#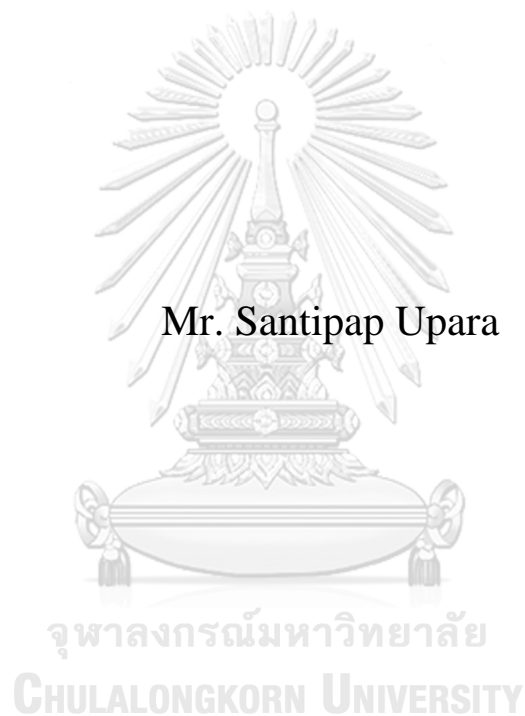 DEVELOPMENT OF GUIDELINE ON ENGLISH AUTONOMY-SUPPORTIVE INSTRUCTION WITH OUT-OF-CLASS ENGLISH RESOURCES FOR EFL CLASSROOMS

Mr. Santipap Upara

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Teaching English
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การพัฒนาแนวทางการจัดการเรียนการสอนโดยใช้การสอนแบบสนับสนุนการเรียนรู้ภาษาอังกฤษ
ด้วยตนเองร่วมกับแหล่งเรียนรู้ภาษาอังกฤษนอกห้องเรียนสำหรับ
ห้องเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

นายสันติภาพ อุปรา

Thesis Title	DEVELOPMENT OF GUIDELINE ON ENGLISH AUTONOMY-SUPPORTIVE INSTRUCTION WITH OUT-OF-CLASS ENGLISH RESOURCES FOR EFL CLASSROOMS
By	Mr. Santipap Upara
Field of Study	Teaching English as a Foreign Language
Thesis Advisor	Assistant Professor RUEDEERATH CHUSANACHOTI, Ph.D.

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สันติภาพ อุปรา : การพัฒนาแนวทางการจัดการเรียนการสอนโดยใช้การสอนแบบสนับสนุนการเรียนรู้ภาษาอังกฤษด้วยตนเองร่วมกับแหล่งเรียนรู้ภาษาอังกฤษนอกห้องเรียนสำหรับห้องเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ. (DEVELOPMENT OF GUIDELINE ON ENGLISH AUTONOMY-SUPPORTIVE INSTRUCTION WITH OUT-OF-CLASS ENGLISH RESOURCES FOR EFL CLASSROOMS) อ.ที่ปรึกษาหลัก : ผศ. ดร.ฤดีรัตน์ ชุษณะโชติ

งานวิจัยนี้ศึกษา 1) เพื่อศึกษาวิธีการใช้แหล่งเรียนรู้นอกห้องเรียนภาษาอังกฤษของครูในห้องเรียนภาษาอังกฤษเป็นภาษาต่างประเทศในประเทศไทย 2) เพื่อศึกษาการสอนแบบสนับสนุนการเรียนรู้ภาษาอังกฤษด้วยตนเองร่วมกับแหล่งเรียนรู้ภาษาอังกฤษนอกห้องเรียนของครูในห้องเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ 3) เพื่อพัฒนาแนวทางการจัดการเรียนการสอนโดยใช้การสอนแบบสนับสนุนการเรียนรู้ภาษาอังกฤษด้วยตนเองร่วมกับแหล่งเรียนรู้ภาษาอังกฤษนอกห้องเรียนสำหรับห้องเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ วิธีการเก็บข้อมูลประกอบด้วยการตอบแบบสอบถาม สังเกตการณ์สอน และการสัมภาษณ์กึ่งโครงสร้างหลังการสังเกตการสอน กลุ่มตัวอย่างที่ใช้ในการวิจัยระยะที่ 1 คือ ครูภาษาอังกฤษในกรุงเทพมหานครจำนวน 75 ท่านที่ตอบแบบสอบถามการใช้แหล่งเรียนรู้ภาษาอังกฤษนอกห้องเรียนเพื่อเก็บข้อมูลเชิงปริมาณ และใช้แบบสอบถามเป็นเกณฑ์การเลือกครูภาษาอังกฤษ จำนวน 4 ท่านในการสังเกตการสอนและสัมภาษณ์เพื่อเก็บข้อมูลเชิงคุณภาพในระยะที่ 2 ของงานวิจัย การวิเคราะห์ข้อมูลเชิงปริมาณใช้สถิติบรรยาย และใช้การวิเคราะห์เนื้อหาเพื่อวิเคราะห์ข้อมูลเชิงคุณภาพ

ผลวิจัยสรุปได้ดังนี้ 1) ครูมีการใช้แหล่งเรียนรู้นอกห้องเรียนประเภทการอ่านและการฟังบ่อยครั้งและใช้เป็นเวลานานเพื่อประกอบการจัดการเรียนการสอนมากกว่าสื่อประเภทอื่น 2) ครูสร้างบรรยากาศการเรียนรู้เชิงบวกและการสนับสนุนการเรียนรู้ของผู้เรียน อย่างไรก็ตาม ผลวิจัยนำเสนอให้ 3) ครูสอนการใช้กลวิธีการเรียนรู้เพื่อประเมินผลความเหมาะสมแหล่งรู้เรียนภาษาอังกฤษแก่ผู้เรียน 4) ครูควรคำนึงถึงมุมมองของผู้เรียนก่อนการเตรียมการจัดการเรียนสอนและการนำแหล่งเรียนรู้นอกห้องเรียนมาใช้ 5) ครูควรเพิ่มโอกาสให้ผู้เรียนได้สะท้อนคิดเกี่ยวกับการเรียนของตนเองเพื่อสนับสนุนการเรียนรู้ด้วยตนเอง นอกจากนี้แนวทางจัดการเรียนการสอนโดยใช้การสอนแบบสนับสนุนการเรียนรู้ภาษาอังกฤษด้วยตนเองร่วมกับแหล่งเรียนรู้ภาษาอังกฤษนอกห้องเรียนสำหรับห้องเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศมุ่งเน้นบทบาทของครูในการคำนึงถึงมุมมองของผู้เรียน การสอนทักษะและกลวิธีที่สนับสนุนการเรียนรู้ภาษาอังกฤษด้วยตนเอง และการให้คำปรึกษาของครูต่อการเรียนรู้ภาษาอังกฤษผ่านแหล่งเรียนรู้นอกห้องเรียนของผู้เรียน

สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อนิสิต	
ปีการศึกษา	2565	ลายมือชื่อ อ.ที่ปรึกษาหลัก	

Santipap Upara : DEVELOPMENT OF GUIDELINE ON ENGLISH AUTONOMY-SUPPORTIVE INSTRUCTION WITH OUT-OF-CLASS ENGLISH RESOURCES FOR EFL CLASSROOMS. Advisor: Asst. Prof. RUEDEERATH CHUSANACHOTI, Ph.D.

The purposes of this mixed methods study were to 1) explore how teachers integrate out-of-class resources in Thai EFL classrooms, 2) explore how teachers conduct autonomy-supportive instruction with out-of-class resources in Thai EFL classrooms, and 3) propose a teaching guideline for English autonomy-supportive instruction with out-of-class resources in EFL classrooms. Data were collected through a questionnaire, classroom observations, and follow-up interviews. The research instruments consisted of 1) Teachers' Out-of-class English Resources Integration Questionnaire, 2) observation field notes, and 3) Teaching follow-up interviews questions. The participants, selected purposively, were English teachers in Bangkok, Thailand. Seventy-five participants took part in the Teachers' Out-of-class English Resources Integration Questionnaire. From this group, four participants were purposively selected for classroom observations and follow-up interviews. The quantitative data were analyzed using descriptive statistics, while the qualitative data underwent content analysis.

The study findings suggest that teachers frequently and extensively rely on receptive-oriented resources, creating a positive and supportive learning environment. The study identifies gaps that need to be addressed, emphasizing the importance of teachers actively teaching learners how to utilize learning strategies and evaluate out-of-class resources. It highlights the need to prioritize the incorporation of learners' perspectives into lessons and encourage reflection on the effectiveness of their own learning experiences, aiming to enhance learner autonomy. The pedagogical guideline emphasizes the importance of incorporating learners' perspectives, promoting real-life application, developing self-directed learning skills and strategies and adopting an active advisory role in learners' out-of-class language learning.

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

This chapter provides background of the study, statement of the problem, research questions, research objectives, scope of the study, the definition of terms, research framework and significance of the research.

Background of the Study and Statement of Problem

The endless emergence of new technologies, new media, pop culture, entertainment materials and the Internet offers a wide range of language learning opportunities and learning resources available outside the classroom. In these days, learners are surrounded by useful language learning resources that they can use to enhance language ability, even with or without deliberate intention to learn the language (Chusanachoti, 2009; Sundqvist & Sylvén, 2016). This current phenomenon has clearly proved that opportunities to learn English far exceed beyond what could be done in the past. Similarly, this apparently shows a huge paradigm shift of how the language is viewed and how it should be instructed in formal instruction.

There are two dimensions that facilitate learners' second language learning, namely what happens in-class and out-of-class (Richards, 2015). Learning opportunities provided in the classroom solely are limited in a range of authentic discourses and digital literacy practices (Chik, 2018; Richards, 2015; Richards & Nunan, 2015). Therefore, learning only in a classroom-based teaching context with the conventional textbooks may not facilitate learners to successfully adapt to the rapid changes of technological advancement that have had an immense impact on the

language these days. It is widely accepted that language learning from resources outside the classroom is significant for improving learners' language proficiency because they provide authentic language and opportunities to improve linguistics skills that suit learners' pleasure (Richards & Nunan, 2015). Additionally, many studies have revealed that many successful language learners reveal that opportunities for quality language learning outside the classroom through engaging in various types of English resources outside the classroom (Benson & Reinders, 2011; Lai, 2018; Reinders & Benson, 2017; Richards & Nunan, 2015).

Learning opportunities beyond the classroom offer a huge range of affordances, interests, structure of learning, duration, and diversity in language learning (Reinders & Benson, 2017). Despite the fact that the presence of learning such resources is ubiquitous these days, there is no guarantee that learners are capable of taking the most advantage of them since learners will only benefit from learning possibilities afforded when they relate to the recourses in terms of their language ability, experiences, identity, and perception (Chusanachoti, 2016; Palfreyman, 2014; van Lier, 2004). Furthermore, not all learning opportunities available outside the classroom are considered effective learning resources since they contain some constraints that can obstruct language learning. Under these circumstances, learners need to develop a certain level of learner autonomy to successfully learn the language outside the classroom (Benson, 2013; Lai, 2018; Richards & Nunan, 2015) because learners must actively seek opportunities and control their own learning outside the classroom. Autonomous learners exhibit a greater inclination to utilize diverse tools and resources for language learning (Dincer, 2020).

Learner autonomy is the socially mediated process that requires interaction among learners, as well as teachers (Benson, 2013; Murray, 2014). Teachers play a crucial role in connecting formal language instruction with real-world English by incorporating out-of-class resources into their classrooms. However, it has been found that some teachers do not commonly make such links (Richards, 2015; Toffoli & Sockett, 2015). Teachers' beliefs about the relationship between in-class and out-of-class language learning significantly influence their instructional practices, which, in turn, impact learners' autonomous learning outside the classroom (Lai et al., 2017; Lai et al., 2015). Additionally, previous studies have exhibited that learners tend to adopt the technological resources that the teachers introduce and use as in-class instructional materials in their real lives (Ekşi & Aydın, 2013; Fagerlund, 2012; Inozu et al., 2010; Lai & Gu, 2011; Lai et al., 2017). Conversely, it was found that some teachers still overestimated learners' ability to learn from the technology and out-of-class English resources by themselves and those teachers also oversimplified their roles of providing learning resources and strategy sharing and training to support learners (Lai, 2015; Lai et al., 2016).

Autonomy-supportive instruction, as described by Reeve (2016) involves delivering teaching in a way that promotes learner autonomy and fosters positive relationships. In practice, this means that teachers who support autonomy aim to incorporate learner' perspectives and interests into their lessons to nurture their psychological needs and stimulate their intrinsic motivation. Reeve and Cheon (2021) also note that this type of instruction can help learners perceive their need for autonomy as being fulfilled and take a more active role in their own learning. Many studies have also shown that autonomy-supportive instruction offers a range of

benefits to learners regarding enhancing autonomy, motivation, and language ability (Alrabai, 2021; Jang et al., 2016; Phithakmethakun & Chinokul, 2020; Reeve & Cheon, 2021).

English has been viewed as a compulsory subject in Basic Core Curriculum, starting from elementary to secondary school in Thailand. The notion of learner-centeredness and learner autonomy has been promoted in Thai Education since the 1999 Education Reform. According to the emergence of such new concepts, the current situation reveals inadequate support for teachers, leading to their lack of understanding and implementation of concepts in their classrooms. There are a number of studies examining teachers' beliefs and perceptions towards promoting autonomous learning in Thailand. The findings found that the Thai teachers hold positive attitudes and realize the importance of those concepts (Chinpakdee, 2020; Darasawang, 2007; Nonkukhetkhong et al., 2006; Thamraksa, 2003). However, the results of the studies investigating their readiness in promoting autonomous learning and teachers' autonomy-supportive instruction in their classroom show a huge mismatch due to insufficient understanding, lack of teachers' preparation, and limited learning resources (Tayjasanant & Suraratdecha, 2016). Therefore, the implementations of autonomous learning in Thailand heavily rely on the interpretations of teachers, and this thus leads to ineffective practical promotion (Darasawang, 2007; Tayjasanant & Suraratdecha, 2016). Also, some teachers still hold their perspective that it is learners' responsibility to develop their capacity to seek opportunities to learn outside the classroom (Chinpakdee, 2020).

The researcher has also conducted preliminary research employing informal interviews to investigate how the four English teachers teaching in secondary level in a demonstration school integrate out-of-class English resources in their lessons. There are some problems found, including that some of teachers are not aware of the availability of out-of-class English resources that could enhance their language teaching. Thus, they barely use the resources outside the classroom in their formal classrooms. Another drawback discovered is that the variety of out-of-class resources and activities used in their class seems limited even though some teachers perceive the availability of the other types of resources. Most of the teachers integrate mostly available interactive applications to ensure learners' interaction in only a few lessons and they seem reluctant to implement new kinds of activities in the classrooms. The other problem is that some teachers reveal that they aim to integrate out-of-class English resources into their lessons, but they lack experiences and knowledge to effectively apply such resources and activities into actual practices.

The results of the preliminary research evidently correspond to the problems found in the relevant literature reviews. Although there are several valuable studies and scholars in the field proposing how teachers should integrate out-of-class English resources in formal language classrooms along with promoting autonomous learning (e.g., Chick, 2018; Lai, 2017; Nguyen & Stracke, 2020; Odu, 2019; Reinders, 2014; Reinders, 2020; Sundqvist & Sylvén, 2016), the problematic issue regarding how teachers should effectively promote autonomous learning facilitated with the help of out-of-class resources in Thai EFL context is still unresolved. Most of those guidelines are too general and they are hard to apply in practical ways because they

only advise what should be done and taken into teachers' consideration. Nevertheless, the similar characteristics found in the aforementioned guidelines are they require teachers to foster learner autonomy and promote teachers' autonomy-support to motivate and facilitate learners to regulate their own learning in and outside the classroom. Thus, incorporating teachers' autonomy support and integrating out-of-class English resources into formal education can effectively foster self-directed and lifelong language learners.

There are also several reasons why the previous guidelines might not be applicable to Thai EFL language classrooms. Initially, none of those guidelines found are research-based studies in Thai EFL context. Furthermore, the types of out-of-class English resources and learning resources recommended that suit one specific context and period may not precisely work in the other contexts since the changes of trends also affect how learners use technology and participate in English out-of-class activities in their free time. The other reason is the differences in social norms and learning cultures. It is widely known that most learners in Asian EFL context are reserved and shy to actively participate in the classroom and they are normally not familiar with taking control of their own learning both in and outside the classroom (Benson et al., 2003; Littlewood, 1999). Previous studies (e.g., Chusanachoti, 2016; Eksi & Aydin 2013; Lai et al., 2015) have examined the types of out-of-class resources learners utilize. Additionally, research has explored learners' experiences in language learning outside the classroom (Nguyen & Stracke, 2021) and their perceptions of teachers' roles in supporting such learning (Lai et al., 2016;

Manprasert, 2017). These studies offer suggestions for teachers to integrate out-of-class English resources and foster learner autonomy in EFL language classrooms.

Several previous studies have mainly put the emphasis on teachers' perceptions of their roles (Lai et al., 2016; Manprasert, 2017), teachers' awareness of the changing trends of learners' informal learning and teachers' reactions to the change (Toffoli & Sockett, 2015), teachers' influence on how learners learn outside the classroom (Lai, 2015), and teachers' practices (Işık & Balçıkanlı, 2020) in autonomy-supportive instruction in learning through out-of-class English resources. Most of the studies employ survey and interviews methods (e.g., Lai et al., 2016; Manprasert, 2017; Işık & Balçıkanlı, 2020; Toffoli & Sockett, 2015) that could reflect some drawbacks that the results from the studies are too general and comprise self-reports with personal and social bias. In addition, these may not reflect the actual practices that teachers conduct in their classrooms. These circumstances lead to the wide problematic gap between the practicality and desirability that teachers should emphasize increasing awareness of available learning opportunities in their environment and effectively incorporating them into their language teaching practices. This study aims to add more insight to the field about teachers' good practice in English autonomy-supportive instruction with out-of-class English resources via employing classroom observations and follow-up interviews.

Therefore, this current study investigates how teachers integrate out-of-class resources in their lessons, how teachers conduct autonomy-supportive instruction with out-of-class English resources in EFL classrooms and to propose a pedagogical guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms, emergent from qualified teachers' classroom

observations and interviews. The practical guideline may facilitate teachers who seem reluctant to foster learner autonomy and incorporate out-of-class English resources in their classroom. This guideline aims to includes teachers' roles in how and when to apply them and practical exercises and learning activities that are suitable for Thai EFL classrooms. Also, this study aims to raise awareness regarding the vital role of teachers in facilitating students' autonomous learning with out-of-class resources and addresses the existing literature gap on autonomy-supportive instruction in the Thai EFL context.

Research Questions

This particular study attempts to answer three research questions:

1. How do teachers integrate out-of-class English resources in English autonomy-supportive instruction in EFL classrooms?

2 . How do teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms?

3. What is the guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms composed of?

Research Objectives

Aligning with the research questions, there are three research objectives of this study:

1. To explore how teacher integrate out-of-class English resources in English autonomy-supportive instruction.

2. To explore how teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms.

3. To propose a guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms.

Scope of the Study

1. The population of this study is native and non-native English teachers in upper-secondary schools in Bangkok, Thailand.

2. The context of the participants of this study is in upper-secondary level schools in Bangkok, Thailand with full Internet-facilitated to all teachers and learners. This context is selected as the setting to ensure the abundance of English learning resources both inside and outside the classrooms.

3. Out-of-class English resources in this study cover resources that allow learners to expose to English or to use English outside the classroom in their freewill that teachers can integrate into the lessons as instructional materials or tasks. Other out-of-class English resources which are not in English will be excluded from the scope of the study.

4. Data collection through observations will be done with the regular lessons aligning with their school curriculum. These lessons are not preliminarily designed for the observations of this study. In addition, learners studying in the observed classrooms are the current learners of the participants during the time of the study.

5. The observations and interviews in this study mainly put the emphasis on how teachers conduct English autonomy-supportive instruction with out-of-class English resources into the lessons in formal instruction. The other parts of data from the instructions that out-of-class English resources are not integrated will not be recorded

Definition of the Terms

Here are the definitions of terms that will be applied throughout this study:

1. Out-of-class English resources refer to any resource or activity that learners engage in English language in their leisure time with deliberate intention, or no degree of deliberate intention to learn English taking place outside the classroom setting, both formal education and non-formal education (Chusanachoti, 2009; Sundqvist & Sylvén, 2016). These encompass electronic, printed, digital, non-digital, online, and offline activities.

Out-of-class English resources are divided into eleven types according to their natures and characteristics synthesized from Chusanachoti (2016); Sundqvist and Sylvén (2016):

1) songs, music videos, videos with only songs and music streaming platforms

2) announcements, news, podcasts, radio shows and audio content

3) videos with conversation dialogue including movies, series, vlogs (a video record about opinions and experiences), Streaming platforms, online videos

4) physical and printed books, magazines, novels, poetry

5) online and printed newspapers

6) websites, blogs (online journal where content is presented in chronological order and diary style such as www.thaitravelblogs.com), forums (online discussion sites such as quora.com) and online communities

7) digital and physical signage and displays including signs, posters, brochure, food labels

8) emails

9) instant messaging such as LINE, Discord, WhatsApp

10) social media sites such as Facebook, Instagram, Twitter, TikTok

11) video games, digital games, board games, card games

2. Instruction refers to the process of how teachers plan the lessons, select the instructional materials, manage the classrooms, implement learning activities, along with how they assess their learners in accordance with their plans and content to meet the aim at facilitating learners' learning.

The term instruction is divided into from major aspects synthesized from Great Schools Partnership (2019) and Gunawan (2017).

1) Instructional plan refers to how teachers plan lessons, identify learning objectives, select content and instructional materials to aid learning.

2) Instructional implementation refers to how teachers deliver the content, teaching methodology, learning activities and task. This includes how teacher use teaching techniques and strategies to facilitate learners.

3) Learning environment refers to roles of teachers and learners that promote positive relationship between teachers and learners. This environment ensures that learners feel safe to collaborate with their peers and teachers throughout the learning process, along with teacher guidance.

4) Assessment of learning refers to how teachers assess and evaluate learners' performance and how teachers provide feedback to support learners' learning during the learning process.

3. English autonomy-supportive instruction refers to teachers' verbal and non-verbal instructional behaviors that aim to promote learner's involvement, adopt

learners' perspectives, take learners' needs, opinions, feelings, and behaviors into consideration, as well as provide a positive classroom environment to foster learners' interest and role in taking more control of their own learning.

4. English autonomy-supportive instruction with out-of-class English resources refers to a formal instruction that teachers adopt positive verbal and non-verbal behaviors to foster learners' interest and increase learners' role in their own learning with the integration of any English resource or activity that learners engage in during their leisure time outside the classroom setting as in-class instructional materials and tasks.

5. Guideline refers to a set of practical recommendations for instruction that aims to support teachers in regard to providing clear guidance on instruction, examples of learning activities, along with learning resources.

6. Guideline on English autonomy-supportive instruction with out-of-class resources refers to a set of practical recommendations with clear and practical guidance on instruction, examples of learning activities, teaching strategies, and teaching materials and learning resources on how to conduct an EFL class that fosters learners' interest and increases learners' involvement in their own learning with the integration of any English resource and or activity that learners engage in during their leisure time outside the classroom as in-class instructional materials and tasks.

