid to speak up</p>	<p>Students only answer to the controlling questions and have no other opinion sharing or response outside the controlled questions asked to them</p>	<p>0.67</p>	<p>Reserved</p>	<p>Add 'for activity'</p>	
<p>7. Deadline</p>		<p>7. Students</p>			<p>Reserved</p>		

statements	ahead and show me?"	don't follow the deadline statements	Students are not doing their work/activity within the given time.	1	Reserved	
8. Praise as contingent reward	Teacher used statements communicating a shortage of time for activity, such as "A couple of minutes left" and "We only have a few minutes left."	8. Students shows little or no expression	Students are not motivated by the teachers praise as a contingent reward and show little or no enthusiasm	1		
9. Criticizing the student	Teacher stated that the student should, must, has to, got to, do something, such as "You should keep doing that." Teacher used verbal disapprovals of the student or the student's lack of compliance with the teacher's directions, such as "No, no, no."	9. Students isolation from the lesson	Students are less involved and isolate themselves from the lesson			

	you shouldn't do that.						
<p><b>Autonomy- supportive instructional behaviors</b></p> <p>10. Time listening</p> <p>11. Asking what student wants</p>	<p>Teacher listen carefully and fully attended to the student's speech, as evidenced by verbal or nonverbal signals of active, contingent, and responsive information processing</p> <p>Teacher asking questions</p>	<p><b>Learner Attributes</b></p> <p>10. Time students talking</p> <p>11. Participating in conversation</p>	<p>Students talked more than the teacher overall in the lesson</p> <p>Students got time to openly interact regarding the learning topic and share their opinions in the lesson</p> <p>Students respond and participate in class with teacher's</p>	<p>1</p>	<p>Reserved</p>	<p>Change wording</p>	

<p>12. Time allowing student to work in own way</p>	<p>specifically about what the student wanted or desired, such as "Which pattern do you want to start with?"</p>	<p>n with teacher</p>	<p>questions. They feel more comfortable and engage in conversation with the teacher.</p>	<p>0.67</p>	<p>Reserved</p>		
<p>13. Seating arrangements</p>	<p>Teacher invited or allowed the students to work independently on the activity in their own way just by being a guiding light.</p>	<p>12. Students complete their activity/work</p>	<p>Students complete their assigned activity/work in their own way using teacher's guideline and trying by themselves by making an effort.</p>	<p>1</p>	<p>Reserved</p>		
<p>14. Providing rationales</p>	<p>Teacher invited the student to sit in the chair nearest to the learning materials.</p>	<p>13. Students seating and learning materials</p>	<p>Students sat in an interactive setting got acquainted to the learning materials.</p>	<p>1</p>	<p>Reserved</p>	<p>Change 'teach' to 'presented'</p>	
	<p>Teacher provided explanatory statements as to why a particular</p>	<p>14. Students engage in the learning activities</p>	<p>Students involve themselves and engage in learning activities that teachers presented during the lesson. Students try to</p>	<p>1</p>			



<p>15. Praise as informational feedback</p>	<p>course of action might be useful such as "How about we try this question/activity, because it is what you will enjoy and know."</p>	<p>15. Students appreciate praise</p>	<p>work on new ways and enjoy teacher's guidelines. Students are positively affected by informational praise and appreciate the praise.</p>	<p>1</p>	<p>Reserved</p>		
<p>16. Offering encouragements</p>	<p>Teacher used statements to communicate positive feedback about the student's improvement or mastery, such as "Good job" and "That's great."</p>	<p>16. Students are motivated to perform</p>	<p>Students are motivated by teacher's praise and feel enthusiastic and willing to excel and perform better.</p>	<p>1</p>	<p>Reserved</p>		
<p>17. Offering hints</p>	<p>Teacher used statements to boost or sustain the learner autonomy, such as "Almost," "You're close," and "You can do it."</p>	<p>17. Students guided by teacher</p>	<p>Students guided by teacher when they are stuck and make progress by listening and using</p>	<p>1</p>	<p>Reserved</p>		
<p>18. Being responsive to</p>							

<p>student-generated questions</p>	<p>Teacher gave suggestions about how to make progress when the student seemed to be stuck, such as "If might be easier to work with this part first then move to that..."</p>	<p>18. Students ask questions</p>	<p>Students ask questions when they do not understand or want to clarify and give comments in the lesson</p>	<p>1</p>				
<p>19. Communicating perspective-taking statements</p>	<p>Teacher gave contingent replies to a student-generated comment or question, such as "Yes, you have a good point" and "Yes, right, that was the second one."</p>	<p>19. Students reach the goals of the lesson</p>	<p>Students usually reach the goals of the lesson set by the teacher in the beginning of the class.</p>					
	<p>Teacher gave empathic statements to acknowledge the student's perspective or</p>							



**Appendix F: IOC (Item-Objective Congruence Index) of Instruments of Stimulated Recall**

Questions	Expert	Expert	Expert	IOC	Meaning	Comment
	A	B	C	Total		
1. Did students comfortably engage in conversation with you during the lesson?	1	1	1	1.00	Reserved	Add 'how'
2. Did you give students a chance to work on the activity/task before showing them the method?	1	1	1	1.00	Reserved	Add 'when'
3. Did your praise usually affect student's ability to make more effort in their class performance?	1	1	1	1.00	Reserved	
4. Did the students enjoy using and benefit from the learning materials you presented in the lesson?	1	1	1	1.00	Reserved	
5. Did you achieve the goals you set for yourself to teach this lesson?	1	1	1	1.00	Reserved	
6. Did the students achieve the goals you set for them this lesson?	1	1	1	1.00	Reserved	

Additional Comments: The interview questions should be in more open-ended form so that teachers can give a reason and explain the situation when answering. For example use words such as How, Why, When, and Explain.

