EFFECTS OF AUTONOMY-SUPPORTIVE ENGLISH LANGUAGE INSTRUCTION ON STUDENTS' MOTIVATION IN ENGLISH LANGUAGE CLASSROOMS

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ผลของการสอนภาษาอังกฤษแบบสนับสนุนความเป็นอิสระในตนเองที่มีต่อแรงจูงใจของนักเรียนในชั้นเรียนภาษาอังกฤษ

น.ส. มินตรา พิทักษ์เมธากุล

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การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนภาษาอังกฤษแบบสนับสนุนความเป็นอิสระในตนเองที่มีต่อแรงจูงใจของนักเรียนในชั้นเรียนภาษาอังกฤษ และเพื่อศึกษาความคิดเห็นที่นักเรียนมีต่อการสอนภาษาอังกฤษแบบสนับสนุนความเป็นอิสระในตนเอง กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ ได้แก่ นักเรียนระดับมัธยมศึกษาปีที่ 5 จำนวน 25 คน ซึ่งกำลังศึกษาอยู่ในโรงเรียนรัฐบาล ในภาคการศึกษาที่ 2 ปีการศึกษา 2561 โดยใช้การสุ่มแบบเฉพาะเจาะจง เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบวัดแรงจูงใจในชั้นเรียนภาษาอังกฤษ และการสัมภาษณ์ความคิดเห็นของนักเรียนเกี่ยวกับการสอนภาษาอังกฤษแบบสนับสนุนความเป็นอิสระในตนเอง วิเคราะห์ข้อมูลโดยใช้สถิติเชิงบรรยาย paired-sample t-test และ การวิเคราะห์เชิงเนื้อหา

ผลการศึกษาพบว่า นักเรียนมีแรงจูงใจในชั้นเรียนภาษาอังกฤษสูงขึ้นหลังจากได้รับการสอนแบบสนับสนุนความเป็นอิสระในตนเอง อย่างมีนัยสำคัญ และนอกจากนี้นักเรียนยังมีความคิดเห็นเชิงบวกต่อการสอนภาษาอังกฤษแบบสนับสนุนความเป็นอิสระในตนเอง ในเชิงแรงจูงใจในการเรียนภาษาอังกฤษในชั้นเรียน การจัดการเรียนการสอนในชั้นเรียนภาษาอังกฤษ และแรงจูงใจของครูในการสอน ผลการวิจัยชี้ให้เห็นว่าการสอนภาษาอังกฤษแบบสนับสนุนความเป็นอิสระในตนเองมีประสิทธิภาพสูงและควรนำไปใช้ในการสอนนักเรียนในระดับและแผนการเรียนอื่นๆ นอกจากนั้นเนื่องจากการสอนภาษาอังกฤษแบบสนับสนุนความเป็นอิสระในตนเองสามารถนำไปใช้กับรวิธีการสอนที่หลากหลายจึงควรมีการนำไปศึกษาวิจัยร่วมกับการสอนทักษะภาษาอังกฤษต่างๆ หรือบูรณาการเข้ากับวิธีการสอนภาษาอังกฤษเพื่อศึกษาประสิทธิภาพของวิธีการสอนนี้ต่อไป

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The present study aimed at exploring the effects of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms, and aimed at investigating students' opinions toward Autonomy-Supportive English Language Instruction. The participants were 25 eleventh grade students who were studying in a public school in the second semester of the academic year 2018, which were selected by purposive sampling. The research instruments were students' self-report motivation in English language classrooms questionnaire, and students' opinions toward autonomy-supportive English language instruction interview questions. The data were analyzed using descriptive statistics, paired-sample t-test and content analysis.

The results revealed that students' motivation in English language classrooms increased significantly after receiving Autonomy-Supportive English Language Instruction. In addition, students also had a positive opinion of Autonomy-Supportive English Language Instruction in terms of motivation in learning English in the English language classrooms, teaching practices in the English language classrooms, and the teacher's motivation in teaching. The findings suggested that as Autonomy-Supportive English Language Instruction is considered highly effective, it should be applied to teaching students in other levels and study programs. In addition, since this type of instruction is not attached to any specific skills or teaching methodology, further study can be applied to teaching specific skills of English or integrating into the specific English language teaching methodology in order to investigate its effectiveness.

Field of Study:	Teaching English as a Foreign Language	Student's Signature .....
Academic Year:	2018	Advisor's Signature .....

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CHAPTER I

INTRODUCTION

Background of the study

Motivation is considered an important factor of success and failure in learning a language (Dornyei, 2002). As English is one of the most important languages, it is essential study how students are motivated to learn English (Brown, 2007; Dornyei, 2002; Inngam & Eamoraphan, 2014)

While a number of studies have shown that Thai students have high motivation in learning English, it is reported that their motivation is mostly extrinsic or instrumental (Choomthong & Chaichompoo, 2015; Kitjaroonchai, 2012). Vibulphol (2016) found that classroom instruction tended to rely on external sources of motivation, which resulted in the loss of students' intrinsic motivation during class time. As a result, students tend to lose long-term motivation in learning English (Loima & Vibulphol, 2014; Vibulphol, 2016) To support students' intrinsic motivation, Self-Determination Theory suggests utilizing three basic human needs, which are the need for competence, the need for

relatedness and the need for autonomy (Deci & Ryan, 1985). Autonomy is defined as encouraging students' satisfaction via positive functioning, and psychological and physical well-being. Consequently, students experience higher - quality motivation, which significantly improves their classroom engagement and, subsequently, enhances their motivation in learning. As a result, students gain higher academic achievement (Ryan & Deci, 2017). Reeve and Jang (2006) contended that students who receive autonomy support from their teachers experience higher-quality motivation and perform better in the classrooms. They receive needs satisfaction, greater autonomous motivation, greater classroom engagement, higher-quality learning, a preference for optimal challenge, enhanced psychological and physical well-being, and higher academic achievement.

Although the benefits of autonomy support are outstanding, there are not many empirical and experimental studies on students' motivation in language learning (Cheng & Dörnyei, 2007). The number is even less from the perspective of Self-Determination Theory. Only one study by Kaur, Hashim, and Noman (2015) was found as an experimental study of providing autonomy support in the English language

classroom. Therefore, there is a need for conducting experimental studies on autonomy-supportive teaching and students' motivation in English language classrooms.

Regarding the significance of autonomy support, the current study translates this principle into the English language classroom by developing a new model called Autonomy-Supportive English Language Instruction, which integrates six autonomy-supportive instructional behaviors described by Reeve (2016) into English language instruction during lessons, including considering the students' perspective, vitalizing inner motivational resources, providing explanatory rationales, acknowledging and accepting negative effects, relying on informational, non-pressuring language, and displaying patience.

Research Questions

The present study attempts to find answers to the following questions:

1. To what extent does Autonomy-Supportive English Language Instruction enhance students' motivation in English language classrooms?

2. What are the opinions of the students toward Autonomy-Supportive English Language Instruction?

Objectives

The present research aims to:

1. explore the effects of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms; and
2. investigate the students' opinions toward Autonomy-Supportive English Language Instruction.

Definitions of Terms

1. Autonomy-Supportive English Language Instruction

Autonomy-Supportive English Language Instruction refers to an instructional model which comprises of procedures of developing and implementing autonomy support in English language classrooms, including analyzing, designing, introducing, implementing, reflecting and suggesting, which focuses on providing instruction that

corresponds to students' inner motivational resources in order to support and enhance students' autonomy and motivation in learning English. The following autonomy-supportive instructional behaviors by Reeve (2016)are integrated into each stage of the procedures.

1.1 Incorporating students' perspectives refers to analyzing students' needs and preferences for the English language classroom in order to develop lesson that correspond to students' inner motivational resources.

1.2 Vitalizing inner motivational resources refers to providing English language instruction by initiating and regulating students' engagement in the classroom with their six inner motivational resources.

1.2.1 Autonomy refers to the need to be the origin of one's own thoughts, goals, feeling, and behaviors.

1.2.2 Competence refers to the need to seek optimal challenges and put effort in mastering them.

1.2.3 Relatedness refers to the need to be involved and accepted by people with similar concern and liking.

1.2.4 Curiosity refers to an emotion that is cognitively generated when experiencing an unexpected knowledge gap and desiring to complete it.

1.2.5 Interest refers to an emotion that occurs when students desire to seek, explore, investigate to learn something new or develop greater understanding.

1.2.6 Intrinsic goal refers to personal strivings to pursue personal growth or closer interpersonal relationships.

1.3 Providing explanatory rationales refers to providing students verbal explanation why each instructional activity, classroom procedures, and behavioral requests are worth doing, important, valuable or useful in order to make the students accept and begin to internalize the value of the teacher's request.

1.4 Acknowledging and accepting negative affect refers to addressing and welcoming students' concerns, negative emotions, problematic self-regulation, complaints, protests, resistance and negative attitude as valid reactions to imposed rules, assignments, requests and expectations from the teacher following by taking students' suggestion and altering the instruction.

1.5 Relying on informational and non-pressuring language refers to using verbal and nonverbal communications that are diagnostic, flexible, non-evaluative, and helpful which minimize pressure while simultaneously conveying choice and flexibility to help students find ways to align their classroom activity with both the teacher's instructional goals and their own inner motivational resources.

1.6 Displaying patience refers to allowing students time and space during learning activities in the classroom for their input, initiative, and willingness by listening, watching, being responsive, and postponing assistance until it is needed.

2. Motivation

Motivation refers to a force that activates, directs, and sustains goal-directed behaviors. In this study, it refers to factors that drive and energize students' behaviors in English language classrooms which results from vitalizing and supporting students' inner motivational resources with learning activities that are curiosity-provoking, interesting, personally important, and engaging.

3. English language classrooms refers to the teaching and learning process of English language related content in English language classrooms.

Scope of the Study

1. The population of this study are upper secondary school students in public schools in Thailand in the second semester of the academic year 2018.

2. The Autonomy-Supportive English Language Instruction is an independent variable in this study. Students' motivation in English language classrooms is a dependent variable.

Significance of the Study

This study will help to explore the effectiveness of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms and provide a more concrete intervention for autonomy-supportive teaching in English language classrooms. It will also help suggest how autonomy-supportive teaching can be implemented in English language classrooms in Thailand. Since there are few studies about autonomy-supportive teaching in English language classrooms, this study will help add up empirical study into the field of motivation study. In terms of research

on motivation, this study will help provide some guidelines for future experimental studies.

CHAPTER II

REVIEW OF LITERATURE

English Language Learning Situations in Thailand

The low English proficiency of Thais has long been discussed. An attempt to address the English proficiency of Thai learners has been implemented by changing the curriculum from a teacher-centered to a learner-centered approach. According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), learner-centeredness is being promoted for classroom instruction in order to enhance learners' capacity to fulfill their greatest potential in various aspects of their studies (Ministry of Education, 2008). Several learning processes such as, self-learning, knowledge-creation and thinking processes, in relation to autonomy in learning, were mentioned to be employed in order for learners to achieve their learning goals.

Although the aforementioned study suggested that teaching using a learner-centered approach can significantly improve learners' language proficiency, a study by Loima (2016) found that teacher-centeredness is conversely widely practiced in

classrooms in Thailand. Similarly, a study on Thai primary school English teachers revealed that teachers have little knowledge about learner-centeredness and some even have misunderstandings about the concept which is due to the lack of teacher training. More studies are, therefore, required to seek the most suitable strategies for English classrooms (Tongpoon-Patanasorn, 2011).

The ongoing issue can be explained by the fact that teacher-centeredness is a teaching style that has been rooted in Thai education for a long time. Students in classrooms in Thailand are normally motivated to learn as a whole group, which was believed to address their motivation and personal preferences (Loima, 2016; Loima & Vibulphol, 2014). This, in fact, has demotivated students. It is suggested that this should be changed toward providing more learning space and offering more opportunities for students to take part in classes in order to enhance their motivation and attitudes in learning (Dueraman, 2013; Loima, 2016; Loima & Vibulphol, 2014). In addition, English instruction should be designed by aiming at promoting independent and life-long learning (Dueraman, 2013).

Accordingly, the learning environment which allows students more thinking and learning space, providing them more participation and assigning them more active roles is urgently required for classrooms in Thailand. This environment should be promoted together with providing teacher training in order to achieve the target outcomes.

Autonomy Support

In a classroom setting, there are several factors that come together and influence students' motivation. Students experiencing autonomy, as expounded by the SDT, display positive academic outcomes, enhanced creativity, greater enjoyment and effort, positive emotions and motivation (Reeve & Jang, 2006). In the context of educational setting, the volitional (autonomy) experience of motivation extended by a teacher to their students through classroom dynamics is identified as teacher autonomy support (TAS)(Jang, Reeve, & Deci, 2010). A review of the features of TAS originally stems from the concept of autonomy in the SDT. Deci and Ryan (1985) presented events and context that could function either to support autonomy or control behavior. Under controlling events (such as setting deadlines, not requiring

choices and relying on tangible rewards). Tangible rewards were seen to have negative effects on self-determination and also undermine intrinsic motivation. Furthermore, in autonomy supportive events, giving choices to students to accomplish a task in a manner they would like to and providing positive feedback on competence was reported to increase intrinsic motivation (Deci & Ryan, 1987). Later, in a series of studies conducted by Reeve and colleagues, TAS emerged as a robust framework for dimensions of classroom autonomy (Reeve, Bolt, & Cai, 1999; Reeve & Halusic, 2009; Reeve & Jang, 2006) These studies have contributed a variety of instructional behaviors that provide guidance on how to support students' autonomy in classroom settings. In addition, several other intervention studies have validated these elements of TAS in school settings. Autonomy- supportive behaviors include listening carefully to students, providing opportunities for students to contribute verbally (active participation) and work in their own way, allowing students to manipulate teaching objects, and acknowledging their perspective, communicating a rationale for learning, giving encouragement and providing praise as rewards.

Environments that promote TAS contribute significantly to students' learning and academic achievement across cultures. In a classroom setting, teachers can nurture conditions of autonomy support through their interpersonal and motivating styles (Reeve & Jang, 2006). At the same time, SDT suggests that TAS has the added benefit of facilitating autonomous regulation in students whereby students learn to function in a productive way even for an uninteresting activity (Vansteenkiste, Zhou, Lens, & Soenens, 2005)

Benefits of Autonomy Support

Autonomy support has benefits for both students and teachers. Students who receive autonomy support from their teachers experience higher-quality motivation and display markedly more positive classroom functioning and educational outcomes, including more need satisfaction, greater autonomous motivation (i.e., intrinsic motivation, identified regulation), greater classroom engagement, higher-quality learning, a preference for optimal challenge, enhanced psychological and physical well-being, and higher academic achievement (Reeve, 2016).

Teachers who participate in workshops designed to help them learn how to become more autonomy supportive (compared with teachers in a control group) not only dis play greater autonomy-supportive teaching, but they further report greater need satisfaction from teaching, greater harmonious passion for teaching, greater teaching efficacy, higher job satisfaction, greater vitality during teaching, and less emotional and physical exhaustion after teaching.

Autonomy-Supportive Teaching

Instructional behaviors

An autonomy-supportive motivating style involves the enactment of six positively interrelated and mutually supportive instructional behaviors, including 1) taking the student's perspective, 2) vitalizing inner motivational resources, 3) providing explanatory rationales for requests, 4) acknowledging and accepting students' expressions of negative effect, 5)relying on informational, non-pressuring language, and 6) displaying patience.

The above six behaviors can be divided into two main aspects according to the nature of the activities; first, the behaviors used to react when uninteresting activities are provided, and second, the behaviors used when the activities are interesting and supporting personal goals. The former includes providing explanatory rationales for requests, acknowledging and accepting students' expressions of negative affect, and relying on informational, non-pressuring language. The latter includes taking the student's perspective, vitalizing inner motivational resources, and displaying patience.

Instructional Flow

In practice, the behaviors can also be divided into three critical moments due to the flow of the lesson as presented in the figure.

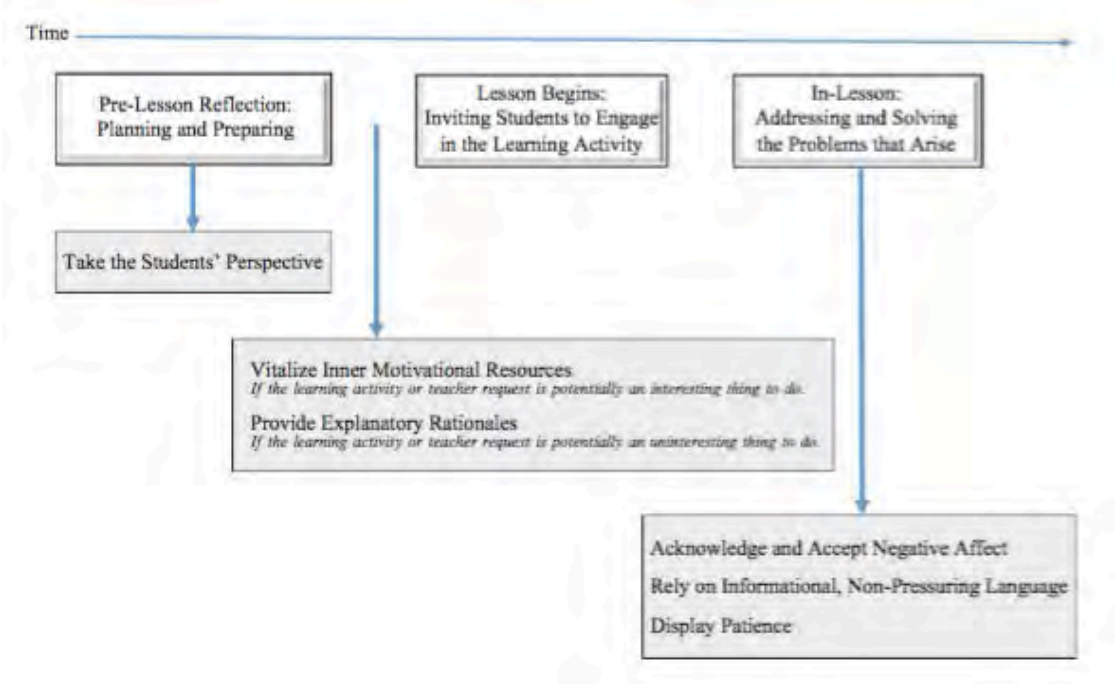

Figure 1 Three critical motivational moments in the flow of autonomy-supportive teaching (Reeve, 2016, p.136)

Teachers' Motivating Styles

To motivate students in learning activities, it can be said that every teacher always encounters challenges to provide the students appropriate instruction. Some teachers have been using controlling aspects to monitor the students about what they should think, feel, and behave with providing pressure environment. On the other hand, some teachers believe in autonomy aspects which support students'

perspectives and initiatives with understanding. The students will be given high respect toward their opinions to identify, nurture, and develop students' inner motivational resources (Assor, Kaplan, & Roth, 2002; Reeve al., 2004). In addition, interactions between the teachers and students are rather flexible and reciprocal. As Deci, Schwartz, Sheinman, and Ryan (1981) mentioned that two different patterns used to motivate the students are "a teachers' orientation toward control vs. autonomy". It is also called "motivating style" by Reeve (2009). Therefore, Deci et al., (1981) noted that ranges of motivating styles are presented along a bipolar continuum starting from a highly controlling style on one end to a highly autonomy-supportive style on the other end. It means autonomy-supportive teachers' characteristics during instruction are qualitatively different from those controlling teachers'.

