

**VIETNAM NATIONAL UNIVERSITY, HANOI**  
**UNIVERSITY OF LANGUAGES AND INTERNATIONAL**  
**STUDIES**  
**FACULTY OF ENGLISH LANGUAGE TEACHER**  
**EDUCATION**

PHAM HOAI THU

**EFFECTIVENESS OF STUDENT TEACHER**  
**AUTONOMY IN “TUTORING PROGRAM**  
**2010” PERCEIVED BY THE 4<sup>th</sup>-year Fast-**  
**track**  
**TESOL STUDENTS, ULIS, VNU**

Submitted in partial fulfillment of the requirements for the degree of  
Bachelor of Arts (TEFL)

Hanoi, May - 2011

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Supervisor: Ms. Vu Tuong Vi, M.A.

Hanoi, May - 2011

# ACCEPTANCE

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*Pham Hoai Thu*

Date

*4<sup>th</sup> May, 2011*

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## ABSTRACT

Along with learner autonomy, the notion of teacher autonomy has long been researched in the world. It is perceived as not only the freedom and capacity of control to one's own teaching but also the responsibility to motivate learners' autonomous learning and improve professional development. However, in Vietnam, this research area has not been taken moderate notice of. As one of the first attempts to fulfill research gap on the subject, this paper aims at shedding a light on the effectiveness of student teacher autonomy in conducting a tutorial in "Tutoring program 2010" perceived by the 4<sup>th</sup>-year TESOL students in fast-track group, FELTE, ULIS, VNU by seeking answers to four research questions related to aspects of autonomy shown, effectiveness of autonomy to tutees and student teachers, influential factors and recommended solutions.

This study involved the participation of 26 students of E1K41, 10 tutees and 2 supervisors who undertook triangulated data collection method of interview, questionnaires and classroom observation. The findings revealed that although student teacher autonomy had quite significant effects on tutees and tutors as well, student teachers performed their autonomy automatically but unconsciously. Some influential factors which degraded the effectiveness were also figured out, helping to offer recommendations to better the situation, including: (1): teacher autonomy and learner autonomy should be taught officially and taken seriously at school, the interrelationship between these two concepts needs to be highlighted, with the focus on teacher-learner autonomy; (2): "Tutoring Program" should be designed in order to meet its aim that is "developing autonomy in learning and teaching of student teachers" by increasing teaching-individually opportunities for each tutor; (3): disciplines, curriculum and syllabus should be put under student teachers' control to exploit their autonomy more.

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# LIST OF ABBREVIATIONS

<b>ALM</b>	Audio-Lingual Method
<b>CLT</b>	Communicative Language Teaching
<b>EFL</b>	English as Foreign Language
<b>ELT</b>	English Language Teaching
<b>ELTM</b>	English Language Teaching Method
<b>ESL</b>	English as Second Language
<b>FT/ CLC</b>	Fast-track
<b>FELTE</b>	Faculty of English Language Teacher Education
<b>GTM</b>	Grammar Translation Method
<b>TEFL</b>	Teaching English as Foreign Language
<b>TESOL</b>	Teacher of English to Speakers of Other Languages
<b>ULIS</b>	University of Languages and International Studies
<b>VNU</b>	Vietnam National University

# CHAPTER 1: INTRODUCTION

*With a view to framing the paper for its readers, this initial chapter firstly justifies the research problem and rationale for the study clearly. More importantly, the aims and objectives are clarified through four research questions. Besides, the scope and the significance are expected to highlight the specific research area. Afterwards, the methodology is presented briefly so that readers can make out data collection as well as data analysis procedure. Finally, the chapter outlines the rest of the paper to orientate its readers throughout the study.*

## **1. Statement of the problem and rationale for the study**

Terry Lamb and Hayo Reinders, two famous educational researchers, conceptualized teaching and learning “*two sides of the same coins*” (2008, p.10), which illustrated the organic relationship between two interdependent fields of one unified process. That perception was again affirmed by Brumfit later with the emphasis on the role of teachers whose “*prime task is to survive in the world, to influence learning and direct it towards the most profitable activities and routine for learners’ successes*” (2001, pp.153-154). From these ideas, it is understandable that teachers play an irreplaceable part to learners. In other words, they are regarded as a key factor in learning and teaching process.

However, in the anthology named “Beyond Training” (1998), Richard and Nunan showed that teacher education was relatively underexplored (p.xi). Two researchers specified that the literature on the area was slightly compared with that on issues related to methods and techniques for classroom teaching (p.xi). Thus, according to Richards and Nunan (1998, p.ix), such a process worth examining and theorizing with a top-down approach was still to be taken into consideration.

Especially, nowadays, when English is increasingly utilized as the preferably international language, the growing demand to use practical English pushes “*English Language Teaching business forward*” (Nguyen & Tran, 2007, p.65). Education of teaching which did not yet fully take hold in the past now needs even more investigation when the focus of education is put on learners with learner-centered approaches.

Following this innovative approach, in the 1980s, the term “autonomy” and “learner-autonomy” were given the birth by Holec as a response to the historical, scientific, political and social changes including:

- 1) The emergency of “autonomy” as an educational ideal, with a direct influence on adult education in Europe
- 2) Development in technology contributing to the spread of autonomy and self-access
- 3) Rising internationalism in the second World War
- 4) Adult learners and different learning needs, resulting in flexible learning programmes with varying degrees of learner-centeredness and self-direction.
- 5) Commercialization of much language provision, together with the movement to heighten consumer awareness, leading to learners as consumers, making informed choices in the market.
- 6) Increase in school and university populations, encouraging the development of new educational structures for dealing with large numbers of learners. Some form of self-directed learning, with institutional support in the shape of counseling and resource centers, has been found helpful.

(Gremmo, 1995, p.152, as cited in Tran, 2010)

Obviously, autonomy has become one ultimate goal of education, leading the idea of man to be “*producer of society*” rather than “*product of society*” (Janne, 1977, p.3, as cited in Holec 1981, p.1). This considerable shift hence provides “*a new imperative*” and “*propelling force*” to teachers to think more about implications for teaching, putting forward a new term “teacher autonomy” parallel to “learn autonomy” (Lamb, 2009, p.2). Since then, along with the growing prominence of learner autonomy, “teacher autonomy” as a new concept as well as teacher education has been paid more attention to (Hui, 2010, p.175).

In Vietnam, since the policy of *Education Reform* in 1989 with changes in understanding the nature of learning and teaching English, recognizing the necessary of fostering teacher –learner autonomy as well as improving the quality of teacher education in teacher training program, education managers, policy makers as well as syllabus designers have agreed that there should be an innovation in ELTM, shifting from GTM and ALM to CLT. Accordingly, some new methods have been introduced and applied in FELTE, ULIS- VNU such as experimental learning, learning by doing, learning by teaching, learning through projects, cooperative learning, etc. Amongst those types, learning by teaching is expected to develop the autonomy of student teachers in interactive relation as being both learners and teachers. When students practice teaching, they have a chance to express the self- government of their teaching, at the same time, reflect their perspectives of learner autonomy. For 4th-year mainstream students, micro-teaching in ELT course 2 was such an experiment. And for 4<sup>th</sup>-year Fast-Track TESOL students, referring to E1K41 students in this research, they had one more opportunity to enhance their autonomous learning and teaching in a program called “Tutoring program 2010”. To be more specific, 27 students of E1K41 played the role of teachers providing or supporting tutees with skills and knowledge. In these tutorials, trainee teachers worked in pair to



teach without supervisors' interference. As a matter of fact, during that teaching process, pre-service teachers who did not have much experience have to handle numerous arising problems. Some of them result from taking control of learners and let learners go (Voller, 1997, as cited in Richard, 2003, p.2). As a result, student-teachers are required to get fully prepared for autonomous teaching in order to upgrade not only their teaching but also learners' studying as Hui's point of view (2010, p.176).

However, in the context of Vietnam in general and of FELTE, ULIS, VNU in particular, this issue has not been considered thoroughly. Although there so far have been quite a lot of explorations of autonomy, namely by Vu (2005), Mai (2010), Tran (2010), Phan (2010), all of which investigated into the autonomy of learners as students in such activities as listening facilitation, speaking vocabulary, etc. Because of this gap, the researcher aspired to carry out a study titled:

**“The effectiveness of Student Teacher Autonomy  
in conducting a tutorial in “Tutoring Program 2010”  
perceived by the 4<sup>th</sup>-year fast-track TESOL students, ULIS, VNU”**

in a hope to fulfill the gap in the current research line.

## **2. Aims and research questions**

The study firstly aims at identifying in what aspects of autonomy the novice teachers of E1K41 express when they conduct a tutorial. It means that this matter will be thoroughly investigated into the autonomy of every individual as a teacher. Secondly, the study is expected to shed a light on evaluating the effectiveness of autonomy reflected by novice teachers in their tutorials. Moreover, the researcher hopes to seek answers to the questions

related to factors that influence the above evaluation. Finally, the paper will offer some recommendations from E1K1 students and supervisors to promote the effectiveness of novice teacher autonomy. To sum up, the research is carried out to deal with four following questions:

- 1) In what ways do E1K41 students show their autonomy as teachers in conducting a tutorial?
- 2) To what extents is student teacher autonomy effective perceived by E1K41 students?
- 3) What factors degrade the effectiveness of student teacher autonomy when E1K41 students conduct a tutorial?
- 4) What recommendations do E1K41 students and supervisors offer to promote the effectiveness of student teacher autonomy?

### **3. Scope of the study**

The topic itself clearly states that this research focuses on 27 students of E1K41, Fast-Track Program, FELTE, ULIS- VNU. They did participate in “Tutoring Program 2010” and all of them experienced three or four times of teaching. Therefore, the opportunities to practice and improve autonomy were valid. Besides, aspects of autonomy are chosen based on a certain dimension by Smith (2000) in order that the researcher’s purpose is to give a deeper analysis of the current situation.

### **4. Significance of the study**

When the research has been finished, it is expected to be of great value for the target population, supervisors, education managers, policy makers and contribute to the research area.

First of all, students who play the role of novice teachers will raise their awareness of teacher autonomy and the interrelation between teacher-learner autonomy. Therefore, they will get well-prepared for practicum and teaching career in the future. It is urgent for them to understand the goal of teaching and learning process which aims at preparing them to become autonomous students and promote the effectiveness of teaching.

Secondly, supervisors, education managers or policy makers may also be interested in this topic. They are hoped to provide students thorough theory, profound foundation of teaching autonomy before their students come to real-life teaching situations.

Further, in terms of research theory, this paper is one of the earliest studies in ULIS, VNU, which investigates teacher autonomy. It may bring a new perspective of approaching teaching and learning process, to assess the applicability of the current ELT method and “Tutoring Program” of Fast-track Program as well.

## **5. Method of the study**

In order to answer the research questions, three instruments of research methodology were employed namely survey questionnaire for student teachers, survey questionnaire for tutees, survey questionnaire in detail under the form of interview framework for supervisors, classroom observation and interview sets for both tutees and student teachers.

The targeted population was also chosen carefully, including all 26 participants of E1K41 (except for the researcher), 2 supervisors and 10 tutees who attended the whole 10-week tutoring program 2010.

Firstly, classroom observation was carried out for the sake of examining the situation and outlining the research problem. The researcher took notes of

any information which was useful for the study and reflected it objectively in the paper.

After that, survey questionnaires with close-ended and open-ended questions were delivered to all students of E1K41, two supervisors and selected tutees. The instructions and explanations of terminologies were given in advance so that the participants could understand well and answer easily.

To gain more specific information, the researcher conducted semi-interview with 3 student-teachers and 2 tutees. The language was used in Vietnamese to make comfortable, friendly atmosphere, helping participants show their thoughts and ideas freely, clearly and easily. All interviews were recorded, noted down and then translated into English with the participants' permission. For two supervisors, there was no interview session because of time and space inconvenience. Therefore, the researcher prepared a survey questionnaire with 4 open-ended questions in the hope that they would give clear, detailed answers.

Lastly, data were collected, demonstrated in forms of tables and charts. Comparison and interpretation from interview as well as observation were also exploited in analysis procedure aiming at answering research questions.

## **6. Overview of the rest of the study**

The rest of the study consists of four following chapters:

Chapter 2 – Literature Review – elaborates the theoretical base of the study by providing definitions of key concepts and reviewing the related studies with critical discussion.

