Enhancing Learner Autonomy amongst Young EFL Learners in a Rural Area:

An Ethnographic Study and Praxis Interventions

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A Dissertation Submitted in Partial Fulfillment of the Requirements
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การพัฒนาความเป็นอิสระในการเรียนรู้ภาษาอังกฤษอย่างรับผิดชอบตนเองของผู้เรียนวัยเยาว์ที่เรียน
ภาษาอังกฤษเป็นภาษาต่างประเทศในชนบท: การศึกษาเชิงชาติพันธุ์วรรณนาและการแทรกเชิงปฏิบัติ

นางสาวพรรณทิพา พิชัยลักษณ์

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

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พรรณทิพา พิชัยลักษณ์ : การพัฒนาความเป็นอิสระในการเรียนรู้ภาษาอังกฤษอย่างรับผิดชอบตนเอง ของผู้เรียนวัยเยาว์ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในชนบท: การศึกษาเชิงชาติพันธุ์วรรณนา และการแทรกเชิงปฏิบัติ (Enhancing Learner Autonomy amongst Young EFL Learners in a Rural Area: An Ethnographic Study and Praxis Interventions) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร.สุดาพร ลักษณียนาวิน, 247 หน้า.

ความเป็นอิสระในการเรียนรู้อย่างรับผิดชอบตนเองได้รับการยอมรับว่าเป็นประโยชน์ต่อการเรียนรู้ ภาษาอังกฤษเป็นภาษาต่างประเทศ โดยเฉพาะอย่างยิ่งในพื้นที่ชนบทซึ่งมีทรัพยากรจำกัด อย่างไรก็ตามการ พัฒนาความเป็นอิสระให้เกิดขึ้นได้นี้ควรต้องคำนึงถึงปัจจัยแวดล้อมด้วย การศึกษานี้จึงแบ่งเป็นสองส่วน ส่วน แรกเป็นการศึกษาเชิงชาติพันธุ์วรรณามีวัตถุประสงค์ (๑) เพื่อสำรวจความตระหนักรู้ของผู้ที่มีส่วนร่วมซึ่ง รวมถึงผู้บริหาร ครูสอนภาษาอังกฤษ ผู้ปกครอง และชุมชนท้องถิ่น และ (๒) เพื่อสำรวจผู้เรียนวัยเยาว์ในใน โรงเรียนชนบทชั้นประถมศึกษาปีที่ ๕ จำนวน ๓๗ คน ว่าให้ความหมายและมีการปฏิบัติเกี่ยวกับความเป็นอิสระ ในการเรียนรู้อย่างรับผิดชอบตนเองอย่างไร ในส่วนแรกนี้เป็นการศึกษาเชิงคุณภาพโดยใช้เครื่องมือคือ การ สังเกตการณ์ การสัมภาษณ์ การเขียนไดอารี่ การจดบันทึกภาคสนามและการวิเคราะห์จากเอกสารและงานของ ผู้เรียนและผู้มีส่วนร่วม ผลการวิจัยสรุปได้ว่าผู้ส่วนร่วมให้การต้อนรับแนวความคิดนี้ในทางทฤษฎีแต่ไม่คุ้นเคย กับแนวทางการปฏิบัติ ในขณะที่นักเรียนมีความพร้อมและความเต็มใจในการพัฒนา ไม่ว่าจะเป็นในด้านความ เชื่อ ทัศนคติ การมองโลกในแง่ดี และแรงจูงใจในการเรียนรู้ตามแนวคิดนี้ แต่พวกเขายังขาดทักษะด้านปริชาน และอภิปริชานอยู่มาก

จากข้อมูลนี้ผู้วิจัยได้พัฒนาได้พัฒนาการแทรกเชิงปฏิบัติเพื่อพัฒนาผู้เรียนและครูผู้สอน เพื่อ วัตถุประสงค์สุดท้าย คือ เพื่อประเมินว่าการแทรกเชิงปฏิบัติสามารถช่วยให้นักเรียนในชนบทเกิดความมีอิสระใน การเรียนรู้อย่างไร โดยใช้การสอนแบบใช้โครงงานเป็นฐานให้นักเรียนชั้นประถมศึกษาปีที่ ๖ ทั้งหมด ๑๔๘ คน สัปดาห์ละ ๑ ชั่วโมงเป็นเวลา ๑ ภาคการศึกษา โดยใช้แบบเรียนซึ่งเน้นการทำโครงงานที่มีอยู่แล้วพร้อมกับการให้ คำปรึกษาและสุ่มตัวอย่างกรณีศึกษา ๑๐ คน ขณะที่ได้พาครูภาษาอังกฤษไปทัศนศึกษาและเข้าอบรมเชิง ปฏิบัติการ ในส่วนนี้นอกเหนือจากเครื่องมือวิจัยเชิงคุณภาพ การประเมินการแทรกเชิงปฏิบัติได้ใช้ข้อมูลเชิง ปริมาณด้วย คือ คะแนนข้อสอบโอเน็ตของผู้เรียนก่อนและหลังการแทรกเชิงปฏิบัติ และแบบสอบถามของครู ตามลำดับ ผลการวิจัยพบว่าผู้เรียนวัยเยาว์ทั้งหมดตอบสนองต่อการแทรกเชิงปฏิบัติในทางบวก ขณะที่ครู ภาษาอังกฤษยังขาดกำลังใจและการสนับสนุนในการทำให้การเรียนรู้แบบนี้เกิดขึ้นจริงในโรงเรียน นอกจากนี้ผล การสอบโอเน็ตปี ๒๕๕๘ ในวิชาภาษาอังกฤษผู้เรียนสามารถได้คะแนนสูงกว่าค่าเฉลี่ยระดับประเทศเป็นครั้งแรก ในรอบ ๓ ปี จึงสรุปได้ว่าครูภาษาอังกฤษในชนบทสามารถใช้ทรัพยากรที่มีอยู่แล้วให้ตอบสนองต่อบริบทของ ผู้เรียนอย่างมีประสิทธิภาพ เพื่อจะพัฒนาความเป็นอิสระในการเรียนรู้อย่างรับผิดชอบตนเองนำไปสู่ผลสัมฤทธิ์ ในการเรียนที่สูงขึ้น ขณะที่ผู้เรียนวัยเยาว์เองก็ควรจะได้รับการพัฒนาให้รับผิดชอบต่อการเรียนรู้ของตนและ พยายามเอาชนะข้อด้อยด้านเศรษฐกิจ สังคม การศึกษาในชนบทด้วยตนเอง

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KEYWORDS: LEARNER AUTONOMY / ETHNOGRAPHY / PRAXIS INTERVENTIONS / YOUNG EFL LEARNERS / RURAL AREAS / EFL PRIMARY EDUCATION / QUALITATIVE STUDY

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Learner Autonomy (LA) is acknowledged as being beneficial to EFL education, particularly in rural areas where resources are scarce. However, LA enhancement should be implemented with careful consideration to the context. This study consisted of two parts. The first part, the ethnographic study, aimed to (1) explore the awareness of LA among the stakeholders including the administrators, English teachers, guardians and local community, and (2) to explore the meanings and patterns of LA among young EFL learners in a rural school in Northeastern Thailand. This part is a qualitative study combining the data collection methods of non-intrusive and participation observations, interviews, diary writing, field notes and analysis of documents and students' assignments in English of the 37 fifth graders and their stakeholders. The findings revealed that the stakeholders welcomed the concept in theory, but were not familiar with its practices. Meanwhile, most young EFL learners were found to possess readiness and willingness regarding their beliefs, attitudes, optimism and motivation to embrace LA. However, they were markedly lacking in cognitive and metacognitive abilities.

Accordingly, praxis interventions (PIs) of learner and teacher developments were constructed to (3) implement and evaluate how the PIs could help to enhance LA in the rural school. The PIs consisted of a project-based learning (PBL) course for all the 149 sixth graders for one hour per week in one semester and counseling program only for the 10 focal participants selected by purposive sampling, while the four English teachers participated in a workshop and field trip. The PBL course utilized the already existing textbook, Projects: Play & Learn. In addition to the aforementioned qualitative data collection methods, the quantitative national exams (ONETs) pretest and posttest scores and one questionnaire were used to evaluate the focal participants and the teachers respectively. The results showed that all students were receptive to PBL and LA enhancement, while the English teachers' morale still needed boosting. The national standardized achievement test, ONET 2015, showed higher average scores for all Grade 6 students treated with PBL as well as for the ten focal participants. This was the first time that the average of the school ONET scores became higher than the national average in 3 years. It was concluded that through the PIs rural teachers could make the most of existing resources sensitized to the context to gradually enhance LA in young EFL learners leading to a higher achievement in their learning. Meanwhile the young EFL learners should be enhanced to take charge of their own learning and develop a sense of agency to overcome their socioeconomic and academic disadvantages in a rural area.

| Field of Study: | English as an International Language | Student's Signature | .... |
| Academic Year: | 2017 | Advisor's Signature | .... |

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CONTENTS

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

LIST OF TABLES

LIST OF FIGURES

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Despite its widely recognized merits in education for well over three decades, the concept of Learner Autonomy (LA) has not been fully familiarized, let alone utilized in rural Northeastern Thailand. Being the most impoverished region in the country, the Northeastern region has consistently scored one of the lowest mean rankings in the annual Ordinary National Education Test (ONET) in the English language subject required for every sixth grader in the country (National Institute of Educational Testing Service, 2012-2016). The National Education Act of B.E. 2542 (1999) and the National Education Plan (2002-2016) (Office of Basic Education Committee, 2009) infer the importance of LA as gateway to learner-centered Communicative Language Teaching (CLT) in English. Learner-centeredness assumes two perspectives, which are, first, the acceptance of learners as complex and varied individuals. Second, its ultimate goal is to empower learners by enabling them to take charge of their own language learning relating to their life goals (Tudor, 1996). To pursue learner-centred language learning is to apply the concept of LA. However, the policy is at the top down level, little has been recognized, utilized and explored in the usual day-to-day EFL teaching and learning at a local level.

Greater need for LA may be latent in rural areas because resources such as the English proficiency of the teachers, allocated budgets, and investments are insufficient. Once learners know their own needs and goals, whether individually or cooperatively, can they make the most of their available, scarce resources (Crabbe, 1993, p. 443). English competency could also be seen as capital in social, intellectual, linguistic and economic advancement. Considering the vast array of information technology and the pressures of a knowledge-based society in the twenty-first century, human resources have quintessentially become the focal point of national intellectual

development. With LA, life-long learning, realizing individual potential (Sinclair, 1996) and accommodating for fulfilling individual needs (Jiao, 2005) and freedom could be achieved. What is more, Dickinson (1995) suggests that LA is associated with increased motivation and, thus, learning effectiveness. Benson (2001) even considers LA as a prerequisite of effective learning, which inevitably will lead to rural Thai students become better language learners.

English in Thailand is placed at the expanding circle in Krachu's circles of English users in Asia (Baker, 2008). Central Thai, the national and official language is spoken by almost 100% of the population (Baker, 2008) while Northeastern dialects (Isan) are used at home or in informal occasions. Since 1996, English was stipulated as a compulsory foreign language from primary to tertiary education. It is used as a lingua franca in international relations and business in urban or tourist areas. Although Thailand is one of the most popular tourist destinations amongst foreigners, rural Northeastern Thailand is less known for tourism and receives a much lower number of tourists than the rest of the country. Therefore, English is a foreign language (EFL) that students can only afford to learn in the classroom (R. Smith & Padwad, 2016).

The country faces several difficulties in implementing English education, such as an overabundance of curriculum content; the lack of adequate students' preparation for the level at which they studied; teachers insufficiently prepared and overloaded with responsibilities; inadequate materials and equipment; insufficient budgets; large class sizes; inadequate performance assessments including an over-reliance on multiple choice tests; and students being unable to transfer the skills learned in the classroom to other situations (Chulalongkorn Academic Service Center, 2000). Even if Thai government expenditure on education as percentage of total yearly expenditure is among the highest in the world (UNDP, 2016), as many as 60% of English teachers had knowledge of English and teaching methodologies below that of the syllabus level at which they were teaching (Noom-ura, 2013). A large proportion of the budget has been spent on teacher development, and yet students are still struggling to achieve the

standards of communicative English, especially when it is necessary as the working language in the ASEAN community.

Communicative competence in ELT requires practice, experience and exposure through pragmatics in addition to semantics and syntax. As social constructivism (Vygotsky, 1978) stresses the socio-cultural dimensions of LA, the study of context and culture, interwoven and intertwined with language, could be key to reveal the rural young EFL learners' readiness for autonomy. This is because the individual learner does not live in isolation, so many socio-cultural factors could promote or impede on the ability to take responsibility of one's own learning (Palfreyman, 2003).Thus, English teaching and learning in Thailand also involves an understanding of Thai culture, particularly a rural one.

Hofstede (1986) categorizes and lists the differences and similarities between individualist and collectivist countries in terms of teacher to student, and student to student interactions. Among them, students in collectivist cultures such as Thailand tend to learn how to do, while students from individualist culture strive for learning how to learn (Hofstede, 1986, p. 312). Hence, there can be a mismatch between the cultural characteristics of Thai students and those of autonomous learners, the concept of which originated in individualist societies (Swatevacharkul, 2008). Kramsch (1998, p. 206) announced, "national traits are but one of the many aspects of a person's culture." Society comprises several small cultures (Palfreyman, 2003) each with its own unique features that impede or accelerate learner autonomy.

CCK School (pseudonym), the research site, was chosen to represent a typical medium-sized school of a low socio-economic community in relatively rural area. The findings on the culture of LA can be exemplified and the study process is hoped to be expanded to other low socio-economic parts of the country or other developing countries. Khong District, Nakhonratchasima Province, Northeastern Thailand housed 53,982 people with registered earnings about one-half the national average income GDP per capita (Bank of Thailand, 2015; Office of Khong District, 2017). About two

thirds of them have only obtained a basic education of grade six or lower and typically work in the agricultural sectors as farmers (Office of Khong District, 2017). The study on the school could show whether a rural school can put LA enhancement into practice and how low socioeconomic status affects the level of LA.

Young EFL learners should be encouraged and enhanced the capacity to learn how to learn as early as possible, preferably at the beginning of schooling (Pinter, 2006). This research centers its efforts on exploring fifth and sixth graders, despite the fact the LA was originally geared towards adult learners (Holec, 1981). The reasons are that, firstly, the young language learners begin employing active strategies to remember materials (Orenstein, Naus, & Liberty, 1975). Also, the individual differences in autonomy can be reliably and validly investigated within the school domain (Connell & Ryan, 1985, April). Importantly, their first language (L1) is almost complete, with sufficient comprehension skills and cognitive ability (Donaldson, 1986). The significance of LA to young learners can be felt when they begin to take an active role in their own study or life, such as in self-awareness of their learning style and personality (Ellis, 2001). The willingness and ability of LA could tremendously help keep care-givers informed of individual needs and interests in their rite of passage to self-actualization. Young EFL learners can be motivated to learn the language and be better prepared to carry on learning beyond the classroom. Thus, Cameron (2001, p. 235) strongly stresses the importance of LA for young learners in today's world. Children can be encouraged to pursue learning throughout their adolescence, an age of which can be paramount to lay a ground for a decent adult life.

As a result, the research adhered to LA as a key to successful learning. The problems to be investigated were what the current level of LA among the young EFL learners and their stakeholders was and how to cultivate it. Thus, there are two main parts to this study, namely the ethnographic study and the praxis interventions. First, the ethnographic study attempted to explore the overall awareness and attitude of LA that the stakeholders in the school and community were holding that influenced LA and its enhancement. Then, the existing meanings and patterns of LA as perceived and

practiced by the young EFL learners themselves were investigated. Second, an action research called, "praxis interventions" in enhancing LA was implemented. Due to certain limitations, the LA-enhanced praxis interventions would mainly base on learner and teacher development. The praxis interventions into learner development focused on Project-Based Learning (PBL) and counseling program, while teacher development included a workshop and field trip to provide exposure to the concept of LA.

In sum, the ethnographic study could reveal insights and causal explanations as to what LA characteristics already exist and what are still lacking amongst the young EFL learners in the culture. As a result, what could be sustainably and realistically enhanced through praxis interventions would be unveiling. The knowledge and causal explanations of LA patterns derived from the ethnographic study would be inputs into the latter part of praxis interventions. It is hoped to help actualize and activate young EFL learners' LA enhancement in their own context.

1.2 Objectives of the Study

The goal of this study was to help improve EFL teaching and learning in the rural school through the introduction and implementation of LA on the young EFL learners and their English teachers. Thus, the research aimed to achieve their following objectives.

1) To explore, describe and analyze the overall awareness of LA in EFL teaching and learning amongst the stakeholders including the administrators, English teachers, guardians, and local community.

2) To explore, describe and analyze the meanings and patterns of the culture of LA displayed amongst the rural young EFL learners.

3) To develop and evaluate the effectiveness of LA-enhanced Praxis Interventions for the EFL learning and teaching amongst the young learners in the rural area.

1.3 Research Questions

To discover what the current situation of LA was and how to help cultivate it in the rural area, needs analysis in form of ethnographic study would be employed to explore the current level of LA amongst the young learners and their stakeholders. Then, LA-enhanced praxis interventions could be realistically and sustainably introduced and implemented. Therefore, this study aimed to investigate the following questions.

1) What is the overall awareness of LA amongst the stakeholders including the administrators, English teachers, guardians, and local community, which influences LA enhancement?

2) What are the meanings and patterns of the culture of LA amongst rural young EFL learners?

3) How do the praxis interventions assist in enhancing LA in rural young EFL learners?

1.4 Scope of the Study

In the first part of this study, an ethnographic study was used to explore the overall awareness of LA amongst the stakeholders, namely the administrators, English teachers, guardians, and the community and specifically the meanings and the patterns of the culture of LA amongst the fifth graders at CCK School, and later, praxis interventions were developed to enhance LA amongst the young EFL learners and to make the English teachers aware of and try out an alternative way of EFL teaching and learning. The research was undertaken as follows.

1) The scope of the ethnographic study employed qualitative data collection methods such as the researcher's field notes, participant and non-intrusive observations, interviews and Focused Group Conversations (FGCs), students' diaries, and documents and task assignments analysis with some supplementary aid of exploratory questionnaires. The population was the fifth graders at CCK School, while the participant group is a whole class of Grade 5/2 with 37 students in the academic

year of 2014, semester 2. Research methodology was discussed in more details in Chapter 3.

2) In addition to the qualitative data collection methods, the LA-enhanced praxis interventions employed quantitative data collection methods from pre- and post-tests of the ONET 2014 and ONET 2015, together with structured and semi-structured questionnaires. The 10 focal participants were explored in details and reported as case studies to see how far the inventions assisted in their LA development. The praxis interventions were implemented in the academic year 2015, semester 1, when the fifth graders in the ethnographic study ascended to Grade 6. Regarding the teacher development, the 4 English teachers at the school were interviewed and asked to fill in a semi-structured questionnaire.

3) The Project-Based Learning praxis intervention on the rural young EFL learners consists of 3 projects based mainly on the government recommended textbook called, "Projects: Play & Learn." The research prioritized on existing resources already available in the environment, so that it could realistically and sustainably render examples, ideas or tools for later LA development by the current personnel. The intervention was not meant to be a model, but suggestions and food for thought for rural English teachers to consider for realistic and sustainable EFL teaching and learning in the future.

1.5 Definition of Terms

1.5.1 Learner autonomy (LA)
There are various definitions of LA, but they only differ in emphasis and most of the definitions appear complementary, rather than contradictory. The working definition of LA in this study is "the ability to take charge of one's own learning," including (1) the awareness and readiness of LA; (2) the willingness and motivation for LA; (3) the cognitive and metacognitive abilities to take responsibility for one's own learning; and (4) the social dimensions and interdependence of LA. This definition was

derived from certain prominent scholars of LA in EFL education, namely P. Benson (2001), Holec (1981), Little (1990; 1991), Littlewood (1999) and many others.

1.5.2 Ethnographic study
Ethnography is the art and science of describing a group or culture typically via fieldwork (alternatively participant observation) by a researcher who immerses him/herself in the culture like those who are studied.

1.5.3 Learner autonomy-enhanced praxis interventions (PIs)
Praxis intervention is a form of participatory action research which emphasizes working on unsettling settled mentalities, especially where the settled mindsets in the individuals contributed to their marginality (Madhu, 2005). It works from a bottom up process of EFL teaching and learning because it directly deals with the mindsets of the teacher and the learners. The praxis interventions used in this study included learner development, which were Project-Based Learning (PBL) and counseling program, and teacher development, which were a workshop and field trip to Lamplaimat Pattana School (LPMP).

1.5.4 Project-based learning (PBL)
PBL is an approach that involves complex tasks, based on challenging questions or problems and students involve in problem-solving, decision-making and metacognitive abilities (McCarthy, 2010). Specifically in this research, PBL was viewed as giving rural young EFL learners the opportunity to explore and experience tasks relatively autonomously and already existing in the textbook, Projects: Play & Learn, over an extended period of time.

1.5.5 Rural areas
United Nations Statistics Division (2017) suggests there are national differences in the characteristics which define urban from rural areas. Therefore, each country should define which areas are to be classified as rural according to their own circumstances based on socioeconomic structure of the population. Added to this, OECD (2011) defines, "rural areas" as areas when their population density is below

150 inhabitants per square kilometer, while National Statistical Office (2004) of Thailand distinguishes that urban referred to municipal areas from rural as referred to non-municipal areas. In this research, although the school is situated in the municipal area, most of its students were scattered in the rural villages around the school. The district and the majority of the guardians embraced low socioeconomic status compared to the rest of the country with a population density less than 150 inhabitants per square kilometer. Consequently, the research site was considered as "rural."

1.6 Significance of the Study

1) Theoretical contribution: To fill a gap of knowledge in LA study

There has been relatively little research on LA in the light of socio-cultural orientation in English language learning and teaching. The results would be data told through the eyes of young EFL learners themselves and their stakeholders. This could constitute detailed description and analysis of individual and collective culture(s) of LA in EFL learning and teaching in a rural area. It could reveal hidden issues in order to gain insight into the reasons why Northeastern young EFL learners comparatively acquire lower academic achievement than the rest of the country. Particularly, if LA could be a gateway to reverse the situation.

2) Practical contribution: To improve EFL education in the low socio-economic rural area

The praxis interventions implemented in this study could illustrate as an example how local teachers and administrators could make the best use of existing resources and be optimistic with the children's potentials and school system in rural areas. The interventions to raise awareness and acquaintance with LA could provide young EFL learners exposure as an asset to what and how it would be like in their higher education. Moreover, not only does LA have technical, but it also has political and psychological effects. The empowerment of rural young EFL learners via LA enhancement could greatly reduce redundancies and wastage of resources already scarce in a low socio-economic status environment. Learning skills with freedom and

fulfillment of rural young EFL learners could motivate and gear them towards life-long learning and become a successful EFL user. As a result, this insight could be exemplified and transferred in order for other similar cohorts of children to become responsible, empowered, engaged, and effective learners in foreign language learning and in other subject areas.

In conclusion, this research therefore attempts to establish knowledge and causal explanations of the overall awareness of LA among the stakeholders in the district, covering the classrooms, the school, homes and community. Next, it specifically explores the meanings and patterns of LA prevalent in the culture of the actual EFL teaching and learning among rural young EFL learners themselves. In the second part, the knowledge and causal explanations of LA patterns derived from the ethnographic study will be used as baseline information for the development of LA-enhanced praxis interventions. The knowledge derived and the praxis interventions implemented could result in useful techniques and tools for EFL learners, teachers, guardians and policy makers for further application. This insights explored within the limitations of a typical rural school, based on their own culture would render the praxis interventions practical, realistic, sustainable and useful to the development of EFL education in Thailand.

CHAPTER II
LITERATURE REVIEW

This chapter reviews theories and research studies that are relevant to the present study. It consists of three main sections. In the first section, the research describes the theories of learner autonomy (LA), namely its history, definition, and characteristics. It also discusses if LA is a learned or innate ability, and emphasizes the importance and relevance of LA to young EFL learners in rural areas. Section 2.2 describes ethnography, namely its definition and characteristics and it argues that cultural aspects have an impact on the understanding of LA in rural traditional areas. Next, praxis interventions and its approaches to enhance LA amongst young EFL learners as well as teacher development are presented. Finally, the issue of reliability and validity such as triangulation, member checking and social validity are discussed and described to ensure the quality and trustworthiness of the study.

2.1 Learner Autonomy (LA) in Language Education

2.1.1 A Brief history of Learner Autonomy (LA) in language education

To begin, a summary of the history of LA is worth reviewing as it influences our present-day understanding and decision-making in LA (R. C. Smith, 2006). Originally, the theory was concerned with adult learners in Europe (P. Benson, 2001; Holec, 1981). In Europe, there were movements that naturally gave rise to LA. Gremmo and Riley (1995) listed a number of factors of LA development. After the Second World War, in the late 1960s, the wave of the minority rights movement accentuated individualism and individualization in education, learning and schooling. For instance, Holec (1981) suggested the redefinition of knowledge from objective universal knowledge to subjective individual knowledge. At the same time, the learning theory of Behaviorism was losing its popularity and practice, while the idea that learners are a "tabula rasa" or a "blank slate" upon which the teacher could paint

any color became outdated. Learners were no longer perceived as passive recipients since they have their own needs, goals and preferences.

What is more, information technology, particularly the advent of the internet and the ease of travel, tourism and formation of multi-national businesses began paving the way for a more accurate ideology of knowledge. Concurrently, there was a demand for wider access to education, which resulted in a vast increase in the school and university population, with large numbers of learners (Gremmo & Riley, 1995). Also, materialism, as part of the development in industrially advanced Western countries in the 1960s, was being deemphasized, and social progress became defined by an improvement in the 'quality of life," leading to the development of a respect for the individual in society.

Consequently, after the early death of the founder of LA, Yves Chalon, Holec in 1981 began his report to the Council of Europe with a description of the social and ideological context within which ideas of autonomy in language learning and teaching emerged (P. Benson, 2001; Gremmo & Riley, 1995). Then, the Centre de Recherches et d'Applications en Langues (CRAPEL) started disseminating research studies on LA since 1970, and in fact continues to do so to the present day. As a result, an awareness of the elements of LA, such as self-access language learning centers and learner training, became widespread, while the associations with learner-centeredness, individualization, interdependence and the goal of Communicative Competence in language learning began to be incorporated. Following these developments, LA spread to Asia, with conferences in Hong Kong in 1994 (Pemberton, 1996) and in Thailand only recently around the turning of the century (Swatevacharkul, 2008).

2.1.2 Definitions of LA

2.1.2.1 Various well-known definitions of LA. The word, "autonomy" is derived from the Greek, "autonomos" (living under one's own laws, self-governing). The original political meaning was applied to city-states in Greece, but the meaning has expanded into other realms. With this politically and culturally foreign origin, the young EFL learners and their stakeholders in the rural area may not be familiar with

the concept. Added to this, LA is hard to define even in English and far from universally agreed upon in its details as it is a multidimensional and multifaceted capacity. Nevertheless, W. Littlewood (1999) spelled out that there are central features that exist amongst all prominent scholars. These common characteristics include the following.

1) Learners should take responsibility for their own learning.

2) Taking responsibility involves learners in empowering ownership, both partial or total, such as setting the goals and objectives of learning, choosing learning methods and evaluating progress, traditionally decided by the teacher.

Lynch (2001, pp. 390-391) describes LA as freedom, *"[Autonomy] is often described in terms of degree of freedom to select, practice, and act within the confines of the language teaching instruction, rather than their capacity to continue to learn English in their daily interaction with the academic discourse community."* This is particularly relevant to Thailand. With the absence of a colonized past, the word, "freedom" or "ความเป็นไท/อิสระ" has a very positive connotation to the people's psyche. So, it can have a tremendous effect when and how the term, 'learner autonomy' gets translated into the Thai language. However, Little (1997) cautions that freedom is not the sole component of LA. LA varies in the level of freedom and is constrained by young EFL learners' dependency on their teacher's support and cooperation among peers in classroom interactions. Children's learning also depends on interaction with other stakeholders such as their family, friends, community and the policy of the administrators. Little (1997) concludes that successful collaboration to foster autonomy results from a balanced interaction between freedom and dependence of young EFL learners.

2.1.2.2 The Operational Definition of LA in this Research. Different definitions of the prominent scholars of LA, namely P. Benson (2001), Holec (1981), Little (1990; 1991), and W. Littlewood (1999), were derived and synthesized into the operational definition of LA in four main aspects. It includes the learner's "awareness and readiness", "willingness and motivation", "cognitive and metacognitive abilities"

and "social dimensions and interdependence" to take responsibility for one's own learning.

The details of these characteristics are as follows:

1) Awareness and Readiness of LA entail the current state of rural young EFL learners in terms of awareness in their own individuality, self-awareness and self-knowledge, self-concept and self-esteem, belief in the importance of learning, LA and the English language and awareness of one's own role as a learning partner, awareness of one's opportunities and threats in own environment, and a sense of agency to act upon those affordances, the display of emotional intelligence, learning styles, learning preferences, and readiness in dealing with problem-solving and independent learning.

2) Willingness and Motivation indicate psychological and affective dimensions, namely motivation, self-confidence, and willingness to collaborate and participate in class and outside.

3) Cognitive and Metacognitive abilities refer to the functions of the brain and ability to self-direct and self-regulate. Cognitive abilities include understanding, noticing of problems, decision-making, taking risks in guessing, asking questions and practicing, and problem solving abilities and learning strategies. Furthermore, metacognitive abilities involve knowledge and skills in the self-directed and self-management skills of goal-setting, planning, implementation, monitoring, self-assessment, reflective, analytical and critical learning and thinking.

4) Social dimensions and Interdependence of LA, based on Social Constructivism, are displayed in group work, cooperative and collaborative learning amongst peers and with the teachers, classroom communication, competition, and healthy and workable socially interconnected relationships related to affordances (defined as opportunities and resources offered by the learning context (Palfreyman, 2003, p. 14)), facilitation of cultural factors and inter-cultural competence.

The concept has been translated into the Thai language by experienced translators (Pichailuck, 2013; Poonlarp, 2013) and used in this research as, "ความเป็น อิสระในการเรียนรู้อย่างรับผิดชอบตนเอง," which literally means, "the freedom/independence to learn with self-responsibility." The phrase, "อย่างรับผิดชองตนเอง" or "with self-responsibility" is added to "freedom/independence" or "ความเป็นอิสระ" to suggest that the concept is associated with the sense of self-direction and self-regulation. This is because freedom should come with a sense of responsibility of a person when he/she exercises his/her self-direction and decision-making.

2.1.3 Characteristics of autonomous learners

Despite the fact that LA is a multidimensional and multifaceted construct, in order for it to be researchable, it needs to be describable in terms of observable behaviors. As LA is difficult to measure, it is more or less a matter of degree (Nunan, 1997). He asserts that different learners may be ready for different degrees of LA, ranging from low to high degrees of LA, starting from awareness, involvement, intervention, creation and transcendence. Based on the aforementioned operational definition of LA in this research, detailed attributes of the characteristics of autonomous learners are spelled out by incorporating pertinent literature into them. In order to discover what LA attributes already existed amongst rural young EFL learners and what were left to be fostered; the aforementioned operational definition of LA is discussed as follows.

2.1.3.1 Awareness and Readiness of LA. Belief in oneself and one's own capacity, i.e. self-esteem, self-confidence and self-efficacy, of the children show the level of their readiness for LA. Self-esteem is part of the "readiness" aspect of the characteristics of LA. It is defined as "a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself" (Coppersmith, 1967), while Bandura (1986, p. 391) defines self-efficacy as, "Belief in one's own capabilities to organize or execute the courses of action required to produce given attainments." If the learner has a 'robust sense of self' and belief in one's own

capabilities, his/her relationship to him/herself as a learner is unlikely to be marred by any negative assessments by the teacher (P. Benson & Voller, 1997, p. 134). Tong (2002) finds that self-esteem may be jeopardized when learners are "conscious about making errors and possibly being shamed by the teacher or their classmates, losing face, and being disgraced." Consequently, it is the evaluation the learner makes of himself with regard to the target language or learning as related to their environment, which is to be fostered and supported. It is particularly important when the learners are still young and at an early stage of learning. James and Nightingale (2005) recommend that teachers should be fully aware of learners' self-esteem and work with them to raise their self-esteem and confidence. Then, they will be able to make progress in their learning and/or benefit in other ways as well. Wenden (1991) claims that without confidence in one's own capacity to learn successfully, learners cannot develop autonomous learning approaches. If young EFL learners have a 'robust sense of self, they will be ready to explore and experience the empowerment of freedom and self-regulation.

Moreover, belief in one's own role as a learning partner shows the level of readiness for LA. Dickinson (1995) declares that for learners to be ready to take responsibility for their own learning, young EFL learners must believe that they have a capacity for control over their success and failure. When children think that their failures are attributed to effort and strategy instead of innate ability, they will tend to spend sizable changes in persistence and stamina (Philip, 2011, p. 62). Autonomous learners are likely to have clearly defined goals for themselves and value the importance of risk-taking and experimenting in new activities in language learning (Chan, 2001; Cotterall, 1995). Thus, they are willing to assume further responsibility for their own language learning and are self-confident in their capacity to do so.

A sense of agency is attributable to the readiness for LA. Agency occurs when young EFL learners take an initiative to be an agent of their own learning in order to pursue self-development. Human agency can be achieved via exercising and utilizing

"affordances," which is defined as opportunities or resources offered by the learning context (Palfreyman, 2003, p. 14). It must be remembered that external conditions alone cannot develop LA, so successful interaction and access to social networks can be attained via exercising and utilizing "affordances." Affordances actively get stronger when a learner finds it meaningful and this takes effect in LA when aligned with the language learning goals (van Lier, 2008, p. 179). A sense of agency is particularly important to the rural context where affordances are constrained and resources are scarce. Importantly, the concept of "Agency" is amenable to change in response to new contexts. Thus, the study into the culture could be appropriate to investigate into this agency factor and awareness and readiness of LA amongst young EFL learners.

2.1.3.2 Willingness and Motivation. Language learning is not merely a cognitive task, but has also an affective component such as attitude of the learner (Thanasoulas, 2000). Wenden (1998, p. 52) defines "attitude" as "*learner motivation, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding.*" She further emphasizes the importance of attitude towards language learning that, "*learner beliefs about their role in the learning process, and their capability as learners will be shared and maintained…by other beliefs they hold about themselves as learners* (ibid, p. 54)." For example, if young EFL learners believe that the teacher is the master who is always right and to be followed, the learners are likely to be impervious and resistant to learner-centered strategies, critical and independent thinking, self-confidence and challenges to creativity, or taking control of their own learning. As a result, LA and success in learning may be undermined.

The attitude towards locus of control plays a part in the level of LA. Learning effectiveness can be increased when the learner understands and accepts that the learning success results from effort and that failure can be overtaken with greater effort and better use of strategies (Wang & Palincsar, 1989). If children think that their failures are attributed to effort and strategy instead of innate ability, they will tend to

spare sizeable changes in persistence and stamina (Philip, 2011, p. 62). Hence, it is worth investigating how the belief in one's locus of control is practiced and how it contributes to the attainment of LA in 21st century rural Thailand.

Motivation is probably the most important justification for LA attainment. Dörnyei (1998, p. 65) defines motivation as "the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process." Skehan (1989) suggests that the balance of evidence illustrates slightly in favor of the notion that motivation generates successful learning rather than the other way round. This connection would be beneficial in LA-enhanced praxis interventions. To expand, according to R. C. Gardner and MacIntyres (1993, p. 3), motivation consists of three elements: desire to achieve a goal, effort made in that direction, and satisfaction with the task. Motivation can trigger LA or vice versa. In other words, when learners are motivated, they could be keen on taking charge/control of their own learning. On the other hand, when they are empowered to decision-making and learning, they may feel more motivated to partake further. Whichever ways, motivation is one of the most essential elements of LA.

There are four main overlapping types of motivation, viz. intrinsic/extrinsic and integrative/instrumental. Brown (2001, p. 75) defines different types of motivation according to "a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self-generated rewards to strong, externally administered rewards from beyond oneself." For instance, extrinsically or instrumentally motivated behaviors are carried out in anticipation of a reward outside and beyond the self. Rewards are often in the form of money, prizes, grades, or certain types of positive feedback. Extrinsic motivation can also be seen in a goal of further education or getting a good job. Many research studies support the claim that intrinsic motivation is more desirable than extrinsic motivation (Deci & Ryan, 1985). Nevertheless, both types of motivation are linked to becoming a self-regulated individual and associated with becoming independent to make choices of cultural alternatives (R.L. Oxford,

2003). According to self-determination theory, learners could internalize external rewards or pressures to be intrinsically motivated to acquire autonomy, thus obtaining satisfaction in life (Deci & Ryan, 1985).

Although children can learn habit forming via a system of rewards and punishment such as in behaviorism, young learners themselves actually tend to be intrinsically motivated as fun and enjoyment in the class tend to draw their attention better. Children's memory retention is said to be higher when they know about the topic well and are motivated about it (Pinter, 2006). In addition, Nikolav's research shows that extrinsic motivation seems to occur later in older children of 11-12 years old (Pinter, 2006). This partly explains that the young EFL learners in Grade 5 ascending to Grade 6 who participated in the present study would be appropriate for this investigation. Moreover, motivation has previously been reported to have a pervasive influence on learners' strategy use (R.L. Oxford & Nyikos, 1989). Hence, many findings affirm that motivation in one form or another is a key factor or indicator for success in learning regardless of the ages.

2.1.3.3 Cognitive and Metacognitive Abilities. Although some students are more successful in EFL learning than others, there has been relationship between this success and the use of cognitive and metacognitive behaviors (Wenden & Rubin, 1987). Before, strategy use may have been implicit and subconscious amongst more proficient learners. Now, teachers can raise the awareness in strategies and their use, making them explicit and readily available to the conscious attention of less proficient students. Once EFL learners receive training, they became the best judge of how to approach the learning task and therefore enhance LA. Dickinson (1987) asserts that learning strategies are particularly important to allow learners to take more responsibility for their own learning.

Ambrosi-Ramdic and Kostic-Bobanovic (2008) define language learning strategies as techniques, steps or approaches that language learners can employ to facilitate a learning task. However, different individuals may choose different strategies depending on cultural background, educational experiences, attitudes,

motivation, language learning goals, age and gender (Dörnyei, 1990; McLaughlin, 1990). As a consequence, it would be interesting to learn what kinds of learning strategies are currently often used by young EFL learners and how they are attributed to the present EFL teaching and learning in a rural area, and what strategies should be introduced in the praxis interventions. However, some learning strategies are observable; some are mental processes, not directly observable. So, the data collection methods used should include reflection, in-depth interviews and questionnaires.

Language learning strategy researched by R.L. Oxford (1993) and R.L. Oxford and Crookall (1989) show that even at the beginning level, young EFL learners already start employing strategies in learning. Also, more proficient learners tend to use strategies in a more individualistic, task-appropriate, organized and orchestrated way than less proficient learners. Added to this, strategies can be taught through well-designed learning strategy instruction, and it is important for both teachers and learners to become aware of the powerful potential of language learning strategies. Ambrosi-Ramdic and Kostic-Bobanovic (2008) conclude their research by referring to R.L. Oxford and Nyikos (1989)'s statements that students are not always aware of the power of consciously using language learning strategies for making learning quicker, easier, more effective and even more fun. That is why skilled teachers should help their learners develop an awareness of learning strategies and enable use of a wider range of appropriate strategies.

The table below lists all the cognitive and metacognitive strategies with their definitions. This will be used as a basis for observing, eliciting information, and teaching for the teacher researcher to the young EFL learners. It is important that they are in details because it would help with the analysis, as follows;

Table 1: Cognitive & Metacognitive Language Learning Strategies

Cognitive Language Learning Strategies	Definition
Resourcing	Using reference materials, e.g. dictionaries, textbooks or the internet
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Grouping	Classifying words, terminology, or concepts according to their

Cognitive Language Learning Strategies	Definition
	attributes or meaning.
Deduction	Applying rules to understand or produce English language or making up rules based on language analysis.
Imagery	Using visual images (either mental or actual) to understand or remember new information.
Auditory representation	Planning back in one's mind the sound of a word, phrase, or longer language sequence.
Keyword method	Remember a new English word by: 1) identifying a familiar word in Thai that sounds like or otherwise resembles the new word, and 2) relationship with Thai homonym and the new English word.
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production.
Inferencing	Guessing, predicting or filling missing information from available information.
Note taking	Writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading.
Summarizing	Making a mental, oral, or written summary of new information gained through listening or reading.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Translation	Using Thai, as a base for understanding and/or producing English

Metacognitive Language Learning Strategies	Definition
Planning	
• Advance organizers	Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle.
• Directed attention	Deciding in advance to attend a general to learning task and to ignore irrelevant distracters.
• Functional planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
• Selecting attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers
➤ Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Self-Monitoring	Checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place.
Self-evaluation	Checking the outcomes of one's own language learning against a standard after it has been completed.

(Adapted from O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985))

Lastly, belief in the role of feedback functions with self-monitoring. If young EFL learners believe that whether they are right or wrong depends on the evaluation

of others, they would be less likely to self-monitor and consciously assess themselves. Ideally, those who are ready for LA would willingly and consciously engage in self-monitoring regarding how far their goals have been met, how they are progressing and what to improve in order to achieve their goals. Obviously, knowledgeable feedback from teachers and others is important, but will prove more meaningful when applied in conjunction with a learner's own self-monitoring.

2.1.3.4 Social Dimensions and Interdependence of LA. Social dimensions create opportunity for learning and practice, so that young EFL learners can construct knowledge by themselves and can take charge of their own learning with social help. Based on social constructivism, Vygotsky (1978) stressed the importance of social relations because cognitive development consisted of the social conversions of social experiences into mental functions through mediated learning. Mediation helps the learner though the zone of proximal development (ZPD), which is the difference between the learner's performance with assistance and the learner's performance without assistance. The more knowledgeable others (MKOs) scaffold the learner. If it is the right time, it will help to improve the ZPD. Scaffolding should be consistent and not removed. It is spiraling and cyclical action that involves both social engagement and private reflection. Social constructivism implies that motivation will be intensified if the learning and the nature of the mediated-learning relationship are meaningful, and the learner could internalize the learning. Social mediation involves asking question for clarification from a teacher or peer and cooperating with others to solve a problem, pool information, check understanding or getting feedback (O'Malley & Chamot, 1990). Moreover, there are many other social sources that can help with LA development such as native speakers available in the district, English movies, advertisements, extra books, TV programs and the internet.

In an EFL primary education situation, English teacher is likely to have a major impact on young EFL learners' LA development (Shen, 2011). To foster LA, teachers should take multiple roles, e.g. understand students' learning needs, help them

set up their goals, let them make decisions in learning, monitor their learning process and evaluate the learning effect (Gardener & Miller, 2002). If young EFL learners believe the teacher is the master who is always right and to be followed, they are likely to be resistant and reluctant to take control of their own learning. Learner expectations of teacher authority can act as an obstacle to teachers who would like to transfer responsibility to their learners (Cotterall, 1995). Traditionally and culturally, Thai teachers are well-respected by the students. Teachers represent an authority on the target language and on language learning, as well as directing and controlling all learning in the lesson. In the autonomous learning approach, teachers should provide learner training and instead act as a guide, counselor, or facilitator to scaffold their young learners. Social learning strategies such as asking questions for clarification and being with others should be promoted. Tudor (1996) asserts that teachers need to train learners to be aware of their new role of self-regulation and making choices. Which view is taken by rural young EFL learners will determine their behaviors towards EFL learning.

R.C. Smith (2013) suggests that to enhance LA, the teachers themselves need to experience teacher autonomy first-hand. Therefore, teacher development to encourage the English teachers to be aware and appreciate LA is by training them to focus on the development of teachers' own autonomy. This entails a strong sense of responsibility for their teaching and exercising continuous reflection and analysis. English teachers should be involved in the community of practice, defined as, "the relationship that occurs in the community, and the larger social and cultural environment." Old teachers should share and assist willingly to provide insider knowledge, cultural understandings, practice and strategies to new teachers. These will be discussed in the praxis interventions part. In conclusion, the teachers, as well as other social mediation, play an important role in young EFL learners' autonomy development.

As far as the aforementioned characteristics of LA are concerned, the following checklist was synthesized and laid out based on several well-known sources

on LA in light of LA and culture, and could act as the guideline for this research. They could also be a basis for the discussion of the findings from the ethnographic study and the praxis interventions in both parts of this research as below.

Table 2: The Four Theoretical Characteristics of LA

Characteristics of LA	Attributes
1. Awareness & Readiness	1.1 Value and attitude in the importance of learning and the English language (P. Benson, 2001)
	1.2 Self-awareness and self-knowledge of one's learning styles, preferences (P. Benson, 2001), and individuality and comparative strengths and weaknesses (Chickering, 1993). Belief in certain learning styles in a particular culture (Dörnyei, 1994; Yang, 1992)
	1.3 Awareness of one's opportunities and threats in own environment, and a sense of agency to act upon those affordances (Palfreyman & Smith, 2003; van Lier, 2008)
	1.4 Emotional intelligence and positive thinking towards oneself and the world (Chickering, 1993). Self-concept and self-esteem (Prabjandee, 2009)
	1.5 Awareness of one's own role as a learning partner and the importance of participation (Tiberius & Billson, 1991)
	1.6 Readiness in dealing with problem solving and work on one's own without teacher supervision (P. Benson & Voller, 1997)
2. Willingness & Motivation	2.1 Belief in the importance of the learner's motivation, value and attitude placed on motivation which varies from one culture to another (Dörnyei, 1994).
	2.2 Intrinsic motivation and Integrative motivation

Characteristics of LA	Attributes
	(Dickinson, 1995)
	2.3 Extrinsic motivation and Instrumental motivation (Dickinson, 1995)
	2.4 Possession of self-confidence, belief in one's own ideas & contribution and having the courage to act out appropriately (Maslow, 1962), belief in one's own locus of control (Hofstede, 1986, 1990).
	2.5 Willingness to collaborate and participate in teaching and learning in and out of the classroom (Allwright, 1990).
3.1 Cognitive Abilities	3.1.1 Understanding the importance and level of difficulty of the task (Wenden, 1991), and understanding of situational context (P. Benson & Lor, 1998).
	3.1.2 Noticing and admittance that there are problems and seek ways to solve them (Wenden, 1991), logic and reasoning ability to reason from concepts and generate solutions (Anantasate, 2001).
	3.1.3 Ability to make decisions based on problem solving and incomplete information and on emotions of themselves and others (W. Littlewood, 1999).
	3.1.4 Ability and practice of study skills and learning strategies (R.L. Oxford & Nyikos, 1989, p. 295; Wenden, 1991) and learning how to learn (Hofstede, 1986).
	3.1.5 Practice of risk-taking in guessing, asking questions, and practicing in and outside classroom (Palfreyman, 2003; Pellegrino, 1996).