Table 1 Definition, Enabling Conditions, and Instructional Behaviors Associated with controlling and With Autonomy Support (Reeve & Halusic, 2009)

Controlling
Definition Interpersonal sentiment and behavior teachers provide during instruction to pressure students to think, feel, or behave in a specific way. Enabling conditions Adopt the teacher's perspective. Intrude into students' thoughts, feelings, or actions. Pressure students to think, feel, or behave in a specific way. Instructional behaviors Rely on outer sources of motivation. Neglect explanatory rationales. Rely on pressure-inducing language. Display impatience for students to produce the right answer. Assert power to overcome students' complaints and expressions of negative affect.

Autonomy Support
Definition Interpersonal sentiment and behavior teachers provide during instruction to identify, nurture, and develop students' inner motivational resources. Enabling conditions Adopt the students' perspective. Welcome students' thoughts, feelings, and actions. Support students' motivational development and capacity for autonomous self-regulation. Instructional behaviors Nurture inner motivational resources. Provide explanatory rationales. Rely on noncontrolling and informational language. Display patience to allow time for self-paced learning. Acknowledge and accept expressions of negative affect.

Controlling Style

The nature of a controlling style is providing any approaches to motivate students with a controlling one. It is the interpersonal sentiment and behavior provided during instruction to pressure students to think, feel, or behave in particular ways (Reeve & Halusic, 2009). Originally, the controlling motivating style is taking the teachers' perspective as a priority over the students' one. As Reeve (2009) noted that there are three conditions which initiate this style of instruction: adopt only the teachers' perspective, intrude into students' thoughts, feeling, or actions, and pressure students to think, feel, or do in prescribed ways. For example, a teacher takes a pencil or paintbrush out of a student's hands without certain reasons to hold it a different way meaning that the teacher's style becomes controlling. The teacher ignores the student's perspective by not asking the student why she is doing what is she doing, intruding her by taking a pencil out of her hands, and applying pressure by using forceful language or guilt-inducing criticism to lead her to think, feel, or do in a defined way. Moreover, controlling motivating style is divided into two groups based on teachers' expressions: direct control and indirect control. Direct control includes

expressing and putting attempt explicitly to creating external compulsions to act, for instance, setting the deadline, giving verbal commands, environmental incentives, and so on. In contrast, when the teachers create internal compulsions to act, such as providing feelings of guilt, shame, and anxiety (Barber, 1996), threatening to withdraw attention approval (Assor et al., 2004), leading a way of thinking, feeling, behaving to the students' self-esteem (Ryan, 1982), and so forth. Thus, when the teachers create instructions, they tend to rely on controlling instructional behaviors as shown in Table 1.

Autonomy-Supportive Style

The nature of an autonomy-supportive style is providing any approaches to motivate students with an autonomy-support one. It is the interpersonal sentiment and behavior provided during instruction to identify, vitalize, nurture, develop, strengthen, and grow students' inner motivational resources (Reeve & Halusic, 2009). Three conditions of an autonomy-supportive style are adopting the students' perspective, welcoming the students' thoughts, feelings, and behaviors, and supporting

the students' motivational development and capacity for autonomous self-regulation. To elaborate more, the students' perspectives are taken and integrated into the flow of instruction in order to create proper classroom conditions in which students' autonomous motivations are congruent with their classroom activities. In terms of welcoming, the teachers always welcome students' perspectives, feelings, behaviors. In addition, the students' thoughts, emotions, and behavioral intentions are acknowledged and appreciated by the teachers. Apart from these two conditions, the students' capacity for autonomous self-regulation is acknowledged by attempting to obtain the students' long-term developmental support rather than daily support for the students' academic pursuits. Therefore, they can initiate and regulate academic motivation by themselves. In summary, when the teachers create instructions, they tend to rely on 5 autonomy-supportive instructional behaviors as shown in Table 2.1, including nurture inner motivational resources, provide explanatory rationales, rely on noncontrolling and informational language, display patience to allow time for self-paced learning, and acknowledge and accept expressions of negative affect (Reeve & Halusic, 2009). In 2016, Reeve proposed 6 instructional behaviors align with autonomy

supportive styles; (1) incorporating students' perspectives; (2) vitalizing inner motivational resources including 6 engagement-fostering inner motivational resources: autonomy, competence, relatedness, curiosity, interest, and intrinsic goals; (3) providing explanatory rationales; (4) acknowledging and accepting negative affect; (5) relying on informational and non-pressuring language; and (6) displaying patience.

(1) Incorporating students' perspectives

Incorporating students' perspectives refers to analyzing students' needs and preferences for the English language classroom in order to develop lesson that correspond to students' inner motivational resources.

(2) Vitalizing inner motivational resources

Vitalizing inner motivational resources refers to providing English language instruction by initiating and regulating students' engagement in the classroom with their six inner motivational resources.

Autonomy refers to the need to be the origin of one's own thoughts, goals, feeling, and behaviors.

Competence refers to the need to seek optimal challenges and put effort in mastering them.

Relatedness refers to the need to be involved and accepted by people with similar concern and liking.

Curiosity refers to an emotion that is cognitively generated when experiencing an unexpected knowledge gap and desiring to complete it.

Interest refers to an emotion that occurs when students desire to seek, explore, investigate to learn something new or develop greater understanding.

Intrinsic goal refers to personal strivings to pursue personal growth or closer interpersonal relationships.

(3) Providing explanatory rationales

Providing explanatory rationales refers to providing students verbal explanation why each instructional activity, classroom procedures, and behavioral requests are worth doing, important, valuable or useful in order to make the students accept and begin to internalize the value of the teacher's request.

(4) Acknowledging and accepting negative affect

Acknowledging and accepting negative affect refers to addressing and welcoming students' concerns, negative emotions, problematic self-regulation, complaints, protests, resistance and negative attitude as valid reactions to imposed rules, assignments, requests and expectations from the teacher following by taking students' suggestion and altering the instruction.

(5) Relying on informational and non-pressuring language

Relying on informational and non-pressuring language refers to using verbal and nonverbal communications that are diagnostic, flexible, non-evaluative, and helpful which minimize pressure while simultaneously conveying choice and flexibility to help students find ways to align their classroom activity with both the teacher's instructional goals and their own inner motivational resources.

(6) Displaying patience

Displaying patience refers to allowing students time and space during learning activities in the classroom for their input, initiative, and willingness by listening, watching, being responsive, and postponing assistance until it is needed.

The Importance of Teacher's Roles in Fostering Learner Autonomy

Teachers play a big part in students' learning and fostering their motivation. According to Sinclair (2000), learner autonomy addresses how students responsible for their own learning. In addition, Todd (1996) suggested that students' level of autonomy depends on the control teachers pass to students. In order to enable students to control their own learning, teachers are in charge of assisting them to develop their autonomy by helping them to develop critical thinking and responsibility, providing them opportunities to make their own choices in their learning (Yunus, & Arshad, 2014). These can be done through learner training and providing support in the classroom which corresponds to Benson's (2003) five major aspects of promoting learner autonomy, including allowing learners to be actively involved in their own learning, providing options in learning and resources, providing opportunities for learner to choose, providing supports to learners, and encouraging learners to reflect on their performance.

In addition (Voller, 1997) suggested three practices that will lead to learner autonomy: 1) providing learners the control over the learning process, 2) negotiating

with learners in setting goals and procedures of learning, and 3) reflecting on teaching strategies and classroom interactions. However,

Since teachers have an important role toward students' learning, this study emphasized on investigating the effects of teachers' autonomy-supportive instructional behaviors in enhancing students' learning.

Motivation and Learning

Definition of Motivation

Motivation derives from the Latin verb movere which means to move (Dörnyei & Ushioda, 2014; Schunk, Meece & Pintrich, 2014). It is a term that covers different meanings (Dornyei, 2002). Middleton and Perks (2014) described motivation as the energy that leads to activity and engagement. As clarified by Schunk, Meece and Pintrich (2014), motivation is the process where activities led by goals are built and maintained. Besides, Harmer (2007) defined motivation as the internal drive which pushes someone to achieve something. In addition, Dörnyei (2002) stated that motivation is the abstract, complex and hypothetical concept that explains human

behavior, the cause and origin of action, while Reeve (1996) viewed motivation as a study of human behavior which is a result of the internal process. To be more specific to learning, Wentzel and Brophy (2014) proposed that it is what students invest in order to pursue their goals which might not be as the teacher expected. In short, motivation is a term that is used to refer to the abstract and complex process which internally pushes a person to do something to achieve a goal.

As with human behavior, motivation is extremely complex (Dornyei, 2002). It may originate from needs, cognition (thoughts, beliefs, and expectations) and emotions (Reeve, 1996). To explain human behavior, motivation involves direction and magnitude dimensions which identify why, how, how hard and how long people do something (Dörnyei & Ushioda, 2014; Dörnyei, 2002) or it can be viewed as being composed of the choice of doing something, the effort to be invested, and the persistence to do the thing (Dornyei, 2002). In the field of English language learning, motivation comprises motivation intensity, the desire to learn the language and attitudes toward learning the language. Therefore, motivated students are those who are enthusiastic and engaged to learn, and have positive attitudes toward the learning.

The Importance of Motivation Toward Language Learning

Motivation plays a significant role in learning. It was said to be a key to learning (Brown, 2007), and a supporting factor from the beginning to the end of learning (Vibulphol, 2016). Motivation remarkably determines success and failure in learning (Brown, 2007; Dornyei, 2002). In addition, having high levels of motivation over a long period of time will eventually create specialization in tasks (Dweek, 2002). In second or foreign language learning, regardless of the proficiency they possess, students can be successful when having a certain level of motivation (Dornyei, 2002).

Types of Motivation

According to (Brown, 2007), there are three different perspectives of motivation from three different schools of thought, behaviorism, cognitivism, and constructivism. For behaviorism, motivation is the anticipation of reward and the desire to receive positive reinforcement which are under the control of external and individual forces. We act to achieve further reinforcement, which is based on previous experiences of reward and the anticipation of positive reinforcement. On the other hand, from

cognitivism' s perspective, motivation is driven by basic human needs, exploration, manipulation, activity, stimulation, knowledge, and enhancement with different degrees of effort expended. Here, internal and individual forces are in control. Besides, looking from a constructivist point of view, motivation derives from both interactions with others and oneself, which are affected by social context, community, social status, and the security of the group. In this case, internal and interactive forces are believed to be in control. Although the three schools of thought articulate their ideas about motivation differently, needs seem to be the shared characteristics of all three philosophies as humans perform actions in order to fulfill their needs. This emphasizes how meeting needs is important. Overall, believing in different schools of thought about motivation can lead to different practices by teachers in order to motivate students.

According to self-determination theory (Ryan & Deci, 2000), motivation is divided into three types with different regulatory styles. The first type is amotivation which is defined as "the state of lacking the intention to act". The only regulatory style under this type is non-regulation. The second type is extrinsic motivation, the

motivation which is externally enhanced. There are four regulatory styles under this type of motivation ranging from least to most autonomous, namely external regulation, introjected regulation, identified regulation, and integrated regulation. External regulation involves behaviors that are performed due to external stimulation. Introjected regulation involves behaviors that are performed to avoid guilt or anxiety. Identified regulation involves behaviors that are performed by perceiving the value of the behaviors. Integrated regulation derives when the behaviors are being evaluated and accepted as ones' needs and values. The last type is intrinsic motivation with the only regulatory style, intrinsic regulation. It refers to the highly autonomous motivation which is when behaviors are performed according to inherent satisfactions.

Assessing Motivation

As motivation is inherent in human behaviors, the method which is generally employed in the study of motivation assessment is by using questionnaires, observation and interviews. There are a number of motivation questionnaires which

are grounded in self-determination theory. Each assesses different constructs of the theory.

As an area of autonomy-supportive teaching in language learning is still limited, few questionnaires were developed and suggested to be used to assess students' motivation in learning a language. For example, Noels, Pelletier, Clément and Vallerand (2000) developed Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA). The questionnaire composed of seven subscales for assessing motivation in learning, including amotivation, external regulation, introjected regulation, identified regulation, intrinsic motivation – knowledge, intrinsic motivation – accomplishment, and intrinsic motivation – stimulation. However, the questionnaire was used with university students. Therefore, in order to develop a questionnaire that was suitable for lower level of English language learners, Ardasheva, Tong & Tretter (2012) developed a questionnaire called English Language Learner Motivation Scale (ELLMS): Pre-college by adapting four out of seven subscales that are suitable for assessing motivation in learning English of pre-

college English language learners ages 9-11 (elementary), 12-14 (middle), and 16-17 (high school) who learn English as a second language in the U.S.

In this study, the English Language Learner Motivation Scale (ELLMS): Pre-college had been adjusted for assessing learners motivation in learning English in Thai context.

Related Studies

In Thailand, few studies were conducted on students' motivation in English language classrooms as a result of autonomy-supportive teaching. Singhnarang and Gajaseni (2018) conducted a survey study about effects of teacher's motivating styles on learner autonomy of English as a foreign language elementary students which was found that students had learner autonomy in the classroom when teachers had higher autonomy support comparing to when teachers had medium or lower autonomy support. The motivating styles were also stated to be related to learners' autonomy in the classroom. In addition, two experimental studies were also conducted with elementary students. For instance, Kaur, Hashim and Noman (2015) studied about the

effectiveness of autonomy support instruction on Thai students' learning motivation in English language classrooms. The results revealed that teacher autonomy support intervention improved learning motivation of students in the experimental group. Another study was conducted in 2014. Kaur, Hashim and Noman (2014) also studied about effects of autonomy supportive teaching on motivation of Thai students which showed that students in the experimental group who received autonomy supportive teaching had higher interest, effort, relatedness and integrated regulation compared to those in the control group which were taught by using a traditional approach.

Rationale of the Study

Due to evident benefits of autonomy-supportive teaching and a great lack of studies in the field, more research studies on autonomy-supportive teaching and learners' motivation in English language classrooms are highly required. Moreover, since an experimental study on autonomy-supportive teaching in English language classrooms in Thailand with secondary students have not been conducted, studies are needed in order to bridge the gap.