Chapter 3 – Methodology – describes research design, including the participants, data collection instruments, data collection and data analysis procedure.

Chapter 4 – Findings and Discussion – presents, analyzes the results and discusses more deeply to answer the research questions.

Chapter 5 – Conclusion – summarizes the major findings, synthesizes implications in terms of theory, practice and research as well as suggests solutions to enhance the reality of research problem.

## **Summary**

In this chapter, these following points have been elucidated:

1. Statement of the research problem and rationale for the study
2. Aims and objectives of the study
3. Scope of the study
4. Significance of the study
5. Method of the study
6. An overview of the rest of the paper

In brief, these points are served to describe not only the content and but also structure of the study.

## CHAPTER 2: LITERATURE REVIEW

*By its nature, this chapter provides a review of literature on the research problem. Firstly, this chapter will explain definitions of key concepts then discuss the characteristics of key terms and finally analyze related studies. This comprehensive theoretical foundation will reveal the research gap, urging this investigation.*

*Although the research directly concerned with student-teacher autonomy in ULISVNU as well as examining or evaluating tutoring program are few and far between, the literature on each term, for instance, learner autonomy, teacher autonomy, interplay between these two concepts, teacher-learner autonomy or professional development is quite fruitful. Hence, the researcher endeavors to give a full picture of the research area.*

### **1. Autonomy**

To study teacher autonomy, it is crucial to look at the term “autonomy” itself.

Tracing back to the past, right in 1979, Gibb (as cited in Lamb & Reinders, 2008, p.119) highlighted the essence of freedom to act autonomously. According to him, if someone lacks freedom, he or she is not counted as an autonomous person.

Young (1986, p.81) viewed autonomy as a human right, affirming that “preparing younger learners to exercise personal autonomy in adult life is a

*declared goal*” and went beyond pedagogical situations “*advocating autonomy in learning means more than this*”.

Littlewood (1996, p.428, as cited in Mai, 2010, p.7) mentioned autonomy as “*a capacity for thinking and acting independently that may occur in any kind of situation*”. From this definition, he underlined self-government as the key factor to identify who an autonomous person is. He or she must be capable of making his or her own choices and carrying out his or her actions.

Discussing this characteristic of autonomy, Moonmaw (1985) identified two components of autonomy: perceptual and behavioral. The freedom to make consistent decisions is considered perceived autonomy meanwhile the freedom to act on those decisions implies autonomous behavior (p.11). He took an example from Arkott, “*Few individuals remain completely dependent, and almost no one achieves complete autonomy; most effect some sort of balance between the two extremes*” (1968, p. 47, as cited in Moonmaw, p.11).

Later, Wall (2003, as cited in Lamb & Reinders, 2008, p.308) elaborated some fundamental characteristics of an autonomous person, which are:

- 1) Capacity to form complex intentions and sustain commitment
- 2) Independence necessary to chart one’ own course through life, develop one’s own understanding of what is valuable and worth doing
- 3) Self-consciousness, vigor to take control of one’s affairs
- 4) Access to an environment that provides one with a wide range of valuable options

Clearly, reason 1 and reason 3 refer to mental capacities or virtues meanwhile reason 4 implies the influence of environment and reason 2 shows relation among people in doing actions.

To summarize, autonomy of someone is expressed through self-awareness, ability and freedom to shape one's own lives.

## **2. Learner-autonomy**

As the research title states, learner autonomy is not the focus of this study. In addition, learner autonomy has been a big concern to numerous researchers, which has been exploited thoroughly. On account of the scope of the study, learner autonomy is only examined in relation with teacher autonomy and regarded as leverage. The researcher summarizes and synthesizes some aspects of learner autonomy related to the aim of the study as follows.

### **2.1. Definition of learner autonomy**

According to Benson (2001), the idea of autonomy first came into language teaching in the late 1960s through the adult education movement in Europe and North America, and in many years it continued to be associated with adult learners in formal education (p.291).

As one of the pioneers, Holec (1981, p.3) provided us the very first definition of learner autonomy which is "*the ability to take charge of one's own learning*". Sharing the same idea, Benson (2001, p.47) viewed learner autonomy as "*the capacity to control one's own learning*". Although these two definitions are not very different, Holec's perception is a little larger than Benson's. It requires decision making, independence action or even critical reflection of learners. Richard & Nunan (1998) considered autonomy from various degrees and forms. As a result, he concluded that autonomy was a nature, which could



not be taught but be fostered. In other words, it was process-oriented instead of product-oriented.

Dickinson (1993, p.4 as cited in Mai, 2010, p.8) had a new way to define autonomy. Learner autonomy as he mentioned involved attitude of learning. An autonomous learner should take responsibility for his or her own learning. This characteristic required a learner to be aware of his or her role in the learning process.

Learner autonomy raised new questions about social relationship, one of which concerned collaboration and another concerned the role of teachers. In autonomous learning, teachers still played an important role as a facilitator, a counselor or a resource to learners (Voller, 1997). Sharing this viewpoint, Palfreyman (cited in Phan, 2010, p.9) asserted “*learner autonomy does not mean avoiding reliance on sources of help around*”. In contrast, Phan, (2010, p.9) cited Nunan’s idea that “*the fully autonomous learner operates independently of classroom, teacher, or textbooks*” (1997, p.193). The researcher would like to adopt two previous opinions according to which autonomy did not mean independence but implied interdependence and learners were assumed to “*participate fully and critically in social interactions*” (Little, 1995, p.210).

## **2.2. Components of learner autonomy and Level of learner autonomy**

Although there have been many different perceptions on learner autonomy, all of them share the same feature that focuses on independence of learner and emphasize basic elements namely capacity and responsibility.

Littlewood (1996, as cited in Mai, 2010) analyzed very carefully two main components of learner autonomy: ability and willingness. The titles are

not the same; nevertheless, the nature is still. His theory can be illustrated in the following figure:

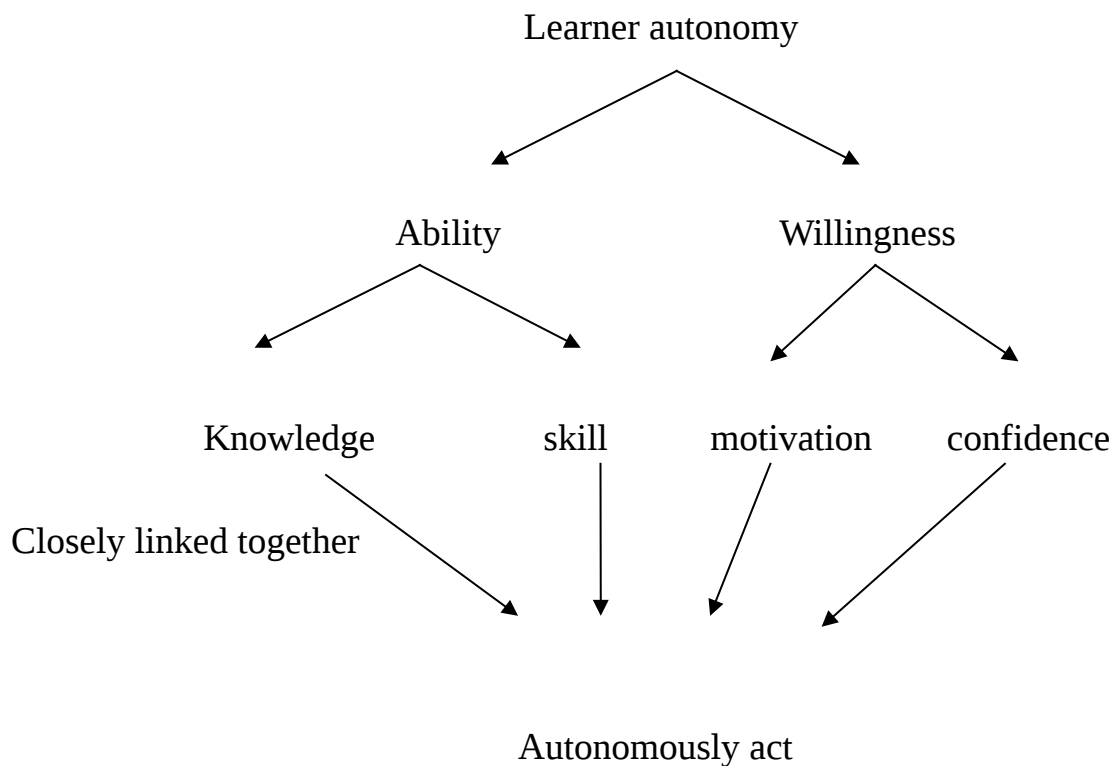


Figure 1: a classification of components of learner autonomy, according to Littlewood (1996, as cited in Mai, 2010, p.11)

Little (1991, p. 5, as cited in Tran, 2010, p.9) gave a fuller form of criteria for autonomous learners as demonstrated in figure 2. According to this figure, metacognitive skills concern knowledge, awareness of how one person learns as well as strategies one person needs to control his or her learning. For example, in the lesson of writing application letter, the learners are aware of the importance of writing tasks and have strategies to approach the lesson, they

show metacognitive skills then. In learning process, if learners pay attention to the lesson critically, usually re-read, self-comment, revise, self-evaluate their writing, they are showing cognitive skills.

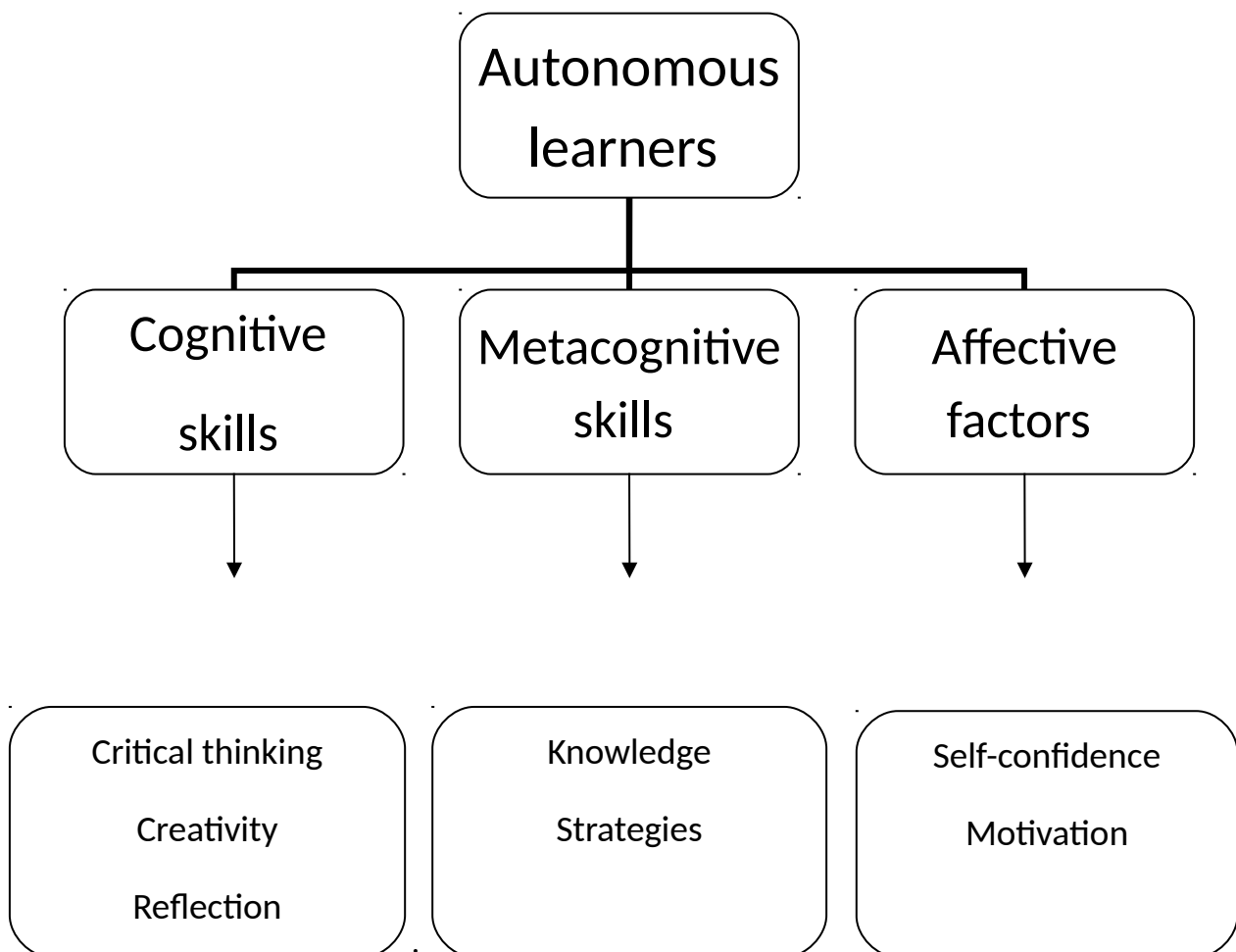


Figure 2: criteria for autonomous learners according to

Little (1991, p.5, as cited in Tran, 2010, p. 9)

Looking at these two figures, it can be recognized that Little added reflection and critical thinking as indicators of learner autonomy while the two other criteria agreed with Littlewood's theory.