Characteristics of LA	Attributes
	3.1.6 Practice of rewards given for accuracy or innovative approaches to problem solving (Hofstede, 1986).
3.2 Metacognitive Abilities	3.2.1 Ability to set goals and sub-goals (Holec, 1981) 3.2.2 Planning for appropriate timeline and material &human resources (Chaffee, 1995). 3.2.3 Display of techniques and practices harmonious with explicit goals (Little, 2005). 3.2.4 Ability to self-monitor, e.g. setting standards to control and monitor oneself. Belief about the role of feedback whether from teacher or one's own (Palfreyman & Smith, 2003). 3.2.5 Appropriate choice and criteria of self-assessment (Holec, 1981; Little, 2005). 3.2.6 Ability to engage in metalinguistic skills, critical thinking and reflection (Little, 2005). Attitude of self-directed learning conditioned by educational culture (Harmer, 2001, p. 335).
4. Social Dimensions & Interdependence	4.1 Learner involvement and engagement in various roles in group work (Little, 2005). Ability to speak up in small or large groups, and what criteria smaller cohesive subgroups socially split (Hofstede, 1986). 4.2 Participation in cooperative and collaborative learning with teachers and peers (Dam, 1995), the level of competition and harmony in learning, the attitude towards a loss of face (Hofstede, 1986). 4.3 Engagement in classroom communication (Little, 1990),

Characteristics of LA	Attributes
	ability and courage to publically contradict or criticize the teacher (Little, 1990). Practice of asking questions and appropriate ways of participating in classroom (Hofstede, 1986). 4.4 Belief about the role of and respects paid to the teacher. Whether the effectiveness of learning relies on the excellence of the teacher or oneself (Hofstede, 1986; Palfreyman & Smith, 2003). 4.5 Practice of attending tutoring schools as cultural norms and values (Palfreyman & Smith, 2003). 4.6 Behavior of "community of learning" or "social practices." (A Holliday, 2003) and value in engaging with English language cultures (P. Benson, Chik, & Lim, 2003, p. 39). Parent-teacher relationship (Hofstede, 1986).

2.1.4 Learner Autonomy: learned or innate ability

While Holec (1981) believes that learner autonomy (LA) is not an innate ability, P. Benson (2001) and Thomson (1996) argue that we are born with a certain degree of LA. The idea that LA is the natural state of learning is rooted in one of the world's reputable theories that taking in the knowledge is only to stimulate the natural state to take effects. That implies LA is not to be an aim available to only exceptional students, but the natural behaviors inherently innate in everyone. However, as sciences and psychology advance in the 21st century, post-modern educators now believe that learning requires both nature and nurture. P. Benson (2001) and Dickinson (1995) suggest that the seeds of LA are already there but 'episodic,' 'private' and

'ineffective' in terms of the learner's goals, thus requiring interventions to confirm the natural tendency for LA.

Increasingly opposing Behaviorism, Rationalism and Functionalism, Social Constructivism (Vygotsky, 1978) was developed from the theory of Constructivism (Piaget, 1923) by including and emphasizing the social aspect of learning. First and foremost, teachers teaching and young EFL learners learning are different domains (Crabbe, 1993). Students construct their own knowledge in private (ibid, 1993), but the construction of knowledge is activated by their socio-cultural context. Thus, it is clear that social interaction, context and the environment displayed in each culture also play a crucial role in the child's construction of knowledge. Therefore, it is the natural brain of the learner that processes the knowledge, but his/her socio-cultural environment raises the opportunity.

It is said that culture determines both the content and the process of language learning because, firstly, enriched environments enable the brain to extensively and rapidly make connections between neurons (Diamond & Hopson, 1998). The surrounding culture provides young EFL learners with the means of their cognition such as in alternative thinking, multiple answers and creative insights. This line of reasoning leads to the potential significance of LA for the learners both in terms of them seeking opportunities and taking responsibility for the learning and in making the best use of their affordances in rural areas. As a consequence, LA is both an ability to be discovered and to be learned. This confirms that LA attainment cannot be actualized or activated automatically alone. Consequently, both nature and nurture play a part in embracing or achieving LA.

2.1.5 Young EFL learners and LA

Although LA was originally geared towards adult learners (Holec, 1981), many aspects of LA development can be applicable to young EFL learners. Despite the buzzword in primary education of "child-centeredness," putting the child at the center and serving only their existing interests could be considered "condescending"

(Cameron, 2001). Children have huge learning potentials to "stretch beyond the threshold." In practice, this could be done via "scaffolding" (Bruner, 1978) or carefully considering the child's Zone of Proximal Development (Vygotsky, 1978), under the umbrella of Social Constructivism. Consequently, learning-centered (what they would benefit from knowing), combined with learner-centered (what they enjoy and need in learning), an introduction of LA could lead young EFL learners to achieve better results and actualize their full potential.

The significance of LA to young EFL learners can be felt in many aspects of EFL teaching and learning. First, if the child takes an active role in his/her own study or life, such as in self-awareness of his/her learning style and personality (Ellis, 2001), he/she could tremendously help keep care-givers informed of individual needs and interests. Thus, the care-givers can facilitate their natural development rather than having inputs imposed upon them. Their sense of "identity," "individuality" and "self-interests" could develop according to their personality, thus they will be more likely to actualize their full potential.

Furthermore, self-assessment, one of the metacognitive abilities in LA, can help young EFL learners to understand more about the language learning process and to become more independent. LA impacts learners in many ways through self-assessment (Cameron, 2001, p. 235). Firstly, young EFL learners can understand more about the learning process, while teachers can understand more about individual pupils. When young EFL learners are aware of or involved in the criteria of assessment, they would know what priority to learn and where to channel their efforts towards. They could also put things in perspective when they compare their own self-assessment with their peers or that of the teacher. That could facilitate growth and development in the child's maturity and ability to learn.

In addition, young EFL learners can be motivated towards more involvement in their learning and better prepared to carry on learning beyond the classroom. Thus, Cameron (2001, p. 235) strongly stresses that self-regulation and LA in young EFL

learners in today's world will put children at an advantage in continuing to learn and adjust throughout their lives and in higher education as technology and information develop rapidly and continuously.

2.1.5.1 Definition of Young EFL Learners. Article 1 of the UN Convention of the Rights of the Child (Unicef, 2012) defines a child as "Every human being below the age of 18." In this study, the focus is placed on those of the ages between 10-12 years old, when almost all the young EFL learners in Thailand are in Grade 5-6 (Prathom Suksa 6) and in their latter years of the primary level of education.

2.1.5.2 Characteristics of young EFL learners. There are certain characteristics that are unique to this age group (Piaget, 1923). Moon (2000) points out children have a great capacity to enjoy themselves. They are more inclined to possess intrinsic, rather than extrinsic motivation. Moon (2000) also suggests, "When children are having fun, they are more likely to absorb better and would like to continue further. Also, young learners are said to be curious and active. By interacting with people, they will construct their understanding of the environment in which they live. Next, children learn through doing activities and obtain understanding about the meaning from the activity which comes with the language. What is more, children enjoy talking, asking questions, and expressing their ideas, even if they still have limitations of language, albeit this may vary between individuals. Lastly, when children feel at home, i.e. happy and secure, they are more likely to enjoy and benefit from their language learning via classroom participation and risk-taking activities." Thus, these common characteristics, e.g. possession of intrinsic motivation, curiosity, activeness, willingness to participate and taking risks, seem to render the development of LA feasible amongst young learners. How far rural young Thai EFL learners share these characteristics were to be explored.

2.1.5.3 Individual differences and LA. The issue of individual differences could suggest caution with introducing LA in each young learner's development. It is said that individual differences among people increase with age (Lightbown & Spada,

2006). Ellis (2001) specifies individual differences in second language learning as varying in beliefs, affective states such as anxiety, learning styles, personality, language aptitude, motivation, learning experiences, learning strategies and multiple intelligences (H. Gardner, 1983).

Interestingly, P. Benson (2006) illustrates a clear conceptual link between autonomy and individual difference in that individual learners differ from each other and may seek to develop their individuality through divergent learning processes and learning styles. This places an enormous emphasis on the care-givers such as the parents or teachers to cater and accommodate for each child's unique strengths and weaknesses, as well as their preferences. For example, some learners pay attention to analytic as opposed to holistic approaches, while some may be more interactive as opposed to reflective in their learning. Hence, teachers are well advised to present a topic with a variety of techniques for knowledge to be derived. Additionally, if the child is aware of their own uniqueness in terms of differences they have in contrast with others, he/she may have ripe readiness to develop LA.

2.1.6 Rural areas and LA development

It is generally acknowledged that there exists inequity and inequality between Bangkok and the provinces. People in rural areas are generally stricken with low socioeconomic status (SES), which could hinder LA attainment. Families with low SES are often characterized by "…family income, parental education level, parental occupation and their social status in the community" (North Central Regional Educational Laboratory, 2012). It is generally accepted that a child's success in school or later in life can in part be attributed to the family's socioeconomic origin. Parents of high SES children typically have more time, energy and resources available to prepare and invest in support for their child's education and life, promoting his/her social, emotional and cognitive development (ibid.). According to the theory of Social Constructivism, the child needs to be exposed to adequate and appropriate educational experiences (Vygotsky, 1978), which low SES parents/guardians may not be able to afford.

2.1.6.1 Definition of rural areas. There is no consensus on a specific definition for rural areas. The United Nations itself recognizes the difficulty of defining urban and rural areas globally, stating that there is no single definition that would be applicable to all countries (United Nations Statistics Division, 2017). World Health Organization (2009) proposes that each country define its own term for rural areas; however, in most cases there are two main elements: the settlement profile including population density and availability of economic structures, and the accessibility from an urban area (distance in kilometers or hour's drive) (World Health Organization, 2009). In general, the WHO defines "rural areas" as those areas which are not urban in nature. Furthermore, according to the OECD, a useful definition identifies rural areas as communities with a population density below 150 inhabitants per square kilometer.

2.1.6.2 The effects of low socio-economic status (SES) on LA. The impact of SES on LA can be seen in terms of lowered motivation, readiness in learning, a negative attitude towards learning and the level of cognitive intelligence. As motivation is influenced by young EFL learners' cultural and educational backgrounds (R. C. Gardner, 1985), it is likely that the level of motivation is affected by the SES environment in rural areas. For instance, even in primary levels, young EFL learners may become aware of social and economic status differences and may also grow increasingly aware of inequity and inequality, leading to the development of class-related attitudes and them becoming ashamed of existing prejudices (Draper, 2010). As a result, their self-esteem and motivation might decrease, and lowered motivation could result in reduced autonomy and vice versa.

What is more, many researchers such as Molfese, Modglin, and Molfese (2003) have found the SES of children to be strongly correlated with both performance and intelligence scores. For instance, Worley (2007) found that a large number of students considered to be at-risk of not graduating from school come from a low SES background. Cognitive and metacognitive strategies such as insight or self-awareness in learning, decision-making in setting learning purposes, a capacity for

reflection and self-assessment, and proactive in self-management, all components of LA could be hampered. Although there are studies such as that of Gottfredson (2004)'s which found the causation of poverty prevalent in low SES areas with lower IQs, this study supports the notion that if instruction is compatible with young EFL learners' learning styles and preferences, academic achievement could be increased.

For parental and environmental issues, Faitar (2011) suggests that the parents are less likely to be sensitive to the child's needs because they may be preoccupied with other pressing issues. Moreover, in a rural area, parents are often living and working elsewhere. Children are mostly under the care of their grandparents with minimal education and wide generation gaps. Findings show that the grandparents tend to pamper their young ones. Also, environmentally, the child's neighborhood may not be helping much in LA development because their peers may face the same kind of difficult situations. Therefore, learning collaboration of more knowledgeable others (MKOs) and 'scaffolding' (Bruner, 1978) relationship may not be developed effectively and synergistically. Nevertheless, an attempt to investigate the existing level of LA, then introduce and implement interventions in a rural area could contribute to learning improvement.

2.2 Ethnography

When talking about culture, people may be tempted to think of art in a museum, traditions, music or literature. Nonetheless, the ethnographic study in the first part of this research studied the culture of learner autonomy (LA) in terms of how LA manifested itself in the beliefs, attitudes, behaviors and practices in the EFL teaching and learning in their daily ways of life.

2.2.1 Definition of ethnographic study

An ethnographic study aims to systematically describe, interpret and analyze the nature and culture in terms of the beliefs, values, attitudes, behaviors and practices. Ethnography is an in-depth longitudinal research paradigm that gives voice to the people under study in their own context and is told through the eyes of local

people as they pursue their daily lives in their community (Buddharat, Hull, & Keyuravong, n.d.).

2.2.2 Characteristics of ethnographic study

Ethnographic study has been variously described. Fetterman (1989) and Yimmee (2008) list the conceptions that reflect the characteristics of the ethnographic study and guide the researcher in fieldwork in terms of culture, holistic perspective and contextualization, emic and etic perspectives, reflexivity, and the cyclical nature of data collection and analysis. These are considered in turn as follows.

2.2.2.1 Cultural Interpretation. Ethnographic research allows researchers to explore how people create, sustain, change and pass on their shared beliefs, values and behaviors (Heigham & Sakui, 2009). Fetterman (1989, p. 28) suggests that cultural interpretation is ethnography's primary contribution. Cultural interpretation involves the ability to describe what the researcher has heard or seen within the framework of the social group's view of reality. In order to achieve systematic cultural interpretation, it is necessary to be aware that there are three aspects of human experiences of culture, namely cultural behavior, cultural artifacts and cultural knowledge (Yimmee, 2008). Cultural knowledge has two levels of consciousness: explicit and tacit. The researcher can learn explicit knowledge from observing and interviewing with the informants, while discovering the tacit knowledge by making cultural inferences based on careful listening, observation of behavior and study of artifacts (Spradley, 1979, 1980).

Moreover, the culture of the target community, Khong District, consists of "small cultures" (A. Holliday, 1999) such as in the classroom, the school or the home. Holliday (ibid.) further expands that the small culture view enables the illumination of possible intercultural conflicts, not between the urban and rural cultures, but between culturally small and culturally different cohesive groups such as the 'ELT' culture, the curriculum culture or the evaluation methodology. Hence, one needs to understand the details of how small cultures operate and how they have an effect on young EFL learners. Thus, ethnography can help the researcher to discover and understand

meanings, relationships among patterns, and the context surrounding cultural perspectives pertaining to LA in the district.

      2.2.2.2 Holistic perspective and contextualization. The ethnographic researcher attempts to capture a holistic outlook to obtain a comprehensive and complete picture of an object of study such as a school by creating thick and rich description as far as the data saturation is concerned. That demands a great deal of time in the field and requires multiple methods in order to ensure that the results contain all the behavior, activity, categories, patterns and relationships (Fetterman, 1989). Hence, they may help lead the researcher to discover interrelationships among the various systems and subsystems in a school. On the other hand, the aim of contextualization is to place these observations and relationships into a wider perspective. This is to prevent the researcher and stakeholders from jumping to a partisan conclusion. Also, it can provide the researcher with some insight into all the alternative explanations in order to make informed decisions.

      2.2.2.3 Emic and etic perspectives. Fetterman (1989) defines the emic perspective in ethnography as the insider's view of the informant's perception of reality. In contrast, the etic perspective is the outsider's view that the researcher sees, observes and tries to guess or make reasonable sense of what he/she has seen by identifying the patterns of behaviors (Roper & Shapira, 2000; Spradley, 1980). The goal of the study was to identify people's categories of meaning and their ways of life from both emic and etic perspectives.

      2.2.2.4 Reflexivity. The researcher is the chief instrument and should practice reflexivity. This is a process of self-examination and self-disclosure about aspects of the researcher's own background, identities or subjectivities and assumptions that influence data collection and interpretation. The ethnographer must remain open and nonjudgmental about the actions and beliefs of the members of the school and community in order to study, while making these understandings and practices intelligible to outsiders (Riemer, 2008). Importantly for the present study, Gensuk

(2003) stresses that when observing young EFL learners, it is not possible for the researcher to become a young EFL learner and therefore experience the setting as a child. Instead, it may be possible for the researcher to participate as a volunteer or teacher in the school and thereby develop the perspective of an insider in one of these adult roles.

2.2.2.5 Cyclic nature of data collection and analysis. An ethnographic study analyzes data and findings through inductive and recursive processes in order to expect patterns, categories, or themes to evolve out of data collection processes rather than imposing them a priori. The researcher is also engaged in comparison and contrast by focusing on similarities and differences in human experiences.

2.2.3 Culture and LA

Culture is the shared ways of beliefs, values, attitudes, behaviors and practices of a given people. It is important and relevant to language education because culture and language are inextricably related, as the content of language learning and the baseline for analyzing everyday behaviors and practices. The level of motivation is also generally framed by culture, "since what is motivating for an individual learner is partly a function of what is valued in his/her society" (Palfreyman & Smith, 2003, p. 9). Besides, the well-established self-determination theory argues that people from all cultures share basic psychological needs for competence, relatedness and autonomy (Deci & Ryan, 1985; Ryan & Deci, 2000). Across all diverse practices, these needs are associated with well-being, and the universality of LA is said to exist across all cultures with varying degrees. Consequently, culture could be keys to explaining the level of LA in EFL education and, as this research proposes, explicating the relative lack of success in EFL teaching and learning in rural Northeastern Thailand.

According to Hofstede (1986)'s research in 40 different countries with the total number of questionnaires available for analysis over 116,000, it categorized cultural differences among societies into four dimensions of Individualism versus Collectivism, large versus small Power Distance, strong versus weak Uncertainty Avoidance, and Masculinity versus Femininity. Thailand was found to share

characteristics of collectivism, large power distance, strong uncertainty avoidance and femininity. To illustrate, collectivist cultures assume that any person through birth and possible later events belongs to one or more tight in-groups from which he/she cannot detach him/herself. The in-group protects the interest of its members, but in turn expects their permanent loyalty. Power distance defines the extent to which the less powerful persons in a society accept inequality in power and consider it as normal. Also, cultures with strong uncertainty avoidance such as Thailand are passive, emotional, compulsive, security-seeking and intolerant. As regards feminine cultures, Thai people stress other quality of life than material success, interpersonal relationships, and concern for the weak.

Pertaining to LA, individualism is linked to individual self-determination, while collectivism is characterized by tight regulating social networks of mutual obligation often seen as a deterrent to attaining LA. Hofstede (1986) distinguishes the characteristics in teacher/student and student/student interaction related to collectivist societies such as students' expectation to learn how to do, while in individualist societies students expecting to learn how to learn. In collectivist societies, individual students will only speak up in class when called upon personally by the teacher and will only speak up in small groups. Formal harmony in learning situations should be maintained at all times. Neither the teacher nor any student should ever be made to lose face. The issue of losing face by minimizing any display of ignorance or doubt, particularly on the part of the teacher could prove deterrent to empowering young learners to take responsibility of their own learning. Students, on the other hand, may avoid losing face by not taking risks in learning. This could lead to dysfunctional perception and conception of the teacher's and students' roles (Hofstede, 1986).

With regard to power distance, respect for the teacher's or parents' authority can be an obstacle to developing LA, leading to "passivity" (Pierson, 1996) in learners. Due to Thailand as a large power distance society, students should respect their teachers inside and outside class. Students expect teacher to initiate communication

and await teacher to outline paths to follow. It is rather teacher-centered education than student-centered education with premium putting on order than student's initiative. Teacher is never contradicted nor publicly criticized and effectiveness of learning is related to excellence of the teacher (Hofstede, 1986).

For strong uncertainty avoidance cultures, students feel comfortable in structured learning situations with precise objectives, detailed assignments and strict timetables. Teachers are expected to have all the answers and considered themselves experts who cannot learn anything from lay parents and parents would agree. Additionally, students are rewarded for accuracy in problem-solving rather than for innovative approaches to problem solving. Lastly, teachers in feminine societies avoid openly praising students and only use average students as the norm. A student's failure in school is a relatively minor accident. Students admire friendliness in teachers and they practice mutual solidarity rather than competing with each other in class. Students try to behave modestly and avoid making themselves visible (Hofstede, 1986). These teaching and learning cultural characteristics were found among most Asian countries such as China, Japan, Korea and Thailand (Hofstede, 1986).

Despite LA was originally developed in the west and has been criticized for being "ethnocentric" and "cultural imperialist" (Palfreyman, 2003; Pennycook, 1997). In the context of Asian cultures, the level of independence or dependence of learning, however, could also be called "autonomous interdependence" rather than a lack of autonomy at all. For example, one cannot say that Asian students lack autonomy even if they employ the strategy of memorization or the absence of oral activity in class. This is because these approaches could be effective in their learning in order to achieve their goal or good grades, and they should not be seen as a sign of unthinking repetition or unsuccessful "passivity". Also, studies show that Asian students value freedom in having a say in the direction of language learning (P. Benson, 2001). Besides, learning a foreign language will involve inter-cultural conceptions. So, there

may be combination, mixture of different cultures, western and eastern, which are currently impacting each other.

Another model of distinction was made by W. Littlewood (1997), who stated the difference between "proactive" and "reactive" autonomy. "Proactive" autonomy affirms learners' individuality and sets up directions which they themselves have partially created, while "reactive" autonomy occurs once a direction has been initiated that leaves room for learners to organize their resources autonomously in order to achieve their goal (W. Littlewood, 1999). The latter type tends to be more prevalent in Thai culture. Particularly, young EFL learners rely substantially on their environment for a source of motivation. Interestingly, even young EFL learners at the beginning level of proficiency can display higher degree of LA, depending on the linguistic and communicative demands of particular tasks (Kumaravadivelu, 2003, p. 144). Thus, there exists autonomy in all cultures, but in varying degrees and forms.

By contrast, it should be cautioned that culture may not be the only explanation to the existing level of LA. For instance, Pierson (1996) studies Hong Kong students and proposed that the stereotypical representation of the Chinese student is not wholly a product of culture. Rather, it results from the education system, with excessive teacher workloads, centralized curricula, didactic teaching styles, examinations which emphasize knowledge from memory, large class sizes and inadequately trained teachers. All of these are congruent to the situation in Khong District. Moreover, a questionnaire research study on general autonomy by Feldman and Rosenthal (1991, as cited in Pierson, 1996) reveals that it is not that Hong Kong students were conditioned by their culture which prevents them from autonomy attainment. Instead, autonomy is to be discovered at an age comparatively later than their Western counterparts, and Chinese youth had delayed expectations of autonomy. As there has been relatively little research on the culture of LA, this research could reveal how far this ethnographic study could render useful knowledge and causal explanation in the pursuit of LA enhancement.

To conclude, Kao (2007), reporting on her experience in ELT with Taiwanese primary school students, confirms that "even in a teacher-centered and curriculum-bound teaching context, promoting LA in children is not only an achievable aim, but also a practical solution to challenges faced by English teachers." Chirkov, Ryan, Kim, and Kaplan (2003) nicely affirm, "Autonomy is a significant issue for well-being and motivation with respect to both individualistic and collectivistic practices as well as vertical and horizontal orientations…" Thus, it is not a matter whether LA is suitable in a culture. Rather, the overriding benefits of LA could be felt and found when young EFL learners and their stakeholders, especially the teachers, are aware and able to embrace LA enhancement (Aoki & Smith, 1996, p. 3). Zhou, Ma, and Deci (2009) conclude in their research that autonomy does have an impact in young EFL learners' learning behaviors and experiences in Eastern collectivist cultures as well as Western individualist cultures.

2.3 Praxis Interventions (PIs)

Praxis is opposed to theory. It is concerned with knowledge from practice and then practice reinforces knowledge. Theory, on the other hand, aimed at producing knowledge for its own sake. Both praxis and theory are important to advance the human condition (Burns, 2011). The purpose of praxis intervention is to lead its participants through an objectivation and not to adhere to blind, habitual practice. Details of praxis intervention in this study are given below.

2.3.1 Definition of praxis intervention

According to the American Heritage Dictionary (4th ed.), the word, "praxis" means, "habitual or established practice" or "custom." The definition implies that praxis is not something people are born with. Rather, it is acquired through repetition like a habit. The custom or the habit, i.e. "praxis," the producer has no conscious mastery because it is encouraged by naïve routine repetition and blind practices. This could be a setback or harm that aggravates their existing social or educational marginality. Praxis Intervention (PI) is like a midwife who has a deeper understanding

of the conditions and social effects of this current disadvantage the participants are facing, and the current mindsets they are possessing (Madhu, 2005). Consequently, the researcher introduces PIs as a midwife to relook the taken for granted assumptions afresh, problematize the settled mindsets, and would be sensitive to the biases from the researcher's intellectual orientation. Then, she tries to deliver interventions that would wake up the community members from their sleep. In this research, not only that the researcher possesses the emic (insider) and etic (outsider) perspectives, the interventions were derived from systematic analysis of the ethnographic study.

Praxis Intervention method focuses on what happens to mindsets in which it requires and helps the community participants to undertake systematic reflexivity on themselves. It is a participatory action research in which young EFL learners and the teachers participate in the research by listening to the expert opinions and explanations of the pressing issue of LA or the lack of it in the EFL teaching and learning in rural areas. The participants should critically reflect on the interventions and would develop self-determination, in contrast to coercion, and intentionality, in contrast to blind reaction to awaken their praxis potential. As a result, they should sustainably reduce their marginality from bottom up.

2.3.2 LA-enhanced praxis interventions

Since the praxis interventions assume that the current habits of EFL teaching and learning resulted from naïve routine repetition and blind practices of rote learning and vocabulary memorization, this research's interventions intended to introduce an alternative way of EFL teaching and learning by making the most of existing resource. Gremmo and Riley (1995) suggest that the aim is not to transform all learners into 'successful' language learners over night, but to let young learners explore themselves and learning styles and preferences according to their individual personality. However, the young EFL learners were accustomed to doing just what were instructed or assigned to them. Therefore the praxis interventions could not be abrupt, but rather gradually guiding them to an unfamiliar arena. PIs on both learner and teacher development were employed in this study.

2.4 Quality and Trustworthiness of Research

Morrow (2005) stressed the importance and relevance of declaring the research's paradigmatic underpinning upon which the research is constructed in order to evaluate its quality. This research used a synthesis of post-positivism and constructivism to account for the ethnographic study and most of the PIs. That is a qualitative, post-positivist and constructivist study is inherently subjective, interpretive as well as time- and context-bound; that is, 'truth' is relative and 'facts' depends on individual perceptions (Dörnyei, 2007). Quantitative positivist research, on the other hand, concerns with reliability and validity that aim for objectivity, stability and generalizability of the research findings (Cohen, Manion, & Morrison, 2007). Particularly, ethnographic and case study inquiries were more situated and subjective than most qualitative methodologies. Therefore, this ethnographic study and case studies may incur certain limitations of generalizability due to the limited coverage of participants and subject to potential researcher bias. Nevertheless, the researcher has attempted to circumvent these limitations to ensure research trustworthiness as follows.

Qualitative research such as this ethnographic study and case studies normally uses the term, "trustworthiness" instead of validity and reliability as in quantitative study for data evaluation (Changtong, 2002). The classic, frequently cited work of Lincoln and Guba (1985) on the trustworthiness of qualitative research, listed four criteria and techniques for establishing them. These are namely credibility, transferability, dependability and confirmability. These criteria were merely used as a guide and "they can be added or subtracted from as the form and purposes of inquiries change." (Sparkes, 2002, p. 211). These criteria were not always applicable to ethnographic and case study inquiries because these kinds of research were very personal and subjective. However, it is prudent to adhere to the consensus of the research community what they have agreed were the appropriate for establishing trustworthiness in constructivist enquiries. There were two techniques that all

qualitative scholars agreed upon, which were triangulation and member checking (Creswell, 2009; Creswell & Miller, 2000; Maxwell, 2005, 2009; Merriam, 2009; Patton, 2002; Yin, 2011). The research added the third criterion, social validity, to enhance the quality and trustworthiness of this study. Scholars have defined triangulation, member checking and social validity as follows.

1) Triangulation

Triangulation means obtaining data from a variety of sources, participants and data collection methods on the same topic. However, triangulation does not necessarily aim to cross-validate data, but rather to capture as many dimensions as possible to produce deeper understanding of the same phenomenon. Denzin (1978) and Patton (1999) explain that there are four types of triangulation as follows.

1.1)   Methods triangulation by looking into the consistency of findings generated by various data collection methods. For instance, data could be obtained from both qualitative and quantitative methods. Often if the points of both methods diverge, the data could be interesting and insightful to elaborate.

1.2)   Triangulation of sources by using the same method with different sources to examine the consistency of the data such as data at different points in time, in public and private settings and comparison of participants' different viewpoints.

1.3)   Analyst triangulation by employing multiple analysts to analyze the data in order to understand different ways of seeing the data.

1.4)   Theory/perspective triangulation by using multiple theoretical perspectives to investigate and interpret the data.

How the data in this study were triangulated is shown in 3.5.

2) Member checking

The second consensual criterion is member checking. Creswell (2009) defines it that "the final report or specific description or themes" are taken back to the participants to offer them "an opportunity to provide context and an alternative interpretation" (Patton, 2002, p. 561). Member checking is a trustworthiness measure to improve the credibility, validity and transferability of a study. The participants are given the opportunity to check the accuracy and authenticity of the interpretation and report. Member checking can be done during interviews or conclusion of the research.

For instance, the researcher should ensure rapport with the interviewee in order for them to give truthful responses. Or, the researcher may restate or summarize the information during the interview to the participants to check or comment. These are to reduce the possibility of incorrect data and incorrect interpretation (Wikipedia, n.d.)

However, Loh (2013) cautioned that the participants "may have an agenda or indeed they may want to create a more positive self-image when they refute or disagree with the [researcher's] interpretation. Thus, the member checking was not member validation and was used as a form of follow-up data collection, to create "an occasion for extending and elaborating the researcher's analysis" (Bloor, 2001, p. 393). Loh (2013) also affirmed that, "it is ethical to allow the participants to have a look at their data and the interpretations derived from it, and offer their views regarding them." All in all, with triangulation and member checking, the research findings should encourage reflection rather than criticism from the participants alike.

3) Social Validity

Finally, Hammersley (2004) emphasized that "research should aim at producing knowledge and contributes to the problem-solving capacities of some group of people" (p.244). Morrow (2005) also reaffirmed that although qualitative studies are subjective, situated and context-bound, they should have social validity. Consequently, Loh (2013) stressed the importance of the use of the trustworthiness techniques of "thick description" in triangulation, or the detailed description of the context, and member checking in which the members can attest whether the research is useful to them. These can contribute to the transferability of the research to similar cohorts of rural young EFL learners nationwide.

Overall, learner autonomy (LA) was believed to bring better benefits to EFL education; its history, definitions and characteristics were explored and explicated in the beginning of this chapter. The discussion of whether LA is a learned or innate ability was keys to understanding the effects of individual and socio-cultural aspects on young EFL learners and their stakeholders in a rural area where resources are

limited and tradition takes precedence. This research argues that culture contributes to the shaping of the existing routine practices and blind repetition in EFL teaching and learning in the school. Therefore, it would require the qualitative method of ethnography to explore and analyze the existing beliefs, attitudes, values, behaviors and practices of the culture of LA in the rural area. As a result, the guideline of the cultural theoretical characteristics of LA in Table 2 was set forth from the characteristics of LA and the cultural aspects of LA. After that, practical, realistic and sustainable measures to intervene in the dire difficult situation of low effectiveness in English language could be constructed and tailored to the conditions of the rural young EFL learners and teachers. The question of how successful the praxis interventions in learner development and teacher development could enhance LA amongst rural young EFL learners and teachers are still waiting to be addressed.
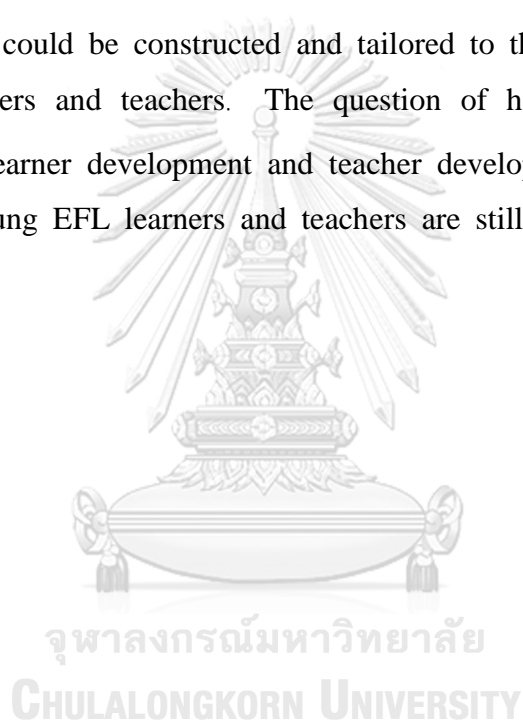
CHAPTER III
RESEARCH METHODOLOGY

This chapter begins with the selection of the research site and the pilot study leading up to the research design of the two methodologies used in this study, namely the ethnographic study and praxis interventions (PIs). The PIs including interventions for both learner development and teacher development are described. The research procedures comprising the participants, data collection methods and data analysis are covered under each of the two research methodologies. Finally, the measures to ensure research trustworthiness were reported as follows.

3.1 Research Site

The research site was selected according to the typicality of the site as a rural area, the practicality of the study with the researcher's origin in the district as an insider (born, lived and studied in CCK School until 12 years old), and as an outsider who has lived and studied elsewhere for the past 30 years, and the likelihood of sustainability of LA in the English teaching and learning at the research site after the interventions as detailed below.

Khong District, Nakhonratchasima, Northeastern Thailand shares certain characteristics of a typical rural area. It has a population of 53,982 registered persons within the size of 454.7 sq. km., comprising a population density of approximately 100-120 persons per sq.km. It takes about a one hour drive, about 79 km., to reach Nakhonratchasima City and about 1.25 hours by train. The district is located about 19 km. away from the Mittrapharb Highway. Nevertheless, there are two townships in the Khong district, viz. Muengkhong and Thephalai, and the research site School is situated in Muengkhong, one of the two townships of the district.

The Northeastern region is known to house the poorest population in the country. Khong district people earn about one-half the national average income GDP per capita (Bank of Thailand, 2015; Office of Khong District, 2017). About two thirds

of them obtained minimum basic education of Grade 6 or lower. Parents of the students in this school typically work in the agricultural sector as farmers (Office of Khong District, 2017), or seek work in Bangkok or tourist places. Most parents leave their children under the care of the grandparents or elder relatives. Khong District does not receive many foreign visitors as it is not a tourist site, and traveling to a foreign country is a luxury for its residents. As a result, exposure to English native-speakers and exploration into their cultures are extremely rare. Thus, the concept of LA and its practice could empower rural young EFL learners to take charge of their own learning and circumvent the drawbacks of English teaching and learning environment posed in their rural area.

3.1.1 Personal reflection

The experiences of myself, the researcher, who was born in this district but have lived and studied in a few big cities and abroad, and also travelled to 37 different countries worldwide have made me realize a huge educational gap between the rural area schools and the schools in higher socio-economic areas. I spent my primary education in Khong District and English has been my favorite subject since my childhood. My primary English teacher was dedicated and hardworking, and English lessons for me were fun with songs and games. When I was her student, the approach was mostly vocabulary memorization and grammar drills. Classroom was full of competition individually and among groups because the teacher felt this would promote enthusiasm and motivation of children. We did not have a chance for empowerment, reflection and critical thinking as we just did as taught and told. The English teacher's main strategy for our learning was repetition. Although the learning was fun, we were kept in a small world of the rural area without much contact with genuine communication and awareness of the world outside. For example, we were not aware of the various meanings and functions of a word and the usage of the tenses, thinking that one English word meant one equivalent in Thai. There were no national tests back then; we were assessed according to what was taught in class. It is still arguable if national tests are necessary, but one thing was that without national

tests, we would not know our comparative strengths and weaknesses and room for further improvement, as compared to students in other parts of the country.

After graduating from the primary school, I was fortunate enough to have a chance to enter Khon Kaen University Demonstration School in Khon Kaen City for lower secondary education, while most of my classmates went to the only secondary school in the district. Some did not further their education and entered marriage. So, there was a big gap of inequality and inequity among the haves and have-nots as far as education was concerned. It is therefore necessary to inculcate lifelong learning especially for those who cannot afford to continue in formal education. With hindsight and later exposure in studying in the cities, in Bangkok and in England, the English teaching and learning could have been more about self-exploration, self-direction, and reflection, blended with learning how to learn with collaboration among peers to prepare students for lifelong learning. Thirty years passed with the advance of technology, I returned to the school and found that very little has changed. The EFL education in the 21st century has signified the importance of young EFL learners to take charge of their own learning, particularly in a rural area where resources are scarce and more strategic use is needed. Therefore, this helped construct the research questions 1 and 2 to ethnographically explore the awareness of LA among the stakeholders namely the English teachers, administrators, guardians and the community, and the culture of LA among rural young EFL learners themselves. Later, the praxis interventions were developed and then evaluated for young EFL learners and English teachers to enhance LA in research question 3.

3.1.2 The school of the study

As regards the school for my study, it was called CCK School. It was the most reputable and biggest primary school in the district, arguably with the most qualified English teachers in the district. CCK School serves young learners from 18 rural villages in the district. Although, each village has a local primary school near home, the quality of village schools has been unsatisfactory and aspiring guardians make extra effort to send their children to CCK School located in the municipal district area.

Consequently, the school tended to attract relatively high caliber young learners than other village schools in the district. Thus, the feasibility that the introductory research LA-enhanced PIs would be well-received and practiced for further sustainable development seemed more likely than in village schools. The exploration of the school's environment was as follows.

Regarding CCK School, it serves about 900 children from 18 rural villages, but the school itself was located in the municipality, 0.25 km. from the Office of Khong District. The proximity of CCK was adjacent to the main secondary school, Muengkhong Secondary School (MSS School), in the district. Hence, most CCK sixth graders proceeded to secondary education at MSS School. At the time of this survey in 2014, the number of students was of 906 (458 males and 448 females). It was the biggest primary school in the Nakhonratchasima Primary Educational Area Office 6. The school was near to the downtown of Khong District, the hospital, the market, internet cafes, the train station, temples and the Office of Khong District. As a consequence, it attracted students with relatively higher socio-economic status as far as the rural standards were concerned.

According to Figure 1 below, CCK School consisted of 6 buildings that were used for the 27 classrooms. The E-Classroom used as the Grade 5 English Room was on the third floor of Building 6. It was on the same floor as all the four Grade 5 classes, so fifth graders were most accessible to the room. The English Room for Grade 6 was located in the second floor of Building 1. The two English Rooms were mostly closed if no class was taking place because the two English teachers for Grade 5 and Grade 6 tried to prevent theft and misuse of technology in the rooms. So, the students would not have a chance to do English self-study out of class time.
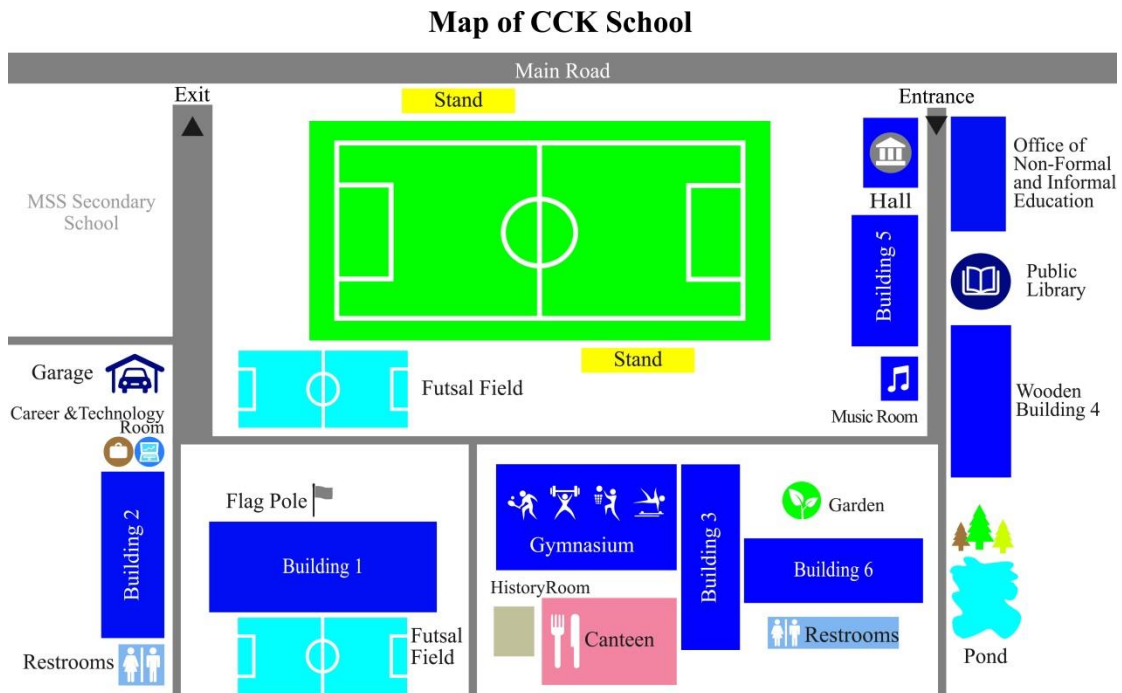
Map of CCK School

Figure 1: Map of CCK School

CCK School was a reputable and leading school in Khong District with the annual budget of about 2 million baht/year, consisted of support from the government for 700 baht/head/year for kindergarten students and 900 baht per head/year for students from Grade 1 to Grade 6, and support from the government under the 15-Year Free Education policy. On average, CCK allocated 40% of its annual budget to the procurement of teaching and learning materials, books and uniforms, while spending 20% on activities and projects initiated by subject teachers. The teachers' salaries were excluded from the annual budget as it was paid directly from the government, while the temporary teachers' and janitors' salaries were included in the annual budget. Under the 15-Year Free Education policy, impoverished students received a grant of 500 baht/head/year. It was interesting to see that more than 300 out of 900 students at CCK were eligible to the fund because their household income was less than 3,000 baht/month.

There were 44 personnel working in the school, namely one director, one deputy director and 27 teachers with Senior Professional Level qualification (Ajahn 3) and 4 teachers with Professional Level qualification (Ajahn 2). The rest were

temporary teachers and janitors. The teacher to student ratio is approximately 1:30.The Grade 5 English teacher obtained the Senior Professional Level qualification a couple of years ago, while the Grade 6 English teacher was working towards it. Relatively speaking, CCK employed highly qualified teachers with English major holders, which was considered a luxury in other village schools that a primary school had English teachers who were English major holders. Many smaller village schools still did not have this opportunity. With both relatively high caliber students and qualified teachers, school representatives of the English Subject often won rewards at the regional level.

Although the Ministry of Education (MOE) suggested the goal of English teaching and learning at a primary level as to achieve communicative competence, the educational system dictated the importance of the effectiveness indicators of the teachers and the school such as ONET or NT results, prizes in competitions or other products-based assessment. The rationale was that if students learned, this would translate into scores or other effectiveness numerical indicators. It was probably the most objective and concrete way of assessing the school and teachers. The whole school then geared towards this policy. To illustrate, a few months before the O-Net or NT exams, the teachers would stop their usual lessons. Drills and tutoring for exam techniques would be taught instead. It may not be surprising that the school managed to successfully pass the numerical indicators in most subjects. However, doubts were cast how much and how far rural young EFL learners developed communicative competence as required by the Ministry of Education.

There was one English Room for fifth graders and one for sixth graders. Both rooms were equipped with a monitor for displaying CDs or other English learning materials. The internet signal in the school did not always work, subsequently, the Grade 5 and Grade 6 English teachers never used the internet to motivate or stimulate learning with their students. There was no English self-access center or sound lab available for students to explore and experience the language on their own in this

school. There used to be one but the teachers were not familiar with the technology and equipment, so it was not in use any more.

The English rooms were decorated with learning materials, such as charts displaying vocabulary. For instance, there were charts about the 7 days of the week, the 4 seasons of the year and some essential verbs for the curriculum. In the front of both of the rooms, there were boards to display students' products such as Christmas cards or art work from the textbooks. Not every student got a chance to show their work; only those outstanding ones would be selected for display. There were not many learning resources in the E-Classroom, the Grade 5 English Room, while there were bilingual dictionaries made available by the researcher in the Grade 6 English Room. Both rooms would be locked if the teachers were not around to prevent theft and misuse of technology available in the rooms. Hence, the English Rooms were exclusively utilized for classroom instruction.