7. Teachers refers to native and non-native English teachers who are currently teaching English in upper-secondary level in schools in Bangkok, Thailand.

Research Framework

English autonomy-supportive instruction	Teachers' roles in integrating out-of-class English resources into lessons (Lai, 2018)
- Teachers' instructional practices in promoting autonomy-supportive instruction - Teachers' perception towards autonomy-supportive instruction - Teachers' experiences in implementing autonomy-supportive instruction *Data obtained through questionnaire, classroom observations, and follow-up interviews.*	-Teachers' instructional practices in integrating out-of-class resources into lessons - Teachers' perception towards out-of-class resources - Teachers' experiences in incorporating out-of-class resources into lessons *Data obtained through questionnaire, classroom observations, and follow-up interviews.*

Guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms

- Instructional plan
- Instructional implementation
- Learning environment
- Assessment of learning

Figure 1.1 Research Framework

As shown above in Figure 1.1, the guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms was developed from two variables: autonomy-supportive instruction and teachers' roles in integrating out-of-class resources into lessons. These components encompass teachers' prior experiences, perception, and their roles in incorporating autonomy-supportive

instruction and out-of-class resources into lessons. It also addresses how teachers translate these factors into instructional practices in their lessons to develop the guideline. The data to develop the guideline include were obtained through questionnaire, classroom observations, and follow-up interviews.

Significance of the Study

This study would be beneficial to the teachers in EFL contexts as they could see the possible ways to integrate out-of-class English resources into their English formal instruction along with fostering learner autonomy. The guideline aims to support teachers of all experience levels and enhance the effectiveness of English lessons. It aids novice teachers who may be unfamiliar with fostering learner autonomy and incorporating out-of-class English resources. Additionally, it offers insights to experienced teachers who may seek guidance on identifying out-of-class resources that can effectively motivate learners. The guideline would assist the teachers to make the best use of learning resources outside the classroom, bridge the gap between in-class and real-life worlds, and expand learners' ability to become lifelong autonomous learners who are able to learn on their own. In addition, the study could give a light and raise awareness of the policymakers or the school directors to provide the learning resources and facilities which could enhance language learning and teaching to teachers and learners in their contexts. For the future researcher, this study could provide some insight into how Thai EFL teachers conduct English autonomy-supportive instruction with the integration of out-of-class English resources and the results and the guideline may be applicable to other learning contexts.

CHAPTER 2

LITERATURE REVIEWS

This chapter outlines theoretical frameworks related to the study. The overview concepts of autonomy-supportive instruction, learner autonomy, out-of-class English resources, relevant second language acquisition theories, , and related studies will be reviewed.

This chapter's outline encompasses four major parts as follows:

1. Teachers' autonomy-supportive instruction

1.1 Teachers' autonomy support

1.1.1 Definition of teachers' autonomy support

1.1.2 Benefits of teachers' autonomy support

1.1.3 Teachers' autonomy-supportive instruction in language classroom

1.2 Learner autonomy

1.2.1 Definition of learner autonomy

1.2.2 Components of learner autonomy

2. Out-of-class English resources

2.1 Definition of out-of-class English resources

2.2 Types of out-of-class English resources in language learning

2.3 Benefits and limitations of out-of-class English resources in language learning

2.4 Integrating out-of-class English resources into language classroom

3. Second language acquisition theory related to out-of-class English resources

3.1 Affordances and out-of-class English resources

3.2 Language awareness

3.3 Input through out-of-class English resources

4. Related Studies

1. Teachers' autonomy-supportive instruction

1.1 Teachers' autonomy support

Teachers have been viewed as the core agents to foster learner autonomy to facilitate learners to learn from English resources and activities they engage in outside the classroom. There are various ways teachers can do to support learners to become successful autonomous learners. One of those ways that will be highlighted in this study is through enhancing teachers' autonomy support (Deci & Ryan, 1985) since autonomy support depicts teachers' roles in how they can promote autonomous learning and increase learners' inner motivation to learn. The origin of the concept of autonomy support can be traced back to self-determination theory (SDT), as formulated by (Ryan & Deci, 2017). SDT posits that individuals have three fundamental psychological needs - autonomy, competence, and relatedness - that are intrinsically linked to their motivation. Autonomy support, and autonomy-supportive instruction will be discussed **in this section.**

1.1.1 Definition of autonomy support

Ryan and Deci (2000) proposed the teachers' instructional styles ranging from teachers' controlling to highly autonomy supportive. Reeve (2002, 2016) defined autonomy support as "the instructional effort to provide learners with a classroom environment and a teacher-student relationship that can support their

learners' need for autonomy." It is considered as teachers' instructional style and behaviors that they interact with learners during instruction to intensify, nurture, and develop learners' inner motivational resources. Ryan and Deci (2000) highlighted teachers' autonomy support as a learning environment where learners are not pressured to behave and are encouraged to be themselves and learners are given choices to take control of their own learning.

Teachers' autonomy support is one aspect of teachers' motivating instructional styles that take a significant role in the initiation and regulation of learners' engagement in language instruction. It has been proved that teachers' motivating styles influence learners' motivation, emotion, and performance Ryan and Deci (2000). According to Niemiec and Ryan (2009); Reeve (2006); Ryan and Deci (2000), it has been assumed that learners are innately curious to learn and want to exchange with their classroom environment and teachers' instruction. However, learners need supportive resources from the teachers to nurture their inner motivational resources and engagement. On the other hand, teacher control is the controlling behavior that teachers perform during instruction to pressure learners to comply in of teacher-prescribed way and neglect or decrease learners' inner motivation (Reeve, 2016).

1.1.2 Benefits of teachers' autonomy support in language classrooms

There are two goals of autonomy support proposed by Reeve (2016). According to him, the first goal is to provide learners with the in-class instruction, learning activities, positive classroom environment, and relationships between teachers and learners. These aim to develop learner autonomy and foster inner motivational resources. The second goal of autonomy support is to allow teachers to

become 'in synch' relationship with their learners. This kind of relationship occurs when learners and teachers form the relationship which leads to the situation when the action of one influences the action of the other and vice versa. This rapport may benefit both learners to move towards a higher quality of motivation to learn. Similarly, teachers try to reach higher quality motivating styles to improve their lessons. Teachers' autonomy support allows learners to become more increasingly motivated to learn and regulate themselves to take the initiation roles to control of their own learning (Núñez & León, 2015; Reeve, 2016; Reeve et al., 2004).

The relationship between autonomy-supportive and learners' inner motivation adapted from (Reeve et al., 2004), illustrated in Figure 2.1 below, suggested that learners' inner motivational resources and classroom conditions dynamically influence each other. However, the classroom conditions normally controlled by teachers can enhance and decrease learners' inner motivational resources. Therefore, teachers are expected to take the main roles to foster learner autonomy, motivation and avoid not weakening them via teachers' behaviors and instruction by incorporating autonomy-supportive instruction with the integration of out-of-class English resources that provide many affordances for language classrooms as they can enhance language teaching. In addition, they also match with learners' interest and such resources and activities are related to the real-life outside the classroom.
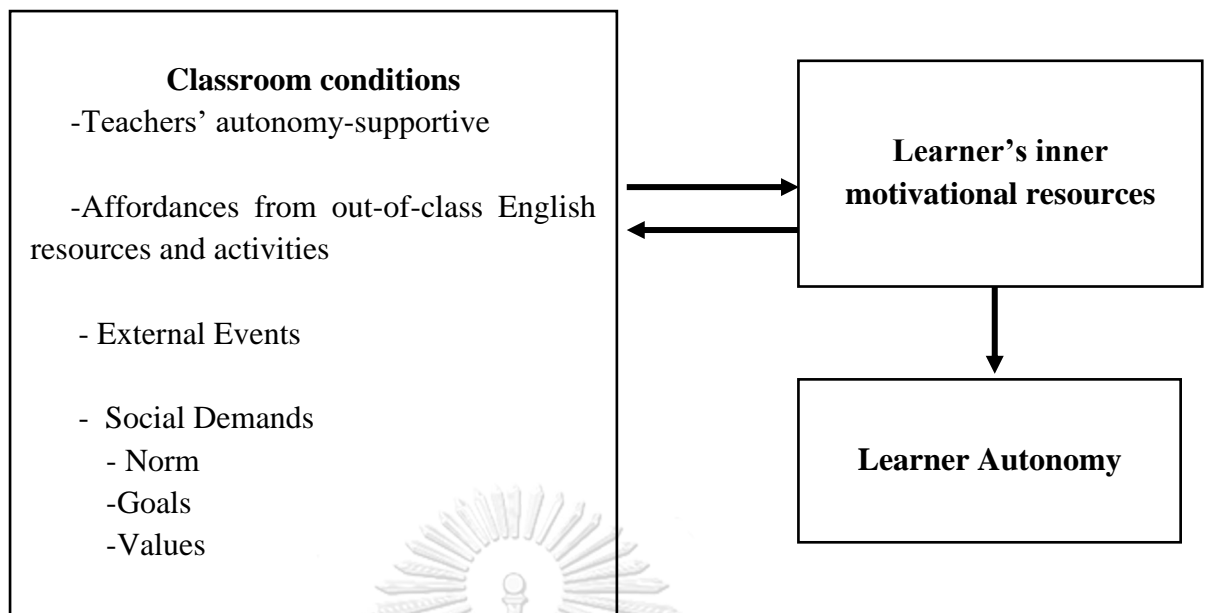
Figure 2.1 Relationship between Autonomy-supportive and Learners' inner motivation Adapted from Reeve et al. (2004)

        1.1.3 Teachers' autonomy-supportive instruction in language classroom

        Ryan and Deci (2017) proposed that there are three necessary conditions that teachers can conduct to make learners feel that their learner autonomy is supported. Teachers provide meaningful rationale while requesting learners to participate in any learning activity, acknowledging negative feeling, conveying choice, and using non-controlling language. Reeve (2016) added taking learners' perspective, displaying patience, and nurturing learners' inner motivational resources as teachers' roles in autonomy-supportive instruction.

        There are six instructional behaviors of autonomy-supportive instruction and three critical motivational phases of instructional flow proposed by Reeve (2016), shown in Figure 2.2.

Pre-lesson reflection: Preparing and Lesson begins: Inviting learners to engage

1) Taking the learners' perspective means teachers imagine themselves in learners' position while preparing the lessons. Teachers are actively aware of learners' needs, goals, emotions, and preferences and include them into the instruction. Besides, teachers anticipate obstacles learners may encounter during the instruction that may create anxiety and confusion for learners.

2) Vitalizing inner motivational resources means teachers allow learners to be a central part of learning activities to build the instruction that awakens and nurtures learners' inner motivational resources which encompass autonomy, competence, relatedness, curiosity, interest, and intrinsic goals. This supports teachers to frame learning activities that suit learners' intrinsic goal to encourage learners to participate in the classroom with their authentic sense.

3) Providing explanatory rationales for requests requires teachers to provide useful verbal explanations for learners to understand why they should put their effort into learning activities or teachers' requests or rules. Identifying the importance and values of uninteresting things and activities in learners' point of view helps learners to shift their perspective and accept to participate according to teachers' requests.

In-Lesson: Addressing and Solving learners' Problems

4) Acknowledging and accepting learners' expressions of negative affect refers to the situation teachers accept and show tolerance towards learners' negative feelings, concerns, complaints, and problematic self-regulation. These learners'

problems frequently found are disengagement, misbehavior, and poor performance during instruction.

5) Relying on informational and non-pressuring language means teachers are expected to be responsive to address learners' problems, provide options to learners, minimize both verbal and nonverbal pressure, and offer choices and flexibility to maintain the teacher-learner positive relationship.

6) Displaying patience can be explained that teachers need to provide time and space for learners to work at their own pace, wait for their signal of initiative, input, and willingness to take charge of their own learning such as setting goals, making plans, manipulating materials, revising their thinking, and monitoring their own progress.

Time ────────────────────────────────────→

| Pre-Lesson Reflection: Planning and Preparing | Lesson Begins: Inviting Students to Engage in the Learning Activity | In-Lesson: Addressing and Solving the Problems that Arise |

Take the Students' Perspective

Vitalize Inner Motivational Resources
If the learning activity or teacher request is potentially an interesting thing to do.

Provide Explanatory Rationales
If the learning activity or teacher request is potentially an uninteresting thing to do.

Acknowledge and Accept Negative Affect
Rely on Informational, Non-Pressuring Language
Display Patience

Figure 2.2 Three Critical Motivational Moments in the Flow of Autonomy-supportive Instruction (Reeve, 2016, p.136)

As has been noted, teachers' autonomy-supportive instruction could be seen as an effective way for teachers' roles to foster learners' self-regulation skills and offer various benefits to learners during the instruction. Teachers' autonomy support during instruction also shares many similar characteristics with how experts suggest how to integrate out-of-class English resources into language classrooms. Henceforth, conducting English autonomy-supportive instruction along with out-of-class English resources that suit learners' inner motivational resources. This combination may be used to improve learners' language ability learner autonomy, and motivation. Furthermore, it may lead to the potential ways for teachers to prepare learners during formal instruction, and to develop learners to eventually learn from resources outside the classroom on their own.

In this study, the researcher drew a conclusion and defined English autonomy-supportive instruction as teachers' verbal and non-verbal instructional behaviors that aim to promote learner's involvement, adopt learners' perspectives, take learners' needs, opinions, feelings, and behaviors into consideration, as well as provide a positive classroom environment to foster learners' interest and role in their own learning.

1.2 Learner autonomy

As described above, learner autonomy needs to be fostered in order to learn through activities outside the classroom (Benson, 2013) since learners demonstrating a capacity to take control of their own learning will be seen most obviously outside the classroom. Teachers are also required to promote autonomous learning and autonomy-supportive instruction in their classroom while integrating out-of-class

English resources. Therefore, learner autonomy its components will be reviewed in the following part to provide the explanation about learner autonomy:

1.2.1 Definition of learner autonomy

Learner autonomy is considered as one of learner's factors that several researchers have taken into consideration for decades. Holec (1981) gave the definition that learner autonomy as "the ability to take charge of one's own learning." He further described that this means one possesses the responsibility for all decisions regarding their own learning such as identifying learning objective, selecting content, indicating learning method, monitoring improvement, and making an evaluation of oneself. Dickinson (1995) also highlighted learner autonomy as the situation where the learner holds all of the responsibility for the decisions related to their learning. Nunan (1996) put the emphasis on the degrees of autonomy which is reflected through both individual factors and contextual factors, while Benson (2013) defined learner autonomy as "the capacity to take control of one's own learning." Besides, learner autonomy is associated with other many aspects of language learning theory when a person is required to demonstrate such capacity. This may be concluded that learner autonomy is a multidimensional capacity associated with a variety of forms from different people and even in the same person in different contexts and cultures. This led to difficulty in precisely defining the term and it may cause diverse interpretations (Benson, 2011a; Little, 1991).

Benson (2013) proposed that there are levels of autonomy and there are three overlapping dimensions of learner's degree of control over learning which contain:

1) Learning management deals with the degree to control "where", "when" and "how" of learning in their daily life. This mainly focuses on how learners plan and monitor their learning and manage themselves to be in the situation where they need to use their language ability.

2) Cognitive processes show "how" language is learned in second language acquisition and cognitive processes. The processes include attention and noticing. This outlines the relationship between how to control language learning and the exercise of learner metacognitive and cognitive abilities.

3) Learning content connects to learners' purposes to control to learn "what" and "how much" of language learning which learner has made their decision to learn.

1.2.2 Components of learner autonomy

Learner autonomy can be viewed as characteristics of learners on how they approach their learning process (Benson, 2013) According to Huang & Benson (2013), there are three overlapping components of a capacity to control learning:

1) Desire to show their active involvement in their own learning and control the intensity of the intention to learn and complete the task provided.

2) Ability in both general study and language to project that learners are able to plan their own learning, perform, and control to complete the learning plan. Also, learners are capable of monitoring and evaluating the effectiveness of their efforts.

3) Freedom shows the degree that learners can manage to control their own learning in a particular language feature, their learning process, and their learning situation.

Huang and Benson (2013) and Palfreyman and Benson (2019) showed their agreement that these three components are interconnected in various aspects. Palfreyman and Benson (2019) suggested that ability and freedom relate to learners' perception and their ability in a particular situation when they have freedom to choose, and they show willingness or desire to take control of their own learning. Additionally, Lai (2018) suggested that ability and desire are interrelated to a learner's perception shown in situational freedom. This is relevant to situational freedom provided through learning from learners' participation in activities outside the classroom in their convenient time and learner have choices to choose their own activities that may lead to language learning.

All things considered, there are many experts giving the definition and scope of learner autonomy. This leads the concept hard to define. It also overlaps with other terms in many aspects. However, the general definition is a capacity to take control of one's own learning (Benson, 2013) and promote learning skills and lifelong learning. Therefore, learners need such capacity to learn from out-of-class English resources because learners learning through these activities on their own seem to require them to develop all levels and components of learner autonomy because out-of-class resources and activities meet their desire and provide freedom but teachers possess the roles to improve learners' ability and self-regulated skills and implement the concept of learner autonomy into their lessons through autonomy-supportive instruction with the integration out-of-class English resources.

2. Out-of-class English resources

2.1 Definition of out-of-class English resources

Out-of-class English resources were defined as any resources that learners engage in during their leisure time English outside the classroom setting and out of the class time. These activities include no degree of deliberate intention, or with deliberate intention to learn the language (Chusanachoti, 2009; Sundqvist & Sylvén, 2016). While (Fuad et al., 2019) defined out-of-class resources as unsupervised activities that learners do with their specific objective at their convenient time.

Benson (2013) used the term out-of-class language learning to define language learning activity taking place outside the classroom, and it supplements classroom language learning (Benson, 2011; Reinders & Benson, 2017). In the field, there are many terms used to refer to a learning situation that is similar to out-of-class language learning such as out-of-class activities (Benson, 2011; Reinders & Benson, 2017), out-of-school, after-school, independent, extracurricular, language learning beyond the classroom (e.g., Benson& Reinder, 2011; Nunan & Richards, 2015; Lai, 2018; Reinders, 2020), extramural learning (Sundqvist, 2009; Sundqvist & Sylvén, 2016), online informal learning (Toffoli & Sockett, 2015), and informal language learning (Chik, 2018; Odo, 2019) However, these terms share similar characteristics which reflect on learning occurring out of teachers' initiation and it requires learners to show a certain level of autonomy to control their own learning (Benson, 2013). This leads Benson (2011) to conceptualize these diverse terms to propose fours dimensions of language beyond the classroom which include location, formality, pedagogy, and locus of control. These four dimensions allow us to see the variety of learning situations happing outside the classroom. To clarify, these point out that language

learning is complex, far beyond the classroom setting and the control of the teachers in only formal learning and assignment.

Learning situation through activities outside the classroom is divided into three categories according to language learning situation by Benson (2013). These categories are composed of:

1) Self-instruction: the situation that learners deliberately plan to learn by themselves via seeking the resources to improve their language ability

2) Naturalistic learning: learning with no deliberate intention to learn the language but learners participating in a situation that requires them to participate in language communication

3) Self-directed naturalistic learning: the situation where learners create and seek out the language learning situation, but they may not solely emphasize language learning while participating in the situation

In this study, the researcher views out-of-class English resources are closely similar to Extramural English coined the term by Sundqvist (2009) because they are the bigger concept that covers out-of-class language learning and the other alternative terms mentioned above because out-of-class English resources encompass the situation that requires learners' involvement in English activity outside the classroom when they consciously initiate the situation for learning, or when they have any other purposes to participate in English activities outside the classroom (Sundqvist & Sylvén, 2016) Besides, out-of-class English resources include all types of activities, aspects, locations, and situations that could cover out-of-class language learning.

Henceforth, the research drew the conclusion of out-of-class English resources in this study refer to any resource or activity that learners engage in English language

in their leisure time with deliberate intention, or no degree of deliberate intention to learn English taking place outside the classroom setting, both formal education and non-formal education (Chusanachoti, 2009; Sundqvist & Sylvén, 2016). These encompass electronic, printed, digital, non-digital, online, or offline activities.

2.2 Types of out-of-class English resources

There are many types of out-of-class English resources available in learning resources outside the classroom. Here are some types of out-of-class English resources and activities suggested by Sundqvist and Sylvén (2016) and they comprise watching films, watching music videos and vlogs, listening to music, reading books, newspapers, and magazines, reading blogs, surfing English websites on the Internet, interacting in real life and online platform, and playing all types of games on one's own or with others.

There were many previous studies investigating the types and the frequency use of out-of-class English resources that learners engaged in outside the classroom. Pickard (1996) revealed in his study in Germany that the most popular out-of-class English resources among learners were listening to a radio, reading newspapers, and reading novels. However, more academic-oriented activities such as self-study programs, and library materials received a high rate of negligence from learners. Hyland (2004) examined out-of-class English activities and resources of college participants in Hongkong and revealed that learners frequently preferred writing emails, reading academic books, surfing the internet, and watching videos. Chusanachoti (2009) reported in her study that Thai undergraduate learners that learners participated in a wide range of out-of-class English resources such as

watching movies, reading books, talking to one's self and friends in English, exploring and surfing the Internet, and listening to and singing songs. Bailly (2011) explored how French high school learners learned outside the classroom and found two major types categorized by their personal identity. She indicated that serious activity includes more academic-oriented activities such as doing exercises, writing down grammar rules, and using dictionaries while the other type called lighter activities encompasses watching anime, chatting with friends, and listening to songs. However, she pointed out that the lighter types were strongly related to learners' lives and their environment. Ekşi and Aydın (2013) investigated out-of-class English resources of undergraduate learners in Turkey and found that the most frequent activities that learners involved were listening to music, watching films, using a dictionary, and studying a new word respectively according to the scores he reported. Lai et al. (2015) explained that junior high school learners in China engaged in self-initiated language learning such as watching movies and listening to songs. Additionally, they found that most of the learners showed that they heavily used activities that required technological support while participating in out-of-class English resources. Chusanachoti (2016a) explored out-of-class English resources in undergraduate learners and found the top three out-of-class English resources most frequently participated in were asynchronous internet communicating, listening to or singing songs, and watching movies. Dincer (2020) studied the variety use of out-of-class English resources with technology in university learners in Turkey and found that social media, online dictionaries, and online websites were the most frequent activities learners engaged in and the most beneficial activities learners perceived for learning English.

Due to these circumstances from the literature reviews, this has clearly shown that there are various new types of out-of-class resources and activities emerging as time passes and technology evolves. Out-of-class English resources found in the literature (Bailly, 2011; Chusanachoti, 2016a; Dincer, 2020; Ekşi & Aydın, 2013; Hyland, 2004; Lai et al., 2015; Pickard, 1996) so far share some common characteristics., illustrated in Table 2.1 below. To clarify, most of the out-of-class English resources that learners prefer to engage in are receptive-oriented nature activities (reading and listening) such as listening to music and watching movies rather than productive skills activities (writing and speaking). Even though some studies indicated that learners participated in writing an email or chatting with friends, they still showed a high tendency to select non-face-to-face activities but still interactive such as social media, social network sites, and asynchronous internet communication. Learner's types of out-of-class English resources preferences are varied based on their internal factors such as identity, language proficiency, motivation, social norms, and external factors such as parents, society, and teachers. However, it is interesting to investigate how the teachers will encourage learners to practice their productive skills and face-to-face conversation through out-of-class English resources because learners in EFL contexts seem to show a high level of hesitation to participate in social-oriented experiences and public activity via out-of-class resources and activities because they are afraid of negative judgement (Hyland, 2004; Lai et al., 2017).

