



ผลของรูปแบบแรงจูงใจของครูที่มีต่อความสามารถในการควบคุมการเรียนของนักเรียนประถมศึกษา  
ที่เรียนภาษาอังกฤษเป็น

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

ปูรนีมาการ์ สิงหนารัง \*

Poornima Kaur Singhnarang

รศ.ดร.จันทร์ทรงกลด คชเสนี \*\*

Assoc. Prof. Chansongklod Gajaseni, Ph.D.

บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้คือ 1) เพื่อสังเกตพฤติกรรมรูปแบบการสร้างแรงจูงใจของครูผู้สอนและ 2) เพื่อสังเกต รูปแบบการสอนและการสร้างแรงจูงใจของครูผู้สอนที่ใช้และการเรียนรู้ด้วยตนเองของผู้เรียนในห้องเรียน การวิจัยนี้มุ่งเน้น ใน 2 รูปแบบการสร้างแรงจูงใจ คือแบบควบคุม และแบบสนับสนุนให้เรียนรู้ด้วยตนเอง กลุ่มตัวอย่างของงานวิจัยนี้คือกลุ่ม คุณครูชั้นประถมศึกษาปีที่ 1 และประถมศึกษาปีที่ 2 จำนวน 12 คน จากโรงเรียนสาธิต 4 แห่ง การเก็บข้อมูลของงานวิจัย นี้ได้จากแบบสอบถาม โดยใช้การวิเคราะห์เชิงปริมาณ และการสังเกตการณ์ร่วมกับการระลึกข้อมูลย้อนหลัง แบบ stimulated recall โดย ใช้การวิเคราะห์เชิงคุณภาพในการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า 1) อัตราเป็นเบอร์เซ็นต์ แสดงให้เห็นว่ากลุ่มครูผู้สอนที่ใช้การสร้างแรงจูงใจแบบการสนับสนุนให้เรียนรู้ด้วยตนเอง มีคะแนนอยู่ในระดับสูงกว่า เมื่อ เทียบกับกลุ่มครูผู้สอนที่ใช้การสร้างแรงจูงใจแบบควบคุม ซึ่งมีคะแนนอยู่ระหว่าง ร้อยละ 90.00 ถึง ร้อยละ 53.33 2) จากการสังเกตการณ์ในห้องเรียนพบว่า กลุ่มครูผู้สอนที่ใช้รูปแบบการสร้างแรงจูงใจแบบสนับสนุนให้ เรียนรู้ด้วยตนเองในระดับสูงกว่า ทำให้ผู้เรียนมีความสามารถในการเรียนรู้ด้วยตนเองในห้องเรียน เมื่อเทียบกับครูผู้สอนที่ ใช้รูปแบบการสร้างแรงจูงใจแบบสนับสนุนให้เรียนรู้ด้วยตนเองในระดับปานกลางและต่ำกว่า และ 3) การระลึกข้อมูล ย้อนหลัง แบบ stimulated recall ให้ข้อมูลในมุมมองเชิงลึกในเชิงคุณภาพ จากข้อคิดเห็นของครูผู้สอนเกี่ยวกับ ความสัมพันธ์ระหว่างรูปแบบการสร้างแรงจูงใจ และความสามารถในการเรียนรู้ด้วยตนเองของผู้เรียนในห้องเรียน ผลลัพธ์ ที่ได้จากการวิจัยนี้เป็นประโยชน์อย่างยิ่งสำหรับครูผู้สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ให้กับนักเรียนในระดับชั้น ประถมศึกษา

\* Master's Degree Student, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: marupong-tom@hotmail.com

\*\* Adviser and Lecturer, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: chansongklod@gmail.com

