Perceptions Towards Andragogy and Self-Directed Learning Readiness of Thai Learners Learning English with Two Different Types of Motivation
การรับรู้ในเรื่องหลักการเรียนรู้ของผู้ใหญ่และความพร้อมในการชี้นำตนเองของผู้เรียนชาวไทยที่เรียนภาษาอังกฤษด้วยแรงจูงใจที่แตกต่างกันสองประเภท

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Abstract

This research aims to study the perceptions towards four assumptions of andragogy among Thai learners learning English with the instrumental and the integrative motivation and to investigate their level of self-directed learning readiness while learning with these two types of motivational approaches. Third and fourth year students majoring in English and Tourism of School of Humanities and Applied Arts, University of The Thai Chamber of Commerce (UTCC) were selected as participants in this study. The data collected from questionnaires would be analyzed by a quantitative method using SPSS software program

and all data collected from the interviews of participants would be analyzed by interpreting them using the descriptive and interpretive approaches in order to investigate how learners learning English with the two different types of motivation perceived themselves concerning each construct of andragogy. The results show that participants learning English with the instrumental motivation demonstrate their higher degree of self-directed learning readiness with the mean of 3.4801 and the SD of 0.31205 while those learning English with the integrative motivation show the lower degree of SDLR with the mean of 3.4507 and the SD of 0.35372. What is interesting in this study is that participants learning English with the two motivational approaches equally demonstrate the highest level of SDLR with the mean of 3.57 and the SD of 0.40967. This data analysis is based on the level of confidence at 95% and the level of precision or sampling error at 0.05. Regarding the qualitative data, there are four themes emerged according to the assumption of the learners' self-concept, i.e. diagnosis of needs; the process of planning their own learning; conducting their learning activities; and evaluation of learning. Three themes emerged according to the assumption of the role of learners' experience are emphasis on practical application; emphasis on experiential techniques; and learning to learn from experience. Also, there are two themes emerged according to the assumption of readiness to learn, i.e. social roles in early adulthood and the timing of learning. Finally, there are two themes emerged from the assumption of orientation to learning, i.e. a perspective of immediacy and a problem-centered frame of mind. Findings from this study could be useful for the English language instructors of UTCC since they can make use of them to figure out their teaching approaches and strategies, including some activities that match their students' learning needs and promote students' self-direction and self-directed learning readiness at the same time.

Keywords: Motivation, English Language Learning, Self-Directed Learning Readiness, Self-Direction, Andragogy

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการรับรู้ในเรื่องการเรียนรู้ของผู้ใหญ่ตามหลักการทั้งสี่ประเด็นของ Knowles (1975) สำหรับผู้เรียนชาวไทยที่เรียนภาษาอังกฤษด้วยแรงจูงใจในการเรียนเพื่อนำไปใช้ประโยชน์และผู้เรียนที่เรียนด้วยแรงจูงใจในการเรียนเพื่อการมีปฏิสัมพันธ์กับสังคมของเจ้าของภาษา รวมถึงการศึกษาระดับความพร้อมในการเรียนรู้ด้วยการชี้นำตนเองสำหรับผู้เรียนภาษาอังกฤษด้วยแรงจูงใจที่แตกต่างกันทั้งสองประเภทดังกล่าว ในการศึกษาครั้งนี้ ผู้วิจัยได้เลือกนักศึกษาชั้นปีที่สามและชั้นปีที่สี่ ที่เรียนวิชาเอก