Table 2.1 Common Characteristics and Factors Related to Preferred Out-of-class English Resources

	Receptive-oriented Nature	Non-face-to-face preferred	Internal factors related	External factors related
Pickard (1996)	/	/		
Hyland (2004)	/	/	/	/
Chusanachoti (2009)	/	/	/	/
Bailly (2011)	/		/	/
Ekşi and Aydın (2013)	/	/		
Lai et al. (2015)	/			/
Chusanachoti (2016)	/	/	/	/
Dincer (2020)	/	/	/	

The scope and nature of opportunities available through out-of-class English resources with technology seem endless for those who have the Internet access. For those who lack the Internet connection, they can access to the opportunities in more limited options, but the opportunities are still there. However, some learners lack skills to perceive their availability and the possibility that out-of-class English resources can be used to enhance their language learning. It might be concluded that out-of-class English resources are similar to affordances in a variety of aspects that they are available in the environment for learners and teachers to interact, and how the activities afford learning opportunities is according to how learners and teachers

approach the resources. The in-depth details of out-of-class English resources and affordances will be exemplified in section two of the literature review.

2.3 Benefits and limitations of out-of-class English resources in language learning

Several previous studies have outlined the benefits and limitations of out-of-class English resources in language learning. Some of the important studies will be reviewed in this section of the study.

Out-of-class English resources offer learning opportunities for both teachers and learners. Out-of-class English resources make the learning concept real, more engaging, and relevant to learners' lives (Ferdous, 2013). Many scholars in the field have shown their agreement that out-of-class English resources support language learning in many aspects. For example, out-of-class English resources offer authentic discourses (Richards, 2015) and digital literacy practice (Chik, 2018; Richards, 2015). Such resources and activities enable learners to develop communicative repertoire and acquire the language they do not gain in formal instruction (Choi, 2017) and improve learners' pragmatic competence (Richards, 2015). It is also reported that many successful language learners reveal that they have to seek learning opportunities outside the classroom and learners perceive the usefulness of participating in learning from out-of-class English resources and activities (Benson & Reinders, 2011; Lai, 2018; Reinders & Benson, 2017; Richards & Nunan, 2015) and learning outside the classroom supplements their formal instruction (Lai et al., 2015).

However, there are some limitations of out-of-class English resources that some of these activities in traditional ways may lack supervision, instant feedback,

and learners' personalization (Fuad et al., 2019). Additionally, not all out-of-class English resources learners engage in can be considered as learning opportunities because they also provide some constraints that may affect language learning (Lai et al., 2015). Bailly (2011) also pointed out that the success of learning from resources outside the classroom may vary for different individual learners due to several factors including motivation, learning resources, and learning skills. Palfreyman (2014) also supported this point and put the emphasis on learning skills that affect other factors when learners are not aware of the learning resource while Chusanachoti (2009) added other external factors involved which are social norms, learning cultures, and social networks.

Bailly (2011) suggested the difficulties learners may face during learning independently outside the classroom in two categories: the first point is difficulties in gathering reliable resources and there is none supporting them in how to learn from out-of-class English resources. The other point is difficulties in using inefficiently learning strategies. This means that learners lack learning skills to learn outside the classroom since they set unrealistic goals and they cannot find or select the resources that match their own needs and learning style. Learners also cannot measure their learning progress and assess their own learning without external support.

This has proved that learners need support from the teachers to learn from out-of-class English resources. The teachers are the key agents who influence both the quality and quantity of how learners learn outside the classroom through their affective, behavior, and capacity support (Lai, 2015). Therefore, it is highly important for teachers to perceive and understand the quality that such resources contain and

realized that out-of-class English resources can enhance their language teaching and learning (Lai et al., 2015).

Apart from learners, out-of-class English resources also provide many benefits to teachers. Out-of-class English resources complement in-class instruction because in-class instruction heavily focuses on form and lacks authentic English (Lai et al., 2015) and out-of-class English resources offer additional input into classroom-based teaching (Richards, 2015). These activities allow teachers to bridge the gap between classrooms and real lives by providing learning situations and experiences which are difficult to create in the classroom setting. Richards (2015) proposed that it is significant that teachers need to become familiar with a wide range of out-of-class activities and technological resources. According to him, teachers need to improve their skills to guide learners to learn and manage their own learning outside the classroom, maximize what the environment affords to enhance their teaching, minimize the limitations, along with train learners to cope with the constraints.

2.4 Integrating out-of-class English resources into language classroom

There are a number of previous studies in the field encouraging teachers to integrate out-of-class English resources into language classrooms. However, it seems that teachers do not integrate resources available outside the classroom into their instruction. This lack of integration can be attributed to the significant demand for teachers to possess both language awareness and pedagogical skills in order to effectively such resources into their lessons (Henry et al., 2018). Out-of-class English resources offer opportunities that classroom-based learning seems to lack. There is a growing recognition among teachers of the significant role that out-of-class resources

can play in their students' lives and how these resources can be used to enhance language teaching as studies conducted by Schurz et al. (2022); Schurz and Sundqvist (2022) support this acknowledgement. Thus, it is essential to integrate out-of-class English resources into formal classroom because both of them complement each other and these activities with technology enable learners to make use of the digital resources in their everyday lives (Richards & Nunan, 2015). According to them. integrating out-of-class English resources into formal learning with clear goals will lead to successful English lessons. Since teachers have been viewed as the key people to support learners to learn from out-of-class activities, some of the guidelines on how teachers can integrate out-of-class English resources into language classroom from scholars will be reviewed in this section as follows:

Reinders (2014) proposed a method for supporting learners to learn from resources outside the classroom by incorporating Personal Learning Environment into formal instruction. He assured that this can be used to support both developing learner autonomy and promoting lifelong learning skills. Teachers' implementation of Personal Learning Environment allows learners to gradually manage and sustain all aspects of their own learning environment by using tools and resources to support their own learning.

He also outlined the practical steps to implement Personal Learning Environment into the classroom starting from informing the rationale and identifying clear expectations for learners. Subsequently, teachers encourage and raise awareness of the importance of out-of-class English resources and provide modelling and training the use of Personal Learning Environment to learners and then gradual release teachers' control. Additionally, teachers' ongoing monitor learner's learning

progress, provide frequently detailed feedback, and assess learners by using Personal Learning Environment.

Sundqvist and Sylvén (2016) showed their view that the ability to plan a classroom lesson that reaches what is in beyond the classroom is one most important of 21st-century teachers' competencies. They also suggest the competencies for teachers which contain:

1) Being aware of learners' individual needs and supporting learners in their own paths in a formal instruction

2) Being able to advise learners in their in-class and how to learn from out-of-class English resources and resources

3) Informing learners about the positive advantages of resources outside the classroom

4) Being able to map and track learners' out-of-class lives related habits and guide learners to practice them to support their learning

Lai (2018) concluded many studies in the field and proposed there are two dimensions for teachers to bridge in-class instruction and learning outside the classroom: 1) developing learners' self-regulation capacity, and 2) fostering learners' willingness to participate in showing a capacity for self-directed use of learning through out-of-class English resources. According to her, learners need support from teachers to become autonomous learners in three aspects encompassing affective support, resource support and capacity support.

She also proposed 'Teachers' roles in supporting learners autonomous use of technology for out-of-class learning' framework that facilitates teachers to clearly

views their own roles and apply them to their formal instruction. These teachers' roles will be reviewed below.

1) Promoting in-class autonomy-supportive instruction: Teachers are expected to promote in-class autonomy-supportive instruction through explicitly developing and training learners' self-regulation skills and learning strategies, promoting learners' involvement in instruction, and fostering learners' mentalities for using self-regulated learning skills in various contexts.

2) Providing in-class autonomy-supportive discourse and environment: Teachers are expected to provide in-class autonomy-supportive discourse and environment to foster the development of learner autonomy and avoid producing directive and controlling language during instruction.

3) Incorporating a variety of in-class topics and activities and promoting a wide range of out-of-class resources: Teachers will incorporate a variety of in-class topics and activities and promote a wide range of out-of-class resources to enrich learners' repertoire and expand opportunities for learners to get more familiar with the exploration in learning resources outside the classroom.

4) Preparing learners for uncertain experiences in learning from resources outside the classroom: Teachers possess the roles as key ones to scaffold learners regarding the interaction with resources outside the classroom and train them to have flexible mindset to deal with unexpected and intimidating problems with technology and resources outside the classroom.

5) Giving guidance and providing learning resources: Teachers are encouraged to give guidance and assistance to learners during the learning process and develop learners' critical digital literacy through technological resources.

Teachers are also required to provide reliable learning resources to support learners to learn for different purposes.

Chik (2018) proposed the outline for teachers to support learners' digital practices needed for learners to learn through out-of-class English resources in two aspects: The first aspect supports learners to have learners' competence in digital literacy regarding knowing how to search and locate the appropriate online resources that suit their learning purposes. The second aspect is that learners should possess an understanding of their own language learning needs and know how to act to reach the specified needs. This includes language proficiency, learner's styles and preferences, and management. According to her, the competence of digital literacy enhances learners on how to manage their own learning and it also links to enable learners to reflect on their own understanding.

Odo (2019) also proposed a guideline for integrating out-of-class English resources in second language classroom. The guideline requires teachers to gather useful learning resources and evaluate the appropriateness to introduce a set of them to learners. After that, the teachers share the gathered resources with learners and demonstrate any language learning strategies to show them how to learn from those out-of-class English resources. Throughout the process, teachers should be a model for learners on how to indicate and evaluate potential learning resources, give advice and feedback, incorporate scaffolded learning and gradual release teachers' responsibility. Eventually, teachers allow learners to share and discuss conclusions about learning opportunities, out-of-class English resources, and language learning strategies. According to him, these steps facilitate learners to become more

comfortable when engaging in independent learning through out-of-class English resources and they are offered tools and guidance to learn.

Nguyen and Stracke (2021) investigated four Vietnamese undergraduate learners regarding learners' mismatched experiences and roles between in-class and outside the classroom because they seemed to take more control of their own learning outside the class but preferred to be passive learners in the classroom. Then, they proposed a set of guidelines drawn from the results. It is advisable that EFL teachers should raise learners' awareness of availability and possibility to learn the language from out-of-class English resources and develop the language ability to bridge to gap between in-class and outside of the classroom. Here was their set of guidelines for EFL teachers:

1) Personalizing classroom learning to provide learning opportunities that meet individuals' interests

2) Encouraging learners to select and contribute learning materials in the classroom

3) Expanding learning activities and assessment to real-life practices

4) Promoting the use of various types of authentic and real-life materials

5) Incorporating project-based and flipped learning to encourage learners to work outside the classroom.

Reinders (2020) proposed the framework of a learning ecology of language beyond the classroom which is composed of overlapping in-class and learning outside the classroom in four stages. This framework also defined teachers' role in integrating out-of-class resources into in-class instruction.

1) Encouraging: Teachers encourage and promote out-of-class English resources to raise   learners' awareness.

2) Preparing: Teachers prepare controlled practice in classroom activities that include out-of-class English and activities and support learners to learn resources outside the classroom

3) Supporting: Teachers provide learners guidance and assistance through monitoring, and guided activity with technology and resources. Also, teachers are encouraged to provide feedback to support learners.

4) Involving: Teachers provide learner learning experiences in learning from out-of-class English resources situations in the classroom with little teachers' assistance

From the literature reviews above, there are similarities found in those studies presented in Table 2.2 below, several guidelines suggested by scholars (Chik, 2018; Lai, 2018; Nguyen & Stracke, 2021; Odo, 2019; Reinders, 2014, 2020; Sundqvist & Sylvén, 2016) put the emphasis on teachers need to raise learners' awareness of the availability of resources outside the classroom and the possibility to learn the language from them. However, the description of how teachers should do to raise learners' awareness is barely found in detail. On the contrary, they mentioned explicit instruction in terms of informing rationales to learners and training learning skills strategies to use out-of-class English in formal classrooms as instructional materials or learning activities. Furthermore, the experts encouraged teachers to promote the gradual release of teachers' responsibility and foster skills and capacity that develop learners to become autonomous learners while teachers closely monitor and give advice to learners during the process. Various studies above also stated that teachers

are expected to provide reliable learning resources to learners and train them to locate and evaluate learning resources. Another similarity found in (Odo, 2019; Sundqvist & Sylvén, 2016)'s guidelines is that when learners are well-trained for the learning situations outside the classroom, it is promoted that teachers need to ensure teachers let out-of-class English resources remain their properties as non-assignment activities learners participate outside the classroom in their convenient time. This is because they believe that learners will be capable of applying the experiences, skills, and strategies in a new learning situation outside the classroom. For out-of-class English resources with technology, it is mentioned that learners need to be trained and develop their digital literacy and digital practices provided by their teachers. However, The connection between learners' use of out-of-class resources and teachers' integration of out-of-class resources into lessons to aid language learning and teaching has not been extensively studied (Schurz et al., 2022; Schurz & Sundqvist, 2022).

Table 2.2 Characteristics of the Previous Guidelines for Integrating Out-of-class

English Resources into Language Classroom.

	Foster learner autonomy	Raise learners' awareness	Develop digital practices	Provide learning resources & guidance	Simulate outside the classroom's experiences
Reinders (2014)	/	/		/	
Sundqvist and Sylvén (2016)	/	/		/	/
Lai (2018)	/	/	/	/	/
Chik (2018)	/	/	/	/	/
Odo (2019)	/	/		/	/
Nguyen and Stracke (2021)	/	/		/	/
Reinders (2020)	/	/	/	/	/

3. Second language acquisition theory related to out-of-class English resources

In this section, second language acquisition theory related to out-of-class English resources and the overview concept that these activities offer a wide range of affordances and language awareness, and how out-of-class English resources support second language acquisition will be reviewed.

Incidental language learning has been defined as learning without an intention to learn or the learning of one thing when the learners' primary is to do something else (Laufer & Hulstijn, 2001). Incidental language learning is a process that may happen when learners participate in English resources activities outside the classroom.

However, what language learning through out-of-class English resources is a larger concept compared to incidental learning since the concept covers both incidental and intentional language learning. Besides, the nature of learning from out-of-class English resources also seems to be related to implicit language learning which is defined as language learning occurring 'with either intentionality or awareness' (Ellis, 2009). Therefore, English resources and activities outside the classroom may be viewed as affordances that require teachers and learners' further action to mediate them to learn. Additionally, teachers are the agents who raise learners' language awareness to perceive and learn through such out-of-class resources. In other words, teachers need to support learners by modifying implicit opportunities to be explicit situations to learn in the classroom.

3.1 Affordances and Out-of-class English resources

Out-of-class English resources offer a huge range of affordances. However, not all of the out-of-class English resources available in the environment could be considered as qualified activities to learn (Lai et al., 2015) but it will offer some benefits to a person according to the action and perception of the activities and resources. In addition, the property of affordances in out-of-class resources depends on how learners and teachers approach them. This makes out-of-class English resources share similar characteristics with affordances. To clarify, the out-of-class English resources offer learners opportunities to those who are aware of their properties and those who know how to apply them for learning and teaching. Similarly, not all the affordances provided could be considered as input for learners,

or resources for teachers. All things considered, this allows the researcher to draw the relationship between out-of-class English resources and affordances.

The term affordance was firstly introduced by Gibson (2014) in the psychological field. van Lier (2000, 2004) and Polechová and Storch (2008) then adapted the idea to language learning in ecological-semiotic perspectives and defined affordance as an alternative to language input or "affordance refers to what is available to a person to do something with." van Lier (2004) also pointed out that any affordance in the ecology is perceived directly or indirectly depending on the organism's behavior regarding perception, and action since affordance affords further action but does not trigger it. What is affordance does not change but it provides different properties to accordingly serve different specific actions (van Lier, 2000). Applying the concept to language learning, van Lier (2000) drew the conclusion that learners acquire language differently due to interaction with specific physical and social practices. Action, perception, and interpretation are intertwined subjectively as a reciprocal cycle of mutual reinforcement which each of the elements complements others (van Lier, 2004). Therefore, those who are active and engaged in seeking learning opportunities will gain more linguistics affordances and use them in action since affordances show relationships of possibility that provide a match between what the environment offered and the learners' perception, and action (van Lier, 2004).

Gibson (2014) and van Lier (2004) agreed that people perceive and then interpret affordances in an environment differently and people tend to perceive what is related to them. Furthermore, van Lier (2004) expanded the concept, and he identified the three features of affordances in language learning in linguistic terms:

1) An affordance displays an interrelation between a person and linguistic expression.

2) Linguistic affordances afford active language users to pick up differently depending on whether the affordances resonate with them.

3) The affordances picked up match with the individual's ability to take further action on them.

According to Menezes (2011), there is no evidence that learners will equally and similarly mediate the meaning from the same affordances. She also describes an example that not every gardener is able to create a beautiful garden from the same land provided. Therefore, it might be concluded that learners will also not equivalently acquire language from different properties of affordances. she also suggested that learners need to be active and search for the resources offered by the environment beyond the classroom since the ones available only within the classroom are significantly limited. Palfreyman (2014) added that learners need to be supported by teachers regarding motivation, learners' skills, and other factors related to perceiving the affordances in learning resources. Svalberg (2012) outlined the interaction of learner, environment, and affordances underlying the theory of ecological approach and she also pointed out teachers' roles in the ecosystem to mediate affordances to learners through tasks and instructional materials for learners. Chusanachoti (2016a) suggested four common characteristics of out-of-class English resources that learners most often perceive the affordances and participate in, and teachers could use as in-class instructional materials or tasks: 1) Transparency means learners find the activity is noticeable and understandable to perceive its function, its goal, and they know how to use it to learn English. 2) Usability refers to the activity

that suits their language proficiency to learn. This will be perceived by learners as a language learning resource. 3) Expense means that the activity matches learners' time availability and money. 4) Affectivity refers to the activity that provides positive feelings, enjoyment, and challenges to learners. Palfreyman (2014) also pointed out that the two elements that facilitate learners to be aware of the resources available or affordances are language awareness and learner autonomy. These elements will support autonomous learners to actively mediate affordances into their language input and learn from them.

3.2. Language awareness

Since many scholars suggest teachers to raise learners' awareness of learning availability outside the classroom and language awareness has been viewed as one of the elements that support learners to mediate the affordances offered in the environment to become the language input, the overview concept of language awareness will be reviewed below.

Association for Language Awareness (2012) defined language awareness as "explicit knowledge about the language, human's conscious perception, and sensitivity in language teaching and language use." van Lier (1996) clarified that awareness is mostly related to existing knowledge and experiences. Consequently, it might be concluded that if teachers provide learning experiences in how to learn from resources outside the classroom combined with the knowledge of the language feature in the formal instruction, learners will have a higher tendency to pick up and be aware more of the language learning opportunities surrounding them.

van Lier (1996) explained that there are various types of attention. In addition, attention is associated with awareness and consciousness (van Lier, 2004). He also indicated that people subjectively select what they will invest their attention to. People therefore will not pick up any information of something which they are not aware of at the early starting point. On the contrary, cognitive processes are activated when they are aware and active in the environment (van Lier, 2004). However, not all attention and detection spent lead to individual language awareness (Svalberg, 2007). Schmidt (1994) distinguished consciousness in language learning into four features.

1) Consciousness as intention: This puts the emphasis on when doing something with purpose.

2) Consciousness as attention: This level encompasses notions such as focusing and noticing the language.

3) Consciousness as awareness: This requires learners to have the knowledge of something to reach the level of awareness

4) Consciousness as control: This can be shown as an automatic process like performing our daily routine without conscious effort.

According to the sociocultural theory of language learning, van Lier (2004) outlined that people need to combine consciousness which is self-knowledge and awareness to facilitate making meaning of the language. These two factors play a significant role in language awareness and explicit learning (van Lier, 2004). In order to initiate successful language learning, he also suggested that there are some aspects of perception which need to be considered when analyzing language awareness. These factors include 1) action and interaction (agency), 2) incorporation of

multisensory in learning, 3) the nature of affordances, and 4) the two-way perception and its role in identity development.

As shown above, this could shed the light on how teachers can support learners to be more aware of affordances and learning opportunities provided in the environment surrounding them because if learners are not aware of the affordances or out-of-class English resources, they will not learn anything from them. This could also be applicable in how teachers can facilitate learners be to more aware of the availability of learning opportunities provided in out-of-class English resources via adopting explicit instruction to support the sense of learners' control of their learning and awareness to reach the level of being aware without conscious effort.

3.3 Input through out-of-class English resources

Many of the language learning opportunities through activities outside the classroom are experiential and incidental in nature (Richards, 2015). Many second language acquisition experts (Ellis, 2005; Krashen, 1985) supported the informal environment in the process of language learning in terms of supporting the goal of language teaching that enables learners to use language both in formal instruction and outside the classroom. Benson (2013) showed his view 'that a theory of second language learning in an informal language environment is relevant to a theory of instructed second language acquisition. Another point is that models of second language acquisition generally noticed in the formal instruction heavily focus on the acquisition of grammar rules (Jenks, 2010; Lai et al., 2015). On the contrary, language in the real-life world extensively found in out-of-class English resources

provides more socio-interactional (Jenks, 2010), and comprehensible input (Krashen, 1985)

Learners need a huge amount of input in order to become successful language learners. Krashen (1985) claimed that meaningful exposure to input in both formal and informal contexts is significant for learners' second language acquisition. Krashen's comprehensible input hypothesis promotes providing input that is beyond learners' current level (i+1). Therefore, this input is not too difficult but still challenging for learners to learn from it. This allows us to know that the more learners acquire comprehensible input, the more the target language is learned the language. Furthermore, out-of-class English resources which are at the i+1 level along with their relevant contexts to support learners' comprehension will supplement the classroom that only focuses on forms. Therefore, being aware of the availability of language input outside the classroom and engaging in learning through out-of-class English resources facilitates acquiring the new language features and retaining the language features taught (Gairns & Redman, 1986). Moreover, teachers need to ensure that learners get opportunities to produce the output to force the syntactic processing and allow learners to pay attention to the language form. Therefore, incorporating out-of-class resources and activities as instructional materials or tasks into formal instruction facilitate learners to explicitly use the language and initiate interaction in the classroom by performing tasks.

4. Related studies

Toffoli and Sockett (2015) surveyed thirty professors of English working in French university via a questionnaire regarding teachers' awareness of online informal language learning phenomenon amongst learners and how teachers incorporate the phenomenon into classroom practices. The result showed that teachers were aware of the widespread of online informal language and the input learner may face. They also noticed the positive effects of this informal learning on their learners' language ability. However, it was found that some teachers know little of how to make use of the out-of-class resources in their classroom because they found the programs outside the classroom were very rigid and could not be adapted to their teaching content. It was also revealed that teachers perceived that they might intrude on learners' private life if they incorporate these kinds of activities in their formal classroom. Additionally, teacher reported that they did not want to be the only one making changes in their teaching in their workplace.