Research Framework

Autonomy-Supportive English Language Instruction was developed as a research framework of this study by integrating six teachers' autonomy-supportive instructional behaviors proposed by Reeve (2016) as follows:

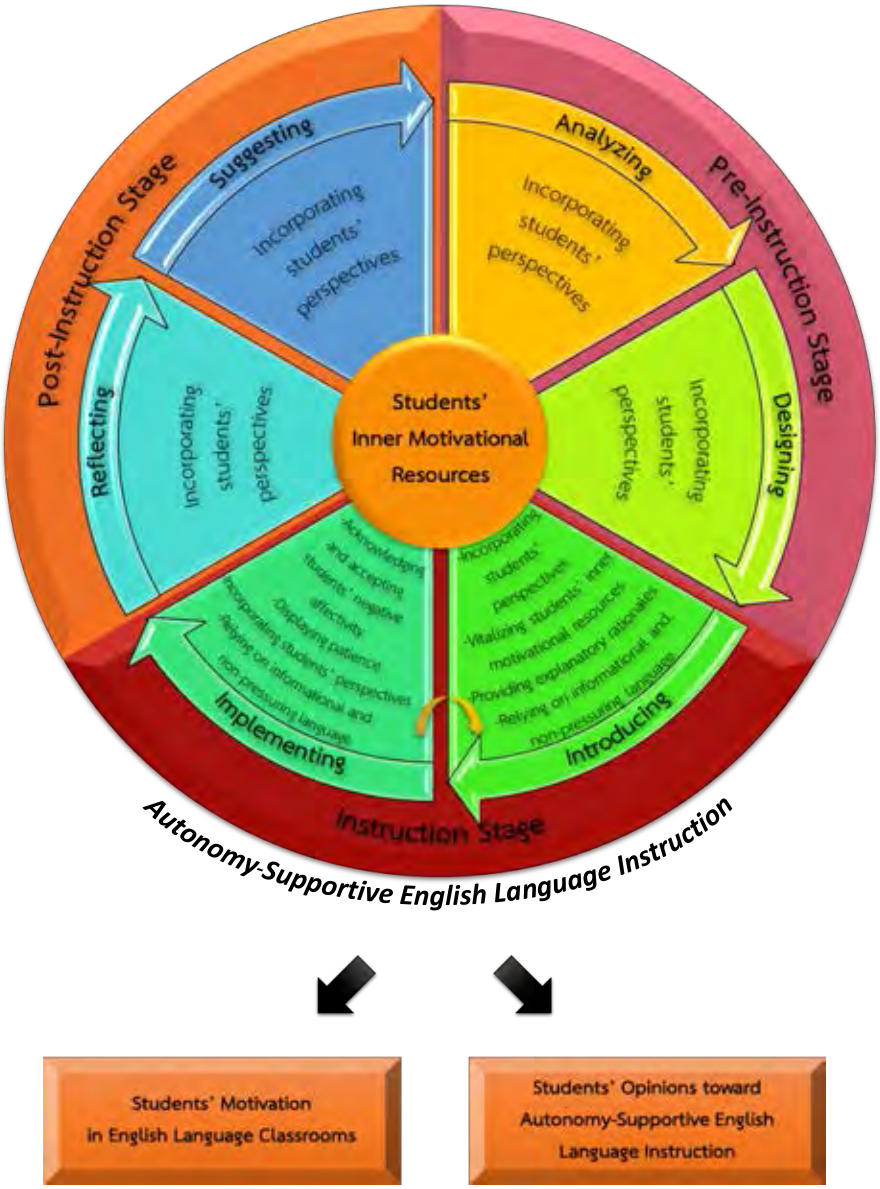

Figure 2 Autonomy-Supportive English Language Instructional Process

Figure 2 illustrates the Autonomy-Supportive English Language Instructional Process which was adapted from Reeve's Instructional Flow (2016). The Instructional Flow was synthesized and arranged into a cycle for developing, implementing and revising English language instruction in order to enhance students' motivation in learning English. Upon designing the process, students' inner motivational resources, which are the main sources of intrinsic motivation, were taken as a focus. The process is divided into three stages, including pre-instruction, instruction, and post-instruction stages. Each integrates and utilizes certain autonomy-supportive instructional behaviors adopted from Reeve (2016): 1) incorporating students' perspectives, 2) vitalizing students' inner motivational resources, 3) providing explanatory rationales, 4) relying on informational and non-pressuring language, 5) acknowledging and accepting students' negative affectivity, and 6) displaying patience.

Pre-Instruction Stage

The pre-instruction stage consists of two main steps, 'analyzing' students' needs and preferences and 'designing' the lesson. The purpose of this stage is to

develop lessons that align with students' inner motivational resources, their needs and interests. The autonomy-supportive instructional behavior employed during this stage is "incorporating students' perspectives".

'Analyzing' is first and foremost a step of Autonomy-Supportive English Language Instruction that enables perspective taking and contributes to vitalizing students' inner motivational resources. 'Designing' is another step in the pre-instruction stage which aims at designing and/or adjusting lessons and learning activities to align better with students' inner motivational resources.

Instruction Stage

The instruction stage consists of two main steps, namely 'introducing' and 'implementing' the lesson. The purpose of this stage is to apply the designed lessons with students in the classroom. When starting a new learning activity, the introducing process is employed following by the implementing process. Each step employs slightly different autonomy-supportive instructional behaviors.

‘Introducing’ is a step conducted prior to starting the lesson. The autonomy-supportive instructional behaviors employed during this stage are “incorporating students’ perspectives”, “vitalizing inner motivational resources”, “providing explanatory rationales”, and “relying on informational and non-pressuring language”. In addition, ‘Implementing’ is a step conducted during the lesson, which aims at addressing and solving issues that may cause students to lose their interest or attention in the lesson to maintain students’ motivation in learning. The autonomy-supportive instructional behaviors employed during this stage are “acknowledging and accepting students’ negative affectivity”, “displaying patience”, “incorporating students’ perspectives”, and “relying on informational and non-pressuring language”.

Post-Instruction Stage

The post-instruction stage consists of two main processes, ‘reflecting’ the learned lesson, and ‘suggesting’ ideas for the next lesson. The purpose of this stage is to elicit comments and suggestions from students for improving the subsequent

lessons. The autonomy-supportive instructional behavior employed during this stage is “incorporating students’ perspectives”.

‘Reflecting’ is a step conducted during the post-instruction stage right after each unit of the lessons. ‘Suggesting’ is another step conducted during post-instruction stage promptly after unit reflection. It aims at collecting students’ suggestions and additional preferences for the next lesson according to the topic stated. The autonomy-supportive strategy employed during this stage is “incorporating students’ perspectives”.

After these processes, comments, feedback and suggestions from students are processed in pre-instruction stage by being analyzed. Then, the lessons are re-designed or adjusted in the designing process again before being implemented in the instruction stage in the classroom. The procedure is repeated in cycle throughout the instructional process.

Chapter III

Research Methodology

The present study aimed at exploring the effects of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms and investigating the students' opinions toward Autonomy-Supportive English Language Instruction. In order to provide the details of the research methodology implemented in this study, this chapter presents the research design, context of the study, population and samples, research procedure, instruments, data collection and data analysis. A comprehensive description of each section is presented below.

Research Design

This study employed a one-group quasi-experimental research design. The independent variable of this study was the Autonomy-Supportive English Language Instruction and the dependent variable was students' motivation in English language classrooms. The research design is presented in Figure 3 as follows:

O X O

Figure 3 One-group quasi-experimental research design

O means the implementation of students' self-report motivation in English language classroom questionnaire before and after the participation in the study

X means Autonomy-Supportive English Language Instruction

Both quantitative and qualitative methods were implemented to obtain quantitative and qualitative data for answering the research questions of this study. The quantitative data were obtained from comparing students' evaluation of their motivation in learning English in the English language classroom before and after their participation in this study. These quantitative data were analyzed to answer research question 1: To what extent does Autonomy-Supportive English Language Instruction enhance students' motivation in English language classrooms? In order to assure that

students' motivation in the English language classroom derived from the Autonomy-Supportive English language Instruction the teacher employed, Teacher's Self-Report Autonomy Orientations Questionnaire was completed by the teacher before providing conducting the study as a self-check. In addition, the qualitative data were obtained from the semi-structure interview on students' opinions toward Autonomy-Supportive English Language Instruction that they received in the English language classroom. These qualitative data were analyzed to answer research question 2: What are the opinions of the students toward Autonomy-Supportive English Language Instruction?

Moreover, in order to triangulate and verify the data, enhance the validity of research findings, and adjust the lessons to correspond to students' needs and preferences, other instruments which were used to collect additional data from the students and the teacher were also implemented in this study, including Students' English Language Classroom Reflection Form and Teacher's Reflection Form which were analyzed during the study for improving the next lessons.

The study was conducted for twelve periods in a regular class time in the second semester of the academic year 2018. Classes in the first half of the semester

were conducted by English language teachers. Then, the researcher replaced the teachers for the rest of the semester. The lessons included four units. Each unit consisted of three lessons. In total, there were twelve lessons. In terms of time allocation, each lesson lasted 50 minutes. Therefore, each unit lasted 150 minutes. The content of the lessons was developed according to students' needs and preferences obtained from needs analysis questionnaires.

The instructional instruments were implemented as the treatment of this research study while the research instruments were employed to examine the effects of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms. Quantitatively, the data was obtained from the comparison of the score obtained from students' self-report motivation in English language classroom questionnaire before and after the participation in this study. Moreover, qualitative data was obtained from the interview questions in order to investigate students' opinions toward Autonomy- Supportive English Language Instruction after their participation in the study.

Context of the Study

Satree Siriket School is located in Muang district of Sisaket. The school follows the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). It is considered a large school according to the number of students and teachers. There are about 3,000 students and 120 teachers. The school provides secondary education, from Matthayom 1-6. It offers different types of programs including Science-Mathematics, Mathematics-Language, Language and Art, English Program (for lower secondary students) and Mini English Program (for upper secondary students). The school is also known as the first school in Sisaket to establish the English Program. The school itself is also a language center of the province which allows students to have opportunities to participate in various activities. Students' motivation in learning English; however, varies from low to high.

Population and Samples

The population of this study was secondary level students who were studying in schools in Thailand. The samples of this study were purposively selected based on

their qualification of being secondary students who studied English in a school in Thailand. In addition, the samples were also selected due to availability of class time and research supportiveness of the school and the English program department. The samples consisted of 29 eleventh grade students who were studying in the Mini English Program – Science and Mathematics at Satreesiriket School in Sisaket, Thailand in the second semester of the academic year 2018. Four students who attended the class less than 80% of the class time due to attendance of extra activities were removed from the study. The students attended the English course which intended to implement the study as a compulsory course. In the first half of the semester, they studied with other English language teachers. Then, the researcher replaced the teachers for the rest of the semester.

For the interviews, six students were selected from the samples to participate in the interviews who represented the high motivation group (2), moderate motivation group (2), and low motivation group (2) according to the results from the students' self-report motivation in English Language Classrooms Questionnaire administered before the implementation of the study.

Prior to the implementation of the study, a letter of permission endorsed by the faculty was sent to the school to inform and ask for permission to conduct the study with the particular group of students. In addition, students were informed about the objectives, the research methodology and the research plan. Questions about the study were thoroughly answered. Subsequently, students were asked to complete a consent form which specified agreement according to the participation in this study. They were assured that their personal information was to be kept confidential and would only be revealed with their permission. They were made aware that they were at liberty to withdraw from participating in the study without any adverse effects on their grades and scores of this subject.

Research Procedure

The research procedure of this study involved three main phases, 1) the development of Autonomy- Supportive English Language Instructional process, 2) the implementation of Autonomy- Supportive English Language Instruction, and 3) the

investigation of effects of autonomy-supportive English language instruction and students' opinions. The overall cycle of the process is illustrated in Figure 4 as follows:

Phase 1: The Development of Autonomy-Supportive English Language Instruction

1.1 Conducting the literature review (exploring theories and related research studies)

1.2 Specifying the population and participants

1.3 Studying primary information about students (curriculum indicators, requirements of the course and opinions of subject teachers)

1.4 Constructing needs analysis questionnaires on:

1.4.1 Students' needs and preferences for English language classrooms

1.4.2 Students' experiences and preferences for teachers' instructional behaviors in English language classrooms

1.5 Validating the needs analysis questionnaires

1.6 Revising the questionnaires

1.7 Piloting the questionnaires

1.8 Revising the questionnaires

Phase 2: The Implementation of Autonomy- Supportive English Language Instruction

2.1 Pre-Instruction Stage

2.1.1 Analyzing

2.1.1.1 Conducting needs analysis

2.1.1.2 Analyzing students' needs and preferences

2.1.2 Designing

2.1.2.1 Constructing the lesson plans and research instruments

2.1.2.2 Validating the effectiveness of the lesson plans and research instruments

2.1.2.3 Revising the instruments

2.1.2.4 Piloting the instruments

2.1.2.5 Revising the instruments

2.1.3 Administering Students' Self-Report Motivation in English Language Classrooms Questionnaire

2.2 Instruction Stage (providing Autonomy-Supportive English Language Instruction)

2.2.1 Introducing

2.2.1.1 Informing students of the topic, objectives, core content, main activities, and assessment of the lesson at the beginning of the class

2.2.1.2 Inviting additional comments and suggestions toward the lesson from students

2.2.1.3 Engaging students in learning activities

2.2.1.4 Providing rationales when making a request

2.2.1.5 Communicating with students by not pressuring them verbally and nonverbally

2.2.2 Implementing

2.2.2.1 Addressing students' negative reactions, accepting and solving them

2.2.2.2 Providing students enough time to work on the task and postponing help until requested

2.2.2.3 Observing students and adjusting the lesson to align with their preferences during the lesson

2.2.2.4 Communicating with students positively

2.3 Post-Instruction Stage

2.3.1 Reflecting

2.3.1.1 Collecting students' and teachers' English Language classroom reflection

2.3.2 Suggesting

2.3.2.1 Collecting students' preferences for learning activities in the next lessons

Phase 3: The Investigation of the Effects of Autonomy-Supportive English Language Instruction and Students' Opinions

3.1 Administering Students' Self-Report Motivation in English Language Classrooms Questionnaire

3.2 Eliciting students' opinions toward Autonomy-Supportive English Language Instruction

3.3 Evaluating the effectiveness of the instruction

Figure 4 Summary of Research Procedures

According to Figure 4 , the first phase, the development of Autonomy-Supportive English Language Instructional process, was the primary study before developing the Autonomy- Supportive English Language Instruction which included

conducting the literature review (exploring theories and related research studies), specifying the population and participants, studying primary information about students (curriculum indicators, requirements of the course and opinions of subject teachers), constructing needs analysis questionnaires on students' needs and preferences for English language classrooms and students' experiences and preferences for teachers' instructional behaviors in English language classrooms, validating the needs analysis questionnaires, revising the questionnaires, piloting the questionnaires and conducting the final revision of the questionnaires.

The second phase was the implementation of Autonomy-Supportive English Language Instruction. This phase followed stages and steps of Autonomy-Supportive English Language Instruction based on the principle of autonomy-supportive instructional behaviors, including 1) incorporating students' perspectives, 2) vitalizing students' inner motivational resources, 3) providing explanatory rationales, 4) relying on informational and non-pressuring language, 5) acknowledging and accepting students' negative affectivity, and 6) displaying patience. The procedures included

analyzing and designing in the pre-instruction stage, introducing and implementing in the instruction stage, and reflecting and suggesting in the post-instruction stage.

The pre-instruction stage employed "incorporating students' perspectives" instructional behavior. To incorporate students' perspectives in analyzing step, the needs analysis questionnaire on students' needs and preferences for English language classrooms was administered to identify students' English language proficiency level, English language learning experiences, difficulties in using English, and needs and preferences for English language classrooms, namely topics, contents, learning activities, learning materials, learning tools, and learning assessment. In addition, the needs analysis questionnaire on students' experiences and preferences for teachers' instructional behaviors in English language classrooms was also used to identify teachers' behaviors students had encountered in the past English language classrooms and specify the types of behaviors they would like the English language teacher to express. Fourteen cases of classroom situations were presented to students as video clips. Students then identified whether they had experienced the situations and chose whether they would like the teacher to continue performing them in the classroom.

Students' responses were used as reassurance that students preferred autonomy-supportive teaching in the English language classroom. Apart from obtaining data from students, the researcher also reflected on experiences in teaching similar groups of students to predict reactions of the current group of students toward various kinds of learning activities. In addition, the researcher also discussed with other English language teachers who had experiences in teaching the class about students' learning styles, their needs and preferences for the past English language classrooms, and their gaps that needs to be filled. Finally, students' needs and preferences were analyzed.

In addition, in designing step, the data gained from the three sources, two needs analysis questionnaires and the reflection of teacher's instructional experiences, were subsequently used for designing and developing the lessons. As a result, this stage provided lessons that are likely to correspond to students' inner motivational resources.

For the first cycle of the process, before implementing Autonomy-Supportive English Language Instruction, Students' Self-Report Motivation in English Language

Classrooms Questionnaire was administered to investigate students' motivation in English language classrooms before providing the treatment.

The following stage was the instruction stage. During introducing step, "incorporating students' perspectives", "vitalizing inner motivational resources", "providing explanatory rationales", and "relying on informational and non-pressuring language" instructional behaviors were employed. To incorporate students' perspectives, the teacher informed students of the topic, objectives, core content, main activities, and assessment of the lesson at the beginning of the class. The teacher then invited additional comments and suggestions toward the lesson from students. To vitalize students' inner motivational resources, when introducing a learning activity, or when transitioning from one activity to another, the teacher tried to engage students in learning activities by providing them an opportunity to choose and do what they preferred (autonomy), set a goal in learning to overpass (competence), interact with classmates (relatedness), seek for answers to questions they had (curiosity), experience new things (interest), and improve themselves (intrinsic goals). In addition, to provide explanatory rationales, the teacher provided explanation when making a

request with students. To relying on informational and non-pressuring language, the teacher communicated with students by not pressuring them verbally and nonverbally.

For implementing step, the autonomy-supportive instructional behaviors employed during this stage were "acknowledging and accepting students' negative affectivity", "displaying patience", "incorporating students' perspectives", and "relying on informational and non-pressuring language". To acknowledge and accept students' negative affectivity, the teacher addressed students' negative reactions, accepted them and tried to help solve them. To display patience, the teacher provided students enough time to work on the task and postponed help until requested. To incorporate students' perspectives in this stage, the teacher observed students during the lesson and tried to adjust the lesson to align with their preferences. Besides, for relying on informational and non-pressuring language, the teacher continued to communicate with students positively.

The subsequent stage was the post-instruction stage which employed "incorporating students' perspectives" instructional behavior. For the reflecting step,

to incorporate students' perspectives, the teacher asked students to complete the English language classroom reflection form to elicit students' opinions toward the lesson, their motivation in learning, their perception of accomplishment, and their comments and feedback on the lessons in the unit. This reflection form was completed anonymously so students could be open and honest. Students' comments were used to improve subsequent lessons. For suggesting step, to incorporate students' perspectives, the teacher asked students to answer a question in the provided English language classroom reflection form about learning activities they preferred for the next lessons. The main purpose was to improve students' learning experiences in the next lesson by incorporating students' suggestions and additional preferences for the topic into adjusting the lessons.

After the first cycle ended, the next cycle started with analyzing students' comments, feedback and suggestions following by re-designing the lesson plans. The stages and steps were followed until another cycle ended.