The library was not well-resourced or fully utilized. It was located in the second floor of Building 3. There were only about 20 bilingual books available (less than 1% of all the books in the library), some of which were dictionaries. It was not very popular amongst students and it received only about 10 student visits per day. Some teachers voiced their opinion about the librarian's personality that was believed to be uninviting to students. The opening and closing times were also limited depending on the availability of the librarian who had about 25 hours of teaching workload per week. In addition, the room was used for the librarian's teaching lessons as well, so it was occupied most of the time. There were only 3 old computers for displaying CDs with no internet connection, but 2 of them were broken and did not get attention from the librarian, who would always complain about her lack of time and heavy workload.

The Computer Room in the first floor of Building 3 housed about 20-22 computers while most classes consisted of 35-40 students. Two students then would have to share one computer. The internet signal did not always work. Observational

data showed when students did have access to the internet, the girls tended to use Facebook, while the boys were inclined to play games. Like the library, the Computer Room was also utilized for instruction in which each class took turn to come to study computing. Therefore, the Computer Room was always occupied with lessons for classes for the whole school. Even if there was not lesson going on, the room would be locked, again, to prevent theft and students' misuse of technology. As a result, CCK young learners did not have opportunities to explore and experience English learning in their own time.

Around the school, there were signs hung on the trees of some proverbs and morals. The signs displayed the English translated version of the proverbs and morals, which were taken notice by a few keen young EFL learners. That could show that students' curiosity in this rural school was not always lacking. Thus, it depended on the adults to administer and support learning facilities for them.

There are approximately 140-150 students of Grade 6 in 4 classes each year, divided into a number of 35-37 students in each class. They were at the beginning level of English language learning with mixed abilities and varying levels of competencies in elementary English proficiency. Most of them were born in and hold permanent residence in Khong District. Almost all of them speak the Khorat dialect at home or in informal occasions and Central Thai at school or in formal occasions. Khorat dialect is a linguistic hybrid between Central Thai and the Lao language. It follows that some Grade 6 students have not mastered Central Thai and were confused between homophones in the Khorat dialect and Central Thai.

In sum, the school corresponded to the criteria of the selection, namely typicality of a rural area, practicality for the study and likelihood for sustainability of LA in English teaching and learning after the PIs in the long run. To begin, Khong District does not stand at the extremes of the socio-economic status continuum as far as the northeast of Thailand is concerned. Therefore, it can be considered as a typical rural area. Also, entry negotiation and rapport building at the school were welcomed

by the staff of the school because the researcher was an alumna, and well-acquainted with the administrators and teachers there. Most of the young EFL learners were not in so dire poverty or grave difficulty that they would not be able to respond at all to the measures of LA enhancement. The English teachers were English majors with one of them hold a degree from the US. As a result, the sustainability of the LA-enhanced praxis interventions could be foreseeable and possibly prolonged.

3.2 The Pilot Study

The purpose of the pilot study was to explore and experience first-hand the current situation of LA by immersing myself as part of the school. It was also to try on the ethnographic study tools, namely non-intrusive and participation observations, interviews and the researcher's field notes. Added to this, the example of a lesson plan to enhance learner development of LA was tested on one class of Grade 6 students to see the feasibility of the design of the possible PIs. The students in the pilot study, the duration of the pilot study, the data collection methods used, the problems found and how the researcher counteracted the problems are described below.

The pilot study was conducted with Grade 6 students at the research site school in September, 2012 for the period of one month. The students in this pilot study were not from the same sample group of the main study but with similar characteristics such as the level of proficiency, age and relative socioeconomic status. The ethnographic methods of data collection such as non-intrusive observation, participant observation, interviews, learners' diaries and researcher's field notes were tried out with the researcher's total immersion into the school and community. Non-intrusive observation was used in classroom observation during the pilot study with minimum impact and intrusion upon the participants while the principal English teacher was teaching. The young EFL learners seemed engaged in their classroom activities and did not seem to be very conscious of the researcher's presence sitting at the back of the classroom. At lunch time, the researcher mingled with the young learners observing them play, interact and spend their free time. The researcher could

do participant observation during her teaching practicum in which she participated as a teacher researcher. These data collection methods and procedures were found satisfactory for continuation.

Next, the English teacher, on the other hand, seemed uncomfortable at first. Thus, reassurance of research confidentiality that there would be no negative consequences of the researcher's observation was needed. Later, she felt more relaxed and able to run her English classroom as she usually did. As a result, the researcher felt that it would seem intrusive to use videotaping due to the discomfort of the English teacher. However, the Grade 6 English teacher interviewed and observed was going to retire in September 2013 about one and a half years prior to the actual ethnographic study. The researcher then took an opportunity to observe and interview her successor, together with teachers of other subjects in the school.

The foremost issue found in the data collection concerns the limitation of verbal skills and reflection of rural young EFL learners. They answered questions in the interviews and diary writing with minimal words and they tended to abide by the researcher and treated the researcher as a respectful adult. The researcher tried to overcome this problem by spending time mixing with them and gradually entering into their world without intrusion. The positive side of these behaviors showed their dutiful collaboration and coordination with the research procedures. Quite a number of the children were shy, quiet and passive. The study therefore proposed to involve and incorporate more of participant and non-intrusive observations in addition to interviews and diary writing. Additionally, Focused Group Conversations (FGCs) should be used in the main study because rural young EFL learners were comfortable in the company of their friends and may be more likely to speak out.

Next, the pilot study found that the teachers and young EFL learners alike were used to or even satisfied with this habitual custom and blind repetition. Grammar drills and vocabulary memorization were the norm in English teaching and learning and the tradition was deeply ingrained in the classroom without anyone questioning. The current English teacher had been teaching English for almost 40 years and it

would be too late to tell her how to do otherwise. Besides, the customary lessons proved enjoyable to the children with games, songs, actions and competitions among groups. Therefore, the researcher learned that it would be too abrupt and destructive to turn these practices upside down. The researcher would be well-advised to blend in and combine the existing teaching method with the forthcoming LA-enhanced praxis interventions.

Furthermore, it was evident in the pilot study that the ONET was placed as a top priority as an indicator of successful English teaching and learning. Consequently, it proved that the reliance of ONETs as the research's quantitative data collection method as an evaluation of the effectiveness of the praxis interventions was appropriate. This is because in order to convince the school of the significance of LA, the research must show that LA was in line with the school's interest of ONET results. The rewards and promotion system paid off teachers whose students could obtain high scores of ONETs results or won a prize in inter-school competitions. The administrators and English teachers displayed interests and motivation in things that could make their students obtained higher ONET scores. However, LA may take time to affect test scores and it would mean they would have to make commitment in effort and resources. Unfortunately, it was clear that they were not prepared to pursue such a concept novel to their outlook and life experience or take on extra work or change. Therefore, the researcher was prepared to make the most of existing resources and provide extra resources herself as much as necessary.

Additionally, the pilot study found that teacher collaboration in CCK School was limited to the top-down line of authority from the administrators to the teachers. The coordination and collaboration among the English teachers were relatively rare and each one of them had liberty to do whatever they saw fit in teaching and learning. There was no common room for teachers to share their knowledge and experience. The English teachers had autonomy in localizing the rather loose and general national curriculum with regards to the content, teaching methods and materials, etc. Nonetheless, teachers in the school did share students' idiosyncrasies, strengths and

weaknesses by words of mouth. Preliminary observations showed that the teacher autonomy empowered could be a two-edged sword. On the one hand, the teachers had space and independence to exercise and design self-directed teaching and learning if they wish. On the other, some teachers did not pay attention in teaching and left young learners on their own. Hence, the LA-enhanced praxis interventions for teacher development should involve inspiration, together with examples, for the teachers to embrace and enhance LA.

One final lesson learned in the pilot study occurred when the research advisor paid a visit to CCK School and supervised the researcher to try out an LA-enhanced try lesson to her with sixth graders at the school. The young EFL learners displayed motivation, engagement and enjoyment receptive to the intervention. Due to the lack of teaching experience, the researcher was beginning to develop self-confidence in teaching, belief in children's capacity and the likelihood that her LA-enhanced praxis interventions could make a difference in rural young EFL learners' learning lives. The practicum also helped devise the researcher to adjust the content and teaching methods in the final design of the praxis interventions for learner development.

This leads to the main study which utilized two research methodological approaches, namely ethnographic study and praxis interventions. Details of how they were employed in this study are given below. Figure 2 illustrates the research design.
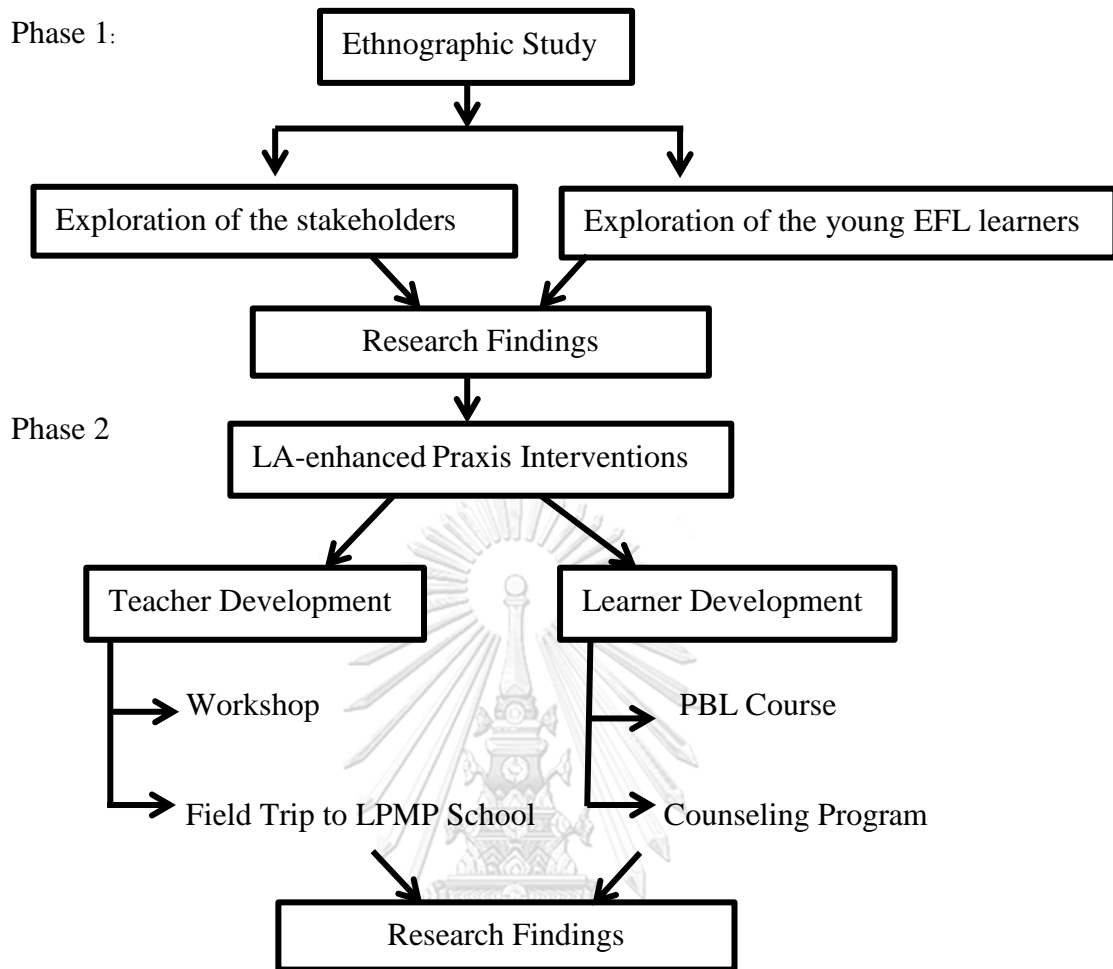
Figure 2: Research Design

3.3 The Ethnographic Study

      The ethnographic study was used to describe and analyze the awareness of LA that the stakeholders held, including the administrators, English teachers, parents and community key members, which influenced the existing level of LA and thus the pursuit of LA enhancement in research question 1. Then, it was employed to describe and analyze the meanings and patterns of the culture of LA in terms of beliefs, values, attitudes, behaviors and practices amongst rural young EFL learners themselves in research question 2. The objectives of the ethnographic study were to explore the situation systematically as schools are often the main and perhaps the only source or center of educational human development in a rural area.

3.3.1 Participants in the ethnographic study

The exploration of the stakeholders, research question 1, involved the stakeholders of rural young EFL learners at CCK School and in the community including the administrators, English teachers, parents/guardians, and knowledgeable key community members. All the four administrators of CCK School were interviewed and observed. This study also briefly referred to the administrators of the Nakhonratchasima Primary Educational Service Area Office under which the line of authority in terms of policy and administration regarding the English subject were concerned. These included the former director, the current direct and the supervisor for Foreign Language (English) of the Area Office. The number of ten parents/guardians was investigated for practical reasons as their houses could be quite far from the school and they may not always be available. The researcher paid a visit to each family after the school to find out their views and to observe their behaviors and practices of child-rearing. Regarding knowledgeable key community members, one former school director who became a member of the School Committee, three village school directors, one sub-district head, one director of Non-formal and Informal Education Office, one American Peace Corp volunteer and one from the Sub-district Administration Organization (SAO) were also interviewed.

For the main focus for investigating the stakeholders, all the English teachers at CCK School including one Grade 5 English teacher (referred to as Grade 5 Kru Nueng), one for Grade 6 (referred to as Grade 6 Kru Na), one for Grade 2-3-4 (referred to as Grade 2-3-4 Kru Anna) and one for Grade 4 (referred to as Grade 4 Kru Apple) were studied. The homeroom teachers for Grade 5 and Grade 6 classes were also interviewed. First, Grade 5 Kru Nueng, a 57 year-old, 3 years to retirement with more than 30 years of teaching experience, was responsible for teaching English to Grade 5 classes. She was a bachelor's degree holder in Education majoring in English. Second, Grade 6 Kru Na, a 36-year old, was the only English teacher who had studied a Master's degree abroad under the Ford Scholarship. She held a Bachelor degree in Education majoring in primary education and a Master's in curriculum from Hawaii, USA, a foreign degree rarely held by rural Thai English teachers. As she was now the

English teacher of Grade 6, she decided to enroll at Sukhothai Thammathirat Open University for a bachelor degree distance learning course majoring in English. Third, Grade 2-3-4 Kru Anna, in her early thirties, was responsible for Grade 2, Grade 3 and Grade 4 English teaching. She held a bachelor degree in Education majoring in English. Lastly, Grade 4 Kru Apple, who helped out with one class of the Grade 4 classes, held a bachelor degree majoring in Thai, but had a certificate in English teaching. She was 54 years old with keen interest in English language and self-development. Grade 6 Kru Na, Grade 5 Kru Nueng, and Grade 4 Kru Apple obtained a Senior Professional Level qualification (Ajahn 3), while Grade 2-3-4 Kru Anna obtained a Professional Level qualification (Ajahn 2)

As regards research question 2 in the exploration of LA among rural young EFL learners, this study included one class of 37 fifth graders at CCK School over the second semester of the academic year 2014. The class was aged between 10-11 years old, having studied English as the Foreign Language since Grade 1. There were approximately 140-150 fifth graders each year scattering in 4 classes, but only one class of P.5/2 was chosen for the research. Prior to that, the researcher consulted with the home room teachers and English teacher. They recommended P.5/2 because it was an average mixed ability class that could represent a majority of fifth graders generally in the school.

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                          Ethnographic Study

        Environmental Factors:                Rural Young EFL Learners
          The stakeholders

         →  7 Administrators                    →  Whole class of P.5

         →  4 English teachers of                  37 young EFL learners
            of CCK School

         →  10 selected guardians

         →  8 key community members
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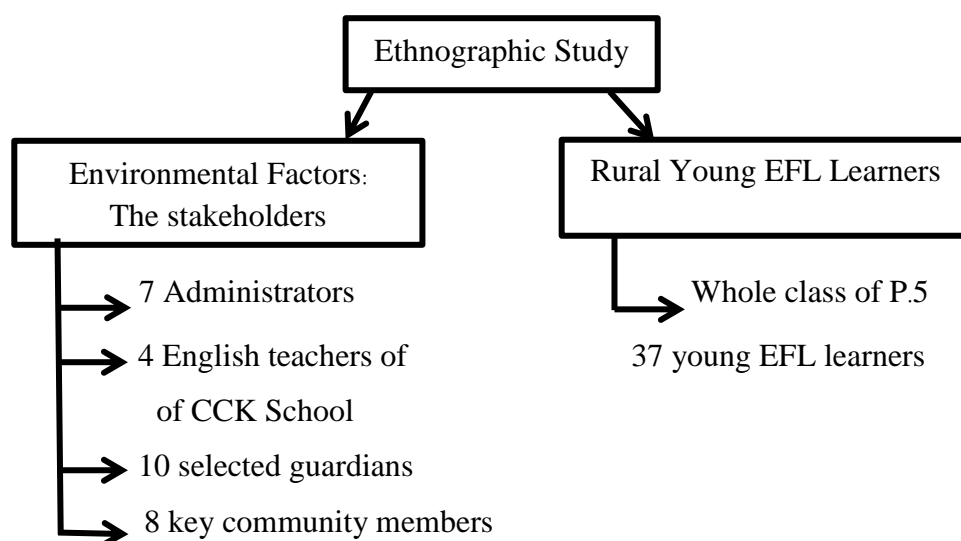
Figure 3 : Participants of the Ethnographic Study

3.3.2 Data collection for the ethnographic study

Between May and September, 2014, total immersion in the culture for a period of one semester or four months was carried out by the researcher living, collecting data and observing patterns of the culture of LA in CCK School and the community. This was to explore, describe and analyze the awareness of LA among the stakeholders in research question 1, and the culture of LA among the young EFL learners in research question 2. The instruments of ethnography were employed as follows.

Table 3 : Participants and Instruments used in the Ethnographic Study

Instruments Participants	Document & Task Analysis	Observations	Researcher's Field notes	Interviews & conversa- Tions	Diaries of Participants
1. Stakeholders 1.1Administrators	√	√	√	√	X
1.2English Teachers	√	√	√	√	X
1.3Parents/ Guardians	X	√	√	√	X
1.4Key community members	√	X	√	√	X
2. Whole Class of P.5/2	√	√	√	√	√

First, document and task analysis was used in every participant group except the parents/guardians. This was due to the shortage of their official documents to be analyzed and for their confidentiality. The parents/guardians tended to assign the role of their child's English education to the school and some only turned up at the school

once or twice a year for a parents' meeting. Document and tasks analyzed included the minutes of the meetings and the financial statement of the school for the investigation of the administrators, lesson plans, previous academic records of the students, task designs of the English teachers, and brochures, web pages and official documents that the key community members could provide according to their position. For the students, the researcher collected tasks that they did as assigned by the teacher both in class and as homework. Next, observations were one of the key instruments for the ethnographic study, but were not practiced with the key community members due to rare occasions of meeting. Although the researcher's field notes did not much cover the parents/guardians, the researcher noted down the impression the researcher obtained from the interviews and observations from the home visits.

The most widely used instrument for all the participant groups was interviews as it was the most accessible and practical instrument. However, the least widely used tool was diary writing, which was only applied with the 10 focus group participants. It was rather impractical and inappropriate to require all other adult participant groups to turn in a diary for the researcher. All in all, the parents/guardians and the key community members appeared the least investigated according to the instruments used because they were less relevant to the English teaching and learning in the school context. The details of instruments utilized with each of the sample groups are given as below.

1) To investigate the awareness of LA among the stakeholders

As far as the awareness of LA of the stakeholders, research question 1, was concerned, the stakeholders such as the four English teachers at CCK School, the four administrators, the ten parents/guardians and the key community members were mainly interviewed for the data collection. The administrators, parents/guardians and local key community members were interviewed once, while the English teachers, particularly the Grade 5 and Grade 6 English teachers were interviewed and observed continuously throughout the semester. Some administrators and English teachers appeared uncomfortable to reveal their attitude and practice. The researcher had to reassure them of the confidentiality and anonymity of the data, and that there would

not be negative consequences occurred to them personally. Nevertheless, there were official, accessible documents that the school, the teachers and the local community could share with the researcher such as websites, brochures, financial statement, minutes of meetings, the teachers' lesson plans and achievement records. All these documents could complement and confirm the interviews and observations for the purpose of triangulation.

As the school lacked teacher collaboration and there was not a common room for the teachers to share and socialize, the researcher decided to collect data from each individually and separately, then incorporated into the whole picture of the school's awareness of LA. At the school, the line of authority was top-down, it was important to interview and observe the top administrators and analyze their policies to investigate the awareness of LA embedded into their policies. For parents/guardians, home visits were carried out for interviews and observations. Each interview lasted about 10-20 minutes was audiotaped, transcribed and translated verbatim from Thai into English by the researcher during the data collection and analysis phase. This was because the data collection was ongoing with the data analysis process.

2) To investigate LA among the young EFL learners

As the rural young EFL learners proved insufficient in verbal skills and reflection, non-intrusive and participant observations were the most frequently used data collection methods to investigate the culture of LA among them. The whole class of Grade 5/2 class was observed. They were also informally and formally semi-structured interviewed as individually and casual conversations in groups, so that they would feel more comfortable to reveal their beliefs, values and attitudes in the company of their friends. Semi-structured interviews rather than open-ended interviews were felt needed because the rural young EFL learners were found in need of guided questions. Otherwise, they would just run out of words and simply smile as their reply. Each interview lasted approximately 10 minutes as children had short concentration and interest in answering.

In order to triangulate, the whole class of P.5/2 was also investigated via their documents and task assignments analysis. The researcher kept field notes of findings and reflection. Documents and task assignments being analyzed included their past English scores in Grade 4 and Grade 5, school reports, photos, drawing and painting and tasks as assigned by the teacher. Issues of investigation were guided, but not restricted to, the four theoretical characteristics of LA in Table 2. The data were in Thai and translated into English by the researcher.

3.3.3 Data analysis of the ethnographic study

The data from this study were mainly obtained from non-intrusive observations, participation observations, interviews, FGCs, the participants' diaries and the researcher's field notes. The interviews with key participants were transcribed verbatim in Thai. Then the data were translated into English by the researcher, who took a translation course and was an experienced translator. By contrast, data analysis was conducted in English that the researcher labeled as closely as possible to the meaning that the participants used, while seeking cultural patterns and categories from the observations, interviews and field notes that the researcher had jotted down inside and outside of the classroom, documents and task assignments analysis.

Table 4: Data Analyses

Subjects		Framework	Qualitative	Quantitative
Ethnographic Study	**The Stakeholders**	None	Ethnographic Analysis	None
	The Young Learners	None		
Praxis Interventions	**The 10 focus group case studies**	The 4 Theoretical Characteristics of LA (in Table 2)	Inductive Qualitative Analysis	SPSS

Subjects		Framework	Qualitative	Quantitative
	The English teachers	None	Inductive Qualitative Analysis	SPSS

The four kinds of ethnographic analysis, viz. domain analysis, taxonomic analysis, componential analysis and theme analysis (Spradley, 1979) were spelled out as follows. First, domain analysis starts with reading the data by looking at similarities and differences between samples before doing the taxonomy to find "cover terms" and "included terms." Cover term is a word used to name a category of cultural knowledge or symbol, while included terms are folk/common terms used under a cover term group. For example, intelligence, learning styles, or attitude were included terms to form the cover term of readiness for LA. This step generated "structural questions" for the researcher to ask informants during focused observations and interviews.

The second step was taxonomic analysis to identify internal organizational relationships within the cover terms or domains. Taxonomic analysis led to finding subsets and the relationships among these included terms. "Contrast questions" emerged from this step to obtain in-depth descriptions. Third, componential analysis was used to find out how cultural knowledge/symbols were related within these subsets. It was the systematic search for the attributes (components of meaning) associated with each dimension. Moreover, this type of analysis was a comparison analysis considering characteristics or attributes of the data.

Lastly, theme analysis was defined by linking together and analyzing all types of information studied. In ethnography, the researcher both examined small details of culture and at the same time sought to find themes for the broader features of the cultural landscape (Spradley, 1979). Spradley (1979, p. 186) defines cultural theme as, "any cognitive principle, tacit or explicit, recurrent in a number of domains and serving as a relationship among subsystems of cultural meaning." Yimmee (2008)

suggests that as the cultural themes emerge as the cultural categories and relational patterns among categories were iteratively ongoing. Therefore, the knowledge and causal explanations were inductively derived from the qualitative analyses.

The processes of data collection and data analysis were constantly influencing each other interactively back and forth during the research study. The researcher began to analyze the data when it was collected and while the data was being analyzed, additional data were collected. The processes saturated when no additional data was needed for analysis. Different sources of data, instruments and participants were used for triangulation. Member checking was used for the trustworthiness of the interpretation and data analysis. Finally, the knowledge and causal explanations derive from the ethnographic study were fed into the design of LA-enhanced praxis interventions.

Following the findings from the pilot study, and later incorporated with the ethnographic study, in the first part, the LA-enhanced Praxis Interventions were constructed, keeping in mind the limitation of resources in the rural area and opportunities for interventions. The process of the PIs was given in the next section.

3.4 The LA-enhanced Praxis Interventions (PIs)

The second part of the study employed a participatory action research called, "praxis interventions." The PIs were intended to unsettle settled mindsets in English teaching and learning at CCK School. Beliefs, attitudes and practices that were deeply ingrained in the culture of LA amongst rural young EFL learners and their stakeholders were revealed in the ethnographic study as briefed in 3.3.2. LA-enhanced PIs in the second part was then developed to realistically and sustainably wake them up from traditional beliefs and practices and demonstrate to the locals that an alternative autonomous way of EFL teaching and learning by the students taking charge of their own learning could help with the management of scarce resources in the rural area. There were two main parts of the PIs. The main emphasis was on learner development, complemented by teacher development. The learner development includes a Project-Based Learning (PBL) course and counseling program.

On the other hand, the teacher development consisted of a workshop and a field trip to Lamplaimat Pattana (LPMP) School in Burirum Province. Details of the PIs are given below.

3.4.1. Learner development
1) Project-Based Learning (PBL) course implementation

First and foremost, Project-Based Learning (PBL) was already suggested and readily available in the Grade 6 textbook, *Projects: Play & Learn*, and its lesson plans were included in the Teacher Book. The researcher assessed that the Textbook and Activity Book for students significantly allowed the sixth graders to explore, experience and develop cognitive and metacognitive abilities which were most lacking among the four theoretical characteristics of LA (in Table 2) according to the ethnographic study in the first part. Second, PBL focused on form (knowledge) as well as function (authentic communication), and followed both a process approach and a product approach. It also motivated learners to actively engage in language use for genuine communication as it met the needs of learners with different learning styles due to communicative competence being the aim of primary English education by the MOE. Lastly, PBL emphasized collaboration, negotiation, interaction and creativity already well-acquainted among the young learners. As a result, the project-based learning (PBL) was chosen as the teaching methodology for this study.

Following the limitation of resources in the rural area and the findings from the ethnographic study, the researcher decided to use the existing textbook, *Projects: Play & Learn*, which consisted of a number of projects from which the research could adapt and was well-liked by the children with a variety of activities. With the knowledge and understanding of LA, each project could lend itself for LA enhancement. What done differently from the usual English class at CCK School was the emphasis on process-based learning with some adaptations to the lessons in order to gear toward LA enhancement. They would have ample opportunities for reflection, critical thinking, planning, self-monitoring and self-assessment. Their intrinsic motivation would be heightened with the children's enjoyment. Learning skills for

further education and life-long learning were introduced. The goal of this PBL course was to raise awareness and acquaintance of LA amongst rural young EFL learners.

It must be noted that most of the EFL learning opportunities occurred in the school, so the strategy of repetition was felt necessary as the children tended to readily forget what had been done in the previous weeks. The designs of the three projects were not meant to be unique or particularly innovative. The lesson plans from the Teacher Book were closely consulted because the researcher wished the projects to be imitable, readily accessible to the rural teachers, and therefore should be sustainable in the long run.

One project from Chapter 1 and two projects from Chapter 2 of the Textbook were proposed. One hour per week for each class was allocated to this endeavor to enhance LA. There were certain constraints; first, most rural young EFL learners did not have a computer and the internet at home, so the school's Computer Room must be negotiated for use. Second, the researcher was faced with the content scope to cover. Nevertheless, the researcher was able to introduce the three projects to the young learners in 13 weeks for Semester1/Academic year 2015. The three projects consisted of, first Aesop's Fables Role Play, second, the Survey and lastly, the Cooking Project as follows:

1.1)   Project 1: Role Play of Aesop's Fables

The aims of Project 1 were manifold. First, each student searched for an Aesop's Fable of their liking on the internet. This could give the young EFL learners an opportunity to expose to ways of seeking and searching for knowledge by themselves. They would know how to use technology for their benefits and to widen their horizons. These skills could inculcate and cultivate LA as well as life-long learning. Then, they worked as a group to decide and plan for their group's play. Their cognitive and metacognitive abilities were enhanced as the Project activities lent themselves for practicing doing situational analysis, setting a goal, planning and problem-solving. They also had to utilize their creativity and practice social skills to work as a team and learn from one another.

The following week was their dress rehearsal in which they obtained teacher's feedbacks and learned self-monitoring, giving and taking peer and teacher feedbacks. Their ability of reflection and improvement could be enhanced. The fourth week was the actual performances where they learned to overcome shyness and fear of losing face in acting in front of class. In the actual performance, they learned to act appropriately with their role in the play by using appropriate tone of voice and vocabulary. This should help with their judgment and decision-making what they felt as appropriate in their role play. Students had an opportunity to set their own criteria for evaluation and assess themselves and their peer groups. After that, tangible and intangible rewards were given to outstanding performances to increase their self-esteem, pride and a sense of achievement. Lastly, students learned the strategy how to learn vocabulary through acting. Lesson plans of Project 1 were described as below.

Table 5: Lesson Plans of Project 1, Aesop's Fables Role Play

Wk	Activities	LA attributes being enhanced	Materials	Assessment
1.	*Internet search for an Aesop's Fable of their choice individually	*Development of learning skills of searching the internet by using search engines	*Computer with the Internet and search engines	*Teacher monitoring by roaming around class
		*Widen exposure to the world		
	*Analyzed, and recorded the Fable of their choice, and answered the questions in the Activity Book	*Self-exploration and self-knowledge what fable they preferred and why, and exercise of analytical thinking to answer the questions in the Activity Book	*Activity Book	*Teacher feedback on students' Activity Book
				*Diary writing of the ten focal participants
2.	*Group discussion and consensus on the Fable to perform	*Brainstorming and negotiation skills		*Each group had the Fable of their choice
	*Students' collaboration to design and plan for	*Abilities to set goal, plan and prepare for their play		*Teacher monitoring the

Wk	Activities	LA attributes being enhanced	Materials	Assessment
	their play			design and plan *Diary writing of the ten focal participants
3.	*Students' preparation and presentation of materials and equipment * Dress rehearsal *Received peer and teacher feedbacks *Brainstormed for improvement	*Practice of assuming responsibility as assigned by the group *Practice of performing *Practice of open mind in receiving feedbacks *Practice of self-adjustment and self-monitoring	*Materials and equipment for their own play	
4.	*Students' setting up criteria for assessment *Actual performance *Teacher and peer assessment and feedback	*Practice of setting up one's own criteria for self-monitoring and assessment *Self-confidence and creativity in performing *Practice of giving and taking feedback from peers and teacher *Obtaining a sense of achievement and pride	*Materials and equipment for their own play *Teacher prepared tangible and intangible prizes and rewards.	*Focal participants' diaries how they reflected on their feelings, problems and problem-solving *Those who performed well received the rewards and prizes.
5.	*Students' reflection on the project. *Dictation on the vocab in the plays	*Reflective and critical thinking on past activities *Learning strategy by learning new vocab from contexts		*Students' reflective and critical thinking abilities in their reflection *The number of vocab a student could recall.

1.2)   Project 2: The Survey

The main aim of Project 2 which was different from Project 1 was to inculcate researching skills in finding out and seeking data and information to confirm or disconfirm one's own assumption. These skills would be very useful in their future education and life-long learning. The Survey Project's final intention was to survey, "How often do you eat fruit? In order to do that, students needed to learn the question, "How often do you…?" The English-Thai and Thai-English were already made available for classroom use, so the project could make the best use of the available resources. Secondly, they needed to know Adverbs of Frequency to answer the question. The strategy of translation was introduced as it could be more easily conceived and sustainably remembered and the researcher strongly felt the benefits first-hand as an English non-native speaker.

In the third week, the strategy of grammar deduction was introduced. The children had an opportunity to analyze the grammar and deduce their own rule. Then, they practiced a self-survey of how healthy they were. They had to reflect and aware of themselves and their habits, and learned to adjust their lifestyle to be healthy. Their cognitive abilities could be further enhanced when they came to compare and contrast themselves with their peers' answers. The final week, they needed to know themselves how often they ate fruit and make a guess of others. Then, they went around the class to survey their peers to (dis)prove their assumption, and finally made a conclusion of their own learning. Students had an opportunity to experience first-hand what it would be like in higher education or in the lifelong learning process. The researcher offered praises to those who made correct or close guesses and asked how they could achieve that result. Lesson plans of Project 2 were given in Table 6.

Table 6: Lesson Plans of Project 2, the Survey

Wk	Activities	LA attributes being enhanced	Materials	Assessment
6.	*Play a matching game to learn the phrase, "How often do you…?" Use an English-Thai dictionary if needed	*Promotion of intrinsic motivation of fun and cognitive ability to learn what the phrase, "How often do you…?" meant, and learning	*Task design of the matching game *English-Thai dictionaries	*Students checked each other's matching and learned from peers.

Wk	Activities	LA attributes being enhanced	Materials	Assessment
	*Construct and personalize one sentence to fill in the phrase, "How often do you…?"Use a Thai-English dictionary to find words that they were looking for in order to fill in the phrase.	strategy of searching from a dictionary *Internalize the phrase by constructing and personalizing the sentence	*Notebook to write down, construct and personalize the sentence *Thai-English dictionaries	*Teacher checked each student's sentence and gave a feedback on the sentence
7.	*Do a translation activity in the Activity Book to learn Adverbs of Frequency. Use a dictionary if needed *Learn and remember the meaning of the Adverbs of Frequency	*Promotion of learning strategies of translation and search for the meaning of a word in the dictionary *Cognitive ability and technique to remember the Adverbs	*Activity Book, dictionaries	*Students checked each other's work and learned from peers
8.	*Learn the grammar how to use, "more, more than, less, less than." This grammar was used to answer the question, "How often..?" such as "less than three times a week," or "more than once a week" by deduction from the examples given in the textbook *Self-survey, "Are you healthy?" by integrating the question phrase, "How often do you…?" and answering by the Adverbs of Frequency learned in Week 7 *Discussion of the importance of health and how to be healthy	*Cognitive ability and learning strategy of deduction *Promotion of self-awareness and self-reflection, together with cognitive ability of integration of knowledge *Promotion of reflection and awareness of one's own health	Textbook, Projects: Play & Learn,	*Teacher checked students' understanding of the grammar *Students compared and contrasted themselves with peers after the self-s *Teacher assessed students' engagement and involvement of their participation in the discussion
9.	*Self-reflection on, "How often do you eat fruit?" and write the answer down in the Activity Book	*Promotion of self-reflection and estimation	*Textbook and Activity Book	*Teacher observed and monitored classroom participation and engagement of

Wk	Activities	LA attributes being enhanced	Materials	Assessment
				students
	*Make a guess/assumption how often other students eat fruit.	*Made probable, intelligent guesses/assumptions of other students		
	*Students roaming the room interviewing others how often each student eats fruit.	*Practice of speaking and listening to gain self-confidence and social skills		*Teacher closely observed the survey that the students practiced speaking and listening in English
	*Students' reflection and conclusion if their guess/assumption was correct, and why or why not	*Learning to learn how to derive knowledge by constructing an assumption first and then confirm or disconfirm one's assumption. Promotion of reflection and critical thinking		*Teacher suggested the process of higher education involve this kind of process of making a probable guess and doing research to find out the answer *Praise students who made a correct or close guesses

1.3) Project 3: Cooking Project: Ham Cheese Sandwich and Fruit Punch

The main aim of Project 3 that was distinctive to the two previous projects was cultural exposure to western food and interactive learning while having fun with the cooking. Most rural young EFL learners did some cooking at home and three of the focal participants aspired to be a chef when they grew up. So, the Project could be meaning and powerful in driving the children to have integrative motivation to be successful in learning English. In the first two weeks, we played a game on the ingredients and discourse connectors, "First, second, then, after that, and finally." Students had hands on peer-coaching and peer-monitoring in which peers from other groups had a chance to correct another group that wrote their work on the board. They learned social skills how to be polite and tactful in giving comments. Then, students did the drawing and painting of the foods and the processes of making them. Based on the ethnographic study, the children loved drawing and painting and it was one of the widely used teaching strategies of the CCK teachers. The children learned to exercise

their sense of agency and creativity in pulling their resources to decorate their work. The researcher gave feedback and gave a score for each work as a means of assessment.

Finally, they had to cite the processes, learn the history of the foods, say a prayer and have a farewell party together. The students took the time to memorize their line; some weak students wrote the pronunciation in Thai, so that they could remember. The leaders of the groups had a chance to exercise their leadership in team-based learning such as in the division of responsibility. After having the party, the class came to reflect on problems found in doing the Project and how they managed to solve them. We also analyzed and reflected on the differences of the culinary culture of Thailand and western countries. The researcher assessed the success of the Cooking Project by the feedbacks from all students and the diaries of the focal participants. Lesson plans of Project 3 were given in Table 7 as follows.

Table 7: Lesson Plans of Project 3, the Cooking Project

Wk	Activities	LA attributes being enhanced	Materials	Assessment
10.	*Play a game to learn the vocab of the ingredients of the foods *Write the ingredients down on notebook and then on the board *Peers assessed another group if they played the game correctly	*Promotion of Intrinsic motivation of playing a game *Cognitive ability in learning new words *Peer coaching and peer-monitoring	Handouts of Task design by the Teacher adapted from the textbook	*Peers from other groups checked and corrected the group's answers *Peers gave comments.
11.	*Learn discourse connectors, "First, second, then, after that, and Finally" via a game. These discourse connectors would be used for process writing of the cooking. *Each group wrote their answers on the board and let other	*Learning strategies and cognitive ability to remember discourse connectors		*Peers checking and correcting on the usage of the

Wk	Activities	LA attributes being enhanced	Materials	Assessment
	groups check and correct.			discourse connectors
12	*Plan for the cooking by dividing work in the group *Drawing and painting of the foods, write down the ingredients and the processes of making the foods by using the vocab and discourse connectors learned in the previous lessons	*Practice of llanning, decision-making, team-based learning, *Exercise of creativity in drawing and painting and practice of process writing. The strategy of repetition was used to consolidate the knowledge. Exercise a sense of agency to decorate the drawing and painting as they liked, and to find some of the ingredients for the foods.		
13.	*Cite the processes of how to make the foods. *Learn the history of the foods *Cooking of the foods *Learn the culture of saying a prayer before eating *Have a farewell party *Reflect on the processes, the food, the culture and the group work	*Learning strategy of remembering the vocab and processes of how to make the foods *Cultural exposure and awareness to compare and contrast with Thai food *Learning by doing, team-based learning *Experience the foreign foods first-hand *Enjoyment of the foods *Practice of reflective thinking, promotion of integrative motivation and team-based learning	*The Teacher prepared the ingredients difficult to find for the students, while students prepared vegetables and equipment	*The Teacher roamed around the class to check that each group could cite the processes. *The Teacher asked students to reflect about the taste of the food, how it was different from Thai food. The Teacher asked students to reflect on group work, what they would like to do differently, what problems they had and how they managed to solve them, and finally, if they had integrative motivation to explore more of foreign culture.

The Aesop's Fables role play, Survey and Cooking activities were already suggested in the textbook but often overlooked by classroom English teachers. It would take understanding and awareness of LA for the teachers to take full advantage of their existing resources. During the projects, supportive environments were accommodated for based on Social Constructivism. Albeit with certain limitations, flexibility and choice were provided, so that students could make their own decision, such as on the learning process and assessment criteria. In Asia, English teaching and learning tends to be group-oriented approaches because of the large class size constraint. Therefore, collaboration and interaction, such as peer-coaching, peer-monitoring and self-assessment, could help promote LA and language learning. Social dimensions of LA such as in team-based learning proved to be very beneficial and should be promoted.

To conclude, the PBL course of LA-enhanced praxis interventions were based on the textbook, Projects: Play & Learn, recommended by the MOE. However, the activities were adjusted to suit LA enhancement such as in terms of young learners' active involvement, engagement, reflection, decision-making, analytical thinking and learning to learn strategies. These were done via activities that foster self-confidence, self-awareness, self-assessment, self-directed learning, problem-solving, creativity and critical thinking. Materials such as worksheets, tasks and enquiries were posed to stimulate learning and LA development. All these could be achieved through the process-based learning such as PBL by various means of negotiation, discussion, reflection, correction, lecture, consultation, experience sharing, seeking expert opinion and usual classroom activities such as the remaining of certain levels of vocabulary memorization, art work, passion for cooking and group work. Therefore, the projects could really be a blend of usual activities which young learners were familiar with and the introduction of a new alternative way of EFL teaching and learning which could be more effective.

2) Counseling Program

The counseling program was designed to foster and facilitate LA development particularly for the focus group. The group consisted of the ten focal participants selected for the in-depth study. The focal participants were arranged to meet one hour on Monday each week in concomitance with the PBL course. However, most of the focal participants had prior commitments. For instance, some represented the school for inter-school competitions, or some had regular meetings with other teachers. Surprisingly, the strong and moderate groups, comprising of seven students often showed up. The counseling program could carry out for seven consecutive weeks with the other three sessions on reflection and self-assessment.

Prabjandee (2009) recommends the counseling session begin with greeting and establishing non-threatening environment, trust and rapport. In the first session, the participants had a chance to introduce themselves, while the teacher introduced her own. The atmosphere was more like teacher and students with certain power distance found in the Asian culture. Nevertheless, the children were readily respectful and willing to learn. The researcher, now language counselor, gave constructive and informative feedbacks to each student. It was important that the feedback and evaluation need not be harsh on the young EFL learners. Fun and friendliness with best wishes for each child's future would be the guiding light. The counselor also encouraged and cultivated peer and self-assessment. To provide guidance, the counselor first helped them set criteria for assessment. It was noticeable that the children did not possess actionable insights and they did not voice their concerns very much. They tended to happily and willingly followed. The counselor felt in order to make the sessions helpful to their EFL learning and LA development, activities and skills supplementary to the PBL course would be recommendatory.

Following the self-introduction, the second and third sessions aimed at equipping them for doing the Aesop's Fables Role Play. It was noticed that their fear of losing face and embarrassment appeared as their main concern in their diaries. Consequently, the researcher decided to do dictionary search and mime games in which they had to mime words in front of the other participants and they obtained scores for successful miming. Then, they had to problem-solve and take risks in

making guesses from clues. The fourth session, discussion of their problems or difficulties with English learning and how they found the activities so far was conducted. The children did not seem to feel that they had problems and they appeared less articulate and reflective when put on display or when urged to answer. The sessions that followed aimed to equip them with cognitive and metacognitive abilities such as in analytical skills, self-reflection, reading strategies and self-assessment. The 10-week counseling program was attached Table 8 below.

Table 8: Ten Weeks of Counseling Program

Week	Aim	Activity	Note
1	Self-introduction. Introduction and orientation to LA. Self-exploration and self-knowledge	To find words that best describe oneself, with the help of a dictionary, to fill in the blank, I am good at_____.	
2	Self-confidence, search for knowledge, and ability to act out	Choose 3 verbs in a dictionary and mime them to the class	Each word counts for 4 marks; 1 for a verb, 1 for difficulty, 1 for the acting corresponding to the verb, and 1 for friends guessing it right.
3	Risk-taking and problem-solving	Making intelligent guesses on sentences, with clues of some words in the sentences, for the Aesop's Fable, "The Hare & the Tortoise," (already in the textbook and they would have heard of the story before) by matching the sentences with the pictures	The researcher assured them that it would be fine to get it wrong as long as they had a good justification.
4	Critical thinking and reflection	Discussion of one's problems or difficulties with English learning and how they found the activities so far	
5	Making prediction and	Read Aesop's Fables	

Week	Aim	Activity	Note
	analytical skills	bilingual story book, predict what the story would be about by its cover, analyze the whole book after reading and evaluate the activity	
6	Self-introduction and integration of English vocab and sentences	Write a guided passage to introduce oneself in terms of comparative strengths and weaknesses	
7	Reading strategies	Read short passages for gist, details and guess unknown vocab from the context	
8-10	Self-knowledge and self-assessment	Reflect on what they have developed in terms of cognitive and metacognitive abilities.	

3.4.2 Teacher development

It was first important to establish the awareness of LA development amongst English teachers. Classroom teachers are almost the only source of EFL teaching and learning, and are in frequent contact with students (Lee, 1998). So, Crabbe (1993) and Dam (2011) affirm that it is the teacher's responsibility to ensure classroom practices to foster independent learning in the learner's mind in and outside classroom. Moreover, it was advisable that the PIs be conducted in manners that are respectful to the English teachers' experience and expertise. Although Dam (2008) suggests action-based implementation and changes amongst the EFL teachers, the PIs on teacher development aimed mainly to be introductory and inspirational. EFL teachers should be motivated to make the best benefits of the "teacher autonomy," that they had as found in the pilot study, defined by Aoki (2000) as "the capacity, freedom, and/or responsibility to make choices concerning one's own teaching." Balcikanli (2010) and Dam (2008) suggest that teachers themselves have to have experience in autonomy; otherwise, they may find it difficult or unfamiliar to allocate control/responsibility to

their students. Consequently, the PIs on teacher development consisted of a one-day workshop and a half-day field trip to Lamplaimat Pattana School to raise awareness of LA development, its benefits and practices in the real life.