Lai et al. (2016) examined ten teachers' and fifteen learners' perception in university level in Hongkong of teachers' roles on promoting autonomous language learning with technology outside the classroom via interviewing. They discovered a mismatch between teachers' and learners' perception regarding the expectation of the degree of teachers' involvement. To exemplify, learners in the study expected teachers to recommend technological resources and demonstrate metacognitive and cognitive strategies while teachers overestimated learners' capacity and tended to provide limited support. This study also indicated of raising teaching awareness of their roles in this learning context.

Manprasert (2017) investigated fifteen Thai EFL learners' and three teachers' perceptions of teachers' roles in promoting autonomous learning with social media. He revealed that learners felt that they did not receive adequate suggestions from teachers on how to develop their skills to control their own learning using social in and outside the classroom. Learners also expected teachers to provide them with more useful and reliable social platforms. Additionally, learners and teacher showed their agreement that social media should be used to enhance language learning.

Chinpakdee (2020) explored Thai secondary school teachers' perspectives on learner autonomy and how the teachers promote autonomous learning in their classroom practices using observations and teachers and learners group interviews. The results were found that teachers showed positive attitudes and realized the importance of the concept. However, teachers used teacher-led methods and did not sufficiently promote autonomous learning in their classrooms. Additionally, learners reported that they lacked skills and confidence to initiate their own learning.

Işık and Balçıkanlı (2020) investigated teachers' autonomy-supportive practices that support out-of-class language learning among eleven EFL tertiary teachers in Turkey via interviews as a single data collection method. In their study, the results of their practices were analyzed into five themes:

1) Affective support: Teachers increase learner's motivation and reduce affective learning obstacles for language learning

2) Resource support: Teachers suggest learning resources and support learners to find appropriate and effective learning resources.

3) Capacity support: Teachers foster learners' capacity to take responsibility in their own learning.

4) Technology support: Teachers assist learners to use technology to learn the target language.

5) Social support: Teachers encourage learners to learn cooperatively.

They also reported the constraints encountered by the teachers in two categories:

1) Institution-based constraints: This includes the high number of learners per class, poor technological infrastructure in classroom, limited class time, content loaded curriculum

2) Learner-based constraints: Some learners show low motivation level, and they tend to rely on teacher-directed learning environment.

They also found the differences of the perception of the teachers from different educational background and the length of teaching experiences. In addition, the younger teachers show a higher tendency to integrate the use of technology in their classroom.

As reviewed and discussed above, relevant studies existing in the field have clearly shown that learners in EFL context expected teachers to take the role to support them to learn from out-of-class English resources through various manners by providing learning resources, technological support, and capacity support (Işık & Balçıkanlı, 2020; Lai et al., 2016; Manprasert, 2017) and demonstrate learning strategies to learn from those activities (Lai et al., 2016). On the contrary, teachers' perceptions were found that teachers are aware of the emergence of these kinds of activities and realized how they affect language (Toffoli & Sockett, 2015). Teachers also expressed positive attitudes towards promoting autonomous learning (Chinpakdee, 2020). Nevertheless, teachers did not modify their teaching by

integrating these activities because they seemed to overestimate learners' ability to learn outside the classroom (Lai et al., 2016), they found these activities were not related to their teaching content (Toffoli & Sockett, 2015) and their curriculum were content load (Işık & Balçıkanlı, 2020), and they did not want to be a minority teacher to make such changes (Toffoli & Sockett, 2015).

In the final conclusion of the literature reviews, the concept of out-of-class English resources has first been reviewed in terms of their types that learners prefer, their benefits and limitations in language learning. After that, various ways how to integrate resources and activities outside the classroom into language classrooms based on existing literature have been reviewed. It has apparently been shown that out-of-class resources and out-of-class activities offer myriad language learning opportunities both in physical and digital contexts because they afford many languages comprehensible input to supplement classroom-based teaching which heavily focuses on forms. However, out-of-class resources encompass their own constraints and some of the activities have not been designed for language learning. This means that learners need to reach a certain level of learner autonomy to select and learn from effective resources outside the classroom. Therefore, teachers have been viewed as the main agents to foster learner autonomy, mediate affordances, raise learners' language awareness, and provide various situations for them to practice learning from resources outside the classroom through integrating those activities that learners engage in outside the classroom into formal instruction to prepare learners to willingly and eventually learn from out-of-class resources on their own pace. Teachers' autonomy-supportive instruction could be considered as an effective way that exhibits teachers' roles to foster learner autonomy and nurture learners' inner

motivational resources during formal instruction. This study aims to integrate the roles of out-of-class English resources and teachers' roles in autonomy-supportive instruction as grounded theories to develop the practical guideline that may facilitate teachers to conduct effective lessons and learners to become lifelong learners of English language.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this study to explore how teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms and to propose the guideline. This chapter includes research design, participants, contexts of the study, research instruments, data collection, and data analysis.

Research Design

This study employed the two-phase explanatory design of mixed methods as shown in Figure 3.1.

	Exploring how teachers conduct English autonomy-supportive instruction with out-of-class English resources and how teachers integrate out-of-class resources in autonomy-supportive instruction
Phase 1	• Quantitative data collection using questionnaire
	• Quantitative data analysis using descriptive statistics

Identifying the results for participant selection

	Developing the guideline on English autonomy-supportive instruction with out-of-class English resources
Phase 2	• Qualitative data collection using observations and interviews
	• Qualitative data analysis using content analysis followed Lai (2018) and Reeve (2016)

The guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms

Figure 3.1 Research Design Adapted from Creswell and Cresswell (2018)

For Phase 1, the quantitative method was employed aiming to explore how teachers integrate out-of-class resources in autonomy-supportive instruction and how teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms. The quantitative data from Phase 1 were then analyzed to inform the selection of participants and frame the classroom observations and follow-up interviews conducted in Phase 2. Thenceforth, Phase 2 employed a qualitative method to collect in-depth data of the event through observations and

follow-up interviews to propose the guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms. Consequently, Phase 2 which implements qualitative method was heavily emphasized in this study.

Phase 1

Participants for Phase 1

Participants were native and non-native English teachers who were currently teaching in upper-secondary levels in schools in Bangkok, Thailand during the time of the study. All of the participants involved in this study on their voluntary basis.

Seventy-five participants for Phase 1 were selected purposively according to the following criteria:

1) Conduct at least one English course in upper-secondary levels at the school.

2) Hold at least one year of experience in Thai's school context.

3) Possess an English language teaching degree or certificate.

4) Work in the schools with full Internet-facilitated to all teachers and learners.

These four criteria were set to ensure that the participants were drawn from the schools where various facilities were provided in the setting and to ensure the abundance of English learning resources both inside and outside the classrooms so that this would enable teachers to support learners to learn from the English resources and activities outside the classroom. In addition, holding the degree or the certificate would verify that the participants understood the principles of English language teaching and they were trained to apply concepts to actual practices. Therefore, they were able to integrate learning resources outside the classroom into their formal

instruction to foster learners' language learning. Additionally, they held some teaching experiences in classrooms since it had been proved that teachers' teaching experience is positively associated with teaching effectiveness and more experienced teachers support greater learners' learning (Kini & Podolsky, 2016).

The study was conducted in the urban area of Bangkok metropolitan. This context was selected due to its representation of the area with diverse learning various English resources outside the classrooms. To control other confounding variables that may occur in case of selecting the schools from different contexts, the researcher also aimed to purposively select the schools in Bangkok that shared similar aspects as having an abundant resourceful environment because they, both teachers and learners, could fully access to the Internet, as well as learning resources that offer rich of out-of-class English resources and technology surrounded. This particular context would enable the researcher to explore and analyze how different teachers perceived and used the availability of learning opportunities in their learning resources in the similar context, the differences regarding teachers' autonomy-supportive instructional behaviors, and teachers' conducting English autonomy-supportive instruction with out-of-class English resources.

Table 3.1 below summarized the demographic information of the research participants in Phase 1, including their teaching years of experience and the types of schools they attended.

Table 3.1 Demographic Information of Phase 1 Research Participants

(n= 75)

	1-4 years of teaching experience	5-9 years of teaching experience	More than 10 years of teaching experience
Public School	9	3	4
Private School	5	2	2
Demonstration School	14	20	16

Research instrument utilized in Phase 1 was the Teachers' Out-of-class English Resources Integration Questionnaire, incorporating a Likert scale for quantitative data collection. The comprehensive description of the questionnaire including its structure and development was provided in the research instrument section.

Data collection and procedures for Phase 1

This phase initially aimed to explore how teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms and how teachers integrate out-of-class resources in autonomy-supportive instruction. The results were use as one the criteria to select the participants for Phase 2 using the Teachers Autonomy Support with Out-of-class English resources Questionnaire as the questionnaire enabled the researcher to obtain the data on a one-shot basis and report the patterns of focus behaviors (Cohen et al., 2017). Each of the steps of how the data are collected was described as follows.

1) The researcher studied the context. After that, the researcher would specify and contact the schools for sending the request for permission letters given from the faculty.

2) The request letters were sent to the school via email to ask for permission to collect the data and launch the questionnaire.

3) The questionnaire administered on an online platform was sent to the teachers via email and ask them to complete the questionnaire on a voluntary basis. This process lasted three weeks.

4) The data obtained were analyzed to report the results of Phase 1, select the significant points the frame the guideline for classroom observations and Teaching follow-up interview questions, and selected the participants for Phase 2 according to the criteria mentioned earlier.

Phase 2

Participants for Phase 2

Four participants were selected purposively to participate in Phase 2 of this study with the following criteria:

1) Be the participants in Phase 1 of this study.

2) Gain high scores results, ranked in the 80th percentile from 'Teachers' Out-of-class English Resources Integration Questionnaire' employed in Phase 1.

3) Agree to offer permission from both the teachers and school directors to the researcher to observe and collect the data from their classrooms under the agreement of human research ethics protections.

These three criteria were used to ensure that the participants selected in Phase 2 were considered as good practice teachers who were ranked in the 80th percentile from the questionnaire and they were worth gathering the data for proposing the pedagogical guideline. This means that they frequently used and spent a certain amount of time incorporating out-of-class English resources and also adopt varied types of out-of-class English resources in their lesson and promote English autonomy-supportive instruction with out-of-class English resources in their lesson. The background of four participants in Phase 2 was described as follows:

1. Mr. Luke is an English native speaker. He is an experienced English teacher who has been teaching English in Thai's context for more than 10 years. He is currently teaching upper-secondary learners in a school located in the central area of Bangkok. His observed class was an additional course focusing on fostering life skills and learning strategies.

2. Mr. Sylvan is an English native speaker who has been teaching English in Bangkok, Thailand for 5-9 years. He has been conducting classes for both lower-secondary learners and upper-secondary learners in a school located in the central area of Bangkok. His observed class was an additional course focusing on fostering life skills and integrated content from other learning areas.

3. Ms. Bevie is a Thai teacher who holds her bachelor's and master's degree in English language teaching. She has been teaching English in a school located in the central area of Bangkok for 4 years. She is currently teaching both lower-secondary learners and upper-secondary learners. Her observed class was an additional course emphasizing social media and resources for learning English.

4. Ms. Madeline is a teacher is a Thai teacher who holds her bachelor's degree in teaching English. She has been teaching English in a school located in the central area of Bangkok for 3 years. She is currently teaching both lower-secondary learners and upper-secondary learners. Her observed class was a required course focusing on advanced grammatical features.

Prior to data collection, permission was obtained from these teachers to conduct classroom observations and follow-up interviews and record the data as part of the research process. The classroom observations and follow-up interviews focused on key findings derived from the Teachers Autonomy Support with Out-of-class English resources Questionnaire in Phase 1. Specifically, in Phase 2, the targeted instructional practices were identified as the ones that appeared to be lacking integration among participants in Phase 1 within their EFL classrooms. These practices were chosen to exemplify and explore potential areas for improvement and further support in fostering learner autonomy through the use of out-of-class English resources. The research instruments utilized in Phase 2 were Observation field notes and Teaching follow-up interview questions. The research instrument section provides a detailed explanation of these instruments.

Data collection and procedures for Phase 2

This phase intended to draw information gathered to propose the pedagogical guideline on English autonomy-supportive instruction with out-of-class English resources for EFL teachers. This phase was subdivided into two stages namely, observations and follow-up interviews. The classroom observations and follow-up interviews focused on the key findings derived from the Teachers Autonomy Support

with Out-of-class English resources Questionnaire in Phase 1 and Guideline for classroom observations. Specifically, in Phase 2, the targeted instructional practices were identified as the ones that appeared to be lacking integration among participants in Phase 1 within their EFL classrooms. These practices were chosen to exemplify and explore potential areas for improvement and further support in fostering learner autonomy through the use of out-of-class English resources. Here were the steps and rationales of this phase:

1) The researcher contacted four participants and the school directors to explain the purpose of the study and asked for permission to collect the data through observations and follow-up interviews.

2) The consent forms were sent via email and the research ethics issues regarding confidentiality and anonymity issue will be discussed.

3) The researcher made appointments with the participants for the observations.

Observation allowed the researcher to collect first-hand and rich information and deeper understanding of the process that the participants were performing both verbally, and non-verbally in their classrooms (Cohen et al., 2017).

4) The participants' classrooms were observed and recorded the data. The complete observer observation method was used to collect the data without any class involvement and participation that might interrupt the flow of the instruction of the participants. This process lasted eight weeks. Each of the participants' classrooms was observed by the researcher five times to prolong the involvement in the study and to ensure that the research gained adequate data to analyze and propose the guideline.

5) After the observations, the data on fieldnotes were brushed up to prepare for the follow-up interviews.

6) The researcher made the appointments with the participants for the follow-up interviews conducted by the researcher.

Each of the follow-up interviews was arranged within 1 week after the observations to ensure that the participants still recalled their intentions and behaviors demonstrated in the classrooms so that the information did not disappear. Each of the interviews lasted approximately 30 minutes and all follow-up interviews were audio recorded with the participants' permission.

Follow-up interviews were conducted in English for native English speakers and Thai for native Thai speakers. This approach was designed to create a comfortable and familiar environment for participants, allowing them to express themselves more effectively in their first language. By conducting interviews in the participants' native languages, the research aimed to gain deeper insights and ensure the accuracy of the data collected. Overcoming language barriers in this manner not only facilitated communication but also fostered a stronger rapport with the participants, leading to more meaningful and reliable outcomes.

Semi-formal and semi-structured interviews were employed in follow-up interview to triangulate the data from classroom observations. Interviews enabled the researcher to gain more understanding of the participants' points of view of their actual practices. Additionally, the follow-up interviews allowed the researcher to explore the further insights on how the participants thought, conducted, planned the specific actions and how they made connections between their ideas and behaviors shown in the classrooms (Hochschild, 2009).

Research instruments

There were three research instruments employed in this study, including questionnaire, observation field notes, Teaching follow-up interviews questions. The development of these instruments was guided by a theoretical framework exemplified in Figure 3.2 below.

Theoretical framework

Autonomy-supportive instructional behaviors (Reeve, 2016)	Teachers' roles in supporting learners' autonomous use of out-of-class resources and activities outside the classroom (Lai, 2018)
Pre-lesson and Lesson begin stage:	1) Promoting in-class autonomy-supportive instruction
1) Taking the learners' perspective	2) Providing in-class autonomy-supportive discourse and environment
2) Vitalizing inner motivational resources	3) Incorporating a variety of in-class topics and activities and promoting a wide range of out-of-class resources.
3) Providing explanatory rationales for requests	4) Preparing learners for uncertain experiences in learning from resources outside the classroom
In-lesson stage	5) Giving guidance and providing learning resources
4) Acknowledging and accepting learners' expressions of negative effect	
5) Relying on informational, non-pressuring language	
6) Displaying patience	

Questionnaire, Guideline for classroom observation and Teaching follow-up interview questions

Figure 3.2 Theoretical Framework

In this study, two frameworks were employed to develop the research instruments and Guideline for classroom observations in order to collect data. These frameworks, depicted in Figure 3.2, were adapted from 'Autonomy-supportive instructional behaviors' (Reeve, 2016) and 'Teachers' roles in supporting learners' autonomous use of out-of-class resources and activities outside the classroom' (Lai, 2018) were adapted and utilized.

The former framework from Reeve (2016) heavily depicts teachers' instructional practices including planning the lesson and conducting the class to promote autonomy-supportive instruction, along with fostering learner autonomy. Additionally, the latter framework proposed by Lai (2018) complements the views of how teachers can bridge in-class and out-of-class learning and highlights how teachers can facilitate learners to learn autonomously through out-of-class resources. By adapting and utilizing these two frameworks, the research instruments and Guideline for classroom observations were developed, enabling the collection of relevant data for the study.

The comprehensive description of each of the research instruments was described below:

1. Teachers' Out-of-class English Resources Integration Questionnaire

This questionnaire was adapted from Reeve (2016) and Lai (2018) to investigate how teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms and how teachers integrate out-of-class resources in autonomy-supportive instruction. The results from this questionnaire

would also serve as one of the criteria of the participants selection for Phase 2 (see Appendix B).

There were three sections of 'Teachers' Out-of-class English Resources Integration Questionnaire'. The participants were required to meet all of the qualifications criteria before completing the questionnaire. Each of the sections will be outlined as follows:

1.1 Demographic information

This part aimed to get the information including contact information, educational background, teaching experiences and the level and the nature of courses the teachers were teaching during the time of the study.

1.2 Frequency and The Amount of Time of Types of Out-of-class Resources

This section of the questionnaire focused on two aspects: the frequency and duration of out-of-class resources that teachers incorporate out-of-class resources into their lessons as part of their instruction. Additionally, the questionnaire included a list of eleven different types of out-of-class resources, characterized by their nature and specific attributes. The purpose was to gather information about how often teachers utilize these resources and the duration for which they integrate them into their instructional practices.

The first part put the emphasis on frequency use by employing 5-point Likert scale to indicate how often teachers integrate out-of-class in autonomy-supportive instruction, ranging from always, often, sometimes, rarely, and never. The description of each aspect in the Likert scale in this part was described below.

always   means   75%-100% of lessons in a course

often   means   50%-74% of lessons in a course

sometimes means   25%-49% of lessons in a course

rarely   means   1%-24% of lessons in a course

never   means   0% of lessons in a course

To gain in-depth understanding of how teachers integrate out-of-class resources in their lessons, the second part was mainly to investigate the amount of time teachers in integrate out-of-class in autonomy-supportive instruction. 4-point Likert scale was use in this part and the scale ranged from high, average, low and not at all.

The 4-point Likert scale was incorporated into the questionnaire to investigate the amount of time teachers integrate out-of-class resources into their lessons, ranging from not at all, low, average, and high. The description of each aspect in the Likert scale in this part was described as follows:

high   means   50%-100% of the lesson duration

average means   25%-49% of the lesson duration

low   means   1%-24% of the lesson duration

not at all means   0% of the lesson duration

1.3 Autonomy-supportive instruction with out-of-class resources integration

This part of the questionnaire employed the 4-point Likert scale to explore teachers' instructional behaviors on how they conduct English autonomy-supportive instruction with out-of-class English resources. This part was adapted from Reeve (2016) and Lai (2018) .The scale ranges from always true, somewhat true, somewhat not true, never true.

Questionnaire development and validation

Here were the steps how the 'Teachers' Out-of-class English Resources Integration Questionnaire' was developed before launching to the participants:

1) The researcher explored the related studies in the field regarding autonomy support and out-of-class English resources.

2) The researcher developed the questionnaire adapted from Reeve (2016) and Lai (2018) under the supervision of the advisor.

3) The questionnaire was validated by three experts in the field using the index of Item-Objective Congruence (IOC) to increase its validity. The list of experts who validated this instrument was shown in Appendix A.

The IOC results should exceed 0.5, indicating a strong level of validity. If the results fall below this threshold, it indicates the need for revisions to the instruments based on the experts' feedback and suggestions.

The IOC results of the items in the Teachers' Out-of-class English Resources Integration Questionnaire were consistently rated between 0.66 to 1, indicating a high level of validity. Despite this, the experts provided constructive comments to further enhance the validity of the questionnaire.

4) The questionnaire was revised according to the suggestions from the experts.

Apart from the editing the repetitive items in the questionnaire avoid redundancy, Table 3.2 below presented a concise summary outlining the revisions made to the questionnaire based on the experts' comments:

Table 3.2 Revision of Teachers' Out-of-class English Resources Integration Questionnaire Based on The Experts' Comments

Before revision		After revision	
Part II: Frequency and Time Spent of Types of Out-of-class Resources <u>Time spent</u>		<u>Time spent</u>	
Very much	more than 50% of duration in one lesson	High	50%-100% of the lesson duration
Quite	more than 25% of duration in one lesson	Average	25%-49% of the lesson duration
		Low	1%-24% of the lesson duration
Somewhat	less than 25 % of duration in one lesson	Not at all	0% of the lesson duration
Not at all	0% of duration in one lesson	Criteria were adapted to improve understandability, ensuring they are clear and easily comprehensible for the participants. Additionally, the modification was made to address the gap found in more than 25% and less than 25 %.	

Table 3.2 (**continued**)

Before revision		After revision	
Part III: How teachers integrate out-of-class resources in instruction			
		Always true	Always <u>true</u> when I integrate out-of-class resources in classes
Always true	Always true for me in classes that I integrate out-of-class resources	Somewhat true	Somewhat <u>true</u> when I integrate out-of-class resources in classes
Somew hat true	Somewhat true for me in classes that I integrate out-of-class resources	Somewhat not true	Somewhat <u>not true</u> when I integrate out-of-class resources in classes
Somew hat not true	Somewhat not true for me in classes that I integrate out-of-class resources	Never true	<u>Never true</u> when I integrate out-of-class resources in classes
Never true	Never true for me in classes that I integrate out-of-class resources	Criteria were adapted to improve understandability, ensuring they are clear and easily comprehensible for the participants. The phrase "for me" was removed to avoid participants feeling the need to compare themselves to others.	

5) The questionnaire was implemented in a pilot study with ten English teachers who are not the participants of the study to increase its reliability.

6) The questionnaire was revised according to the suggestions obtained from the pilot study.

Items in the questionnaire that were found difficult to interpret by more than two out of ten English teachers who participated in the pilot study were revised to increase its validity and reliability. The revision was exemplified in the Table 3.3 below.

Table 3.3 **Revision of Teachers' Out-of-class English Resources Integration Questionnaire Based on Pilot Study**

Before revision	After revision
I challenge learners by designing tasks integrated with out-of-class resources within a worry-free environment.	I challenge learners by designing tasks integrated with out-of-class resources within an environment that allow them to try out without worries of making mistakes.
I integrate out-of-class resources to create an engaging English learning activities or tasks.	I integrate out-of-class resources to create English learning activities or tasks engagement

2. Observation field notes

Observation field notes were be used to document what the researcher heard, saw, and experienced to serve the need for collecting and reflecting on the data. This instrument allowed the researcher to be the firsthand to record the observable behaviors and discourses of the participants while conducting their English lessons. The researcher's handwriting was used during the observation. The data were subsequently brushed up and recorded in more detail. The photos and the instructional materials such as worksheets or handouts in the classrooms were be documented.

There were two types of fieldnotes suggested by Bogdan and Biklen (2007). The first type was descriptive part which refers to the details of what was observable in the classrooms. These data were captured in rich description without interpretation and evaluation. The other part was reflective fieldnote that contained the researcher's feelings, ideas, and problems found during recording the notes. The latter part would

serve as the notes that the researcher's notes to oneself to reflect on and improve the notes Bogdan and Biklen (2007).