ภาษาอังกฤษและวิชาเอกการท่องเที่ยว คณะมนุษยศาสตร์และประยุกต์ศิลป์ มหาวิทยาลัยหอการค้าไทย เป็นกลุ่มตัวอย่างของการศึกษาวิจัยนี้ โดยผู้วิจัยได้ใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูลเชิงปริมาณและทำการวิเคราะห์ด้วยโปรแกรม SPSS ในส่วนของข้อมูลเชิงคุณภาพ ผู้วิจัยได้ใช้แบบสัมภาษณ์กึ่งโครงสร้างในการเก็บรวบรวมข้อมูลโดยวิธีการสัมภาษณ์รายบุคคล และทำการวิเคราะห์ข้อมูลโดยใช้วิธีการตีความและบรรยายความ เพื่อศึกษาว่าผู้ที่เรียนภาษาอังกฤษด้วยแรงจูงใจในการเรียนที่แตกต่างกันทั้งสองประเภท มีการรับรู้เกี่ยวกับหลักการเรียนรู้ของผู้ใหญ่ในแต่ละประเด็นอย่างไรตามทัศนะของ Knowles (1975) จากการวิเคราะห์ข้อมูลเชิงปริมาณ ผลที่ได้แสดงให้เห็นว่าผู้ที่เรียนภาษาอังกฤษด้วยแรงจูงใจในการเรียนเพื่อนำไปใช้ประโยชน์ มีระดับของความพร้อมของการชี้นำตนเองในการเรียนที่สูงกว่า ด้วยค่าเฉลี่ย 3.4801 และค่าส่วนเบี่ยงเบนมาตรฐานที่ 0.31205 ในขณะที่ผู้ที่เรียนภาษาอังกฤษด้วยแรงจูงใจในการเรียนเพื่อการมีปฏิสัมพันธ์กับสังคมของเจ้าของภาษา มีระดับความพร้อมของการชี้นำตนเองในการเรียนที่ค่าเฉลี่ย 3.4507 และค่าส่วนเบี่ยงเบนมาตรฐานที่ 0.35372 ข้อค้นพบที่น่าสนใจจากผลการวิจัยในครั้งนี้คือ ผู้ที่เรียนภาษาอังกฤษด้วยแรงจูงใจในการเรียนทั้งสองประเภทเท่าเทียมกัน ผลปรากฏว่ามีความพร้อมของการชี้นำตนเองในการเรียนสูงที่สุด ด้วยค่าเฉลี่ยที่ 3.57 และค่าส่วนเบี่ยงเบนมาตรฐานที่ 0.40967 ผลการวิเคราะห์มีค่าระดับความเชื่อมั่นที่ 95% และค่าความคลาดเคลื่อนในการสุ่มที่ 0.05 ในส่วนของการวิเคราะห์ข้อมูลเชิงคุณภาพ ผลปรากฏว่ามีประเด็นหลักที่เกิดขึ้นจากแต่ละแนวคิดในการเรียนรู้ของผู้ใหญ่ตามทัศนะของ Knowles (1975) ดังนี้ แนวคิดการรับรู้ตนเองของผู้เรียน มี 4 ประเด็นที่เกิดขึ้นจากแนวคิดนี้ ได้แก่ การวินิจฉัยของความต้องการของตนเองในการเรียนรู้ของผู้เรียน กระบวนการวางแผนการเรียนรู้ของตนเอง การดำเนินกิจกรรมในการเรียนรู้ และการประเมินการเรียนรู้ด้วยตัวผู้เรียนเอง แนวคิดในเรื่องบทบาทของประสบการณ์การเรียนรู้ มีประเด็นหลักที่เกิดขึ้น 3 ประเด็นจากแนวคิดนี้ ได้แก่ การเน้นการนำประสบการณ์ของผู้เรียนมาใช้ประโยชน์ในการเรียนรู้ การเน้นเทคนิคเชิงประสบการณ์ที่นำมาเชื่อมโยงกับการเรียนรู้ และการเรียนรู้ที่จะเรียนจากประสบการณ์ที่ผ่านมาของผู้เรียน แนวคิดในเรื่องความพร้อมในการเรียนรู้ มีประเด็นหลัก 2 ประเด็นที่เกิดขึ้นจากแนวคิดนี้ ได้แก่ บทบาททางสังคมของผู้ใหญ่ที่ส่งเสริมให้เกิดความพร้อมในการเรียนรู้ และช่วงเวลาที่เหมาะสมสำหรับการเรียนรู้ ในส่วนของแนวคิดในเรื่องความมุ่งหวังเกี่ยวกับการเรียนรู้ของผู้ใหญ่ มีประเด็นหลัก 2 ประเด็นที่เกิดขึ้นจากแนวคิดนี้ ได้แก่ มุมมองในเรื่องการใช้ประโยชน์จากการเรียนรู้ได้ทันทีในปัจจุบัน และการเรียนรู้ที่เน้นปัญหาเป็นศูนย์กลางของการเรียนและการแก้ปัญหา ผลที่ได้จากการวิจัยในครั้งนี้จักเป็นประโยชน์ต่ออาจารย์ผู้สอนภาษาอังกฤษ มหาวิทยาลัยหอการค้าไทย เนื่องจากผู้สอนสามารถใช้ประโยชน์จากผลการวิจัยดังกล่าวในการพัฒนาวิธีการและกลยุทธ์ต่าง ๆ ในการเรียนการสอน รวมถึงการพัฒนากิจกรรมการเรียนรู้ซึ่งสอดคล้องกับความต้องการของผู้เรียน และช่วยส่งเสริมภาวะการชี้นำตนเองในตัวผู้เรียน รวมทั้งช่วยกระตุ้นความพร้อมในการเรียนรู้ด้วยการชี้นำตนเองของผู้เรียนในขณะเดียวกัน