Later, Nunan (1997, pp.192-203, as cited in Tran, 2010, p. 24) divided and generalized level of learner autonomy, providing a comprehensive insight of the problem:

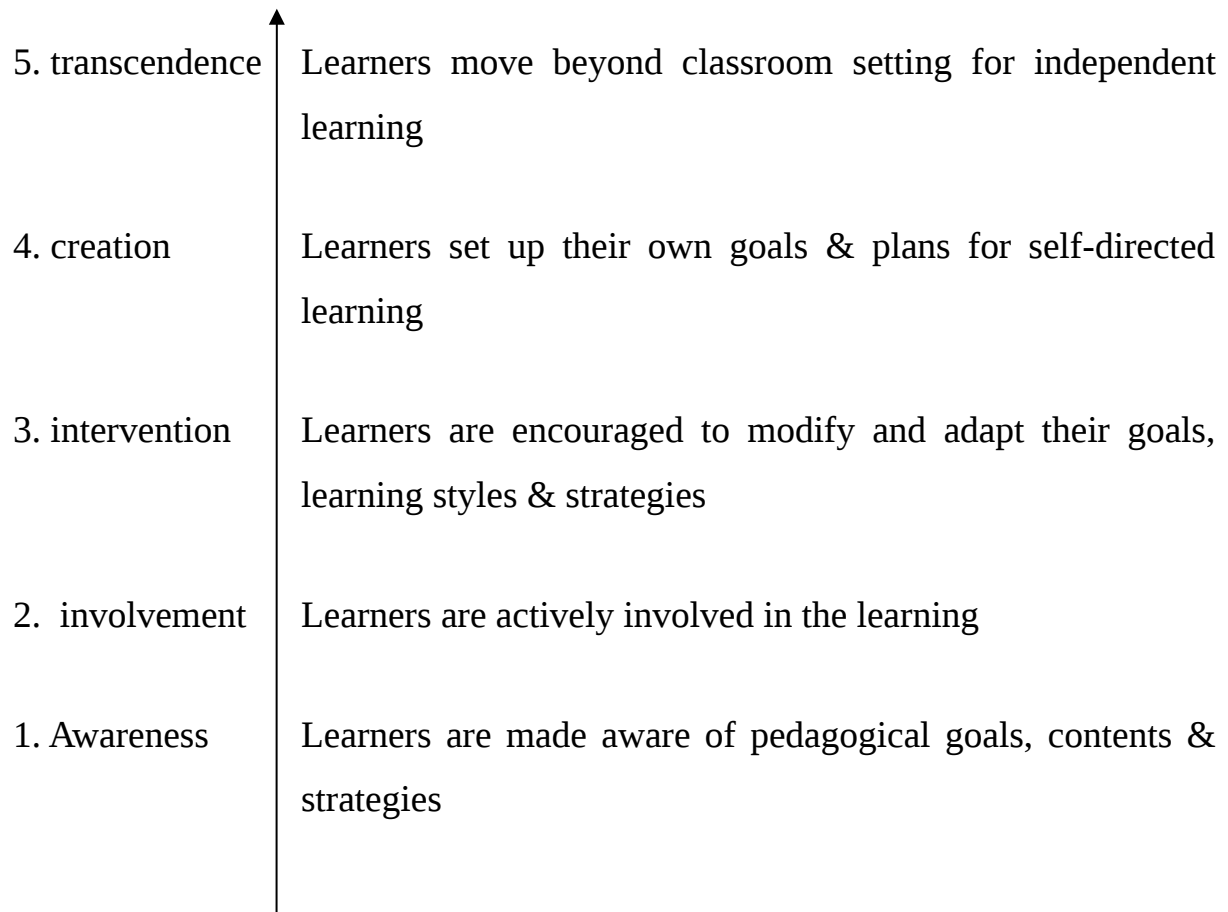


Figure 3: Level of developing learner autonomy based on Nunan's philosophy, as cited in Tran (2010, p.24)

In short, an autonomous learner should meet these characteristics:

- ✓ Have capacity to make own choices, own decisions and manage own actions
- ✓ Have capacity to self-direct and control knowledge & skill
- ✓ Have freedom to act independently and interact with the others
- ✓ Have willingness to take responsibility for their own learning

- ✓ Be aware of their rights and practice acting autonomously in all possible situations in their learning process as well as in the real life.

### **3. Teacher-autonomy**

Student teachers perceive learner autonomy very clearly in their learning process which applies learner-centeredness. However, their perspective on teacher autonomy is still to be examined. Besides, how they understand about their teacher autonomy and whether it is effective or not become a primary question in this study.

#### **3.1. Definition of teacher autonomy**

Along with the increasing prominence of learner autonomy in teaching and learning English, “*teacher autonomy as a new concept in understanding learner autonomy has been paid more attention to*” (Hui, 2010, p.175). It is a multi-faceted term with various concepts, so, it is quite hard to give an exact definition of teacher autonomy. These followings are the most favorable opinions by scholars and researchers.

To capture the readers, Vieira (2007, p.1) cited an interesting illustration of teacher autonomy which was compared with “a can of worms” (Everhard, 2006, p.2). However, she felt unpleasant with this because it entailed “*tolerance of uncertainty, willingness to venture into the unknown and, especially, the ability to understand and deal with the complexity of pedagogical practice in schools*” (Vieira, 2007, p.1). She added that teacher autonomy was about striving for what someone believed in and empowering himself or herself as a teacher. The researcher is also in agreement with the author. It means that an autonomous teacher should be active, decisive and clear about what he or she would do in teaching process. He or she should possess knowledge, skills or strategies to handle pedagogical difficulties.

Teacher autonomy is perceived in relation with learner autonomy. Specifically, if learner autonomy referred to capacity to control and take responsibility for self-directed learning, teacher autonomy was known as “*capacity to engage in self-directed teaching or professional action*” (Little, 1995, p.179). Thus, the feature of capacity related to knowledge and skills were re-emphasized to ensure acting autonomously. This view also included “... *having a strong sense of personal responsibility for their teaching, exercised via continuous reflection and analysis of the teaching process*” (Little, 1995, p.179). This way of identifying teacher autonomy gets us to approach to shared responsibility and critical thinking.

Regarding critical thinking, teacher autonomy seen by Barfield, et al (2001) was closely linked with the notion of the "critically reflective teacher", "teacher-research", and "action research". By this way, teachers will have a more insightful look at their teaching process, realizing how their autonomy works. This autonomy can be understood as a critical reflection that teachers do on when, where, how and from what sources they (should) learn. Or as Isabel (2008) believed, it conveyed teachers’ decisions on “*how to teach, what to teach and how to assess*”. It is also a way of ensuring that teachers continue to learn even as they teach.

Discussing responsibility and degree of teacher autonomy, Benson (2000, as cited in Ramos, 2006, p.188) raised an idea of the right to freedom from control by others. Teachers should think of themselves as autonomous professionals, free from control exerted by colleagues, administrators, the institution or the educational system and able to decide and take action on their own. However, he also pointed out that reality was a different picture as teachers were restricted by contracts, administrators, school regulations, curricula and students’ desires demands and expectations. Therefore, it is rather difficult for teachers to get full freedom. In agreement with this idea, Glass

(1997, cited in Coli, 2004, p.7) suggested a link between degree of teacher autonomy and areas of responsibility as follows:

<b>Degree of teacher autonomy</b>	<b>Areas of responsibility</b>
High degree	<ul style="list-style-type: none"> <li>- Teachers/ students interaction in class</li> <li>- Type of activities used in class</li> <li>- Pace, timing and total time allocation</li> <li>- Timing of tests</li> </ul>
Shared autonomy with others	<ul style="list-style-type: none"> <li>- Objectives</li> <li>- Curriculum material</li> <li>- Teaching strategies</li> </ul>
Low-decisions dominated by staff groups	<ul style="list-style-type: none"> <li>- Global concepts and outline of curriculum</li> <li>- Criteria for accessing students</li> </ul>

Figure 4: Responsibility and teacher autonomy

As can be seen from this figure, teachers just receive highest autonomy in their own lessons, demonstrating through interaction with students, choosing activities in each lesson and time allowance. Degree of autonomy gradually reduces when they share with other teachers in terms of objectives of the lessons or the course, the compulsory curriculum materials and teaching strategies generalizing over the course. Teachers will be almost under the control of the staff, the institution regarding outline of curriculum, general concepts and assessment criteria. This matter aspires to consider the question *“unless teachers are free to make pedagogical choices that favor learner autonomy; there is no way that pedagogy for autonomy can flourish in schools”* (Vieira, 2007, p.2).

Thavenius, & Crabbe (1999, p.160, as cited in Ramos, 2006, p. 188) related teacher autonomy to “*the teacher’s ability and willingness to help learners take responsibility for their own learning*”. This definition clarified teachers’ role, conjuring up a clear link between teacher autonomy and learner autonomy.

Further exploration by Aoki (2000) specified that teacher autonomy involved “*the capacity, freedom and responsibility to make choices concerning one’s own teaching*”. Later, Richard (2003) had a more insightful look at autonomous teaching in the interaction with others, which referred to “*the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others*”. Like learner autonomy, teacher autonomy does not mean total independence. It is interdependence relationship among teachers. Once again, teacher autonomy is discussed referring to personal and social autonomy.

Later, in the Japan Association for Language Teaching (JALT) conference held in 2001, teacher autonomy was defined in detail as “*a socially constructed process, where teacher support and development groups can act as teachers-learner pools of diverse knowledge, experience, equal power and autonomous learning*” (Barfield et al., 2001). That regarded collaboration, negotiation, and interaction as the key factors of teacher autonomy.

Barfield, et al (2001) did not identify but illustrated teacher autonomy with necessary skills involving:

- negotiation skills;
- institutional knowledge in order to start to address effectively constraints on teaching and learning;



- willingness to confront institutional barriers in socially appropriate ways to turn constraints into opportunities for change;
- readiness to engage in lifelong learning to the best of an individual's capacity;
- reflection on the teaching process and environment;
- commitment to promoting learner autonomy

According to Barfield, a teacher could be called an autonomous one not only being a professional teacher but also being a lifelong language learner with autonomy “*as a capacity to self-direct teacher learning*” (Little, 1995). In terms of being a professional teacher, language teachers are required to engage in professional teacher development through the exploration of many possibilities to develop their teaching in their specific teaching contexts. Likewise, language teachers, especially EFL teachers were expected to become a ‘model’ of successful and autonomous language learners in their class (Iida, 2009).

Due to its complex nature of teacher autonomy, there have been efforts to characterize instead of identifying it. As Ramos (2006), after the 2001 Conference in Shizuoka, Japan, a group of language teachers (Barfield, Aswell, Carroll, Collins, Cowie, Critchley, Head, Nix, Obermeier and Robertson) attempted to produce the following reflections, characteristics and suggested behaviors:

- Autonomous teachers should have good institutional knowledge in order to address constraints on teaching and learning; they should also be willing to confront institutional barriers in socially appropriate ways, to turn constraints into opportunities for change. However, they should be

aware that neither teacher, nor student autonomy mean freedom from all constraints.

- Autonomy is developed through observation, reflection, thoughtful consideration, understanding, experience, evaluation of alternative. (p.189)

### **3.2. Components and constraints of teacher autonomy**

Similar to definitions of teacher autonomy which is too complex to understand the nature, components included in teacher autonomy are also uncountable.

Barfield, et al (2001) showed that only when teachers improved teacher personality, enhanced self-awareness, self-reflection, self-transcendence, could teacher autonomy be achieved.