3. Teaching follow-up interview questions

The purpose of the teaching follow-up interview questions is to clarify and elicit some teachers' behaviors noticed, the teachers' objectives, intentions, or any points occurring during the observations. It facilitated the researcher to delve deeper into specific aspects of the teachers' practices and experiences to gain more comprehensive understanding of their instructional practices. There were some pre-prepared questions adapted from Reeve (2016) and Lai (2018) and others were formed during the observations and interviews depending on the situation (see Appendix C).

Teaching follow-up interview questions development and validation

Here were the procedures of how the researcher develops and validates the follow-up interviews questions.

1) The researcher explored the related studies in the field regarding autonomy-supportive instruction and out-of-class English resources.

2) All of the pre-prepared interview questions were developed by the researcher under the supervision of the advisor.

3) All of the interview questions were validated by three experts in the field using the index of Item-Objective Congruence (IOC) to increase its validity. The list of experts who validated the instrument can be found in Appendix A. For a strong level of validity, the IOC results should exceed 0.5. If the results fall below this

threshold, revisions to the instruments are necessary based on the feedback and suggestions provided by the experts.

The results of the total index of item-objective congruence (IOC) from the experts' opinion were rated at 0.66 to 1 which is considered acceptable in terms of their validity.

4) All of the interview questions were revised according to the experts' suggestions.

Table 3.4 exemplified below was the revised sections of the Teaching follow-up interview questions, as suggested by the experts:

Table 3.4 Revision of Teaching Follow-up Interview Questions Based on The Experts' Comments

Before revision	After revision
What is the rationale of how you plan your lessons?	What is the rationale and/or concepts you used to design your lessons?
What are the problems found in other classes that you integrate the out-of-class resources into the classroom?	What problems have you encountered when you integrate the out-of-class resources into the classroom in this class/ or other resources?

Additionally, the experts suggested to add the following question to the Teaching follow-up interview questions to gain more insights during conducting follow-up interviews

"Have you noticed that learners become more independent and self-directed after they have access to learning resources outside the classroom and receive training to become autonomous learners?"

They agreed that this question would display learners' skills development facilitated by teachers' instructional behaviors.

5) The pilot interview was conducted with three English teachers who are not the participants of the study.

6) The interview questions were revised in accordance with the feedback obtained from the pilot interview.

After the pilot interview, minor revisions were made to the questions in order to eliminate confusion, improve participant comprehension using friendly spoken language, and ensure that the interviews remained in line with the research objectives.

Researcher preparation for data collection

As a researcher with limited prior experience in conducting qualitative research data collection, certain preparation procedures were implemented to ensure the quality of the obtained data exemplified below.

Before using field notes to collect the data at the actual research site, the researcher studied how to effectively collect the data using observation field notes from (Bogdan & Biklen, 2007) and Phillippi and Lauderdale (2018) to gain the main objectives, strengths, concerns, and limitations of the instrument and method.

Since classroom observations were considered as the main data collection method of this study, the researcher studied how to effectively employ the method to collect rich data with thick description regarding strengths, limitations and concerns which needed to be taken into consideration in the observation method from Cohen et al. (2017).

Prior to this stage, the researcher, under the supervision of the thesis advisor, developed a Guideline for classroom observations. The purpose of the Guideline for classroom observations was to assist the researcher in observing and documenting noticeable instructional practices while ensuring alignment with the research objectives.

The guideline encompasses three key aspects:

1) Teachers' Integration of out-of-class resources as in-class instructional materials, learning activities, or tasks to promote autonomy-supportive instruction.

2) How teachers develop learners' language learning skills through out-of-class resources.

3) Teachers' role in fostering an autonomy-supportive learning environment.

This Guideline for classroom observations was also validated by three experts (shown in Appendix A) in the field using the index of Item-Objective Congruence (IOC) to increase its validity. The IOC results should exceed 0.5, indicating a strong level of validity. If the results fall below this threshold, it indicates the need for revisions according to the experts' suggestions.

While most items scored above 0.5, the experts consistently advised researchers to ensure that all aspects listed in the classroom observation guideline represent observable verbs and instructional practices that can be documented by the researcher. In addition, items that scored below 0.5 were revised and removed based on the experts' suggestions.

To enhance the quality of the data and become acquainted with the classroom observation method, the researcher engaged in observing classrooms and

recording field notes five times with different teachers in different five courses The researcher conducted follow-up interviews with all five teachers after each observation to practice interviewing skills, gather valuable data, and gain insights from the teachers. Subsequently, the field notes were thoroughly reviewed and revised to in preparation for subsequent classroom observations. This practice adhered to the Guideline of classroom observations and aimed to foster a deeper understanding of the research's observation process.

Data analysis

RQ1: How do teachers integrate out-of-class resources in autonomy-supportive instruction in EFL classrooms?

To address research question 1, the researcher analyzed the quantitative data collected in Phase 1 of the study using the Teachers' Out-of-class English Resources Integration Questionnaire. The quantitative analysis involved descriptive statistics, specifically calculating the mean score (M) and standard deviation (SD), to illustrate how teachers incorporate out-of-class resources in autonomy-supportive instruction. These scores were interpreted using interval calculation criteria, which helps minimize bias. The analysis focused on various aspects of teachers' behaviors, such as the frequency of resource usage and the time allocated for integrating out-of-class resources into lessons. By examining these findings, the researcher could identify and rank the resources that teachers commonly integrate and allocate significant time to in their EFL classrooms.

R2: How do teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms?

To address research question 2, the quantitative data collected in Phase 1 of the study from the Teachers' Out-of-class English Resources Integration Questionnaire were analyzed quantitatively. The analysis focused on using descriptive statistics, including calculating the mean score (M) and standard deviation (SD), to examine how teachers implement autonomy-supportive instruction with out-of-class resources. The interpretation of these scores utilized interval calculation criteria to ensure reduced bias in the findings.

The analysis primarily centered on investigating teachers' instructional behaviors and practice and how teachers conduct autonomy-supportive with out-of-class English resources. The results obtained from the analysis would provide insights into how teacher conduct each aspect of autonomy-supportive with out-of-class resources. This includes identifying commonly promoted practices that are frequently implemented by teachers, as well as highlighting aspects that are less commonly implemented or underutilized.

RQ3: What is the guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms composed of?

To answer research question 3, The qualitative data collected in observation field notes, and follow-up interviews in Phase 2 were analyzed using qualitative content analysis. All the data collected from classroom observation and follow-up interviews were carefully cleaned, brushed up and transcribed.

Both Thai and English audio records were utilized in the research, employing edited transcription in both languages to preserve the originality of the data. The process encompassed multiple rounds of transcription which involved removing repetitions, correcting grammatical errors, and ensuring clarity in conveying the core message of the conversation. The objective aimed to create a transcript was easy to read and facilitated data coding.

The transcribed data from observation field notes and audio records from follow-up interviews were reviewed to remove the irrelevant data and select only relevant data to code. Member checking that required the participants to verify its accuracy and provided feedback was employed to address uncertain parts of the transcription and enhance trustworthiness.

To ensure effective coding of the qualitative data, the researcher studied Saldaña's (2021) methodology prior to the coding process. The software analysis called ATLAS.ti was used to analyze the raw data in Thai and English which include texts, visuals, and audio. The data underwent multiple rounds of review and analysis, specifically employing open coding. This involved assigning initial codes to various aspects such as 'teaching practices', 'classroom environment', 'teaching strategies', 'out-of-class resources', 'learning activities', 'learning assessment', 'instructional materials', and other relevant categories identified in the data. These initial codes served as a foundation for further analysis and interpretation of the data. To ensure the accuracy of the data, member checking and back translation were used to address data that had multiple interpretations. In specific cases where ambiguity was identified within data relevant to the codes, certain participants were contacted for further

follow-up interviews. This approach aimed to resolve and clarify any uncertainties and enhance the accuracy of the collected data.

Axial and selective coding were subsequently used to organize and analyze the data by clustering related codes into categories and subcategories including 'instructional plan', 'instructional implementation', 'learning environment', and 'learning assessment' to allow the researcher to manage the data and gain deep understanding. This allowed the researcher to see the overview of the research project and analyze the qualitative data to find the relationship among codes labeled. Then, the researcher identifies the most significant and central codes and integrates them into a coherent and comprehensive theoretical framework to develop the teaching guideline on English autonomy-supportive instructions with out-of-class English resources.

The gathered data were analyzed and presented as the guideline on English autonomy-supportive instruction with out-of-class English resources based on two frameworks of previous guidelines, shown in Figure 3.2., from 'Teachers' roles in supporting learners' autonomous use of out-of-class resources and activities outside the classroom (Lai, 2018) and 'Teacher's autonomy-supportive instruction' Reeve (2016) since Reeve (2016) depicted teachers' roles in planning the lessons and promoting in-class teachers' autonomy-supportive instruction and Lai (2018) supplemented the teachers' roles in promoting learners' self-regulated skills and learners' willingness to use the skills to learn from out-of-class English resources and technology outside the classroom. The guideline on English autonomy-supportive instruction was synthesized and grouped into four major aspects of instruction synthesized from Great Schools Partnership (2019) and Gunawan (2017) as

mentioned in the definition of the terms which include 1) Instructional plan, 2) Instructional implementation, 3) Learning environment, and 4) Assessment of learning.

All things considered. Table 3.5 below illustrated the overview of research questions, research instruments, when the instruments were used, and data analysis of the study.

Table 3.5 Overview of Research Questions, Research Instruments, Instrument Usage, and Data Analysis

Research Questions	Instruments	Data Analysis
1. How do teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms?	• Teachers' Out-of-class English Resources Integration Questionnaire	• Descriptive statistics
2. How do teachers integrate out-of-class resources in autonomy-supportive instruction in EFL classrooms?	• Teachers' Out-of-class English Resources Integration Questionnaire	• Descriptive statistics
3. What is the guideline on English autonomy-supportive instruction with out-of-class English resources guideline for EFL classrooms composed of?	• Teachers' Out-of-class English Resources Integration Questionnaire • Observation field notes • Teaching follow-up interview questions	• Descriptive statistics • Content analysis

This chapter provides a detailed overview of the research design, participants, and research instruments employed in the study. The research instruments included the Teachers' Out-of-class English Resources Integration Questionnaire, classroom observation fieldnotes, and Teaching follow-up interview questions. The development, validation, data collection, and analysis processes for each instrument were described. The subsequent chapter will present the findings of the study.

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CHAPTER 4

RESEARCH FINDINGS

This chapter presents the findings of the study. The results are presented in 3 parts according to the research questions:

Research Question 1: How do teachers integrate out-of-class resources in autonomy-supportive instruction in EFL classrooms?

To answer this research question, the findings were divided into two sections: The frequency of out-of-class resources teachers integrated into their lessons and the amount of time teachers used out-of-class resources in their lessons.

The results obtained from the questionnaire were quantitatively analyzed to describe mean scores (M) and standard deviations (SD) of frequency of out-of-class resources teachers integrated into their lessons shown in Table 4.2 and the amount of time teachers incorporated out-of-class resources in their lessons were shown in Table 4.4 respectively.

The mean scores of teachers' frequency use of out-of-class resources obtained from a 5-point Likert scale were analyzed using interval calculation criteria. These criteria were applied to minimize bias and maintain a consistent and uniform difference between each interval, as exemplified by values such as 0.79 and 0.80 illustrated in Table 4.1 below.

Table 4.1 Interpretation Criteria for Mean Scores (5-Point Likert Scale of Teachers' Frequency Use of Out-of-class Resources)

Likert	Interval	Difference	Description
1	1.00-1.79	0.79	Never (0% of lessons in a course)
2	1.80-2.59	0.79	Rarely (1%-24% of lessons in a course)
3	2.60-3.39	0.79	Sometimes (25%-49% of lessons in a course)
4	3.40-4.19	0.79	Often (50%-74% of lessons in a course)
5	4.20-5.00	0.80	Always (75%-100% of lessons in a course)

To describe the frequency of out-of-class resources teachers integrated into the classroom as shown in Table 4.2, the top three most frequent types of out-of-class resources teachers integrated to their classrooms were videos with conversation dialogue including movies, series, sitcoms, vlogs, TV shows (M = 3.41, SD = 1), songs, music videos, videos with only songs (M = 3.33, SD = 0.94), announcements, news, podcasts, radio shows (M = 3.1, SD = 0.90).

On the contrary, the three least frequently selected types of out-of-class resources teachers selected in their classrooms were emails (M = 2.16, SD = 1.07), newspapers (M = 2.46, SD = 1.15), and instant messaging (M = 2.62, SD = 1.43).

Table 4.2 Frequency of Out-of-class Resources Teachers Integrate into Lessons

(n = 75)

Out-of-class resources	M	SD	Interpretation
videos with conversation dialogue including movies, streaming platforms, series, vlogs, TV shows	3.41	1.00	Often
songs, music videos, videos with only song, music streaming platforms	3.33	0.94	Sometimes
audio content platforms, news, podcasts, interviews	3.1	0.90	Sometimes
physical and printed books, magazines, novels, poetry	3.09	1.12	Sometimes
video games, digital games, board games, card games	3.06	1.39	Sometimes
websites, blogs, forums, online communities	2.96	1.15	Sometimes
social media sites	2.84	1.27	Sometimes
digital and physical signage and displays	2.73	1.31	Sometimes
instant messaging	2.62	1.43	Sometimes
online and printed newspapers	2.46	1.15	Rarely
emails	2.16	1.07	Rarely

The 4-point Likert scale's mean scores derived from the amount of time teachers spent using out-of-class resources in a lesson duration can be understood by applying interval calculation criteria, which strive to minimize bias by ensuring a consistent and uniform interval difference between each rating. This concept was exemplified in Table 4.3 below, where values such as 0.74 and 0.75 demonstrated adherence to these criteria.

Table 4.3 Interpretation Criteria for Mean Scores (4-Point Likert Scale of teachers' time spent using out-of-class resources)

Likert	Interval	Difference	Description
1	1.00-1.74	0.74	Not at all (0% of the lesson duration)
2	1.75-2.49	0.74	Low (1-24 % of the lesson duration)
3	2.50-3.24	0.74	Average (25%-49% of the lesson duration)
4	3.25-4.00	0.75	High (50%-100%)

Table 4.4 below shows the results of teachers' amount of time teachers integrate out-of-class resource into their lessons. It was shown that the top three out-of-class resources teachers spent the amount of time in their lessons were videos with conversation dialogue including movies, series, sitcoms, vlogs, TV shows (M = 2.72, SD = 0.76), songs, music videos, videos with only songs (M = 2.55, SD = 0.66), and books, magazines, novels, poetry (M = 2.52, SD = 0.84).

On the other hand, three out-of-class resources that teachers provided the shortest amount of time in their lessons were emails (M =1.79, SD = 0.74), instant messaging (M = 2.02, SD = 0.91), and newspapers (M = 2.16, SD = 0.87)

Table 4.4 The Amount of Time That Teachers allocate to Incorporating Out-of-class Resources into Their Classroom Instruction

(n = 75)

Out-of-class resources	M	SD	Interpretation
videos with conversation dialogue including movies, streaming platforms, series, vlogs, TV shows	2.72	0.76	Average
songs, music videos, videos with only songs, music streaming platforms	2.55	0.66	Average
physical and printed books, magazines, novels, poetry	2.52	0.84	Average
audio content platforms, news, podcasts, interviews	2.50	0.70	Average
video games, digital games, board games, card games	2.40	1.00	Low
digital and physical signage and displays	2.35	0.92	Low
websites, blogs, forums, online communities	2.29	0.82	Low
social media sites	2.25	0.89	Low
online and printed newspapers	2.16	0.87	Low
instant messaging	2.02	0.91	Low
emails	1.79	0.74	Low

Research Question 2: How do teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms?

To investigate how teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms, The questionnaire employed a 4-point Likert scale ranging from always true, somewhat true, somewhat not true, and never true.

The interpretation of mean scores obtained from the 4-point Likert scale in regard to teachers' instructional behaviors in autonomy-supportive instruction relied on interval calculation criteria to reduce bias. Each interval was illustrated by values such as 0.74 and 0.75 presented in Table 4.5 below.

Table 4.5 Interpretation criteria for mean scores (4-point Likert scale of teachers' instructional behaviors)

Likert	Interval	Difference	Description
1	1.00-1.74	0.74	Never true
2	1.75-2.49	0.74	Somewhat not true
3	2.50-3.24	0.74	Somewhat true
4	3.25-4.00	0.75	Always true

The findings were quantitatively analyzed and presented in mean scores and standard deviations (SD) shown in Table 4.6 below.

From the data obtained from the questionnaire, the top three instructional behaviors that teachers performed while conducting their English autonomy-supportive with out-of-class resources lessons were that *Selecting out-of-class resources that motivate learners' curiosity to learn (M = 3.56, SD = 0.58), Aiming to integrate out-of-class resources to engage learners in the lessons and learning activities (M = 3.52, SD = 0.58), and Being aware of the strengths and limitations of each type of out-of-class resources (M = 3.43, SD = 0.57).*

The outcomes demonstrated that the mean scores for all items in the questionnaire indicated a focus on *Assisting learners along their learning process through learning with out-of-class resources (M = 3.11, SD = 0.79) and Aiming to*

increase learners' interaction with their classmates with the help of out-of-class resources (M = 3.04, SD = 0.91).

On the contrary, the three instructional behaviors which teachers seemed not to incorporate were *Teaching learners to evaluate the effectiveness and constraints of out-of-class resources (M = 2.35, SD = 0.88), Teaching learners to evaluate the effectiveness of their own learning from out-of-class resources (M = 2.48, SD = 0.86), and Including learners' voice when selecting out-of-class resources into the lessons as materials (M = 2.68, SD = 0.72).*

Table 4.6 Teacher's instructional behaviors in autonomy-supportive instruction with out-of-class resources

(n = 75)

Teacher's instructional behaviors	M	SD	Interpretation
Teachers' instruction			
I select out-of-class resources that motivate learners' curiosity to learn.	3.56	0.58	Always true
I aim to integrate out-of-class resources to engage learners in the lessons and learning activities.	3.52	0.58	Always true
I am aware of the strengths and limitations of each type of out-of-class resource.	3.43	0.57	Always true
I select out-of-class resources that their characteristics match the learning activities	3.35	0.75	Always true
I use non-pressuring communication while addressing learners' problems that they face while learning through out-of-class resources.	3.32	0.70	Always true

Table 4.6 (continued)

(n = 75)

Teacher's instructional behaviors	M	SD	Interpretation
I positively response to learners' negative behaviors while learning English through out-of-class resources to adjust the instruction.	3.23	0.73	Somewhat true
I understand and respond when learners show their negative complaints while learning English through out-of-class resources.	3.23	0.73	Somewhat true
I promote the opportunity for learners to explore how they can learn the language from various types of out-of-class resources.	3.21	0.74	Somewhat true
I recommend various reliable out-of-class resources that learners can use to support their learning when they are outside school.	3.20	0.73	Somewhat true
I integrate out-of-class resources to create engaging English tasks engagement.	3.20	0.76	Somewhat true
I assist learners along their learning process through learning with out-of-class resources.	3.11	0.79	Somewhat true
I aim to increase learners' interaction with their classmates with the help of out-of-class resources.	3.04	0.91	Somewhat true
I integrate a wide range of out-of-class resources in various in-class topics and learning activities.	3.01	0.76	Somewhat true
I challenge learners by designing tasks integrated with out-of-class resources within an environment that allow them to try out without worries of making mistakes.	3.00	0.85	Somewhat true
I teach learners learning strategies and how to learn English through out-of-class resources.	2.99	0.78	Somewhat true

Table 4.6 (continued)

Teacher's instructional behaviors	M	SD	Interpretation
I provide opportunities for learners to take control of their own English learning by using out-of-class resources.	2.91	0.79	Somewhat true
I prepare learners for challenges they may face while learning from out-of-class resources on their own.	2.95	0.85	Somewhat true
I explain objectives of implementing learning activities with out-of-class resources to learners.	2.86	0.97	Somewhat true
I include learners' perspectives when selecting out-of-class resources into the lessons as materials.	2.68	0.72	Somewhat true
Teachers help learners to build self-development strategies			
I teach learners to employ learning strategies in various types of out-of-class resources.	2.80	0.78	Somewhat true
I teach learners how to select the types of out-of-class resources that serve their specific learning purposes.	2.78	0.83	Somewhat true
I teach learners to evaluate the effectiveness of their own learning from out-of-class resources.	2.48	0.86	Somewhat not true
I teach learners to evaluate the effectiveness and constraints of out-of-class resources.	2.35	0.88	Somewhat not true

Research Question 3: What is the guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms composed of?

After selecting the participants for observation and interviews, all the participants were observed and semi-structured interviewed five times. Therefore, there were twenty observation field notes collected and twenty follow-up interviews audio recorded.

The guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms was developed based on the data obtained in Phase 2 during classroom observations and follow-up interviews. The guideline aims to cover all components mentioned in the theoretical frameworks and includes the key findings of instructional practices. Specifically, it addresses the lack of integration among participants in their EFL classrooms during Phase 1 as the targets to develop the instructional guideline. The guideline was subsequently proposed into four major aspects of instruction which include 1) Instructional plan, 2) Instructional implementation, 3) Learning environment, and 4) Assessment of learning.

The researcher drew the information and synthesized the guideline. Excerpts from observation expanded observation fieldnotes and interview transcripts were provided to illustrate the analysis.

1) Instructional plan

This involves how teachers plan lessons, identify learning objectives, and select content and instructional materials to aid learning.

1.1.) Get to know learners and set learning outcomes that reflect learners' lives

It is important for teachers to collect data on their students' exposure to resources beyond the classroom using surveys, polls, and discussions. By gaining insight into the kinds of out-of-class resources students utilize and the level of autonomy, teachers can design and tailor their lesson to align with learners' lives. This alignment will foster more effective and engaging learning experiences for the learners. The data obtained were exemplified below.

The participants agreed that they always start their instructional plan process by getting to "*understand more about activities and resources that learners use outside the classroom and try to know how they use them (Ms. Bevie)*" and "*types of activities learners prefer doing and what topic learners would like to learn. (Mr. Luke)*" as these could reflect on their preferences and their varying degree of autonomy so that teachers could identify the learning objectives that relate to their lives and know which resources to integrate as *"means of achieving the learning outcomes. (Mr. Sylvan)"*

As all participants value learning objectives as the core of the instruction, the participants would analyze the content that was needed to be taught and skills that needed to be fostered after getting the information concerning learners' interests and preferences and setting the objectives. The observed activities were related to learners' real-life situations such as doing business, writing a restaurant review, and creating a campaign to increase their favorite brand's engagement on social media. Here were some views of the participants exemplified below:

"The focus is on the course objectives. So, it means that I want them to reach this objective. But to reach this objective they need skill A, skill B, skill C, and skill D. So, it means that they have to learn various skills to reach that objective. So, it means that if I need to teach skill A, it means that we'll do something related to the final objective…"

(Interview transcript – Mr. Luke, 8/02/2023)

"The principle of the whole learning activity is not actually exploring the new applications, but it is just the means of achieving the learning outcome effectively"

(Interview transcript – Mr. Sylvan, 12/01/2023)

To effectively conduct autonomy-supportive instruction with out-of-class resources, teachers need to become acquainted with their learners' backgrounds, preferences, and levels of autonomy to use out-of-class resources to learn the language. From the classroom observations, polls and surveys were used to gather the information at the beginning of the course. This can provide insights into the types of activities that learners prefer and the topics they would like to learn. With this knowledge, teachers can adjust their teaching methods and make the learning outcomes relevant to their learners' lives, enabling them to apply what they have learned in real-world situations outside of the classroom.