ISSN1905-4491

## Abstract

The aims of this study were 1) to investigate the motivational style of the teachers and 2) to observe teacher's instructional and motivational style in practice and learner autonomy in the classroom. The two main teacher's motivational styles this research focused on were controlling and autonomy-supportive style. The participants of this study were 12 grade 1 and 2 teachers from 4 Demonstration Schools. Quantitative data was analyzed using questionnaire and Qualitative data was analyzed using observation and stimulated recall. The results of the analyses revealed that 1) the percentages reveal that all teachers scored higher on autonomy-supportive style than controlling style, ranging from 90.00% to 53.33% 2) classroom observations revealed that teacher with higher autonomy-supportive motivating style led to learner autonomy in classroom compared to teacher with medium and lower autonomy-supportive style and 3) stimulated recall gave qualitative in-depth perspective from teacher's point of view that their motivating style linked to learner's autonomy in their classroom. It can be implied that EFL elementary teachers motivating style is autonomy-supportive and sporadically promote learner the autonomy when conducting a lesson. Research from this study is particularly useful for teachers teaching English as foreign language to elementary students.

**คำสำคัญ:** รูปแบบการสร้างแรงจูงใจของครูผู้สอน / รูปแบบการควบคุม / รูปแบบสนับสนุนให้เรียนรู้ด้วยตนเอง / ความสามารถในการเรียนรู้ด้วยตนเองของผู้เรียน

**KEYWORDS:** TEACHER'S MOTIVATING STYLES / CONTROLLING STYLE / AUTONOMY-SUPPORTIVE STYLE / LEARNER AUTONOMY

## Introduction

Learner autonomy, as a subject for research and as an educational goal, has gained a lot of attention in recent years. The idea that learners need to be able to take control over their own learning to be successful not just in class, but also to learn independently without a teacher outside the class, has become widely accepted in mainstream language teaching (Benson, 2001). Students will be involved in the lesson only if they are given the autonomy to be a part of the lesson. If the teachers are aware of learner's interests and the requirements of the curriculum and incorporate a good mix of both, learners will be engaged to the teachers. A recurring enigma in the modern-day classroom is that, although students educationally and developmentally benefit when teachers support their autonomy, teachers are often controlling during instruction (Reeve, 2009).

Teacher's motivating styles means the way that teachers motivate students in the classroom by their actions, behavior and instruction style. Teachers' individual perceptions and the differences they bring to their classroom environments are becoming increasingly recognized as fundamental contributors influencing the way they teach, and how they motivate and engage their students. A teacher's motivating style toward students can be conceptualized along a continuum that ranges from highly controlling to highly autonomy supportive. It is not a black and white situation whereby the teacher is only either one of the styles. It is rather a continuum depending on situation, where the teacher may be on leaning

towards either side of the continuum (Deci, Schwartz, Sheinman, & Ryan, 1981). The two teacher's motivating styles that this research will focus on will be controlling and autonomy- supportive styles.

A controlling style undermines student's positive functioning and outcomes because it induces in students an external perceived locus of causality, a sense of pressure, and a sense of obligation to others or to one's own negative emotion; whereas an autonomy- supportive style promotes student outcomes because it supports in students an internal perceived locus of causality, an experience of volition, and a sense of choice (Reeve, Nix, & Hamm, 2003). It is implicit that controlling style emphasizes on the teacher and overruns student's perspective. Controlling further involves the application of sufficient pressure until students change their behaviors and opinions. Autonomy-supportive style teacher behavior focuses on taking and integrating the student's perspective into the flow of instruction, teachers become both more willing and more able to create classroom conditions in which students are able to give input and be a part of the lesson. Both controlling and autonomy- supportive styles lead to learner autonomy but at different degrees (Reeve, 2009).

Regarding EFL classrooms at Elementary Education level, the challenge is to understand whether there is any autonomy and what does that lead to in learner autonomy during learning. The focus is on Elementary Education level because at this level, students are first exposed to English language and it is interesting to see if any motivating styles exist in teacher's instructions and how these young learners are engaged in lessons. Studies on teacher's motivating styles and learner autonomy at Elementary Education level are rare, so there is a gap in the education field on this part. Most studies conducted on learner autonomy in the field of education are on higher education students.