1) Workshop

There were two speakers, namely the researcher, Miss Pantipa Pichailuck, and the research advisor, Asst. Prof. Dr. Sudaporn Luksaneeyanawin. The workshop began with the opening speech by the CCK School Director followed by the researcher's one-hour presentation. Then, the presentations in the late morning and early afternoon were given by the research advisor. Finally, the workshop ended with discussions of issues and concerns about how to integrate LA development to fit into the seminar participants' circumstances (See the profiles of the teacher participants in 3.4.3).

Outlines of the presentations in the workshop were as follow;

1.1)   The researcher's presentation titled, "LA, its benefits and practices in the rural area"

The aim was to raise awareness that in this 21st Century grammar drills and vocabulary memorization are not sufficient, and the many benefits of LA are worth their attempts. The presentation began with the environmental situation of the rural area as the statement of the problem and why LA would be an effective alternative of English teaching and learning in the rural area. Next, the awareness of LA and its potential benefits to young EFL learners, the culture of Thailand that they may not have realized were raised in the workshop. Project-based learning and learning strategies were introduced with the emphasis on the existing resources available in the school. The presentation ended with a video clip of examples of PBL practices occurred in Project 1, the Aesop's Fable Role Play. The video clip of an example of 'autonomous classroom' was shown to let the participants discuss what they approved or disapproved, and compared and contrasted their own practices with the video.

1.2)   The dissertation advisor's presentations titled, "A paradigm shift in teaching and learning for the 21st century: Social constructivism. Outcome-based education: What, why and how for effective teaching.

The presentation began with what outcome-based education is, and why it is important in the changing world community. The paradigm shift in learning toward autonomy of learning has been to embrace outcome-based education. The main emphasis focused on how for professional teachers, what teachers should acquire in good teaching and classroom management. Social constructivism was introduced, which included PBL, that students and teachers should have inter-communication, intra-communication, dialectic communication and should engage in comprehending and improving students' zone of proximal development. It is important that students and teachers have cognitive and metacognitive learning such as thinking skills, awareness of what learned, knowing of one's own understanding and ability to solve problems. There should be explicit teaching and learning in emergent problems with teaching monitoring as in feedback, peer monitoring by using classroom activities and self-monitoring by being able to identify errors and fix them. The outcomes of social constructivism aim to produce learned men with learning abilities and passion to learn and seek for knowledge. This leads to autonomous learners. Finally, the presentations ended with examples of easy tasks from which English teachers could obtain ideas.

1.3)   Q&A, issues and concerns were discussed.

Finally, a questionnaire was administered to evaluate their attitude and plan for change.

2) Trip to Lamplaimat Pattana School (LPMP)

According to their website, Lamplaimat Pattana School is located in one of the poorest provinces in Thailand, Burirum, but able to achieve high scores on the ONET tests. The objective of the trip was to demonstrate the possibility of providing a high-quality education according to the constructivist theory to children in rural areas. The school's average total annual expenditure per child in academic year 2009/2010 was 37,000 baht (US$ 1230) remarkably lower than the comparable figure for government schools in Buriram, which is about 43,000 baht. The school's value is to inculcate critical thinking, self-confidence, positive attitudes and feelings towards learning. It is important that children acquire a habit for and love of learning than they master any particular body of knowledge.

One of their key goals is that all students achieve their full potential and feel connected to and are proud of their local community, rather than to migrate to Bangkok. Despite its policy of not selecting children based on ability, it achieved the best results of all of Buriram's 860 schools in primary level nationwide standardized tests in 2010, and was in the top 15th of schools nationwide. Therefore, it is the type of school that other rural schools, like CCK School, should try to follow.

3.4.3 Participants for the PIs
1) Participants for the PIs on teacher development

The researcher aimed to cover all the four English teachers in CCK School. However, those educators interested in joining the PIs on teacher development, namely the workshop and field trip to LPMP School, were also welcome. In the end, there were two speakers, one supervisor, four CCK English teachers, two teachers from schools nearby who participated in the PIs on teacher development. Details of the seven teacher participants were given as below.

Table 9: Profiles of the Teacher Participants

Participants	Sex	Age	Degree	Position	Note
1.Supervisor	M	50s	Master's	Supervisor	
2.Grade 6 Kru Na	F	30s	Master's	Ajahn 3	Obtained a master's degree from Hawaii University
3.Grade 5 Kru Nueng	F	50s	Bachelor	Ajahn 3	
4.Grade 4 Kru Apple	F	50s	Bachelor	Ajahn 3	
5.Grade 1 Kru Sa	F	30s	Master's	Ajahn 3	Grade 2-3-4 Kru Anna was not available. Grade 1 Kru Sa had a major in English and was interested in the workshop and field trip.
6.Kru June	F	30s	Master's	Ajahn 3	From a nearby school

Participants	Sex	Age	Degree	Position	Note
7.Kru Tong	F	20s	Bachelor	-	From a nearby school

Besides the four CCK English teachers (the detailed profiles were given in 3.3.1), the brief profiles of the rest of the participants were that the supervisor was male in his 50s with a master's degree in Education. For the other two teachers from nearby schools, one was female in her 20s with a bachelor degree and the other one was female in her 30s with a master's degree. It should be noted that Grade 2-3-4 Kru Anna was not available to join, but Grade 1 Kru Sa, an interested CCK teacher and also an English major holder, took her place.
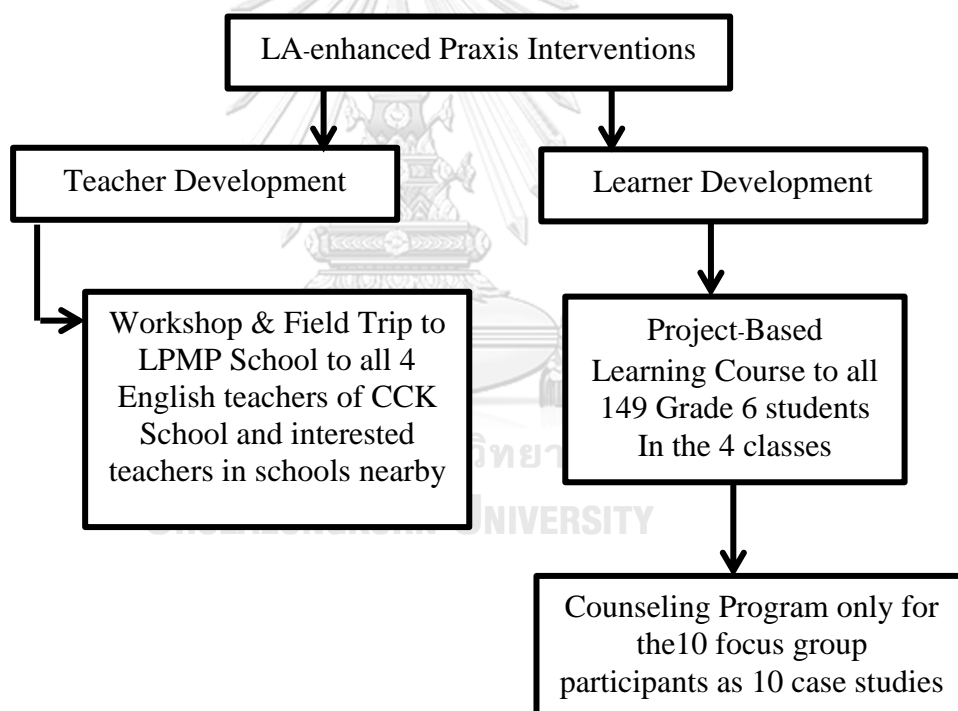
Figure 4: Participants for the PIs

2) Participants for the PIs on learner development

The LA-enhanced PIs on learner development were intended to implement to the whole class of the fifth graders in Semester 2, Academic Year 2014 in research question 2. During the PIs, the fifth graders now ascended to Grade 6 in Semester 1, Academic Year 2015, and were rearranged into 3 different Grade 6 classes out of the

4 classes, which were P.6/1, P.6/2 and P.6/3 (none of the focus group were in P. 6/4).
Considering the benefits of LA to rural young EFL learners, the researcher decided to
implement the PBL course to all the four Grade 6 classes of 149 young EFL learners.
The class P.6/2 was the high achiever class selected purely on their mathematic scores.
However, students in P.6/2 generally obtained high scores in other subjects including
the English subject as well and they tended to be more receptive to the PIs that were
being introduced. Four of the 10 focus group were in this class, namely S2, M5, M6,
and W8. The rest were in mathematically averaged classes. However, for the
counseling program, only the 10 focal participants were included, so that the
researcher were practically able to observe and facilitate the development of LA
individually.

From the Table below, the focal participants consisted of 4 male and 6 female,
academically mixed ability of 4 strong (S1-S4), 3 moderate (M5-M7) and 3 weak (W8-
W10), particularly in the English subject. They were selected by purposive sampling
in that the participants also differed in their relative socioeconomic status, level of
parental income and education, activeness and motivation in class. Grade 5 Kru
Nueng was consulted prior to the selection. Together, school records, the ONET 2014
pretest and posttest, and interviews and the participants' time, ability and willingness
to participate were taken into account in meeting the criteria of the selection process.
The profiles of the 10 focal participants were given below. All names were names
given for this research.

Table 10: Profiles of the 10 Focus Group Participants

Students	English Grade in Grade 5	ONET 2014 Pretest	ONET 2014 Posttest	Guardian's Highest Education	Access to Computer & Internet	Family's Income (baht per month)
S1:Rita	4.0	40.0	45.0	Vocational Certificate	Yes	12,000
S2:Wilawan	4.0	40.0	40.0	Primary	No	8,000
S3:Athit	4.0	42.5	52.5	Primary	No	10.000

Students	English Grade in Grade 5	ONET 2014 Pretest	ONET 2014 Posttest	Guardian's Highest Education	Access to Computer & Internet	Family's Income (baht per month)
S4:Thunya	4.0	45.0	40.0	Primary	Computer without internet	9,000
M5:Theerah	2.5	42.5	35.0	Primary	No.	10,000
M6:Jenny	2.5	27.5	37.5	Primary	No	10,000
M7:Cholakarn	3.0	35.0	32.5	Primary	No	10,000
W8:Non	3.5	22.5	17.5	Primary	No	10,000
W9:Nat	2.5	22.5	32.5	Secondary	Yes	15,000
W10:Roong	2.0	32.5	27.5	Vocational Certificate	No	18,000

3.4.4 Ethnographic case study

The ethnographic case study approach was applied to the 10 focus group participants during the praxis interventions (PIs) on learner development in the second part of this study for research question 3. It was case study research which used the ethnographic approach. The critical feature of ethnography also extended to the ethnographic case studies, which was to contextualize the problem in wider contexts. It included multiple data collection methods of extensive participant and non-intrusive observations, interviews, focal young EFL learners' writing of diaries, the researcher's field notes as well as the analyses of documents and task assignments over a sustained period of 4 months or one semester. Additionally, quantitative data collection methods, such as the ONET 2014 pre-test and posttest results and the test result of ONET 2015 taken one semester after the PIs, were applied with the 10 focus group multiple case studies.

3.4.4.1 Multiple-case study design. As LA is multi-dimensional and multi-faceted; consequently, there were many variables involved in the study. The PIs activities played a part in the holistic and naturalistic case studies. Thus, it would be difficult to distinguish the cases from their environment which impacted their LA development process. The researcher had little or no control over behavioral events, unlike in an experiment study, because LA development could be influenced by its socio-cultural dimensions in the rural area. Importantly, case study research could do evaluation to explain the causal links of the PIs activities with the real world

interventions that would be too complex for survey or experimental methods. Therefore, case study research could illustrate various valuable insights within an evaluation in a descriptive mode of the 4 theoretical characteristics of LA.

For this research, the unit of analysis was each one of the 10 focus group participants of Grade 6 young EFL learners in CCK School as the 10 case studies. The 10 focus group participants were selected as multiple-case studies by purposive sampling according to their previous academic records in the English subject, the consultations with their homeroom and English teachers, their willingness to participate in the research. The researcher also considered their probability to yield valuable insights into their response to the PIs according to the 4 theoretical characteristics of LA as criteria for the selection. The goal was not to universalize but to provide analytical generalization, as opposed to statistical generalization (Duff, 2012). It was when a previously developed theory of the 4 LA Characteristics was used as a template with which to compare the empirical results of the case studies. Then, the multiple-case studies should yield insights of potentially wider relevant theoretical significance of the effectiveness of the PIs on the rural young EFL learners.

3.4.5 Data collection methods for the PIs

Qualitative methods were the main data collection instruments for the description, analyses and evaluation of the PIs including interviews and focus group conversations (FGCs), non-intrusive and participant observations, task assignments, the focus group's diaries, and the researcher's field notes. Nevertheless, the evaluation of the praxis interventions could not thoroughly be done qualitatively alone. Quantitative data collection methods including one questionnaire for the teachers and the performance checklist of self-assessment and test results of the ONET 2014 pretest and posttest and the ONET 2015 (taken one semester after the interventions as the actual test for Grade 6 students nationwide could help to evaluate the PIs. Although the research PIs are not meant to be a model, evaluation in terms of figures and numbers could prove more convincing to teachers who were beginning to search for

credible techniques and tools to assist them in embracing the relatively new concept of LA. As the interventions were derived from thorough ethnographic investigation, the results could and should be realistic, practical and sustainable improvement of rural EFL teaching and learning.

Table 11: Data Collection for the Praxis Interventions

PIs / Data Collection Methods	Teacher Development (Data collected from the 7 teacher participants) (Total=7)	Learner Development (Data collected from the 10 focal participants) (Total=10)
Observations	√	√
Interviews & FGCs	√	√
Diaries	X	√
Document & Task analyses	X	√
Questionnaire/ Checklist	√	√
ONET 2014 as pretest and posttest & ONET 2015	X	√
Researcher's Field notes	√	√

During the first semester of 2015 (May and September), the PIs on teacher development and learner development were implemented to enhance LA among the English teachers and young EFL learners at CCK School. As LA is an abstract and multidimensional construct as a developmental process, its assessment can be complex and complicated to capture a snapshot of what has been achieved by the PIs. It is also arguable if LA is a means to an end (to obtain proficiency in English

language learning) or an end in itself (to become autonomous learners). It followed that only numerical summative assessment was not adequate and appropriate because a large part of LA development was qualitative. Moreover, the rural young EFL learners were still growing, their autonomy was potentially far-reaching and beyond the period of this research. Therefore qualitative and quantitative multiple forms of assessment and data collection were used for triangulation to ensure research trustworthiness as follows.

1) **For teacher development**

The PIs for teacher development included one workshop and one field trip to LPMP School. After the workshop, a questionnaire was launched to evaluate its effects on the English teachers at CCK School. The questionnaire consisted of 5 structured questions and 2 semi-structured questions. There were 7 participants in the seminar including one administrator, 4 English teachers of CCK School and 2 interested teachers from nearby schools. Later, one interview for each English teacher of CCK School was conducted following the field trip. Also, non-intrusive observations including interviews were also used to observe and evaluate the effectiveness of the PIs on teacher development.

2) **For learner development**

Referring to Table above, non-intrusive and participant observations, and interviews were the most frequently used forms of data collection methods to evaluate how far the PIs assisted in enhancing LA among rural young EFL learners. FGCs were also used as a means to elicit data from the rural young EFL learners in the company of their friends. The observations were on-going throughout the semester, while interviews took place twice for each student at the beginning and end of the PIs. Interviews were in Central Thai, audiotaped, transcribed verbatim and translated into English by the researcher. The researcher kept field notes of the focus group inside

and outside the English classroom. The focus group's documents and task assignments were collected and analyzed at a regular basis during the 13 weeks of the PIs..

Additionally, the 10 focus group kept diaries to reflect what they had learned once a week for 10 consecutive weeks. Guided questions were proved necessary for the diary writing and their developmental abilities in reflection and critical thinking were compared with their diaries written before and during the PIs. One checklist of the 4 Characteristics of LA that the 10 focal participants have developed was done by the focus group themselves as self-assessment of their own progress. The data were described and analyzed as 10 case studies of each of the 10 focal participants.

In addition to the qualitative investigation, quantitative data collection methods in terms of tests were also utilized. From the pilot study, the ONET in the Foreign Language (English) was found as the most significant indicator of successful learning and English proficiency. The administrators and the English teachers paid much attention and emphasis on the achievement of the ONET results as it is a national standardized achievement test for every sixth grader nationwide that could potentially promote the teachers or the administrators in the line of career advancement and the reputation of the school. With this significance, the researcher decided to use the ONET 2014 (one year past exam) as pre-test and posttest to indicate how much the PIs in learner development assisted in enhancing LA among the rural young EFL learners, and the ONET 2015, which would be taken at the end of the second semester of Academic Year 2015, one semester after the interventions. However, the quantitative ONET results were used as supplementary only because LA is an abstract and multi-dimensional construct, which may not easily be captured by numerical assessment alone.

In sum, with a variety of sources of data collection instruments, triangulation was obtained to ensure the research's trustworthiness. Qualitative data were obtained in the ethnographic study and the 10 focus group case studies before, during and after the LA-enhanced PIs for learner development. However, P. Benson (2001) suggests

that it is important to see how the development of LA can be translated into the acquisition of language proficiency. Therefore, quantitative data, i.e. the ONET tests, were added to obtain the evaluation before and after the praxis interventions

3.4.6 Data analysis of LA-enhanced praxis interventions

To evaluate the PIs on teacher development, both quantitative and qualitative data collection methods were used. First, one questionnaire was launched after the seminar for the English teachers who attended. There were both structured and semi-structured questions. The basic statistical data analyses for these structured questions were the means and percentages. The semi-structured questionnaire questions were analyzed using content analysis. After the field trip to LPMP School, the interviews of the English teachers were conducted and content analysis was also utilized.

The data analysis of the LA-enhanced PIs on learner development also employed mixed-method analyses. This part mostly contained qualitative data in which inductive qualitative analysis would also be applied. To evaluate the PIs on learner development, inductive qualitative analysis was conducted for the verbatim transcriptions of the interviews, documents and task assignment analyses, diaries and the researcher's field notes. The videotape and audiotape recordings to observe and interview young EFL learners played an important role in data analysis. Based on inductive qualitative analysis, the themes emerged from the data collected from all the aforementioned instruments. The 10 focus group participants were analyzed each as ethnographic case studies. The goal of doing a case study is to obtain in-depth understanding of the LA development process among the 10 focus group before, during and after the PIs on learner development. It was also used to evaluate the effectiveness of the PIs on learner development. Additionally, there were also quantitative data from the ONET scores. The results of the ONET scores were analyzed using SPSS for descriptive statistics, particularly the means, to analyze the effectiveness of the PIs on learner development. As the goal of LA is life-long learning towards self-actualization, scores from the ONET tests were secondary and used as

confirmatory supplement. Finally, the effectiveness of LA-enhanced praxis interventions of teacher development and learner development were evaluated.

3.5 Ensuring Trustworthiness

There were three trustworthy measures stressed in this research, namely triangulation, member checking and social validity. Each measure taken was described as follows.

1) Triangulation

The triangulation of this research was enhanced through the use of multiple instruments, data sources, and a variety of participants in data collection. Three village schools were visited to compare, contrast and confirm the findings of CCK School. The researcher spent about one year immersing in the culture of CCK School collecting data from a variety of sources, viz. personal contact, documents and task assignments. A variety of both qualitative and quantitative instruments and tools were employed, namely non-intrusive and participant observations, interviews individually and in group, diaries, test scores, questionnaire, and the researcher kept close field notes of the participants, which were the young EFL learners, the English teachers, the guardians, the administrators and the local community. More importantly, she was an alumna of the primary school and a member of the community but has studied and lived in other cities for 30 years, she therefore developed early familiarity with culture of the school and community, while maintaining reflection of an outsider with wide exposure to the world outside. Since the researcher stayed in the community with the participants for a substantial amount of time actively observing them, cultural attributes such as behaviors were comprehensively detected, so the researcher bias could be minimized.

Additionally, the researcher had the opportunity to be able to consult an experienced qualitative researcher, Asst.Prof.Dr. Janpanit Surasin, to aid in the research processes where the researcher's expertise and knowledge were lacking. Importantly, the four theoretical characteristics of LA (Table 2) used as the guideline of this study were synthesized from various well-known sources. This triangulation of the theories and perspectives should ensure accurate and credible interpretation of the

findings. The researcher was prepared to provide "thick description" of the culture to give detailed accounts of the cultural and social relationships and put them in context. Purposive sampling of the focal participants could be used to maximize the issue of transferability because specific information or the characteristics of the individual participant was emphasized in relation to the context of CCK School. Thick description of the research process and findings can merit confidence in the researcher (Bryman, 2004). As a result, transferability of this qualitative research, rather than generalizability as in quantitative inquiries, could be claimed with sufficient details and contextual information.

2) Member checking

The researcher did member checks by taking emerging findings back to the participants for them to elaborate, correct, extend or argue about. The researcher also asked one scholar familiar with the interview themes and with the teacher education and teacher research for peer validation of the research.

3) Social validity

It is the researcher's main concern that this research has social validity as the ethnographic study in the first part aimed to keep the international and national community informed of the reality in the rural area which could be transferable to other similar parts of the country. The latter part, the PIs, was an action research that attempted Project-Based Learning (PBL) course and counseling program for learner development, and a workshop and a field trip for teacher development. Although these approaches were not totally new, they may ascertain the once less emphasized or overlooked by the practitioners.

The next chapter reports on the findings from the ethnographic study.

CHAPTER IV
FINDINGS FROM THE ETHNOGRAPHIC STUDY

This chapter reported the findings obtained from the ethnographic study which constituted research questions 1 and 2 in the first part of this research. Research question 1 featured the general picture of the overall awareness of LA amongst the stakeholders, which consisted of the administrators, the CCK English teachers, the guardians and the community in the Khong District. Research question 2 narrowed down into investigating the meanings and patterns of the culture of LA amongst the rural young EFL learners themselves. The report of research question 1 findings was listed by each of the stakeholders, while research question 2 by the themes that emerged from the evidence and findings.

All names used in this report were pseudonyms. To avoid confusion, the CCK English teachers were referred to by the Grade(s) they were teaching first, followed by their pseudonym. For instance, Grade 6 Kru Na was referred to the English teacher called, "Kru Na," who was in charge of English teaching of the Grade 6 at CCK School. The students, on the other hand, were referred by 4 capital letters. The first capital letter referred to their academic ability, the second to their sex, the third was the initial of their name and, finally, the fourth was the initial of their surname. For instance, WMNK referred to an academically weak, male student called, "NK."

4.1 Findings from the Study of the Stakeholders

Research Question 1: *What is the awareness of LA amongst the administrators, English teachers, guardians, and the local community, which influences LA enhancement?*

As the first objective of this study, it aimed to explore, describe and analyze the awareness of LA in EFL teaching and learning amongst the administrators, the English teachers, the guardians, and the local community. The findings reported the

awareness of LA in the order of the administrators, the CCK English teachers, the guardians and the key community members as below.

4.1.1 Awareness of LA among the administrators

The Ministry of Education stipulated the aim of English primary education was communication. The newly appointed Director of the Primary Educational Area Office adopted the policy and was able to propose his own emphasis of the 3 excellences, namely cleanliness and the environment, the quality of the teachers and the effectiveness of students. To measure the effectiveness of students, they would usually have to be evaluated by the effectiveness indicators and tested by exams, which meant the exam-based learning rather than process-based learning such as Project-Based Learning (PBL). The school administrators then needed to comply and adjust according to the new vision. The previous Director's policy was Buddhism and morality amongst educators and students. It seemed that self-regulation, promotion of lifelong learning, and process-based learning with the concept of LA were not specifically emphasized in the local visions and policies. That meant budgets and facilities for promoting LA would be limited, if there were any allocated at all.

Specifically regarding CCK School, the CCK Director's policies kept abreast of the Primary Educational Area Office, which in turn in line with the Ministry of Education. According to the school Director, he said he had to comply with the top-down policies, while having the independence on the focus and emphasis to what he saw fit. The Ministry of Education stipulated the aim of English primary education as communicative competence. Consequently, the Director's policy regarding English at CCK would follow suit, particularly in English for listening and speaking. His strategy was to assign Grade 6 Kru Na to train selected 30-40 students, but he was more concerned with the end result of raising the school's reputation. He said, "*If students are good, they can raise the school's reputation. When visitors come to our school, these students could receive guests both in Thai and English. Students who were not selected can learn from the selected ones. Our school is ready because we have*

personnel who majored in English on hands. We've been successful in inter-school competitions such as in spelling bees, impromptu speech and multi-skills. Who knows what more reputation these students can raise if they were properly trained."

As regards school facilities for English teaching and learning, the school used to hire a native English speaker. At that time students had to bear the cost of employment for 300 baht/semester/student. The Director then was concerned about the national policy of 15-year free education and he would not wish to risk impeaching the policy by making guardians pay for the cost. The final decision was not to hire one at all. The school has one E-classroom (the Grade 5 English Classroom), but the emphasis of the school facilities is not on self-exploration or self-study. The Director added, *"Library and Computer room are necessary as learning sources but we were constrained by the budgets. The funds per head of students [which have been allocated by the government] had to be allocated for many purposes such as to maintain the school's surroundings and hire janitors. Our school is big; we need to upkeep the school environment."* He further uttered, *"I focus on the ONET and NT results in all the 5 main subjects; outstanding English, Excellent Thai and social science, No. 1 math and science in the top 10. I believe the effectiveness of students can be evaluated via exam results. The number of our students is huge; some are good, some average and some weak. We can see from exam results to see if they have learned the knowledge. I also assess English teachers based on these results and competitions. I believe this shows the quality of teachers."*

Regarding the concept of LA, he said, *"I think LA is good. I've seen it in foreign countries as well, but in Thailand, we have to look at the responsibility of our children. We have to guide them with rules and principles what to do. It cannot be learning without a framework."* Therefore, it could be seen that the CCK Director associated LA with freedom or independence in learning. He was more concerned with success indicators of the school, which he believed could be shown in exam results.

According to the CCK Head of Finance, the school spent approximately an equal amount of fiscal budgets in 2014 on learner development and on the maintenance of its surroundings. The Head of Academic Affairs said the MOE recently placed great emphasis on English. She commented, "*The ONET tested mainly communication skills. We're very satisfied with the ONET result in English as we were placed in the top 20 in the area. The budget for English subject for the whole school for this year is 60,000 baht up to Grade 6 Kru Na to spend, but we wish to see more English camps.*" Contrary to the CCK Director, the Head of Academic Affairs insisted the ONET results were not the main promotion criterion in the school.

Additionally, observations and interviews demonstrated that the CCK school administrators did assign certain level of freedom and independence to all the English teachers. All the CCK English teachers said they experienced teacher autonomy. They were able to conduct and organize their English lessons in ways they saw fit as long as the students' product-based performance such as the ONET tests or inter-school competitions was satisfactory. English lessons, two months countdown to the ONET tests, were usually in the form of tutoring of past tests. To conclude, budgets, human resources and time were not absolutely limited, and the flexible focus by the CCK administrators of the MOE's policy was possible. It could be because the local vision and focus of the administrators were not specifically geared towards knowledge exploration, learning and LA itself.

4.1.2 Awareness of the English teachers.

The four English teachers at CCK School insisted they had teacher autonomy to conduct their English class as they saw fit. They all felt they had sufficient support from the school. Grade 5 Kru Nueng and Grade 4 Kru Apple confirmed this and added that they did not usually ask for much budget from the administrators anyway. Nevertheless, Grade 6 Kru Na complained that she had asked for the procurement of bilingual dictionaries, but her request was declined by the administrators. Each of them had their own emphasis and outlook toward English teaching. Grade 5 Kru

Nueng said, "*My teaching objectives are adapted from the national curriculum.*" Grade 6 Kru Na's objective was more abstract that was to instill positive attitude and the love of English among the sixth graders. She said, "*My objective in [English] teaching is for students to have positive attitude towards English and love learning English, know which situation of English is appropriate in the Thai context, know the differences, learn to compare and contrast different cultures, accept and appreciate the difference.*" For Grade 4 Kru Apple, communication was her emphasis, while Grade 2-3-4 Kru Anna's focus was on reading because she hoped her students would be able to do the reading in their own time. Thus, all the CCK English teachers were familiar with the concept of autonomy by showing reasonable experiences on teacher autonomy in setting their own emphasis and were allowed to conduct lessons as they deemed appropriate.

They were observant and perceptive to children's psychology and behaviors. One recently retired English teacher said children had fewer pretenses, so observations of their behaviors revealed what they thought quite vividly. However, interviews revealed that the teachers could only act as motivator and initiator in class, but all complained that they could not do much as facilitator and counselor outside class due to their heavy workload and large class size. All of them said fun, games, songs and, for Grade 5 Kru Nueng, jokes were very important to motivate the young EFL learners. Grade 5 Kru Nueng would observe her students. When they became distracted, she would crack jokes, play songs and games to attract their attention. Before, she could not do much game due to the limitation of classroom space. After the new Grade 5 English Room (the E-classroom) was built, the large space enabled more classroom activities. Grade 4 Kru Apple used competition to stimulate students, but she asserted that competition must be friendly, and too intense competition would cost students stress. Grade 2-3-4 Kru Anna, on the other hand, used Doraemon stickers or smiley faces as motivators for young children. This reflected the teachers' awareness of the role of motivation in child learning, while maintaining the teacher's decisions when to teach what and how. Rewards and punishment were still practiced

in classroom. Observations showed Grade 5 Kru Nueng and Grade 6 Kru Na tended to use intangible rewards for older children such as praise and acceptance, while Grade 2-3-4 Kru Anna and Grade 4 Kru Apple gave out tangible rewards such as stickers or money with younger children. Observations revealed that Grade 5 Kru Nueng also used verbal and physical punishment. Grade 6 Kru Na added, "*If students have positive attitude toward their teacher, they would be more motivated. But teacher's kindness and friendliness must have a limit. Discipline must be maintained.*" From the evidence, they were very aware of the role of motivation played in engaging students in their English lessons.

Despite the fact that the teachers themselves had autonomy, they did not seem to be aware that they should inculcate and acquaint the concept of LA and its practices among their students. Interviews illustrated that they all agreed that teaching rural young EFL learners needed repeating every now and then because English was not used in their daily life and students tended to forget readily. Other learning strategies mostly found included grammar drills, vocabulary memorization, imagery such as drawing and coloring, and auditory representation such as playing the CD and singing. Observations showed most classroom decisions such as goal-setting, monitoring, and evaluation were done by the teacher, while young EFL learners only had a say in devising materials and task completion. Even task submission had to be 'encouraged' or rather 'coerced' among some weak students. The teacher's attitude found that young EFL learners were children who required certain 'push,' 'repeat,' and 'punish' from the teacher, rather than being able to self-direct or self-regulate. Group work featured as the most prominent classroom management strategy amongst all the teachers. Sometimes, there were competitions amongst the groups. It was hoped to stimulate learning as strong students would help the teacher peer-coach weaker ones to enable their team to win. However, each group did not have much opportunity for self-direction or self-management. Teacher was still in tight control of classroom and content management.

Asking about the skills of English, all the English teachers confirmed that speaking was the least used, even if communicative competence was proposed as the goal of primary English education. Grade 6 Kru Na said rural young EFL learners were shy and did not have courage in speaking because they feared classmates would tease them. Grade 4 Kru Apple was not confident about her pronunciation and intonation because she did not directly major in English and she cautioned that she went to an outmoded school where pronunciation was often incorrect. She said the same as Grade 6 Kru Na that children were shy, particularly when they had to pronounce English words that they were not used to. The teachers opted for playing the CDs and songs to familiarize children with pronunciation and intonation. Grade 5 Kru Nueng voiced that she wished the school would hire an English native speaker, but that proposal was denied by the Director.

In practice, each teacher reported having a heavy workload of more than 20 class-hours/week with the teacher to student ratio of about 1:30. They were also assigned extra responsibilities besides teaching. That left them with insufficient time for checking homework and giving elaborate, detailed feedbacks. Let alone being closely attentive and responsive to students' needs. Thus, the roles of teachers as facilitator and counselor were not much practiced due to their lack of time and energy. Observational data showed that Grade 5 Kru Nueng would walk around her class and check. She would sometimes spend extra time on weak students. She said as young EFL learners learn English only in the classroom, English teachers had the duty to direct and monitor their learning. She added, "*If I don't stimulate, the children will not pay attention.*" Grade 6 Kru Na regrettably said, "*This [Feedback] is very important. I can check homework on each unit, but I can't reach each student on a daily basis. Some needed extra attention but I failed to provide proper feedbacks. I have a huge workload of 25 hours a week and extra responsibilities assigned. I have many things I would like to teach, but sometimes I get tired and the day has gone by very fast.*"

For assessment, it was the school policy to divide the score into 70:30, namely 70% for accumulated tasks and assignments, and 30% for the final exam. The teachers were able to write their own exams, which were mostly multiple-choice and fill in the blank. Observations showed no overt conflicts amongst the English teachers, but they hardly collaborated. The English teachers at CCK School did not maintain much communication and coordination. There was no common room in the school where teachers could share ideas. Each teacher did her own thing as long as she met the administrators' expectation. Thus, social-constructivism was not practiced much both by the EFL teachers and young learners alike.

When asked about the concept of LA, all the English teachers welcomed it in theory. Grade 5 Kru Nueng voiced her concern, "*Children do not have much responsibility. Teachers have to do the follow-up. I think only 10% of them would be ready to take charge of their own learning at maximum, and less than 10% of the students turned their homework in each time. Students didn't have a dictionary. But I didn't ask them to look a word up anyway because they could always make a guess from the pictures. We lacked a self-access learning center, and I wished I could be assigned only a teaching role.*" Grade 6 Kru Na said, "*From my understanding, LA is about self-motivation. If all students are self-motivated, they will seek information and knowledge for themselves and teachers will just be an assistant. I believe everyone has it, but lacking in the opportunities to develop partly because no outside resources, such as the library and computer room being not available. More than 40% [of our students], don't live with their parents but with relatives, and their guardians had too little education to help them [with the English language].*" Grade 2-3-4 Kru Anna added, "*If students didn't have to study all the hours at school, they would have more time to read. There should be a reading corner at the school.*" Grade 4 Kru Apple said, "*Students don't have a computer and the internet at home. Some were lucky that their parents were civil servants [who knew English]. Some had an English-speaking step-father or had a dictionary. If they don't have this assistance, it would be hard to*

enhance LA." Grade 6 Kru Na concluded nicely, "*I think a lot of exams lead students to do as instructed only. Teachers were worried that students would not pass, so they assigned a lot of work. So, students have less time for self-exploration.*"

In sum, it seems that all the 4 CCK English teachers had some awareness of the concept of LA, particularly Kru Na, the Grade 6 English teacher. However, they were all constraint by their teaching workload and large class size. They complained about the lack of autonomous learning facilities such as the library and the Computer Room. Observations showed Grade 6 Kru Na was the only English teacher at the school who had already had a touch of LA in her teaching. For instance, she would give a guideline and framework for making a Christmas Card to the students while allowing for creativity and personalization. However, with this education system under which all the teachers were employed and administered, they appeared to comply with the system and made do with the situation. Added to this, the English teachers who taught younger students seemed to doubt the responsibility of their children. Fortunately, they all accepted LA as a favorable and beneficial concept, but simply did not have proper models or examples as guideline for its implementation in actuality. Therefore, the praxis interventions on teacher development could fulfill this role.

4.1.3 Awareness of the guardians

The word, "guardians" was preferred to refer to elders who were taking care of the young EFL learners instead of the word, "parents". This was because in rural northeastern Thailand parents often left home to seek work in Bangkok or elsewhere leaving their children with the grandparents or relatives. Some parents were separated. Some only came to visit their children twice a year. Thus, it would be more accurate to refer to the caretakers as, "guardians." Most of them lived in villages scattered around the school. The farthest was WMNK's house, about 12 kms away from the school and he had to commute to school by train every day. Also, SFRN and SMAP lived about 10 kms from the school. SFRN's mother commented, "*At least CCK school is a better*

school than the village's school. At the village school, teachers hardly teach." Hence, it could be seen that CCK School was perceived as the best primary school in the district from the guardians' perspective.

From the researcher's visits and interviews, most guardians obtained minimal formal education and often senior in age, mostly farmers, wagers or sellers. That could mean young learners had no immediate more knowledgeable others (MKOs) to nurture their seedling quest for knowledge and learning. Observational data showed when guardians had relatively higher education such as finishing Grade 12 or a vocational college, the child tended to be more articulate and sophisticated, but not necessarily an academically higher achiever. For instance, WMNS and WMRM's parents obtained Grade 12 and vocational certificate respectively. WMNS and WMRM appeared more thoughtful and articulate, but their academic performances were rather weak. However, they were among the few who frequented the library. Interviews and observations also illustrated that those who had MKOs at home as a good influence and consultant were inspired and motivated for self-exploration and self-study. Thus, guardians' level of education played a part on the development of LA.

At home, young EFL learners depended on their guardians as a source of love, comfort and support. Love and warmth did not manifest as a grave issue; the children did not show much inferiority complex or emotional turmoil. The children did not suffer from the absence of their parents because most of their peers in the class shared the same experience. The guardians welcomed the researcher's visits because they saw it as a caring and concerned sign of the teacher and school. MFCP's mother gave the researcher some uncommon fruit they grew on their land. Another surprising commonality was that the guardians, except WMNS's, said they were satisfied with their youngsters even some were weak students. MFTS's mother was satisfied because her daughter obtained a grade higher than her neighbors. They were all proud of their children.

Moreover, they were satisfied with the school and the teachers. They attended a parents' meeting once every semester. They entrusted the school and teachers in raising their child's academic life without much questioning. SMAP's grandmother wished that the teachers would teach and inculcate what her grandson was lacking in her place. MFTS's mother wanted the school to teach her child to be clever and have critical thinking. MFCP's mother would even allow the teachers to be strict or hit her daughter even if she never did before. By contrast, a few parents with relatively higher education (Grade 12 or vocational college) tended to be critical of the way the school treated their children. For instance, WMNS's mother wanted her son to excel in academic matter and wished that the teachers would be stricter and tougher in teaching. SFTP's guardian said her child earned a better ranking by private tuition. Therefore, interviews revealed that the guardians tended to entrust their children's education to the school and teachers, rather than themselves.

Observations in the home visits and interviews exhibited that the young EFL learners hardly appeared to feel that their low socio-economic status was in dire difficulty. They simply lived by their means. However, some socio-economic factors did play a part in the young learners in EFL study. Most did not have a computer or not connected to the internet at home, but interviews revealed their real reason was that they feared their child would get addicted to computer games, rather than the cost of it. MFCP's mother insisted that she would support her daughter as much as possible. If it proved that she could not afford it, she would apply for a government scholarship. The guardians wished their children would study as high as possible and would not wish their offspring to be a farmer like them. MFCP's mother just wished that her daughter would have a stable and secure job. Education was regarded highly in the rural area as the key to a better life.

Although the children were required to help out with household chores, they seemed to have free, private time for themselves to do homework or engage in productive, creative activities at home such as reading and play. The boys, SMAP,

WMNS and WMRM except WMNK, tended to be assigned less housework than the girls. Even though MKOs did not always occur to facilitate learning in the family, responsibility already prevailed in the home. Most children took care of their homework and housework without guardians pushing. They saw that it was the child's duty to go to school and study. The guardians reported that their children could satisfactorily take care of themselves, while they had to concentrate on making ends meet. SFWT and MFTS's guardians were satisfied with their children because SFWT and MFTS were obedient and heeded their order the first time they heard it.

To conclude, most of the guardians were not aware of the concept of LA, but they perceived it as something beneficial to their child. Most of them welcomed the concept. There were a few exceptions such as SMAP's and MFJY's guardians who doubted if it would work or their child would be ready for the freedom entrusted. That could show that they saw their child as young and needed pampering rather than ready to allow self-regulation and decision-making. As child rearing in the rural area was more nature-based letting the child be, rather nurture-based with proper interventions, it could be concluded that the attitude towards raising a child was more nature-based than nurture-based at home, and the guardians seemed to place high hope for the school to nurture the child in their place.

4.1.4 Awareness of the local community

Most of the CCK students lived in rural villages around the municipality where the school was located. Their proximity from their houses to the commercial internet cafes was quite far because the cafes were mostly located in the municipal area. The district public library was part of the Office of Non-Formal and Informal Education and was located adjacent to CCK School. Observations showed that some CCK students and MSS Secondary School students did drop by and made use of the library from time to time. Interviews with the Director of Non-Formal and Informal Education revealed that there were about 10,000 books with some English textbooks, story books and comics in their library. A great proportion of the books were

distributed to the 10 sub-districts, so that adult non-formal and informal education learners and villagers could easily have access. However, the Director was concerned that the teachers of the Office did not major in English. The situation of this inadequate quality of English teachers was replicated in many smaller schools in the villages. To counteract this drawback, those schools organized an English camp from time to time and invited qualified English teachers and sometimes native English speakers to their camp for the students to gain exposure and experience of genuine English usage. Although this may not be a perfect compensation, it has been a wide-spread strategy to solve the problem of the lack of qualified English teachers in the village schools.

Regarding LA, the Director of the Non-formal and Informal Education said, "*We distributed books to each sub-district to enable easy access for our busy working adult learners. We have 16 computers in our ICT learning center and a few sub-districts also have their own computer center. However, it's convenient nowadays thanks to smart phones. Our students can download our app called, "Eco-English" and use it at home. By nature of our learning, our students have to have LA because they have to learn by themselves most of time. We also adjust our teaching tailored to our students' needs because most of our students are adult learners who have to work full-time.*" Thus, the nature of non-formal and informal education was more or less self-direction and self-regulation in adult learners, so the Director and her students were well-aware and embraced the concept of LA, but may not be familiar with the term, "learner autonomy."

A retired director of CCK School, who was currently in the School Committee, voiced his concern about the quality of English teachers in the district. He complained, "*Teachers teach a lot and a lot of memorization. The administrators do not 100% see the importance of the library due to other priorities…the administrators don't provide the budget and the number of users is very few. Students do not explore knowledge…I think LA is good in theory. However, children tend to defend themselves*

and give themselves high scores. So, self-assessment may not work. We need models or frameworks to guide them. We can preach about process-based learning, but it's difficult to implement. The administrators are not always at school. They tend to serve their superiors. Children believe their teachers more than their parents. Consequently, we should start from teachers." The retired CCK director was regarded as a well-respected, wise and honest man in the district. Although he kept himself active and updated in education issues, he did not seem to believe in child empowerment, similar to the current CCK Director.

Nevertheless, one village school Director the researcher interviewed pointed out that the Ministry of Education was already aware of the significance of LA. Quite recently, the Ministry of Education (2015) proposed the policy of "Moderate class, More knowledge." In the program, students were expected to initiate a project, plan for its implementation, solve problems and assess its benefits or drawbacks. He was the only administrator the researcher interviewed that interpreted the policy in terms of students' self-direction and self-regulation. It illustrated that self-direction and self-management was now gaining momentum in the Thai primary education. The problem would currently depend on how the policy was interpreted into practice in a local context. Thus, it was of great importance that LA practitioners were well aware and well-informed of the concept, what it entailed and what benefits could be gained as a result.

There were two American Peace Corp volunteers in the district, but none at the CCK School. One of the two volunteers often complained that Thai teachers were reluctant to take up more work for a better change. She said her presence created more work for them, so her suggestion and initiation for training were not always welcomed by Thai English teachers. Interviews with certain district administrators affirmed that LA was rather a new, foreign concept to the rural area. The district administrators and key community members in Khong District all welcomed LA in theory, but they were reluctant to commit their budgets, time and resources for the cause, unless it was

enforced from top-down. For the local politicians interviewed, namely the Muengkhong Sub-district Administration Organization (SAO) and the sub-district headman, they seemed to place a higher priority to the economy of the community rather than to the education.

4.1.5 Conclusion

All in all, the level of happiness and satisfaction did not seem to feature as a grave issue in the community. Rural population lived by their own means and let life be as far as they were concerned. However, EFL learning may entail monetary and intellectual costs that required awareness, attitude, understanding and commitment. Interviews with all the stakeholders revealed that LA seemed almost unanimously acknowledged as a desirable goal in theory; but the journey towards it would require much more commitment from the top to bottom levels. The educational administrators did not consider the concept as supremacy, and LA was not given a priority in their policies. This could be seen by their insufficient allocation of budgets and resources to equip the school's facilities for the cause. Belief that the effectiveness of students could be evaluated by numerical indicators dictated teachers' promotion and rewards system. As a result, the English teachers, already laden with heavy workload, were taken away from their crucial roles of being a facilitator and counselor. Rather, the English teachers were accustomed to the traditional ways of English teaching such as in grammar drills, vocabulary memorization, translation, and training students for examination. The administrators seemed hesitant to trust and entrust the young learners' capability for responsibility. They treated the young learners like young children and did not empower them with LA. Therefore, process-based learning such as PBL, which would be more sustainable and life-long, was put aside.

Although experts still argue if we were born with all the predispositions awaiting discovery in adult life, proper and planned nurturing and interventions were also believed to be more effective and even productive to change certain misbehaviors and adjust values and attitude. With minimal formal education, the guardians readily trusted and entrusted the teachers and the school for their child's future. They placed

high hope for the school to nurture their child on their behalf. Certain English teachers still believed in the nature-based theory, thinking that some children were born weak, mediocre, or strong. Oftentimes, mediocre students did not get much noticed nor had a chance to develop. This was because weak students would either obtain extra attention or be left on their own, while strong students would be promoted for competitions between schools. This left average students who comprised the majority of the school population to develop on their own without sufficient attention and intervention.

To conclude, it was evident that the policy-makers' visions such as the directors' were crucial in guiding the direction of the implementation of the school. If the directors and administrators received and conceived the top-down policy reflectively and critically like the Director of the village school, self-direction, self-regulation and student empowerment as the essence of LA would not be overlooked. What is more, the quality of English teachers according to the stakeholders needed improving.