คำสำคัญ : แรงจูงใจ การเรียนภาษาอังกฤษ ความพร้อมในการชี้นำตนเอง ภาวะการชี้นำตนเอง หลักการเรียนรู้ของผู้ใหญ่

Introduction

Thai university students nowadays are struggling with a lot of difficulties while learning English due to their lower degree of self-direction and self-directed learning readiness which also leads to their lower degree of motivation, specifically while learning English. Currently, most of third and fourth year university students are required to undertake the internship in order to expose them to the real workplace situations and prepare them for job markets. This exposure encourages them to use English in their workplaces and helps shape their growth and maturity to serve their developmental tasks in the adult life. However, when these students get into these real life situations, some of them are facing difficulties in dealing with their routine work and learning as well as gaining knowledge from contexts out of their formal settings is considered to be harder. Therefore, this study aims to investigate concepts of andragogy, the art and science of helping adults learn suggested by Knowles (1975), which is able to address problems mentioned above. Ideas of self-concept, learning experience, readiness to learn, including orientation to learning could help enhance their learning while tackling real life situations. From this reason, this study intends to examine learners' perceptions towards these four assumptions of andragogy since it is believed that they could lead to the reflection of learners' strengths and weaknesses so that they are able to fulfill what is absent when they are to deal with their real workplace situations.

In addition, learning English is also based on what is called motivation. The lack of motivation while learning could also lead to the lack of self-direction as well as the lower degree of their self-directed learning readiness. Therefore, this study also examines learners' self-directed learning readiness based on learners learning English with two different types of motivation. Christiana (2009) stated that motivation is a crucial factor that plays a major role in achieving many fundamental goals in a student's academic life. It is a state of cognitive and emotional arousal which leads to a conscious decision to act and gives rise to a period of sustained intellectual and physical effort (Williams and Burden, 1997: 120). Moreover, Gardner (1985: 11) mentioned that motivation is a combination of effort and desire to achieve a goal plus favorable attitudes towards the goal to be accomplished. In the field of foreign language acquisition, there are two types of motivation to be concerned with, i.e. the instrumental and the integrative motivation.

Also, this study puts a great emphasis on ideas of andragogy and self-directed learning (SDL) of Malcolm Knowles (1975) in connection with the English language learning motivation. Knowles (1970) described andragogy that it is the art and science of helping adults learn which is built upon two central defining attributes, i.e. a conception of learners as self-directed and autonomous as well as a conception of the teacher's role as a facilitator of learning rather than a presenter of content. Getting along with motivation, perceptions of learners towards andragogy and their degree of self-directed learning readiness could lead to the success and effectiveness of the English language learning among Thai learners.

Objective

1. To examine the perceptions towards four assumptions of andragogy among Thai learners learning English with the instrumental and the integrative motivation.
2. To investigate the level of self-directed learning readiness of Thai learners learning English with two different types of motivational approaches.