Vieira (2007, p.2) stated risk-taking, persistence, resistance, subversion, self-determination, experimentation, and inquiry were the components of professional autonomy that she identified from her practice as a teacher educator.

Benson (2000, as cited in Lamb& Reinders, 2008, p.190) suggested that the exercise of teacher autonomy was possibly constrained by:

1. Policy factors (i.e. factors external to the school)
2. Institutional factors (factors internal to the school)
3. Conceptions of language, including dominant conceptions of what the target language is, and ideologies of correct and standard usage

4. Language teaching methodologies, defined in terms of “*academic expertise and professional assumptions*” (p. 116).

Shaw (2000, as cited in Iida, 2009) explained these constraints as follows. Policy factors consist of elements external to the school. For instance, a national curriculum or educational system determined by the Ministry of Education can be seen as one of the principle factors restricting teacher autonomy. Institutional factors are related to the school in which each school has its own educational rules following educational policies issued by the government. Teachers are required to follow these limitations. Conceptions of language include ideas or philosophies regarding the importance of learning foreign languages, nature of learning and teaching foreign languages, roles of learners and teachers on learning and teaching process, teachers’ perception on learners’ ability, etc. Language teaching methodologies refer to constraining factors on a teacher’s freedom to make the right choices for learners (Shaw, 2002, as cited in Iida, 2009). In this way, the perceptions of autonomy are interrelated with various factors within working environment, and the development of teacher autonomy depends on students’ will, teachers’ adaptability to teaching and learning contexts where they find themselves (Benson, 2001, as cited in Iida, 2009).

Later, in his research on “*Consideration on the role of teachers*”, Ramos (2006, p. 192) made it clearer about constraints of teacher autonomy. As he mentioned, there were four constraints which he called handicaps. The first one belonged to fear of change. One person usually does things in a familiar way which is safer than a new one. The second one is the fear to release teachers’ control, to let students go. The empowerment of students through the exercise of power balance in the classroom is something many teachers are not ready to foster. The third source of constraints comes from educational authorities, governmental or organizational institutions that leave little room for teachers’ critical analysis, adaptation and preparation. Teachers are then turned into “hard

workers”, always “on the go”, but with very little time for professional exploration and growth. The fourth constraint is within teachers themselves. It is their attitude that may be a great handicap. Their resistance to invest time, effort and money in their own personal and professional development and growth is the reason why they would like to stick to old practices, experiences, materials and habits instead of trying new things. This negative attitude may keep teachers behind of their knowledge, skills, influencing learners’ results.

### **3.3. Dimensions of teacher autonomy and professional development**

There are many ways to divide dimensions of teacher autonomy.

According to Iida (2009), there were two different dimensions of teacher autonomy: one concerns “*freedom or isolation from any powers from others*”; and the other involves “*interaction, negotiation, and collaboration*”. He explained that the former is to regard autonomy as being independent of control by others. On the contrary, the latter includes the notion of ‘interdependence’. In agreement with this division, Smith & Holliday (as cited in Iida, 2009) used the term ‘social autonomy’ to argue the social influences, the necessity of collaboration, such as sharing ideas or discussing problems with one’s peers and offer implications of what teachers do.

McGrath (2000, as cited in Lamb, 2009), determined two dimensions of teacher autonomy including: (1) self-directed professional action or development, and (2) freedom from control by others. He also added more that:

- Professional action (i.e. teaching) and development (‘teacher-learning’) need to be distinguished, since they are not necessarily the same thing.

- A distinction needs to be made, and generally is made in relation with learning in the learner autonomy literature, between capacity for and/or willingness to self-direct one’s learning (or teaching) and actual self-directed learning (or teaching) behavior.

Huang (2007, p.32) clarified that these two dimensions were mutually constitutive: in order to be self – directed , teachers need to have freedom from control by others, conversely, in order to be free from control, teachers need to be self – directed.

Following McGrath’s way to divide dimensions, later, teacher autonomy was more deeply analyzed, clarified and generalized in six characteristics as findings by Smith (2000, cited in Lamb & Reinders, 2008):

- A. Self-directed professional action
- B. Capacity for Self-directed professional action
- C. Freedom from control over professional action
- D. Self-directed professional development
- E. Capacity for Self-directed professional development
- F. Freedom from control over professional development

These dimensions can be understood in this way:

- A and B imply teacher autonomy shown in awareness and capacity to self-direct one’s teaching
- C means teacher autonomy with freedom to self-direct one’s teaching
- D and E mention teacher-learner autonomy in terms of awareness and capacity to self direct one’s learning as a teacher
- F regards teacher-learner autonomy as freedom to self direct one’s learning as a teacher

Another way of understanding is that A and D refer to self-directed behavior. B and E involve technical interpretation of autonomy while C and F talk about political autonomy which depends on extrinsic factors.

These above understandings shed light on another aspect of teacher autonomy namely professional development. This term refers to pedagogy for autonomy of teachers. According to this, teachers are “*aware of the reason, the time, the place and the way they can acquire pedagogical skills and updated knowledge as part of their teaching practice*” (Tort-Moloney, 1997, Smith, 2000, as cited in Ramos, 2006, p.189). It apparently focuses on teachers’ responsibility and willingness to fulfill their career, the right of teachers to grow their teaching as human beings and permanent learners, one of the main requirements of today’s society and one of the main sources of personal and professional satisfaction (Ramos, 2006, p.189).

Based on these characteristics as a foundation to study, the researcher would like to clarify each point to make it match the real situation.

#### **4. Interrelation between learner autonomy and teacher autonomy or teacher-learner autonomy**

Discussing the mutual relationship between teachers and learners in terms of autonomy, Little (1995, p.180) viewed that “*Language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous*”.

Little (2000, as cited in Ramos, 2006) established the connection between teacher and student autonomy when he remarked that “*It is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner*”. Hence, it is necessary for language teachers to develop awareness of both teacher and learner autonomy. Becoming aware of their interpretation of learner autonomy and of their beliefs of language teaching is the essence of nurturing learner and teacher autonomy (Martinez, 2002, as cited in Iida, 2009).

Little, McGrath, Smith, and Tort-Moloney claimed that “*teachers who themselves are not autonomous language learners may have a negative influence on the development of autonomy in their students*” (as cited in Clayton, 2006, p. 186). From this viewpoint, teacher autonomy and learner autonomy are inseparable for language teachers. Richard (2003) used the term “teacher-learner autonomy” for the relationship and emphasized the significance of applying ‘pedagogy for teacher-learner autonomy’ to prepare teachers appropriately for their own engagement in a pedagogy for autonomy with students (p. 6). EFL teachers are language teachers and at the same time, language learners. Therefore, it is essential to develop both sides of autonomy.

Huang (2007) asserted that with the rise of learner autonomy as an important goal in language education, the idea of teacher autonomy came to the point. Teacher autonomy is now recognized as a major factor that affects the development of learner autonomy in second language learning . Researchers argued that to enhance learner autonomy, we must enhance teacher autonomy (e.g.: Benson 2000, Little 1995, Little, Ridley & Ushioda 2003, McGrath 2000, Thavenius 1999, as cited in Huang, 2007). This view point had been preceded that learner autonomy and teacher autonomy were interdependent, and that the promotion of learner autonomy depended on the promotion of teacher autonomy (Breen & Mann 1997, McGrath 2000, Little 1995, Little et al 2003, as cited in Huang, 2007, p.33).

Dam (2007, p.1, as cited in Clayton, 2008) also pointed out “*teachers will hardly be prepared or able to administer auto learning processes in their students if their own learning is not geared to the same principles*”.

By the definition of teacher autonomy by Thavenis (1999, cited in Lamb, 2009), he shed light on the interrelation between teacher– learner autonomy. In his opinion, an autonomous teacher should be one “*who reflects on her teacher*

*role and who can change it, who can help her learners become autonomous, and who is independent enough to let her learners become independent”.*

Little (2000, cited in Richard, 2003) offered a strong claim that only when teachers themselves were autonomous could they develop their learners' autonomy:

...the development of learner autonomy depends on the development of teacher autonomy.... It is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner, ..., and teachers must be able to exploit their professional skills autonomously, applying to their teaching those same reflective and self-managing process that they apply to their learning.

Furthermore, the interrelationship between these two concepts was still an ongoing issue for a lot of researchers like Thavenius (1996, as cited in Lamb, 2009), Little, Smith, Savage (2000, as cited in Richard, 2003, p.5) or discussed at conferences in Nottingham 1998, Hong Kong 2000, Edinburgh 2001, Tokyo 2002 and Singapore 2002 (Richard, 2003, p.1). Especially, in teacher education, the autonomy was more focused on as a centered pedagogical task according to Page and Voller (1997, as cited in Richard, 2003, p.2).

Lamb (2009, p.12) generalized this interrelationship in this diagram:



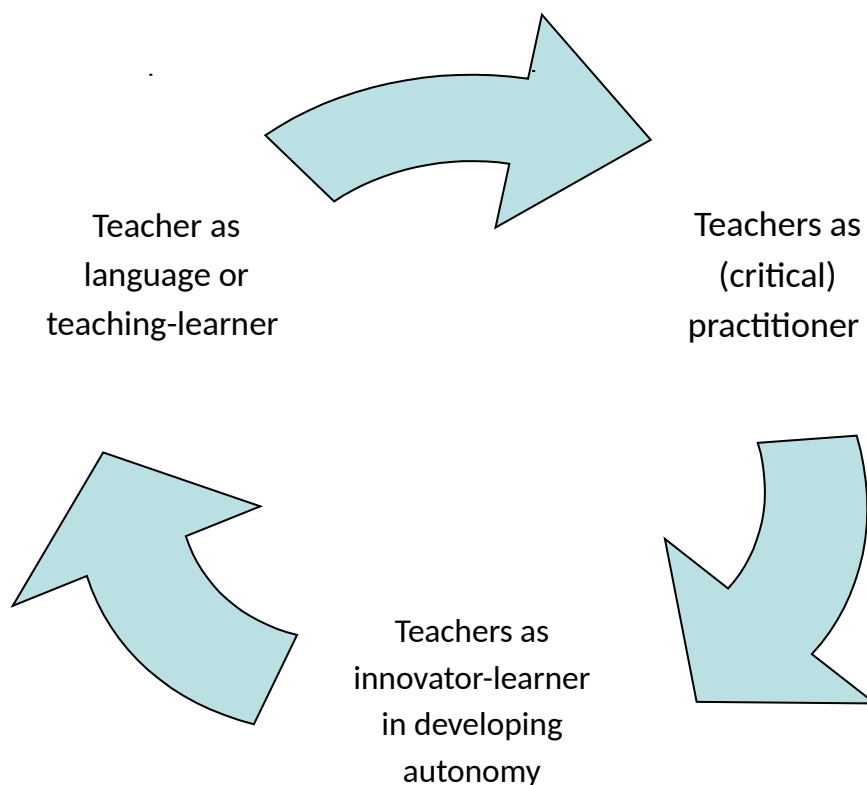


Figure 5: Cyclical link between teacher autonomy and innovation towards development of learner autonomy (Lamb, 2009, p.12)

Not only was the interplay between teacher autonomy and learner autonomy investigated by Steward (2003, as cited in Huang, 2007, p.33) by collaborating with a supportive colleague to talk about their own teaching but also teacher-learner autonomy was explored in the way teachers played the role of learners according to Sakui's study in 2002 (as cited in Huang, 2007, p.33).

## 5. Fast-track program and fast-track students

### 5.1. Fast track program

In the article *"Changing for the better: challenges and opportunities"* (2007) which provided *"an account of a project undertaken by ULISVNU to institute an English fast-track program for students majoring in teaching English foreign language"* by Prof. Nguyen and Ph.d. Tran, two co-authors

stated that “As Vietnam is opening its doors and market forces are in, change becomes inescapable” (p.65), especially changes in education. They elaborated that:

The country needs a new crop of quality teachers of English, interpreters/translators, and the need for a good command of English is felt across the land. In response to these demands, ULISVNU with the blessing of Vietnam National University put together a project to launch a fast track program. (p.65)

And in the academic year 2001-2002, fast track program was established, piloted and put into practice by spreading until now. There has been a great deal of modification and improvement to be perfect and meet the initial aims; nevertheless, the philosophy has been always underscored following these criteria:

- ✓ Career preparation is an expected outcome of a college education,
- ✓ College should develop students’ problem solving and decision making, evaluating, and interactional or interpersonal skills,
- ✓ Students must learn how to manage change,
- ✓ Students can learn in a variety of ways; all must be understood and fostered,
- ✓ Students must be able to use IT and other technologies,
- ✓ Students should learn to interact in a variety of cultural environments, and
- ✓ Education is a lifelong process

(Prof. Nguyen & Ph. d. Tran, 2007, p.67)

So far, this project has proved to be successful (Tran, 2005, as cited in Mai, 2010, p.26).