It could clearly be seen that teacher-centeredness was still prevalent in the rural area. Although teacher-centeredness could be made effective if the quality of the teacher was good, the quality of the teacher in terms of task designs for classroom and homework to enhance LA still needed to be improved or raised. The rural young EFL learners, on the other hand, should play their part in the learning and help themselves with LA. Nevertheless, LA still sounded unfamiliar and unpracticed in the rural area, and the students would require proper introduction and training in order to put it into effective practice. Therefore, the forthcoming praxis interventions on teacher development were hoped to introduce and familiarize the concept of LA among the English teachers, as the English teachers were the main driving force of EFL teaching and learning in the rural area.

4.2 Finding from the Study of the Young EFL Learners

Research Question 2: What are the meanings and patterns of the culture of LA amongst rural young EFL learners?

This research question aimed to ethnographically explore, describe and analyze the meanings and the patterns of the culture of LA amongst the rural young EFL learners at CCK School in the rural northeastern Thailand of Khong District, Nakhonratchasima. The findings began with the description of the physical setting in the English room where the instruction took place. Next, the social context and class routines between the teacher and students, and students to students were described. What followed in greater details were the actual findings of the meanings and patterns of the culture of LA amongst the young learners categorized into the emergent themes as follows.

4.2.1 Physical setting

The English Room for Grade 5 and the equipment were pretty new because the building had just recently been built and officially opened only in October, 2014. The tables and chairs were arranged into 6 groups of 6-7 students (see A). The group tables occupied most of the middle physical space in the room. At the back of the room, there was a large whiteboard displaying students' work (see G), such as their decorated Christmas cards. On the sides, there were four electric fans, lights together with several windows to ventilate and sufficiently allow for lighting. Consequently, the room remained airy and pleasant for learning even in the hot and/or humid weather.

Map of Grade 5 English Room
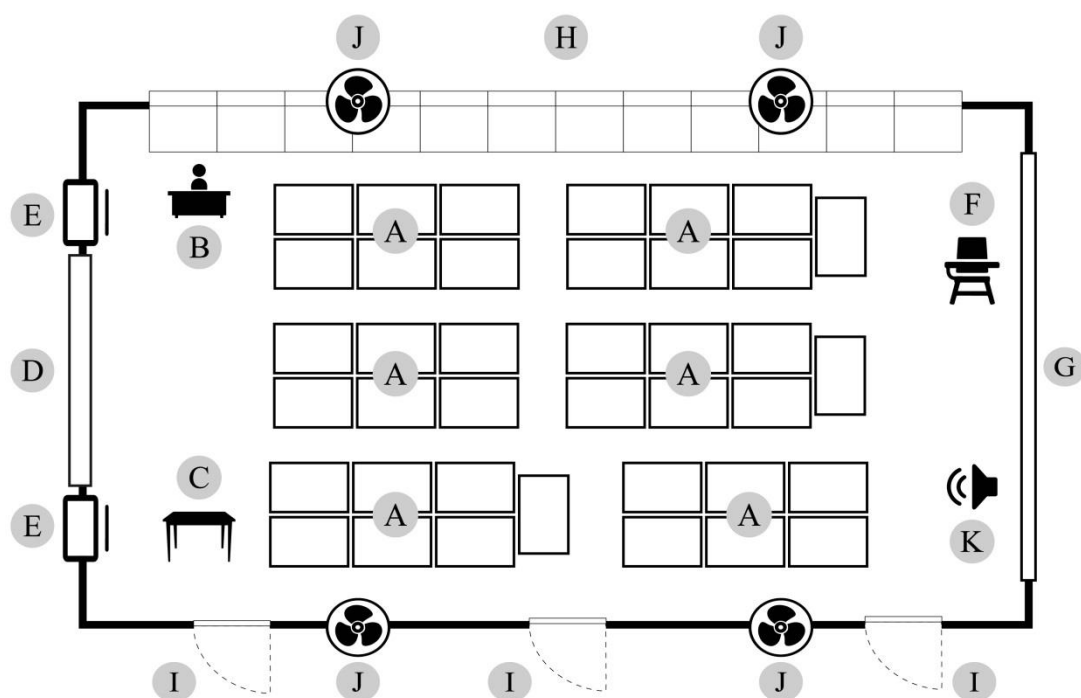
A = Sts' tables	B = T's desk	C = T's display	D = Screen
E = Digital monitors	F = Observer's desk	G = Display board	H = Windows
I = Doors	J = Electrics fans	K = Speaker	

Figure 5: Map of Grade 5 English Room

Inside the newly built English Room, it was noticeably larger than the other usual classrooms in the school. It felt spacious and full of clear, airy openings. One big screen (see D) in the middle and two big digital monitors on both sides (see E) were installed in front of the room. The teacher's table and chair (see C) were put in the rightmost front of the class. The Grade 5 English teacher, Kru Nueng, would remain there to gear her laptop and overhead projector most of the time. However, she would sometimes walk around a little while monitoring children's doing exercises. The internet signal was often troublesome and hardly connected to the school's Wi-Fi. Grade 5 Kru Nueng would always use the microphone with the speakers left at the back of the room (see K). Consequently, her voice and CDs' sound were well-heard around the room. When no lessons were taking place, the room was locked and shut

down because the teacher tried to avoid the students' misuse of the equipment and technology as well as theft. Hence, students did not have any self-access English study room available whenever they felt like to do their private study.

4.2.2 Social context

Grade 5 Kru Nueng was the sole speaker in the class most of the time. She would occasionally use loud voice to verbally and at times physically punish students, but she would then give her reason afterwards. Grade 5 Kru Nueng was 57 years old, 3 years to retirement, which she seemed to be counting down on time and less emphasis on further training. Most students reported liking her because she played songs on CDs and at times prepared games and jokes for them. She could be a little strict and harsh with verbal and physical punishment. Subsequently, they would not dare making noises during the lesson and seemed to obediently defer to her.

Grade 5 Kru Nueng arranged students into 6 groups of mixed abilities. Each group consisted of 2-3 strong and 3-4 moderate and weak students, so that strong students could help weaker students. Consequently, the class could run smoothly with students' collaboration and group work under the leadership of strong students. Surprisingly, many young learners who had been put in the same group since the beginning of the year gradually socialized and played together, and later became close friends. This proved facilitating synergy and unity in the group. Observational data showed the rural young EFL learners consulted each other both within and across the groups for clarification, translation and peer tutoring. Special children (3 students in P.5/2 were dyslexic) learned from friends repeating and reading text out loud to them. Added to this, many teachers at the school insisted that learning in groups loosen up the children because it eased the pressure of having to pay attention to every single teacher's instruction and overcome their shyness. The atmosphere appeared more collaborative than competitive.

However, that is not to say there was no competition amongst the children. Comparison for competition did naturally take place. SFTP said her goal in learning

was to obtain any place in the first five rankings of her class. She seemed motivated and persistent in English learning as she saw her goal accomplished the year before. MFJY said she wished to get grade A in the English subject, while SMAP wanted to be the first in class. It proved encouraging and effective that the teacher did not use the bell-curve assessment. In which case, the number of students who obtained grade 4, 3.5, 3, 2.5, 2, 1.5, 1, 0 (altogether 8 grades of assessment) would have been limited. That could create unnecessary competition amongst the children. This kind of the current grading promoted peer tutoring, friendship and community of learning. Given SMAP as an example, even if he wished to become the first in class, he helped teach his group mates and other classmates. To conclude, the relationship between the English teacher and young EFL learners was that of deference to the elder or teacher authority, while the social context amongst the children was that of friendship and helping each other.

4.2.2.1 Class Routines. There were four periods of the English subject each week for each P.5 (Grade or Prathom 5) class, although the Ministry of Education stipulated two periods/week only. My observation was mainly but not exclusively of P.5/2. Grade 5 Kru Nueng was the only English teacher for all the four Grade 5 classes. According to the teachers' (including the homeroom teacher and other subject teachers) evaluation, this P.5/2 class was an average class, not too strong or too weak. Hopefully, the selection of this specific class would, to some extent, visualize the majority of rural young EFL learners, and enable transferability of the findings in other similar cohorts of rural Grade 5 classrooms.

On an average day, the routines of the lesson began with students greeting the teacher. The class captain, "Stand up, please," class stood up, "Good morning/afternoon, Teacher," "How are you today?" "I'm fine, thank you. And you?" "I'm fine, thank you." Next, Grade 5 Kru Nueng would enquire, "What day is today?" "How do you spell it (the day, e.g. Monday, Tuesday, etc.)?" "What date is today?" "What month is this month?" "What year is this year?" Then, she would ask, "Do you

like apples?" "Do you like buffaloes?" "Do you like rabbits?" Students were expected to answer, "Yes, I do, or No, I don't." Later, she would allow a free style answer by asking, "What animal do you like?" "Do you like buffaloes?" Students would then laugh off about buffaloes; that was her effective joke to catch students' attention and concentration before class began. These routines took about 5-6 minutes.

4.2.2.2 Textbook: Projects: Play & Learn. After the 5-6 minutes of the class routines at the beginning, the lesson started with instruction based on the textbook, "Projects: Play & Learn." All students preferred this textbook to the previous textbook, "Say Hello." It was also the one recommended but not enforced by the Ministry of Education. Each student was distributed one colorful Student's Book with a CD at the back of the book and one activity book with some stickers at the back. The teacher would have a Teacher's Book with a CD included. The colorful Student's Book was designed for Project-Based Learning (PBL) with a variety of activities in each project. For instance, each chapter began with an activating story with certain morals derived from the story to teach students. Later activities were associated with the leading story which made the whole chapter congruent and blended together neatly and nicely as one project. Next, other activities included a grammar chat, pronunciation, songs & games, drawing, making a bookmark or a card, survey, self-assessment or self-reflection, computer time, story time, making a picture dictionary, Students of the Month and Student's English portfolio, etc. These activities were weaved together into the theme of one project in each chapter.

Grade 5 Kru Nueng would play the CD for students to practice listening and ask them to read along out loud. She would explain the grammar and then let students do the exercises. She would play songs in the CD to pacify them. The book contained certain questions and activities which could stimulate young learners' cognitive abilities, self-reflection, self-assessment and self-exploration. For example, the book asked fifth graders to deduce grammar rules from examples given. Another activity asked them for self-knowledge and self-assessment to rate their likes and dislikes of an

activity and how far they thought they had made progress in that activity, etc. Students reported liking the textbook because it was colorful and interesting with the right level of difficulty. The problem found was that the teachers, not only Grade 5 Kru Nueng, but also the other English teachers, would skip certain parts that they felt were not testable or too difficult for the children. For example, Grade 5 Kru Nueng tended to bypass a dictionary or Internet search games, in which students could learn through self-study. Unfortunately, those were the parts that promote LA development. Conclusively, the existing textbook, Projects: Play & Learn, would sufficiently already be suitable for LA-enhancement, but the current practice of CCK English teachers have overlooked this part.

4.2.3 The young EFL learners' meanings found from the study

Before considering the patterns of LA, the first part of research question 2 asked about the meanings of LA in the perception of the rural young EFL learners. The theoretical meanings of LA were described in Chapter II, while the meanings as found in the eyes of the Grade 5 students were investigated as follows.

4.2.3.1 The meanings as found. It is important to understand what LA meant in the minds of the rural young EFL learners. Interviews revealed that there may be linguistic misconception of how autonomy was translated into the official Thai language. While the word, "responsibility" directly translates into Central Thai as "Rub (hold or bear), Phid (wrong or false), Chob (fondness or righteousness)," some children like WMNK conceived the word in terms of morality as, "Responsibility is honesty when we admit our false ourselves." By contrast, most of the other students in this study, defined it as, "Responsibility is when we did what the teachers or parents instructed and assigned us to do." None of them suggested the connotation of responsibility with accountability and consequences of decision-making, self-regulation or taking control of one's own learning. Nevertheless, when my Thai translation of "autonomy" to them became "the freedom of learning" or "independent learning," almost all the children welcomed the idea.

Observations and interviews showed that the children, or adults alike, would naturally like to have freedom and independence, but they seemed unfamiliar with the concept of LA and likened it with self-instruction. Some young EFL learners, namely SMAP, MFJY and MFCP, even resisted it at first. SMAP said, "I don't like to learn by myself because I think I cannot do well, while MFJY uttered, "I don't like learning by myself. I don't think I can do it because we still don't have enough knowledge, and MFCP said, "I don't like LA because I don't understand it. I don't know every word. I need teachers."

The strong students, on the other hand, tended to feel positive toward the concept. SFRN, "I can learn by myself. If we have the determination and concentration, we can succeed in whatever we want to do." SFTP: "The good point of LA is it makes us remember things well. I can be autonomous because I like learning English." A weak student with positive attitude like MFTS said, "I like to learn by myself. I think I can do it because I like it." Those who are autonomous will know what and how good LA is. LA is about learning with responsibility and freedom." WMNK further added, "I like to think whether it is right or wrong. I think LA is like learning freestyle, but it should not be too free. We should know our duty and responsibility without waiting for someone to tell you what to do."

In conclusion, the perceptions of the children concerning the meaning of LA varied; some resisted, others welcomed. Those resisted likened LA with self-instruction. Some seemed lacking in confidence in coping with the new concept even if they were strong and moderate students. Albeit unsure of what LA actually entailed, as students, they seemed willing to comply with whatever the teacher introduced in class. As Thai was used in the interviews, the word, "Learner autonomy," may not be clearly linked to the ability of self-responsibility and self-direction. Observations of behaviors and in-depth interviews might demonstrate the true application of LA employment as follows.

4.2.4 The patterns of the culture of LA amongst the young EFL learners

Culture in this study refers to the shared ways of beliefs, values, attitudes, behaviors and practices of a given group of people. The findings were derived from several qualitative data collection methods, namely non-intrusive and participant observations, interviews, students' diaries, document and task analysis and last but not least the researcher's field notes. Due to the young EFL learners' shyness and lack of articulation, observational data played an important role as a source of information.

There were three themes emerged from the data collection and analysis as follows.

1) Students' belief, value and attitude

2) Current teaching

3) Home support and environment

Each theme was analyzed as below.

1) Students' belief, value and attitude

From the ethnographic study, the rural young EFL learners displayed beliefs, values, attitudes which could be facilitating or inhibiting to their level of LA. To begin, the first commonality amongst the fifth graders was their positive attitude, optimism and locus of control, leading to their high willingness and motivation to try whatever the teacher introduced in class. From the interviews, the young EFL learners felt going to school and studying were a child's duty and a way of life. They were readily prepared to pay respect and deference to the teachers without questioning. From interviews, strong students even preferred teachers who were strict and stern and considered punishment as well-wishes from the teacher, perhaps partly because they hardly faced any as much as weak students. The verbal and physical punishment appeared effective to drive the young EFL learners to do homework. For instance, when the teacher threatened to make them read out loud one by one in front of class, students would spare no time to practice reading whenever they had free time outside class. This mostly occurred among some weak students while the majority of strong and moderate students maintained their positive attitude toward English learning.

Diaries and interviews showed that their positive attitude toward learning and their respect and deference to the teachers led them to have high willingness and motivation to learn English for various reasons. Most students cited the AEC and the

importance of English as their motivation. All the children, especially weak students reported they were engaged when there was enjoyment of songs and games in the English lessons. Observations asserted that intangible extrinsic motivators such as praise or recognition from the teacher and peers featured as more motivating than concrete rewards such as gifts or sweets. Also, interviews revealed higher grades or scores were perceived as an achievement of success in learning.

They had high optimism about themselves and about the world around them. They did not seem to be self-critical and self-reflective except MMNK. When asked if they would be willing to embrace LA, most would nod and smile with insouciance. I persisted if they were worried that they would have to take more responsibility, they said they believed effort or locus of control could conquer and smiled. If wrong, just try again. Most of the young EFL learners, especially strong ones, believed in their locus of control in that learning success was not innate but resulted from effort and that failure could be overtaken with greater effort and better use of strategies. Nevertheless, the young learners may fall into overconfidence due to the lack of accurate perception of their comparative abilities and correct evaluation of the situation. However, the majority of the students were generally keen to try whatever the teacher introduced in class.

On the other hand, common beliefs, values and attitudes of the young EFL learners that could hinder their LA were their shyness and fear of losing face. It was very clear that almost all students were very shy and self-conscious when having to present in front of class or answered my question. They said they feared that their classmates would laugh at them and they would lose face. But when I asked, "Have you done anything wrong or immoral? Why do you have to be shy?" After these questions, they started to reflect and see the point. Some students improved. Nonetheless, MFJY and MFCP said, "I feel very nervous and uncomfortable when my answer is different from others." That shows peers have a lot of influence on a collectivist childhood community and fear of losing face. However, with their enormous optimism, most students believed that if they were given a chance to do a lot of presentation practice in front of class, they could do it better. They appeared reluctant to stand out. For example, SFWT felt she was just an average student even

though she earned the 3rd ranking in class. The children did not ask many questions. They seemed afraid to be different.

Although the children had enormous optimism and positive attitude, most appeared shy and hesitant to take risks and learn by trial and error, except the confident SFRN. Observations illustrated that most of the English teachers did not inculcate and encourage this value onto the young EFL learners either. When a mistake was made, oftentimes verbal and physical punishment would follow. On the other hand, when they attempted to make guesses, they were often wrong due to their limited imagination and exposure. So, they tended to fall back on their comfort zone, rather than taking risks. They did not always ask questions in class or have curiosity of the world outside, if not properly encouraged or empowered to do so. Observational data showed the young EFL learners tended to resort to security and saved themselves from risking losing face or punishment. Besides, rewards such as praise and recognition did not seem to be given to innovative approaches, rather mostly awarded to accuracy.

The young EFL learners seemed to have latent creativity and innovation to be discovered which the school and teachers did not take notice and failed to provide a proper stage for them. For instance, they displayed creativity and the seeds for learning in their play. The last hours of each day were supposed to be extra-curricular activities. However, students were allowed free time to play by themselves instead. It was pleasantly surprising that some students grouped together and took initiative to simulate a TV show. To illustrate, two students acted as MCs for the show, some sang and danced, some performed a science show and some even showed acrobatics. Without proper guidance from the adults, they would play the same games over and over again with enjoyment and excitement. Most of their plays did not require much cognitive ability, but more of physical ability.

From interviews, most students did not have a keen sense of agency to make the most of their available affordances in their environment. Only a minority frequented the library or took notice of English signs of plants and proverbs hung around the school. Students did not engage much in autonomous learning activities. For instance, most did not watch TV programs and media where English was taught

and used. Guardians were afraid of computer games, so students did not get much opportunity to serve the internet for information in their own. Many of them could not be bothered to check their score and ranking from last semester even if the homeroom teacher had put the results up on the board. They could not state their own academic strengths and weaknesses clearly. In which case, they would not be able to set a realistic goal or progress to be achieved from the previous semester. From what I observed, rural young EFL learners just took it as given, let it be and readily satisfied with themselves rather than persevering.

2) Current teaching

On the other hand, the pattern of LA among the young EFL learners that could affect the fifth graders was their familiarity of the traditional way of English teaching and learning. SMAP, MFJY and MFCP were amongst many good students who seemed to fall back on their familiarity of the traditional way of English teaching and learning in the rural area and hesitated to embrace LA. They preferred to be taught. They said they lacked knowledge and experience to take responsibility of their own learning and they would not know what would be the right or wrong answer. Although they maintained their positive attitude, most of them reported they felt shy when being put on display or making a mistake before friends. Some of them were hesitant to stand out and persisted in their own idea. This was because they had few chances to practice performance and presentation, as well as learning by trial and error. Correctness was rewarded to strong students when they answered a question correctly, while moderate and weak students tended not to answer and remain quiet in class. Grade 5 Kru Nueng seemed to see no wrong in this and let it be, but she did attempt to pay extra attention to weak students. The young EFL learners tended not to try to change the status quo and their environment to suit their individuality. They tended to let it be and submitted to whatever was presented to them.

When asked what an ideal student should be and what roles young learners felt were expected of them. Most said students should be quiet in class and attentive to the teacher. WMRM asserted a good student did not need to be intelligent, but just had to work hard and pay attention in class. Many students did take an initiative in learning English outside class.

In the classroom culture, the young EFL learners tended to follow instruction and do as assigned without much critical thinking. They hardly had hands on analyzing their situational context, learning strategies, problem-solving and exercise of judgment in decision-making. Repetition, translation, resourcing, imagery and audio appeared to be the most employed cognitive language learning strategies, which were used repeatedly without much exploration to other realms of strategies such as grouping, deduction, keyword method, elaboration, transfer, inference, note-taking, summarizing and recombination. The children seemed to learn how to do more than how to learn. This practice was passed down through generations. Neither the English teachers nor the young EFL learners questioned the practice. Rather they carried on the traditional ways of teaching and learning of rote-learning, vocabulary memorization and exam tutoring as their usual practice.

The most distinctive characteristics of autonomous learning that the young learners did not consciously do or encourage to do were the metacognitive abilities, i.e. goal-setting, planning, self-monitoring, self-assessment, reflection, the use of strategies and critical thinking. They did not often set goals and when they did, their goal tended to be casual, abstract and unmeasured. Possibly with the laid back environment in the rural area, the young EFL learners did not have much need or urgency to do the planning ahead. Most of them did not do the planning and use wise strategies into achieving their goal. The teachers controlled the timeline, while the students prepared materials and manpower for the implementation.

Once their goals were not laid out and seriously followed, the young EFL learners could not channel their effort and resources to achieving it. What is more, they said they would trust teacher assessment more than their own. Taking SFRN's case, she was a strong, confident and articulate student but she was told by her homeroom teacher that she was ranked the 20th in a class of 37 students. She did not seem curious to find out but just solemnly accepted the teacher assessment and said that perhaps she had spent too much time on school activities. It was discovered later that the homeroom teacher miscalculated her scores and she in fact earned the 6th ranking. MMNK even said, "I have not known all my scores. Whatever scores the teacher gives, I would be content. I sometimes would like to self-assess. When the teacher returned my work, she just gave a tick and did not elaborate, but I would not

repeat the same mistake. I think teachers should be the sole assessor because they are the ones who give grades. We should not argue." There were activities in the existing textbook, *Projects: Play & Learn* that asked students to assess themselves. Unfortunately, they were not adequately utilized and practiced with the children. From my observation, children did have certain seeds of metacognition in their soul, but they did not display it consciously. Observations showed the activities and exercises in the English class did not promote and nurture much reflection and critical thinking skills. Self-directed learning was not common in the rural primary school.

The fifth graders were arranged in groups of 6-7 students with approximately equal numbers of strong, moderate and weak students. The strongest student in a group was often the group leader. Active participation was exclusively practiced by strong students, while moderate students were good, cooperative followers and weak students remained quiet and required help from stronger ones. If weak students did not make noise or trouble, the teacher seemed satisfied. She sometimes walked around the classroom to help out weak students. Peers had a role as effective MKOs beside the teacher. If students felt inhibited to ask the teacher, they would turn to their peers. Observations showed stronger students sometimes peer-coached their group mates when it came to competitions among group. However, they did not seem to display much competitiveness; they tended to be just friendly and competition was just for fun and excitement.

Interviews revealed that all the students liked learning in groups as they were shy and feared of losing face or put on display. With a large class-size and heavy teacher's workload, peer-coaching and peer-monitoring could help with the learning. Currently, student empowerment did not seem to be very strong. It was noted that their ability to conduct team-based learning was not yet efficient. The groups still practiced a top down approach in that strong students did most of the work rather than a collaborative approach.

The relationship between the teacher and students appeared to inspire the young EFL learners. Those who liked the teacher and her teaching style tended to be more motivated to learn English. There were varying beliefs of the students what an ideal English teacher should be and what the roles they should play. One of the strong students in class stressed that an ideal English teacher should be good at the subject

matter. SFRN added that he/she should not yield to students and should provide explanations when give students tasks to do. However, many of them were more concerned with personality characteristics. For instance, many said the kindness and gentleness were the two most overriding qualities of a good teacher. For the roles of their English teacher, the students relied heavily on the teaching and teacher. They wanted the teacher to lead them in reading and writing. Some considered the teacher as a source of motivation, so that the teacher-student relationship seemed more personal and intimate. The young EFL learners were in their middle childhood whose individuality and sense of identity were not fully determined. Thus, teachers play a great role in children's learning, intentionally or unintentionally.

As the teacher did most of the talking while students listened with hardly any question asked, the atmosphere of the English class was that of formal harmony and became livelier when the teacher played the CD or played games. Students' questions to the teacher were mainly about word meaning or clarification and explanation. Observations and interviews showed the rural young EFL learners were expected to obey and be attentive to class without much interruption to the teacher. They did not often publicly contradict or criticize their teachers. The students believed in the teacher's authority and they were readily and perhaps culturally prepared to pay respect to their teacher. They expected the teacher to have all the answers and would always be right. Thus, the forthcoming PIs should value the importance of the English teachers and provide opportunities for the young EFL learners to interact and voice their opinions to shorten the hierarchy between teacher and students. In this respect, teacher development of the PIs would be keys to enhance LA in the English classroom. At present, the teacher seemed to lack innovative task designs to adapt the textbook in line with LA enhancement to the rural context. As teachers in school were the only source of EFL inputs in the rural area, there should be constant teacher training such as in task design and student empowerment.

3) Home support and environment

One of the main factors found in the rural area with low socioeconomic condition that could affect the children's level of LA was the family support. Most parents only obtained minimum formal education with the level of income one half lower than the national GDP. Most young EFL learners spent their holidays at home

with insufficient learning stimulation. They had few MKOs at home and were not endowed with learning materials such as a computer with the internet or bilingual story books. All of them never traveled abroad or had much exposure to English native speakers and their cultures. Most of their English learning was in school.

Their unfamiliarity with the learner autonomy concept may have been products of their limited exposure and experience rendering them less well-informed and well-versed in learning. For instance, one day the lesson was about "hobby." The children asked me what the word, "hobby" meant. I translated the word into Thai but they were still puzzled. I came to a conclusion that their small world in the rural area restricted their horizons and led them to a disadvantage in their academic and learning life. Although their keenness and intelligence were no inferior to their urban counterparts, they essentially were less well-informed and conscious of themselves and the wide world outside their immediate environment.

SFWT said she had been on an English camp with other schools and found out that there were many students better at English than her. It shows that exposure to the wider world could shape the children's self-knowledge and keep their realistic optimism. Some young EFL learners were still not able distinguish between the language of their home, the Khorat dialect, and Central Thai in some homophones and they used them interchangeably in their diaries. Most students did not travel much and all of them have not been abroad. As a result, their value and knowledge of native-speaker cultures and their exposure to them were vague and distant.

4.2.5 Conclusion of the meanings and patterns of LA among the young EFL learners

All in all, most of the students already possessed positive attitude toward learning and were conscious of the importance of learning and English language. The young EFL learners were intrinsically motivated by the enjoyment of the lesson and were submitted to extrinsic negatively motivated reinforcers such as the teacher's verbal or physical punishment. All of the children highly regarded and respected teachers and usually deferred to their instruction. The relationship between the teacher and individual students could inspire and motivate their learning. Teachers were the

main source of EFL teaching and learning in the rural area. Therefore, the English teachers played an important role in English teaching and learning in the rural school. The teachers should constantly engage in community of learning, task design improvement and teacher development. Grade 5 Kru Neung did not seem to be innovative and creative in task design to adapt the textbook to the local context.

Although they may not be very familiar with the concept of LA, they defined it as the responsibility when they do what teachers assign them to do. They seemed willing to try whatever teachers introduced in class. However, the children did not seem aware of how to make the most of their existing scarce resources and affordances due to the relative lack of creativity and innovation on their part and lack of teacher empowerment from the teachers. Most of them were shy, self-conscious and fearful of acting out in front of class because it could mean a loss of face and embarrassment.

The aspect of LA found most lacking amongst the rural young EFL learners was cognitive and metacognitive abilities. Rote learning and vocabulary memorization were traditionally regarded as the way of teaching and learning English in the school. The skills of goal-setting, planning, problem-solving, learning strategies, self-monitoring, self-assessment, critical thinking and reflection were introduced in the textbook, but observations showed the teacher tended to skip parts that were not testable or not able for the students to unmistakably follow. In the children's own play in their free time, some of them demonstrated creativity and seeds of LA, but that had not been properly recognized and supported by the adults.

Socially, the young EFL learners were accustomed to working in groups and they found affinity with their group mates and the comfort of not having to be on display by themselves. However, they were still not good team-based learning as the strong tended to do most of the work. The English classroom atmosphere was formal harmony with one-way and top-down communication from the teacher. The main communication from the students was found in the homework and tasks, which the teacher hardly had the time to give elaborate feedbacks. Peers as MKOs emerged as an important source of learning in addition to the teacher. Due to the large class size, the

young EFL learners should be empowered to do peer-scaffolding and self-monitoring. Additionally, they were lacking in and experience and exposure to English native speakers' cultures.

As a result, this study proposed that rural Thai educators should cultivate the autonomous learning culture of the children using process-based approach such as Project-Based Learning (PBL) and counseling program sensitized to the cultural context. Both the English teacher and students seemed content with their usual practices. They may need to come out of their comfort zone and explore the alternative way of LA practices, which were ultimately in line with the MOE's policy of communicative language teaching and learning, and inculcated innovation and life-long learning. Hopefully, it could reverse the situation in which the ONET result in English was continuously lower than the national average.

As the school is located in a rural district, Crabbe (1993, p.443) suggests that LA could relieve a dire difficult situation faced in rural areas because once learners are goal-oriented and self-regulated, they can make the most out of their available, scarce resources. The teachers would need to take into account not only the developmental needs and characteristics of the students, but also limitations and resources in the context (Zohrabi, 2011). The ethnographic study found that the existing textbook, *Projects: Play & Learn*, could be a good way of showing to the CCK English teachers and students alike how existing resources could help enhance LA.

Particularly, the English teachers should play this vital role as Magaldi (2010: 79, as cited in Zuhal-Guven & Hecht-Valais, 2014) states, "Students cannot accept responsibility for their own learning or take any initiation in the process if they do not know how they learn and how to learn. Teachers are the key mediators between what the students know and what they need to learn." As found in the aforementioned findings, the children's trust and respect to their teachers were enormous. Thus, the English teachers should live up to this expectation, motivate and encourage the students to take charge of their own learning.

Nevertheless, for the young EFL beginners, it may be necessary to include more direct instruction and fulfill both immediate and delayed needs (Dudley-Evans & St John, 2000: 146, as cited in Zuhal-Guven & Hecht-Valais, 2014). Tobias (2009) also found that teacher-centeredness in explicit instruction is not always bad because it usually resulted in higher achievement, especially for children from lower socio-economic backgrounds. Therefore, a compromising combination of "learning-centered" (what young EFL learners would benefit from knowing) and "learner-centered" (what they enjoy and need in learning) should and would be incorporated in order to construct the PBL course to enhance LA sensitized to the rural context.

The PIs on learner development including the PBL course and counseling program would make the students aware and appreciate the importance of taking control of one's own learning. Their current perception and definition of LA was still not associated with self-direction and self-regulation. They still defined the word, "responsibility," as doing what was assigned by the teacher. The textbook could show them that the importance of the projects at the end of each chapter was not to be overlooked or underestimated. They could be made aware to make the most of their existing resources and be proud of what they already had. Their sense of agency could be empowered. Therefore, the textbook, the Computer Room and the practice of group work should still remain.

The children were already willing to try whatever the teacher introduced in class. The fun and enjoyment from completing the projects could further motivate them to learn and love English. The communication and relationship between the teacher and individual students would no longer be one-way, top-down and hierarchical. As the English teacher greatly inspired English teaching and learning in the rural school, the researcher was prepared to be kind, gentle and friendly ready to be on their side and in their best interest as much as possible. Additionally, a variety of techniques of intrinsic and extrinsic motivators, such as praise, approval, acceptance

and tangible rewards would be employed to obtain the young learners' attention and commitment.

The most lacking characteristic of LA, the cognitive and metacognitive abilities, could be introduced and encouraged. The students would have a chance to experience situational analysis and take risks in learning by trial and error, making guesses on new vocabulary, asking questions and exploring new strategies. The PBL course also allowed the young EFL learners to practice the skills of goal-setting, planning, problem-solving, learning strategies, self-monitoring, self-assessment, critical thinking and reflection. They would be empowered to learn to set criteria for their own assessment. As the students displayed creativity in their play, rewards would be given to innovative approaches rather than to accuracy alone.

Finally, the young EFL learners showed a lack of experience and exposure to team-based learning and English native speakers' cultures. Although they had not yet fully appreciated team-based learning, group work was still preferred by all the children. The PIs on learner development would maintain the practice, but cultivate and encourage more participation and contribution from every group member including weak ones. Peers could learn from one another as more knowledgeable others (MKOs) as well as less knowledgeable others (LKOs). As the classes were large, peer-scaffolding and self-monitoring could help alleviate the time and workload pressure on the English teacher. As the relationship between the teacher and students was that of respect and deference, the teacher researcher could utilize this advantage and introduce LA skills which could be of their best interest in the future. However, the researcher did not intend to be the authority. When questions were asked by a student, the researcher would ask him/her to find that out by him/herself first, such as in a dictionary for word's meaning. The last project, the cooking project, would introduce them to native speakers' food and culture. Consequently, the young learners would get to experience and explore the English language and its culture first-hand.

Conclusively, teacher development and learner development would be the two key areas for the LA-enhanced praxis interventions in research question 3 of this

study. Details of the PIs both on the teacher development and learner development were included in Chapter 3.

CHAPTER V
FINDINGS FROM PRAXIS INTERVENTIONS

This chapter reported the findings from the implementation of the LA-enhanced praxis interventions (PIs) on teacher development and learner development in research question 3. The PIs on teacher development mainly comprised a one-day workshop and a half-day field trip to Lamplaimat Pattana School (LPMP School) in Burirum Province, while the PIs on learner development included a Project-Based Learning Course (PBL) and a counseling program.

Similar to the ethnographic study in the first part of this research, the findings from the PIs in this chapter were mainly obtained from the qualitative data collection methods, namely non-intrusive and participant observations, interviews and focus group conversations (FGCs), the focus group's diaries, Researcher's field notes, the focus group participants' self-check lists, and document and task analysis. However, to answer research question 3 of how the LA-enhanced PIs assisted in enhancing LA in the rural young EFL learners, the quantitative analyses were added to the existing qualitative data collection methods used in the ethnographic study. These included the past papers of ONET 2014 as pretest and posttest and the ONET 2015 taken by all sixth graders one semester after the PIs. Likewise, to evaluate the PIs implemented on the English teachers, a questionnaire was launched followed by interviews.

The participants for the PIs on learner development were the ten focus group participants reported as case studies. The criteria for the selection of the case studies consisted of the academic performance in the English subject in Grade 5, their ONET 2014 pretest, their willingness in the research participation, and their relative socio-economic status. Their homeroom teacher was consulted to ensure this selection of the interesting cases. They included four strong students, namely Rita SFRN (S1), Wilawan SFWT (S2), Athit SMAP (S3) and Thunya SFTP (S4), three moderate students, namely Theerah MFTS (M5), Jenny MFJY (M6), and Cholakarn MFCP (M7),

and lastly three weak students, namely Non WMNK (W8), Nat WMNS (W9) and Roong WMRM (W10). See the profile of the 10 focus group participants in Table 5. All names in the findings were pseudonyms and abbreviations as in Chapter IV.

The organization of the present chapter is as follows. First, the overall findings of the PIs on teacher development of the English teachers at CCK School and the overall findings of the PIs on learner development were given. The detailed findings of the teacher development from the questionnaire and their interviews were presented. For the detailed findings of the PIs on learner development, each case study was individually reported and a summary of each of the 3 groups, the strong, moderate and weak, were discussed at the end of each group as below.

Research Question 3: *How do the praxis interventions assist in enhancing LA in rural young EFL learners?*

Findings from the praxis interventions (PIs) were to answer the second part of this research. With reference to the results in the ethnographic study, the findings from research question 1 in Chapter IV regarding the awareness of LA amongst the English teachers at CCK School exhibited their positive attitude toward LA. Nevertheless, they did not have much experience and exposure how the concept could be translated into actual classroom practices. On the other hand, the results from research question 2 in Chapter IV showed that rural young EFL learners were willing to try whatever their teachers were to introduce with a certain degree of readiness. However, they were unfamiliar with the new style of self-directed and self-regulated English teaching and learning, and they lacked experience and exposure to English native speaking cultures. Therefore, within the scope of this research, the PIs consisted of two parts, the teacher development and the learner development. The section will report on the findings from the PIs on the teacher development first, then on the learner development as follows.

5.1 Overall Findings

The LA-enhanced PIs on the English teachers at CCK School comprised a one-day workshop and a half-day field trip to Lamplaimat Pattana School in Burirum Province, while the PIs on the young EFL learners included the PBL course and the counseling program. The purposes of the LA-enhanced PIs on the English teachers at CCK School were to raise their awareness of the significance of LA, and to provide exposure for them to see its applications at work. More importantly, the purposes of the PIs on learner development were to acquaint rural young EFL learners with self-directed learning through PBL and to equip them with attitude and aptitude for life-long learning. The overall findings of the interventions on the teachers were reported first, and then the overall findings on the learners were reported later as below.

5.1.1 Overall findings of the PIs on teacher development

Most of the participant teachers greatly gained new knowledge and understanding of the concept of LA and its classroom practices after the workshop. They learned that the term, "LA," was associated with self-regulation and responsibility, rather than the freedom of learning or self-instruction alone. However, few strongly felt that LA was in line with the MOE's policy. Neither did they fervently feel that it was applicable in actual teaching. They were not extremely keen on changing their current practices according to the knowledge they gained from the workshop. Rather, they adapted and selected certain activities that they felt appropriate to their students.

What was obvious from the findings was their high level of skepticism in LA's compatibility with their own school's context, as compared to LPMP School. Some doubted its practicality given to the lack of responsibility, self-study resources and the low level of inquisitive mind of CCK students. On the teachers' part, they also felt constrained by the high level of workload and the large class size. Added to this, they felt they needed support from the administrators as their administrators seemed

to be emphasizing on exam-based learning and the numerical indicators of students' effectiveness.

The participant teachers were well aware of their roles as motivator and guide, but they also felt they should be knowledge provider and progress monitor. Some seemed to have little faith in the children's ability and responsibility. After the trip to LPMP, they seemed impressed with the exemplary fully constructivist school. However, they were also very conscious of the limitations of their own school and the differences between CCK School and LPMP School. Fortunately, they appeared open to adapt certain activities and obtain ideas to improve their own classroom teaching.

Finally, after the PIs on teacher development, the workshop participants, particularly the CCK English teachers were better informed and gained better understanding of the concept of LA. They said they greatly enjoyed and valued the opportunity to attend the workshop and exchange ideas with the researcher and the dissertation advisor. However, their hesitance to commit to the concept and its practices was conspicuous. Some of them suggested the lack of resources, while in fact it was possible to make the best use of the existing, available resources as revealed in the ethnographic study. Thus, it was essential to increase the CCK English teachers' morale and hope from the top by means of the policy makers' involvement and commitment to the concept. Further training and demonstration of how LA and the morale of the practitioners could be enhanced in a rural area are still needed. So is the support from the policy makers to gear the policy and emphasis of English teaching and learning toward autonomously learning, and therefore life-long learning.

5.1.2 Overall findings of the PIs on learner development

First, it must be clearly stated that there were two types of research findings for the PIs on learner development, namely the qualitative and the quantitative. The

qualitative findings or the case study reports of the 4 characteristics of LA that existed before the PIs and was enhanced during the PBL course. On the other hand, the quantitative findings consisted of numerical scores of the O-NET 2014 pretest and posttest, and the final test of the ONET 2015 that counted toward the national educational statistics. These are respectively reported as follows.

5.1.2.1 The level of LA of the 10 focal participants before the PIs. The table below illustrates the demonstrations of the four characteristics of LA in each student in the three English ability groups, namely strong (S1-S4), moderate (M5-M7) and weak students (W8-W10) before the PIs. Table 12 displays the four characteristics of LA that the focal participants exhibited prior to the PIs. The table was to quantify the qualitative findings into 3 levels. When a student showed the demonstration of a characteristic to a high level, number 3 was marked; if at an average level, number 2 was marked, and when a characteristic was demonstrated at a low level, number 1 was marked. The sum of the numbers was counted in the last column showing the occurrence of each characteristic in the 10 students before the PIs. The sum of the numbers in the last row shows the level of the four LA characteristics in each student.

Table 12: The Four Characteristics of LA Exhibited among the 10 Focal Participants prior to the PIs.

Focal Participants / Characteristics of LA	S1 SFRN	S2 SFWT	S3 SMAP	S4 SFTP	M5 MFTS	M6 MFJY	M7 MFCP	W8 WMNK	W9 WMNS	W10 WMRM	Total (30)
1.Awareness & Readiness of LA	3	3	2	3	2	2	1	3	1	2	22
2.Willingness & Motivation for LA	3	3	2	3	2	2	2	3	1	2	23
3.Cognitive & Metacognitive abilities	2	2	3	2	1	2	2	2	1	1	18
4.Social dimensions & Interdependence	3	2	3	1	2	2	2	3	2	2	22
Total (12)	11	10	10	9	7	8	7	11	5	7	

Prior to the praxis interventions, based on the horizontal axis, the characteristic that was most lacking of all the four characteristics among the 10 focal participants

was cognitive and metacognitive abilities (18), while willingness and motivation for LA was the most apparent with the highest total sum of 23 (out of 30). These findings were in line with the findings from the ethnographic study in the first part of the research. Even for the strong students (S1-S4), they did not display much of cognitive and metacognitive abilities. They tended to follow and obey the teacher's instruction and did as assigned instead of taking charge of their own learning with self-direction or self-regulation. On the other hand, most of the moderate displayed the average level of cognitive and metacognitive abilities, while the weak were mostly low in the abilities except W8.

Regarding the level of willingness and motivation of the strong group, except S3, was high, while the moderate (M5-M7) was averagely keen and the weak (W8-W10) varied greatly. S3 was hesitant to embrace LA at first, although his cognitive and metacognitive abilities demonstrated his profound, creative and innovative thinking instrumental to LA development. By contrast, the moderate group showed an average level in almost all their existing characteristics before the PIs, while the weak varied from case to case.

On the vertical axis, the sums of the strong group's (S1-S4) LA characteristics indicators illustrated a higher level of the four characteristics than the moderate (M5-M7) and the weak (W8-W10) except W8. Among the 10 focal participants, S1 and W8 obtained the highest score of 11 (out of 12), which meant they already possessed strong seeds for LA enhancement, and therefore were expected to be receptive and responsive to the PIs. On the other hand, S4 obtained the lowest sum among the strong group, despite her high awareness and readiness, and willingness and motivation for LA as she was determined to become an English teacher when she grew up. However, she was an introvert and did not socialize much, so she did not show much of her social dimensions and interdependence of LA prior to the PIs. The lowest sum of all was shown in W9's case. He was not very keen on the English subject and LA, but he was sociable and sophisticated. In conclusion, these sums of numbers of each student

could indicate how much or how far LA could be enhanced or developed during and after the PIs and how much and how far each student could be responsive to the LA-enhanced PIs, which will be discussed as follows.

5.1.2.2 The level of LA enhanced or developed during and after the PIs

1) Qualitative findings

The qualitative findings of the PIs on learner development were quantified and shown in Table 9 below. The occurrences of the four characteristics of LA in each student in the three English ability groups, namely the strong (S1-S4), moderate (M5-M7) and weak students (W8-W10) are provided in the table. Numbers P1, P2, and P3 represent Projects 1, 2 and 3, respectively. When a student showed an occurrence of each characteristic, a tick (√) was marked; if not, a cross (x) was marked. The numbers of (x's) were counted and totaled in the last column, with the minus number in the last column showing the lack of each characteristic in the 10 students. The minus number provided in the last row shows the lack of the LA characteristics in each student.

Table 13: Occurrence of the Four Characteristics of LA in the 3 Projects among Different Groups of Learners

Focal Participants	S1 SFRN			S2 SFWT			S3 SMAP			S4 SFTP			M5 MFTS			M6 MFJY			M7 MFCP			W8 WMNK			W9 WMNS			W10 WMRM			
LA Scores Before PIs	11/12			10/12			10/12			9/12			7/12			8/12			7/12			11/12			5/12			7/12			
Characteristics of LA	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	
1. Awareness & Readiness	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	X	√	√	X	√	√	√	√	√	√	√	√	√	√	√	-3
2. Willingness & Motivation	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-1
3. Cognitive & Metacognitive Abilities	√	√	√	√	√	√	√	√	X	√	√	X	X	√	√	X	√	√	X	√	√	√	√	√	X	X	X	X	X	X	-11
4. Social Dimensions & Independence of LA	√	√	X	X	√	√	√	√	√	X	X	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-4
Lacking of LA	-1			-1			-2			-4			-1			-2			-2			0			-3			-3			-19

(Adapted from Pichailuck and Luksaneeyanawin (2017))

The horizontal axis of Table 13 displays the four characteristics of LA in each of the members of the focus group. The last column of the table shows the number of

LA characteristics that are lacking among the students in the focus group. The characteristic of LA most lacking was the cognitive and metacognitive abilities (-11). Strikingly, the weak students, except W8, could not develop cognitive and metacognitive abilities throughout the three projects, presumably due to their limited intellectual capacities and the delay in their development from the training. W8 was exceptional in that he was able to develop a transfer of knowledge; he reported initiating a conversation with a foreigner while he traveled to school by train. He also tried to make a sandwich by himself at home. All the moderate students were lacking in the cognitive and metacognitive abilities in Project 1, but they were able to develop these abilities later in the latter two projects. In Project 1, they were not group leaders, so they did not have much say in the planning and organization of their role plays. Among the strong group, S3 and S4 were found lacking in these abilities in Project 3. Observational data showed a decline in S3's attention toward the end of the semester. Once asked, he refused to give a reason. His other teachers took notice of his decline in attention in their subjects as well. Also, S4 displayed over-confidence in her self-assessment and was not able to apply the ordering of discourse connectors in another context.