Scope of Research

Third and fourth year students from School of Humanities and Applied Arts, University of The Thai Chamber of Commerce (UTCC) were selected as participants in this study. They were English major and Tourism major students who enrolled in all English classes of the first semester of 2017 academic year. There were two main reasons for selecting third and fourth year students from these two majors to be participants in this study. First, they had to study a lot of English courses as a requirement of their curriculum. Second, they were required to undertake the internship that allowed them to get involved in the use of English in their real life situations.

Conceptual Framework

This research study is based on the concept of foreign language learning motivation proposed by Gardner and Lambert (1972), together with Knowles's (1975) four assumptions of andragogy and self-directed learning (SDL), including self-directed learning readiness (SDLR) proposed by Guglielmino (1977).

Two types of language learning motivation have been used as variables to differentiate the two groups of participants in this study which are learners learning English with the instrumental motivation and learners learning English with the integrative motivation. Then,

these two groups of participants were examined in terms of the extent of their self-directed learning readiness measured by the Self-Directed Learning Readiness Scale (SDLRS) created by Guglielmino (1977) in order to see the degree of their self-direction in learning English in relation to their language learning motivation.

With regard to the qualitative data of this study, these two groups of participants classified by the two types of language learning motivation were investigated in terms of their perceptions towards each assumption of andragogy proposed by Knowles (1975), i.e. the learners' self-concept, the role of learners' experience, their readiness to learn, and their orientation to learning and the data have been analyzed by the descriptive and interpretive methods. Finally, all findings have been presented by descriptions of each participant's perceptions towards these four constructs of andragogy in connection with their English language learning.

Definition of Operational Terms

Perception – A thought, belief, or opinion you have as a result of how you see or understand things, including the ability to understand the true nature of them (Hornby, 2010).

Andragogy – The art and science of helping adults learn (Knowles, 1975).

Self-Directed Learning (SDL) – A process in which individuals take initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (Knowles, 1975: 18).

Self-Directed Learning Readiness (SDLR) – SDLR refers to an individual's degree of perceptions and preferences as well as attitudes towards learning that is essential to become a self-directed learner (Adenuga, 1989).

Instrumental Motivation – An individual's desire to learn a language in support of a purpose relating to occupation or further useful motive (Gardner, 2001).

Integrative Motivation – An individual's desire to learn a language due to its value in helping them integrate with speakers of the target language as well as for cultural enrichment (Gardner, 2001).

Literature Review

Knowles's concept of andragogy is built upon two central defining attributes. One is a conception of learners as self-directed and autonomous and the other is a conception of the

teacher's role as facilitator of learning rather than presenter of content (Evelyn, 2010). For this reason, during the process of self-directed learning, learners are required to engage in many educational activities to identify knowledge gaps and monitor progress and performance. Many characteristics, for example, the learners' self-concept, the role of learners' experience, readiness to learn, and orientation to learning, can influence learners to become self-directed learners.

Knowles, Holton, and Swanson (1998) suggested that adults have a self-concept of being responsible for their own decisions, for their own lives and also have a need to be self-directing. Apart from that, adults have more experience and more diverse experience than that of children and the learner's experience is a valuable resource in the classroom.

In addition, andragogy still assumes that adults are living their lives while learning. The contexts of life-demands lead adults to prioritize different learnings at different points. At any given point in life, adults are ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations (Knowles et al., 1998).

Andragogy also proposes that adult learners are life-, problem- or task-centered in their approach to learning. Each of these three orientations has been proposed through the years, but their mainstay is the same. In fact, they build on each other, for instance, task-centered would be considered the most effective if the task is relevant to an important problem, and problem-centered would be the most motivating when that problem is a life issue, rather than a triviality. Thus, a task-oriented or problem-oriented method would fit their orientations. Consequently, it leads to more productive learning.