## 5.2. Fast-track students or CLC group – E1K41 students

Based on the targeted objectives of the program, fast-track students or CLC students who are selected are required to satisfy these characteristics:

- ✓ aware of their study needs and can work with teachers to achieve their goals.
- ✓ able to study both within and without the classroom.
- ✓ able to further develop what they have learned in class.
- ✓ proactive in their learning.
- ✓ capable of adapting their learning strategies to suit their needs and make learning more effective.
- ✓ able to manage their time, and
- ✓ not dependent on teacher's inputs.

(Hedge, 2000, as cited in Nguyen & Tran, 2007, p.68)

Currently, fourth year fast track students of FELTE just include 27 students from E1K41. They entered this university in the academic year 2007-2008. Some of them did pass a test on English language, an IQ test and an oral interview in speaking test in English meanwhile the others who achieved the first, second and third prizes of the National Examination of English gifted students were exceptionally accepted to this special program. On the whole, all of these students were assumed to be competent in English (Mai, 2010).

Experiencing 4 years in fast-track program, these students have had a great number of chances to promote their learner autonomy because of learner-

centered approach. They are given opportunities to apply what they have learnt through such methods as learning by teaching, doing projects, role-play, etc., however, just among members of CLC group, however. Especially, besides micro-teaching activities belonging to the program of ELT course 2 and 4 or practicum designed for the whole FELTE students, E1K41 were luckier to carry out “Tutoring Program 2010” which is preferential just for fourth year fast-track students.

## **6. Tutoring program 2010**

### **6.1. The origin of the program**

As mentioned above, “Tutoring program” is a form of learning by teaching methods which involve students to get into real teaching. Having the same opinion, Widdowson (1990, p.2) viewed that principles (theory) were abstract, which “have to be actualized as techniques in the particular circumstances of different classrooms”. And teaching task is to see and test this feasibility. Accordingly, tutoring project is considered a good occasion for CLCers to exercise skills in an environment outside fast-track group (Nguyen, 2005, p.1).

Moreover, in the Research Report “An over view of Tutoring Program”, Nguyen cited the opinion of the Dean of English Department when asked about the relationship between CLC program and mainstream program: “*I would wait and see what you, CLC students can bring to the mainstream*” (2005, p.1).

Consequently, such subjective and objectives reasons provide an account for tutoring program to come into being.

Likewise, Tutoring Program 2010 continued to purposely pursue the original missions, offering the approach which “makes learner-input central to the learning process” as Colin & Hanna commented (1992):

It is learners themselves who become the major teaching resource. By tapping into knowledge and experience of the learners, quality of the learning process is enhanced. Learners become both more relevant and more deeply felt. There is a sense in which learners are transformed into teachers.

## **6.2. The aims and schedule of the program**

The objectives of Tutoring Program were first drawn by CLC teachers as follows:

By the end of the semester, the students should have:

- built up their skills and confidence in tutoring and teaching small groups of learners at intermediate level, especially in such areas as:
  - Planning for the lessons
  - Choice of suitable study materials
  - Choice of suitable learning activities
  - Class management
  - Time management
  - Evaluation of the learners' needs, study progress and feedback
- further improved their listening and speaking skills in the academic context with a focus on speaking accuracy, fluency, intelligibility and use of language;
- **developed their autonomy in their teaching and learning competence;**

- been familiarized to working with learners in a structured program and developed suitable interpersonal skills necessary for their future teaching jobs.

Tutoring program 2010 still followed these objectives. Yet, within this study, the researcher just focuses on the objective to develop autonomy in teaching of E1K41 students.

The schedule of the program planned by two supervisors: Ms. Nguyen Minh Hue & Ms. Vu Tuong Vi can be seen Appendix 1.

### **6.3. The participants of the program**

#### **6.3.1. Tutors**

By its nature, tutors are considered instructors, consultants or facilitators, who perform the task of helping, advising rather than teaching. Tutors in tutoring program are only fourth year fast-track students, in other words, E1K41 students. They have been trained in fast-track program for three years. They work in pairs to deliver tutorials of three skills namely speaking, listening and reading under two supervisors Ms. Vu Tuong Vi & Ms. Nguyen Minh Hue. Writing is not included in the program because of the following reasons:

- It is quite difficult to help learners improve their writing skills just in a few lessons
- The project aims at “No homework” which decreases pressures as well as timing for learners.

In fact, E1K41 students did more than tutoring. They based on learners’ needs to figure out the content of the lesson. In tutorials, student-teachers provided new theory, taught tutees and gave them chances to practice. Thus,

tutoring program 2010 actually suited to learning by teaching method in which student-teachers did express learner autonomy as well as teacher autonomy.

### **6.3.2. Tutees**

Tutees were chosen voluntarily from second year mainstream students of FELTE, ULISVNU. The reason was specified by Nguyen (2005, p.2) that:

- First year students are newcomers. They are too strange to the working and learning style at university. Moreover, their schedule is often two or three weeks later than that of tutors, which may not allow the project to last for 10 weeks.
- Third year students are too close to tutors in terms of age, which could cause difficulty in class management.

It comes to decision that second year students will be most suitable since they are familiar with university studying style and are two years younger than tutors, which helps working easier and friendlier.

To be more detailed, there were approximately 25 tutees who attended the whole program during 10 weeks. They were divided into three classes according to their available time.

### **6.3.3. Supervisors**

Supervisors of tutoring program 2010 were two fast track experienced teachers, Ms. Vu Tuong Vi, M.A and Ms. Nguyen Minh Hue. Generally, during tutorials, these two supervisors were attendants and gave feedbacks to student-teachers at the end of the lessons. They almost let student-teachers go without any control or interference.

## **6.4. The procedure of the program**

The project experienced three stages, which were: launching, tutoring and evaluation.

#### **6.4.1. Launching**

Tutoring program began when CLC students entered their seventh semester; nonetheless, it had been introduced at the end of semester 6. Therefore, tutors had quite a long time for preparation during summer holidays.

In this stage, student-teachers first designed logo, leaflets, and posters and then sent invitation letter or introduction letter to students. They exploited all means of communication, such as face book, alumni, yahoo mail groups, etc. After tutees had registered, tutors delivered questionnaire (appendix 2) to them and held an interview to identify tutees' needs. Finally, an orientation meeting was organized to provide tutees with information related to the course like time, content, syllabus, discipline, so on.

#### **6.4.2. Tutoring**

During 10 weeks, tutors in pair delivered one-hour tutorials of either listening, speaking or reading. Lesson plans were prepared carefully, following the syllabus suitable to students' level and needs. With the aim of learner-centered classes, student-teachers tried to involve all tutees. Simultaneously, it was also the chance for student-teachers to take charge of teaching by themselves, which called for their full teacher autonomy.

Because pair work required novice teachers to share the work, each one usually divided to be in charge of one part of the lesson. Sometimes, the other helped with technology or unexpected questions, but it did not account for much time. Overall, student-teacher did independently.



During tutorials, other fast track students also joined to observe the class. In some cases, they showed the help with managing classes, checking students' practice along with tutors.

At the end of each tutorial, supervisors and members of the class gave comments both in written and oral form based on the marking rubrics seen in appendix 3. First came peer feedback and then supervisor feedback. Suggestions were also offered to improve the next lessons.

### **6.4.3. Evaluation**

Tutoring program obviously gave trainee teachers challenges and opportunities to experience real teaching situations. They had to put theory into practice, handling unexpected rising problems. Especially, in an environment which was not as ideal as fast-track group, tutoring program proved to be necessary and useful.

Finishing 10 weeks, all tutors, tutees and supervisors gathered to look back at the whole project with the good points and need-to-improve ones as well.

Tutees were given an evaluation sheet (appendix 4 and 5).

Meanwhile, tutors and supervisors had a time to discuss together, seeking the best ways to not only better tutoring program but also draw valuable lessons for other relevant projects.

## **7. Related studies in the world and in Vietnam**

Compared with learner autonomy, teacher autonomy, despite a new concept, has received a great deal of attention in the world.

A study by two teacher-researchers Jaimie & Cristina (2003) was implemented based on case study with two English teachers in a high school. A thorough analysis was made, discussing the collaboration to design syllabus among trainee teachers.

Lawrence (2006) had a new insightful way to approach teacher autonomy through her investigation. Accordingly, she examined types of teacher autonomy and related it to teacher's job satisfaction.

In the dissertation of Doctor (2007), Garwin explored how school characteristics and collaboration influenced teacher autonomy. The autonomy was examined according to top-down action research approach with control over curriculum, textbooks, syllabus, and assessment.

Ingrid & Anne (2007) were co-researchers of the comparative study on teacher autonomy in Norway and Sweden. The results found that regulation of external constraints limited individual teacher autonomy.

Tara (2007) contributed to the research line by using cultural historical approach to explore the perception of teacher autonomy, the reality of practicing teacher autonomy. From the study, it came to conclusion that cultural historical point of view had a large impact on not only teacher autonomy but learner autonomy as well, especially in oriental countries.

Eurydice (2008) studied teacher autonomy linked with responsibilities to promote creativity. This study took place in schools in Europe.

Isabel, a teacher trainer, carried out an action research project about pedagogy for teacher autonomy development in 2008. The participants were student-teachers. The findings showed that autonomy should be promoted. Other action research, such as classroom research was also executed by Emiko

(2008), Iida (2009), Kaur & Prof. Dr. Hashim (2010). These studies exemplified effects of teacher autonomy in supporting learners' motivation.

By conducting a qualitative research study with 100 student-teachers, Balcikanli (2010) stated that autonomy should be emphasized in initial training, especially for per-service teachers. He did make an appointment in groups of 10 students at different time, giving a 45-minute interview with detailed questions to gain profound information from the insiders.

The most recent study by Hui (2010) revealed the gap of previous research which had not discussed teachers' attitudes towards teacher autonomy yet. According to him, positive attitude was the prerequisite to the adoption of teacher autonomy meanwhile capacity and freedom were the basis.

Although in the world, teacher autonomy has become an emerging concern to researchers, in Vietnam, it has not been taken into serious consideration. In ULIS- VNU context particularly, during the last three years, there have some studies all of which just looked at learner autonomy, such as by Vu (2005), Mai (2010), Phan (2010) and Tran (2010), etc. Therefore, this current research can be regarded as the pioneer in terms of teacher autonomy, especially in teacher education with student-teachers as targeted population.

## **Summary**

*So far, this chapter has laid the theoretical foundation for the study. It clarifies the term from many definitions, characteristics, dimensions and relevant aspects. More noteworthy, the chapter discusses the critical literature of related studies. From this profound background, the researcher would like to exploit teacher autonomy in terms of awareness, freedom, capacity of teaching and teacher-learning as well as the effectiveness of teacher autonomy perceived by student- teachers.*

## CHAPTER 3: METHODOLOGY

*This chapter is to present methodology employed to answer research questions in detail. Both qualitative method and quantitative one are utilized. In this chapter, participants, data collection procedure and data analysis procedure are also justified.*

### **1. Research design**

This study is actually conducted based on case-study methodology in which the researcher will survey the present situation of E1K41 students because other mainstream students neither organized nor took part in “Tutoring Program 2010”. The findings of this exploitation will not be generalized.

Case study is considered “*the most widely used approach to qualitative research in education*” (Gall & Bork, 2003, p. 433, as cited in Duff, 2007). In his book “Case study in applied linguistics” (2007), Duff highlighted case study with the “bounded,” singular nature of the case, the importance of context, the availability of multiple sources of information or perspectives on observations, and the in-depth nature of analysis. Creswel and Merriam (1998, as cited in Duff, 2007), respectively, phrased it somewhat differently as follows: “A case study is an exploration of a “bounded system” or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context” (Creswell, 1998, p. 61, cited in Duff, p.23) or “The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources”. (Merriam, 1988, p. 16, cited in Duff, p.22)

Also, there are many different attributes of case study, all of which have the same core feature including: in-depth analysis with multi-perspectives on one contemporary issue in a single situation or a specific context.