Some of the participants incorporated a survey to gather data about their learners' expectations for the course and they could use this information to facilitate themselves while designing the lesson and selecting out-of-class resources as exemplified below:

Teacher: "Before we start this semester, I would like everyone to spend about 10 minutes completing a form of your survey expectation so that I can design the lesson based on what you like"

Then the teacher presented a survey using Google form on the screen and explained the elements of the survey after scanning the QR code.

The elements of the survey contain:

   - Which skills would I like to improve?

   - What topics would you like to learn about this year?

   - I like a fun atmosphere. / I like an academic atmosphere.

   - What type of assignments or activities do you prefer doing?

(This part is a checklist box including many options and learners can choose more than one)

Below are some items shown on the list of options for learners to check if they wish to study.

- *Memory Techniques*

- *Arts & Crafts*

- *Watching Videos*

- *Study Techniques*

- *Outdoors (activities outside the classroom)*

- *Educational Games*

- *Designing Projects-Listening to Music etc.*

                    (Fieldnote – Mr. Luke's observation, 11/01/2023)

In Ms. Bevie's first class of the semester, she also incorporated an online checklist for learners to check whether they are obsessed with social media after the course orientation.

Teacher informed students to capture the result screen and submit so that teacher could use the information to select the course materials.

Here are the examples of items shown in the checklist.

- *You're on Facebook*
- *You're on Twitter*
- *You're on Instagram*
- *You're on Snapchat and TikTok*
- *If you go a day without pasting on social media, people actually get worried about you.*
- *You talk about think you saw on social media in real-life conversation.*
- *You've opened an app that you literally just closed a minute earlier.*

(Fieldnote – Ms. Bevie's observation, 13/01/2023)

Ms. Madeline also mentioned that she needed to be "*a very curious teacher (Ms. Madeline)*" who always listens and collects information when learners mentioned any out-of-class resources they like, or they are using so that teacher could find an opportunity to get to know learners and integrate out-of-class artifacts into the classroom and make sure the activity would motivate them to participate and increase their classroom engagement.

"เพราะว่านักเรียนพูดในคาบว่าชอบการ์ตูนโคนัน ตอนสอนเรื่อง Participle clause ตัดคลิปวีดีโอการ์ตูนโคนันมาให้นักเรียนลองเล่าเหตุการณ์โดยใช้แกรมม่าที่สอน หลังจากที่เราได้สอนกันมาสักพักแล้ว มีเพื่อนในห้องพูดถึงโคนันแล้วทุกคนดูสนใจ ตอนเตรียมสอน ไปเลือกเอาคลิปที่มันเป็นเหตุเป็นผลกันที่ชัดเจน ไม่ยาวเกิน แล้วก็ มันเป็นซีนที่ทุกอย่างเกิดขึ้นภายใน 1 หรือ 2 นาทีแค่นั้นมาใช้สอน พอดูปุ๊บทุกคน เข้าใจ participle clause นักเรียนทุกคนหันมาเรียน"

(Interview transcript – Ms. Madeline, 10/01/2023)

Translation

"During the lesson on participle clauses, after I had been teaching them for a while, some of the learners in the class began talking about " Detective Conan", a Japanese Cartoon, and everyone seemed to be interested. So, I then edited and integrated a clip of the cartoon "Detective Conan" for the learners to practice narrating events using the grammar that I was teaching. I used the clip into lessons as a clear example of a situation where many situations happened within just one or two minutes. As soon as the activity finished, they told me that they understand participle clauses more and all the learners were listening to the explanation."

(Interview transcript – Ms. Madeline, 10/01/2023)

1.2) Take learners' perspectives while selecting out-of-class resources as instructional materials

When choosing out-of-class resources, it is essential for teachers to consider the perspectives and preferences of their learners. Teachers should evaluate learners' access to resources and their ability to effectively utilize them for language learning purposes. Additionally, prior exploration of the resources can assist in anticipating potential challenges and ensuring their alignment with the intended learning activities.

Teachers should not only take into account their learners' preferences but also integrate resources that are directly applicable to their future needs. For example, incorporating platforms like TripAdvisor, Airbnb, Uber, and Grab can provide learners with practical knowledge and skills that they will likely utilize in real-life situations.

The research findings from the questionnaire in Phase 1 shown in Table 4.6 revealed that participants in Thai EFL did not consider learners' perspectives when selecting out-of-class resources for lessons. This aspect became the focus during classroom observations and follow-up interviews, as it is an important component of incorporating autonomy-supportive instruction. However, the results from Phase 2 provided insights that led to the proposal of guideline described below.

It was shown that all participants attempted to take learners' viewpoints when they got to select the out-of-class resources as in-class instructional materials. As they mentioned that they need to "*spend some time exploring and using resources that I am not familiar with. (Ms. Bevie)*" They also consult the Internet to search for and keep up with the up-to-date, free, and popular resources that would be able to motivate learners to participate in the lesson. They also mentioned that they need to "*take out some boring complicated stuffs (Mr. Sylvan)*". Ms. Bevie even revealed that her criteria for choosing out-of-class materials were based on their characteristics, the

learning objective, learners' accessibility and learner's capability to use the resources. There criteria were set before integrating out-of-class resources into their lessons to ensure that the selected resource was worth integrating and appropriate for learners' language proficiency as each out-of-class resource suits different learning focus, learning, purposes and provides different learning experiences to learners. The examples were exemplified below.

"อยากให้นักเรียนรู้ว่าคำว่า Social Media ที่เขาเจอใช้อยู่ในชีวิตประจำวัน มัน

ไม่ได้มีแค่ Twitter Facebook TikTok เท่านั้น อยากให้ลองดูว่ามันมี Type อื่น ๆ

ของ Social Media เลยลองไป Search มาที่เหมือนเขามีการแบ่งประเภทไว้ ตามเว็บ

ต่าง ๆ ว่า Social Media คืออะไรบ้างแล้วเราก็แบ่งเป็นตามลักษณะของสื่อ บางอัน

ที่เราไม่ถนัดก็ไปลองใช้ลองศึกษาดูก่อน เพราะอยากเช็คเผื่อนักเรียนจะติดปัญหา

ตรงไหนแล้วเลือกใช้สอนตามที่คิดว่ามันจะเหมาะกับวัตถุประสงค์ที่เราวางไว้"

(Interview transcript – Ms. Bevie, 27/01/2023)

Translation

"I would like my learners to get to know more about social media they are using in their daily life. It is not just Twitter, Facebook, and TikTok. I want them to gain the opportunity to explore other types of social media, so I did some research on the category of social media and I try to analyze their characteristics. I even need to spend some time exploring and using resources that I am not familiar with so that I can ensure that my learners will be able to use them. After that, I select each of them that matches with the learning objectives I set for the lessons"

(Interview transcript – Ms. Bevie, 27/01/2023)

"For the language level, I did actually find the videos on YouTube that are very good at explaining things visually as well and then editing them down. I took out all the boring and complicated stuff that are not relevant to the lesson's focus. So, what I integrated in lesson is that the part that contains language level that I think they will be able to understand."

(Interview transcript – Mr. Sylvan, 10/02/2023)

Having put the emphasis on taking learners' perspectives in incorporating out-of-class resources into the lessons, it was noted that the participants also mentioned that they still needed to strike a balance between "*resources that interest learners and resources that they might not be interested in, but they need to know (Ms. Bevie)*" as these resources will be beneficial for them in their future.

"ตอนเตรียมสอน พยายามออกแบบกิจกรรมที่แบ่งสื่อที่เด็กสนใจกับเด็กอาจจะไม่สนใจมากแต่จำเป็นสำหรับเขาในอนาคต สลับ ๆ กัน อย่างเช่น เรื่อง sharing economy network แต่คือมันเป็นเรื่องพื้นฐานที่เหมือนกับโตไปจะต้องใช้ เช่น Uber Airbnb TripAdvisor Grab เรื่องการใช้อะไรพวกนี้มันจำเป็นต้องรู้ เพราะต้องใช้แน่ ๆ ในอนาคต" *(Interview transcript – Ms. Bevie, 13/01/2023)*

Translation

"When I prepare my lessons, I try to separate the lessons that I will integrate resources that interest learners and resources that they might not be interested in, but they need to know them such as sharing economy networks such as Uber, Airbnb, TripAdvisor, Grab. They need to know them because they are going to benefit them in the future's lives"

(Interview transcript – Ms. Bevie, 13/01/2023)

"I would try to implement a tool meaning software that can help them to learn. For example, if it's administrator such as Microsoft Office which is very important for them. After that, I would focus on different tools that are more challenging when they are able to perform well in the basic software."

(Interview transcript – Mr. Luke, 8/02/2023)

What the researcher noticed in the lessons observed was the participants would provide a session for learners to share their experiences after using the resources that teachers had recommended. The participants also encouraged learners to share other resources that learners were using with their peers so that it would reflect their interest in learning English through resources outside the classroom. In addition, teachers can collect some information on how their learners participate in out-of-class resources as shown below.

The teacher presents a pie chart retrieved from the Internet showing the percentage and information from a survey of what Gen Z use their internet-connected device for. Below are the components of the pie chart.

- *Text and chat*
- *Access entertainment*
- *Play games*
- *Do schoolwork*
- *Learn new things*
- *Shop and browse*

After that, the teacher asks learners to share the resources they are using according to each aspect of the pie chart.

Teacher: "What are the resources that you use for learning new things?"

Learner: "Our group wants to share Monkey Type. It is an application that helps you speed up typing in English."

Teacher: "Let's see what it looks like."

Then, teacher uses a computer in front of the class to access to the resource and explore the resource with the learners for a while. She even asks some learners to try exploring the application for a while. Eventually, she asked other learners to rate the application.

(Fieldnote – Ms. Bevie's observation, 27/01/2023)

"สิ่งที่จะพยายามให้มีในทุก ๆ คาบคือการให้นักเรียนแนะนำสื่อเพิ่มเติมให้นักเรียน และให้เขาลองแชร์ประสบการณ์ที่เขาใช้ เขาสนใจจากนั้นจะพยายามโยงไปถึงการ ถามว่านักเรียนใช้ในการพัฒนาภาษาอังกฤษยังไง"

(Interview transcript – Miss Bevie, 27/01/2023)

Translation

" What will be included in every class is to have students recommend additional resources or applications after I recommend them some, and then I encourage them to share their own experiences. and then try to connect the resources to how they can use the resources to improve their English skills."

(Interview transcript – Miss Bevie, 27/01/2023)

2) Instructional implementation

Instructional implementation includes how teachers deliver the content, teaching methodology, learning activities and tasks. This includes how teachers use teaching techniques and learning strategies to facilitate learners to learn the language through engaging in resources outside the classroom and to foster their learner autonomy.

2.1) Promote a wide range of learning activities and out-of-class resources

Teachers should create a variety of learning activities that incorporate a wide range of out-of-class resources to enhance learners' English skills and proficiency in utilizing those resources. Furthermore, teachers should design diverse learning activities even if the out-of-class resources have limitations or specific characteristics. For instance, teachers can create activities that require learners to produce output and do interaction, even when using receptive-oriented resources.

The development of this aspect of the guideline was informed by observations, follow-up interviews. The findings from the questionnaire revealed that teachers in Thai EFL contexts were not only incorporating a limited range of out-of-class resources in their lessons but also allocating a limited amount of time to use these resources, as shown in Table 4.2 and Table 4.4. The purpose of this aspect is to provide teachers with recommendations on how to integrate a wider range of out-of-class resources into their formal instruction. The data were exemplified below.

While conducting the lessons with various learning activities, the participants introduced many resources to their learners so that learners got opportunities to know and expose various out-of-class resources, both receptive-oriented and productive-oriented nature, according to the focus of the lessons since they viewed that providing opportunities and time for learners to explore a range of out-of-class resources enabled learners to develop skills, fluency, and confidence and this "*will give them sufficient confidence in doing the assignment and support them to learn the language on their own when teacher are not around. (Mr. Sylvan)*"

With the help of out-of-class resources available in their context, the resources afford the opportunities for participants to design various in-class activities which promote real-world application. It was recorded that all participants incorporated learning activities that nurture learners' motivational resources as they perceived that this would prepare learners for the intimidating experiences learn could face outside the classroom. Here were the examples found from the data that illustrate a wide range of activities integrated with out-of-class resources:

> *Teacher: "We are going to learn how to write a summary of a movie plot using the feature in Twitter because it will allow you to write only a 280-character tweet. First, I give you some time to select one movie or series that you like on the Internet. But please keep it secret. Then, I will let you present your summary and then let your friend guess the name of it."*
>
> *(Fieldnote – Ms. Bevie's observation, 13/01/2023)*

> *After teacher introduces some of the popular shopping networks in Thailand such as Lazada and Shopee.*
>
> *Teacher: "For today's group activity, I would be a famous superstar customer and you will be the agent who needs to help me find the best stuff with deals and promotions in 5 minutes using any shopping network platform."*
>
> *Teacher: "There are 4 criteria for me to buy which include credibility price, delivery time, and quality Then, we will discuss and vote on which one I should buy."*
>
> *Examples of product: teacher presents a picture of office desk and decoration for a meeting room.*
>
> *(Fieldnote – Ms. Bevie's observation, 20/01/2023)*

"I ask them to find some information for holiday destinations from the Internet using Google Travel. The resource provides all the information about the hotel and transport and things like that. I assign learners to gather that information and then create a paragraph where they need to write a paragraph to compare and contrast two different holidays. Then select one place to go for a trip with a concise reason within their group."

(Interview transcript – Mr. Sylvan, 19/01/2023)

"Integrating many resources means that I expose them to the different tools gradually, I provide some time for them to practice in the class and once by a certain time of the semester, they have been exposed to many different types of tools that they have to use and that will give them sufficient confidence in doing the assignment and support them to learn the language on their own when I am not there with them.

(Interview transcript – Mr. Sylvan, 17/02/2023)

Another interesting aspect found is that different participants differently used one out-of-class resource as they apply their pedagogical skills to design a wide range of learning activities that provide opportunities for learners to practice both receptive and productive skills from the resource despite the characteristics and nature of the out-of-class resource. For example, Ms. Madeline used songs to allow learners to analyze an adjective clause in song lyrics, as exemplified in 2.2 while Ms. Bevies assigned learners to create a 60-minute playlist, described in 3.3, to listen in various real-life situations given using an audio application. While Mr. Luke integrate cooking video to his classroom to show requirements of what he expects learners to include in their assignment and Mr. Madeline use a video of "Detective Conan" to have learners practice constructing the sentences with participle clause.

2.2) Explicitly demonstrate steps on how to learn the language from out-of-class resources

To enhance the effectiveness of learning activities and the utilization of out-of-class resources, teachers should provide clear explanations of the objectives and reasons behind these activities before engaging learners. This helps learners understand the importance of practice and motivates them to invest more effort in achieving the desired learning outcomes.

By explicitly pointing out opportunities to learn language in resources such as social media, songs, and websites, teachers can raise learners' awareness of the available English learning opportunities. This approach allows learners to identify, notice, and analyze the language they have learned in meaningful contexts afforded in out-of-class resources.

Additionally, it is crucial for teachers to explicitly teach strategies and provide training for learners to critically evaluate out-of-class resources and determine their suitability for specific learning purposes. Teachers can facilitate this process by organizing learning activities where learners discuss and analyze resources.

This aspect addresses a significant research gap identified in the questionnaire findings shown in Table 4.6. It reveals that teachers did not explicitly teach learners how to utilize out-of-class resources for language learning or evaluate their own learning and the effectiveness of these resources. The proposal derived from observations and interviews emphasizes the need to provide explicit instruction on using resources effectively and teaching learners to evaluate their learning progress

and resource effectiveness. This promotes learner autonomy and self-directed skills. The data obtained were exemplified below.

Learning English through out-of-class resources can be challenging and it may cause confusion among learners and lead them to stop trying to participate in the learning activity. Therefore, informing the objectives, rationales, how it is important to them to put their effort, and what they were expected to do were shown by the participants during classroom observations. An example of a fieldnote from a participant's observation was described below.

> *Once the project of developing a group business about food was done, the teacher assigns learners to create a survey using Google Forms to seek feedbacks on their product using LINE Official as a platform to communicate with all customers in the school.*
>
> *Teacher: "What is the reason behind doing the survey of the feedback of their product?"*
>
> *Learner: We will know what our customers think about our food.*
>
> *Teacher: "Basically, you need to understand the importance of quality assurance. So, the whole purpose is for you to understand that quality assurance plays an important role no matter what job or field you're in. So, gaining feedback from your customers is basically for you to understand the purpose of the importance of getting feedback so that they can evaluate your group's performance and try to see the way to improve if you need to do it in the future."*
>
> *Teacher: "LINE gives us the convenience to communicate and advertise because it is free, and I can monitor and assist you in everything."*
>
> *(Fieldnote – Mr. Luke's observation, 25/01/2023)*

Participants also explicitly teach learners to be aware of the opportunities to learn the language from out-of-class resources. As learners might not be aware of the opportunities offered because they see those as resources for pleasure and enjoyment.

Therefore, the participants agreed that they need to explicitly demonstrate to learners how they can learn English by participating in out-of-class resources. For example, Ms. Madeline incorporated songs to allow learners to notice and be aware of adjective clauses in songs so that learners would be aware that out-of-class resources can be used as a resource to learn grammatical features outlined below.

> *Ms. Madeline presents a part of the song lyrics of "You Belong with Me by Taylor Swift" on the screen.*
> *"You've got a smile*
> *That can light up this whole town*
> *I haven't seen it in a while*
> *Since she brought you down*
> *You say you're fine, I know you better than that*
> *Hey, what are you doing with a girl like that?*
>
> *Learner: I love this song.*
> *Teacher: Do you still remember the adjective clause that I taught last time? Can you notice an adjective clause in the song lyrics?*
> *Learner: That can light up this whole town*
>
> *Teacher: Correct. How can we use this adjective clause for?*
> *Learner: ขยายคำนาม smile หรือเปล่า (modify a noun smile, right?)*
>
> *Teacher: Yes! There are many songs that show the use of adjective clause. For today's activity, I will let you find an adjective clause in any English song you like then you need to submit it on Padlet so that all of us will see that adjective clause can be found in many life situations.*
>
> *(Fieldnote – Ms. Madeline's observation, 12/01/2023)*

"ตอนแรกสอน Adjective Clause นักเรียนดูเหมือนไม่ค่อยเข้าใจ แต่พอใช้เนื้อเพลง

จากเพลงดังที่นักเรียนรู้จักที่มี Adjective Clause มาเป็นตัวอย่างแล้วให้เขาลอง

วิเคราะห์หา Adjective Clause ในเพลงที่เขาชอบ เขาบอกเข้าใจขึ้นมากเพราะเจอได้

ในชีวิตจริง"

<div align="right">

(Interview transcript – Ms. Madeline, 12/01/2023)

</div>

Translation
"I have been teaching Adjective Clauses for a while, but students do not seem to get the concept of what it is. However, everything changed after I provided the example of an adjective clause using the lyrics of the famous song "You Belong with Me by Taylor Swift" that they like. After that, learners told me they got it because it connects to their real life."

<div align="right">

(Interview transcript – Ms. Madeline, 12/01/2023)

</div>

One learning activity that is worth mentioning from observing Ms. Bevie's lesson was that she asked learners to analyze any out-of-class resource that learners engage in their free time. Then, she gave an example of what she expected learners to do by explicitly demonstrating and encouraging learners to access and evaluate the resource that she selected together as a whole class guided activity before asking them to try out individually analyzing other resources. This would provide learners with a foundation to analyze the strengths and limitations of any out-of-class resource that they would like to use for their purposes of using them. The fieldnotes was illustrated below.

Teacher told learners that her interest was finding an application or a website for teaching English. The teacher opens Perfect English Grammar website and tells learners this is the resource that she would ask them to analyze the advantages and disadvantages of the resource about learning English. Teacher tries exploring on some buttons on the website to show learners how the website looks like.

Teacher makes sure that everyone was either exploring the website on their own device or looking at her screen.

Teacher: "What do you think about this website? Is it user-friendly? Dose it serves my purpose"

Learner: "Yes, and It's free"

Then the teacher showed one exercise and ask learners to analyze the flaw of the resource.

Learner: "I can only check if my answer is right or wrong. There is no explanation."

Teacher: "That's great. I think so. How would you propose probable solutions for this?"

Learner: "I would use other sources to seek explanation, but I can practice from their exercises."

Teacher: "Here is how you will do with any resource that interests you and you will do a short presentation so that your friends will get opportunities to explore lots of tools after this class, but the first step is that you need to state your purpose that is related to learning English."

(Fieldnote – Miss Bevie' observation, 20/01/2023).

2.3) Encourage learners to try out and take control of their own learning

Teachers should motivate learners to develop plans showcasing their approach to completing tasks and utilizing out-of-class resources for enhanced learning. Learners can choose to work individually or collaboratively, employing techniques like writing plans, creating presentations, or developing storyboards. To assist learners, teachers can offer checklist questions, encourage critical thinking, and ask questions that help track their learning progress while fostering a sense of ownership over their learning.

The guideline emphasizes the importance of providing learners with opportunities to independently experience and handle situations that they may encounter outside the classroom with limited teacher support. The results from the questionnaire findings from Phase 1 shown Table 4.6 indicated that teachers seemed not to offer such opportunities to learners. However, the data collected from classroom observations and interviews informed the development of guidelines in this regard. The subsequent section illustrates the findings derived from these observations and interviews.

To facilitate learners to be able to learn autonomously outside the classroom, all the participants created many situations that require learners to take control of their own learning and find a number of ways to achieve the tasks by encouraging them to present how they plan to achieve the tasks and which resources they plan to use after informing the objective and the requirements of the tasks both collaboratively and individually. After they provide a session for learners to discuss their plan with the class as *"this could provide an opportunity for them to learn from*

more resourceful friends. (Mr. Luke)" In the meantime, teachers would ask lots of questions to elicit how learners plan to accomplish the task and to ensure that their plan would work effectively otherwise teachers can advise the better way to learners as exemplified below.

"I give them the objective. I told them this is what you must achieve. So, they need to find a way and the resources to support them. It seems like I give them the principle. But to get to that result, they must find a way. So, this is where the collaboration comes into play now, because now they have to discuss. So, it means they will take control, take initiation and try out." (Interview transcript – Mr. Luke, 11/01/2023)

Teacher asks a group of learners to report their progress on their group project about food selling

Teacher: Did you keep a record of the amount of money you have paid? how did you get the price of the product?

Learner: I searched online, and I compared all the prices available.

Teacher: Very good so it means that she has to do the research from many suppliers Teacher: How many suppliers?

Learner: About 3 and I have chosen the cheapest one

Teacher: OK! Why did you choose the cheapest one? Does the price fit the quality?