Research Methodology

The population in this research was the third and fourth year students from School of Humanities and Applied Arts, UTCC. The total number of population was 576 students. They were English major and Tourism major students who enrolled in all English classes of the first semester of 2017 academic year. The reason for choosing these students to be participants in this study is because they are young adults who are going to enter their career paths in the near future which is in line with the four assumptions of andragogy proposed by Knowles (1975). The sample size of this study was determined by the formula of Taro Yamane for calculating a sample for proportions based on the level of confidence at 95% and the level of precision or sampling error at 0.05. After determining the sample size, 236 out of 576

students were needed as the sample of this research. There was the distribution of the sample size in order to get the proportionate number of participants based on their major and year of study and the selection method was done on the voluntary basis.

There were two types of research instruments utilized in this study – the questionnaire and the semi-structured interview form. The questionnaire was comprised of three parts. The first part was about the demographic data of each participant, i.e. gender, age, year of study, and field of study. The second part was concerned about their motivation in learning English. There were eight questions in this part which were adapted from Gardner's (1985) revised version of the Attitude / Motivation Test Battery (AMTB). This part intended to differentiate participants based on their motivation in learning English. The final part was a five-point scale questionnaire adapted from the Self-Directed Learning Readiness Scale (SDLRS) developed by Guglielmino in 1977. This part was to assess individuals' degree of readiness and perceptions of abilities and attitudes associated with self-directed learning. In addition to the questionnaire mentioned above, the researcher also employed the semi-structured interview form designed in relation to Knowles' s (1975) four assumptions of andragogy in order to examine each participant's perceptions towards each construct of andragogy.

Data collection was done by distributing questionnaires to respondents selected from the voluntary selection method mentioned above. Data collected regarding the two types of language learning motivation were used to differentiate individuals based on their motivation in learning English and data collected regarding SDLR were implemented in order to examine each respondent' s degree of SDLR. After being classified by their motivation when learning English, about 10% of respondents from each category would be voluntarily selected to be interviewed and observed to investigate their perceptions towards each assumption of andragogy.

Data analysis was done quantitatively by using SPSS software program and qualitatively by interpreting them using the descriptive and interpretive approaches. The analysis of data from questionnaires would present findings regarding respondents' preparedness or readiness for self-directed learning which would be different in its level ranging from low to high meaning that it would be regarded as a continuum, not a dichotomy. Data collected from the interviews would be grouped and coded on themes and key words found in Knowles (1970) regarding each assumption of andragogy.

Results

There were 241 students (n= 241) who were respondents in questionnaires. After analyzing the data, 98 out of 241 students demonstrated that they learned English with the instrumental motivation while 63 students showed that they were more likely to learn it with the integrative motivation. However, the other 80 students mentioned that they learned English with both two types of motivation equally. The results shown in the following are based on the two objectives of this study mentioned above.

1. Participants learning English with the instrumental motivation demonstrate the higher level of self-directed learning readiness with the mean of 3.4801 and the SD of 0.31205 whilst those learning English with the integrative motivation show the lower level of SDLR with the mean of 3.4507 and the SD of 0.35372. Interestingly, considering participants learning English with the two types of motivation equally, we can notice that they show the highest level of SDLR with the mean of 3.57 and the SD of 0.40967. Data analysis was based on the level of confidence at 95% and the level of precision or sampling error at 0.05. The table below demonstrates the mean and SD of the level of participants' SDLR.

Motivation Types	No. of Participants	SDLR Mean	SD
Instrumental	98	3.4801	0.31205
Integrative	63	3.4507	0.35372
Both types	80	3.5700	0.40967
Total	241	3.5023	0.35966

2. After interpreting the data collected from the interviews, the researcher found some themes emerged according to each assumption of andragogy as follows:

2.1 The learners' self-concept – There were four themes emerged according to this assumption, i.e. diagnosis of needs, the process of planning their own learning, conducting their learning activities, and evaluation of learning.

2.2 The role of learners' experience – There were three themes emerged according to this assumption, i. e. emphasis on practical application, emphasis on experiential techniques, and learning to learn from experience.

2.3 Readiness to learn – There were two themes emerged according to this assumption, i.e. social roles in early adulthood and the timing of learning.

2.4 Orientation to learning – There were two themes emerged according to this assumption, i.e. a perspective of immediacy and a problem-centered frame of mind.