Reeve (2009) studied why teachers adopt a controlling motivating style and how they can become more autonomy-supportive. The study showed that student comparatively benefits from autonomy support and reasonably tolerate from being controlled. The study helped understand how teachers implement a certain motivating style and how students are affected by the style. This present study, therefore, will help confirm or oppose the results and especially looking at a new context into Thai education whether what style do teachers prefer. There is no research on elementary education level student's significance of learner autonomy in Thailand. Therefore, this present study tends to focus on elementary education level students.

The conceptual framework of this study is presented as follows:

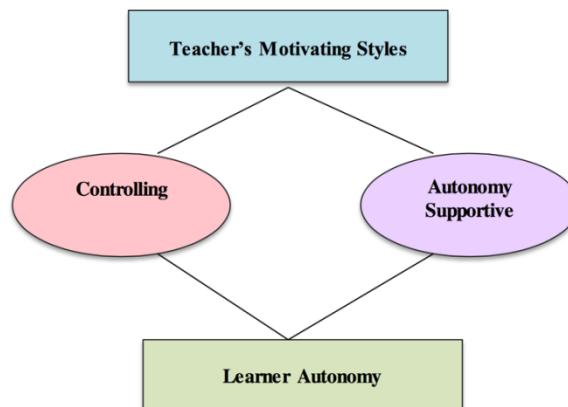


Figure 1 The conceptual framework

### Research Questions

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

### Scope of the Study

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

### Methodology

#### Participants

The population of this study is EFL teachers at elementary education level in university demonstration schools in Bangkok. Snowball sampling technique was used to select the participants. The participants were 12 Grade 1-2 EFL teachers from the 4 university demonstration schools.

#### Research Instruments

##### 1. Questionnaire for Teachers' Motivating Styles

In this present study, questionnaire is used to determine teachers' motivating style. This questionnaire is taken from Assor, Kaplan and Roth (2002) study in consideration towards fitting in the Thai EFL context. The 6 main constructs were autonomy-supportive aspects such as providing choice, allowing criticism and encouraging independent thinking, fostering understanding and interest, controlling aspects such as- suppressing criticism and independent opinions, forcing meaningless activities and intruding.

The scores from the Questionnaire adapted from Assor (2002) are used to categorize teacher into leaning towards the motivating styles, autonomy-supportive and controlling. It is more like a continuum to know if teacher is leaning towards which side. The instrument was validated by three experts using IOC (Item-Objective Congruence Index). Items below the score of 0.5 were revised. 4 out of 30 items were revised to change the choice of words used in those 4 phrases.

## 2. Observation Checklists of Teacher's Instructional Behavior in classroom and Learner Autonomy

The checklist was divided into two parts mainly, the teacher behavior and the student behavior. Teacher behaviors are further divided into two parts controlling and supportive instructional behaviors. Teacher behaviors in the top half of the checklist consist of 9 instructional behaviors that are consistently displayed by teachers categorized as autonomy supportive. Teacher behaviors in the bottom half of the checklist had 10 instructional behaviors that are consistently displayed more frequently by teachers categorized as controlling. Most of the instructional behaviors listed in the Observation checklist fit the conceptual definitions for autonomy support and behavior control rather well. Teacher centered qualities tended to go hand in hand with controlling instructional behaviors and active learner qualities are linked to the concept of autonomy supportive instructional behaviors. The instrument was validated using IOC and all the items obtained a score of 1 so nothing was amended.

## 3. Stimulated Recall Interview Questions for Teachers

EFL teachers were interviewed as a follow up to collect any data that the researcher further needed or lacked. The information received from interviewing teachers was cultivated to be useful for the study. The questions were formulated after the Questionnaires are answered and the Observations are made. The questions were semi-structured which is a qualitative method of inquiry that combines a pre-determined set of open questions that prompt discussion with the opportunity for the interviewer to explore particular themes or responses further. The questions tackled issues not answered by the questionnaires or unclear teacher behavior and learner autonomy level on the perspective of the teacher as well. It is a tool most likely to fill up gaps of information needed that the questionnaire or observation could not cover. Three experts in English as a Foreign Language field verified the instruments. A letter of authorization, a brief of the study along with the instruments and directions for validation were sent to each expert. The questions were validated using IOC and all the questions were approved.