Learner: I think so

Teacher: What is the downside of choosing a low-quality ingredient?

Learner: The customer won't come back

Teacher: So, you have to choose both quality and price. Please make sure and adjust that when we talk next time.

(Fieldnote – Mr. Luke's observation, 11/01/2023).

The participants usually delivered tasks that could be accomplished in several ways. It was found that all of the participants provided a set of questions for

learners to investigate the answers to make sure that their learners are on the right track while participating in the learning activities that encouraged them to take control of their own learning. The examples of instructional practices shown during interviews and observations were displayed below.

> *"A set of questions is just to make sure that when they write the answer, they don't miss anything, and they don't forget to include anything. Just to make sure… all the I find… questions are a great way to get them thinking about what they want to say. If you just say you need to write about this and then let them go, they need a little bit of help to know what to put everything in there."*
>
> *(Interview transcript – Mr. Sylvan, 10/02/2023)*

> *Teacher assigns learners to find a video about problems and solutions in any megacity around the world such as transportation and pollution. Then, compare them with the problems happening in Bangkok, and make a poster to propose possible solutions for Bangkok. Then, teacher provides a set of question checklists for learners to answer.*
>
> *1. What is the problem?*
>
> *2. In which megacity is the problem happening?*
>
> *3. Why and when does the problem happening?*
>
> *4. What do you think will happen with this problem in the future?*
>
> *5. What is the solution?*
>
> *6. How can they apply the solution?*
>
> *7. Does Bangkok have this problem? Where is the specific area in Bangkok?*
>
> *8. How can we apply the solution they use to solve the problem happening in Bangkok?*
>
> *9. Will this solution fix the problem in Bangkok?*
>
> *(Fieldnote – Mr. Sylvan's observation, 10/02/2023)*

After discussing shopping networks, the teacher assigns learners to
watch videos of people getting scammed by shopping networks. Then, she
provides a list of questions that need to be answered for the assignment.

    1. What did they order?

    2. What did they receive?

    3. How would you handle this?

    4. How can you prevent this?

Teacher also provides a guideline from Forbes website to help learners
so that they can find the answer about how to avoid getting scammed.

           (Fieldnote – Miss Bevie' observation, 13/01/2023).

Time management is also significant when allowing learners to learn the language through out-of-class resources which afford myriad options to select. In addition, there are many distractions that could interest learners and they could make lessons less effective. Therefore, all of the participants usually show the timer when asking learners to explore the tools, select the resources, or participate in group activities.

3) Learning environment

Learning environment includes to the roles of teachers and learners that promote a positive relationship between teachers and learners. This environment ensures that learners feel safe to collaborate with their peers and teachers throughout the learning process, along with teacher guidance while teachers conduct autonomy-supportive instruction with out-of-class resources.

3.1) Be flexible while dealing with the learners' problems and negative behaviors

To foster a positive learning environment and facilitate language learning through out-of-class resources, teachers should demonstrate attentiveness and provide assistance to learners during and after learning activities. Being flexible, teachers should allow learners to follow their own plans and utilize familiar resources.

When addressing mistakes, teachers should avoid pressuring learners and instead encourage them to try again by reminding them of the learning objectives. By implementing these practices, teachers can create a supportive and encouraging atmosphere, helping learners overcome challenges and effectively utilize out-of-class resources for language learning. The findings from classroom observations and interviews were illustrated below.

It was noticed that all participants always walked around the classroom to observe their students after they assigned learners to start working in learning activities both collaboratively and individually. Since "*Some can work independently, while others may lack confidence and have difficulties (Ms. Madeline)*", she mentioned that this could help them see how they could support the learners because they could provide some guidance and facilitate them if any difficulty occurred, and this could make learners feel that the participants were willing to help them and build their confidence before presenting or publishing their work.

"ปัญหาที่เจอมันก็ขึ้นอยู่กับความแตกต่างของนักเรียนนั่นแหละ ก็จะมีกลุ่มทำได้เยอะบางทีส่วน

ใหญ่จะถามเพื่อแค่เช็คความมั่นใจของเขา หลังจากนั้นปล่อยให้เขาลองทำเอง กับอีกกลุ่มทำได้

น้อยเราก็ต้องเข้าไปช่วยให้คำแนะนำแบบใกล้ชิด คอยถามคำถาม ช่วยอธิบายเช็คคำตอบให้เขา"

(Interview transcript – Ms. Madeline, 12/01/2023)

Translation

"The challenges I face depend on the learner differences Some students are confident and able to work independently, while others may lack confidence or have difficulty understanding difficult content. Some students are able to ask questions to just check their understanding and they subsequently can continue working on their own, while others may struggle to do the task. I need to explain, provide guidance and support by asking questions and checking their answers to help them better understand and closely assist.'

(Interview transcript – Ms. Madeline, 12/01/2023)

Mr. Luke also spent some time discussing with each group of his learners. From the data recorded, he asked students to create a rough storyboard of the advertisement video of their project. Then, learners needed to present to the teacher how they plan to achieve the task so that he could assist and provide some suggestions to them.

After a group of learners give a short presentation of their storyboard.

Teacher: Your storyboard looks nice. Which software will you use to make it?

Learner: We would use iMovie.

Teacher: OK! How do you know how to use iMovie?

Learner: I looked at the tutorial videos you gave us, and we think we can do it.

Teacher: Great! You can start and I will get back to you.

(Fieldnote – Mr. Luke's observation, 18/01/2023).

The participants mentioned that they needed to remain flexible to help learners solve the problem occurring with positive tones while allowing learners to learn through out-of-class resources and when learners show many undesirable behaviors which may stem from difficulties when using out-of-class resources, disagreement among peers, or disengagement in the classroom as explained below.

While Ms.Bevie asks learners to do a take-turn presentations that requires all members to present their project. Some learners keep speaking Thai with their peers. Then, she decided to stop the presentation and addressed the problem before continuing the activity.

Ms. Bevie: "This presentation is supposed to be in English. Don't be afraid to speak English as I want you to practice giving a presentation. If you speak only Thai, That's not the point of this presentation. So, I'll walk around and monitor."

(Fieldnote – Miss Bevie' observation, 13/01/2023)

As the participants encouraged learners to try exploring the resources on their own to complete the learning activities, they expressed that it is vital for teachers

to allow learners to make mistakes either about the language or the tools and the participants train them to learn from the mistake they made.

> *"We should allow error. They make mistakes, a lot. But you can see they are encouraged to use English. That's the difference. Because in the beginning, they were not very confident because they were scared of making mistakes. I said listen. Write it. If you make a mistake, I will help you later and fix it. That's it. And you can see they feel very encouraged to use English all the time."*
>
> *(Interview transcript – Mr. Luke, 30/01/2023)*

> "นักเรียนบางคนไม่กล้าพูดภาษาอังกฤษ เพราะกลัวผิดไวยากรณ์ ต้องคอยบอกว่า สื่อสารออกมาก่อน ไม่ต้องสนใจไวยากรณ์มาก บางครั้งเขาไม่ค่อยกล้าพูดเวลาพูด กับเพื่อน ครูต้องคอยช่วยตั้งคำถาม แบบ *take initiation* ไปเลยอ่ะ ให้เขาได้พูด มากขึ้น"
>
> *(Interview transcript – Ms. Bevie, 03/02/2023)*

> "Some students are hesitant to speak English because they are afraid of making grammar mistakes. It's important to encourage them to communicate first without worrying too much about grammar. Sometimes, they are not confident in speaking with their friends, and teachers should help them and take initiation to ask questions to get them to speak more."
>
> *(Interview transcript – Ms. Bevie, 03/02/2023)*

3.2) Promote collaboration among learners through learning activities

Teachers should incorporate collaborative tasks in their instruction, enabling learners to benefit from the knowledge and resources of both teachers and more knowledgeable peers. However, it is important for teachers to consider the appropriate

group size that matches the task's requirements and responsibilities. Assigning group leaders can help facilitate task delegation and active participation within the groups.

Taking the time to understand each learner's personality and expertise is recommended, as it allows teachers to provide opportunities for learners to share tips and tricks related to using out-of-class resources or offer advice to their peers on tools and applications. This approach fosters positive relationships among peers and between peers and teachers, enhancing the overall learning experience. The data obtained from classroom observations and follow-up interview were presented as follows.

It is noted that all observed learning activities were group activities. It was clearly found that all participants promote collaboration skills in their class as they always assigned learners to participate in group activities that challenged them to work collaboratively to achieve the tasks. "*This allows learners to learn not only from teachers but also from their peers who may be more proficient with certain skills or tools*" *(Mr. Sylvan)*. When it came to a challenging task that all members' participation is required, Mr. Sylvan normally assigned the team captain to distribute the responsibility and to ensure that every member needed to participate in the assignment. Furthermore, teachers can assist and recommend to the captain to manage their members to the responsibility that suits each member.

Teacher talked to the assigned captains: "Can you make sure that everyone knows what to do?"

Teacher approached a group while they are discussing about the assignment, and they could not decide on the responsibility. Then, the teacher gave some suggestions.

Teacher: "Mia (a name of a student) got the best score in your group for writing" "Maybe let her write the predictions part"

After that for a while, the teacher noticed that one student did not participate in a group task.

Teacher: "Captain. Please give a task to Timothy (a name of a student)"

Teacher: "Can you let Timothy (a name of a student) switch the task with one friend because I think he cannot do it?"

(Fieldnote – Mr. Sylvan's observation, 10/02/2023)

"I worked with groups in the past, if I don't appoint a captain, it becomes a lot of the time progress is quite low and you need somebody to be like the director who needs to delegate tasks. However, I had to balance people who were good at the tasks in each group as well. I found this helps them to learn how to work with others. When it comes to a specific task, if one of them can't do it, their friend will know how to do it, and everyone also learns from their peers"

(Interview transcript – Mr. Sylvan, 10/02/2023)

The participants sometimes asked a group of students who are more resourceful and familiar with using certain tools and resources to share their tips and tricks with their friends so that they could learn together and promote the positive learning environment among peers and teachers.

Teacher presents a cooking video from YouTube. Then, he said he would use this video as the requirement of the assignment. Then he plays a video again and pauses and asks students to analyze the elements of the cooking video.

Teacher: Since you need to make the video, let's analyze what you need to include in your project.

Teacher: I asked one group to share as they are experts in making video.

One group of learners come in front of the class and list on the screen what they need to prepare while shooting and video editing for their classmates. The teacher also makes suggestions on some points they have miss.

shooting/ editing

    1. lighting

    2. background noise (mic/earphone)

    3. camera (3 angles: bird/ front/ close)

    4. sound (voice over/ face)

    5. editing app

    6. subtitle

    7. background music (no copyright / not louder than 20 decibels)

                     (Fieldnote – Mr. Luke's observation, 11/01/2023)

"It means that in order for them to understand to make a good quality video for YouTube we take the skill set of students that have an understanding of working with editing, sound and working with audio, and they can contribute. So, when the students don't have any understanding about creating videos, they learn from their peers who are more resourceful."

                     (Interview transcript – Mr. Luke, 11/01/2023)

3.2) Encourage learners to learn the language outside the classroom and give guidance to maintain their motivation

Teachers should promote self-directed English learning outside the classroom and offer valuable recommendations for reliable out-of-class resources. They should actively engage with learners' outside of class language learning progress and engagemnet. Teachers should actively attend to learners' experiences in learning languages outside the classroom and offer valuable guidance and advice. They should encourage learners to share their experiences, propose solutions to challenges, suggest effective resources, and provide compliments to boost motivation and help learners stay focused on their language learning journey.

This aspect highlights how teachers can provide additional support for learners' language learning beyond the classroom. It aims to bridge in-class instruction by incorporating out-of-class resources into the classroom and encouraging learners to actively pursue learning opportunities on their own outside of class. Teachers take on the role of active advisors, guiding and supporting learners in their independent learning endeavors. The data obtained from the observations and interviews were presented as follows.

Mr. Luke mentioned, *"My job as a teacher is only successful when they are independent, and they don't need me anymore."* Therefore, the participants showed their agreement that they need to encourage learners to take the initiatives to learn the language from such resources on their own to prepare learners to learn the language from out-of-class resources autonomously. Furthermore, teachers need to be the advisors in learners' language learning through out-of-class resources. Teachers should advise the appropriate resources and strategies to learners. In addition, teachers

must pay attention and react positively to sustain learners' motivation to learn the language from out-of-class resources shown in transcripts and fieldnotes below.

"จะมีคนที่เดินเอาสิ่งที่ตัวเองชอบหรือบังเอิญเจอมาถามว่า เพลงนี้ ป้ายนี้ ข่าวนี้ถือเป็น *Participle Clause* มั้ย เป็นประเภท *Reduction* แล้วมั้ย แต่ว่าบางทีก็จะแบบเออ วันนี้เขาไปเจออะไรมาเขาไม่มั่นใจเขาก็จะมาถามว่าอันนี้ใช่หรือเปล่า รู้สึกว่าหลังจากนำสื่อพวก นี้มาสอนในห้องนักเรียนสังเกตแหล่งเรียนรู้รอบตัวเขามากขึ้น"

(Interview transcript – Ms. Madeline, 19/01/2023)

Translation
"I have students who always come to me with captured photos of artifacts they come across outside the classroom. Are these song lyrics, sign, or news containing participle clauses? Is it a reduction type of participle clays? but sometimes they encounter something and are not sure, so they will come to their check their comprehension. After teaching these media in the classroom, I feel that they have become more observant of the language learning sources around them."

(Interview transcript – Ms. Madeline, 19/01/2023)

During the lesson that Mr. Bevie is teaching about audio applications, and she asks learners to create a 60-minutes playlist for various life situations and she is walking to observe learners.

Learner: "Teacher! Have you watched the new music video of Lavender Haze by Taylor Swift? I was launched an hour ago."
Teacher: "Yes! so What is the meaning of the phrase Lavender Haze?"
Learner: "ไม่แน่ใจ แหะ (I am not sure")

Teacher: "I'll give you some time to search for the answer and tell me.

(Fieldnote – Ms. Bevie's observation, 3/02/2023)

"So, I have seen that they're actually doing other subjects' assignments in the class but they're using the tools and resources that we have done. So, I have seen that, yes. So, it means that it's a combination of things. So, it means that the different things that they learn from this subject it like flows over into another subject."

(Interview– Mr. Luke, 2/02/2023)

4) Learning assessment

Learning assessment refers to how teachers assess and evaluate learners' performance and how teachers provide feedback to support learners' learning during the learning process.

4.1) Incorporate a wide range of assessment methods that promote reflection

To effectively assess learners' progress in utilizing out-of-class resources, teachers should utilize a variety of assessment methods, including in-class comprehension checks, providing feedback, and conducting classroom observations.

In addition, teachers can encourage learners to maintain a learning journal or portfolio and write reflections after each class, emphasizing what they have learned. By incorporating reflection questions, teachers can guide learners in identifying their strengths and weaknesses, empowering them to improve their skills and take ownership of their learning process. Other assessment approaches such as peer-assessment and self-assessment can also be valuable in evaluating learners' progress when using out-of-class resources. The results gathered from observation and follow-up interviews were shown below.

The commonality found is that all the participants incorporated several assessments that promote reflections. For example, Ms. Bevie assigned her students to write a short learning journal on what they had learned during the classes. While Mr. Sylvan and Mr. Luke usually employed a number of reflection questions to elicit how learners actually did the assignment. This could be done during the presentation or when students were participating in the activities.

> *"Maybe they used their own way, but by learning and seeing what they*
> *produced, I would know if they were successful by asking the questions*
> *on how they did it and which resource they used in each step and if they*
> *can confidently tell me and it is right. I am fine with that"*
>
> *(Interview transcript – Mr. Sylvan, 17/02/2023)*

Providing and explaining rubrics allows learners to know what they are expected to perform. From the data obtained, all the participants showed rubrics to their learners before letting them do the assignment so that they know what they did and what was still needed to work on. They expressed that this would provide opportunities for learners to reflect on their learning path and how they would improve in the future. Apart from those, they employed many retrospection and reflection questions to allow learners to assess themselves and their peers.

> *Once the big learning activity was done, Mr. Luke told learners to*
> *prepare a group presentation for the next class Then, He presented a set*
> *of questions that learners need to include in their presentation.*
> *1. The most difficult part and the easiest part of the activity*
> *2. The most enjoyable part/ The least enjoyable part of the activity*
> *3. The advantage/ the disadvantage of the activity*
> *4. What we would do differently if we would redo the project?*
> *5. The advice that we would give to others doing this activity*
>
> *(Fieldnote – Mr. Luke's observation, 2/02/2023)*

Mr. Luke, Mr. Sylvan and Ms. Bevie promoted learners to evaluate themselves when the project assigned was achieved. They asked them to gather all the evidence learners had learned in the project to submit a portfolio and a self-assessment portfolio as a part of their assessment in order to see and evaluate what learners had contributed to all assignments in the course.

> *At the end of each class of Ms. Bevie's observation*
> *Teacher: Please write short messages or thoughts to show new knowledge that you have learned from lessons and activities and how you can use these media to help you to learn English. Submit to me in the assignment.*
>
> *(Fieldnote – Ms. Bevie's observation, 3/02/2023)*

> *"It's very difficult to evaluate that outside of my own classroom. That's very difficult because I cannot see it. But where I have an assignment set for them, that's where I can see it. Because the portfolio is a combination of everything now, where they have to put everything including the planning stage, production stage, reflection, SWOT analysis together now."*
>
> *(Interview– Mr. Luke, 2/02/2023)*

Conclusion

This chapter presents findings from our study on the integration of out-of-class resources in Thai EFL classrooms. From the questionnaire, it has found that teachers in this context use a limited range of resources with restricted time allocation even though these resources can be used to foster learner autonomy and language proficiency. Additionally, the results from observations and follow-up interviews were analyzed to propose a tailored pedagogical guideline for Thai EFL teachers.

CHAPTER 5

SUMMARY, DISCUSSIONS AND RECOMMENDATIONS

This section comprises four sections which include a summary of the research findings, the research discussion, the limitation of the study, and suggestions for future research drawn from the study.

Summary of the research findings

This present study aimed (1) to explore how teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms. (2) to explore conduct autonomy-supportive instruction with out-of-class resources in EFL classrooms, and (3) to propose a guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms. The study was divided into 2 phases. The participants who are English teachers in Thai EFL context were seventy-five in Phase 1, questionnaire. Afterwards, four participants were selected to be the qualified participants for Phase 2, classroom observations and follow-up interviews. The results of this study were presented according to the research questions as follows.

Research Question 1: How do teachers integrate out-of-class resources in autonomy-supportive instruction in EFL classrooms?

The most frequent types of out-of-class resources teachers integrated into the were videos with conversation dialogue including movies, series, sitcoms, vlogs, TV shows ($M = 3.41$, $SD = 1.00$), songs, music videos, videos with only songs ($M = 3.33$, $SD = 0.94$), and announcements, news, podcasts, radio shows ($M = 3.10$, $SD = 0.90$).

On the contrary, the least frequent types of out-of-class resources teachers selected in their classrooms were emails ($M = 2.16$, $SD = 1.07$), newspapers ($M = 2.46$, $SD = 1.15$), and instant messaging ($M = 2.62$, $SD = 1.43$).

It was shown that the top three out-of-class resources teachers spent the amount of time in their lessons were videos with conversation dialogue including movies, series, sitcoms, vlogs, TV shows $(M = 2.72$, $SD = 0.76)$, songs, music videos, videos with only songs ($M = 2.55$, $SD = 0.66$), and books, magazines, novels, poetry ($M = 2.52$, $SD = 0.84$).

On the other hand, three out-of-class resources that teachers provided the shortest amount of time in their lessons were emails ($M = 1.79$, $SD = 0.74$), instant messaging ($M = 2.02$, $SD = 0.91$), and newspapers ($M = 2.16$, $SD = 0.87$)

Research Question 2: How do teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms?

The top three autonomy-supportive instructional behaviors that teachers incorporated while conducting their English autonomy-supportive with out-of-class resources lessons were *Selecting out-of-class resources that motivate learners' curiosity to learn* ($M = 3.56$, $SD = 0.58$), *Aiming to integrate out-of-class resources to engage learners in the lessons and learning activities* ($M = 3.52$, $SD = 0.58$), and *Being aware of the strengths and limitations of each type of out-of-class resources* ($M = 3.43$, $SD = 0.57$).

On the contrary, the three instructional behaviors which teachers seemed not to be implemented were Teaching learners to evaluate the effectiveness and constraints of out-of-class resources ($M = 2.35$, $SD = 0.88$), Teaching learners to

evaluate the effectiveness of their own learning from out-of-class resources (M = 2.48, SD = 0.86), and Including learners' perspectives when selecting out-of-class resources into the lessons as materials (M = 2.68, SD = 0.72).

Research Question 3: What is the guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms composed of?

The guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms is composed of 1) Instructional plan, 2) Instructional implementation, 3) Learning environment, and 4) Assessment of learning.

1) Instructional plan

1.1.) Get to know learners and set learning outcomes that reflect learners' lives.

Teachers should gather information about their learners' exposure to resources outside the classroom through surveys, polls, and discussions. By understanding the types of resources learners engage with and their level of autonomy, teachers can design instruction that aligns with learners' lives and promotes effective learning experiences.

1.2) Take learners' perspectives while selecting out-of-class resources as instructional materials

Teachers should consider learners' perspectives and preferences when selecting out-of-class resources. Teachers need to assess learners' accessibility to resources and their capability to use the resources to learn language. Prior exploration

of the resources can also help anticipate challenges and ensure alignment with the learning activity. In addition to considering their own preferences, teachers should also occasionally incorporate resources that are relevant to learners' future needs such as TripAdvisor, Airbnb, Uber, and Grab.

2) Instructional implementation

2.1) Promote a wide range of learning activities and out-of-class resources

Teachers should design diverse learning activities that incorporate a wide range of out-of-class resources. This exposure and practice will enhance learners' English skills and proficiency in utilizing such resources. Examples of learning activities include writing concise movie plot summaries on Twitter, using shopping network applications to find the best deals, writing compare and contrast paragraphs on holiday destinations using Google Travel, analyzing adjective clauses in song lyrics, and advertising and gathering feedback on food products made by learners using LINE Official.

The other aspect is that teachers should design various learning activities from one out-of-class resource in spite of the limited nature or characteristics. This would develop both receptive and productive skills of learners. For example, teachers can design a learning activity that requires learners to produce the output even though the receptive-oriented resources are used as instructional material.

2.2) Explicitly demonstrate steps on how to learn the language from out-of-class resources

Teachers should clearly explain the objectives and reasons behind learning activities and the use of specific out-of-class resources before engaging learners. This helps learners understand the importance of practicing and motivates them to exert more effort to achieve the desired learning outcomes.

Teachers should explore reliable out-of-class resources that learners engage with and introduce them in the formal classroom if they contribute to achieving the learning objectives. Teachers should explicitly point out opportunities to learn language in out-of-class resources like social media, songs, and websites. This could foster learners' awareness of available English learning opportunities and allow learners to spot, notice, and analyze the language they have learned in the meaningful contexts available provided in out-of-class resources.

It is important for teachers to explicitly teach strategies and train learners to critically evaluate out-of-class resources and determine their suitability for specific learning purposes. Teachers can facilitate this by conducting learning activities where learners discuss and analyze resources in groups, considering factors such as language formality, flaws, and benefits.