Under case study as the overall methodology, the researcher also uses quantitative research and employs other instruments, such as questionnaires, interview and observation as supporting tools to reach the research problem.

## **2. Sampling**

The process of data collection involved the participation of three subjects including E1K41 students as novice teachers, 10 2<sup>nd</sup> –year mainstream students in FELTE, ULIS as tutees and two supervisors of “Tutoring Program 2010”

### **2.1. Novice teachers**

Since the main object of the study is to evaluate and promote teacher-learner autonomy, the participation of 4<sup>th</sup>-year fast-track students is of great importance. A number of 26 students are asked to take part in the research (except for the researcher). This selection is on purpose because those students have experienced three years studying English in Fast-track Program and following English language teacher education program of ULIS, VNU. More importantly, they all participated in “Tutoring Program 2010” – as trainee teachers.

### **2.2. Tutees**

The year 2 mainstream students are also invited into the research as they joined as tutees in “Tutoring Program 2010”. They themselves are expected to give a truthful reflection on how autonomous their student teachers are, how that autonomy effect perceived by them or whether they are taught to learn autonomously. Their reflection is of great value to the research.

### **2.3. Supervisors**

Two supervisors involved in this study have been lecturers of Fast-track Program for a quite long time. More importantly, they are one of co-founders of “Tutoring Program” and in charge of guiding students, evaluating students’ performances. Therefore, their participation in this research contributes a sharp analysis and offers precious recommendation to the current problem.

### **3. Data collection instruments**

#### **3.1. Questionnaire**

Questionnaire is “*one of the most widely employed tools in educational research*” (Verma & Mallick, 1999 cited in Nguyen, Pham & Luong, 2009). This method was supported by Dornyei (2003, as cited in Vu, 2005, p.35) as it is “*easy to construct, extremely versatile, unique capable of gathering a large amount of information quickly in a form that is readily processable*”. Therefore, it can help save “*researcher’s time*”, “*researcher’s effort*” and “*financial resources*” (Kenvin, 1982, as cited in Nguyen, Pham & Luong, 2009). Due to its benefit, the researcher also wants to take advantage of this method in the study to amass rich data.

Since there are three groups of direct participants in a tutorial, questionnaire is designed in three samples, one for student-teachers, one for tutees and one for supervisors.

As for the questionnaire for two supervisors; all of four questions call for detailed answers on their own because of time limitation as well as location inconvenience (one supervisor is studying in Australia for her Degree of Doctor).

All three questionnaires are written in English, beginning with a brief greeting, explanation of the research topic and a request for personal information with a promise of confidentiality and followed by questions to seek answers for the research problem.

As for questionnaires for tutees and student teachers, the researcher combines both open-ended and close-ended questions and are structured in nearly the same way:

	Student teacher's questionnaire	Tutee's questionnaire
General information	Examining background of student teachers about learner autonomy & teacher autonomy	Examining background of tutees about teacher autonomy
Part 1	Perceptions of student teachers on learner autonomy & teacher autonomy  Comparing the reality with perceptions (perceived by student teachers)	Perceptions of tutees on teacher autonomy  Comparing the reality with perceptions (perceived by tutees)
Part 2	Evaluating effectiveness of teacher autonomy, clarifying influential factors & offering solutions (perceived by student teachers)	Evaluating effectiveness of teacher autonomy, clarifying influential factors & offering solutions (perceived by tutees)
Part 3	Suggestions to improve teacher autonomy (given by student teachers)	

Figure 6: Summary of questionnaires for student teachers and tutees

The questionnaire is adapted from the questionnaire by William (1985) in his dissertation "*Teacher-perceived autonomy: a construct validation of the teacher autonomy scale*" (see appendix 6)

As for part 1, it consists of two questions; the first is to examine perceptions of student teachers and tutees on learner autonomy and teacher autonomy, following Likert scale form. Question 2 is designed in the form of identifying experience. The participants put a tick (✓) to the statement which reflects the real situation. This very first part will serve as an answer research question 1.

Part 2 and 3, seeking for answers for research questions 2, 3 and 4 respectively, are designed in form of Likert scale again. In part 2 studying the effectiveness of student teacher autonomy, the participants are asked to clarify the reasons or influential factors for their ideas.

One notice is that this study aims at investigating effectiveness of teacher autonomy perceived by student teacher of E1K41. Therefore, their responses are focus of the discussion. Questionnaire for tutees is just to be compared with and check data collected from student teachers. That is the reason why questionnaire for tutees only consists of 2 parts with 3 questions.

As for questionnaire for supervisors, it is a bit different but still parallel to research questions. To begin with, it also asks for teachers' profile. Following this part are three questions to dig deep into teachers' perception on teacher autonomy, the effectiveness of teacher autonomy conducted by their students. The last question aims at asking for supervisors' suggestions to improve the reality. When necessary, the researchers made a phone call and sent emails to the supervisors, asking for help with specific explanations.

### **3.2. Interview**

Along with questionnaire method, which allowed the researcher to gain a great deal of information in a short time, interview was used as a supporting tool to enhance validity of data collected with in-depth revelation.

Semi-structured interviews were used after collection of survey questionnaire with the participation of 3 novice teachers and 2 tutees.



As explained above, due to time & space inconvenience, the research did not design interview set for supervisors. Instead, she proposed a questionnaire like interview form and would like supervisors to answer specifically.

The interview sets including 7 small questions corresponding to the questionnaire are divided into 3 main parts and preceded by general information part. All interviews contained open-ended questions, conducted in Vietnamese. Before the interview, the researcher started with a short talk introducing the topic, explaining key terms. All questions were to explore participants' viewpoints on the related issues, evaluate the issues, find out the reasons or factors and suggest solutions. The last question was to seek for deeper understanding of the participants about the relationship between learner and teacher autonomy.

### **3.3. Classroom observation**

According to Hoang & Nguyen (2006, as cited in Nguyen, Pham & Luong, 2009), "*classroom observation helps to make educational research more accessible and practical*". It is regarded as an instrument to collect factual information.

Since teacher autonomy is "*a long-term and continuing phenomenon*" (Tran, 2010, p.41), data collected from some observation of classes in general and during 10-week project of tutoring program in particular cannot reflect fully the reality. However, this tool helps with a reference source of information, a basis to compare data besides questionnaires and interviews, which offers data from the researcher's perspectives based on the fact. The combination of all instruments is to increase validity of the findings.

Totally, the researcher observed 20 tutorials and noted in detail performances of novice teachers, tutees as well as supervisors' control. Of all instruments, observations were conducted firstly as guidance for designing questionnaire and to serve further analysis later.

#### **4. Data collection procedure**

The procedure of data collection consists of three phases.

##### **Phase 1: Observation**

Because “tutoring program 2010” happened in the first semester of school year meanwhile the thesis is to hand in at the end of school year, it was quite hard for the researcher to direct and form a final decision. Therefore, she recorded, took photos and took notes of any information related to teacher autonomy which she was interested in. After observing, she realized some problems in this research line. That fact urged her to carry out this paper. Although free observation was rather broad or unfocused, it provided the researcher a comprehensive view on the matter. Videos and photos were also useful for the researcher to look back at the problem later.

##### **Phase 2: Preparation for survey questionnaire & interview session**

In this phrase, the researcher designed three forms of questionnaire and two interview sets based on research question, literature review and observation data. All questions were categorized into parts corresponding to research questions. After that, she piloted questionnaire with the support of both tutees and student teachers. Thanks to this step, the questionnaire was revised to be clearer, more focused and more relevant. A form of questionnaire designed for supervisors to ask for their detailed information was checked and adapted.

Time schedule for survey was also set so that the researcher could receive information from all targeted participants.

##### **Phase 3: Delivering survey questionnaire**

After finalizing the questionnaire, the researcher handed out it to tutees, student teachers and supervisors. To begin with, the researcher briefly introduced herself, topic, purpose of the study and asked for cooperation of the participants. Confirmation of confidentiality was made in order that the

participants would feel more comfortable, willing to show their opinions. Moreover, the researcher explained key terms or clarified any questions of the participants.

#### **Phase 4: Carrying out interview**

Interviews are expected to collect in-depth information for participants. Thus, semi-structured interviews with open-ended questions were conducted after collecting data. 3 student teachers and 2 tutees were invited based on their responses in the questionnaire. As for student teachers, 2 participants among those who had never heard of teacher autonomy and 1 person among those who did hear of teacher autonomy were invited in interview. As for tutees, 1 amongst those who had never known about teacher autonomy and 1 amongst those who did hear of the term were asked for their willingness to take part in interview. The researcher asked for their permission and made an appointment before interview. All interviews began with short talk in informal friendly manner. The researcher again introduced her name, date, topic, purpose of the paper and her appreciation of respondents as well as promise of confidentiality. She reminded participants of the questionnaire, questions related to research problem. During the interview, the objectiveness and focus were ensured. In accordance with recording which was agreed by the participants, the researcher noted down significant points.

### **5. Data analysis methods and procedure**

#### **5.1. Questionnaire**

Since questions in the questionnaires had been arranged on purpose based on research questions, it was convenient for the researcher to categorize information. Then, the collected data were processed by applying both descriptive statistics and interpretation.

Interpretation was used to summarize, classify and present participant's answers to open-ended questions. This method was also to compare information

gathered from student-teachers with that from tutees. By this way, the researcher hoped to produce a comprehensive analysis into the situation.

For statistical method, it was used for close-ended questions including five-point scale questions, multiple choice questions, yes-no questions. Participants' responses previously coded in the questionnaire were calculated and synthesized by rating percentage and mean. Moreover, data were illustrated in tables and charts so that it became easier and clearer to discuss.

## **5.2. Interview**

Firstly, collected data were summarized, translated into English and transcribed. After that, gathered information was categorized with reference to research questions. In order to have a critical insightful look at results, the researcher made comparison and contrast among answers. Some opinions were cited to support the discussion.

## **5.3. Observations**

As for classroom observation, notes were reviewed and compared with data collected from questionnaires and interviews. It was also regarded as a tool to check the validity and reliability of the information.

# **CHAPTER 4: FINDINGS AND DISCUSSION**

*In this chapter, all data collected from 26 student teachers, 2 supervisors, 10 tutees in the form of survey questionnaire, interview, and class room observation will be presented and discussed. Analyses of these data are corresponding to four research questions based on review of literature so as to figure out findings. Tables and charts are used to present data clearly; interpretive information is categorized and quoted when necessary.*

## General information

In this very first part, 26 E1K41 students were expected to answer two questions concerning their background of learner autonomy and teacher autonomy.

For learner autonomy, most of the students, specifically 22 among 26 of them said that they did hear of the term meanwhile there were just 4 people said no. The data can be seen clearly from Figure 7.

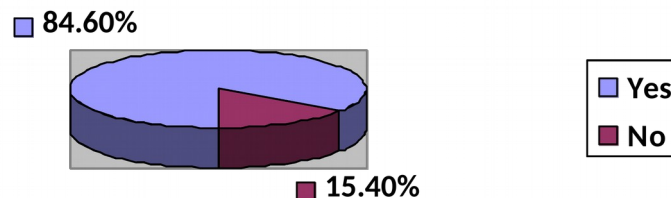


Figure 7: Student teachers' background of learner autonomy.

According to those who knew this term, the reasons were various. One third of them said that they were taught at school in ELT course. Most of them self-studied books from library or on the Internet. Others were told by friends or seniors. Lastly, one fourth of them knew the term by chance on doing the thesis.

To check the information, the researcher did compare it with supervisors' answer in which they showed that learner autonomy was introduced to their students.

From this, it can be understood that the concept of learner autonomy was not a strange and new one to E1K41 students. It was even mentioned in the compulsory course. However, it could not be explained or emphasized carefully and students might not be trained seriously. Thus, they did not remember those terms thoroughly. This leads to the fact that they did learn and practice automatically and unconsciously as student C said (appendix 13).

Regarding teacher autonomy, almost all participants considered it a totally new term. Approximately 70% of the respondents had never heard of this. For the rest, they also knew this concept when doing research but did not understand fully. The estimated number is clearly demonstrated in figure 8 in the following page.