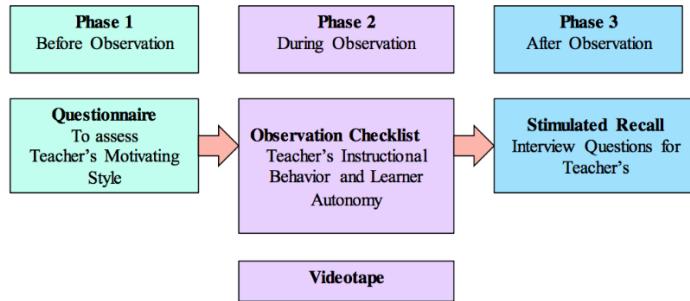


Figure 2 Data Collection Development

### Research Procedure

There were three main stages of research procedure. The first stage involved the preparation of the study. This stage helped the researcher understand the context and variables. All the instruments were then developed and validated by experts and a pilot study was conducted. The second stage involved the implementation of the revised instruments in the main study. The 12 teachers were given Questionnaires to fill to find out their motivating style, controlling or autonomy-supportive. All teacher turned out to be autonomy-supportive but at different levels. Three teachers were then selected, highest, medium and lowest autonomy-supportive scores. Those three teachers were observed, each teacher was observed 3 times consecutively. During this Observation, the researcher used Observation Checklist to identify traits of the teacher to match what they mentioned in the questionnaire. Then, Stimulated Recall was conducted by showing the 3 teachers the videos recording during classroom observation and they were asked semi-structured interview questions.

### Data Analysis

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

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

## Results

Results from the Questionnaire and Observation Checklist helped answer Research Question 1, which is, what are the motivating styles of EFL teachers at Elementary level? From the Questionnaires, scores were obtained which indicated whether the teacher was autonomy-supportive or controlling. Results from the Stimulated Recall helped answer Research Question 2, which is, to what extent does each motivating style affect learner autonomy of EFL students at Elementary level? Each teacher was autonomy-supportive to different extents and different extents affected learner autonomy differently in the classroom. Teacher A and B considered students at most steps of their process when planning and teaching students. Teacher C however, was more distinct and considered students less compared to Teacher A and B. Teachers had their own style and it affected learner autonomy level differently.

The percentages reveal that all twelve teachers scored higher on autonomy-supportive style than controlling style, ranging from 90.00% to 53.33%. The criterion for categorizing a teacher under a certain style was that the percentage of one style should be higher than the other. The quantitative results are the answer to the first research question which is, what motivating styles are the teachers. Therefore, all teachers were categorized as having autonomy-supportive motivational style.

Table 1 Ranked Autonomy-Supportive Results from Highest to Lowest Percentages

Teacher Ranking	Autonomy-Supportive	
	Score	Percentage
12	81/90	90.00
11	80/90	88.89
4	79/90	87.78
1	79/90	87.78
2	75/90	83.33
8	75/90	83.33
3	71/90	78.89
10	80/90	88.89
5	66/90	73.33
7	64/90	71.11
6	63/90	70.00
9	48/90	53.33

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

The Quantitative data from the observation checklist shows the effect of teacher's motivating style on learner autonomy. The qualitative data from the stimulated recall gives the in-depth perspective from the teacher's point of view regarding motivating style and learner autonomy. Teacher 12 with the highest ranked autonomy-supportive score was represented as Teacher A. Teacher 8 with medium ranked autonomy-supportive score was characterized as Teacher B. Teacher 9 with the lowest ranked autonomy-supportive score was signified as Teacher C.