2.3) Encourage learners to try out and take control of their own learning

Teachers should encourage learners to create plans that demonstrate how they will complete tasks and utilize out-of-class resources to facilitate their learning. Learners can work individually or collaboratively, using methods like writing plans,

making presentations, or creating storyboards. Teachers can support learners by providing checklist questions and promoting critical thinking and asking questions such as "How did you get the information?", "Have you checked with other sources?", "How would you use the resources to help you to achieve the project?" and, "Why did you select this resource?"

3) Learning environment

3.1) Be flexible while dealing with the learners' problems and negative behaviors

Teachers should be attentive, offer help, and observe learners after learning activities to facilitate and solve problems, maintaining a positive learning environment. They should be flexible, allowing learners to follow their plans and use familiar resources. Teachers should avoid pressuring language when addressing mistakes and remind learners of the learning objectives to encourage them to try again while facing the problems in learning language through out-of-class resources.

3.2) Promote collaboration among learners through learning activities

Teachers should design collaborative tasks for groups or pairs, allowing learners to benefit from both teachers and peers who are more resourceful than others. However, teachers should manage the number of learners in groups that suit the task's responsibility. Group sizes should be managed appropriately based on the task's demands. Assigning group leaders can ensure task delegation and active participation.

It is suggested to spend time getting to know each learner's personality and expertise and provide opportunities for them to share tips and tricks when using out-

of-class resources or advising their peers on tools and applications. This fosters positive relationships between peers and teachers.

3.3) Encourage learners to learn the language outside the classroom and give guidance to maintain their motivation

Teachers should encourage self-directed English learning outside the classroom and provide useful reliable out-of-class resource recommendations. They should actively engage with learners outside of class. Teacher should actively listen to learners' out-of-class language learning experiences and offering advice on their out-of-class language learning. Teachers can ask learners to share their experiences, provide solutions to problems, recommend the effective resources, and offer compliments to boost motivation and keep learners on track.

4) Assessment of learning

4.1) Incorporate a wide range of assessment methods that promote reflection

Teachers should use various assessment methods, including in-class comprehension checks, feedback provision, and classroom observations, to track learners' progress when utilizing out-of-class resources.

To assess learners' progress, teachers can ask them to write a learning journal after each class, reflecting on what they have learned in por. Promoting reflection questions helps learners identify strengths and weaknesses, enabling them to improve their skills and take control of their own learning. Sample reflection questions may include:

The examples of the question would be:

1) The most difficult part and the easiest part of the activity

2) The most enjoyable part/ The least enjoyable part of the activity

3) The advantage/ the disadvantage of the activity

4) What we would do differently if we would redo the project?

5) The advice that we would give to others doing this activity

Moreover, teachers should incorporate peer-assessment and self-assessment tools to foster autonomous learning and metacognition. By explicitly teaching learners how to assess themselves, teachers empower them to take ownership of their learning journey with out-of-class resources. For instance, portfolios can be utilized for learners to set goals, compile evidence of their progress, and reflect on their performance.

Discussions

The discussion of this study was subdivided into three parts according to the findings found and the research questions.

Research Question 1: How do teachers integrate out-of-class resources in autonomy-supportive instruction in EFL classrooms?

According to the results, teachers in Thai EFL context often incorporated and spent a significant amount of time heavily using receptive-based out-of-class resources in their teaching. These findings are consistent with previous studies (e.g., Bailly, 2011; Chusanachoti, 2016a; Dincer, 2020; Eksi & Aydin, 2013; Honarzad & Rassaei, 2019; Hyland, 2004; Lai et al., 2015; Pickard, 1996) which found that learners tend to participate in out-of-class resources that require them to just receive

information rather than produce the language output or interact with the interlocutor while engaging in out-of-class resources. This may suggest that teachers try to create interesting learning activities by including out-of-class resources that are relevant to the learners' lives and increase their motivation and engagement during class.

The findings of the study revealed a distinct mismatch between how teachers integrate out-of-class resources into their instruction and learners' high engagement in out-of-class resources. This disparity becomes evident from the analysis of the data, particularly when considering the top three resources. The interpretation of the findings suggests that these resources are utilized by teachers with varying degrees of frequency and average duration of time that teachers devoted to utilizing the top three out-of-class resources as instructional materials or tasks. Nevertheless, previous studies (e.g., Chusanachoti, 2016a; Dincer, 2020; Honarzad & Rassaei, 2019; Lai et al., 2017) consistently emphasize the various benefits that learners have derived from using out-of-class resources. Furthermore, prior studies (e.g., Lai et. al, 2016; Schurz & Sundqvist, 2022; Toffoli & Sockett, 2015) have explored teachers' awareness and perception of the advantages of out-of-class resources to enhance language teaching and learning. Despite perceived high importance of out-of-class resources, the findings of this study show teachers' integration of out-of-class resources into actual teaching practices in EFL classrooms remains restricted or limited as the frequency of incorporating out-of-class resources was highest in the "often" category, while the majority fell into the "sometimes" category, indicating that they were only used in 25-49% of the lessons in a course. Furthermore, the amount of time spent on these resources had the highest mean score in the "average" category, which was interpreted as 25%-49% of the lesson duration. The findings indicate that there is a noticeable

neglect among teachers in bridging the language learning afforded in resources outside the classroom with their in-class instruction. This research gap highlights the need for further investigation and exploration in this area regarding how to encourage teachers to integrate the out-of-class resources into their actual practice. Furthermore, these results serve as a catalyst for secondary-level teachers in Thai EFL context to reflect on their current practices and explore strategies for effectively incorporating out-of-class resources into their teaching.

The findings indicated that teachers frequently integrate receptive-oriented out-of-class resources and also spend a substantial amount of time on them, compared to productive out-of-class resources that require interaction and output. This could lead to a potential issue where learners have limited opportunities to explore productive-oriented out-of-class resources and practice their productive skills. This is supported by the results showing the alignment of least frequent use and lowest amount of time allocated to such resources by teachers and learners and the findings also found the agreement with some previous studies by Schurz et al. (2022), Schurz & Sundqvist (2022) and Toffoli and Sockett (2015) that suggested that some teachers may not recognize the benefits of out-of-class resource for enhancing writing skills, formal language use, and grammar acquisition as they hold the views that conventional teaching methods and explicit grammar instruction suit these language features. This could lead to a possibility to demotivate learners.

Out-of-class resources offer advantages over traditional materials as they provide learners with more engaging and relevant content that connects to their personal experiences (Richards, 2015). However, it is essential to acknowledge the limitations of out-of-class resources themselves, including the lack of immediate

feedback, the lack of customization for individual learners, the absence of teachers'
supervision, (Fuad et al., 2019). Moreover, some out-of-class resources were not
originally intended for educational purposes. To overcome these limitations, Henry et
al. (2018) emphasized the importance of teachers having language awareness,
pedagogical skills, and linguistic knowledge. These qualities enable teachers to
effectively integrate out-of-class resources into their lessons, transforming them into
instructional materials or tasks that enhance cognitive and linguistic aspects of
language teaching and learning.

According to Henry et al. (2018), teachers must possess specific skills in
pedagogy, linguistics, and language awareness to successfully incorporate out-of-class
resources into their teaching. In addition, solely relying on receptive-oriented
resources outside of class may restrict learners' access to productive-oriented
resources. Therefore, incorporating productive-oriented resources in the classroom
should be promoted to aid in achieving the optimal goal. The effective practice of
language teaching can be highlighted by incorporating out-of-class receptive-oriented
resources through learning activities that require learners to produce language output,
along with encouraging them to experience face-to-face interaction.

**Research Question 2: How do teachers conduct English autonomy-
supportive instruction with out-of-class English resources in EFL classrooms?**

The most common teaching practices among EFL teachers suggest that they
encourage autonomy support by utilizing out-of-class resources during lesson
preparation and providing a positive classroom environment and incorporating them
into learning activities to motivate learners. These findings reflect the positive

perception of Thai EFL teachers towards incorporating out-of-class resources in classroom teaching, consistent with prior research by Schurz et al. (2022) and Schurz and Sundqvist (2022). Furthermore, the study demonstrated that teachers in the Thai EFL setting recognize the benefits and limitations of the out-of-class resources and language opportunities available that require their further teachers' pedagogical action. Thus, this could ensure that if teachers receive a practical guideline to implement theoretical knowledge into actual practice, the implementation of facilitate autonomy-supportive instruction with out-of-class resources in the Thai EFL context could be possibly developed.

It is worth noting that simply incorporating out-of-class resources into lessons does not ensure that learners could be able to independently learn the language beyond the confines of the classroom. Previous studies have demonstrated that learners often rely on and expect teachers to explicitly provide guidance on how to effectively utilize out-of-class resources to learn the language (Işık and Balçıkanlı, 2020; Lai et al., 2016). In addition, teachers should focus on teaching learners how to utilize and apply digital literacy skills to learn the language, rather than solely aiming for the acquisition of digital literacy (Huong & Hung, 2021). By developing digital literacy skills, learners can effectively navigate, locate, and engage in available out-of-class resources, while teachers provide autonomy and pedagogical support.

The identified teaching practices that are less frequently implemented reveal a gap in incorporating autonomy-supportive instruction with out-of-class resources, which emphasizes considering learners' perspectives when preparing lessons and learning activities even though prior studies suggested that teachers who adopt perspectives of learners have the ability to cultivate a classroom environment that

promotes learner motivation and engagement (Alrabai, 2021; Reeve, 2016; Reeve & Cheon, 2021) and it also leads to teachers to incorporate out-of-class resources that match learners preference and usability. The study's results also indicated that teachers do not teach learners how to evaluate the benefits and limitations of out-of-class resources although several previous studies (e.g., Chick, 2018; Işık and Balçıkanlı, 2020; Lai, 2018; Lai et al., 2017; Lai et al., 2016 Nguyen & Stracke, 2020; Odu, 2019; Reinders 2014; Reinders, 2020; Sundqvist & Sylvén, 2016) have recommended that teachers need to introduce appropriate and reliable out-of-class resources to learners, along with providing assistance throughout the learning process as these allow learners to have opportunities to critically assess the effectiveness of such resources. By doing so, learners can develop the skills and strategies needed to independently select resources that align with their learning objectives, without the need for constant supervision from teachers (Lai, 2018; Reinders, 2020).

The study revealed that teachers seemed not to offer learners the chance to employ learning strategies in various contexts and reflect on their learning progress. In contrast, encouraging reflection and providing opportunities to take control are widely considered crucial elements in promoting learner autonomy and enabling learners to effectively learn the language beyond the classroom (Chick, 2018; Lai, 2018; Reinders & Benson, 2017). Additionally, reflection allows learners to take an active role in their learning and integrating more opportunities for reflection in classroom-based teaching could improve learners' ability to independently learn from resources outside the classroom and enhance their self-directed learning fluency (Lai, 2018). However, the results found have shown the noticeable gaps of teachers' instructional practices that need to be addressed in Thai EFL classrooms. These gaps

teachers' limited consideration of learners' perspectives, insufficient opportunities for learners to exercise control over their learning, inadequate utilization of acquired learning strategies across diverse contexts for learners, and insufficient encouragement for learners to evaluate the effectiveness of their own learning. Addressing these gaps is crucial to enhance the overall quality and effectiveness of English language instruction in Thai EFL classrooms.

Research Question 3: What is the guideline on English autonomy-supportive instruction with out-of-class English resources for EFL classrooms composed of?

Even though there are many gaps found from the study findings derived from the questionnaire, the results gathered from classroom observations and follow-up interviews from the good practice teachers show a disparity that could address aforementioned gaps and allow the researcher to propose the instructional guideline.

1. Instructional plan

Teachers who foster autonomy among their learners make a conscious effort to understand their individual needs and preferences using various strategies. According to Jang et al. (2016) and Reeve (2016), teachers who engage in perspective-taking activities create a classroom environment where learners are motivated because they receive autonomy support and perceive choices through learning activities tailored to their motivational resources. The findings align with Chusanachoti (2009) and Lai and Gu (2011), who emphasized the usability of resources, including learners' accessibility and proficiency in using them, as factors influencing learners' engagement with out-of-class resources. Therefore, integrating out-of-class resources

while considering learners' perspectives, alongside teachers' awareness, can lead to meaningful learning experiences and high levels of learner engagement (Ryan & Deci, 2017).

2. Instructional implementation

According to Reeve and Cheon (2021), engaging learning activities themselves can provide autonomy support. To increase learners' awareness of the learning opportunities available to them in their environment, it is important to explicitly incorporate various types of out-of-class resources into lessons, as suggested by Chusanachoti (2016a), Reinders (2020), Sundqvist and Sylvén (2016), and Thorne and Reinhardt (2008). Additionally, learners are likely to adopt the same resources used in the classroom for their out-of-class language learning, and the perceived value of these opportunities in resources and technology can be significantly influenced by the teachers' support (Eksi & Aydin, 2013; Fagerlund, 2012; Inozu et al., 2010; Işık & Balçıkanlı, 2020; Lai & Gu, 2011; Lai et al., 2017). Additionally, the integration of out-of-class resources as instructional materials is also in line with a study of Henry et al. (2018), who emphasized the significance of implementing motivational classroom activities that involve authentic materials, integration of digital technologies, and encouragement of learners' creativity.

Pedagogical and autonomy support provided by teachers can help learners view resources as transparent affordances, meaning they are easy to notice and understand (Chusanachoti, 2009) so that learners can learn the language of the resources. By explicitly modelling various strategies in different contexts, teachers can effectively enhance learners' use of specific strategies, leading to the effective

transfer of the strategies to learners' autonomous language learning through out-of-class resources (Işık & Balçıkanlı, 2020; Lai et al., 2016; Reinders, 2020). Furthermore, teachers' support the need for autonomy, along with fostering autonomous learning with the help of out-of-class resources allow learners to develop cognitive skills, self-directed skills to apply these skills to use autonomously when they learn the language outside the classroom.

3. Learning environment

Teachers can promote learner motivation and autonomy by using supportive language and instructional behaviors, which can turn negative emotions into positive motivations to learn and facilitate an internalization process (Işık & Balçıkanlı, 2020; Reeve & Cheon, 2021). This approach can increase engagement, decrease anxiety, and encourage learners to engage in activities that relate to their lives (Jang et al., 2016; Vibulphol, 2016). Chusanachoti (2016b) noted that the anonymity feature of out-of-class resources can also help decrease anxiety about making mistakes, enabling learners to experiment with the language and build confidence, leading to language improvement.

These results are consistent with the idea proposed by Lai (2018) that promoting collaboration can assist learners in transitioning from shared in-class learning goals to self-regulation outside of class. Collaborative tasks increase learners' willingness to engage in tasks and seek help from peers when they feel a sense of belonging and respect. Additionally, Lai et al. (2016) and Manprasert (2017) found that learners expected teachers to advise them on effective strategies and out-of-class resources. The findings also align with other studies, including Işık and Balçıkanlı

(2020), Lai (2018), Mynard and Kato (2022); Reinders and Benson (2017), and Sundqvist and Sylvén (2016), which suggest that advising is an effective method to support language learning outside of class, and this affects how learners interact with resources. This experience may represent an "involving" situation proposed by Reinders (2020) that require teachers to provide situations to motivates learners to learn with little of their support to gradually prepare them for challenging experiences outside the classroom.

4. Assessment of learning

Mynard and Kato (2022) propose that retrospective and reflective questioning is a valuable tool for increasing learners' self-awareness and promoting self-reflection. Burner (2022) and Reinders and Bailey (2020) argue that these types of assessments can enhance learning, foster collaboration, and encourage higher-order cognitive skills and learner autonomy, which makes them useful for evaluating language learning outside the classroom, where traditional tests may fall short. Reinders and Bailey (2020) also suggest that teachers should encourage learners to document their language learning experiences outside the classroom using diaries or technology. This documentation can provide teachers with insight into how learners engage with language learning opportunities, allowing them to provide feedback and guidance to foster learner autonomy and achievement.

Limitations

This present study contains several limitations like any other study. It is important to note that the limited number of participants who took part in this research

were from a specific context. Therefore, they may not be a representative sample of all EFL teachers.

The proposed guideline on English autonomy-supportive instruction with out-of-class resources is not a guide that can assure the progress of learners' learning. Additionally, this proposed guideline may not be applicable to all learning contexts, and it may only serve as an initial exploration of the subject due to the restricted timeframe.

Several variables must still be taken into account when implementing the guideline, such as the learners' backgrounds, out-of-class resources available, and curriculum, which could all impact the learning outcomes.

Implications

This study provides valuable insights for EFL teachers, showcasing how they can integrate out-of-class English resources into formal instruction to promote learner autonomy. As the research findings highlight that teachers in the Thai EFL context have integrated limited types of out-of-class resources into their lessons, this study could raise awareness among teachers about the importance of incorporating English autonomy-supportive instruction with out-of-class English resources. The guideline is designed to support teachers of all experience levels, enabling them to enhance the effectiveness of English lessons. It is particularly beneficial for teachers who may be unfamiliar with promoting learner autonomy and incorporating out-of-class resources. By following the guideline, teachers can bridge the gap between in-class and real-life learning, cultivating lifelong autonomous learners. The guideline provides useful recommendations while allowing flexibility for teachers to design their own lessons

and integrate out-of-class resources based on their specific context, whether out-of-class English resources and technology are abundant or limited.

Recommendations for the future research

It is recommended that future research endeavors aim to recruit a larger pool of research participants. By extending the observation and interview period, the future researcher may be able to gain more comprehensive and insightful perspectives on how to implement autonomy-supportive instruction using resources outside of the classroom.

Further research may draw information from teachers from various contexts or gather information from different sources such as teachers, learners, and documentation to triangulate the information and gain a deep understanding of the area.

Additionally, it is suggested that experimental studies be conducted to investigate how teachers can effectively provide in-class instruction that promotes autonomous use of resources outside of class.

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APPENDICIES

APPENDIX A

List of Experts

List of experts of validation the Teachers' Out-of-class English Resources Integration Questionnaire, follow-up interviews questions, and guideline for classroom observations was described below.

1. Associate Professor Pornapit Darasawang, Ph.D.

   School of Liberal Arts, King Mongkut's University of Technology Thonburi

2. Associate Professor Sumalee Chinokul, Ph.D.

   Suryadhep Teachers College, Rangsit University

3. Assistant Professor Maneerat Eakkayokaya, Ph.D.

   Faculty of Education, Chulalongkorn University

APPENDIX B

Example of Teachers' Out-of-class English Resources

Integration Questionnaire

Directions: Read the criteria of the participants below. if you meet all the requirements, please complete the questionnaire.

❑ Conduct at least one English course in upper-secondary levels at the school.

❑ Hold at least one year of experience in Thai's school context.

❑ Possess an English language teaching degree or certificate.

❑ Work in the schools with full Internet-facilitated to all teachers and learners.

Part I: Demographic Information

Directions: Please complete the following questions about your background

1. Name: _____

   Contact Email: _____

2. Gender:

   ❑ Male   ❑ Female

3. Which class do you teach? (You can select more than one):

   ❑ Required course

   ❑ Additional course

   ❑ Elective course

Part II: How teachers integrate out-of-class resources in instruction

Please rate each item to indicate how often and how much time you spend when you integrate out-of-class resources in your English teaching using the criteria provided below.

	Frequency					Time spent			
	Always	Often	Some times	Rarely	Never	High	Average	Low	Not at all
1. songs, music videos, videos with only songs and music streaming platforms									
2. announcements, news, podcasts, radio shows and audio content									
3. videos with conversation dialogue including movies, series, vlogs (a video record about opinions and experiences), Streaming platforms, online videos									
4. physical and printed books, magazines, novels, poetry									
5. online and printed newspapers									
6. websites, blogs (online journal where content is presented in chronological order and diary style such as www.thaitravelblogs.com), forums (online discussion									

	Frequency					Time spent			
	Always	**Often**	**Some times**	**Rarely**	**Never**	**High**	**Average**	**Low**	**Not at all**
sites such as quora.com), online communities									
7. digital and physical signage and displays including signs, posters, brochure, food labels									
8. emails									
9. instant messaging such as LINE, Discord, WhatsApp									
10. social media sites such as Facebook, Instagram, Twitter, TikTok									
11. video games, digital games, board games, card games									

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Part III: Autonomy-supportive instruction with out-of-class resources integration

Directions: The following statements describe teachers' roles in promoting autonomy-support and integrating out-of-class resources into formal classroom. Please rate each statement to show the frequency of your behaviors in own teaching in accordance with the rating scale criteria below.

	Always true	Somewhat true	Somewhat not true	Never true
Teachers' instruction				
1. I am aware of the strengths and limitations of each type of out-of-class resources.				
2. I design the learning activities that match the characteristics of out-of-class resources.				
3. I select out-of-class resources that motivate learners to learn.				
4. I integrate out-of-class resources to engage learners in the lessons and learning activities.				
5. I include learners' voice when selecting out-of-class resources into the lessons as materials.				
6. I teach learners learning strategies and how to learn English through out-of-class resources.				
7. I provide opportunities for learners to take control of their own English learning by using out-of-class resources.				

	Always true	Somewhat true	Somewhat not true	Never true
8. I challenge learners by designing tasks integrated with out-of-class resources within an environment that allow them to try out without worries of making mistakes.				
9. I use out-of-class resources to increase learners' interaction with their classmates.				
10. I integrate out-of-class resources to create engaging English learning activities or tasks engagement.				
11. I explain objectives of implementing learning activities with out-of-class resources to learners.				
12. I understand and respond when learners show their negative complaints while learning English through out-of-class resources.				
13. I positively response to learners' negative behaviors while learning English through out-of-class resources to adjust the instruction.				
14. I use non-pressuring communication while addressing learners' problems that they face while learning through out-of-class resources.				

	Always true	Somewhat true	Somewhat not true	Never true
15. I integrate a wide range of out-of-class resources in various in-class topics and learning activities.				
16. I recommend various reliable out-of-class resources that learners can use to support their learning when they are outside school.				
17. I promote the opportunity for learners to explore how they can learn from various types of out-of-class resources.				
18. I prepare learners for challenges they may face while learning from out-of-class resources on their own.				
19. I assist learners along their learning process through learning with out-of-class resources.				
Teachers help students to build self-development strategies				
20. I teach learners to employ learning strategies in various types of out-of-class resources.				
21. I teach learners how to select the types of out-of-class resources that serve their specific learning purposes.				
22. I teach learners to evaluate the effectiveness and constraints of out-of-class resources.				
23. I teach learners to evaluate the effectiveness of their own **learning** from out-of-class resources.				

APPENDIX C

Example of Teaching Follow-up Interview Questions

Here is the list of pre-prepared questions in semi-structured interview:

1. What is the rationale and/or concepts you used to design your lessons?

2. How have you integrated resources and technology in your course and teaching (teaching materials, teaching activities, assignments, assessment, etc.)?

3. What technological resources or tools were used and for what purposes?

4. What are your own criteria to select out-of-class resources to use as instructional materials or tasks in your class?

5. What problems have you encountered when you integrate the out-of-class resources into the classroom in this class/ or other resources?

6. Have you noticed that learners become more independent and self-directed after they have access to learning resources outside the classroom and receive training to become autonomous learners?

VITA

NAME Santipap Upara

**INSTITUTIONS
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