The second most lacking characteristic of LA among the 10 students in the focus group was the social dimensions and interdependence of LA (-4). Interestingly, only the strong students were found lacking in this characteristic. They were the leaders of their group, but they tended to do all the work by themselves without discussing or distributing the work to other group members. All of the moderate and weak students did not show any sign of lacking the social dimensions and interdependence of LA. The moderate students were mostly good-natured and responsible followers, while the weak students just enjoyed being with friends. Nevertheless, the strong students, except S1, developed their social skills later, in the last project. S1 reflected, "My group members told me off while I trained them for the [cooking] demonstration. I learned that if I practiced reading well enough, I would not

have to lose confidence in leading the group." What is more, the Cooking Project gave the rural young EFL learners exposure to Western culture and first-hand experience with foreign food. Some of them had never experienced ham, cheese and fruit punch before. The Cooking Project proved to be meaningful and well-liked by the students as a number of them aspired to be a chef and some shared the household chore of cooking in their family.

The third most lacking characteristic of LA was the awareness of and readiness for LA (-3). S3, M6 and M7 did not possess an awareness of and readiness for LA in the first project, but they later developed this characteristic in the latter two projects. S3 said, "I don't like to learn by myself because I think I cannot do well." Nevertheless, his group performed the most innovative role play and was the only group which performed their role play completely in English. After Project 1, he said, "I think LA is fun and enjoyable."M6 was shy and unconfident, but she was a good follower and willing to explore the new learning style. She said, "I don't like learning by myself. I don't think I can do it because we still don't have enough knowledge." Similarly, M7 said, "I don't like LA because I don't understand it. I don't know every word. I need teachers." Thus, they may be hesitant and apprehensive of LA at first, but later they were able to adjust well to the new learning style of LA.

Finally, the least lacking or the most developed characteristic of LA was Willingness and Motivation (-1). Only S4 was not willing and motivated for LA in Project 2. She was an introvert, quiet and rather a serious learner. She was not very sociable or playful. While other students were busy going around the class surveying their class mates for answers, she sat in her place and remained quiet. Her grandmother said S4 could be aggressive, as was usual for a child who did not know where her parents went or were. The rest of the participants displayed a willingness and motivation to pay attention to the introduction of the new concept of LA.

Observational data and FGCs showed students' intrinsic motivation and engagement were further developed and exhibited.

The vertical axis exhibits the characteristics of LA that each member of the focus group did not acquire; only W8 showed that he acquired all the characteristics via the three projects. He was a good and sophisticated student. However, he had not been very academically successful in terms of test scores before we started the project, so previous test scores placed him into the weak group. He had other commitments outside class; he was engaged in many school activities, such as singing. At home, he had to do all the household chores and took care of his frail grandmother, the only family member with whom he lived. These activities may have taken from him all his study time, but not learning. The results show that an academically weak student could develop LA if a proper opportunity was given in a class, for then the right mindset could be developed. On the other hand, S4 obtained the lowest score in LA characteristics, though she was a strong student. She could easily follow steps laid out by teachers, but she was not accustomed to the self-directed learning style of PBL.

Next, S1, S2 and M5 performed their best in the three projects, and they managed to develop the four characteristics of LA reasonably well. The research findings show their score for LA equaled only -1 over all three projects. The confident and articulate S1 said, "I'm the narrator [in the role play]. I'm very satisfied because my group mates were very collaborative and obedient in practicing their parts. We learned to solve problems, like when one person did not have a part and how to make an oak tree. I also learned new vocabulary. Our group should improve in the use of vocabulary." By contrast, S2 was a quiet and thoughtful child who liked art. She realized she did not like acting, so she opted to prepare all the art work for the group. As a group leader, she was wise in assigning the right roles to the right people. The most vocal one was assigned the role of a narrator, and weak ones played roles that required less speaking and acting. Added to this, M5's diaries showed her practical

common sense. She was motivated by the importance and benefits of the English language. Although she was not familiar with the concept of LA, she dutifully gave her best in all the projects and cooperated with all the data collection procedures. She showed improvement in LA in the later projects in cognitive and metacognitive abilities partly. What is more, S3, M6 and M7 displayed a moderate development of LA of -2. All of them said they were not ready for LA at first, but later they developed an awareness of and readiness for LA. Also, they were lacking in cognitive and metacognitive abilities at different times. S3 experienced a decline in abilities in Project 3, while the other two, M6 and M7, developed cognitive and metacognitive abilities later, after Project 1. Lastly, W9 and W10 scored -3, with a deficiency in cognitive and metacognitive abilities only.

To integrate the two tables above both before and after the PIs, S1 and W8 had already displayed the characteristics of LA at a high level even before the PIs. Therefore, it should be no surprising that their occurrence of the characteristics of LA came out S1 as the second highest (the second least lacking) and W8 as the highest (the least lacking) after the PIs because their tendency to respond to LA enhancement was already very high. Their awareness and readiness, willingness and motivation, and social dimensions were further enhanced after the PIs, while their cognitive and metacognitive abilities were improved. They became exposed to the autonomous style of English teaching and learning where learners played a part and had a say in the process of learning.

For the strong group, S2 and S4 were also developed cognitive and metacognitive abilities after the PIs. They used to be obedient and passive students. During the projects, they had a chance, as group leaders, to manage and direct their groups. However, they were still not very social, but they gradually learned to interact and share responsibilities with their group mates later in P2 and P3, instead of doing all the work by themselves in P1. S3, on the other hand, improved a great deal in his awareness and readiness, and willingness and motivation. Before the PIs, he was

afraid of the new concept of LA, but as the projects were progressing, he seemed to give his best in all the projects. However, his attention, reflection and social dimensions were fading during P3 probably due to personal reasons which he refused to reveal.

Regarding the moderate group, they were mostly average in the level of LA characteristics before the PIs, except M5 was low in cognitive and metacognitive abilities and M7 was low in the level of awareness and readiness. M5's low cognitive and metacognitive abilities still prolonged in P1, but after that, in P2 and P3 she started to reflect and be very realistic of her self-assessment to the point of unimaginativeness. Her goal-setting was very concrete and down-to-earth as she tended to be more scientific than artistic. On the other side, M7 improved on awareness and readiness of LA as she obtained more exposure and experience in LA and became clearer that LA was not mainly about self-instruction as she had previously thought. She also made a good progress in the rest of the LA characteristics from a moderate level to an enhanced level, especially in her cognitive and metacognitive abilities. She started to take charge of her own learning instead of relying on the teacher alone.

For the weak group, W8 was exceptional because his LA characteristics were enhanced in all aspects. He was already high in the level of LA characteristics before the PIs, except in cognitive and metacognitive abilities as previously mentioned. The most significant improvement was made by W9. W9 began with low in almost all the characteristics except being average in the social dimensions before the PIs. After the PIs, he developed the awareness and readiness, and willingness and motivation. Before, he just wanted a pass in the English subject, but the projects met with his preference for enjoyment and interactive style of learning. Consequently, he became willing and motivated to improve. However, his cognitive and metacognitive abilities were not developed much. He did not manage and regulate his time for planning and goal-setting to a satisfactory level, although he took risk in making guessing and performing the projects impromptu. Similarly, W10 did not improve much on his

cognitive and metacognitive abilities, but the rest of his LA characteristics were sound.

For the counseling program, interesting cases emerged, W9 (WMNS) and W10 (WMRM) were often absent from the counseling sessions. They represented the school in sports. After they were done with the sports, they said they had other commitments with other teachers, even though the other strong and moderate groups could find the time for the counseling program. When the researcher approached them, they showed their respect and appeased the researcher by giving their promises to come. In the end, the researcher could get them do self-assessment and found out that they said the extremes to describe themselves. This could show that they were very clear about what they liked or disliked and what they could or could not do. It was unfortunate that they did not take these opportunities in the counseling program for further exploration.

3) The quantitative findings of the ONET scores

Table 14 below illustrates the ONET scores, namely the ONET 2014 pretest, the ONET 2014 posttest, and lastly the ONET 2015. The last column is the mean score of each test result. The most important score was the ONET 2015 score obtained at the end of Semester 2, Academic Year 2015, one semester after the PIs. There were many factors that could come into play during the one semester after the interventions, such as a teacher's intense tutoring two months before the test. However, the results can be analyzed as follows.

Table 14: The ONET Scores for Each Focal Participant

Participants Scores (%)	S1 SFRN	S2 SFWT	S3 SMAP	S4 SFTP	M5 MFTS	M6 MFJY	M7 MFCP	W8 WMNK	W9 WMNS	W10 WMRM	Mean Scores
ONET 2014 Pretest	40.0	40.0	42.5	45.0	42.5	27.5	35.0	22.5	22.5	32.5	**35.0**
ONET 2014 Posttest	45.0	40.0	52.5	40.0	35.0	37.5	32.5	17.5	32.5	27.5	**36.0**
ONET 2015	42.5	65.0	50.0	62.5	32.5	37.5	60.0	62.5	47.5	32.5	**49.3**

The mean score of ONET 2015 in the English subject for the whole country was 40.3, whereas the CCK school's average score increased to 42.5, higher than the national average. It was the first time in the three consecutive years that CCK School was able to obtain an ONET result in the English subject higher than the national average. The mean score of the focus group rose to 49.3. Although the ONET 2015 was taken one semester after the PIs and various factors could be attributable to the final scores of the students, the main English teacher, Grade 6 Kru Na, partly acknowledged the research's PIs on learner development of their contribution to this increase. This suggests that LA may manifest as a means to an end, the test scores, or as an end in itself, that is the development of the characteristics of LA, which could be beneficial in the long run. For some students, the development of LA characteristics could take time to affect test scores. This can be illustrated as follows.

To highlight, W8's ONET 2015 score dramatically increased to 62.5 from 17.5, almost as high as S2, the highest in the focus group (Max= 65.0). He was the only student who was fully enhanced and developed the four characteristics of LA in the three projects. Before the PIs, he was already high in almost all the characteristics besides cognitive and metacognitive abilities where he showed an average level. Quite probably, his improvement in cognitive and metacognitive abilities earned him a very high score of ONET 2015. Although it was no surprise that S2 obtained the highest score, apart from her existing intellectual capacity, she also improved on her cognitive and metacognitive abilities and social dimensions in the characteristics of LA during the PIs. M7, whose ONET 2015 score dramatically increased to the first four highest in the focus group, did not feel ready to autonomously learn English because she likened LA with self-instruction and her over-reliance on the teacher at first. With her positive attitude and her sound logical inclination, she later improved on her cognitive and metacognitive abilities in the English language. Finally, W9, a weak but sociable and sophisticated student, was able to obtain the score of 47.5, only slightly lower than the focus group average, but higher than the school average. Prior to the PIs, he obtained the lowest sum of the LA characteristics. Despite his previously low

demonstration of the four characteristics, his scores from the pretest, posttest and the actual ONET 2015 were gradually ascending as the fun and enjoyment of the PBL course had convinced him of the importance of English. His outgoing inclination in social dimensions, as well as his increased willingness and motivation during the PBL course, may have contributed to this increase.

The strong group still maintained higher scores than the moderate and the weak groups. It seems that the strong students have acquired better development of cognitive and metacognitive abilities that supported them to achieve higher standards compared to other students. Prior to the PIs, they were accustomed to the traditional style of English teaching and learning in which they simply followed the instruction and obeyed the teacher. The projects provided them with more exposure and experience to self-direct, self-regulate, think critically and reflect on their learning strategies. Nevertheless, S1 merely obtained the score of 42.5, the same as the whole school average, although before the PIs she seemed readily responsive to the LA-enhanced PIs. The main English teacher, Grade 6 Kru Na, explained that some strong students had not mastered test-taking skills in that they tended to spend too much time on early questions, leaving little to think out later questions. Besides, the development of the four LA characteristics may take time to affect test scores. As aforementioned, S2 was able to obtain the highest score among the 10 focus group students, of 65.0. Unexpectedly, S4, who was the least developed in the LA characteristics before and after the PIs, managed to obtain a high score of 62.5. She was a serious English learner with a high intellectual capacity who aspired to be an English teacher in the future, so her willingness and motivation for achievement in the English subject were very high.

For the moderate and weak students, M7 was among the four highest-scoring students; she obtained 60.0%. Only the two moderate students, M5 and M6, together with one of the weak students, W10, obtained low scores, i.e., 32.5, 37.5 and 32.5 respectively, which were lower than the national average, while all the rest of the

focus group acquired scores that were above the national average. This affirms the claim that, as a whole, autonomous learners were better language learners.

Interestingly, the ONET 2014 posttest scores did not dramatically increase from the pretest of ONET 2014 and were inconsistent across the 10 participants of the focus group. Some focal participants obtained increased or the same scores, while the others' scores decreased from the pretest to the posttest regardless of the students' intellectual capacities. This suggests that LA may manifest as a means to an end, the test scores, or as an end in itself, the development of the characteristics of LA, which would be beneficial in the long run. Additionally, the development of LA characteristics could take time to affect test scores.

5.2 Findings from the PIs on Teacher Development

As part of the PIs on teacher development, one workshop was organized between 30 and 31 August, 2015. It was a one and a half day workshop consisting of a one-day seminar and a half-day field trip to Lamplaimat Pattana School (LPMP), an exemplary fully constructivist school in Burirum Province. There were altogether 2 speakers and 7 participants. The 2 speakers for the seminar included the researcher and Asst. Prof. Dr. Sudaporn Luksaneeyanawin, the dissertation advisor, who was an expert in social constructivism. The 7 participants consisted of one supervisor responsible for English teachers in Nakhonratchasima Primary Education Area 6, 4 English teachers of CCK School and 2 English teachers from nearby schools in the district.

5.2.1 Findings from the questionnaire to evaluate the PIs on teacher development (Workshop)

In the morning session of the first day of the workshop, the researcher gave a presentation on "The researcher's presentation titled, "LA, its benefits and practices in the rural area" In the sessions following the researcher's talk in the late morning and the session in the early afternoon were given by the dissertation advisor titled, "A paradigm shift in teaching and learning for the 21st century: Social constructivism.

Outcome-based education: What, why and how for effective teaching. The first day of the workshop ended with discussion and sharing of experiences on the problems the teachers found in English teaching and how LA enhancement could be put into practice. (Details of the workshop were given in 3.4.3)

After the workshop, a questionnaire was launched with the teacher participants to evaluate the PIs on teacher development. The questionnaire consisted of 3 parts. First, personal information about the age, sex and level of education was asked, then 5 closed questions asked the participants to rate their opinion in a 5-point Likert scale of very much, much, fair, little and none. The final part was the two semi-structured, open-ended questions. The two semi-structured questions are translated from Thai into English by the researcher. The results were as follows:

Part 1: Age: 20-29 years old   1 participant

                  30-39 years old   3 participants

                  40-49 years old   0 participant

                  50-59 years old   3 participants

Sex: male   1

             Female   6

Level of education:

        Bachelor Degree   3

        Master Degree   4

Part 2: The questions being asked in the closed questionnaire in Part 2 consisted of 5 questions as follows:

1) After listening to the talks, you have gained new knowledge about the learning and teaching of learner autonomy.

2) After listening to the talks, you have gained knowledge and understanding of learner autonomy and its classroom practices.

3) After listening to the talks, do you think the content of learner autonomy is in line with the policy of the Ministry of Education?

4) After listening to the talks, do you think learner autonomy is applicable and practical in the actual classroom?

5) After listening to the talks, are you motivated to adapt this concept to your classroom?

The results are shown below:

Table 15: Findings from the PIs on Teacher Development Questionnaire

	Very Much		Much		Fair		Little		None	
	Persons	%	Persons	%	Persons	%	Persons	%	Persons	%
1.New knowledge of LA	4	57.1	3	42.9	-	0	-	0	-	0
2.Understanding of concept	4	57.1	2	28.6	1	14.3	-	0	-	0
3.In line with MOE's policy	1	14.3	5	71.4	1	14.3	-	0	-	0
4.Applicable in actual teaching	2	28.6	4	57.1	1	14.3	-	0	-	0
5.Motivated to use LA in class	2	28.6	5	71.4	-	0	-	0	-	0

The results above show that 4 out of 7 teachers (57.1%) greatly gained new knowledge of LA and understanding of the concept and its classroom practices at the very much level. However, only one person (14.3%) strongly felt that the concept was in line with the MOE's policy and only two (28.6%) felt LA was applicable in actual teaching at the very much level. Rather, most of them thought LA was in line with the MOE's policy and applicable in actual teaching at the much level only. There was one teacher who felt LA was in line with the MOE's policy and applicable in actual teaching at the fair level. When asked in the last closed question if they were

motivated to apply LA in class, two of them (28.6%) strongly felt motivated at the very much level, while the rest (71.4%) were motivated to use LA in class at the much level. All in all, almost all teachers gained new knowledge and understanding of LA and its classroom practices at the very much or much level. When it came to its practicality with the MOE's policy and applicability in actual teaching, the majority of the opinions lessened to the much level. Finally, the majority of the teachers were motivated to use LA at the much level, while the rest were motivated at the very much level. No teacher marked their opinion lower than the fair level.

Part 3: Two semi-structured questions were asked. Some participants opted not to write anything. T1 to T7 indicate the seven participants in the seminar. The results show those who voiced their opinions as follows:

1) What are the problems and obstacles in implementing the concept of learner autonomy in your classroom?

The obstacles the teachers found in implementing LA in their classroom were complaints about the large number of students in their class and their teaching workload. It is interesting that even though the ethnographic study revealed that budgets and resources of CCK School were not gravely insufficient, the lack of materials, resources and the administrators' support for students' self-study were cited as a problem and obstacle in implementing the concept of LA as shown in the excerpts below.

T1: *"The number of students per class is so high that sometimes I can't care for their learning for the whole class. Also, there's so much workload in school that I can't continuously implement a number of learning activities."*

T2: *"There are not adequate learning materials and resources for self-study in the school."*

2) Suggestions for the improvement of learner autonomy implementation in your primary school.

For this last question of the questionnaire, only one teacher replied with a wish that her administrators could see the importance of English language teaching and learning by allocating more budgets into improving LA implementation in the school. This is revealed in the excerpt below.

T4:   *"I wish the administrators would give a priority to English language teaching and learning by means of budget allocation."*

5.2.2 Findings from the PIs on teacher development (field trip)

The second day of the workshop was a field trip to Lamplaimat Pattana School in Burirum Province. There were altogether 7 participants in the field trip, namely the dissertation advisor, the researcher, 4 English teachers of CCK School and 1 teacher from a nearby school. The supervisor responsible for English teachers in Nakhonratchasima Primary Education Area 6 could not come with us and neither could one of the two teachers from a nearby school who participated in the workshop.

5.2.2.1 Report on a field trip to Lamplaimat Pattana School (LPMP)

1) Lamplaimat Pattana School's Vision

LPMP School's vision is to be, "a school where the pupils are happy and fulfill their potential, which is adapted to its local environment and current technology, and which develops the complete individual, instilling individual morality, preserving community traditions and promoting good citizenship."

2) Curriculum

LPMP School adheres to the National Education Act and the Basic Education's core curriculum, 2008. In addition, it constructs its curriculum based on PBL (problem-based learning), which is one of the discovery methods in the theory of constructivism. It does not use textbooks. The curriculum is constructed by all the teachers collaborating and brainstorming what to teach. The teachers spend the school breaks on constructing and revising the lesson plans taught in the previous semester, and assess what worked and what did not work with their students. Thus, there is a community of learning amongst the teachers. As the world is changing rapidly posing

more and more complicated problems, it is believed that PBL will enable its students to understand the world and its phenomena. Then, students would become problem-solvers who fear no further problems and feel challenged to solve them in the future.

Based on PBL, students use multi-knowledge and multi-skills to comprehend the nature of a problem in order to solve it. It utilizes PBL by integrating all the subjects by setting problems and asking students to solve. The school employs mind-mapping training to its students to help them learn PBL. Students, since a very young age, start to draw mind-mapping for a problem. The teachers let them discover and construct the knowledge on the determined paradigms themselves.

One of the most striking things the researcher found was the level of self-monitoring. Teachers utilized empowerment assessment by giving encouraging words for the students to search for the right answer, and allowed students' self-assessment as their time comes. It was not because the teachers were being lazy to check, but they tried to empower and motivate students to try to explore for themselves. Then, the teachers would write right answers or right spelling on the board and let students take notice of them on their own. The students' mind-mapping products are displayed all around the school to demonstrate the students' thinking and planning as decorations with colorful drawing and painting. This encouraged and motivated students to learn by trial and error, take risk and discover the knowledge by themselves, as well as sharing their thinking and planning skills to other students.. The school believed PBL could lead to life-long learning, learning strategies in information synthesis and knowledge organization. As the students came from a very impoverished area of Northeastern Thailand, students could also apply these problem-solving skills to life skills, such as in livelihood, ICT, people skills, adaptation, conflict resolution, and emotional intelligence.

Taken one example shown during the visit, Grade 7 students were set with the question of, "How to physically multiply rice seeds from 4 seeds to 2,000?" They

learned that in order to multiply the rice seeds, they would need to cultivate the seeds to the rice plants. Students then learned how to grow rice in the school's compound. They had to learn how to cultivate and care for rice paddies, so that the 4 rice seeds could multiply five hundred times to 2,000 seeds. After they obtained the rice products, they would draw their mind maps to reflect on the process how to make it a success. This knowledge was adaptable to students' livelihood because most of their parents were in agriculture.

3) Innovation: Contemplative Study

Regarding LPMP School's innovation, the school inculcates and instills happiness in students' psychology. For instance, the teachers speak with a low conversational level of voice tone instead of using loud speakers. So, the students really need to channel their concentration and pay attention in order to hear. There was no teacher preaching or moral lecturing to disturb students. In the early morning and early afternoon, the school allocates 20 minutes for contemplative study. Students either do meditation or reflection on themselves or topics that want to concentrate or of their interest. As a consequence, students are equipped with peaceful atmosphere of love and care. There is no reported case of students playing truant or violence in school, which is unusual in schools with no selective admission.

4) Administrators and Teachers

The school employs 30 teachers to teach 240 students. The teacher per student ratio is 1:8, which is much lower than CCK school of 1:30. The Director used to be a government school teacher who had witnessed flaws and problems in the government schools system. He has strong determination and ideology to be different, and make a difference in allowing students to develop according to their potential. The teachers, on the other hand, did not come from very prestigious academic backgrounds, some failed a test to become government school teachers, but they share the ideology with the school. They follow the principle of professional learning community and TA

practice. They work as a group in setting up lesson plans. No textbooks, no tests. Rather, they use authentic assessment. All the teachers seemed happy and proud of their school.

5) Classroom

Classrooms were designed as eight-angled shape, unlike the traditional square or rectangle classroom in the government school. So, there were no students left behind at the back of the room. There was one teacher and two teaching assistants in each room. The classroom that we visited was a kindergarten class. The students were sitting in a half circle, while the teacher was speaking in 'front' of the room, while taking time to walk around the room to monitor students' learning. The teacher was speaking in a very soft and low voice, so we could not hear much what she was saying. The students, on the other hand, were used to the level of the sound of the teacher, so they could hear her very well. The teacher and teaching assistants were giving each student a hug as part of the lesson. The students looked joyful with a smile on their face.

6) Task Design

A great amount of class time is spent on differentiated instruction, which allows teachers to figure out each student's zone of proximal development (ZPD). The teachers are more interested in process-based than product-based learning. Subject studies only take place in the morning, while in the afternoon; students do projects that combine all the subjects multi-disciplinarily. Tasks are carefully designed by all involved teachers' brainstorming and carefully revising their lesson plans from previous semesters. The Contemplative sessions in the morning and in the early afternoon right after lunch help students to acquire spiritual and emotional intelligences. The activities are such as meditation, reflection on what they think about an issue then try to resolve the mental conflict. This enables students to be aware and mindful of their thoughts and feelings as well as others.' After their mental conflicts

have been resolved, they would feel more of a sense of self-esteem, self-worth, self-knowledge and better respects for others. They are able to set a goal, discipline themselves to reach that goal, and become a responsible, patient person who can take differences in the world with emotional and moral intelligences. The school claims that students learn to connect with their environment, learn from it, and respect it with loving kindness.

7) Achievements

There is no entrance exam to the school and students draw lots to get a place at the school. It is a private school with no tuition fees. The only requirement is that parents partake in their child's life and school activities even if they have to earn a living. Despite its policy of not selecting children based on ability, LPMP School achieved the best results of all of Burirum Province's 860 schools in primary level nationwide standardized tests in 2010, and was in the top 15th of schools in the country. It does not test, rank or reward its students according to academic performance. Therefore, students do not feel stressed, pushed or coerced to compare and compete with one another. They only take their time to develop naturally under close and careful supervision of the teachers. Graduates of the school have reading and writing literacy, and numerical literacy. The school passes the Quality Assessment with the highest level in the 13 criteria out of 14, and the other criterion with the high level. It is a well-known school for thinking out of the box, which has received over 12,000 visitors and covered in various national TV programs and newspapers.

8) The Development of LA amongst LPMP School students

According to the 4 theoretical characteristics of LA (See Table 2), LPMP School students displayed the following attributes of LA as below;

8.1) Awareness and Readiness of LA

Contemplative Study helps students to learn and discover about themselves, aware of their own thoughts and feelings and be a unique person in their own right. It also helps with emotional intelligence and how to manage feelings while learning

such as boredom or stress, etc. Students stayed calm and peaceful when there was no loud noise in the class because teachers only use soft voice without microphone speakers. They are aware of their own role as learning partners as teachers empower them to solve problems on their own. Teachers pay attention to each individual with such a small group of students and allow their participation in class. Students were ready to solve problems on their own without teacher's supervision. LPMP students were aware of their place and comparative strengths and weaknesses in the whole society because the school prides itself on thinking out of the box way of learning and they were placed as one of the top schools in the province.

8.2) Willingness and Motivation to take responsibility

LPMP School students seemed to have high motivation and participation in learning. They know they will not be judged harshly by the teachers as they would receive empowerment assessment for every work even if it was right or wrong. That means that students would not lose face or be embarrassed in front of their friends. This should give them encouragement to take further intelligent risks, exploring and discovering the world on their own. The school's vision also emphasizes the use of technology and ICT. The computers were located around the school to enable easy access and IPad was used in every classroom. Since technology and ICT form part of their vision, it can be inferred that students have adequate access to this knowledge and learning. The close relationships with their teachers could inspire their learning as well. The involvement of parents in school activities could ensure continuous learning even when students are outside school.

8.3) Cognitive and Metacognitive abilities

LPMP School students are endowed with freedom in solving problems in the problem-based learning curriculum. Students are encouraged to be critical and reflective in writing mind-mapping when trying to solve a problem in problem-based learning. They also receive sufficient love, care and attention from the teachers. These

gear them towards setting a goal in life and committing to it with determination, patience and stamina. Students also have a chance to self-monitor their performance. First, they take risk to learn by trial and error and have hands-on experience on their own, then seek the correct answer on the board that the teacher wrote without telling. They are privileged to have authentic assessment instead of paper-based, multiple-choice tests. Therefore, their metacognitive abilities are more advanced than their counterparts in the traditional government schools as seen from their project work and mind mapping of the projects.

8.4) Social dimensions and Interdependence of LA

LPMP students are also well connected with their environment. Albeit based on the National curriculum, the teachers are able to exercise their judgment what should be introduced to students. For instance, students learn to grow rice and wear local fabric uniform. The parents/guardians are also closely involved and play a great role in helping their children to socially construct their knowledge from the environment. The teachers themselves experience teacher autonomy in their collaboration and freedom to construct their own lesson plans and monitor their effectiveness. Both the teachers and students seemed to experience autonomy in learning. School lunch was provided for students and visitors in the same place. Hence, students got to learn table manners and social manners also in the refectory. The students engaged in group work in solving problems and the teachers were in a very strong community of learning culture.

Although LPMP School is a private school, it efficiently utilizes its budgets for only 37,000 baht per student per year, while the government school counterpart, on average, uses 43,000 baht per student per year. It can be concluded that this think-out-of-the-box school really makes a difference in the Thai basic education system

5.2.3 Follow-up findings from semi-structured interviews
After the workshop and field trip were completed in the first semester of academic year 2015, follow-up semi-structured interviews were administered with the

7 participants in the second semester of the same academic year. The findings are shown as follows.

1) *After the PIs, what do you understand by the term, "LA"?*

The participating teachers became better informed of the concept of "LA," even if one of them said the term, when translated into Thai, did not automatically associate with metacognitive abilities. They were attentive, receptive and had a good grasp of the concept after the workshop. However, they still doubted its compatibility with their administrators' policies and its practicality given the lack of responsibility, self-study resources and the low level of inquisitive mind of their students. The following excerpts illustrated what they understood by the term, "LA" as below.

T1: *"My reaction to LA was that it was interesting and sounded to ring a bell, but I did not have a systematic knowledge of it. I think LA is a characteristic of students in the 21ˢᵗ century. However, LA is not for every student as each student is different."*

T2: *"...I doubted it ₍its practicality₎ because I've never seen students wanting to know anything on their own. The school focuses on the ONET exams, and the administrators are only concerned with results and academic effectiveness. The word, "learner autonomy' in Thai did not make sense. I can't find the connection with metacognitive abilities...I think it's a very good thing if students have the freedom of learning. I think it can be applied in the school but it would require continuity and familiarity."*

2) *After the PIs, what do you think are the roles of the English teacher?*

The teachers well realized their roles as motivator, provider, guide and monitor. They emphasized on the importance of the students to commit and have engagement themselves. Some teachers did not have much faith in the children's ability and responsibility as shown from the excerpts below.

T1: *"The role of teachers is to stimulate students to have the instinct to utilize LA. Teacher will provide the learning environments."*

T3: *"Thai children are not always responsible for themselves, lacking in discipline and self-control. I don't think LA would be a 100% success. Basically, the students are materialistic and not concerned with brain development. They are not serious learners, so teachers would always need to monitor.*

T5: *"Teachers have a role to guide, but the most important is the child him/herself."*

3) How do you apply the concept of LA to actual teaching in your EFL classroom?

After the workshop, the teachers provided more freedom of learning and were beginning to better emphasize cognitive and metacognitive abilities. However, they were well aware of the limitations and differences between CCK students and LPMP students as shown in the excerpts below.

T1: *"I apply LA to classroom by entrusting children with tasks that I did not lay out rules for them. I just set a general framework. I did not select the head of each group for the tasks. It works for some groups only. In my assessment, I would look into their products and their current level of learning and development. Then, I will assign scores according to their individual differences without using the same criteria.*

For metacognitive abilities, the latest task I asked students to draw mind mapping on the topic of Thai and World's Festivals. I told them my criteria how I was going to grade them, so that they could plan for it themselves what and where materials they were going to acquire. They must plan and collect money to buy the materials. I told them that they did not have to follow my example. If they felt like doing it differently, feel free to do so. We can be different but must be framed by the

criteria. I judged their work on the level of creativity, not whether or not the materials were pricey."

T2: *"I applied in my teaching that I didn't tell the answer, but let students think for themselves. I reduced the level of reprimand. My aim for English teaching is communication. For ASEAN, students must be able to communicate in English. However, I think it takes integration of all the subjects and cooperation of all the teachers. At LPMP, teachers only mark, "very good," which is better for weak students. So, they get encouraged and reduced competition and comparison amongst students. At LPMP, students have a chance to do self-study, but they're disadvantaged children, not mainstream children. I think project-based teaching and learning will greatly help students to remember the content and have practical experiences. But students at CCK do not do much self-study. My strategy is to provide the knowledge and give quizzes to test their learning."*

T3: *"I applied soft voice without using a microphone with my students, but that worked for only a short period of time. Then, it returned to the usual [with microphone] because of the big room and many students. It's not like the eight-angled room like at LPMP where we could speak softly and students would be quiet. When there are a lot of students, with soft voice, I can't control the class.*

The practical idea I got from the seminar is the way I provide support to weak students at the back of the room. I can't do it for the whole class because various factors are not facilitating. I did not do self-assessment activities with my students, but in the textbook, Projects: Play & Learn, they have emotion faces to tick their like and dislike. Most students would tick, "like." They like story-telling, watching VDOs, reading according to the CDs and learning rhythm."

4) What did you gain from the PIs on teacher development?

The teachers said they were made more aware of the significance of LA and the importance of readiness of students in learning. They greatly enjoyed and valued the workshop with the knowledge gained and opportunity to exchange ideas. Nevertheless, they were very aware of the applicability and practicality of LA to their own students as compared to LPMP students. So, they only selected activities that they saw fit in LPMP School to their own students. Some were disheartened to fully implement the LA concept as their awareness of the limitations of their school deterred and discouraged their morale as illustrated in the excerpts below.

T1: *"Your presentation gave emphasis on the importance of LA. I think LA is important for every child. At LPMP, students get to be prepared before learning and the teachers gave importance to what children want to study rather than what teachers want to feed. They ask students if they like it, what they think about things that teachers bring to class or what else that children want to learn. The seminar was good. If we only teach day by day, our perspectives would be limited. When there is a seminar, many people come to exchange ideas. The organization of the seminar was well-done with the right time, but it was a shame there were too few participants. It [The seminar] was good to stimulate and stress its significance. Ajahn Sudaporn (the dissertation advisor as speaker) was active as a role model."*

T3: *"Before the seminar, I was hoping to find things to use with my students from the knowledge I listened to…some practical things, but there are a lot of students in one class. So, it would be hard to copy the whole idea. I really like the activities at LPMP, but they have much fewer students and my students do not have proper, prior foundation. We must help one another. If students at LPMP can do it, we should be able to do it, too. We must fight and be confident that we can do it. If we have self-confidence, self-determination and courage, we should be successful in further development. Teachers must stimulate students to learn. The most important factor is the teacher."*

T6: *"I've gained more knowledge from the workshop. My activities for English teaching are more varied. For instance, I asked students to watch TV and then asked questions. Before the workshop, I was hoping to get ideas for classroom activities, but in actuality I could implement only some of them. I like LA because it allows students for self-learning better than learning from textbooks alone. I think it's possible to enhance LA if the administrators provide support. I enjoyed the workshop. It was well-done."*

5.3 Findings from the PIs on Learner Development

The PIs on learner development to enhance LA were implemented in the first semester of the academic year 2015. The PBL course was conducted to all 149 sixth graders in the four classes. All the sixth graders were to experience the PBL interventions, but only the 10 focus group participants were purposively sampled to be the case studies for in-depth investigations and for the counseling program. They consisted of 4 males and 8 females, with mixed abilities, 4 strong, 3 moderate and 3 weak in the English subject from their Grade 5 records. The English teacher, school records, exploratory survey and interviews were consulted to find the appropriate students which could represent the majority of the rural young EFL learners in general. The PBL course was carried out for one hour once a week for 13 weeks for all the sixth graders, while the counseling program for the focus group only was placed at the last hour of 10 Mondays. It used to be the time meant for the reading and writing clinic and extracurricular activities. Hence, it was no surprise that some of the focus group participants would be engaged with prior commitment, and as a result were absent from the counseling program. Consequently, only 7 counseling program sessions were successfully implemented and the other 3 sessions only fill in the self-assessment forms were proved possible.

Synopsis of each of the 10 case studies was reported individually from S1-S4, M5-M7 and W8-W10 respectively. Summary of each group, the strong, the moderate and the weak was given at the end of S4, M7 and W10 as follows.

5.3.1 Strong student 1 (S1): SFRN, Rita

Even before the interventions, Rita was already a highly motivated, strong and attentive student, with high self-confidence, sense of responsibility, sense of agency and positive attitude toward English. Unlike most rural students, her parents obtained relatively high education and lived with her. She was fortunate to gain relatively high exposure such as the opportunity to attend a tutoring school in the city. She even possessed two dictionaries and a computer with the internet at home. These endowed opportunities seemed to further foster her sense of agency. She valued English as one of her favorite subjects and was inspired to obtain as high education as possible.

However, she did not improve much on her final score of ONET 2015. She obtained 40% from ONET 2014 pretest and was able to increase to 45% in the posttest, but merely obtained 42.5% from the actual ONET 2015, the lowest among the strong group. The main English teacher, Grade 6 Kru Na explained that she may be lacking in test-taking skills. She said some strong students spent too much time on early questions, leaving them little time to think about later questions in the whole paper. Besides, LA may take time to affect test scores, and it was assured that the high characteristics of LA that she cultivated before and after the PIs would be beneficial to her in the long run.

Having said that, her cognitive and metacognitive abilities were average prior to the PIs as she was accustomed to the traditional way of English teaching and learning. She preferred the teacher to explain everything, and blindly trusted teacher assessment without double-checking or questioning. After the PIs, she became more adventurous and had more chance for reflection. She wrote quite a length with reflective thoughts in her diaries, which was unusual compared to the other focal participants. She began to double-check teacher assessment and deliberated on it, and

became more predisposed and exposed to the concept of LA. With her quick wit, she seemed to be a capable problem-solver. Her leadership showed when she trained and brainstormed with her group mates instead of doing it all by herself like other group leaders. Having said that, in the last Project (P3), her group under her leadership was not in unity and she was not able to ensure her group mates' full participation. Her strong motivation and determination to succeed made her more than willing to collaborate and partake in all the classroom activities. To conclude, her existing intellectual and natural capacity proved as her great asset for LA enhancement, and the PIs had laid a platform and opportunities to nurture her further.

5.3.2 Strong student 2 (S2): SFWT, Wilawan

Wilawan was able to thrive on her nature and personality and take advantage of the PIs to enhance LA. Before the PIs, she was a mature, studious and artistic, but rather shy, quiet and passive learner. Her parents were separated and worked in Bangkok. Her aunt with whom she lived was very pleased with her good behavior and responsibility, and she supported whatever books Wilawan wanted to read. Wilawan had her elder cousin in Grade 9 as her MKOs and a good influence at home. Unsurprisingly, she obtained the highest score in the ONET 2015 among the focus group. Before the PIs, her awareness, readiness and motivation for the English learning was already very high. Distinctively, she had a strong sense of agency and relatively high exposure. She started to google search on the internet and find the meaning of a word by herself. She sometimes spent her holidays in Bangkok, watched an English program on TV, learned new vocabulary from road signs or wherever she visited, and joined an English camp.

Nevertheless, she was initially used to being directed by the teacher, though she said she was not afraid to assume more responsibility. After the PIs, she gained more exposure and experience in the alternative autonomous way of learning, although she still tended to let the teacher direct while she excelled in exercising her choice and creativity within the tasks assigned. She began to take more risks in guessing the meaning of a word from context. In her role play, she innovatively created masks for her group mates, the only group that did it.

Wilawan's leadership style was not very social due to her reservation and quietness, and she did not interact much in class. She managed her group well, even though she tended to do most of the work for them. Her tasks during the projects were carefully and thoughtfully done, and her self-assessment showed her nature of maturity and circumspection. It may take a bit of time for her to become accustomed to acting independently without only obediently following the teacher's instruction, but she was exploring her strong sense of agency to make the most of the resources in her environment. She was particularly fond of the Cooking Project (P3) because she preferred to have hands-on experience in learning and aspired to be a chef, and she never got bored when tasks became a little descriptive and tedious. Her self-confidence and social dimensions were gradually built along the PIs as she grew to have more experience and courage to act out in the LA activities.

5.3.3 Strong student 3 (S3): SMAP, Athit

Athit said he preferred easy and straightforward tasks, and was not keen on LA before the PIs, but he seemed to enjoy the PBL course and the counseling program along the PIs, and started to get motivated to take charge of his own learning. He was a profound and complex thinker and innovator who may seem resistant at first, but managed to bring forward his development as the PIs went along. He could get stressed when things were uncertain and would wear a frowning face when he tried to make sense of the new style of teaching. Athit was registered as an impoverished student entitled to a government grant and lived with his grandparents who obtained minimum formal education and worked as farmers.

He was able to obtain a relatively much higher score from the ONET pretest, 42.5%, to the posttest of 52.5%. However, his effort and attention were fading during and after P3, and his ONET 2015 scored showed a decrease to 50.0%. In fact, he already possessed creativity and cognitive and social abilities better advanced than his peers, but his metacognitive abilities in P3 were a little lacking as he did not like self-assessment and did not consider the teacher's feedback carefully. He was a profound thinker who contributed to the innovation of the classroom activities, although his

rather closed attitude may need adjustment. His role play turned out the most innovative and competent with all the parts spoken in English, the only group that did it. He was able to employ a variety of learning strategies such as miming the word, memorization, searching in his dictionary, asking friends, etc.

His interviews and the researcher's observations were often contradictory. At times, he could be verbally resistant to the changes of the style of teaching, while he managed to do well in it. It may be a bit of a change for him because he was probably trying to make sense of the new style of autonomous learning. Athit realized that English was very important and he had integrative motivation to travel abroad and have a native speaking English teacher. Even if he was popular among friends, he may need to observe teacher's reaction and feedback attentively and open up to take in wider perspectives from other MKOs. His words could sometimes be less tactful and thoughtful. His fading attention and effort toward the end of the last Project (P3) were reflected in his avoidance of the teacher's eye contacts. Maybe the cause of his attitudinal complexity could be more profound that the LA-enhanced PIs could discern.

5.3.4 Strong student 4 (S4): SFTP, Thunya

Thunya was exemplary of a highly willing and motivated rural English learner whose social dimensions could be better developed when given opportunities for LA development. She aspired to be an English teacher in the future. Her high motivation and positive attitude toward English drove her to willingly try new social constructivist, project-based English teaching and learning, which she was beginning to appreciate in P3. She was fortunate to attain exposure to natural English when she conversed with her grandmother's Australian boyfriend. Her high English motivation rested on her relationship with the English teacher as she always had fond memories of all her English teachers. Her grandmother said the first thing she did when she arrived home was doing her homework and housework later.

In her ONET 2014 posttest, she obtained a score of 40%, 5% down her pretest of 45%. She even got the question on the ordering discourse connectors that were

explicitly taught wrong. This may be because she was not used to the new style of learning. More importantly, she could obtain the second highest score among the focal participants in the real ONET 2015 of 62.5%. This was no surprise because her motivation and intellectual capacity were highly evident, though she initially tended to succumb to the traditional style of learning by obediently following the teacher as instructed and assigned. Albeit academically strong, she was a rather timid and unadventurous careful child who was an introvert. During the PIs, she was beginning to exercise her creativity and social dimensions. Her role play became much livelier after she heeded the researcher's advice in the dress rehearsal. Her courage to creativity was shown in her self-introduction note she wrote in her diary.

During the first two Projects, she was amongst few students who were able to set a realistic goal in learning, and felt the self-confidence and self-esteem after achieving it. Nevertheless, after P3, her self-assessment showed her lack of informed knowledge and wider perspective. Her social dimensions were observed to improve after the survey project (P2) where she sat still and did her own work instead of roaming around the class doing the survey. After the researcher's comment, she started to involve others and saw more value in her group mates. Following the introduction to dictionary use, she became fond of it and felt it was not difficult to use. With her motivation and determination to succeed in English learning, further LA enhancement in her social skills and exposure to social constructivism would be beneficial for her to realize her dream.

5.3.5 Summary of the strong group (S1-S4)

The four strong students of the focus group highly valued the English subject. They were highly willing and motivated to learn English, except S3 at first. They had a strong sense of agency to make the best use of their available resources such as TV programs, road signs or the internet. Most of them had a dictionary and S1 even possessed 2 dictionaries where they searched for the meaning of a word by themselves. They tended to be confident with healthy locus of control and self-belief except S3 who preferred easy and straightforward tasks. Although all of them said

they felt shy and feared of losing face in front of friends, they managed to perform well in their role play project.

Before the PIs, they were used to being directed by the teacher and doing as assigned. After they gained exposure and experience in the alternative way of autonomous learning, they started to take charge and had opportunities to exercise critical thinking, reflection, creativity and problem-solving. They began to double check teacher assessment and carefully consider teacher feedback. They tended to be fully engaged, pay attention and be diligent in class. Most had more opportunities in exercising leadership as they were often group leaders. Along the PIs, S2 and S4 developed their social dimensions and interdependence of LA by interacting and distributing work to their group mates instead of doing all the work by themselves beforehand. Lastly, the strong group tended to have more exposure to the wider world outside classroom.

5.3.6 Moderate student 5 (M5): MFTS, Theerah

Before the PIs, she was already moderately dutiful and responsible, but, with her utilitarian, down-to-earth and unimaginative cognitive abilities, she appeared more scientific than artistic or linguistic. English was not her favorite subject, but she maintained positive attitude toward learning believing in its benefits rather than her genuine interest and enjoyment. Although she was no leader, she took responsibility of her part as assigned. She hardly asked the teacher a question outside class. She was more inclined to follow the researcher thinking it would be good for her.

Theerah was a moderate student whose scores did not show much progress while she was developing the characteristics of LA. She obtained 42.5% in the ONET 2014 pretest, a relatively high score compared to the rest of the focal participants. However, her score of the posttest decreased to 35%, and in the end she obtained 32.5% in the real ONET 2015, the lowest (together with W10) of all the focal participants. These constantly decreasing scores while the PIs were progressing may result from her utilitarian value as her motivation in learning that is learning due to its benefits and use, instead of her genuine interest and enjoyment in the English subject.

She was rather unimaginative, uncreative and incurious about English as she tended to rely heavily on classroom teaching and the teacher without much sense of

agency to seek opportunities to learn on her own outside class. She did not seem to employ any learning strategies other than reading more and more during exams. The PIs provided her opportunities for improvement in the courage and confidence in presentation in front of classmates. Along the PIs, she made an improvement in her reflection, critical thinking, risk-taking and metacognitive abilities. Her excessively realistic and unimaginative self-assessment seemed to suggest her lack of confidence and left her little room for self-improvement. All in all, the process of PIs could see changes in Theerah's genuine interest, enjoyment in the English subject, while further continuous interventions could further improve her cognitive and metacognitive abilities in the English learning.