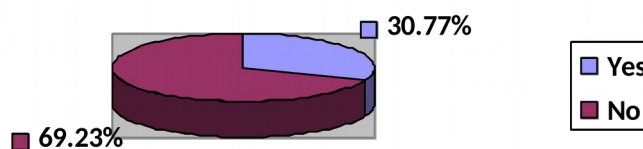


Figure 8: Student teachers' background on teacher autonomy

This general information is very important, serving as a provision of participants' background. It reveals that E1K41 students, more or less, know these two concepts; however, are not highly aware of them in learning and teaching process. As a matter of fact, when they conducted tutorials following learner-centered approach and practiced learning by teaching, their shown

autonomy was automatic, not fostered systematically and would affect their learning and teaching process.

**1. Research question 1: In what ways do E1K41 students show their autonomy as teachers in conducting a tutorial?**

Based on research question 1, the researcher designed part 1 of the questionnaire including 2 sub-sections: the first examining student teachers' understanding of learner autonomy and teacher autonomy, the second examining whether their performances in reality showed autonomy or not.

**1.1. Awareness of learner autonomy and teacher autonomy**

**1.1.1. Learner autonomy**

To begin with, the questionnaire was to explore E1K41 student's viewpoints on learner autonomy. Their answers would reflect not only the opinions on their own autonomous learning in teaching education but also form a base for applying learning autonomy to their tutees.

Data collected were presented in form of table showing numbers and average rating (mean), and discussed in table 1.

Learner autonomy	1(pts)	2(pts)	3(pts)	4(pts)	5(pts)	Mean
A	5	15	5	1	0	2.08
B	4	18	4	0	0	2.00
C	2	4	17	3	0	2.81
D	3	9	12	2	0	2.5
E	5	15	4	2	0	2.12
F	2	12	11	1	0	2.42
G	4	6	8	5	3	2.88
H	3	8	7	3	5	2.96
I	3	16	4	3	0	2.27
J	4	9	6	2	5	2.81

K	2	8	6	6	4	3.08
L	4	8	9	5	0	2.58
M	3	16	7	0	0	2.15

- (A) refers to capacity of self-direct & control in terms of knowledge & skills
- (B) is an ability to self-manage one's own learning process (time, materials, methodology...)
- (C) is the right of learners
- (D) is the responsibility of learners
- (E) means freedom to make one's own choices & own decisions
- (F) means freedom to do action on one's own choices
- (G) implies absolute independence of other learners
- (H) implies total independence of teachers
- (I) involves confidence & willingness to take responsibility of learners for their learning process
- (J) needs self-reflection
- (K) requires learners' self-awareness as an inborn feature, not from teachers' influence
- (L) should be improved during a process and requires both learners' consciousness & teachers' motivation
- (M) is a stimulative for learners during learning process

Table 1: Student teachers' perception on learner autonomy

Questions in this sector are arranged based on components of learner autonomy theories by Little (1991) and Littlewood (1996) namely capacity of control to knowledge and skills, freedom of control to knowledge and skills, responsibility for one's own learning, critical thinking and motivation.

As reflected from the table, student teachers showed their most agreement with these following opinions (B), (A), (E), (M), and (I) with the average rating 2.00, 2.08, 2.12, 2.15 and 2.27 respectively. They believed that learner autonomy firstly should be self-awareness of learners helping them to self-direct learning process. Besides, an autonomous learner must have ability to control their own learning in terms of knowledge and skills. More noteworthy, learners need to have freedom or given chances to express their autonomy. And this will be a kind of motivation for their learning, giving them more willingness to learn as well as take responsible for their learning process.



Student teachers showed their most disagreement with the ideas concerning absolute freedom from peers or supervisors. According to them, learner autonomy does not mean total independence but show good collaboration with each other. To elaborate this idea, in the interview session, student C mentioned that:

Autonomous learners still need support from teachers and friends, for example for comments, feedbacks. They need to consider this help to better their own learning process. It is not that they can do anything they want.

For learner autonomy, student teachers viewed that it was not something inborn, so, it needs improving during a process with the help of teachers.

To get further insight, the researcher presented data in figure 9.



(A) refers to capacity of self-direct & control in terms of knowledge & skills

(B) is an ability to self-manage one's own learning process (time, materials, methodology...)

(C) is the right of learners

(D) is the responsibility of learners

- (E) means freedom to make one's own choices & own decisions
- (F) means freedom to do action on one's own choices
- (G) implies absolute independence of other learners
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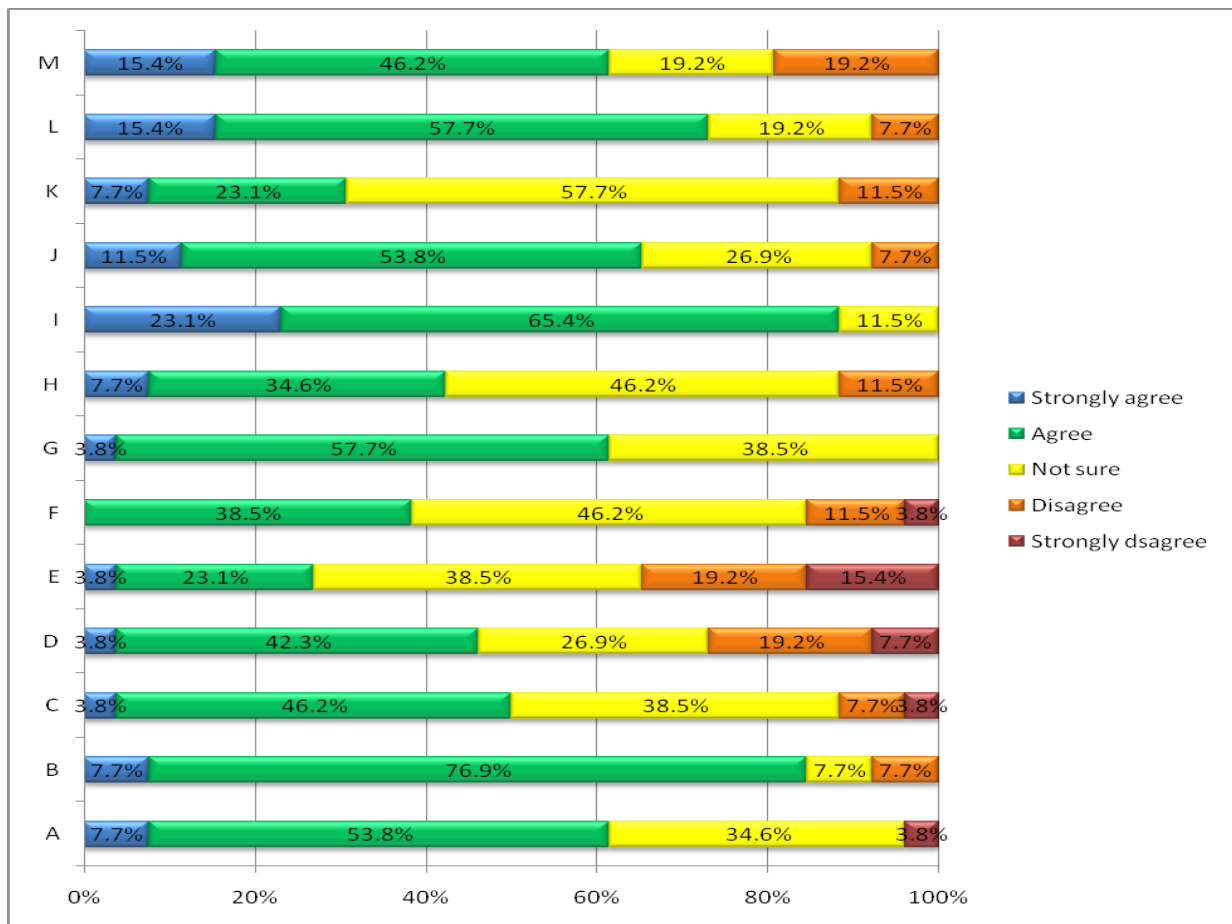
Figure 9: Student teachers' perception on learner autonomy

### 1.1.2. Teacher autonomy

From these understandings about learner autonomy, student teachers were asked to give their opinions on teacher autonomy. Questions in this sector were also put into categories namely capacity of control to teaching process, freedom to manage one's own teaching, the learning of teachers through reflection, peer comments or student feedbacks.

Looking at the following figure (figure 10), it can be said that, most of participants are in favor of ideas (B), (G), (I), and (L). As for these ideas, the number of people who agree constitutes greater proportion than others. Especially, as for ideas (G) and (I), most of participants showed agreement (nearly 60 and 90%) without disagreement. As for ideas (B) and (L), although there were people disagreed, the percentage was small with about 15 % and 30%. Most of the rest were still in agreement. From that, it can be concluded student teachers perceived teacher autonomy as a right of teachers to control their teaching process by themselves. In addition, like learner autonomy, student teachers considered willingness and responsibility important components of teacher autonomy.

Regarding professional development, most of E1K41 students believed that teacher autonomy should also imply teachers' learning to develop their knowledge and skills, as well as support for their students to self-direct autonomous learning. That fact is recognized through statements (J) and (L) when over half of the participants agreed.



- (A) suggests that teachers are qualified enough in their speciality.
- (B) is the capacity of self-direct & control in one's own teaching
- (C) is freedom to make choices & make decisions
- (D) is freedom to teach independently
- (E) means no collaborative work
- (F) includes freedom from curriculum, methodology, strategies & discipline in class
- (G) is the right of teachers
- (H) is the responsibility of teachers
- (I) requires willingness to take responsibility for one's own teaching
- (J) regard learner-centeredness and help learners to take responsibility for their learning
- (K) requires teachers to carry out research looking back at their teaching

(L) entails teachers' learning to develop knowledge & skills

(M) is a stimulative for learners during learning process

Figure 10: Student teachers' perception on teacher autonomy

In form of table as shown in table 2, collected data of student teachers' perception on teacher autonomy revealed that ideas of total freedom to teach from policy, institution or collaboration were not supported. This recognition was shown in statements (E), (D), and (F) with the rate of 3.19, 2.85, 2.81 in turn. Student A, when interviewed, explained that policy or institution regulation was compulsory, hence, teachers must follow. Teachers can make use of their autonomy in their own teaching, for instance, choosing materials, contents, skills freely as long as it was suitable for learners and was to meet aims of the lessons.

Teacher autonomy	1 (pts)	2(pts)	3 (pts)	4 (pts)	5 (pts)	Mean
A	2	14	9	0	1	2.38
B	2	20	2	2	0	2.15
C	1	12	10	2	1	2.62
D	1	11	7	5	2	2.85
E	1	6	10	5	4	3.19
F	0	10	12	3	1	2.81
G	1	15	10	0	0	2.35
H	2	9	12	3	0	2.62
I	6	17	3	0	0	1.88
J	3	14	7	2	0	2.31
K	2	6	15	3	0	2.73
L	4	15	5	2	0	2.19
M	4	12	5	5	0	2.42

- (A) suggests that teachers are qualified enough in their speciality.
- (B) is the capacity of self-direct & control in one's own teaching
- (C) is freedom to make choices & make decisions
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- (J) regard learner-centeredness and help learners to take responsibility for their learning
- (K) requires teachers to carry out research looking back at their teaching
- (L) entails teachers' learning to develop knowledge & skills
- (M) is a stimulative for learners during learning process

Table 2: student teachers' perception on teacher autonomy

## Summary

To sum up, E1K41 students perceived their autonomy on the role of teachers quite clearly. They were aware of this as a right to have freedom to take teaching process under their control. However, this freedom was limited since it was constrained by policies of schools or affected by collaboration with each other. They also regarded the relation with their learners' autonomy and teacher-learning as important elements of teacher autonomy. More than 50% of them thought that the autonomy on teaching would inspire them more in teaching process.

### 1.2. Performances

This section was to study in which way student teachers showed their autonomy in tutoring program 2010.

For this part, the researcher designed questionnaires to seek for answers of both student teachers and tutees, thus, analysis and discussion were also put in comparison.

In the first place, data from student teachers' responses were estimated and synthesized in the following table and chart. Criteria were arranged from preparation stage to conducting stage and based on 6 dimensions by Smith (2000) and teacher-learner autonomy philosophy by Lamb (2009). Details can be seen in table 3 and figure 11 in the following page.