Table 2 Teacher A's Observations

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

Overall, the data from all three observations show that Teacher A exhibited autonomy-supportive style highly and more frequently than to controlling style. Results from the observation confirmed the results of the questionnaire that Teacher A answered. That is, Teacher A was highly Autonomy-Supportive. Teacher A interacted with students throughout the lesson eliciting and asking them to participate in conversation with her throughout the lesson. Contemplating learner's autonomy, students answered and gave their opinions along the way and Teacher A made students part of the decision-making. For example, Teacher A asked the students "How many points should I give?" "Are you sure?" "Who wants to come up and match the alphabet?" "Which alphabet do you want to match from the 7 options given?" Teacher A's students participated and answered along with her, it looked like there was no one-up and one-down situation. There was a sense of ease and comfort through the interactions.

Both the Quantitative data and the Qualitative data exhibit that Teacher A is high in Autonomy-Supportive Style. The reason being that Teacher A has her style of teaching that highly focuses on students. She includes students in each part of her lesson, even when teaching she elicits their opinions and is constantly holding their attention. She guides the student but does not give out the answers easily, she lets them try and in her classroom being wrong is not frowned upon. Students are energetic and try consistently because she makes the classroom environment and rules that way. Teacher A not only attained a high autonomy-supportive score in the questionnaire. But also by talking to her and understanding her thought process shows that she is autonomy-supportive and she cares about students in the classroom. Teacher A took in a lot of student consideration at each step of her thinking process when she taught the lessons. Learners had more autonomy in the classroom and were actively participating and engaging with the teacher during all the lessons.

Table 3 *Summary of Teacher B's Observations*

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

Overall, the data from all three observations show that Teacher B exhibited nearly an equal mix of controlling and autonomy- supportive style. From the results, it can be seen that Teacher B's autonomy-supportive style is lower than Teacher A's. Since Teacher A is highly autonomy-supportive, Teacher B is autonomy-supportive but at a moderate level. Results from the observation confirmed the results of the questionnaire that Teacher B answered. That is, Teacher B was Autonomy-Supportive but at a medium extent. Teacher B was slightly controlling compared to Teacher A, but she too interacted in a supportive way hence students felt comfortable enough to answer and defend themselves. For example, Teacher B said "Did you sing correctly?" and students answered, "Yes", "Should we clap and sing?" and students answered, "Yes we want to". Looking in terms of learner's autonomy, she did not assert full control on all the decisions, but in some situations she did put students on the way to follow only her exact instruction without leaving room for them to think for a solution by themselves. For example, when doing an activity, she just told students the exact way to do it and they just followed without giving any input of their own.

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

Table 4 Summary of Teacher C's Observations

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

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

Teacher C's autonomy-supportive style is lower than Teacher A's and Teacher B's. Teacher C was slightly supportive but exercised control in the classroom compared to Teacher A and B. She interacted with students too, but her style was more repetitive whereby she would say the information such as /c/ /a/ /t/ /cat/ and students would have to repeat the words after her. She would do the same thing in a fast motion and let students follow. In Teacher C's classroom, there wasn't authority given to students to communicate with the teacher, but students did not have a way of making even small decisions such as, "What would you like to start by doing?" or "Who wants to come up and try?" In concern to learner's autonomy, the teacher made most of the decision for the students and she mentioned that she believed the power difference can make students be more attentive.

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

### **Stimulated Recall**

Qualitative Data analysis from the Stimulated recall show that after having interpreted all the answers of the six aspects, the Teacher A and B seemed very student-oriented and use techniques that lean towards motivating students to learn. Their answers represented an autonomy- supportive teacher style. Teacher C on the other hand, answered the first three questions similar to Teacher A and B. Nonetheless, the last three answers were all traits of controlling motivating style. All the answers by the three teachers were very similar for this question. It shows that all of them are autonomy-supportive in terms of selecting activities to bring to every classroom. In the second answer, we can notice the pattern that Teacher A and B are more open to the students in terms of letting students know why they are learning English. Whereas, Teacher C mentioned she thinks it is students duty as they already know why they have to learn. All the 3 teachers are autonomy-supportive in terms of this answer as they are open to criticism and independent thinking in the classroom. Teacher A and B have a similar way of thinking whereas, Teacher C does not think students would have independent opinions at a young age. This type of opinion could be classified as controlling in terms of not promoting independent opinion in classroom environment. Teacher A and B are quite clear on their technique whereas Teacher C gave some insightful input on the teachers preparations. However, we want to know about the teachers altering themselves to student's interests and not just rigid rules.