5.3.7 Moderate student 6 (M6): MFJY, Jenny

Albeit intimidated, unconvinced and unconfident of the importance of LA and likened it with self-instruction before the PIs, Jenny was gradually engaged and making progress during the PIs and gaining courage and self-confidence as a result. She was fortunate and wise in choosing to be surrounded by capable MKOs who were her motivators and helpers. Her family was enlisted for a government grant. She lived with her grandparents who obtained minimum formal education and her elder cousin while her parents worked in Bangkok. She aspired to be a chef like her elder cousin who acted as her MKO at home.

Her optimism and positive outlook helped open her world of foreign exploration and experience. She has realized intrinsic motivation that English would bring her better knowledge. Before the PIs, she said, *"I hardly had fun and success in English in and outside class. I found it hard when I was in Grade 5."* Later, her confidence and cognitive and metacognitive abilities were also much improved. Observational data showed she displayed higher risk taking such as guessing the meaning of unfamiliar vocabulary from context after the PIs. During the cooking project (P3), she displayed her integrative motivation about the culinary culture of westerners and other countries.

At the end of the PIs, she was able to obtain an increased score of 37.5% in the ONET 2014 posttest, 10% higher than her pretest, while maintained the same score of 37.5% in the actual ONET 2015. During and after the PIs, she became more reflective and engaged more in searching for knowledge such as in a dictionary or from the internet. Although she remained shy and did not dare to be different from her classmates, the PIs provided her with opportunities to practice acting out and being her own person. In group work, she was a good and cooperative follower who did her fair share of work. She said she liked working in a group, partly because she was afraid to stand out due to her shyness. She did possess much leadership, and tended to follow with responsibility.

During interviews and FGCs, she would let other students answer first and confirmed them only if her answer was similar. Otherwise, she would just smile and let other students express their opinions. Towards the end of the PIs, she was beginning to reflect and had courage to be her own person by slightly but softly contradicting with the teacher. She liked the role play project (P1) because it provided her an opportunity to practice acting in front of class. After the PIs, she found searching in a dictionary and the internet fun on the topic that she liked. Finally, she experienced enjoyment in learning English and she assessed the PIs as very good because, "*The PIs help children to have better learning.*"

5.3.8 Moderate student 7 (M7): MFCP, Cholakarn

Cholakarn started off with mild interest in English and LA because she found English hard, but later on her LA development and English ability were gradually forthcoming. Although Cholakarn appeared more logical than linguistic, she welcomed the opportunities to perform all the activities in the PIs. With her positive attitude toward learning, she was able to gradually develop awareness, readiness, confidence, and cognitive and metacognitive abilities and improve on her willingness and motivation after the PIs. Before the PIs, her initial moderate willingness and motivation in English could come from her lack of experience of success in the subject, her lack of confidence and her preference for logic and numbers as in her favorite subject of mathematics.

Cholakarn obtained the ONET 2014 posttest score of 32.5%, 2.5% down from the pretest. She said she was only sure of some questions and was just guessing the rest. However, she was among the four highest-scoring students as she obtained 60% in the final ONET 2015. This could partly be attributed to her positive attitude, attention, cooperation in class, increased motivation, and open-mindedness to challenges. English became an easier subject for her and she began to feel the enjoyment and encouragement to think and act out in the projects. Nonetheless, she was still used to the traditional way of English learning in which she was taught and told what to do by the teacher.

In sum, the significance of LA and English was dramatically increased for her, while she was exploring the new style of autonomous learning. She was well-liked by her group mates and said to be generous. Observational data showed she seemed satisfied with working in a group and followed her group leader as assigned. In the role play project (P1) her group was creative as they were the only group that sang. She also displayed a sense of agency as she watched an English program on TV. She particularly liked the cooking project (P3) because of her integrative motivation of learning about foreign culture. At the end, she wrote in her final note, "*I must be able to do self-management [or LA].*"

5.3.9 Summary of the moderate group (M5-M7)

Like the strong students, before the PIs the three moderate students were even embedded in having teachers and relied on teacher instruction and direction. The moderate group preferred to be taught to the point of being apprehensive of the forthcoming new style of autonomous teaching and learning. However, their positive attitude drove them to appreciate the importance of English and be willing to try LA, but their intrinsic motivation did not seem strong. After the PIs, they gradually genuinely enjoyed and gained confidence and increasing interest in English learning. M6 and M7 started to have integrative motivation as they showed curiosity in foreign culture.

Compared with the strong students, the moderate students displayed less sense of agency, reflection and critical thinking. They tended to follow the teacher and their group leader. They were pleasant and cooperative followers who valued their own contribution, but they did not have many opportunities to analyze the situation, plan or set goals and exercise decision-making in the projects. They seemed to be content and comfortable with being a follower, instead of striving to excel. After the PIs, they displayed higher risk-taking in searching a dictionary or the internet by themselves, and guessing the meaning of unfamiliar vocabulary. Lastly, the social dimensions were sound in group work with peers but they did not participate much in classroom interaction and hardly asked a question. Like the strong group, they felt shy to act out in front of classmates, however, they greatly appreciated the opportunities to practice and perform in the projects.

5.3.10 Weak student 8 (W8): WMNK, Non

Even before the PIs, Non was a very reflective and enthusiastic young EFL learner with huge potentials and high social skills. The projects sided with his natural inclination and nurture him further for opportunities to enhance LA. He seized those opportunities to practice English outside class with foreigners and try out the projects in his own time. He had a good sense of morals and responsibility for his family and all those around him. His thoughtful and caring personality has earned him a place in others' hearts. He lived alone with his frail grandmother who obtained minimum formal education and a farmer, whom he had to care for.

Non merely obtained 17.5% from the ONET 2014 posttest, 5% down his pretest of 22.5%, subsequently he was classified as a weak student. The other English teacher showed her surprise. She said we might have to sit with him while he was doing the exam and ask him to think aloud. However, in the final ONET 2015, he achieved the second highest score among the focal participants of 62.5%. This result better confirmed his LA characteristics existed both before and after the PIs. With these opportunities to inculcate LA, while he could sometimes be critical of himself, he seemed to potentially possess attitude and aptitude to embrace it. He was the only

participant who developed transfer of knowledge. He practiced dictionary search and tried out the cooking project (P3) at home. He said he made a sandwich like what we did in class, but he could not find a slice of ham, so he cut a sausage flat to replace ham. In the role play (P1), he won a Best Actor Prize. He also initiated a conversation with a foreigner while he traveled on the train to school. The exposure and experience widened his horizons and he had a good sense of agency to take advantage of the opportunities.

He was a capable boy with great social skills, but his spare time may be preoccupied with taking care of his aging grandmother. Although he was more of an entertainer than a leader to friends, he played his part in group work and was able to perform well in the LA-enhanced PIs. Other teachers confirmed his outstanding development in learning in the semester that followed. He himself said his English improvement resulted from the fact that he followed the teacher's instruction, and experimented it on his own. During the PIs, he had the courage and reasoning to contradict with the teacher, which showed his development in critical thinking. The PIs proved to be supportive to his natural inclination and encouraging to his further development.

5.3.11 Weak student 9 (W9): WMNS, Nat

Nat was a weak student in the English subject who made great progress in many characteristics of LA after the PIs. Before the PIs, he started off with low level of awareness and readiness, willingness and motivation, and cognitive and metacognitive abilities, while being moderate in social dimensions and interdependence of LA. Prior to the PIs, he just wanted a pass in the English subject. He started off with his indifference in the English subject whereas computing and mathematics were his favorite subjects. His motivation lay in the fun and enjoyment, and the PIs projects met his preference for interactive style of learning. He won a Best Actor Prize in the role play. The verbal and physical punishment of the teacher in Grade 5 demotivated him as he preferred gentle teachers.

His cognitive and metacognitive abilities did not improve much during the three projects, but he was able to show a progressive increase in his ONET results

from 22.5% of ONET 2014 pretest to 32.5% posttest and finally to 47.5% in the real ONET 2015. Nat was not a studious student, but he was fortunate to be surrounded with many MKOs, such as his mother and uncle. He was one of the few students who had a computer and the internet at home, but he hardly used it for the purpose of English learning. He had a sense of agency as he was among few students who frequented the library. His task assignments were not well-planned and well-done, but he started to explore various learning strategies in dealing with problems and people. For instance, he tried to match the sentence with the picture to grasp and guess its meaning. Regarding his metacognitive abilities, he did not do much planning and practicing, but he had the courage to take risks. He prompted his line in the role play on the spot, although his play turned out to be fun and funny to other students.

Having an academically domineering with relatively high education mother, he sometimes felt unconfident in himself, even though he had been selected a class captain in Grade 5. After the PIs, he seemed to acquire increased confidence, believe in his own ideas and further act out appropriately. He was an easy-going and sociable sportsman, but he did not contribute much in group work. At this age, he explored the world in different ways other than in academics. He liked reading about the exploration of the world. His well-rounded abilities, such as in sports and in acting, as well as a frequent library user widened his horizon and outlook and helped him with the development of LA characteristics.

5.3.12 Weak student 10 (W10): WMRM, Roong

Roong was a weak student in English who did not make much progress in the development of the LA characteristics, particularly in cognitive and metacognitive abilities, as well as the scores of the ONET results after the PIs. He scored 5% lower from the ONET 2014 pretest of 32.5% to the posttest of 27.5%, and he obtained the lowest score of 32.5% among all the focal participants. According to him, he confessed he was just guessing the answers and only sure of a few questions which were explicitly taught in class. He tended to be comfortable and make do with the test results, rather than sparing no effort to improve academically. He seemed to be

comfortable with himself and his relatively highly educated parents did not push him either.

However, he read novels and cartoons and was among few students who frequented the library. It was no surprise that he was quite articulate and sophisticated, although his reasoning tended to be more eloquent than logical. His Thai was still not proficient as he misspelt several Thai homophones in his diaries. He was capable of things other than academics such as in the sport of Petanque and other extra-curricular activities. His conception of LA became clearer after the PIs, and he looked less lost and quiet when he became better immersed and motivated by the fun and enjoyment of the PIs activities. He greatly enjoyed the cooking project (P3) as he wanted to be a chef.

His motivation in the English subject was heightened as he preferred a nice and kind teacher rather than a strict one. Although during the PIs, his cognitive and metacognitive abilities were not much developed, he voluntarily looked up words in a dictionary and exclaimed his discovery joyfully. Even if English had previously been discouraging to him, he maintained his positive attitude and became intrinsically appreciative of the importance of English. Mostly, he stayed quiet and passive in classroom interaction, but he did his fair share of contribution in group work. From the three projects of the PIs, he had more opportunities to partake and proved a decent group member. All in all, he was a small-built, likeable, but rather private boy whose development of LA was just begun.

5.3.13 Summary of the weak group (W8-W10)

The three weak students found the PIs met with their inclination for fun and interactive learning, even though English was not their favorite subject. W8 was exceptional and his LA characteristics were more similar to the strong group, such as in a high sense of agency, motivation, confidence, critical thinking and reflection. He was the only focal participant to have transfer of knowledge when he practiced English and what he learned outside class. However, he scored among the lowest in the ONET 2014 pretest and posttest. That categorized him as a weak student. On the other hand, W9 and W10 would just be content with a pass in the English subject, and

seemed to explore the world in a different way other than academics. They frequented the library and made attempts to try new learning strategies. All of them were engaged in extra-curricular school activities, but did not represent the school in academic competitions.

For the cognitive and metacognitive abilities, they did not have much chance to do the planning and analyzing and did not seem to be good at them as they were often assigned a less role in group work along the projects. At times, they were subject to boredom and could not manage their concentration well. Their motivation seemed to depend on how the teacher's teaching style and personality as a source of inspiration. Socially, they had good relationship with the teacher and friends. Sometimes, they did not do their homework, but they knew how to appease the teacher with promises. Last but not least, they strikingly displayed their open-mindedness as they showed that they were not judgmental and could take different opinions.
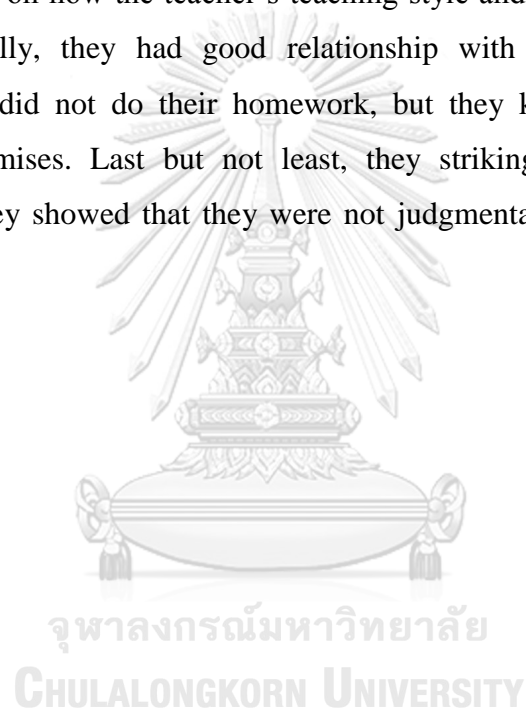
CHAPTER VI
CONCLUSION AND DISCUSSION

This current study began with the belief that learner autonomy (LA) could sustainably help alleviate the low English performance of a primary school in a low socioeconomic district in northeastern Thailand. It consisted of two parts; the former part was the ethnographic study and the latter the praxis interventions (PIs). The objectives of the ethnographic study were, firstly, to explore, describe, and analyze the awareness of LA in the sociocultural environment of the young EFL learners, particularly the stakeholders such as the administrators, English teachers, guardians and the local community key members in the rural Khong District, Nakhonratchasima Province. The second objective of the ethnographic study was to explore, describe and analyze the characteristics of LA displayed among the rural young EFL learners themselves in a specific rural school called CCK School. In doing so, the four characteristics of LA, namely the Awareness and Readiness of LA, Willingness and Motivation, Cognitive and Metacognitive Abilities, and Social Dimensions and Interdependence of LA, were derived from the synthesis of various well-known scholars related in the field of LA and used as a basis for discussion. The main focus of the ethnographic study was on the characteristics of LA that the rural young EFL learners, at the time of study in Semester 2/2014, displayed or lacked in order to construct LA-enhanced praxis interventions.

With this knowledge derived from the ethnographic study, the Praxis Interventions (PIs), in the latter part of the study, were designed to help enhance the level of LA among the rural young EFL learners. Together, the PIs included both teacher and learner developments in order to facilitate the LA enhancement in the rural school. Finally, the third, and last, objective of this study was to explore and evaluate how these PIs on teacher and learner developments assisted in the LA enhancement of the EFL teaching and learning among the rural young EFL learners in CCK School.

This chapter then summarizes the research findings, first, from the ethnographic study from both the stakeholders and the young EFL learners. Second, the findings from the PIs on teacher development and learner development are summed up. Discussion and pedagogical implications of the research findings are also offered. The research finishes with the conclusion and recommendations for further studies.

6.1 Research Timeline
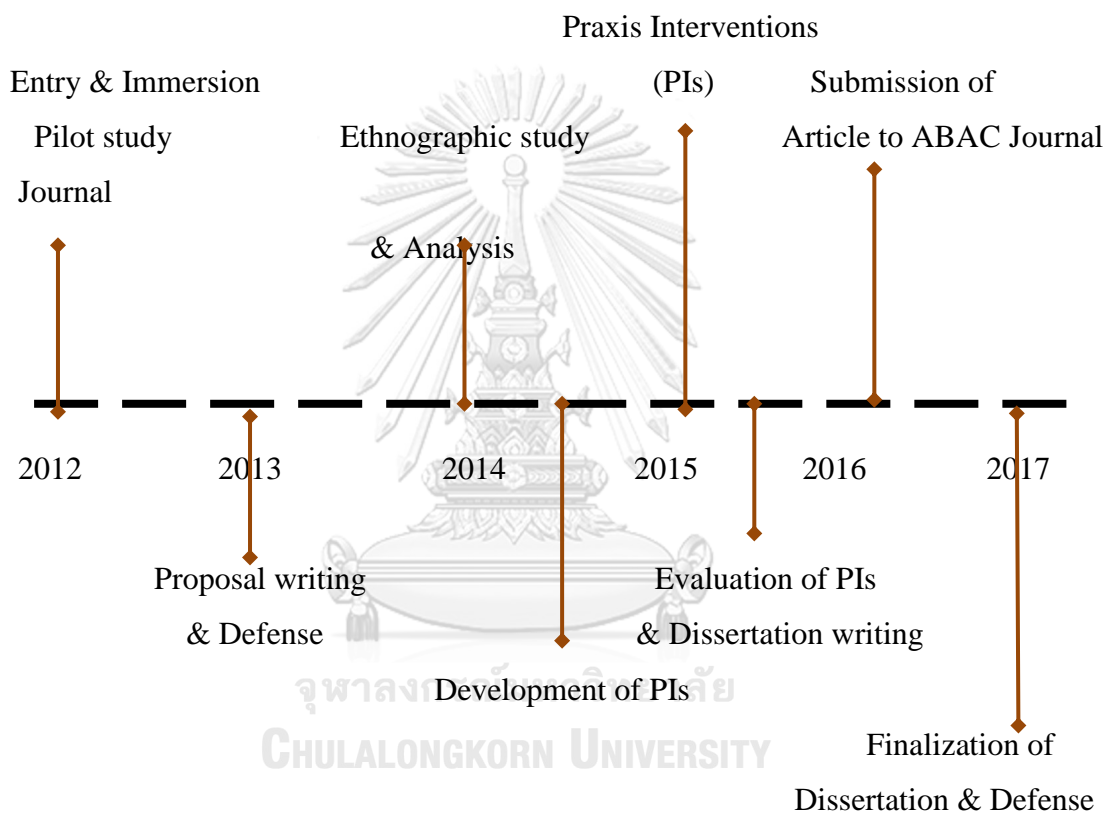
Figure 6: Research Timeline

The research spanned from 2012 to 2017. As the researcher is a local and used to an English volunteer teacher at CCK School, entry and immersion proved almost automatic and unproblematic. Between 2014 and 2015 the actual ethnographic study and praxis interventions were implemented and analyzed. The analysis and evaluation of the PIs were ongoing, together with dissertation writing. The research was finalized in 2017.

6.2 Summary of the Research Findings

Since this current study is divided into two main parts, the findings from the two major parts from the ethnographic study and the praxis interventions (PIs) are described as follows.

6.2.1 Summary of the findings from the ethnographic study

6.2.1.2 Findings from the study of the stakeholders. The findings of the stakeholders revealed that they acknowledged LA as a good goal, but they were not prepared to channel all their effort to achieving it. The educational administrators did not consider the concept as supremacy, and LA was not given a priority in their policies. This could be seen by their insufficient allocation of budgets and resources to equip the school's facilities for the cause. On the other hand, the guardians, with minimum formal education, readily trusted and entrusted the teachers and the school for their child's future. They placed high hope for the school to nurture their child on their behalf as they were preoccupied with making ends meet. Meanwhile, the local community authorities were more concerned with the economic issues and the well-being of their people than the education.

The CCK English teachers, who were one of the two main foci of the praxis interventions, were accustomed to the traditional ways of English teaching such as grammar drills, vocabulary memorization, translation, and tutoring students for examination. Certain English teachers still believed in the nature-based theory, thinking that some children were naturally born weak, mediocre, or strong. That played down the importance of interventions or efforts to help alleviate the situation. More importantly, their faith in the children's responsibility and capability was weak. Also, they were all constrained by their teaching workload and large class size. They complained about the lack of autonomous learning facilities such as the library and the Computer Room. However, with this education system under which all the teachers were employed and administered, they appeared to comply with the system and made do with the situation. They all accepted LA as a favorable and beneficial

concept, but simply did not have proper models or examples as guideline for its implementation in actuality. Therefore, the praxis interventions on teacher development could fulfill this role.

After the results of the actual ONET 2015 came out significantly improved, Grade 6 Kru Na, as open to the interventions as she has been, reported she had adopted certain activities of the research or used them as a guideline, such as dictionary search and learning by doing. She said she adapted the cooking project for the making of Christmas cards. She could not conduct the cooking project full stream even though the children loved it due to her constraints. She felt both activities lent themselves for learning the process discourse connectors such as first, second, after that and finally. The administrators, on the other hand, did not officially recognize the research's contribution, but they would welcome opportunities for the researcher's other interventions in the future.

6.2.1.2 Findings from the study of the young EFL learners. With regard to the young EFL learners, the perceptions of the children concerning the meaning of LA varied; some resisted, others welcomed. Those resisted likened LA with self-instruction. Most still defined the word, "responsibility," as doing what was assigned by the teacher. Albeit unsure of what LA actually entailed, as students, they willingly complied with whatever the teacher introduced in class.

The findings from the ethnographic study on the CCK fifth graders revealed that they displayed very positive attitude, optimism and locus of control toward studying and English learning, leading to their willingness and motivation to try whatever the teacher introduced in class. They showed high respect and consideration to the teacher. The relationship between the teacher and students appeared to inspire the children. Those who liked the teacher and her teaching style tended to be more motivated, however, most complied and deferred to her authority regardless. However, it proved that the teacher's practice of verbal and physical punishment as negative extrinsic reinforcement could deter the children's risk-taking and confidence. Most revealed the children felt students should be quiet in class and attentive to the teacher.

The rural young EFL learners had high optimism about themselves and the world around them, partly because they were not critical of their abilities and situation. Their rather closed and small world allowed them to overlook the disadvantages, comparative strengths or weaknesses they may be facing compared to their urban counterparts. The unfamiliarity with the concept of LA may have resulted from their limited exposure and experience rendering them less well-informed and well-versed in alternative ways of English learning. They were accustomed to being taught and told what to do. They seemed to see no wrong in that and tended not to try to change their status quo or environment to suit their individuality. Rather, they submitted to whatever was presented to them. Nevertheless, certain practices proved effective and recommendable for repetition such as group work because it eased the teacher's heavy workload and the pressure of a large class size. Beside the teacher, peers in group work had a role as effective MKOs. However, it was noted that the young EFL learners' ability to conduct team-based learning was yet to be developed. The groups still practiced a top down approach in which strong students did most of the work instead of using a collaborative approach.

Most of the children reported they felt shy and nervous when being put on display or making a mistake before friends. In this case, group work could relax them the pressure of being put on spot or having to attend to the teacher's instruction by themselves. However with their enormous optimism, most believed if they had a chance to practice, they could get better. Nonetheless, most of them did not have a keen sense of agency to make the most of their available, but already scarce, resources in their environment for the purpose of improving their English. They tended to take it as given, and readily satisfied with themselves rather than persevering or striving for a better change. Besides, they were not empowered or guided to do so by the teacher either. The teacher tended not to be aware or empower students to take charge of their own learning, even if the activities were suggested in the existing textbook. Consequently, the skills of goal-setting, planning, problem-solving, learning strategies, self-monitoring, self-assessment, critical thinking and reflection were underutilized and underdeveloped. There was not much exploration to other realms of learning strategies. Both the teacher and young EFL learners did not seem to problematize their usual practices of English teaching and learning. They may need to

come out of their comfort zone and explore the alternative way of autonomous learning. The forthcoming LA-enhanced PIs on teacher development and learner development could demonstrate to them how they could efficiently utilize their existing resources sensitized to their cultural context to attain life-long learning.

6.2.2 Summary of the findings from the PIs

6.2.2.1 Findings from the PIs on teacher development. After the praxis interventions on teacher development, the findings revealed that the teachers were highly skeptical of LA's compatibility in their own school's context, as compared to LPMP School. Some doubted its practicality because they perceived CCK students as lacking in a sense of responsibility and inquisitive mind. The teachers also felt constrained by the high level of workload and the large class size. However, the workshop participants, particularly the CCK English teachers, asserted that they were better informed and gained better understanding of the concept of LA. They said they greatly enjoyed and valued the opportunity to attend the workshop and exchange ideas with the researcher and the dissertation advisor, as well as the teachers from schools nearby, although their hesitance to commit to the concept and its practices was notable. Some of them complained about the lack of resources, while in fact it was possible to make the best use of the existing, available resources as revealed in the ethnographic study. Thus, it was essential to increase the CCK English teachers' morale from the top by means of the policy makers' involvement and commitment to the concept. Further training and demonstration of how LA and the morale of the practitioners could be enhanced in a rural area are still needed. So is the support from the policy makers to gear the policy and emphasis of English teaching and learning toward autonomously learning, and therefore life-long learning.

6.2.2.2 Findings from the PIs on learner development. As regards the PIs on learner development, the Grade 6 students who participated in the PIs on learner development could obtain the mean score of the ONET 2015 in the English subject taken one semester after the PIs increased from 35.33 in 2014 to 42.5 in 2015, while the whole country average was 40.3. Added to this, the mean score of the focus group

in particular rose to 49.3. It was the first time in the three consecutive years that CCK School was able to obtain an ONET result in the English subject higher than the national average. Although many other factors could contribute to the increase in the ONET result in 2015, Grade 6 Kru Na, the main English teacher, accredited the three projects introduced in the first semester with contribution to the increase. She stated, "The LA-enhanced interventions have laid out a logical construction for learning in the children's minds. When I came to do the tutoring for the test after the PBL interventions, the young learners were really receptive to the learning. Before, when students did not know a word, they would turn to me to ask for its meaning. Now, they look it up in the dictionary themselves."

Table 12-14 below attempted to evaluate the PIs on learner development. Table 12 to 13 show the quantification into numbers of the qualitative findings in Chapter IV and Chapter V, while Table 14 displays the ONETs scores.

The first commonality of the characteristic of LA that all the focus group participants shared was their willingness and motivation to have a go at whatever the teacher introduced in class, even if English may not be their favorite subject. It may be due to the culture of respect to the teacher as the third gratitude with the first and second being the parents. Before and after the PIs, the characteristic of willingness and motivation had been the most apparent characteristic. Without exceptions, those who could sustain the level of willingness and motivation, namely S2, S4, and W8, or improve on their level of this characteristic, namely M7 and W9, proved able to increase their ONET 2015 score after the PIs. Particularly, W9 developed increased willingness and motivation from the low level prior to the PIs to a high level in all the three projects as the PIs met with his preference for fun and interactive learning.

Table 12: The Four Characteristics of LA Exhibited among the 10 Focal Participants prior to the PIs.

Focal Participants / Characteristics of LA	S1 SFRN	S2 SFWT	S3 SMAP	S4 SFTP	M5 MFTS	M6 MFJY	M7 MFCP	W8 WMNK	W9 WMNS	W10 WMRM	Total (30)
1. Awareness & Readiness of LA	3	3	2	3	2	2	1	3	1	2	22
2. Willingness & Motivation for LA	3	3	2	3	2	2	2	3	1	2	23
3. Cognitive & Metacognitive abilities	2	2	3	2	1	2	2	2	1	1	18
4. Social dimensions & Interdependence	3	2	3	1	2	2	2	3	2	2	22
Total (12)	11	10	10	9	7	8	7	11	5	7	

Table 12 displays the four characteristics of LA that the focal participants exhibited prior to the PIs. When a student showed the demonstration of a characteristic to a high level, number 3 was marked; if at an average level, number 2 was marked, and when a characteristic was demonstrated at a low level, number 1 was marked. The sum of the numbers was counted in the last column showing the occurrence of each characteristic in the 10 students before the PIs. The sum of the numbers in the last row shows the level of the four LA characteristics in each student.

Table 13: Occurrence of the Four Characteristics of LA in the 3 Projects among Different Groups of Learners

Focal Participants / Characteristics of LA	S1 SFRN 11/12 P1	P2	P3	S2 SFWT 10/12 P1	P2	P3	S3 SMAP 10/12 P1	P2	P3	S4 SFTP 9/12 P1	P2	P3	M5 MFTS 7/12 P1	P2	P3	M6 MFJY 8/12 P1	P2	P3	M7 MFCP 7/12 P1	P2	P3	W8 WMNK 11/12 P1	P2	P3	W9 WMNS 5/12 P1	P2	P3	W10 WMRM 7/12 P1	P2	P3	
1. Awareness & Readiness	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	X	√	√	X	√	√	√	√	√	√	√	√	√	√	√	-3
2. Willingness & Motivation	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-1
3. Cognitive & Metacognitive Abilities	√	√	√	√	√	√	√	√	X	√	√	X	X	√	√	X	√	√	X	√	√	√	√	√	X	X	X	X	X	X	-11
4. Social Dimensions & Independence of LA	√	√	X	X	√	√	√	√	√	X	X	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-4
Lacking of LA	-1			-1			-2			-4			-1			-2			-2			0			-3			-3			-19

(Adapted from Pichailuck and Luksaneeyanawin (2017))

The occurrences of the four characteristics of LA in each student in the three English ability groups, namely the strong (S1-S4), moderate (M5-M7) and weak

students (W8-W10) are provided in the table. Numbers P1, P2, and P3 represent Projects 1, 2 and 3, respectively. When a student showed an occurrence of each characteristic, a tick (√) was marked; if not, a cross (x) was marked. The numbers of (x's) were counted and totaled in the last column, with the minus number in the last column showing the lack of each characteristic in the 10 students. The minus number provided in the last row shows the lack of the LA characteristics in each student.

Table 14: The ONET Scores for Each Focal Participant

Participants / Scores (%)	S1 SFRN	S2 SFWT	S3 SMAP	S4 SFTP	M5 MFTS	M6 MFJY	M7 MFCP	W8 WMNK	W9 WMNS	W10 WMRM	Mean Scores
ONET 2014 Pretest	40.0	40.0	42.5	45.0	42.5	27.5	35.0	22.5	22.5	32.5	35.0
ONET 2014 Posttest	45.0	40.0	52.5	40.0	35.0	37.5	32.5	17.5	32.5	27.5	36.0
ONET 2015	42.5	65.0	50.0	62.5	32.5	37.5	60.0	62.5	47.5	32.5	49.3

According to Table 12-14, another indicator which could be conducive to the increase in the ONET 2015 scores of individual focal participants was the development of cognitive and metacognitive abilities. Before and after the PIs, cognitive and metacognitive abilities were the most lacking characteristic of LA. All the strong, moderate and weak groups were accustomed to the traditional style of English teaching and learning in which they did as they were told or assigned to do instead of taking charge of their own learning in self-direction or self-regulation. After the PIs, the strong and moderate groups seemed to explore and employ more learning strategies such as searching for knowledge in a dictionary or in the Internet, more varied techniques of vocabulary memorization and more advanced in the transfer of knowledge in the case of W8, who scored the second highest in the ONET 2015. Strikingly, the weak students, except W8, could not develop cognitive and metacognitive abilities throughout the three projects, presumably due to their limited intellectual capacities and the delay in their development in the training.

According to their diaries and interviews, the distinctive personality of the strong students of the focal participants was that they were a profound and reflective thinker. They tended to read a lot outside class and have good influences or MKOs to inspire and consult at home. After the PIs, some of them started to think critically and began, although softly and politely, to contradict and criticize the teacher, while the strong group started to double-check the teacher feedbacks. Originally, they tended to thoughtlessly trust teacher assessment such as in the case of S1.

Creativity and innovation were also found during the PIs among the strong and moderate groups. Interviews and observations showed that the weak group tended to be too readily content and comfortable with their ONET 2015 score, no matter how much they could obtain. They appeared laid-back and nonchalant with themselves. Nevertheless, it did not mean that they did not read or learn. W9 and W10 were among few students who frequented the school library, and they seemed to explore the world in a different way other than academics. They preferred interactive activities such as football and petanque, and W9 acted the leading role in the school play. In the English subject, W9, who consistently made a significant improvement in the ONET 2014 posttest and the final ONET 2015 scores, started to be motivated and willing to explore various strategies. With this exposure and experience of LA, all the students became familiarized and getting accustomed to the new autonomous style of learning using more of their cognitive and metacognitive abilities. For example, they took more risks to guess the meaning of a word and began to employ more varied strategies in learning.

With regards to the individual cases, S1 and W8 had displayed the four characteristics of LA at a high level even before the PIs. Then, their LA characteristics were further enhanced to the second highest and the highest respectively after the PIs. With the high level of LA before the PIs, they were more inclined to respond well with the PIs. As a group leader, S1 brainstormed ideas and trained her group mates but her group was not in harmony in the last project. She seemed to be learning how to work as a team and peer-scaffolding. S2 and S4 developed their social dimensions and

interdependence of LA along the PIs. They were quiet and reserved at first, but gradually learned to interact and distribute more work to their group mates instead of doing all the work by themselves in the first project. During the projects, students other than the focal group also learned to make their contribution in group work. The strong ones did the situational analysis and the planning, while the moderate were pleasant and cooperative followers. Although weak students were assigned a minor role, they seemed to willingly participate. Based on social constructivism, this may have explained the increase in the average score of ONET 2015.

For the moderate students, prior to the PIs, they started off with an average level of almost all the LA characteristics, but later able to develop most the characteristics at a satisfying level. M7 jumped from an average score in the pretest and posttest to a high score in ONET 2015. She improved on her awareness and readiness of LA as she obtained more exposure and experience and became clearer that LA was not only about self-instruction as she had previously thought. She also made good progress in the other LA characteristics from a moderate level to an enhanced level. This may have explained the increase in her final score.

For the weak group, W8 was exceptional because the PIs were congruous with his predisposition for LA even before the PIs. However, his ONET 2014 scores of the pretest and posttest were among the lowest. These categorized him as a weak student. W9 made the most progress after the PIs even if his nature was not predisposed to LA at first. He began with a low level of LA in almost all the characteristics, except being average in the social dimensions before the PIs. After the PIs, he became willing and motivated to improve on the English learning. However, his cognitive and metacognitive abilities were not developed much as he tended to perform the projects impromptu without planning or setting a concrete and clear goal. His constant increase in scores of the ONET 2014 pretest, posttest and the final ONET 2015 may be attributed to the fact that the PIs took into account of his natural inclination for fun and interactive learning.

Moreover, the strong group, together with W8, was markedly superior to the other moderate and weak groups in their exposure to the wider world outside classroom and their sense of agency. For example, S1 had tutoring in the city, S2 and S3 joined an English camp, S4 conversed with her grandmother's English-speaking boyfriend, while W8 initiated a conversation with foreigners while he traveled to school by train. Those who improved on their ONET scores tended to have family support and motivation to pursue a sense of agency to make the most of their available affordances regardless of their relative socioeconomic status as some families were better off than the others in the same district. The guardians saw the importance of education as a gateway to a better life, and were willing to spend if their children proved they behaved and did well in school. Besides, a number of English-learning resources in the rural area did not cost much such as English programs on TV, English road signs and posters hung in the English room and around the school. Access to the computer and internet and English books in the library may be limited in the school and exclusive to those who could afford. Bilingual dictionaries were made available in class and free to use, while some strong students already had their own.

In term of social dimensions and interdependence of LA, all of them reported they were shy and feared of losing face in performing in front of friends or being put on display, although they mostly managed to do well in the role play project. They all acknowledged and appreciated the opportunity to act out in front of class. The strong students tended to be the group leader, and they were wise in knowing which part should distribute to which group member. The moderate group tended to be keen and responsible followers, while the weak group required coaching and assistance from the strong group. However, some strong students such as S2 and S4 tended to take charge of all the major work including the planning, organization, scripts writing and being the narrator of the play. Before the PIs, team-based learning in the school was interpreted as the stronger helping, or rather directing, weaker students. During the PIs, the situation was improved as all group members shared materials and equipment.

S1's group brainstormed and trained to say their line in the role play project. Weak students, although played a minor role, took pride in their participation and valued their contribution. Culturally, the classroom interaction was usually one-way and top-down from the teacher. Regardless of their intellectual capacities, they all tended to be quiet and only listen to teacher instruction. The confident and curious ones such as S1 and W8 did ask questions. The PIs rendered them opportunities for interactive and participative learning.

After the PIs on learner development, it was evident that the English teacher remained a very significant factor of the development of LA characteristics. The teacher still needed to do the supervision and facilitation of classroom activities. The roles of teachers as instructor and assessor were to remain, but the roles of teachers as a guide, facilitator, and motivator should be greatly increased. All the young learners said teacher played a great role in their motivation to learn. This signifies the importance of teacher development.

6.3 Discussion of the Research Findings

6.3.1 Culture as a resource or a constraint?
This section discusses how culture could be a resource as well as a constraint in EFL teaching and learning in the rural school called, "CCK School," in Khong District, Nakhonratchasima Province, as discovered in the study. Culture in this study is a way of beliefs, values, attitudes, behaviors and practices that people shared in the rural area. Culture and language are inextricably intertwined and have an impact on one another. A Holliday (2003) points out there can be small cultures within the rural culture such as the academic culture or organizational culture in the rural area. The study revealed that the rural young EFL learners still cannot distance from their own culture. They immersed in it but not conscious of it due to their lack of exposure and experience to the world outside their home and school. Therefore, the rural culture should be pinpointed to raise awareness of one's own culture, take advantage of if it proved as a resource, and resolve or manage it if it proved to be a constraint.

The first cultural resource of the rural children found in the study was their respect and consideration to the teacher, and their existing routines of sharing household chores in their home. They seemed to hold firmly that it was a child's duty to study in school and obedient to their elders. The teacher was regarded as the third gratitude, with first and second being the parents. This increased their level of their willingness and motivation to welcome opportunities to have a go at whatever the teacher introduced in class. After the PIs, the gap of power distance between teacher-student relationship, defined as the extent to which the less powerful persons accept inequality in power and consider it as normal (Hofstede, 1986), became narrower. At the beginning, the actual classroom culture seemed to show passivity of the students because of the power distance and respects not to challenge the teacher. Later, a positive cultural sign was adjusted in that some unconfident students started, albeit softly and politely, to contradict and criticize the teacher, take more risks and participate in classroom interaction. Their responsibility of routine household chores showed their glimpse to toil hardship and how to manage things that were not always fun. On the other hand, the guardians readily trusted and entrusted the teacher and school to educate their child in their place. Therefore, the teacher should treasure the students' respect and make the best use of it, as the respect should justifiably be earned and come with responsibility.

However, this potentially cultural resource dictates certain qualities and attitude of the teacher. Although some strong students felt teachers should be strict and stern, most students preferred friendly, kind and gentle teachers. The role of the teacher at the school was found to mainly to 'give' knowledge. As students learned English mostly in classroom, the teacher played a vital role for motivation and instruction. The culture of the CCK English teachers was each individual did their own thing in their own way without much collaboration, collaborative inquiry and learning community. On the one hand, this culture could enable a great degree of teacher autonomy, on the other, as it shows in the findings of the PIs on teacher development that their morale and lively spirit to embrace changes of LA were low.

They seemed to perceive the school and educational system as not compatible with LA enhancement, although they agreed with the concept in theory. In the workshop, they complained about their heavy workload, extra administrative responsibilities, large class size and the lack of self-learning resources and facilities. Thus, the maneuver of LA enhancement should specifically involve policy-makers and administrators in the rewards and promotion system, as well as empower the positive attitude and morale of the English teachers themselves.

The school's academic culture revealed as a constraint to LA enhancement. The administrators valued numerical assessment indicators of students' effectiveness, especially from national examinations such as the ONETs. This led to the exam-based tutoring style of English teaching and learning, repetitive strategy use and rote-learning. Yang (1992) explains that these styles typically depend on unquestioned and sometimes unconscious held belief. The culture seemed to pass down from generations of English teachers, and dominated not only CCK School, but Thailand and many Asian countries. This culture did not totally prove to be a drawback because students did not have an opportunity to use English outside class. So, they may require a lot of repetition, and the strategy use for repetition of the CCK English teachers proved effective and enjoyable such as rhymes of vocabulary, visual art such as drawing and painting. The PIs introduced an LA-enhanced learning style to promote creativity, critical thinking and innovation. The ONET 2015 results proved that autonomous learners could achieve high scores, therefore, this should convince policy-makers and administrators to see the significance of LA, and hopefully to adapt their existing academic culture.

The rural atmosphere was serene and peaceful. Changes were gradual and infrequent. This can be a relaxing resource for a child to grow up in. However, the world in the 21st century is moving fast. If rural young EFL learners did not adjust, they could be further marginalized and left behind. However, any improvement measure should be sensitive and sensitized to the local context and culture. The PBL

course was an example of how to make the best use of existing resources and facilities already available in the rural area.

6.3.2 The impact of low socioeconomic status and a sense of agency

It is no denying that being "rural" in Thailand often implies low socioeconomic status (SES). Low socioeconomic environment may be a disadvantage, but it is not a disability of LA enhancement. Although CCK School is located in the municipal area of Khong District, Nakhonratchasima Province, most of its students lived in rural villages around the school. Molfese et al (2003) claims that socioeconomic status of children correlated with both performance and intelligence scores. However, the issue was still controversial and proved inconsistent in this research. Among the 10 focal participants, the parental income and level of education did not seem to influence their scores of the ONET 2015. S1, W9 and W10 came from a relatively higher income family with higher educated parents, but they did not score as high as those from comparatively lower income. Having said that their comparative confidence, insight, decision-making, capacity of reflection, and self-awareness in learning were found higher like Worley (2007) suggested. Nevertheless, the first four highest scoring focal participants, S2, S4, M7 and W8 were also capable of developing these qualities, albeit not readily. This study supports the notion that if instruction is compatible with young EFL learners' learning styles and preferences, and sensitized to their contextual factors, academic achievement could be increased in the rural area.

In contrast, it proved feasible like Faitar (2011) suggested that low socioeconomic status parents were less likely to be sensitive to the child's needs and interests because they may be preoccupied with other priorities. Quite a number of the parents lived and worked elsewhere apart from their children, leaving them with elderly relatives. Besides, the child's neighborhood was found not helping much in LA development because their peers may face the same kind of difficulties. However, the focal participants who were receptive to the PIs tended to have more knowledgeable others (MKOs) at home to inform and influence, for scaffolding their learning. The

study revealed that low socioeconomic played the most part in the acquisition of technologies, learning resources and the level of exposure and experience in the English language. Very few rural students had a dictionary and fewer had a computer and the internet at home. All of them had never been abroad and had few experiences of how English is used in daily lives. Nonetheless, the government's free education policy attempted to provide access to the technologies and learning resources and facilities such as the Computer Room and English camps as well as free TV English programs at home, but some rural young learners themselves did not utilize the existing resources for English learning. Practical guidance and awareness raising from the teacher would be needed to inculcate and cultivate in the young EFL learners of the potential usefulness and perhaps gratefulness of the already available resources for their LA enhancement and sustainable life-long learning.

Unlike what R. C. Gardner (1985) suggested, the level of motivation, willingness in learning and positive attitude toward learning of the rural young EFL learners did not seem to pose as significantly affected by their level of socioeconomic status. Fonseka (2003) recommended the level of enjoyment in English learning as the motivator for the resource-poor students because they did not have much exposure and experience to integrative and instrumental motivations. The cooking project of the PBL course successfully initiated and inspired them to explore more of foreign cultures. From the interviews, most of the guardians considered their child's education as gateway to a better life. Having said that, CCK students compared to students in village schools were at a relatively higher socioeconomic status, as it is supposedly the most prestigious primary school in the district. Additionally, the CCK English teachers graduated with English major, and Grade 6 Kru Na even had an MA from the US. It was partly purposeful for this research to select this school for the introduction of LA enhancement in which the new style of English teaching and learning was more likely to be successful. The research results could hopefully prove encouraging to be emulated in similar or less impoverished schools due to the deliberate, minimal extra

expenses of the PIs. In fact, LA should be seen as a vital rescue strategy in a resource-poor school in which students would have to take charge of their own learning.

Moreover, it is interesting that the rural young EFL learners themselves were not conscious of their socioeconomic drawbacks. Possibly due to their limited exposure and experience, they did not seem "aware of inequity and inequality perceptions prevalent in low SES environment and certainly not ashamed of class-related attitudes and existing prejudices" like Draper (2010) claimed. In fact, they were found content and happy in their rather closed, small world, unaware of being seen as impoverished or disadvantaged. This ignorance can also be the rural young EFL learners' asset that should be prolonged.

More importantly, LA can be the result of a non-favorable context if the learner has a sense of agency and been empowered to take charge of their own learning like in the case of LPMP students. To become an autonomous learner in a resource-poor environment, the young EFL learners would have to create opportunities to learn English outside class to move beyond the constraints of their backgrounds and develop desire and ability to take advantage of this opportunity. For instance, W8 who took adventure in talking to foreigners while he was on the train to school and tried out the projects with his neighbors at home. He was one the most successful focal participants whose LA characteristics developed as much as the strong group and he was one of the highest scoring in the ONET 2015. Toohey and Norton (2003) defined "agency" as the power to control one's learning through self-regulation, a desire of which can be blocked or enlarged by sociocultural or economic conditions. In the case of the CCK young EFL learners where they regarded the teacher as knower and defined responsibility as following the teacher's instruction as assigned, agency can be encouraged through teacher-initiated activities such as the PBL course. The teachers could assign tasks that require the use of the library, the computer room or the posters that were hung in the English room. It was found that the projects helped stimulate a sense of agency among the students partly because the activities were meaningful and related to the young learners.

To illustrate, the cooking project responded to the interests of the three of the 10 focal participants because they aspired to be a chef when they grew up, while the role play utilized Aesop's Fables they were already familiar with in Thai. Chamot and O'Malley (1996), and R.L. Oxford and Leaver (1996) suggested the teacher equip the learners with learning strategies to improve their sense of agency. The PIs on learner development helped empower the rural children to take initiatives in relation to their own learning requirements, and to build up their character to face numerous challenges in the school and home life. It proved that those who scored high in the ONET 2015 were distinguished in their level of agency. These skills of LA can be transferred to all aspects of a student's learning in other subjects as well (W. Littlewood, 1996, p. 125).