The last phase was conducted after the last cycle of the study which investigated the effects of Autonomy-Supportive English Language Instruction and

students' opinions. Within this phase, Students' Self-Report Motivation in English Language Classrooms Questionnaire was administered to explore students' motivation in the English language classroom after receiving the treatment. Additionally, students' opinions toward Autonomy-Supportive English Language Instruction were also elicited through a semi-structured interview. Finally, the effectiveness of the instruction was evaluated.

Instruments

This study employed two main types of instruments, instructional instruments and research instruments which are presented and described as follows:

1. Instructional Instruments

The instructional instruments included a needs analysis questionnaire on students' needs and preferences for English language classrooms, a needs analysis questionnaire on students' experiences and preferences for teacher's instructional behaviors in English language classrooms, and the Autonomy-Supportive English Language Instruction lesson plans. The needs analysis was conducted before designing

the lesson plans and the lesson plans were developed by using the data from the needs analysis to provide the instruction that correspond to students' needs and preferences for English language classrooms.

1. 1 The needs analysis questionnaire on students' needs and preferences for English language classrooms

1.1.1 Purpose

The needs analysis questionnaire was developed by the researcher to collect students' learning needs and preferences for English language classrooms in order to develop the lessons that align well with students' interests.

1.1.2 Description

The students' English language proficiency level, English language learning experiences, difficulties in using English, and needs and preferences for English language classrooms, namely topics, contents, learning activities, learning materials, learning tools, and learning assessment were collected by using the questionnaire.

1.1.3 Validation

The questionnaire was validated by three experts from the field of English language instruction. The items were revised according to their comments.

1.2 The needs analysis questionnaire on students' experiences and preferences for teachers' instructional behaviors in English language classrooms

1.2.1 Purpose

This needs analysis questionnaire was developed by the researcher to collect students' preferences for English language teachers' behaviors by identifying teachers' behaviors students had encountered in the past English language classrooms and specifying the types of behaviors they would like the English language teacher to express.

1.2.2 Description

Fourteen cases of classroom situations were presented to students as video clips. Students then identified whether they had experienced the situations and chose whether they would like the teacher to continue exploring them in the classroom. The data was used as a guideline to develop instructional practice in the English language classroom.

1.2.3 Validation

The questionnaire was validated by three experts from the field of English language instruction. The items were revised according to their comments.

1. 3 Autonomy- Supportive English Language Instruction Lesson Plans

1.3.1 Purpose

The lesson plans were developed with an aim to demonstrate the ‘instruction stage’ of the Autonomy-Supportive English Language Instruction which included ‘introducing’ and ‘implementing’ steps.

1.3.2 Description

The instruction stage with its steps was completed within each period of the lesson which lasted 50 minutes. The autonomy-supportive instructional behaviors in the ‘introducing’ step were employed when introducing the lesson or learning activities through verbal and nonverbal expression. They focused on engaging students in the lesson and learning activities by informing them of the lesson overall, so they acknowledged the process they had to encounter and were able to suggest

changes according to their preferences. The role of the teacher during this stage was to be open for suggestions, provide rationales in doing each activity and communicating with students without pressure. In addition, the instructional behaviors for the 'implementing' step were employed when conducting the lesson and learning activities. They focused on engaging students during the lesson by providing students enough time to work on the task, adjusting the lesson to align with students' preferences, communicating with students positively, and solving disengagement problems that arise during the lesson. The instructional behaviors which were employed as the principle in conducting this stage were interpreted and translated into the script and guideline for the teacher to conduct learning activities in the classroom.

The learning outcomes, content, assessment, instructional media, and learning activities of the lessons were developed based on the needs analysis, curriculum indicators and objectives of the course. The main objective of the course was to develop the four major English language skills, including listening, speaking, reading, and writing. There were 12 lesson plans altogether which were

arranged into 4 units. Therefore, there were 3 lessons under each unit. Each lesson lasted 50 minutes which comprised 150 minutes of the teaching time of each unit. Each unit targeted at developing a combination of different skills ranging from listening, speaking, reading, and writing and each lesson were developed to support the production of the major skills by developing sub-skills, for example, vocabulary, pronunciation and structure in order to enable students to achieve the objectives of the lessons. The content was developed from topics students preferred for the English language classroom as collected from the needs analysis questionnaire. The objectives of the four units included:

1) Students will be able to identify the message of various English songs.

2) Students will be able to talk about the movies they like.

3) Students will be able to write a script for a speech about themselves.

4) Students will be able to give a speech on the topic 'This is Who I Am.'

1.3.3 Validation

A sample lesson plan was validated by three experts from the field of English language instruction and revised according to their comments. After the

end of each unit, the researcher asked students to reflect on the lessons they had learned. The suggestions and comments were then used to adjust the lessons in the following units to better align with students' needs and interest so that students' motivation in learning was maintained. The revisions of the lessons were discussed with the responsible teachers of the course and the experienced English language teacher in the department.

In addition, in order to develop the lesson plans that align with the principles of autonomy-supportive teaching, the teacher's instructional behaviors were studied and analyzed to form the script and guideline for the teacher to conduct learning activities in the classroom. The following table shows an example of how the script is developed according to each autonomy-supportive English language instruction and used in each instructional procedure in the classroom.

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
1. Incorporating students' perspectives	**Introduction** *- "How does that sound to you? Do you have any questions or suggestions before we start?"* **Conclusion** *- "How do you feel about the class today? Do you have any suggestions or questions?"* *- "In the next lesson, we are going to learn about grammar and vocabulary from this song. Do you have any questions or suggestions for it?"*
2. Vitalizing inner motivational resources	

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
2.1 Vitalizing students' **inner motivational** **resources – interest**	**Introduction** *- "Are you ready to hear it?"* *- ""Do you like to listen to the music in English? Why? Why not? What are your favorite English songs? Who are your favorite singers? What do you get out of listening to the music in English?"* **Learning Activities** *- "The song we are going to listen to is called 'Have It All' by Jason Mraz. Does anybody know Jason Mraz? What are some of his popular songs?"* *- "Let's check it out! (Present the hook of the two songs to students.)"*

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
2.2 Vitalizing students' inner motivational resources – curiosity	Introduction - *"Can you guess which song we are going to listen* *to?"*
2.3 Vitalizing students' inner motivational resources – intrinsic goals	Introduction - *"So, after this class, you will know how to tell* *what the song is about."*
2.4 Vitalizing students' inner motivational resources – relatedness	Learning Activities - *"Now, it's time for the lesson! Before we start,* *let's share who you think is the best singer of the* *class."* - *"What is your favorite song? Can you please sing* *for us?"*

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
2.5 Vitalizing students' inner motivational resources – competence	Learning Activities - *"This is one way we can understand the message* *of the song. Can you do it?"* - *"Let's see who can come up with a nice one."*
2.6 Vitalizing students' inner motivational resources - autonomy	Learning Activities - *"For this activity, how many people do you think* *you would like to have in one group?"*
3. Providing explanatory rationales	Learning Activities - *"We are going to work in groups because it is* *more fun to work together. Then, we'll share our* *answers."*
4. Acknowledging and accepting negative affect	Learning Activities

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
	- *"*I can see that some of you look worried or confused but we are learning how to learn English from what we like. You can improve yourself through doing this task. Is there anything I can do to help? Would you like to listen to the song again?*"*
5. Relying on informational and non-pressuring language	**Introduction** - *"Good morning everyone. How are you all doing? Are you ready for the class today?"* - *"As we discussed in the orientation, our first lesson today is going to be about 'English Through the Hits' which was developed from 'songs', your most preferable topic and learning material according to the survey. Therefore, in the lesson*

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
	today, we are going to listen to a song and learn from it!" *- "Before we start, let me inform you briefly about the objectives of the lesson. This lesson will take up three periods of our class time. The main objective is that you will be able to learn English variously from songs. For this lesson, the objective is for you to be able to identify keywords from the song and the main message of the song."* **Learning Activities** *- "And the best singer of the class is ... May I invite ... to the front, please?"*

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
	- "Jason Mraz is a singer and a song writer who won multiple Grammy Award. (Show a picture of Jason Mraz to students.) *Some of his popular songs are 'I'm yours' and 'Lucky'."* *- "Jason has stopped releasing any new singles for a few years because he was looking for passion in writing songs. Finally, he released a new album called 'Know'. 'Have it all' is one of the songs in*

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
	this album. Have you ever listened to this song *before?"* *- "I guess it's now your favorite time because we* *are going to listen to the song! While you enjoy* *listening to the song, I also would like you to catch* *keywords from the song."* *- "Ok, sounds good. Please get into a group of ..* *and start planning with your groups."* *- "I guess you all have the keywords in your hands.* *Next, how about you share and discuss about the* *keywords with your group."* *- "Now, it's time to*

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
	I can see that some of you look worried or confused but we are learning how to learn English from what we like. You can improve yourself through doing this task. Is there anything I can do to help? Would you like to listen to the song again?*"* - *"We have lots of interesting keywords. Now, may I* *ask you to get back into your groups and create the* *key message of the song from these keywords?* *Now, I'm going to give you lyric sheets so you can* *discuss further and come up with a more complete* *key message."*

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
	- "After you finish, let's share your answers by writing in on a piece of paper that I'm going to give you. Please also write something positive for your classmates on the same piece of paper. We'll share our positivity by posting our paper on the board." *- "Are you ready to share your message? Can you now post your paper on the board?"* **Conclusion** *- "How can we understand the key message of the song?"*
6. Displaying patience	*- Wait for students' answer.* *- Wait for students' responses.*

Autonomy-Supportive Instructional behaviors	Instructional Procedures and Suggested Scripts
	- Wait for students to work on the task.

2. Research Instruments

The research instruments included in this study are described as follows.

2. 1 Students' Self- Report Motivation in English Language Classrooms Questionnaire

2.1.1 Purpose

This questionnaire was used in this research study to investigate students' motivation in learning English in English language classrooms before and after their participation in this research study which results from providing autonomy support.

2.1.2 Description

It was adapted from English Language Learner Motivation Scale (ELLMS): Pre-college (Ardasheva, Tong & Tretter, 2012) which adapted four out of seven

subscales from the prominent questionnaire for assessing motivation in learning a second language in Self-Determination Theory, Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) (Noels, Pelletier, Clément & Vallerand, 2000). The ELLMS aimed at assessing motivation in learning English of pre-college English language learners ages 9-11 (elementary), 12-14 (middle), and 16-17 (high school) who learn English as a second language in the U.S. Therefore, the adapted subscales were considered age-appropriate. However, the context of the current study was different. To address this, the wording of some items was adjusted to suit Thai students who learn English as a foreign language and the context of learning English in English language classrooms which was narrower. The adapted questionnaire was used to collect students' motivation in English language classrooms before and after the participation of students in this study. It was also noted that the items were organized in random order when presented to the participants.

2.1.3 Validation

The items were validated by three experts from the field of English language instruction. All of the items were accepted with suggestions for revision. Therefore, the suggested items were revised according to their comments.

2. 2 Students' Opinions Toward Autonomy- Supportive English Language Instruction Interview Questions

2.2.1 Purpose

The interview questions were developed by the researcher to investigate the students' opinions toward Autonomy- Supportive English Language Instruction after participation in this research study.

2.2.2 Description

The interview questions composed of four questions as follows:

1. What are differences between this English language classroom and other English language classrooms you have attended?

2. How do you feel about studying in English language classrooms before and after studying with the current teacher?
3. How does the way the teacher teach and react affect the way you study and your feelings toward studying English in this English language classroom?
4. How do you want the teacher to improve the instruction in future English language classrooms?

2.2.3 Validation

The items were validated by three experts from the field of English language instruction. All of the items were accepted with suggestions for revision. Therefore, the suggested items were revised according to their comments.

2.3 Students' English Language Classroom Reflection Form

2.3.1 Purpose

The reflection form was developed by the researcher in order to invite students' comments and suggestion for improving future lessons.

2.3.2 Description

The form was distributed to students at the end of every unit in order to invite students' opinions and suggestions for the learned unit and their preferences for the next unit. Students' opinions were used to improve the subsequent lessons. There are four units, each one lasts three periods. Therefore, the reflection form was distributed to students four times during the study. The form did not require students to fill their names which kept their comments anonymous. Therefore, they could be candid. Items 1-4 were rating scale. Items 5-7 were open-ended questions.

2.3.3 Validation

The items were validated by three experts from the field of English language instruction. All of the items were accepted. The data obtained was analyzed by using descriptive statistics and content analysis.

2.4 Teacher's Reflection Form

2.4.1 Purpose

The reflection form was developed to reflect about the teaching and learning process of each unit of the lessons for improving future lessons.

2.4.2 Description

This form was developed by the researcher. It was completed by the teacher at the end of every unit as a class record, self-assessment and assessment of students' motivation in learning overall. The data acquired were used for improving future lessons.

2.4.3 Validation

The items were validated by three experts from the field of English language instruction. All of the items were accepted. The data obtained was analyzed by using descriptive statistics and content analysis.

2.5 Teacher's Self-Report Autonomy Orientations Questionnaire (Adopted from The Problems in Schools Questionnaire)

2.5.1 Purpose

The questionnaire was developed to investigate teacher's autonomy orientation before providing the instruction whether the teacher tended to be supportive or controlling in order to ensure that the teacher was able to provide autonomy-supportive teaching and that students' motivation in English language classrooms resulted from the autonomy support the teacher provided.

2.5.2 Description

Teachers possess different motivating styles. Some are autonomy-supportive and some are autonomy-controlling. In order to provide autonomy support to students, it is reasonable that teachers should be autonomy-supportive themselves. To conduct a preliminary study on teacher's autonomy support, Teacher's Self-Report Autonomy Orientations Questionnaire is employed for the researcher as a teacher to complete. This questionnaire is adopted from The Problems in Schools Questionnaire (PIS) which is a type of The Motivators' Orientations Questionnaires used in Self-Determination Theory to assesses teachers' orientation toward motivating students whether they tend to be controlling or autonomy

supportive with their students. To implement this questionnaire, the teacher completes the scales which are composed of eight vignettes relating to students' problems in schools. Under each vignette, there are four behavioral options for dealing with the problem with different level of autonomy support and control, namely Highly Autonomy Supportive (HA), Moderately Autonomy Supportive (MA), Moderately Controlling (MC), and Highly Controlling (HC). Each option is rated by using a seven-point rating scale ranging from very inappropriate to very appropriate. In total, there are 32 items. In addition, considering the description of the original questionnaire, the vignettes ask the respondent to complete the questionnaire as a teacher and a parent interchangeably. After the analysis, it was found that items A, C, E and F are based on the teacher's perspective. Besides, B, D, G, H are based on the parent's perspective. According to the suggestion in the original questionnaire, when responding to items relating to parents, the respondents are suggested to assume being a parent when completing the questionnaire.

2.5.3 Validation

The items were validated by three experts from the field of English language instruction. All of the items were accepted. The data obtained was analyzed by using descriptive statistics.

Data Collection

At the beginning of the study, the students' self-report motivation questionnaire was administered to the students to gain data about their motivation in English language classrooms. Thereafter, the Autonomy-Supportive Teaching intervention was applied in twelves periods of class time. After the last period, students were asked to complete the students' motivation questionnaire again to compare it with the motivation students have before receiving the intervention. Finally, after the analysis of students' motivation after receiving the intervention, six students who had high, medium and low motivation in English language classrooms, two from each group, were interviewed using semi-structured interview. The data from the students' motivation questionnaires showed students' reflection on their motivation

in learning English in classrooms while the interview provided students' opinions toward the Autonomy-Supportive Teaching.

Data Analysis

The data from the experimental phase was analyzed as follows:

1. Data from the students' self-report motivation in English language classroom questionnaire before and after receiving the intervention was analyzed by using descriptive statistics and t-test.

2. Data from student interviews was analyzed by using content analysis to identify students' attitudes toward autonomy-supportive English language instruction.

Chapter IV

Findings

This chapter presents the findings of the present study. Autonomy-Supportive English Language Instruction was implemented for twelve lessons. In addition, students' self-report motivation in English language classroom questionnaire and was implemented before and after the instruction in order to investigate students' motivation in English language classrooms. During the instruction, students' and teacher's English language classroom reflection forms were used to elicit teacher's and students' opinions of the English language lessons in each unit which were subsequently used to improve the next lessons. Furthermore, students' opinions of Autonomy-Supportive English Language Instruction were collected by using the interview. The results of this study are presented according to research questions as follows:

1. To what extent does Autonomy-Supportive English Language Instruction enhance students' motivation in English language classrooms?

2. What are the opinions of the students toward Autonomy-Supportive English Language Instruction?

Research Question 1: To what extent does Autonomy-Supportive English Language Instruction enhance students' motivation in English language classrooms?

To explore the effects of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms, the data obtained from Students' Self-Report Motivation in English Language Classrooms Questionnaire were analyzed by using mean scores, standard deviations, mean difference, and paired-sample t-test to explore students' motivation in the English language classroom before and after the implementation of Autonomy-Supportive English Language Instruction. Table 2 illustrated the results of data analysis by subscales of the motivation questionnaire.

Table 2 Students' motivation in the English language classrooms by subscales

Subscale	Before		After		Mean Dif.	t	df	Sig.
	Mean	S.D.	Mean	S.D.				
1. Intrinsic motivation – knowledge	3.73	0.73	4.29	0.47	0.56	4.62	24	0.00
2. Intrinsic motivation – accomplishment	3.73	0.58	4.25	0.44	0.52	5.18	24	0.00
3. Introjected regulation	3.43	0.54	3.92	0.50	0.49	7.33	24	0.00
4. External regulation	3.81	0.49	3.92	0.45	0.11	2.57	24	0.02
5. Extra Subscale	3.48	0.59	4.64	0.49	1.16	15.50	24	0.00
Overall	3.64	0.38	4.20	0.26	0.57	10.48	24	0.00

*$p < .05$

The criteria for the interpretation of the motivation score: 1.00- 1.49 = very low motivation, 1.50-2.49 = low motivation, 2.50-3.49 = moderate motivation, 3.50-4.49 = high motivation, 4.50-5.00 = very high motivation

From Table 2, the descriptive statistic and paired-sample t-test results indicated that the level of students' motivation in the intrinsic motivation – knowledge, intrinsic motivation – accomplishment and external regulation subscales, although increased by score, remained in the high motivation category. However, students' motivation in the introjected regulation subscale increased from moderate motivation to high motivation. Moreover, the extra subscale which was developed by the researcher to examine the effect of teacher's autonomy support on students' motivation in the English language classroom increased the most from moderate motivation to very high motivation.