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

## Discussion

All teachers from this study were Autonomy-Supportive but at different degrees. There are certain factors that could influence the variations of autonomy-supportiveness. Teachers experience can be a factor affecting variation in teacher's motivational style, in this research the autonomy-supportiveness of the teachers. Ojure & Sherman (2001) reported that a professional experience provide teachers with an opportunity to really think through what they do, and why they do it, and for whom they do it. Wenglinsky (2000) also suggests that the more extended or ongoing and continuous the professional development, the more it encourages effective classroom practices. Therefore, it is expected that teachers teaching style would tend to run learner centered classes with an emphasis on encouraging student participation if teachers regularly participate in professional activities in the field. All the three teachers had a Bachelor's degree qualification in Education from universities in Thailand.

Teacher A had 12 years of experience as a teacher in the same school. Teacher B had 6 years of experience teaching in two different schools. Teacher C had 8 years of experience teaching in two different schools too. It could be a factor that Teacher A taught the longest from the other two teachers and henceforth she understood the students sooner so she could reciprocate her teaching style to be more supportive around the students. Teacher C had more experience than Teacher B but Teacher C was less supportive than Teacher B. The reason could be because they both have distinct teaching styles.

Teacher's teaching style can influence teacher's motivational style, how autonomy-supportive the teacher was. Teacher's teaching style refers to how teachers give instructions, engage students in the learning process and make them develop critical thinking skills. Teacher's teaching style can link to teachers being autonomy-supportive because from teaching style the researcher can observe whether teacher's style involves student's needs and reflects to their interests in the teaching process. Teacher A and Teacher B have a similar teaching style where they analyze the student's needs carefully and tailor activities accordingly. Teacher C is more unchanging and follows the textbook more compared to Teacher A and B. Hence, Teacher A, B

and C are different in terms of teaching style. Teacher A has a unique way to make students feel fun when learning and her students are engaging with her. She is enthusiastic and strict but maintains a good classroom environment where students are comfortable to participate.

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

According to Evans & Waring (2006) understanding students' unique learning style preferences and instructional needs can assist teachers in developing a more favorable view of all students' abilities and thereby stimulate the development and implementation of differentiated instructional practices and the provision of intentional and personalized intervention. This study completely agrees with following unique learning styles and adapting it into classrooms to be autonomy-supportive to bring out students ability to participate and be engaged.

### **Recommendation for Further Research**

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

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

## References

Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teaching behaviors predicting students' engagement in schoolwork. *British Journal of Educational Psychology*, 27, 261–278.

Benson, P. (2001). *Teaching and researching autonomy in language learning*. London: Longman.

Deci, E. L., Schwartz, A., Sheinman, L., & Ryan, R. M. (1981). An instrument to assess adult's orientations toward control versus autonomy in children: Reflections on intrinsic motivation and perceived competence. *Journal of Educational Psychology*, 73, 642–650.

Evans, C., & Waring, M. (2006). Towards inclusive teacher education: Sensitising individuals to how they learn. *Educational Psychology*, 26(4), 499-518. Retrieved from EBSCOhost database.

Ojure, L. & Sherman, T. (2001). Learning Styles. *Education Week American Education's Newspaper of Record*, November issue.

Reeve, J., Nix, G., & Hamm, D. (2003). The experience of self- determination in intrinsic motivation and the conundrum of choice. *Journal of Educational Psychology*, 95, 375–392.

Reeve, J. (2009). Why Teachers Adopt a Controlling Motivating Style Toward Students and How They Can Become More Autonomy Supportive. *Educational Psychologist*, 44(3), 159–175.

Wenglinsky, H. (2000). *How teaching matters: Bringing the classroom back into discussions of teacher quality*. Princeton, NJ: Policy Information Center, Educational Testing Service.