6.3.3 Learner autonomy, innate or learned?

Holec (1981) argued that autonomy is not innate but develops through learner training, whereas Candy (1989, p. 101) believed that it is an innate capacity of the individual which may be suppressed or distorted by institutional education. The research findings from the case studies seemed to suggest that there was a combination of both. This is confirmed by Paiva (2005)'s definition of LA as a complex socio-cognitive system which involves not only the individual mental states and processes, but also the social dimension in communication. He listed factors that might influence one's autonomy which comprised both innate and learned factors such as personality traits, intelligence, age, culture, learning strategies, attitude, willingness and motivation and so on. Although intelligence and mental states can be socioculturally influenced, nativist psychologists believe that they also had genetic causation. Paiva (2005) concluded that there is no evidence to say that autonomy is an innate capacity, although there is no denying that it may exist. By contrast, there are ample examples of autonomy as a learned capacity. This research postulates that LA is both innate and learned capacity, therefore both nature (innate) and nurture (interventions) play a part in fostering LA among the rural young EFL learners.

For instance, S1 was one of the brainiest focal participants with personality traits and mental states conducive to LA enhancement such as reflection, attitude, and confidence. Even before the PIs, her existing characteristics of LA were already

evident, and it proved both her innate capacity rendered her to learn and develop all the characteristics of LA after the PIs to a high level. Additionally, W8 had shown a propensity for LA enhancement and later he was able obtain one of the four highest scores. On the other hand, M7, whose innate abilities may not be instrumental to LA enhancement, obtained one of the four highest scores in the ONET 2015 after she developed strong willingness and motivation in the PIs to learn English. Moreover, W9 who was one of the lowest performing focal participants before the PIs. Later on after the PIs, he could develop the characteristics of LA, especially his awareness and readiness, and willingness and motivation to a satisfactory level and furthermore obtained a much better score in the ONET 2015. These examples illustrated that it is the natural brain and personality traits of each individual that are conducive and responsive to LA enhancement, but the learned factors such as the teaching of learning strategies, metacognitive strategies as well the motivation stimulated in the PIs both played a crucial role in embracing or achieving LA.

However, the CCK English teachers tended to believe in the importance of nature rather than nurture. For instance, Grade 5 Kru Nueng felt some students were born weak, some moderate and others strong. Although she paid extra attention to the weak, she did not assign the importance and effort on exploring alternative interventions. She would feel that she had already done her best as an English teacher, and did not fuss about her individual, moderate to weak students' preferred learning styles or latent potentials. Even the child himself, W10 was nonchalant with his academic results. He said he himself thought he could obtain around that score and ranking. Changes were slow and blind acceptance in the status quo rather than strategic interventions seemed to be the case in the rural area. The research agrees with P. Benson (2001) and Dickinson (1995) in that the seeds of LA are already there but 'episodic,' 'private,' and 'ineffective,' therefore strategic interventions to confirm the natural tendency of LA should be necessary.

As the focal participants were still developing and discovering their individuality, learned factors could complement their natural tendency like in the PIs. To follow up on the focal participants after the research, they became adolescent and their local secondary school employed project-based learning. The students started to have clearer and more realistic situational analysis as they had frequent opportunities

to practice their cognitive and metacognitive abilities and other characteristics of LA. They began to find English more complicated than just having fun. They learned grammar more intensively and systematically in secondary school than at CCK. S1 still showed her confidence, while S4 was not sure if she was serious about becoming an English teacher. M7 excelled academically and she changed her mind from wishing to be a mathematics teacher to an English teacher. W8 has grown to be a young man who was not as forthcoming as he used to be. They seemed preoccupied with their secondary school activities and did not seem to vividly recall the contributions that the PBL course and counseling program had had on their learning life. What they remembered was the fun in the English learning as a child.

6.3.4 The most apparent and the most lacking characteristics of LA

The most apparent characteristic of LA was found to be the willingness and motivation of the young EFL learners, as opposed to the most lacking being cognitive and metacognitive abilities. A few students resisted the concept of LA at first because they likened it to self-instruction, but their great positive attitude toward learning prevailed and made them persist. As the PBL course was progressing, all of them showed increasing willingness and motivation to have a go at all the activities introduced by the teacher. Even before the PIs, their respect to the teacher and their willingness and readiness were responsive to LA enhancement, albeit to varying degrees depending on the strong, moderate and weak groups. The English teachers should be wise as when to utilize intrinsic or extrinsic motivations such as reward, praise, acceptance, grade or punishment. Although the young EFL learners perceived punishment as well-wishes of the teacher, they would rather not to face it. Grade 5 Kru Nueng reported that it had worked to coerce her students to do homework, however, the impact on the level of students' engagement and responsibility did not seem sustainably long-lasting.

In fact, the research confirmed Deci and Ryan (1985)'s assertion that intrinsic motivation is more desirable than extrinsic motivation. The rural young EFL learners were tremendously motivated by the enjoyment of the projects, and the kindness and open-mindedness of the teacher. The result from the ethnographic study exhibited that

the teacher was one of the most vital motivators of the Thai young EFL learners' learning. Consequently, the teacher was careful not to harm their self-esteem and try to raise their confidence. The focal groups also reported that the projects were scintillating and meaningful as they not only promoted LA, but also responded to the children's needs, interests, and aspirations. This may have resulted from the fact that the PIs took into account of the findings from the ethnographic study, combined with the consideration of the contextual factors.

In specific details of the attributes of willingness and motivation before the PIs, the rural young EFL learners were shy and self-conscious in acting in front of class or asking questions. Tong (2002) suggested this was due to low self-esteem which may be jeopardized when learners were conscious about making errors and possibly being shamed, disgraced or made to lose face by the teacher and their classmates. However, interviews revealed their thoughts that their self-esteem was not enormously affected. They did not seem to internalize mistakes harshly and still believe in their own effort and ability that they could conquer hardship by putting greater efforts. In fact, their shyness and fear of losing face may be culturally influenced in a collectivist community where individuals will only speak up in class when called upon personally by the teacher or in small groups and formal harmony must be maintained at all times (Hofstede, 1986). As the young EFL learners' identity in learning the English subject has not been firmly formed, it should be the English teacher's responsibility to motivate their spirit and provide proper practices of classroom interaction.

By contrast, cognitive and metacognitive abilities were found the most lacking among the rural Thai young EFL learners in the ethnographic study. The young EFL learners relied on the teacher for instruction, direction, regulation and assessment. Some associated grades as the signpost of their English learning, and others did not construct a real concrete and measurable goal in learning. It is central that a learner discovers his/her own goals and has the determination to achieve them. S4 was exemplary in that, though she tended to overrate her self-assessment. Wenden and Rubin (1987) stressed that there was a relationship between the success in EFL

learning and the use of cognitive and metacognitive behaviors. The same teaching and learning strategies were repeatedly passed down from generation to generation of the school with little modification, such as drawing and painting, vocabulary memorization and grammar drills. The PIs did not deny the benefits of the traditional learning strategies, but other effective, teachable strategies and critical thinking could be more congruous with the 21st century EFL education. The PBL course partially promoted self-regulation and self-direction such as planning, self-monitoring and self-assessment, albeit at just the introductory state to expose the young learners to the alternative autonomous learning style. It was felt that the teacher would still need to hold the children's hands in the implementation, and closely monitor as a guide and facilitator at this beginning stage.

After the teacher's introduction to alternative strategies, some learners started to explore and apply their skills to various activities. In the PIs, they had opportunities to search the dictionary and internet for knowledge, plan, rehearse and prepare materials for their role play, deduce grammar points, personalize vocabulary in order to meaningfully remember it, and guess the meaning of words by the context, set up their own criteria for assessment. They learned that using strategies can make learning quicker, easier, more effective, and even more fun. For example, W8 developed the metacognitive skill of transfer by playing a dictionary game with his junior neighbor at home and talked to foreigners on the train. He was one of the best LA-enhanced focal participants with a successful increase in the score of ONET 2015. After the rehearsal of their role play, teacher feedbacks were provided and the students started to adjust their play accordingly. They had a chance to learning by doing and exercise their innovative and creative minds in addition to the basic requirement of the activities. Conclusively, those who have developed cognitive and metacognitive abilities tended to be more successful in the ONET 2015 scores.

6.3.5 The social dimensions and interdependence of LA

Social dimensions could afford or constrain possibilities for individual autonomy (P. Benson et al., 2003), and they play a great role in developing

communicative competence as Ministry of Education aims to achieve among Thai primary students. Based on social constructivism (Vygotsky, 1978), the importance of social and cultural contexts were interwoven and integrated into language learning. However, there were not many foreigners in the vicinity of the rural young EFL learners to explore English communication and culture. The guardians had minimum education and may be preoccupied with making ends meet, leaving little time and knowledge to scaffold and mediate their children's ZPD. The higher scoring focal participants in ONET 2015 were found to luckily have MKOs at home to mediate and scaffold their English language learning such as elder cousins or other elder relatives who were in school at a higher level than the participants. The strong group often had higher exposure such as to English camp or trip to other cities, and a sense of agency to explore and exploit materials and resources. Thus, rural young EFL learners should try to socially construct knowledge and learning from their existing environment, albeit scarce as it may be.

The research revealed that rural children need scaffolding among peers and a sense of agency in their environment because their opportunities and affordances were not always adequate. English teachers were the main source of EFL learning, and were highly regarded as the knower and the authority by the rural young EFL learners. During the PIs, the students started to softly and politely contradict and criticize the teacher. Classroom interaction and communication were beginning to be distributed to empower the young learners, although passivity by not speaking and only listening did not mean that the young learners lacked autonomy to learn effectively. Observations showed the rural young EFL learners started to engage in ""social autonomy" (A Holliday, 2003), in which the student takes responsibility for learning in the context of the group as a whole, by engaging in different kinds of private work such as reading, working and looking up in the dictionary and internet, which needed little or no oral interactions. The situation was coined by W. Littlewood (1999) as "reactive autonomy" as opposed to "proactive autonomy", which occurs once a direction has been initiated that leaves room for learners to organize their resources autonomously in order to achieve their goal. It is possible to proceed to develop

"proactive autonomy" when the children's proficiency is stronger and their age is more mature.

Socially, the strong students, who were often the group leader, were wise in assigning a suitable role to their followers, while the moderate being good, cooperative followers. As the strong students had more opportunities to practice situational analysis, planning and thinking, their cognitive and metacognitive abilities were found to develop more than the weak ones. S2 and S4 tended to do most of the work by themselves in the first project. Team meant more of the stronger students helping the weaker, rather than team-based learning in which all group members participated and equally shared responsibilities. As observed in their performing of the three projects, leadership is a skill that not every good student naturally had. S1 appeared as a good leader; she brainstormed ideas and coached her followers. S2 and S4 began to work as a team and realized that they could not do all by themselves. S3, on the other hand, did not show much tact and S4 could be introverted. It is interesting to see that strong students may not always be socially competent and their social skills may need developing. However, during the PBL course, it was obvious that all the students joyfully had a part to play in the projects. All the students reported their preference for group work as opposed to individual work. The research suggested that peer scaffolding and peer monitoring could help alleviate the workload of the teacher.

Competition among groups was more friendly than fierce as the teacher's main purpose was meant to stimulate students' motivation and enthusiasm only. Hofstede (1986) confirmed students in feminine societies such as Thailand tend to avoid confrontation and practice mutual solidarity rather competing with each other in class. The students tried to behave modestly and avoid making themselves visible. Counseling program did not work well with the young EFL learners as they did not ask much question and think that they were facing a problem. They did not oftentimes approach the teacher and the teachers were not always available for them. Nevertheless, counseling sessions should be made available and teachers' office hours should be made known for the children.

During the PIs on learner development, autonomous interdependence between the teacher and students was gradually improving. The teacher had teacher autonomy and students were empowered to take charge of their own learning and participate in regulating themselves and directing the projects. Although the level of dependence of the young EFL learners could still be seen, it was felt necessary as they were still new to the autonomous style of English teaching and learning. Learning-centered (what the students would benefit from knowing) rather than purely learner-centered (what they enjoy or need) seemed more suitable at this beginning stage of EFL learning. Cotterall (1995) cautioned that learner expectations of the teacher authority can act as an obstacle to teachers who would like to transfer responsibility to the learners. Pearson and Gallagher (1983) coined the phrase "gradual release of responsibility" to describe the process that leads students to become independent learners under the guidance and support of their teachers. Victori (1992, p. 72) affirms that the more experience in language learning the students have, the less likely they are to rely on teachers during the task of language learning. There is hope that the rural young learners will gradually develop LA in the course of their life, while English teachers played a critical role in this process of development.

6.3.6 The development of EFL teachers' autonomy and education

After the PIs on teacher development, the CCK English teachers gained a good grasp of the concept of LA and its classroom practices. However, they seemed to have little faith in their young EFL learners' ability and responsibility to embrace LA, as well as having little hope and morale for the current system existed in the school. The teachers were not prepared to transform. Teacher empowerment means willingness and ability to manage constraints within a vision of education with hope. To hope is to believe in possibilities. It may take a collaborative culture of schooling. Pedagogy for autonomy demands teachers who are ready to mediate between constraints and ideals. Currently, the school did not have a common room or much opportunity to foster "collaborative inquiry," which Bray, Lee, Smith, and Yorks

(2000, p. 6) defined as, "a process consisting of repeated episodes of reflection and action through which a group of peers strive to answer a question of importance to them."

It may be advisable to encourage English teachers to develop small-scale action research projects in EFL classes. Wallace (1998, p. 4) defines action research as, "a way of reflecting on your teaching…by systematically collecting data in every practice and analyzing it in order to come to some decisions about what the future practice should be." To assist in doing action research, school should partner with university to share ideas and expertise in action research methodology. Or, it could learn from exemplary schools not far from such as Lamplaimat Pattana School like in the field trip. Nearby schools could group together, reflect and share on their best practices and problems. The culture of learning community among the teachers and schools should be promoted. Rural schools do not tend to have English teachers with advanced qualifications. However, CCK School was an exception that Grade 6 Kru Na graduated with an MA from the US. This effect resulted in her being very open and receptive to the PIs on teacher development as shown in her interviews.

The English teachers often complained the demands of the system such as the pressure to achieve satisfactory national exam results, pressure to cover the syllabus, heavy workload and large class size. This has discouraged the teachers from experimenting with alternative and innovative approaches. The new government policy, "Moderate class, More knowledge," in which students were supposed to learn to initiate and self-direct their own activities in the last hour of the school day, is an example of how the Ministry of Education attempted to deal with deficiencies with the system. Despite this, it runs the risk of the school or teachers using this hour for exam-based tutoring. Therefore, changes in the direction of LA enhancement would further require policy-makers and administrators to get involved. Teacher training and education should emphasize the importance and potential benefits of LA. As long as changes toward LA enhancement are in line with the MOE policy, school policy, and incorporate existing resources with socioeconomic and sociocultural sensitivity,

policy-makers, school administrators and English teachers themselves would have no excuse, but an urgency, to embrace LA.

6.4 Pedagogical Implications

This study provides pedagogical implications as follows.

1) Learning-centered combined with learner-centered in LA development

The National Education Act (1999) and the National Education Plan (2002-2016) (Office of Basic Education Committee, 2009) view LA as an important gateway to learner-centered Communicative Language Teaching (CLT) in English. Learner-centeredness assumes two perspectives. The first is acceptance of learners as complex and varied individuals. Second, its ultimate goal is to empower learners by enabling them to take charge of their own language learning as related to their life goals (Tudor, 1996). To pursue learner-centered communicative language teaching and learning is to apply the concept of LA. However, Cameron (2001) cautions putting the child at the center and serving only their existing interests could be considered "condescending." Children have huge learning potential to stretch beyond their threshold via, "scaffolding" (Bruner, 1978) or carefully considering the child's "Zone of Proximal Development" (Vygotsky, 1978). Rural Thai English teachers could exploit the opportunity that they are respected and obediently followed to implement, "learning-centred" (what young EFL learners would benefit from knowing, combined with learner-centred (what they enjoy and need in learning). Tobias (2009) affirms that teacher's explicit and direct teaching is not always bad and particularly needed in low socioeconomic students. Children's perception of teacher as the authority in setting goals, plan, monitor and evaluate learning for them, while students give effort and stamina to follow. W. Littlewood (1999) called this type of autonomy in collectivist cultures as "reactive autonomy" as opposed to "proactive autonomy" like in individualist cultures.

For example, to encourage and develop a sense of agency among young EFL learners, the English teacher could explicitly assign work or games to practice how to

use a bilingual dictionary and the internet search. Tasks could be designed to involve the use of the library or English story books to familiarize and make them to appreciate their existing resources, facilities and the love of reading. English posters hung in the English room could be quizzed, made games or competitions to stimulate students to learn. Questions could be asked on a popular bilingual TV program or vocabulary that children watched or heard of the day before, etc.

2) Enjoyment and team-based learning for rural young EFL learners

The rural young EFL learners were generally intrinsically motivated by fun and enjoyment of the English lesson. They were interested in learning English because it was fun. It was found to be the most important and relevant motivator to the rural young EFL learners because they had limited exposure and experience to other types of motivation such as integrative and instrumental motivation. Also, they had a strong preference for group work, so collaborative group work arrangement which foster LA should be reinvigorated and face-threatening acts should be avoided. The concept of working as a team should be inculcated in that each group member should share responsibilities and contribute to group work. Currently, the strong group shouldered most of the group management and direction, while the weak played a less role. According to social constructivism (Vygotsky, 1978), EFL teachers should encourage the development of social skills in the strong students as they would often be the leaders of their groups, and teachers should convince them to work collaboratively with their weaker group mates and learn from others. The English teacher could suggest to them how the weaker students can learn from more knowledgeable others (MKOs), while the stronger students should not hesitate to learn from less knowledgeable others (LKOs). Peer-scaffolding and peer-monitoring would be much needed to help ease the pressure of heavy workload and large class size in rural schools.

3) English teachers' roles and responsibility in LA enhancement

English teachers play a vital role in helping students pass through their transition period from teacher-dependence to self-regulation. All the rural young EFL learners said the teacher was their prime motivator in addition to knowledge

transmitter. They preferred friendly, kind and gentle teachers. Teachers should also be patient and sensitive in providing the necessary support for the new style of learning. Although verbal and physical punishment may work to coerce the children to commit and submit their homework, its impact did not prove sustainable and long-lasting in their English learning. Victori (1992, p. 72) affirms that the more experience in language learning the students have, the less likely they are to rely on teachers during the task of language learning. The process of interventions should not overlook this issue of adjustment and the decline of the four characteristics and should lead to consistent and persistent LA-enhanced interventions. The LA-enhanced PBL interventions in this study were not a full-fledged PBL for the development of LA characteristics. The teachers had to hold students' hands to make them feel secure and to provide support to boost their confidence as the PBL was being introduced because it was new. Knowles (1976) suggested that experience of a traditional education system may train learners to adopt dependent behavior. Beliefs are likely to be deep-seated, strongly held and difficult to modify, as they are influenced by culture and educational background. Ultimately, Pearson and Gallagher (1983) coined the phrase "gradual release of responsibility" to describe the process that leads students to become independent learners under the guidance and support of their teachers.

Moreover, English teachers must be an active agent in their own development and act as a reflective practitioner aiming at LA in their teaching process. English teachers' development of and familiarity with CLT and LA should be a prerequisite to their successes. Their tasks should be creatively and thoughtfully designed to tailor make to specific group of students. Collaboration, collaborative inquiry and learning community of English teachers should be put in place in any school. The teacher education program needs to produce sophisticated teachers who have knowledge, skills, and expertise to help students exercise their autonomy and the handle all possible constraints. As some teachers are the products of the traditional Thai educational system with less exposure to foreign countries, there should be regular and effective teacher professional development for in-service primary English

teachers. English teacher educators should encourage English teachers to engage in action research projects and innovative task designs in their classroom, so that they had a chance to reflect, research and resolve problems that are facing in their day-to-day teaching. School-university partnership may assist in the research process and knowledge.

4) Interventions sensitized to the local context

The PIs illustrated to the young EFL learners and English teachers how they could be effective in language learning and teaching by coming out of their comfort zones, gaining exposure and exploring the world outside their immediate environment. LA should be introduced and emphasized with more on contextual classroom practices than on the theory itself. The self-regulated parts in the textbook, "Projects: Play and Learn," could demonstrate how it would be important to fully utilize the already existing materials. All these interventions could be done with less expense by making the best use of existing resources already available in the community, such as the textbook, which was distributed for free as part of the government's free education policy, and the Computer Room for information searches. More importantly, existing resources, as scarce as they may be in rural areas, should be efficiently and effectively exploited, while environmental factors should be developed more in the long run by all the stakeholders in the school and in the community. This is what Schmenk (2005) called, "glocalization," which is a blend of global and local practices.

6.5 Conclusion

This study attempted to introduce and implement learner autonomy (LA) as an alternative way of English teaching and learning in a rural school that had constantly obtained unsatisfactory national test results. It assumed that learner autonomy was impacted by sociocultural and socioeconomic factors, therefore the two parts of this research, the ethnographic study and praxis interventions (PIs), must take these into consideration. The ethnographic study in the first part attempted to explore, describe

and analyze the awareness of LA among the stakeholders in the environment, and the existing level of the characteristics of LA among the rural young EFL learners. To analyze this, the Framework of the Four Characteristics of LA was constructed from various well-known scholars in the fields. The study revealed that both the stakeholders and rural young EFL learners were not familiar with the concept and tended to liken it with self-instruction or unruly independence. However, the young EFL learners were willing and motivated to be introduced and implemented the concept by their English teachers, but were initially lacking in cognitive and metacognitive abilities.

Then, the PIs took shape by incorporating the findings from the ethnographic study, comprising the learner development and the teacher development. The PIs could illustrate, as an example, how rural teachers and teacher educators could make the best use of existing resources as well as be optimistic about their students' potential and the school system in rural areas. The PIs introduced helped raise awareness and familiarity with LA and could provide young EFL learners with learning assets, such as exposure and experience to what their educational experience in the future might be and how it should look. Moreover, LA had academic effects that is the rural school was able to obtain a higher means score of the national ONET test in English subject than the national average for the first time in three consecutive years. It was concluded that rural teachers could make the most of existing resources and be optimistic about young EFL learners' capacity and the school system, to gradually enhance LA in young EFL learners leading to a higher achievement in their learning. Meanwhile the young EFL learners should be enhanced to take charge of their own learning and develop a sense of agency to overcome socioeconomic and academic disadvantages in a rural area.

6.6 Limitations of the Study

Although the present study aimed to provide a clearer picture of the existing level of LA in EFL teaching and learning in the rural area in order to help improve the situation, it has the following limitations.

1)   The research mainly covered only one school, CCK, in Khong District in the Northeast of Thailand. Therefore, generalization of the findings should be done with cautions and may not be completely feasible to all populations, even if the findings could as well be exemplified and transferred to similar cohorts of schools and children.

2)   Rural children may not be articulate or simply unable to explain themselves to reveal their beliefs and attitudes. Also, in Asian cultures, children usually want to please the teachers and may only tell what they think the researcher would like to hear. Thus, the researcher must pay careful attention to her non-intrusive observations, together with various other means of data collection will be employed for triangulation.

3)   It was evident that some young EFL learners have not mastered Central Thai. Besides, most of them speak a Northeastern dialect (the Khorat dialect) in informal occasions such as at home or among themselves. Hence, their comprehension and response to interviews and diary writings should be accounted for this matter.

All these taken, the researcher was well aware of these limitations and attempted to circumvent the drawbacks in order to conduct a trustworthy research.

6.7 Recommendations for Further Studies

For further research studies in the field of learner autonomy, the recommendations are as follows.

1)   First, the research studied one primary school in one rural district only. The participants were not from a dire disadvantaged low socioeconomic status as the school was supposedly the most prestigious primary school in the district. The sample size of the English teachers and young EFL learners were relatively small. Thus, the generalization of the study to all really rural areas may not be possible. Further studies may involve different groups of a larger scale of primary students in village schools in relatively more intense rural areas.

2) Second, as this research covers all inclusive general characteristics of LA in all English skills, future studies could be conducted to investigate, in details, the development of the most lacking characteristic of LA, cognitive and metacognitive abilities. Further research studies may be recommended to investigate on each language skill such as listening and speaking, the two skills of which the MOE currently tries to promote for communicative competence. Cognitive and metacognitive abilities entail various varied aspects of English teaching and learning, particularly learning strategies, which could be effectively introduced and implemented among young EFL learners.

3) Third, according to social constructivism, future studies should be developed to enhance the social dimensions, particularly of the strong group, who are likely to be potential leaders not only in their group work, but also in broader society in the future.
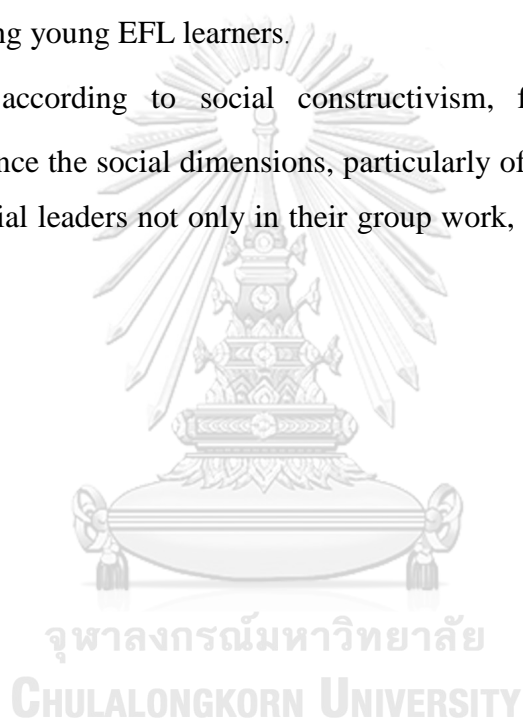
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จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

APPENDICES

Appendix A
Consent Form

(translated into the Thai language)

My name is Pantipa Pichailuck. I am a doctoral candidate in English as an International Language (EIL), Graduate School, Chulalongkorn University. My dissertation entitles, "Enhancing Learner Autonomy amongst Young EFL Learners in a Rural Area: An Ethnographic Study and Praxis Interventions." My research advisor is Assist. Prof. Dr. Sudaporn Luksaneeyanawin, Faculty of Arts, Chulalongkorn University.

The research aims to improve the teaching and learning of the English language amongst our Isaan offsprings. You are invited to participate in the study. Your participation will help exploring causal explanations of the (lack of) learner autonomy; the assumption of which would enhance the effectiveness of the English teaching and learning in rural Isaan.

With your consent, I plan to conduct interviews, observations, documents and artefacts procurement, and diaries keeping invitation. All of your information will be kept with confidentiality and anonymity. You may withdraw at anytime along the process and no one will hold that against you. You are entitled to refuse answering any question that makes you feel uncomfortable. The research process takes place between October 2012 and September, 2013. For further information of the research, please feel free to contact me at 085-015-4432 or chompootaweeb@gmail.com.

Sincerely,

Pantipa Pichailuck, BBA, MA in English, PhD (candidate)

I agree to take part in this research. I know what I will have to do and that I can stop at any time

_____   _____

Signature   Date

Appendix B
Audio Consent Form

(translated into the Thai language)

I agree to audio at _____

on_____

_____   _____

Signature   Date

I have been informed that I have to right to the audio tapes before they are used. I have

decided that I:

_____want to hear the tapes   _____do not want to hear the tapes

Sign now below if you do not want to hear the tapes. If you want to hear the tapes, you

will be asked to sign after hearing them.

Miss PantipaPichailuck approved by Chulalongkorn University

_____may

_____may not

use the tapes made of me. The original tapes or copies may be used for:

_____this research project   _____presentation   at

                                                professional meetings

_____   _____

Signature   Date

 For further information, please feel free to contact me at 085-015-4432 or

chompootaweeb@gmail.com.

Appendix C

Interview Guide to Administrators

1) What is the MOE's policy and the Education Area's policy toward English?

2) What is CCK School's policy toward the English subject?

3) How do you implement it?

4) How do you manage and allocate the school budgets?

5) What are the school's achievements in the English subject?

6) What are the problems the school is facing?

7) How do you deal with weak, moderate and strong students?

8) What is your policy with the Library and the Computer Room?

9) Do you have a plan for self-access center?

10) How do you evaluate the English teachers' performance in your school?

11) What do you think about "learner autonomy"? How do you perceive and conceive the concept of LA?

12) Do you think it can be implemented and inculcated in CCK School? Why?

13) How do you value test results such as ONETs and NTs?

Thank you very much for your kind cooperation.

Appendix D

Interview Guide to the English Teachers

1) What are your teaching qualifications?

2) How long is your work experience?

3) What is your school workload?

4) What are your usual work routines?

5) Are you satisfied with your teaching? What/how to improve it?

6) Are you satisfied with your students' performance, particularly in English?

7) What is your goal of English teaching?

8) What do you think about "learner autonomy"? How do you perceive and conceive LA?

9) How much time do you spend on teaching preparation and checking homework?

10) What are your rituals/typical work practices in classroom?

11) What supports/ facilities do you have to enhance English language teaching and learning from the school?

12) What training do you have for English teaching?

13) What are your strategies in teaching?

14) What are the problems you are facing in teaching English at CCK School?

Thank you very much for your kind cooperation.

Appendix E

Interview Guide to the guardians

1) What work/occupation do you do?

2) How much do you earn?

3) What level of education do you have?

4) How much time do you spend with your children each day?

5) Do you help your child(ren) set goals or do homework?

6) Do you attend a teacher-parent meeting regularly?

7) Are you satisfied with your child(ren)'s performance in general?

8) Are you satisfied with your child(ren)'s English language learning?

9) How important is English to you, your child(ren) and your family?

10) Do you feel responsible for your child(ren)'s performance?

11) What would you like your child(ren) to do when they grow up?

12) Do you know the meaning of LA? What do you think what it means?

13) What problems does your child have in learning English?

Thank you very much for your kind cooperation

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Appendix F

Interview Guide to Local Community Key members

1) What is the situation of English education in the community?

2) What are the factors affecting the situation?

3) What is your role/responsibility in education in the community?

4) What is your role in English language in the community?

5) What are the problems the community is facing?

6) What do you think about CCK School?

7) What do you think about the national tests such as the ONETs or NTs?

8) What do you think about product-based learning as opposed to process-based learning?

9) What do you wish to happen in the community?

10) What do you think about the District Library?

11) What have you been doing for English education in the community?

12) What do you think about "learner autonomy"?

13) What do you suggest how we could improve English education in the community?

Thank you very much for your cooperation

Appendix G

Interview Guide to Students

1) What is your goal in learning? What is your goal in English learning?

2) How much time do you spend on English each day?

3) Do you know of/watch/listen TV or radio programs about the English language?

4) Do you like English? Why or why not? How do you like your English teacher?

5) What would you like to be when you grow up?

6) Are you satisfied with your performance in English language?

7) What do you do in your spare time?

8) Have you ever planned, monitored and assessed yourself in learning?

9) What supports/facilities do you get from your guardians in English learning?

10) What do you think about your school? How do you like your school?

11) How can you improve your English?

12) Have you ever used the library? How often?

13) How much time do you read each day? What time in the day?

14) Do you think English is important? How?

15) Would you like to take charge/responsibility of your own learning?

16) Have you heard of "learner autonomy"? What do you think about it?

17) Will you be ready for LA implementation?

Thank you very much.

Appendix H
Researcher's Field notes

Date_____Month_____Place_____

1) Enumeration of the participants (no., general characteristics, e.g. ages, genders, etc.)

2) Descriptions of the participants

3) Chronology of events

4) Descriptions of the physical setting and all material objects involved in great details

5) Descriptions of behaviors and interactions (avoiding interpretations)

6) Records of conversations or other verbal interactions (with audiotapes)
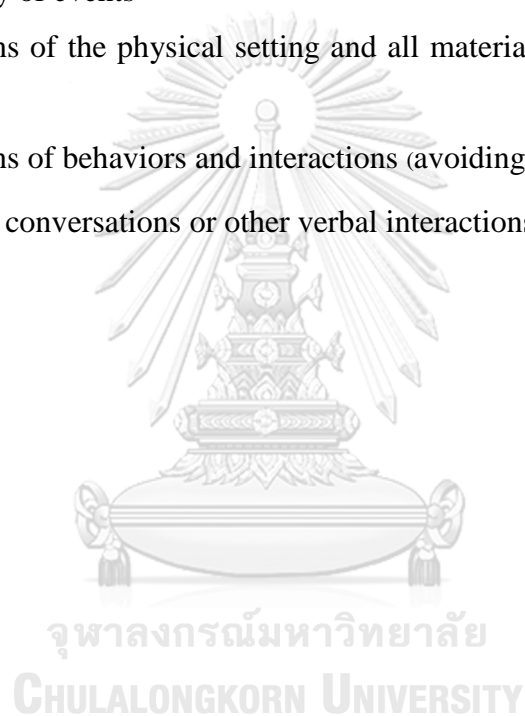
Appendix I

Question Guide related to the Types of Observations

1) **Descriptive observations and grand tour questions**:

- What does the English room look like?

- What are the materials and facilities available?

- What do the library and sound lab look like?

2) **Focused observations and structural questions**:

- What are the routines/rituals in each English teaching and learning lesson?

- What is the level of collaboration or group work amongst the young EFL learners?

- What is the level of collaboration and administration in the school?

- What are the reasons for the way the English lesson is conducted, the way the English room is organized and the way the school is run?

3) **Selected observations and contrast questions**:

- What are the differences between the grade 6 English teacher and other grades?

- What are the reasons for doing it this way?

Appendix J

Diary Questions for the Focal Participants

สัปดาห์ที่ 1: 15-19 มิถุนายน 2558

Week 1: 15-19 June 2015

1) นักเรียนคิดอย่างไรกับการทำข้อสอบโอเน็ตที่คุณครูให้ทำคะ?

   What do you think about the ONET (2014 pretest) I asked you to do?

2) นักเรียนวางแผนไว้หรือยังว่าจะแสดงละครเรื่องอะไร?

   Have you planned what Aesop's Fable you are going to perform?

3) นักเรียนตั้งเป้าหมายการแสดงละครครั้งนี้อย่างไรคะ?

   What do you aim to achieve in your role play?

4) นักเรียนคิดว่าปัญหาและอุปสรรคในการจัดการแสดงละครมีอะไรบ้าง?

   What do you think will be the problems and obstacles in your role play?

   ☺☺☺ขอบคุณมากค่ะ ที่เขียนไดอารี่ตอบคุณครู☺☺☺

   Thank you very much for writing your diary for me.

สัปดาห์ที่ 2: 22-26 มิถุนายน 2558

Week 2: 22-26 June 2015

1) ปิดเทอมนักเรียนไปไหนบ้างคะ? และได้เรียนรู้อะไรเกี่ยวกับภาษาอังกฤษเพิ่มเติมไหมคะ?

   Where did you spend your holidays? Did you learn any English?

2) บทเรียนเรื่องการใช้ "can" ที่ครูสอนในสัปดาห์นี้ นักเรียนสามารถสรุปกฎการใช้ "can"

   ว่าอะไรบ้าง? (พยายามค่อย ๆ คิดนะคะ ว่านักเรียนจำอะไรได้บ้าง?)

   Please conclude or deduce the usage of "can" you learned in this week. (Try to

   remember as much as you can)

3) นักเรียนชอบวิธีการเรียนแบบช่างสังเกต และสรุปกฎด้วยตัวเองไหม? เพราะอะไร?

   Do you to learn by observation and deduction by yourself? Why?

4) นักเรียนชอบเรียนรู้ด้วยตัวเองแบบคิดด้วยตัวเองไหม? คิดว่าตัวเองทำได้ไหม? เพราะอะไร?

   Do you like learning by thinking for yourself? Do you think you can do it?
   Why?

   ☺☺☺ขอบคุณมากนะคะ ที่เขียนไดอารี่ให้คุณครู☺☺☺

   Thank you very much for writing your diary for me.

สัปดาห์ที่ 3: 29 มิ.ย. – 3 ก.ค. 2558

Week 3: 29 June – 3 July 2015

1) นักเรียนกล้าคิด กล้าแสดงออกเพิ่มขึ้นไหม? มีความมั่นใจในตนเองเพิ่มขึ้นไหม? หลังจากที่
   คุณครูให้เล่นเกมทายคำกริยาและเปิดพจนานุกรมวันจันทร์ที่ผ่านมา

   Did you gain more courage to act out? Do you have more self-confidence after
   I asked you to play the miming game and searching the dictionary last
   Monday?

2) นักเรียนคิดอย่างไรกับการใช้ dictionary (พจนานุกรม)? นักเรียนคิดว่าพจนานุกรมสำคัญ

   ไหม? การเปิดพจนานุกรมเป็นเรื่องยุ่งยากไหม?

   What do you think about searching words in a dictionary? Do you think
   dictionaries are important? Is using a dictionary complicated?

3) นักเรียนคิดอย่างไรกับการให้คะแนนเป็นเกณฑ์แยกเป็น ๑ คะแนนให้คำกริยา ๑ คะแนนให้

   คำยาก ๑ คะแนนให้ใบ้ถูก และ ๑ คะแนนให้ทายถูก แทนที่จะเป็นคะแนนรวมทั้งหมด?

   เห็นด้วยไหม? ชอบไหม? มีประโยชน์กว่าเมื่อคิดรวมทั้งหมดไหม?

   What do you think about giving each mark for each criterion for evaluation
   instead of giving a total score all at once? Do you agree? Do you like it? Is it
   more useful than giving all in a total score?

   ☺☺☺ขอบคุณมากค่ะ☺☺☺
   Thank you very much.

สัปดาห์ที่ 4: 6-10 กรกฎาคม, 2558
Week 4: 6-10 July 2015

1) นักเรียนคิดอย่างไรกับการแสดงละครที่คุณครูให้ทำ? นักเรียนชอบหรือไม่ชอบงานนี้? เพราะ
   อะไร?

   What do you think about the Role Play Project? Do you like it or not? Why?

2) นักเรียนทำหน้าที่อะไรในกลุ่มแสดงละคร? นักเรียนชอบการทำงานกลุ่มไหม? เพราะอะไร?

   What is your role in your role play? Do you think working in a group? Why?

3) นักเรียนคิดว่านักเรียนมีความสำคัญในกลุ่มไหม? และเราจะทำอะไรให้กลุ่มประสบ

   ความสำเร็จได้บ้าง?

   Do you find yourself an important member in your group? What did you do to
   make your role play a success?

4) ปัญหาและอุปสรรคของงานกลุ่มแสดงละครมีอะไรบ้าง? และนักเรียนมีวิธีแก้ไขอย่างไร?

What were the problems and obstacles your group faced? How did you solve or manage them?

5) นักเรียนชอบการวางแผนล่วงหน้าในการแสดงละครอย่างนี้ไหม? เพราะอะไรคะ?

Do you like planning ahead like in the Role Play Project? Why?

☺☺☺ขอบคุณมากค่ะ☺☺☺
☺☺☺Thank you very much☺☺☺

สัปดาห์ที่ 5: 13-17 กรกฎาคม 2558
Week 5: 13-17 July 2015

1) ชื่อนิทานอีสปที่กลุ่มนักเรียนแสดงคืออะไร? นักเรียนรับหน้าที่แสดงเป็นอะไรในนิทาน?

What Aesop's fable did you perform? What was your role in the play?

2) นักเรียนตั้งเป้าหมายหรือความหวังการแสดงละครอะไรบ้าง?

What was your hope and goal for the play?

3) นักเรียนพอใจกับการแสดงของกลุ่มตัวเองหรือไม่? เพราะอะไร?

Are you satisfied with your group's performance? Why?

4) กลุ่มของนักเรียนสามัคคีและช่วยกันทำหรือไม่? อย่างไร?

Was your group in harmonious and helping one another? How?

5) นักเรียนได้รับความรู้และประโยชน์อะไรบ้างในการแสดงละคร?

What knowledge and benefits did you gain from performing your play?

6) นักเรียนคิดว่ากลุ่มตัวเองควรปรับปรุงให้แสดงได้ดีขึ้นอย่างไร?

How would you improve your group's performance?
☺☺☺Thank you very much.☺☺☺

สัปดาห์ที่ 6: 20-24 กรกฎาคม 2558
Week 6: 20-24 July 2017

1) หนูเคยเจอความสนุกและรู้สึกถึงความสำเร็จในการใช้ภาษาอังกฤษทั้งในและนอกห้องเรียน

ไหมคะ? ตอนไหนคะ? ช่วยเล่าให้ครูฟังหน่อยนะคะ

Have you ever experienced fun and success in using English both in and outside class? When? Please explain.

2) หนูเคยเจอความยากลำบากในการสื่อสารหรือการใช้ภาษาอังกฤษทั้งในและนอกห้องเรียน

ไหมคะ? ตอนไหนคะ? ช่วยเล่าให้ครูฟังหน่อยนะคะ

Have you ever experienced difficulty in communicating or using English both in and outside class? When? Please explain.

3) หนูรู้จักรายการโทรทัศน์ที่สอนภาษาอังกฤษไหมคะ? รายการอะไร? ออกอากาศเวลาใดคะ?

Do you know any TV program that teaches English? Which one? When is it on air?

4) ที่บ้านหนูทำอะไรบ้างในเวลาว่าง? และที่โรงเรียนหนูทำอะไรในเวลาว่างบ้างคะ? ตอบที่บ้าน

และที่โรงเรียนอย่างละ ๓ กิจกรรม

What do you do in your free time at home? How about at school? Please specify 3 activities in each place.

☺☺☺Thank you very much.☺☺☺

สัปดาห์ที่ 7: 17-21 สิงหาคม, 2558
Week 7: 17-21 August 2017

1) ให้นักเรียนเขียนแนะนำตัวเองเป็นภาษาไทย อย่างน้อย 15 บรรทัด (อาจจะมากกว่าก็ได้)

แนะนำตัวเองอะไรก็ได้ที่นักเรียนคิดว่าเป็นสิ่งที่น่าสนใจในตัวเอง

Please introduce yourself in Thai for at least 15 lines (or more). Introduce whatever you think is interesting in you.

สัปดาห์ที่ 8: 24-28 สิงหาคม, 2558
Week 8: 24-28 August 2017

1) เวลาแนะนำตัวเอง และเขียนความชอบ/ไม่ชอบและความสามารถของตน นักเรียนรู้สึก

อย่างไร?

While you were introducing yourself by writing your own likes, dislikes and abilities, how do you feel?

2) ตั้งแต่เรียนกับครูพรรณ มีอะไรเปลี่ยนแปลงในตัวนักเรียนต่อการเรียนภาษาอังกฤษของ

นักเรียนบ้าง?(ตอบ ๓ ข้อ)

Since you studied with me, what changes do you find in your English study? (Tell me 3 things.)

3) และการเปลี่ยนแปลงนั้นเกิดจากอะไร?

What caused those changes to occur?

4) จนกระทั่งบัดนี้ นักเรียนคิดว่าการเรียนแบบให้อิสระอย่างรับผิดชอบตนเองคืออะไร?

Until now, what do you think what learner autonomy means?

☺☺☺Thank you very much.☺☺☺

สัปดาห์ที่ 9: 7-11 กันยายน 2558

Week 9: 7-11 September 2017

1) นักเรียนคิดว่าภาษาอังกฤษยากไหม? เพราะอะไร?

   Do you find English hard? Why or why not?

2) นักเรียนคิดว่าตนเองจะสามารถพัฒนาจนเก่งภาษาอังกฤษได้ไหม? เพราะอะไร?

   Do you think you can develop yourself to be good at English? Why or why not?

3) นักเรียนชอบการประเมินตนเองไหม? การประเมินตนเองมีประโยชน์อย่างไร?

   Do you like self-assessment? What benefits does self-assessment have?

4) นักเรียนมีปัญหาการเรียนภาษาอังกฤษไหม? มีปัญหาอะไรบ้างคะ?

   Do you have any problems in learning English? What are they?

5) นักเรียนชอบค้นคว้าข้อมูลด้วยตนเองหรือไม่? ทำอะไรบ้างคะ?

   Do you like searching for knowledge by yourself? What did you do?

6) นักเรียนได้อ่านคำแนะนำหรือเรียนรู้จากงานที่ครูตรวจให้ไหม? ได้แก้ไขตามที่ครูบอกไหม?

   Do you read or learn from my comments after I checked your work? Did you change accordingly?

   ☺☺☺Thank you very much.☺☺☺

สัปดาห์ที่ 10: 14-18 กันยายน 2558

Week 10: 14-18 September 2017

1) ให้นักเรียนลองบรรยายลักษณะของผู้เรียนที่มีอิสระในการเรียนรู้อย่างรับผิดชอบตนเองใน

   การเรียนภาษาอังกฤษ ตามความคิดของเรียนให้ครูฟังนะคะ

   Please describe autonomous learners in English learning according to your understanding.

2) นักเรียนมีความคิดเห็นอย่างไรเกี่ยวกับการเรียนรู้ด้วยตนเองอย่างอิสระและรับผิดชอบ?

   What you think about self-study with freedom and responsibility?

3) นักเรียนเคยมีประสบการณ์การเรียนรู้ด้วยตนเองอย่างอิสระและรับผิดชอบตนเองหรือไม่?

   ถ้ามี ลองเล่าให้ครูฟังคร่าว ๆ นะคะ

   Have you ever had learner autonomy? If you, please briefly describe.

   ☺☺☺Thank you very much.☺☺☺

VITA

Miss Pantipa Pichailuck held a Bachelor Degree in Business Administration (magna cum laude) from Assumption University, Bangkok, Thailand. Following her graduation, she joined United Nations Development Program and was exposed to various socioeconomic issues. As she also resides in a rural district in Northeastern Thailand, her research interests aim to improve the English language teaching and learning in the rural area. She then did a Masters Degree in English at Khon Kaen University, Khon Kaen. Her PhD in English as an International Language with Chulalongkorn University, Bangkok, focused on learner as well as teacher development based on learner autonomy.

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