Considering findings from the qualitative data analysis, the researcher found that participants are aware of their learning needs. They know what their needs are while learning English. This is related to the assumption of the learners' self-concept. When asked how they applied their past experience to be useful in their current learning situations, most of participants mentioned that it can help make their present learning meaningful by interpreting their prior experience. From their responses, it means that their previous knowledge helps encourage what they are learning at present. This is related to the assumption of the role of learners' experience. Apart from that, all participants described that they learn English because it will be useful for their future work and they are preparing for their job interviews in English in the near future since they are going to graduate from their university soon. This is related to the assumption of readiness to learn. Finally, all participants in this study told the researcher that being able to apply what they have learned to their work immediately is the most important thing they consider while learning English. This response is correlated to a perspective of immediacy which has been described in Knowles (1970) that learners engage in their learning primarily in response to their current life situations and need the instant application of what they learn. This is related to the assumption of orientation to learning in andragogy.

Conclusion

It can be concluded that most of participants prefer to learn English with the instrumental motivation with the number of 98 out of 241 participants responding to questions concerning the instrumental motivation while there are only 63 out of 241 participants responding to questions concerning the integrative motivation. However, there are still 80 out of 241 participants responding to questions concerning both the instrumental and the integrative motivation equally. Regarding their SDLR, learners with the instrumental motivation show the higher degree of SDLR than that of learners with the integrative motivation. Nevertheless, learners learning English with both two types of motivation equally demonstrate the highest degree of SDLR as mentioned above.

With regard to the qualitative data, there are some themes emerged according to each assumption of andragogy mentioned above. After interpreting responses of participants

according to each theme emerged according to the four assumptions of andragogy, their responses demonstrate the reflection of each assumption of andragogy.

Discussion

Considering from their responses, the researcher has noticed that participants in this research study have been mature enough despite being young adults. This is probably opposite to what most people have expected that teenagers, especially undergraduate students, are not mature enough to make their own decisions about what to do in both their personal and working life. Results from this study have proved that young adults possess their self-direction while learning things they want to learn.

Implication and Recommendation

Implication of this Research

Findings from this study could be useful for both the English language instructors and students of UTCC. When the instructors are aware of learners' motivation and their self-directed learning readiness while learning English, this can help contribute to the instructors while teaching and scaffolding their students since these findings will make them aware of their students' learning needs brought to learn English. The instructors can make use of these findings to figure out their teaching approaches and strategies, including some activities that match their students' learning needs and promote students' self-direction at the same time. Apart from that, instructors can consider how to scaffold their students to raise their degree of self-directed learning readiness while learning English which enables them to learn the language effectively and efficiently. In addition, learners' perceptions towards concepts of andragogy can help shape their growth and maturity in order to serve their developmental tasks in the adult life as they gain insights of the usefulness of learning which contributes to their love of learning in whatever topics they want to learn. Consequently, it helps stimulate the teachable moment for them and encourage individuals to become lifelong learners in their real life settings and communities.

Recommendation for Further Research

The limitation of this research is that it has been done with only UTCC's students and with English major and Tourism major students who are highly motivated to learn the language. Thus, it cannot be generalized to other groups of population. However, this research study can pave the way for some future research in this area in the following ways:

First, this research can be replicated in the similar way, but with population of other settings. For example, it may be done with students from other faculties of UTCC or even with students of other higher institutions who are not required to take a lot of English courses.

Second, this research will probably be extended to build up some teaching models or teaching approaches, for example, the approach of teaching English reading comprehension by making use of learners' schemata or the model of learning activities stimulating the application of learners' prior knowledge in their writing tasks, so that the English language instructors are able to promote students' self-direction and self-directed learning readiness as well as to enhance their mindset of becoming lifelong learners.

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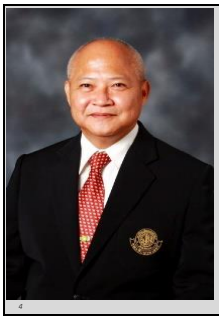
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