Considering the mean difference, the score of the subscale that increased the most was the extra subscale (MD=1.16) while the subscale that increased the least was the external regulation subscale (MD=0.11). Overall, students' motivation in the English language classroom increased after receiving Autonomy-Supportive English

Language Instruction. In addition, the results of paired-sample t-test suggested that students' motivation in the English language classroom significantly increased after the implementation of Autonomy-Supportive English Language Instruction at the significant level of .05.

The results from the teacher's English language classroom reflection after each unit showed that the students were highly motivated to learn in every unit with the average score of 4.75 (very high motivation). Furthermore, results from the students' English language classroom reflection form showed that their motivation in learning in each unit was also 'very high'.

In addition, results from the Teacher's Self-Report Autonomy Orientations Questionnaire showed that the teacher was highly autonomy-supportive which corresponded to the result

Table 3 Students' motivation in the English language classrooms by items

Items	Before		After		Mean Dif.	t	df	Sig.
	Mean	S.D.	Mean	S.D.				
Subscale: Intrinsic motivation – knowledge								
1. It is fun to learn English.	3.32	1.03	3.84	1.07	0.52	2.83	24	0.01
2. I like learning new things in English.	3.76	1.09	4.48	0.65	0.72	3.52	24	0.00
3. I like to learn about foreigners and how they live.	4.12	0.67	4.56	0.51	0.44	3.38	24	0.00
Subscale: Intrinsic motivation – accomplishment								
4. I like it when I do well in the English language classroom.	3.84	0.94	4.44	0.71	0.60	4.24	24	0.00
5. I like it when I can understand difficult things in English.	3.52	0.87	4.20	0.71	0.68	4.24	24	0.00
6. I like doing difficult things in English.	3.84	0.90	4.12	0.88	0.28	1.57	24	0.13
Subscale: Introjected regulation								
7. I will feel bad about myself if I could not speak English in the English language classroom.	3.36	0.81	3.76	1.01	0.40	4.00	24	0.00

Items	Before		After		Mean Dif.	t	df	Sig.
	Mean	S.D.	Mean	S.D.				
8. I will feel bad about myself if I could not speak to my foreign friends in English.	3.48	1.01	4.00	0.82	0.52	3.64	24	0.00
9. I want to show my English teacher that I can learn English well.	3.44	1.00	4.00	0.76	0.56	4.30	24	0.00
Subscale: External regulation								
10. I want to find a good job when I grow up.	4.44	0.92	4.60	0.71	0.16	2.14	24	0.04
11. My parents and teachers want me to learn English.	3.12	0.97	3.00	1.12	-0.12	-1.14	24	0.27
12. Everybody in school has to learn English.	3.88	1.09	4.16	1.11	0.28	3.06	24	0.01
Extra Subscale								
13. My English language teacher makes me want to learn English.	3.48	0.59	4.48	0.51	1.00	10.00	24	0.00

Table 3 displays the results from students' self-report motivation in the English language classroom by items. According to item 11 " My parents and teachers want

me to learn English.", students' motivation registered a negative mean difference of -0. 12, which signifies that external forces from parents and teachers that pushed students to learn decreased when they were more motivated to learn by themselves in the classroom.

Research question 2: What are the opinions of the students toward Autonomy-Supportive English Language Instruction?

The semi-structure interviews were employed after the treatment to investigate students' opinions toward Autonomy-Supportive English Language Instruction. Six students from high (H), moderate (M) and low (L) motivation group were invited to participate in the interview. The interview questions included 1) What are the differences between this English language classroom and other English language classrooms you have attended?; 2) How do you feel about studying in English language classrooms before and after studying with the current teacher?; 3) How does the way the teacher teaches and reacts affect the way you study and your feelings toward studying English in this English language classroom?; and 4) How do you want the

teacher to improve the instruction in future English language classrooms? The data were analyzed using content analysis.

In addition, students' opinions were categorized into two aspects, positive and neutral based on the keywords students expressed. The key words were then counted and reported using frequency and percentage. The following table presents results from the interviews.

Table 4 Frequencies and percentage of students' opinions toward Autonomy-Supportive English Language Instruction from the interview

Aspects of Students' Opinions	**Frequencies of Keywords**	**Percentage of Keywords**
Positive Opinions		
Toward learning English	47	70.15
Toward teaching practices	9	13.43
Toward the teacher	7	10.45

Aspects of Students' Opinions	Frequencies of Keywords	Percentage of Keywords
Neutral Opinions		
Additional content required	4	5.97
Total	**67**	**100**

Table 4 indicated that students had positive opinions toward students' motivation in learning English in the English language classrooms (70.15%). They reported that the class made them see the importance of learning English, they had lots of fun in learning because there were many activities for them to do in the classroom, and a variety of instructional materials was employed. For example, the students stated that "I saw the importance of English after learning with the teacher. (L1)", "I wanted to come to the English class more comparing to before. (H1)", and "It was not just learning. There were many activities integrated which made the lesson fun. (H2)"

In addition, students also expressed positive opinions toward teaching practices in the English language classrooms (13.43%). For example, the students stated that "The way the teacher taught was better in every aspect. (L1)", "I can express my opinions in the classroom. (M2)", and "The teacher motivated us to learn. (H1)".

In terms of the teacher's motivation in teaching students (10.45%), students reported that the teacher was eager and had passion to teach; the teacher was good at teaching and the teacher's accent was easy to understand. For example, the students stated that "The teacher was eager to teach. (L1)", The teacher had passion to teach. (M1)" and "It would be great if every teacher in the school expressed like this. (L2)"

For neutral opinions, students expressed that they would like to have additional content in the lesson (5.97%), for example, "I would like the teacher to teach about studying in the university. (H1)", "I would like the teacher to tell us about test taking. (H2)" and "I would like the teacher to include more entertainment in the lesson. (M1)"

Additionally, students also suggested that the class time was limited and that it should be extended. For example, students stated that "I feel that the 50 minutes of our class time was too little. We got to learn less content when doing a lot of activities. It would be fine if we have a double period. (H2)" Another student stated that "I think the only problem here is time. It would be great if we meet for the whole semester. (L2)"

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

This chapter presents the overall picture if the study. Presented in this final chapter includes: a summary of the study, a summary of research findings, and a discussion of the findings in comparison with the previous studies. Furthermore, recommendations for further research are also provided at the end of the chapter.

Summary of the Study

This study employed a one-group a one-group quasi-experimental research design. It explored the effects of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms and the opinions of the students toward the Instruction. The research design was aimed to collect both quantitative and qualitative data.

The study was conducted for 12 periods in a regular class time in a public school in Thailand. There were 4 units with 12 lessons of 50 minutes in total. Lessons

were designed based on needs analysis of students and incorporate the core content of the subject and autonomy-supportive instructional behaviors (Reeve, 2016) in order to enable students to achieve the learning outcomes of the course with high motivation in learning.

The population of this study was secondary level students who were studying in schools in Thailand. The samples of this study were purposively selected based on their qualification of being secondary students who studied English in a school in Thailand. In addition, the samples were also selected due to availability of class time and research supportiveness of the school and the English program department. The samples consisted of 29 eleventh grade students who were studying in the Mini English Program – Science and Mathematics at Satreesiriket School in Sisaket, Thailand in the second semester of the academic year 2018. Four students who attended the class less than 80% of the class time due to attendance of extra activities were removed from the study. The students attended the English course which intended to implement the study as a compulsory course. In the first half of the semester, they

studied with other English language teachers. Then, the researcher replaced the teachers for the rest of the semester.

The research instruments in this present study were Students' Self-Report Motivation in English Language Classrooms Questionnaire and Students' Opinions Toward Autonomy-Supportive English Language Instruction Interview Questions. For the questionnaire, it was adapted from the English Language Learner Motivation Scale (ELLMS): Pre-college (Ardasheva, Tong & Tretter, 2012) to investigate students' motivation in learning English in the English language classroom before and after participation in this research study. The items were validated by three experts from the field of English language instruction. All of the items were accepted. The data obtained was analyzed by using descriptive statistics and paired-sample t-test. For the interview questions, they were developed by the researcher to investigate the students' opinions toward Autonomy-Supportive English Language Instruction after participation in this research study. The items were validated by three experts from the field of English language instruction. All of the items were accepted. The data obtained was analyzed by using content analysis.

Summary of Findings

The present study revealed two main findings according to the research questions of this study: 1) To what extent does Autonomy-Supportive English Language Instruction enhance students' motivation in English language classrooms? 2) What are the opinions of the students toward Autonomy-Supportive English Language Instruction? The quantitative data from Students' Self-Report Motivation in English Language Classrooms Questionnaire revealed that students' motivation in English language classrooms increased significantly after receiving Autonomy-Supportive English Language Instruction. In addition, the qualitative data from the semi-structured interview revealed that students had positive opinions toward Autonomy-Supportive English Language Instruction in terms of motivation in learning English in the English language classrooms, teaching practices in the English language classrooms, and the teacher's motivation in teaching. The results affirmed that Autonomy-Supportive English Language Instruction was highly effective. By employing autonomy-supportive instructional behaviors, the teacher can help enhance students' motivation in English

language classrooms as students perceived that the teacher involved them in every aspect of the classroom learning environment and regarded them as important.

Discussion

The present study aimed to investigate the effects of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms, and students' opinions toward Autonomy-Supportive English Language Instruction. The following section presents the discussions of the findings in light of previous studies.

The effects of Autonomy-Supportive English Language Instruction on students' motivation in English language classrooms

According to the results of the study, students' motivation in English language classrooms increased significantly after receiving Autonomy-Supportive English Language Instruction. The results were confirmed by the study of Kaur et al. (2015) on teacher autonomy support intervention as a classroom practice in a Thai school that grade 6 students' motivation was significantly higher after receiving the autonomy

support from the teacher. In addition, as suggested by Reeve (2016), students' motivation is greatly enhanced when they receive autonomy support from the teacher.

Additionally, it was found that students' motivation in the external regulation subscale increased the least, which could be explained by Deci and Ryan (2000) who observed that students possess less extrinsic motivation when they gain more intrinsic motivation.

According to studies in Thailand on students' motivation in English language classrooms, English language instruction in the classroom tended to demotivate students, and students tended to lose long-term or intrinsic motivation during class time (Loima & Vibulphol, 2014; Vibulphol, 2016). As suggested by Dueraman (2013), Loima (2016), Loima and Vibulphol (2014), teachers should provide more learning space and opportunities for students to participate in classroom instruction to enhance their motivation in learning. Therefore, the Autonomy-Supportive English Language Instruction provided by this study can be used to solve this problem of students' motivation in learning English.

Students' Opinions toward Autonomy-Supportive English Language Instruction

According to the results of the interview, students had positive opinions toward Autonomy-Supportive English Language Instruction in terms of motivation in learning English in the English language classrooms, teaching practices in the English language classrooms, and the teacher's motivation in teaching. In terms of neutral opinions, students expressed that they would like to have additional content in the lesson about university life. This corresponded to students needs at the time of conducting the study because students were in Matthayom 5 in the second semester which was about the time they were going to the university. However, this topic was not expressed evidently through the needs analysis conducted in the semester earlier. This might due to the different period of the time that students encountered with different situation, therefore, they had different needs. If more of the class time was available, this topic should be added into the content of the subject.

From students answers during the interviews, it was evident that students had positive opinions toward learning English in the English language classrooms. They were highly engaged in learning. As students commented, the way the teacher taught and

the learning activities that the teacher employed played a big part in students' motivation in learning. This showed that Autonomy- Supportive English Language Instruction helped enhance students' motivation in learning English in the English language classroom.

In addition to the positive and neutral aspects of students' opinions, students also suggested that the class time was limited and that it should be extended. To elaborate, the regular time allocation of each class in secondary schools in general is 50 minutes per class; however, the actual teaching and learning time is usually around 30 minutes left, excluding switching subjects and between-class break. As a result, the content being learning in each class is not extensive. This problem also arose when conducting the instruction, since the Autonomy-Supportive English Language Instruction relied much on verbal communication, half of the class time was spent on talking. Subsequently, the content prepared had to be shortened. Therefore, a student suggested that the 50 minutes of the class time was not enough. Another student also suggested about the time, but in terms of more time to study with the current teacher.

This might result from the effects of Autonomy-Supportive English Language Instruction that engaged students with learning.

The Importance of Teacher's Roles in Fostering Learner Autonomy

As Todd (1996) suggested, students' level of autonomy depends on the control teachers pass to students. In the same way, Yunus and Arshad (2014), indicated that teachers are in charge of assisting them to develop their autonomy by helping them to develop critical thinking and responsibility, and providing them opportunities to make their own choices in their learning. In addition to this, the current study also suggested the importance of the teachers toward students. According to Reeve (2016), teachers' autonomy support or control affects students' motivation in learning. Teachers need to be aware that their supportive behaviors lead to higher motivation in learning of students. Conversely, their autonomy control lead to lower motivation in learning. Therefore, the teachers play a big role in students' learning.

Limitation of the Study

Although this study was successful, there were certain limitations including the limited class time and students' reliance on experiences in previous classes which might have affected the findings. In terms of limited class time, as the instructional process of autonomy-supportive teaching requires a lot of time for learners to process their learning to become autonomous learners, the regular class time of 50 minutes, with actual 30 minutes of teaching time, was inadequate. Therefore, some parts of the content and learning activities were not covered. In addition, the study relied on students' comparison of their experiences in learning English with their previous teachers when having to complete questionnaires of the study. Therefore, factors affecting students' learning in previous English language classrooms were beyond the researcher's control and the instructional practices could be various.

Moreover, since the Autonomy-Supportive English Language Instruction in this study was conducted with Mini English Program students, the students were considered having certain level of motivation in learning English. Therefore, to be

applied with students with lower motivation in learning English, the strategies may have to be adjusted.

Pedagogical Implications

The findings from the present study suggested the following pedagogical implications.

First, the Autonomy-Supportive English Language Instruction can be implemented to teaching English in the English language classrooms in Thai context to help enhance students' motivation in the English language classrooms. Second, since the results of the study suggested that Autonomy-Supportive English Language Instruction enhanced Matthayom 5 (Grade 11) students in English language classrooms, the instruction can be used with other groups of students who are in the same level and age range. Third, the Autonomy-Supportive English Language Instruction allowed the teacher to be open and listen to students by conducting needs analysis and listening to students' voices in the classroom. Although the whole process of

Autonomy-Supportive English Language Instruction is not applied, teachers can use these strategies in order to create lesson that are meaningful to students.

Recommendations for Further Research

As Autonomy-Supportive English Language Instruction is considered highly effective for grade 11 students who were studying in the Mini English Program – Science and Mathematics, it is suggested that the intervention be applied to teaching students in other levels and study programs. In addition, since this type of instruction is not attached to any specific skills or teaching methodology, further study can be applied to teaching specific skills of English or integrating into the specific English language teaching methodology in order to investigate its effectiveness.

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APPENDICES

Name_____Class_____No.____

Students' Needs and Preferences for English Language Classrooms Questionnaire

Purpose: This questionnaire is developed by Mintra Phithakmethakun, a student in a master program of Teaching English as a Foreign Language (International Program), Faculty of Education, Chulalongkorn University. It is aimed at collecting students' needs and preferences for English language classrooms for designing English language classroom instruction of a research study "Effects of Autonomy-Supportive English Language Instruction on Students' Motivation in English Language Classrooms".

Instructions: Please put ✓ in front of the items corresponding to your answers or write your answers in provided space. All of your answers will be used anonymously for academic purposes only.

Part 1 Demographic Information

1. Gender ❒ male ❒ female
2. Age _____ years old
3. What are your hobbies or free time activities? Please specify.

   _____

   _____

   _____

4. What are you interested in right now, for example, songs, movies, series, celebrities, singers, books, novels, etc.? Please specify.

   _____

   _____

   _____

5. How is English important to you? Please elaborate.

   _____

   _____

   _____

6. When and how do you use English? Please specify.

   _____

   _____

   _____

7. Do you have special needs, learning difficulties, medical condition, or other factors which might affect your learning? If yes, please specify.

   _____

   _____

   _____

Part 2 English Language Proficiency Level

1. You GPA of English subject in semester 2/2017) _____
2. Have you taken any standardized English tests? If yes, please specify your scores?