### Appendix G: Score results from main study- Questionnaire

#### Teacher 1 (Chulalongkorn University Demonstration School)

Autonomy-Supportive	1-18	18 questions	90	79	87.78%
Controlling	19-34	16 questions	80	36	45.00%
			170	115	

#### Teacher 2 (Chulalongkorn University Demonstration School)

Autonomy-Supportive	1-18	18 questions	90	75	83.33%
Controlling	19-34	16 questions	80	33	41.25%
			170	108	

**Teacher 3** (Sri Nakharinwirot Prasarnmit Demonstration School)

Autonomy-Supportive	1-18	18 questions	90	71	78.89%
Controlling	19-34	16 questions	80	36	45.00%
			170		

**Teacher 4** (Sri Nakharinwirot Prasarnmit Demonstration School)

Autonomy-Supportive	1-18	18 questions	90	79	87.78%
Controlling	19-34	16 questions	80	36	45.00%
			170		

**Teacher 5** (Ramkhamhaeng University Demonstration School)

Autonomy-Supportive	1-18	18 questions	90	66	73.33%
Controlling	19-34	16 questions	80	39	48.75%
			170		

**Teacher 6** (Ramkhamhaeng University Demonstration School)

Autonomy-Supportive	1-18	18 questions	90	63	70.00%
Controlling	19-34	16 questions	80	37	46.25%
			170		

**Teacher 7** (Kasetsart University Laboratory School)

Autonomy-Supportive	1-18	18 questions	90	64	71.11%
Controlling	19-34	16 questions	80	38	47.50%
			170		

**Teacher 8** (Kasetsart University Laboratory School)

Autonomy-Supportive	1-18	18 questions	90	75	83.33%
Controlling	19-34	16 questions	80	41	51.25%
			170		

**Teacher 9 (Kasetsart University Laboratory School)**

Autonomy-Supportive	1-18	18 questions	90	48	53.33%
Controlling	19-34	16 questions	80	39	48.75%
			170		

**Teacher 10 (Kasetsart University Laboratory School)**

Autonomy-Supportive	1-18	18 questions	90	69	76.67%
Controlling	19-34	16 questions	80	44	55.00%
			170		

**Teacher 11 (Kasetsart University Laboratory School)**

Autonomy-Supportive	1-18	18 questions	90	80	88.89%
Controlling	19-34	16 questions	80	46	57.50%
			170		



**Teacher 12 (Kasetsart University Laboratory School)**

Autonomy-Supportive	1-18	18 questions	90	81	90.00%
Controlling	19-34	16 questions	80	66	82.50%
			170		



## Appendix H: Results from Main Study (Observation Checklist)

### Percentage of Agreement between Researcher and Inter-Rater Reliability

1= Both Raters agree/disagree

0= One Rater agree/disagree

Controlling Teacher Behavior Items	Researcher and Inter-Rater Agree-Disagree	Learner Autonomy Items	Researcher and Inter-Rater Agree-Disagree
1	1	1	1
2	1	2	1
3	1	3	1
4	0	4	0
5	1	5	1
6	1	6	1
7	1	7	1
8	1	8	1
9	1	9	1
Total Percentage of agreement/ disagreement	8/9 = 88.89%	Total Percentage of agreement/ disagreement	8/9 = 88.89%
<b>Autonomy-Supportive Teacher Behavior Items</b>	<b>Researcher and Inter-Rater Index</b>	<b>Learner Autonomy Items</b>	<b>Researcher and Inter-Rater Index</b>

Controlling Teacher Behavior Items	Researcher and Inter-Rater Agree-Disagree	Learner Autonomy Items	Researcher and Inter-Rater Agree-Disagree
10	1	10	1
11	0	11	0
12	1	12	1
13	1	13	1
14	1	14	1
15	1	15	1
16	1	16	1
17	1	17	1
18	0	18	0
19	1	19	1
Total Percentage of agreement/ disagreement	8/10 = 80%	Total Percentage of agreement/ disagreement	8/10 = 80%

## Appendix I: Lists of experts validating the instruments

Experts validating English lesson plans using intercultural approach

1. Dr. Maneerat Ekkayokkaya, Ph.D.

Instructor, Division of Foreign Language Teaching, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University

2. Dr. Rudeerat, Ph.D.

Instructor, Division of Foreign Language Teaching, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University

3. Dr. Chalermpon, Ph.D.

Instructor and Head of Elementary, Chulalongkorn University Demonstration School

## VITA

Poornima Kaur Singhnarang was born on March 15th, 1992 in Bangkok, Thailand. She graduated with a Bachelors' degree in Business Administration majoring in Marketing from Mahidol University International College. After graduation, she furthered her Master's Degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University.