   1. TOEFL_____ 2. IELTS_____ 3. TOIEC_____

   4. CU-TEP_____ 5. TU-GET_____

   6. Others (please specify) _____
3. Please indicate your current English language proficiency by skills.

   Note: 5 means very good, 4 means good, 3 means average, 2 means poor, 1 means very poor

English Language Skills	5	4	3	2	1
1. Listening					
2. Speaking					
3. Reading					
4. Writing					
5. Vocabulary					
6. Pronunciation					
7. Grammar					

Part 3 English Language Learning Experiences

1. You have been learning English for _____ years
2. You have been studying in bilingual programs (English Program, Mini-English Program, or Intensive English Program) for _____ years

3. Have you ever been an exchange student or lived abroad? If yes, please identify.

   ❒ No. ❒ Yes. At (country) _____ for _____ years

4. How many hours per week do you learn English?

   1. Learning in English language classrooms _____ hours per week
   2. Self-study _____ hours per week
   3. Private classes _____ hours per week
   4. Others _____ hours per week

5. How often do you join English camps?

   ❒ Never ❒ Once in a while

   ❒ 1 – 2 times a year ❒ 3 – 4 times a year

   ❒ 5 – 6 times a year ❒ Over 6 times a year

6. Please indicate your agreement regarding the following learning experiences in English language classrooms.

   Note: 6 means strongly agree, 5 means agree, 4 means slightly agree, 3 means slightly disagree, 2 means disagree, 1 means strongly disagree

English Language Learning Experiences	**6**	**5**	**4**	**3**	**2**	**1**
1. I am satisfied with learning in English language classrooms.						
2. I am satisfied with my English teachers.						
3. My parents support me to learn English.						
4. My English language classrooms correspond to my needs and preferences for English language learning.						
5. My past English classrooms addressed my problems of English.						
6. I have been provided lots of choices of learning in English language classrooms.						

English Language Learning Experiences	6	5	4	3	2	1
7. I participate in arranging learning activities in English language classrooms.						
8. I can express my opinions in English language classrooms.						
9. I have lots of opportunities to use English in English language classrooms.						
10. I am satisfied with my achievement in the past English language classrooms.						
11. Learning English in English language classrooms encourages me to study English outside the classrooms.						
12. Learning English in English language classrooms enables my lifelong learning.						
13. Others _____ _____						

7. Please specify activities you participated in or strategies you used to improve English.

_____

_____

_____

8. What makes you feel happy studying in English language classrooms? Please specify.

_____

_____

_____

9. What makes you feel unhappy studying in English language classrooms? Please specify.

_____

_____

_____

10. How do you feel about your English language teacher? Please elaborate.

_____

_____

_____

Part 4 Difficulties in Using English

1. Please indicate the frequency of occurrence regarding the following difficulties when you use English.

   Note: 6 means always, 5 means usually, 4 means often, 3 means sometimes, 2 means rarely,

   1 means never

Difficulties in Learning English	**6**	**5**	**4**	**3**	**2**	**1**
1. I struggle to use the right words or expressions.						
2. I have to translate Thai to English before speaking.						
3. I have to repeat myself because my listeners do not understand me.						
4. I have a difficulty in forming correct sentences.						
5. I have a difficulty understanding native English speakers.						
6. I have a difficulty understanding non-native English speakers.						
7. I feel lost in a conversation.						
8. I speak too slowly.						
9. I have a difficulty understanding written texts.						
10. I spend a lot of time to write in English.						
11. Others (อื่นๆ) _____ _____						

2. What are other difficulties you have in using English?

_____

_____

_____

Part 5 Needs and Preferences for English Language Classrooms

1. How would you like to improve your English? Please specify.

_____

_____

_____

2. How would you like your English language classroom to be like? Please specify.

_____

_____

_____

3. How would you like your current English language classrooms to be improved? Please specify.

_____

_____

_____

4. How would you like your English language teacher to adjust the instruction in order to satisfy your needs and preferences for English language classrooms?

_____

_____

_____

5. Please identify three of your ultimate goals in learning English.

_____

_____

_____

6. Please indicate your agreement regarding the following goals of English language learning.

Note: 6 means very important, 5 means important, 4 means slightly important, 3 means slightly unimportant, 2 means unimportant, 1 means very unimportant

Goals of Learning English	6	5	4	3	2	1
1. I learn English to communicate in daily life.						
2. I learn English to communicate with foreigners.						
3. I learn English to get good grades.						
4. I learn English to take tests.						
5. I learn English to continue higher education.						
6. I learn English to get a good career in the future.						
7. I learn English to access entertainment.						
8. I learn English to follow news.						
9. I learn English to work abroad.						
10. I learn English to travel abroad.						
11. I learn English to satisfy my interest in learning English.						
12. I learn English to learn about other content areas.						
13. I learn English to keep learning throughout life.						
14. Others _____ _____						

7. Please indicate your needs in improving the following English language skills.

   Note: 6 means very high, 5 means high, 4 means slightly high, 3 means slightly low, 2 means low, 1 means very low

English Language Skills Needed to Improve	6	5	4	3	2	1
1. Listening						
2. Speaking						
3. Reading						
4. Writing						
5. Vocabulary						
6. Pronunciation						
7. Grammar						

8. Please identify 8 topics that you would like to study the most in English language classrooms, for example, outdoor activities, illnesses and injuries, etc.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. Please indicate your interest in the following topics of English language learning.

   Note: 6 means very interested, 5 means interested, 4 means slightly interested, 3 means slightly uninterested, 2 means uninterested, 1 means very uninterested

Topics of Interest	6	5	4	3	2	1
1. Food and health						
2. Festivals and celebrations						
3. Song and movies						
4. Sports and competitions						
5. Traveling and destinations						
6. Science, technology and innovation						
7. Occupation and places of work						

Topics of Interest	6	5	4	3	2	1
8. Energy and environment						
9. Others _____ _____						

10. Please identify 3-5 current issues you are interested in the most right now, for example, world cup, Thai cave rescue operation, etc.
    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

11. Identify 8 functions you would like to achieve the most in using English, for example, expressing opinions, writing a formal email, etc.
    1. _____
    2. _____
    3. _____
    4. _____
    5. _____
    6. _____
    7. _____
    8. _____

12. Please indicate your interest in the following functions of English.
    Note: 6 means very interested, 5 means interested, 4 means slightly interested, 3 means slightly uninterested, 2 means uninterested, 1 means very uninterested

English Language Functions	6	5	4	3	2	1
1. Greeting and introducing oneself and others						
2. Asking for and giving personal information						
3. Expressing likes and dislikes						
4. Asking for, expressing opinions, and providing justification						

English Language Functions	6	5	4	3	2	1
5. Making requests, offering and refusing to give help						
6. Asking for and giving advice or suggestions						
7. Asking for and giving directions						
8. Comparing or contrasting things or ideas						
9. Asking for and providing clarifications and explanations						
10. Apologizing and expressing regrets						
11. Others _____ _____						

13. Please indicate your preferences for the following English language learning activities.

Note: 6 means very high, 5 means high, 4 means slightly high, 3 means slightly low, 2 means low, 1 means very low

Learning Activities	6	5	4	3	2	1
1. Lecture						
2. Discussions						
3. Reading aloud						
4. Asking and answering questions						
5. Language games						
6. Role play						
7. Problem-solving activities						
8. Project						
9. Self-study	6					
10. Others _____ _____						

14. Please suggest other learning activities you prefer for English language classrooms.

_____

_____

_____

15. Please indicate your preferences for the following English language learning materials.

Note: 6 means very high, 5 means high, 4 means slightly high, 3 means slightly low, 2 means low, 1 means very low

Learning Materials	6	5	4	3	2	1
1. Textbooks						
2. Workbooks						
3. Worksheet						
4. Handouts						
5. Flashcards						
6. Slides						
7. Pictures						
8. Graphic materials (posters, charts, graphs, drawings, etc.)						
9. Newspapers / magazines / articles						
10. Model						
11. Realia						
12. Audio clips / Podcasts						
13. Audio books						
14. Songs						
15. Video clips						
16. Movies						
17. Others _____ _____						

16. Please suggest other learning materials you prefer for English language classrooms.

_____

_____

_____

17. Please indicate your preferences for the following participation in English language classrooms.

    Note: 6 means very high, 5 means high, 4 means slightly high, 3 means slightly low, 2 means low, 1 means very low

Participation in Classroom	6	5	4	3	2	1
1. Individually						
2. In pairs						
3. In small groups						
4. In big groups						
5. as a whole class						
6. Others _____ _____						

18. Please indicate your preferences for the following learning tools for English language classrooms.

    Note: 6 means very high, 5 means high, 4 means slightly high, 3 means slightly low, 2 means low, 1 means very low

Learning Tools	6	5	4	3	2	1
1. Online dictionaries						
2. Mobile applications						
3. Search engines (Ex. Google, Yahoo!, etc.)						
4. Websites						
5. Youtube						
6. Google Classroom						
7. Google drive						
8. Kahoot!						
9. Others _____ _____						

19. Please suggest other learning tools you prefer for English language classrooms.

    _____

    _____

    _____

20. Please indicate your preferences for the following learning assessment for English language classrooms.

    Note: 6 means very high, 5 means high, 4 means slightly high, 3 means slightly low, 2 means low, 1 means very low

Learning Assessment	6	5	4	3	2	1
1. Self-assessment						
2. Peer assessment						
3. Portfolio						
4. Quizzes						
5. Examination						
6. Classroom participation						
7. Others _____ _____						

21. Please suggest other learning assessment you prefer for English language classrooms.

_____

_____

_____

Part 6 Additional Suggestions

Please provide other suggestions you have for English language classrooms.

_____

_____

_____

_____

_____

_____

☺ Thank you very much for your cooperation. ☺

Needs Analysis Questionnaire on Students' Experiences and Preferences for Teachers' Instructional Behaviors in English Language Classrooms

Instructions: Watch the following video clips and choose your experiences and preferences for teachers' instructional behaviors in English language classrooms.

1. Setting classroom rules

   https://www.youtube.com/watch?v=SLjbu-SvX3s

2. Starting the lesson

   https://www.youtube.com/watch?v=XwlLDv63Xe4

3. Motivating disengaged students in the classroom

   https://www.youtube.com/watch?v=cy_1TMIzu44

4. Reacting to non-responsive students in the classroom

   https://www.youtube.com/watch?v=NcmTZ3R4chU

5. Reacting to students' complaints

   https://www.youtube.com/watch?v=YF8oto1tqkc

6. Encouraging students to put an effort into a difficult lesson

   https://www.youtube.com/watch?v=SJ0fsjhx74U

7. Coping with students with anxiety

   https://www.youtube.com/watch?v=8r603R2lpl4

8. Transferring to the next learning activity when students are not ready

   https://www.youtube.com/watch?v=C7f8aVHM5Ww

9. Reacting to students' misbehavior

   https://www.youtube.com/watch?v=UMqRxbPD11g

10. Introducing practice time

    https://www.youtube.com/watch?v=44nFnSYpE3M

11. Reacting to arguing students

    https://www.youtube.com/watch?v=n_joMRixcmM

12. Reacting to students' below average scores

    https://www.youtube.com/watch?v=iFVRXJcMLOO

13. Reacting to students' incorrect answers

    https://www.youtube.com/watch?v=uHtivZy-LEY

14. Assigning homework

    https://www.youtube.com/watch?v=FnDahLwxcB4

Focus Group Interview Questions for Analyzing Students' Needs and Preferences for English Language Classrooms (For Researcher)

คำชี้แจง ท่านจะได้ดูคลิปวิดีโอเกี่ยวกับการเรียนการสอนในชั้นเรียน จากนั้นกรุณาบันทึกคำตอบจากการดูคลิปวิดีโอของท่านโดยเลือกคำตอบที่ตรงกับประสบการณ์ และความคิดเห็นของท่าน สามารถเลือกได้มากกว่า 1 ข้อ

1. การตั้งกฎระเบียบในชั้นเรียน

   https://www.youtube.com/watch?v=SLjbu-SvX3s

2. การเริ่มบทเรียน

   https://www.youtube.com/watch?v=XwlLDv63Xe4

3. การจูงใจนักเรียนที่ไม่สนใจในชั้นเรียน

   https://www.youtube.com/watch?v=cy_1TMIzu44

4. การแสดงปฏิกิริยาต่อนักเรียนที่ไม่โต้ตอบในชั้นเรียน

   https://www.youtube.com/watch?v=NcmTZ3R4chU

5. การแสดงปฏิกิริยาต่อความไม่พอใจของนักเรียน

   https://www.youtube.com/watch?v=YF8oto1tqkc

6. การส่งเสริมให้นักเรียนใช้ความพยายามเมื่อบทเรียนมีความยาก

   https://www.youtube.com/watch?v=SJ0fsjhx74U

7. การจัดการกับนักเรียนที่มีความกังวล

   https://www.youtube.com/watch?v=8r603R2lpl4

8. การเข้าสู่กิจกรรมการเรียนรู้ต่อไปเมื่อนักเรียนยังไม่พร้อม

   https://www.youtube.com/watch?v=C7f8aVHM5Ww

9. การแสดงปฏิกิริยาต่อพฤติกรรมที่ไม่พึงประสงค์ของนักเรียน

   https://www.youtube.com/watch?v=UMqRxbPD11g

10. การเข้าสู่ช่วงการทำแบบฝึกหัด

    https://www.youtube.com/watch?v=44nFnSYpE3M

11. การแสดงปฏิกิริยาต่อนักเรียนที่กำลังทะเลาะกัน

    https://www.youtube.com/watch?v=n_joMRixcmM

12. การแสดงปฏิกิริยาต่อคะแนนสอบที่ต่ำกว่าเกณฑ์ของนักเรียน

    https://www.youtube.com/watch?v=iFVRXJcMLOO

13. การแสดงปฏิกิริยาต่อคำตอบที่ไม่ถูกต้องของนักเรียน

    https://www.youtube.com/watch?v=uHtivZy-LEY

14. การมอบหมายการบ้าน

    https://www.youtube.com/watch?v=FnDahLwxcB4

แบบบันทึกข้อมูลประสบการณ์และความต้องการของนักเรียนด้านพฤติกรรมของครู ในชั้นเรียนภาษาอังกฤษ

คำชี้แจง กรุณาบันทึกคำตอบจากการดูคลิปวิดีโอของท่านโดยเลือกคำตอบที่ตรงกับประสบการณ์และความคิดเห็นของท่าน สามารถเลือกได้มากกว่า 1 ข้อ

1. การตั้งกฎระเบียบในชั้นเรียน

   1.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

   ❒ 1 ❒ 2 ❒ 3 ❒ 4

   ❒ อื่นๆ _____

   1.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

   ❒ 1 ❒ 2 ❒ 3 ❒ 4

   ❒ อื่นๆ _____

2. การเริ่มบทเรียน

   2.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

   ❒ 1 ❒ 2 ❒ 3 ❒ 4

   ❒ อื่นๆ _____

   2.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

   ❒ 1 ❒ 2 ❒ 3 ❒ 4

   ❒ อื่นๆ _____

3. การจูงใจนักเรียนที่ไม่สนใจในชั้นเรียน

   3.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

   ❒ 1 ❒ 2 ❒ 3 ❒ 4

   ❒ อื่นๆ _____

   3.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

   ❒ 1 ❒ 2 ❒ 3 ❒ 4

   ❒ อื่นๆ _____

4. การแสดงปฏิกิริยาต่อนักเรียนที่ไม่โต้ตอบในชั้นเรียน

   4.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

   ❒ 1 ❒ 2 ❒ 3 ❒ 4

   ❒ อื่นๆ _____

4.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

5. การแสดงปฏิกิริยาต่อความไม่พอใจของนักเรียน

5.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

5.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

6. การส่งเสริมให้นักเรียนใช้ความพยายามเมื่อบทเรียนมีความยาก

6.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

6.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

7. การจัดการกับนักเรียนที่มีความกังวล

7.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

7.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

8. การเข้าสู่กิจกรรมการเรียนรู้ต่อไปเมื่อนักเรียนยังไม่พร้อม

8.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5

❒ อื่นๆ _____

8.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4 ❒ 5

❒ อื่นๆ _____

9. การแสดงปฏิกิริยาต่อพฤติกรรมที่ไม่พึงประสงค์ของนักเรียน

9.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

9.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

10. การเข้าสู่ช่วงการทำแบบฝึกหัด

10.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

10.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

11. การแสดงปฏิกิริยาต่อนักเรียนที่กำลังทะเลาะกัน

11.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

11.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

12. การแสดงปฏิกิริยาต่อคะแนนสอบที่ต่ำกว่าเกณฑ์ของนักเรียน

12.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

12.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

13. การแสดงปฏิกิริยาต่อคำตอบที่ไม่ถูกต้องของนักเรียน

13.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

13.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

14. การมอบหมายการบ้าน

14.1 สิ่งที่ครูสอนภาษาอังกฤษของท่านมักปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

14.2 สิ่งที่ท่านอยากให้ครูสอนภาษาอังกฤษของท่านปฏิบัติในชั้นเรียนภาษาอังกฤษ

❒ 1 ❒ 2 ❒ 3 ❒ 4

❒ อื่นๆ _____

Autonomy-Supportive English Language Instruction Lesson Plan

School: Satree Siriket School
Subject: English
Topic: English Through the Hits
Class: Matthayom 5/15 (29 students)
Date: -
Time: 50 minutes (Class 1)
Instructor: Mintra Phithakmethakun

Indicators

F1.1, M.5/3 Explain and write sentences and texts related to various forms of non- text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.

F1.1, M.5/4 Identify the main idea, analyze the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

Learning Outcome of the Unit

Students will be able to learn English variously from songs.

Learning Outcomes of the Lesson

1. Students will be able to identify keywords from the song.
2. Students will be able to identify the key message of the song.

Background Knowledge

(not required)

Content

The lyrics of the song (See the appendix.)

Assessment

Students will be assessed by using the checklist as follows.

Check List for Assessment

- ❒ Students thoroughly participated in the learning activities.
- ❒ Students are able to identify keywords from the song.
- ❒ Students are able to identify the message of the song.

Instructional Media

1. presentation slides
2. song: Have it All by Jason Mraz
   https://www.youtube.com/watch?v=BFkTu8Y1KLs
3. lyric sheet
4. color paper
5. glue clay
6. laptop
7. speakers
8. microphone

Notes: According to the lesson plan “strategies” refer to the autonomy-supportive instructional behaviors employed during the instruction. The number refers to how it is applied in the “suggested script”.

Instructional Procedure

Classroom Interaction		Instructional Media
Teacher	**Students**	
Introduction (5 minutes)		
Greeting: ❒ Start the class by greeting students and signal them to get ready for the lesson. **Strategy:** *Relying on informational and non-pressuring language* **Suggested script:** *"Good morning everyone. How are you all doing? Are you ready for the class today?"*	❒ Greet the teacher and get ready for the lesson.	-
Introducing the topic: ❒ Review the topic and direct students' attention toward the lesson. **Strategies:** *1) Relying on informational and non-pressuring language, 2) Vitalizing students' inner motivational resources – interest, 3) Vitalizing students' inner motivational resources – curiosity* **Suggested script:** *"1) As we discussed in the orientation, our first lesson today is going to be about 'English Through the Hits' which was developed from 'songs', your most preferable topic and learning material according to the survey. Therefore, in the lesson today, we are going to listen*	❒ Acknowledge the topic. ❒ Respond to the teacher's questions. ❒ Ask the teacher if they have any questions.	❒ slides

Classroom Interaction		Instructional Media
Teacher	Students	
to a song and learn from it! 2) Are you ready to hear it? 3) Can you guess which song we are going to listen to?"		
Introducing the objectives: ❒ Inform students of the duration and the objectives of the lesson so students start setting goals to achieve from the lesson. **Strategies:** *1) Relying on informational and non-pressuring language, 2) Vitalizing students' inner motivational resources – intrinsic goals, 3) Incorporating students' perspectives* **Suggested script:** *"1) Before we start, let me inform you briefly about the objectives of the lesson. This lesson will take up three periods of our class time. The main objective is that you will be able to learn English variously from songs. For this lesson, the objective is for you to be able to identify keywords from the song and the main message of the song. 2) So, after this class, you will know how to tell what the song is about. 3) How does that sound to you? Do you have any questions or suggestions before we start?"*	❒ Learn about the objectives of the lesson. ❒ Ask the teacher if they have any questions.	❒ slides

Classroom Interaction		Instructional Media
Teacher	**Students**	
Asking warm-up questions: ❒ Engage students with questions relating to the topic. **Strategy:** *Vitalizing students' inner motivational resources - interest* **Suggested script:** *"Do you like to listen to the music in English? Why? Why not? What are your favorite English songs? Who are your favorite singers? What do you get out of listening to the music in English?"*	❒ Share their answers.	❒ slides
Learning Activities (40 minutes)		
Pre-Listening (10 mins)		
Grabbing students' attention: ❒ Ask students to share who they think is the best singer of the class to involve them and engage them in the lesson. **Strategy:** *Vitalizing students' inner motivational resources – relatedness* **Suggested script:** *"Now, it's time for the lesson! Before we start, let's share who you think is the best singer of the class."* ❒ Invite the most voted singer to the front. Interview the student about his/her favorite song and a favorite singer and ask him/her to sing part of a song to the class to engage students and get cheers from the class.	❒ Name the best singer of the class. ❒ Cheer their friend.	❒ slides

Classroom Interaction		Instructional Media
Teacher	Students	
Strategies: *1) Relying on informational and non-pressuring language, 2) Vitalizing students' inner motivational resources – relatedness* **Suggested script:** *"1) And the best singer of the class is … May I invite … to the front, please? 2) What is your favorite song? Can you please sing for us?"*		
Introducing the song: ❒ Reveal the title and the singer of the song for this lesson. Ask them if anyone has listened to the song before. **Strategies:** *1) Vitalizing students' inner motivational resources - interest, 2) Displaying patience, 3) Relying on informational and non-pressuring language* **Suggested script:** *"1) The song we are going to listen to is called 'Have It All' by Jason Mraz. Does anybody know Jason Mraz? What are some of his popular songs? 2) (Wait for students' answers.) 3) "Jason Mraz is a singer and a song writer who won multiple Grammy Award. (Show a picture of Jason Mraz to students.)*	❒ Share what they know about Jason Mraz and the song.	❒ slides ❒ Yours ❒ Lucky

Classroom Interaction		Instructional Media
Teacher	Students	
 Some of his popular songs are 'I'm yours' and 'Lucky'. 1) Let's check it out! (Present the hook of the two songs to students.) 3) Jason has stopped releasing any new singles for a few years because he was looking for passion in writing songs. Finally, he released a new album called 'Know'. 'Have it all' is one of the songs in this album. Have you ever listened to this song before?		
Assigning the task: ❒ Inform students that they will be listening to the song and identifying keywords in groups. **Strategies:** *1) Relying on informational and non-pressuring language, 2) Vitalizing students' inner motivational resources – competence, 3) Providing explanatory rationales* **Suggested script:** *"1) I guess it's now your favorite time because we are going to listen to the*	❒ Get ready to listen to the song.	-

Classroom Interaction		Instructional Media
Teacher	Students	
song! While you enjoy listening to the song, I also would like you to catch keywords from the song. 2) This is one way we can understand the message of the song. Can you do it? 3) We are going to work in groups because it is more fun to work together. Then, we'll share our answers."		
Getting into groups: ❒ Group students. **Strategies:** *1) Vitalizing students' inner motivational resources - autonomy, 2) Displaying patience, 3) Relying on informational and non-pressuring language* **Suggested script:** *"1) For this activity, how many people do you think you would like to have in one group? 2) (Wait for students' responses.) 3) Ok, sounds good. Please get into a group of .. and start planning with your groups.*	❒ Get into groups. ❒ Discuss with the group.	-
While-Listening (5 minutes)		
Listening to the song: ❒ Let students listen to the song. During the activity, observe students' reaction and engagement. Provide technological support, for example, increasing or	❒ Listen to the song and work with their groups to identify keywords from the song.	❒ audio version of the song

Classroom Interaction		Instructional Media
Teacher	**Students**	
lowering the music volume. Postpone help until requested. **Strategy:** *Displaying patience*		
Post-Listening (25 minutes)		
Observing students' reaction: ❒ If students seem to be anxious, confused or disengaged in doing the task, provide reasons why they are doing it. **Strategies:** *Acknowledging and accepting negative affects* **Suggested script:** *"*I can see that some of you look worried or confused but we are learning how to learn English from what we like. You can improve yourself through doing this task. Is there anything I can do to help? Would you like to listen to the song again?*"* ❒ Play the song gain if requested.	❒ Reflect their worries or confusion. ❒ Listen to the rationales provided by the teacher. ❒ Ask for help.	-
Discussing about the keywords: ❒ Provide some time for students to discuss and share the answers with their groups. **Strategies:** *1) Relying on informational and non-pressuring language, 2) Displaying patience* **Suggested script:** *"1) I guess you all have the keywords in your hands. Next, how about you share*	❒ Share keywords with the group. ❒ Choose three keywords to present on Mentimeter	❒ Mentimeter ❒ online dictionary

Classroom Interaction		Instructional Media
Teacher	Students	
and discuss about the keywords with your group. 2) (Wait for students to work on the task.) ❒ Invite each group to choose three keywords their members have in common and share via Mentimeter as a word cloud. Ask them to use an online dictionary to look up for the meaning of any difficult words. **Strategies:** *Relying on informational and non-pressuring language* **Suggested script:** *"Now, it's time to* I can see that some of you look worried or confused but we are learning how to learn English from what we like. You can improve yourself through doing this task. Is there anything I can do to help? Would you like to listen to the song again?"		
Identifying the message of the song: ❒ From the keywords, invite students to help suggest the key message of the song. Then provide the lyric sheet. Ask them to discuss about the key message further. Then ask them to conclude and write the key message on a piece of color paper given. Also ask them to write something positive for their classmates on the same	❒ Get back into groups. ❒ Discuss and identify the main message of the song. *Ex: The main message of the song is to expressing wishes and*	❒ lyric sheet ❒ color paper ❒ video version of the song

Classroom Interaction		Instructional Media
Teacher	**Students**	
piece of paper and post it on the board to share their answers. **Strategies:** *1) Relying on informational and non-pressuring language 2) Vitalizing students' inner motivational resources – competence* **Suggested script:** *"1) We have lots of interesting keywords. Now, may I ask you to get back into your groups and create the key message of the song from these keywords? Now, I'm going to give you lyric sheets so you can discuss further and come up with a more complete key message. 2) Let's see who can come up with a nice one. 1) After you finish, let's share your answers by writing in on a piece of paper that I'm going to give you. Please also write something positive for your classmates on the same piece of paper. We'll share our positivity by posting our paper on the board.* ❒ Observe students during the discussion. Postpone help until requested. **Strategy:** *Displaying patience* ❒ Invite each group to share their answers by posting the paper on the board.	*positivity to people around you.* ❒ Write something positive for their classmates. ❒ Share the message.	

Classroom Interaction		Instructional Media
Teacher	Students	
Strategies: *Relying on informational and non-pressuring language* **Suggested script:** *"Are you ready to share your message? Can you now post your paper on the board?"* ❒ While students share and read the message, play the song with the video clip.		
Conclusion (5 minutes)		
Wrapping-up the class: ❒ Invite students to share what they have learned today. **Strategies:** *Incorporating students' perspectives* **Suggested script:** *"How do you feel about the class today? Do you have any suggestions or questions?"* ❒ Conclude the lesson by using questions. **Strategies:** *Relying on informational and non-pressuring language* **Suggested script:** *"How can we understand the key message of the song?"*	❒ Share their feelings about the class. ❒ Ask the teacher if they have any questions. ❒ Answer the question to conclude the lesson.	
Giving comments and suggestions: ❒ Inform students about the next lesson and roughly ask them what they would		

Classroom Interaction		Instructional Media
Teacher	**Students**	
like to do according to the topic and the listed activity. **Strategies:** *Incorporating students' perspectives* **Suggested script:** *"In the next lesson, we are going to learn about grammar and vocabulary from this song. Do you have any questions or suggestions for it?"*	❒ Give comments and suggestions for next class.	

Notes:

_____

_____

_____

_____

_____

_____

Appendix

Lyric Sheet

Name_____Class_____No.____

Have It All (Jason Mraz)

[Verse 1]
May you have auspiciousness and causes of success
May you have the confidence to always do your best
May you take no effort in your being generous
Sharing what you can, nothing more nothing less
May you know the meaning of the word happiness
May you always lead from the beating in your chest
May you be treated like an esteemed guest
May you get to rest, may you catch your breath

[Pre-Chorus]
*And may the best of your todays be the worst of your tomorrows
And may the road less paved be the road that you follow

[Chorus]
**Well here's to the hearts that you're gonna break
Here's to the lives that you're gonna change
Here's to the infinite possible ways to love you
I want you to have it
Here's to the good times we're gonna have
You don't need money, you got a free pass
Here's to the fact that I'll be sad without you
I want you to have it all

[Post-Chorus]
***Oh! I want you to have it all
I want you to have it
I want you to have it all

[Verse 2]
May you be as fascinating as a slap bracelet
May you keep the chaos and the clutter off your desk
May you have unquestionable health and less stress
Having no possessions though immeasurable wealth
May you get a gold star on your next test
May your educated guesses always be correct
And may you win prizes shining like diamonds
May you really own it each moment to the next

*, **, ***

[Bridge]
Oh, I want you to have it all
All you can imagine
All, no matter what your path is
If you believe it then anything can happen
Go, go, go raise your glasses
Go, go, go you can have it all
I toast you

, *

[Outro]
Here's to the good times we're gonna have
Here's to you always making me laugh
Here's to the fact that I'll be sad without you
I want you to have it all

Before Participation

Name_____Class_____No._____

Students' Self-Report Motivation in English Language Classrooms Questionnaire
(Adapted from Ardasheva, Tong & Tretter, 2012)

Instructions: The following items describe your opinions in learning English in your previous English language classrooms. Indicate your agreement or disagreement with the following statements by circling your response using this scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Items	SD	D	N	A	SA
1. It is fun to learn English.	1	2	3	4	5
2. I like it when I do well in the English language classroom.	1	2	3	4	5
3. I'll feel bad about myself if I couldn't speak English in the English language classroom.	1	2	3	4	5
4. I want to find a good job when I grow up.	1	2	3	4	5
5. My parents and teachers want me to learn English.	1	2	3	4	5
6. I'll feel bad about myself if I couldn't speak to my foreign friends in English.	1	2	3	4	5
7. I like it when I can understand difficult things in English.	1	2	3	4	5
8. I like learning new things in English.	1	2	3	4	5
9. I like to learn about foreigners and how they live.	1	2	3	4	5
10. I like doing difficult things in English.	1	2	3	4	5

Items	SD	D	N	A	SA
11. I want to show my English teacher that I can learn English well.	1	2	3	4	5
12. Everybody in school has to learn English.	1	2	3	4	5
13. My English language teacher makes me want to learn English.	1	2	3	4	5

Additional Comments

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---------- Thank you for your cooperation. ----------

After Participation

Name_____Class_____No._____

Students' Self-Report Motivation in English Language Classrooms Questionnaire
(Adapted from Ardasheva, Tong & Tretter, 2012)

Instructions: The following items describe your opinions in learning English in this English language classroom. Indicate your agreement or disagreement with the following statements by circling your response using this scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Items	SD	D	N	A	SA
1. It is fun to learn English.	1	2	3	4	5
2. I like it when I do well in the English language classroom.	1	2	3	4	5
3. I'll feel bad about myself if I couldn't speak English in the English language classroom.	1	2	3	4	5
4. I want to find a good job when I grow up.	1	2	3	4	5
5. My parents and teachers want me to learn English.	1	2	3	4	5
6. I'll feel bad about myself if I couldn't speak to my foreign friends in English.	1	2	3	4	5
7. I like it when I can understand difficult things in English.	1	2	3	4	5
8. I like learning new things in English.	1	2	3	4	5
9. I like to learn about foreigners and how they live.	1	2	3	4	5
10. I like doing difficult things in English.	1	2	3	4	5

Items	SD	D	N	A	SA
11. I want to show my English teacher that I can learn English well.	1	2	3	4	5
12. Everybody in school has to learn English.	1	2	3	4	5
13. My English language teacher makes me want to learn English.	1	2	3	4	5

Comments

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---------- Thank you for your cooperation. ----------

Evaluation Form of Item Objective Congruence

Students' Self-Report Motivation in English Language Classrooms Questionnaire

(Adapted from Ardasheva, Tong & Tretter, 2012)

Instructions

Please rate (✓) the following items according to your opinions toward the congruence between the objectives and the items**.** Please also give suggestions where necessary.

1 means the objectives and the items are **congruent**.

0 means the congruence between the objectives and the items is **questionable**.

-1 means the objectives and the items are **incongruent**.

Objective of the Instrument

To investigate students' motivation in learning English in the English language classroom before and after participation in this research study

Description

This questionnaire is used in this research study to investigate students' motivation in learning English in English language classrooms which results from providing autonomy support. It is adapted from English Language Learner Motivation Scale (ELLMS): Pre-college (Ardasheva, Tong & Tretter, 2012) which adapted four out of seven subscales from the prominent questionnaire for assessing motivation in learning a second language in Self-Determination Theory, Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) (Noels, Pelletier, Clément & Vallerand, 2000). The ELLMS aims at assessing motivation in learning English of pre-college English language learners ages 9-11 (elementary), 12-14 (middle), and 16-17 (high school) who learn English as a second language in the U.S. Therefore, the adapted subscales are considered age-appropriate. However, the context of the current study is different. To address this, the wording of some items is adjusted to suit Thai students who learn English as a foreign language and the context of learning English in English language classrooms which is narrower. The adapted questionnaire will be used to collect students' motivation in English language classrooms before and after the participation of students in this study. It is also noted that the items will be organized in random order when presented to the participants.

Part 1: Introduction

Items	Rating			Suggestions
	1	0	-1	
Title: Students' Self-Report Motivation in English Language Classrooms Questionnaire				
Instructions (Before Participation): The following items describe your opinions in learning English in your previous English language classrooms. Indicate your agreement or disagreement with the following statements by circling your response using this scale:				
Instructions (After Participation): The following items describe your opinions in learning English in this English language classroom. Indicate your agreement or disagreement with the following statements by circling your response using this scale:				
Rating Scale: 1 Strongly Disagree; 2 Disagree; 3 Neutral; 4 Agree; 5 Strongly Agree				

Part 2: Questionnaire Items

Items	Rating			Suggestions
	1	0	-1	
Subscale: Intrinsic motivation – knowledge				
It is fun to learn English.				
I like learning new things in English.				
I like to learn about foreigners and how they live.				
Subscale: Intrinsic motivation – accomplishment				
I like it when I do well in the English language classroom.				
I like it when I can understand difficult things in English.				
I like doing difficult things in English.				
Subscale: Introjected regulation				

Items	Rating			Suggestions
	1	0	-1	
I'll feel bad about myself if I couldn't speak English in the English language classroom.				
I'll feel bad about myself if I couldn't speak to my foreign friends in English.				
I want to show my English teacher that I can learn English well.				
Subscale: External regulation				
I want to find a good job when I grow up.				
My parents and teachers want me to learn English.				
Everybody in school has to learn English.				
Additional Item - added to find relevance between teacher's autonomy support and students' motivation in learning English				
My English language teacher makes me want to learn English.				

Part 3: Overall Evaluation

Items	Rating			Suggestions
1. These questionnaires are appropriate to use for assessing students' motivation in English language classrooms.				
2. This questionnaire is appropriate to administer to students before and after their participation in this research study.				
3. It is appropriate to administer these questionnaires with the participants (M.5 students from the English Program) without Thai translation. However, students will be supported with explanation while completing the questionnaires instead.				
4. The format of the questionnaires is appropriate.				

Additional Comments

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Thank you for your time and assistance.

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Expert

Interview Questions on Students' Opinions Toward Autonomy-Supportive English Language Instruction (For Teacher)

1. What are differences between this English language classroom and other English language classrooms you have attended?
2. How do you feel about studying in English language classrooms before and after studying with the current teacher?
3. How does the way the teacher teach and react affect the way you study and your feelings toward studying English in this English language classroom?
4. How do you want the teacher to improve the instruction in future English language classrooms?

คำถามสัมภาษณ์ความคิดเห็นของนักเรียนต่อการสอนภาษาอังกฤษ
แบบสนับสนุนความเป็นอิสระในตนเอง (สำหรับครู)

1. มีความแตกต่างอะไรบ้างระหว่างชั้นเรียนภาษาอังกฤษนี้กับชั้นเรียนภาษาอังกฤษอื่นๆ ที่นักเรียนเคยเรียนมา
2. นักเรียนเรียนรู้สึกอย่างไรเกี่ยวกับการเรียนในชั้นเรียนภาษาอังกฤษก่อนและหลังเรียนกับครูคนปัจจุบัน
3. วิธีที่ครูสอนและการแสดงออกมีผลต่อวิธีการในการเรียนและความรู้สึกของนักเรียนต่อการเรียนภาษาอังกฤษในชั้นเรียนภาษาอังกฤษนี้อย่างไร
4. นักเรียนอยากให้ครูพัฒนาการเรียนการสอนในชั้นเรียนภาษาอังกฤษอย่างไรในอนาคต

แบบบันทึกการสัมภาษณ์

ชื่อ_____ ชั้น_____ เลขที่_____

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Evaluation Form of Item Objective Congruence

Interview Questions on Students' Opinions Toward Autonomy-Supportive English Language Instruction

Instructions

Please rate (✓) the following items according to your opinions toward the congruence between the objectives and the items**.** Please also give suggestions where necessary.

1 means the objectives and the items are **congruent**.

0 means the congruence between the objectives and the items is **questionable**.

-1 means the objectives and the items are **incongruent**.

Objective of the Instrument

To investigate the students' opinions toward Autonomy-Supportive English Language Instruction

Description

These interview questions are developed by the research for semi-structured interview which will be conducted after the implementation of the intervention. The questions are to elicit students' opinions toward Autonomy-Supportive English Language Instruction. Students who are considered having high (2), medium (2) and low (2) motivation in the English language classroom according the self-report motivation questionnaire they completed before the receiving the intervention will be asked to participate in this interview. The data collected will be used to answer the second question of this study.

Part 1: Introduction

Items	Rating			Suggestions
	1	0	-1	
Title: Interview Questions on Students' Opinions Toward Autonomy-Supportive English Language Instruction				
Type of the interview: semi-structured interview				

Part 2: Questions

Items	Rating			Suggestions
	1	0	-1	
1. What are differences between this English language classroom and other English language classrooms you have attended? มีความแตกต่างอะไรบ้างระหว่างชั้นเรียนภาษาอังกฤษนี้กับชั้นเรียนภาษาอังกฤษอื่นๆ ที่นักเรียนเคยเรียนมา				
2. How do you feel about studying in English language classrooms before and after studying with the current teacher? นักเรียนเรียนรู้สึกอย่างไรเกี่ยวกับการเรียนในชั้นเรียนภาษาอังกฤษก่อนและหลังเรียนกับครูคนปัจจุบัน				
3. How does the way the teacher teach and react affect the way you study and your feelings toward studying English in this English language classroom? วิธีที่ครูสอนและการแสดงออกมีผลต่อวิธีการในการเรียนและความรู้สึกของนักเรียนต่อการเรียนภาษาอังกฤษในชั้นเรียนภาษาอังกฤษนี้อย่างไร				
4. How do you want the teacher to improve the instruction in future English language classrooms? นักเรียนอยากให้ครูพัฒนาการเรียนการสอนในชั้นเรียนภาษาอังกฤษอย่างไรในอนาคต				

Part 3: Overall Evaluation

Items	Rating			Suggestions
1. The questions are appropriate to use for investigating students' opinions toward Autonomy-Supportive English Language Instruction				
2. It is appropriate to conduct the interview in Thai.				
3. The English and Thai versions are congruent.				
4. The form for recording the interview is appropriate.				

Additional Comments

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Thank you for your time and assistance.

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Expert

Students' English Language Classroom Reflection Form

Unit_____ Topic_____ Date ____/____/____

Instructions: Items 1-4 describe statements about your opinions toward this unit. Indicate your agreement or disagreement with the following statements by circling your response using this scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Items	SD	D	N	A	SA
1. I like the lessons in this unit.	1	2	3	4	5
2. This unit makes me want to learn English.	1	2	3	4	5
3. I have achieved the objectives of the unit.	1	2	3	4	5
4. My teacher has helped me to achieve the objectives of the unit.	1	2	3	4	5

Instructions: For items 5-7, please give comments and suggestions about the learning in this unit.

5. How do you want the teacher to improve the lessons?

_____

_____

_____

6. The next lesson will be about '...(topic)...'. What do you expect to see or learn according to the topic?

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7. Additional Comments

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---------- Thank you for your cooperation. ----------

Evaluation Form of Item Objective Congruence

Students' English Language Classroom Reflection Form

Instructions

Please rate (✓) the following items according to your opinions toward the congruence between the objectives and the items**.** Please also give suggestions where necessary.

1 means the objectives and the items are **congruent**.

0 means the congruence between the objectives and the items is **questionable**.

-1 means the objectives and the items are **incongruent**.

Objective of the Instrument

To invite students' comments and suggestion for improving future lessons

Description

This form is developed by the researcher. It will be distributed to students at the end of every unit in order to invite students' opinions and suggestions for the learned unit and their preferences for the next unit. Students' opinions will be used to improve the subsequent lessons. There are four units, each one lasts three periods. Therefore, the reflection form will be distributed to students four time during the study. The form does not require students to fill their names which will keep their comments anonymous. Therefore, they can be candid. Items 1-4 are rating scale. Items 5-7 are open-ended questions.

Part 1: Introduction

Items	Rating			Suggestions
	1	0	-1	
Title: Students' English Language Classroom Reflection Form				
Instructions: Items 1-4 describe statements about your opinions toward this unit. Indicate your agreement or disagreement with the following statements by circling your response using this scale:				
Instructions: For items 5-7, please give comments and suggestions about the learning in this unit.				

Items	Rating			Suggestions
	1	0	-1	
Rating Scale: 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree				

Part 2: Questionnaire Items

Items	Rating			Suggestions
	1	0	-1	
1. I like the lessons in this unit.				
2. This unit makes me want to learn English.				
3. I have achieved the objectives of the unit.				
4. My teacher has helped me to achieve the objectives of the unit.				

Part 3: Open-ended Section

Items	Rating			Suggestions
	1	0	-1	
5. How do you want the teacher to improve the lessons?				
6. The next lesson will be about '...(topic)...'. What do you expect to see or learn according to the topic?				
7. Additional Comments				

Part 4: Overall Evaluation

Items	Rating			Suggestions
1. The form is appropriate to use for inviting students' comments and suggestion for improving further lessons.				
2. This form is appropriate to administer to students after each unit of the lessons.				
3. It is appropriate to administer this form to the participants (M.5 students from the English Program) without Thai translation.				
4. The format of the form is appropriate.				

Additional Comments

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Thank you for your time and assistance.

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Expert

Teacher's Reflection Form

Unit_____ Topic_____ Date ____/____/____

1. The teaching and learning process of this unit is satisfiable.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Note:_____

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_____

2. Students are highly motivated to learn in this unit.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Note:_____

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3. I am highly motivated to teach in this unit.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Note:_____

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4. What have I done well today?

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5. What can be done to improve my instruction in the next lessons?

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6. Additional Comments

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Evaluation Form of Item Objective Congruence

Teacher's Reflection Form

Instructions

Please rate (✓) the following items according to your opinions toward the congruence between the objectives and the items**.** Please also give suggestions where necessary.

1 means the objectives and the items are **congruent**.

0 means the congruence between the objectives and the items is **questionable**.

-1 means the objectives and the items are **incongruent**.

Objective of the Instrument

To reflect about the teaching and learning process of each unit of the lessons for improving future lessons

Description

This form is developed by the researcher. It will be completed by the teacher at the end of every unit as a class record, self-assessment and assessment of students' motivation in learning overall. The data acquired will also be used for improving future lessons.

Part 1: Introduction

Items	Rating			Suggestions
	1	0	-1	
Title: Teacher's Reflection Form				
Rating Scale: 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree				

Part 2: Questionnaire Items

Items	Rating			Suggestions
	1	0	-1	
1. The teaching and learning process of this unit is satisfiable.				
2. Students are highly motivated to learn in this unit.				
3. I am highly motivated to teach in this unit.				

Part 3: Open-ended Section

Items	Rating			Suggestions
	1	0	-1	
4. What have I done well today?				
5. What can be done to improve my instruction in the next lessons?				
6. Additional Comments				

Part 4: Overall Evaluation

Items	Rating			Suggestions
1. The form is appropriate to use for reflecting about the teaching and learning process of each unit of the lessons for improving future lessons.				
2. This form is appropriate to complete by the teacher after each unit of the lessons.				
3. The format of the form is appropriate.				

Additional Comments

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Thank you for your time and assistance.

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Expert

Teacher's Self-Report Autonomy Orientations Questionnaire

(Adopted from The Problems in Schools Questionnaire)

Instructions: The following vignettes describe about students' problems in schools. There are four behavioral options for dealing with the problem. Indicate your level of agreement relating to the appropriateness of each behavioral option by writing your response according to this scale:

1	2	3	4	5	6	7
very inappropriate			moderately inappropriate			very appropriate

Items	Rating (1-7)
A. Jim is an average student who has been working at grade level. During the past two weeks he has appeared listless and has not been participating during reading group. The work he does is accurate but he has not been completing assignments. A phone conversation with his mother revealed no useful information. The most appropriate thing for Jim's teacher to do is:	
1. She should impress upon him the importance of finishing his assignments since he needs to learn this material for his own good.	
2. Let him know that he doesn't have to finish all of his work now and see if she can help him work out the cause of the listlessness.	
3. Make him stay after school until that day's assignments are done.	
4. Let him see how he compares with the other children in terms of his assignments and encourage him to catch up with the others.	
B. At a parent conference last night, Mr. and Mrs. Greene were told that their daughter Sarah has made more progress than expected since the time of the last conference. All agree that they hope she continues to improve so that she does not have to repeat the grade (which the Greene's have been kind of expecting since the last report card). As a result of the conference, the Greenes decide to:	
5. Increase her allowance and promise her a ten-speed if she continues to improve.	

Items	Rating (1-7)
6. Tell her that she's now doing as well as many of the other children in her class.	
7. Tell her about the report, letting her know that they're aware of her increased independence in school and at home.	
8. Continue to emphasize that she has to work hard to get better grades.	
C. Donny loses his temper a lot and has a way of agitating other children. He doesn't respond well to what you tell him to do and you're concerned that he won't learn the social skills he needs. The best thing for you to do with him is:	
9. Emphasize how important it is for him to 'control himself' in order to succeed in school and in other situations.	
10. Put him in a special class which has the structure and reward contingencies which he needs.	
11. Help him see how other children behave in these various situations and praise him for doing the same.	
12. Realize that Donny is probably not getting the attention he needs and start being more responsive to him.	
D. Your son is one of the better players on his junior soccer team which has been winning most of its games. However, you are concerned because he just told you he failed his unit spelling test and will have to retake it the day after tomorrow. You decide that the best thing to do is:	
13. Ask him to talk about how he plans to handle the situation.	
14. Tell him he probably ought to decide to forego tomorrow's game so he can catch up in spelling.	
15. See if others are in the same predicament and suggest he do as much preparation as the others.	
16. Make him miss tomorrow's game to study; soccer has been interfering too much with his school	

Items	Rating (1-7)
E. The Rangers spelling group has been having trouble all year. How could Miss Wilson best help the Rangers?	
17. Have regular spelling bees so that Rangers will be motivated to do as well as the other groups.	
18. Make them drill more and give them special privileges for improvements.	
19. Have each child keep a spelling chart and emphasize how important it is to have a good chart.	
20. Help the group devise ways of learning the words together (skits, games, and so on).	
F. In your class is a girl named Margy who has been the butt of jokes for years. She is quiet and usually alone. In spite of the efforts of previous teachers, Margy has not been accepted by the other children. Your wisdom would guide you to:	
21. Prod her into interactions and provide her with much praise for any social initiative.	
22. Talk to her and emphasize that she should make friends so she'll be happier.	
23. Invite her to talk about her relations with the other kids, and encourage her to take small steps when she's ready.	
24. Encourage her to observe how other children relate and to join in with them.	
G. For the past few weeks things have been disappearing from the teacher's desk and lunch money has been taken from some of the children's desks. Today, Marvin was seen by the teacher taking a silver dollar paperweight from her desk. The teacher phoned Marvin's mother and spoke to her about this incident. Although the teacher suspects that Marvin has been responsible for the other thefts, she mentioned only the one and assured the mother that she'll keep a close eye on Marvin. The best thing for the mother to do is:	
25. Talk to him about the consequences of stealing and what it would mean in relation to the other kids.	
26. Talk to him about it, expressing her confidence in him and attempting to understand why he did it.	

Items	Rating (1-7)
27. Give him a good scolding; stealing is something which cannot be tolerated and he has to learn that.	
28. Emphasize that it was wrong and have him apologize to the teacher and promise not to do it again.	
H. Your child has been getting average grades, and you'd like to see her improve. A useful approach might be to:	
29. Encourage her to talk about her report card and what it means for her.	
30. Go over the report card with her; point out where she stands in the class.	
31. Stress that she should do better; she'll never get into college with grades like these.	
32. Offer her a dollar for every A and 50 cents for every B on future report cards.	

Notes

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Evaluation Form of Item Objective Congruence

Teacher's Self-Report Autonomy Orientations Questionnaire

(Adopted from The Problems in Schools Questionnaire)

Instructions

Please rate (✓) the following items according to your opinions toward the congruence between the objectives and the items**.** Please also give suggestions where necessary.

1 means the objectives and the items are **congruent**.

0 means the congruence between the objectives and the items is **questionable**.

-1 means the objectives and the items are **incongruent**.

Objective of the Instrument

To investigate teacher's autonomy orientation whether the teacher tends to be supportive or controlling

Description

Teachers possess different motivating styles. Some are autonomy-supportive and some are autonomy-controlling. In order to provide autonomy support to students, it is reasonable that teachers should be autonomy-supportive themselves. To conduct a preliminary study on teacher's autonomy support, Teacher's Self-Report Autonomy Orientations Questionnaire is employed for the researcher as a teacher to complete. This questionnaire is adopted from The Problems in Schools Questionnaire (PIS) which is a type of The Motivators' Orientations Questionnaires used in Self-Determination Theory to assesses teachers' orientation toward motivating students whether they tend to be controlling or autonomy supportive with their students. To implement this questionnaire, the teacher completes the scales which are composed of eight vignettes relating to students' problems in schools. Under each vignette, there are four behavioral options for dealing with the problem with different level of autonomy support and control, namely Highly Autonomy Supportive (HA), Moderately Autonomy Supportive (MA), Moderately Controlling (MC), and Highly Controlling (HC). Each option is rated by using a seven-point rating scale ranging from very inappropriate to very appropriate. In total, there are 32 items. In addition, considering the description of the original questionnaire, the vignettes ask the respondent to complete the questionnaire as a teacher and a parent interchangeably. After the analysis, it was found that items A, C, E and F are based on the teacher's perspective. Besides, B, D, G, H are based on the parent's perspective. According to the suggestion in the original questionnaire, when responding to items relating to parents, the respondents are suggested to assume being a parent when completing the questionnaire.

Part 1: Introduction

Items	Rating			Suggestions
	1	0	-1	
Title: Teacher's Self-Report Autonomy Orientations Questionnaire				
Instructions: The following vignettes describe about students' problems in schools. There are four behavioral options for dealing with the problem. Indicate your level of agreement relating to the appropriateness of each behavioral option by writing your response according to this scale:				
Rating Scale: 1 very inappropriate 2 3 4 moderately inappropriate 5 6 7 very appropriate				

Part 2: Overall Evaluation

Items	Rating			Suggestions
1. This questionnaire is appropriate to use for investigating teacher's autonomy orientation whether the teacher tends to be supportive or controlling.				
2. This questionnaire is appropriate to complete by the teacher prior to conducting this research study.				
3. This questionnaire is appropriate for English language teachers who are in Thai school context.				
4. The format of the questionnaire is appropriate.				

Additional Comments

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Thank you for your time and assistance.

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Expert

VITA

Miss Mintra Phithakmethakun was born on 5 August 1991 in Buriram, her father's hometown, and grew up in Sisaket, her mother's hometown. She graduated with a Bachelor of Education (First Class Honors) in Secondary Education, English major (Honors Program) in 2013 from the Faculty of Education, Chulalongkorn University where she was funded to learn and be cultivated to become a knowledgeable scholar and an experienced researcher. Her research title was Effects of Process-Genre Approach on English Writing Ability of Lower Secondary Students. In 2012, she received an award of student with an outstanding academic performance from Chulalongkorn University. After her graduation in 2013, she started working as an English teacher in Intensive English Programs at St.Peter's School in Nakhonpathom, Phra Mae Maree Phrakanong School in Bangkok, and Suanbua School in Bangkok. Her experiences in teaching allowed her to see the importance of students' motivation in learning English. In 2015, she was offered a scholarship from the Teaching English as a Foreign Language (International Program), Faculty of Education, Chulalongkorn University to further her study in Master of Education in Teaching English as a Foreign Language where she continued developing her interest in enhancing students' motivation in English language classrooms. Apart from being a student researcher, during the past years of her education, she had also been working in various academic fields, including a teaching assistant, a lecturer, a teacher trainer, and a camp leader which had greatly enhanced her excellence in becoming a qualified teacher.