<b>Statements</b>	<b>Pts/%</b>
A, I am free to select my teaching approach.	<b>20- 76.7%</b>
B, The selection of teaching activities in my class is under my control.	<b>26- 100 %</b>
C, Standards of behavior or discipline to tutees in my classroom are set primarily by myself.	<b>5- 19.23%</b>
D, In my teaching, I use my own guidelines.	<b>26- 100%</b>
E, I am free to decide content & skills of the lessons I teach.	<b>10- 38.46%</b>
F, The scheduling of time & class management in my classroom is under my control.	<b>20- 76.7%</b>
G, The goals and objectives of lesson is selected by myself.	<b>26- 100%</b>
H, Activities are determined by myself.	<b>17- 65.38%</b>
I, The materials I use in my class are chosen by myself.	<b>20-76.7%</b>
J, Supervisors totally have no interference.	<b>24-92.3%</b>
K, Supervisors only help with timing reminder & class management.	<b>22- 84.61%</b>
L, I am free to comment, give feedback to & assess my students.	<b>26-100%</b>
M, I teach independently without cooperation with my partner at all.	<b>10-38.46%</b>
N, I am dominated in my own part by my partner.	<b>0-0%</b>
O, Supervisors decide and assign me what I teach.	<b>0-0%</b>
P, I monitor students' learning.	<b>8- 30.76%</b>
Q, I provide students with chances to make their own choices, decisions & act on their own.	<b>12- 46.15%</b>
R, My lessons are usually teacher-centered.	<b>0-0%</b>
S, I often evaluate lessons I have taught to improve my skills & knowledge.	<b>9-34.61%</b>

T, I apply theory of learner autonomy I have learned to my teaching job.

2- 7.7%

Table 3: Student teachers' performances of teacher autonomy perceived by student teachers

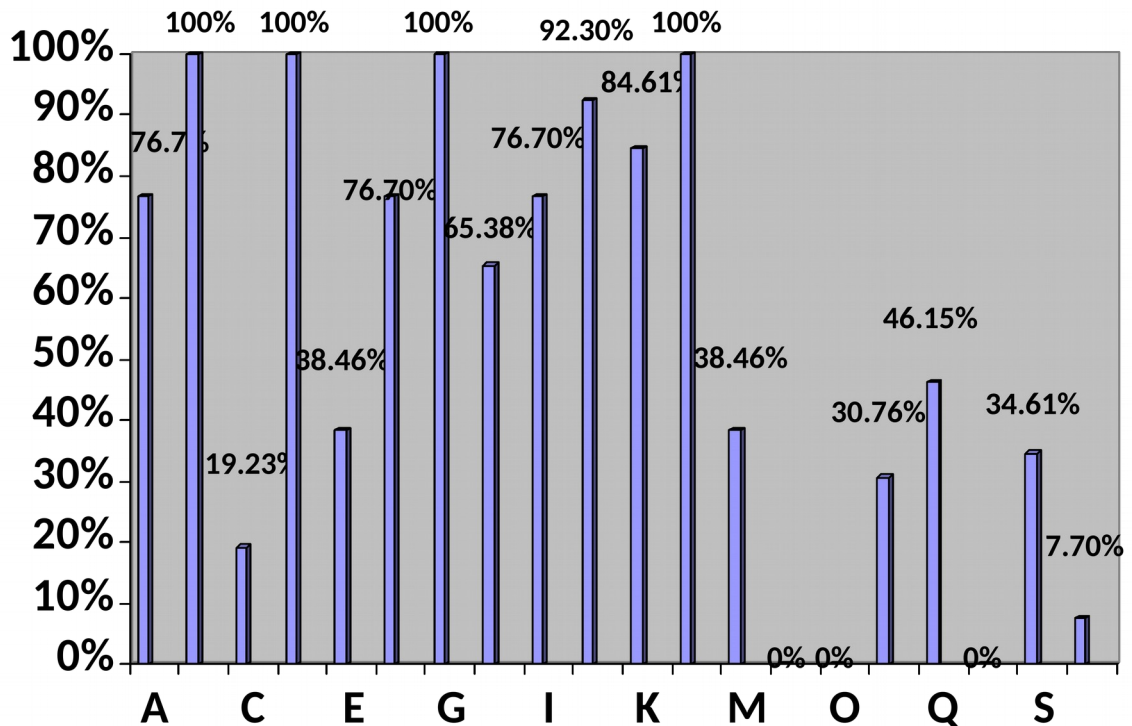


Figure 11: Student teachers' performances of teacher autonomy perceived by student teachers

From table 3 and figure 11, it is easy to see that all of student teachers had a chance to show their total autonomy in terms of choosing activities, delivering guidelines, choosing objectives and aims and giving comments to tutees. Student B added that in tutoring program 2010, during preparation stage, student teachers were not controlled by supervisors. They themselves made and improved lesson plans before tutorials. Supervisors just gave feedbacks at the end of each tutorial without any interference during in-class time. Sometimes, they only gave signals of time allocation or class management as a way of support. Those aspects of autonomy were presented in statistics from statement B, D, G and L (100%) followed by (J) and (K) with 85% and 84%

correspondingly. Teacher autonomy was shown not only in the control of knowledge and skills but also in the responsibility to of student teachers to give instructions to tutees, ensuring education mission was achieved.

Another group of autonomy features agreed by most of people was group of (A), (F) and (I) accounting for the same percentage of 77%. Over third-fourth of student teachers were free to choose materials, select teaching approaches and control class or timing. However, freedom to identify content and skills of lessons was not ensured. In fact, student teachers were free from external constrains like policy, regulation of university, curriculum of school but affected by internal factors such as institution or regulation. In the particular context, all student teachers must follow a general syllabus based on tutees' needs. Another reason was that student teachers worked in pair; therefore, more or less, they were affected by their partners' ideas. They followed a unified lesson plan with some fixed skills or contents. Only material selection was dependent on student teachers.

Three more components of teacher autonomy which were not performed in the real teaching situation were freedom to set disciplines, self-reflection and application of learner autonomy.

Specifically, although student teachers followed learner-centered approach, they did not relate learner autonomy in their teaching. For instance, they did not emphasize autonomous learning to their tutees. They let their tutees "go" freely without stress on responsibility of learners.

Only one-third of student teachers made review on what they had done in teaching process, showing that learning of teaching was not seriously considered. Student B pointed out that:

Despite reports we sent to supervisors after each tutorial, it did work much. There were two reasons: objective one and subjective one. Regarding objective motive, supervisors did not return or give feedbacks on the reports so that we could draw more lessons. As for subjective motive, we did this task as a kind of formalism.



One more notice was that this tutoring program operated thanks to tutees' volunteer. Student teachers conducted the project as a task in their course for marks. They did not have a right to set strict discipline in classroom, thereby, their teaching was affected partially. This matter will be discussed later in part 2.

To look back at performances of student teacher autonomy, questionnaire for tutees was designed. Similar to that for student teachers, data collected was calculated and illustrated in Table 4 and Figure 12. The questions were to check performances of student teachers in class, except for preparation stage.

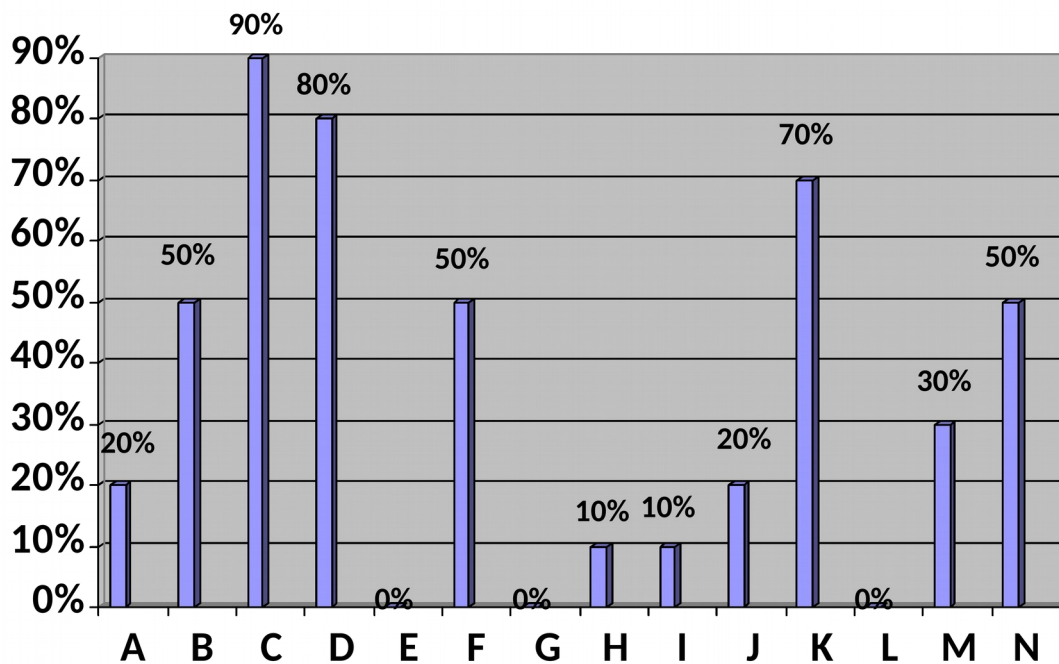


Figure 12: Student teachers' performances of teacher autonomy perceived by tutees

<b>Statements</b>	<b>Pts/ %</b>
A, Standards of behavior or discipline in my classroom are set primarily by herself.	<b>2-20%</b>
B, Time allocation & class management in classroom is under her control.	<b>5-50%</b>
C, In her teaching, she uses her own guidelines.	<b>9-90%</b>
D, She is free to comment, give feedback to & assess her students.	<b>8-80 %</b>
E, She is helped with lectures.	<b>0-0 %</b>
F, She is only helped with time& class management.	<b>5-50%</b>
G, Supervisors totally have no interference in her teaching.	<b>0-0 %</b>
H, She teaches independently without cooperation with her partner at all.	<b>1-10%</b>
I, She is dominated in her own part by her partner.	<b>1-10%</b>
J, She has to handle unexpected problems by herself without any help of supervisors or partners.	<b>2-20%</b>
K, Her teaching focuses on those goals and objectives selected by herself.	<b>7-70%</b>
L, The lessons are usually teacher-centered.	<b>0-0 %</b>
M, She monitors your learning.	<b>3-30 %</b>
N, She provides you with chances to make your own choices, decisions & act on your own in your learning process.	<b>5-50 %</b>

Table 4: Student teachers' performances of teacher autonomy perceived by tutees

As can be seen from the Table 4 and Figure 12, both student teachers and tutees reached a great deal of agreement, showing the truth of the issue. First of all, student teachers were free to deliver guidelines to tutees, give comments to tutees during tutorials. Statement (C) and (D) constituted the largest percentage (90%, 80%) proved this followed by statement (K) with 70%. The number,

besides, showed the capacity of student teachers to control their knowledge and skills to meet aims of lessons.

50% of tutees viewed that their student teachers had autonomy of time and class management, liberty from supervisors since they were totally active in lecturing. What's, more they showed collaboration with partners and rapport with tutees but not independent teaching or teacher dominance.

## **Summary**

In tutoring, student teachers showed their autonomy quite clearly. They proved their ability to direct, control their teaching process. They, generally, did not have many constraints on preparing and conducting tutorials. Nevertheless, in terms of professional development, autonomy was not performed well. They still did not highly consider their own teaching review as well as relation between their autonomy with their tutees' autonomous learning.

## **2. Research question 2: To what extent is student teacher autonomy effective perceived by E1K41 students?**

This research question is the focus of the study. It is expected to shed a light on the situation, examining to what extent the autonomy of student teachers is effective. The effectiveness is towards two subjects, including tutees and student teachers.

### **2.1. Effectiveness perceived by tutees**

For tutees, the researcher would like to explore how teacher autonomy motivated them in class. Data collected were interpreted from the Table 5 and Figure 13.

Statement	1(pts)	2(pts)	3(pts)	4(pts)	5(pts)	Mean
A	1	4	2	3	0	2.7
B	1	5	3	1	0	2.4
C	4	3	0	3	0	2.2
D	1	4	1	4	0	2.8
E	2	4	0	4	0	2.6
F	0	3	4	2	1	3.1
G	1	4	2	2	1	2.8

(A) Activities motivate students.

(B) Content of the lesson stimulates students.

(C) Materials appeal students.

(D) Her teaching skills enable students to understand the lesson.

(E) Her teaching methods pursue the aims of the lesson.

(F) When teachers let students (you) go, you are aware of this right and take responsibility for their learning.

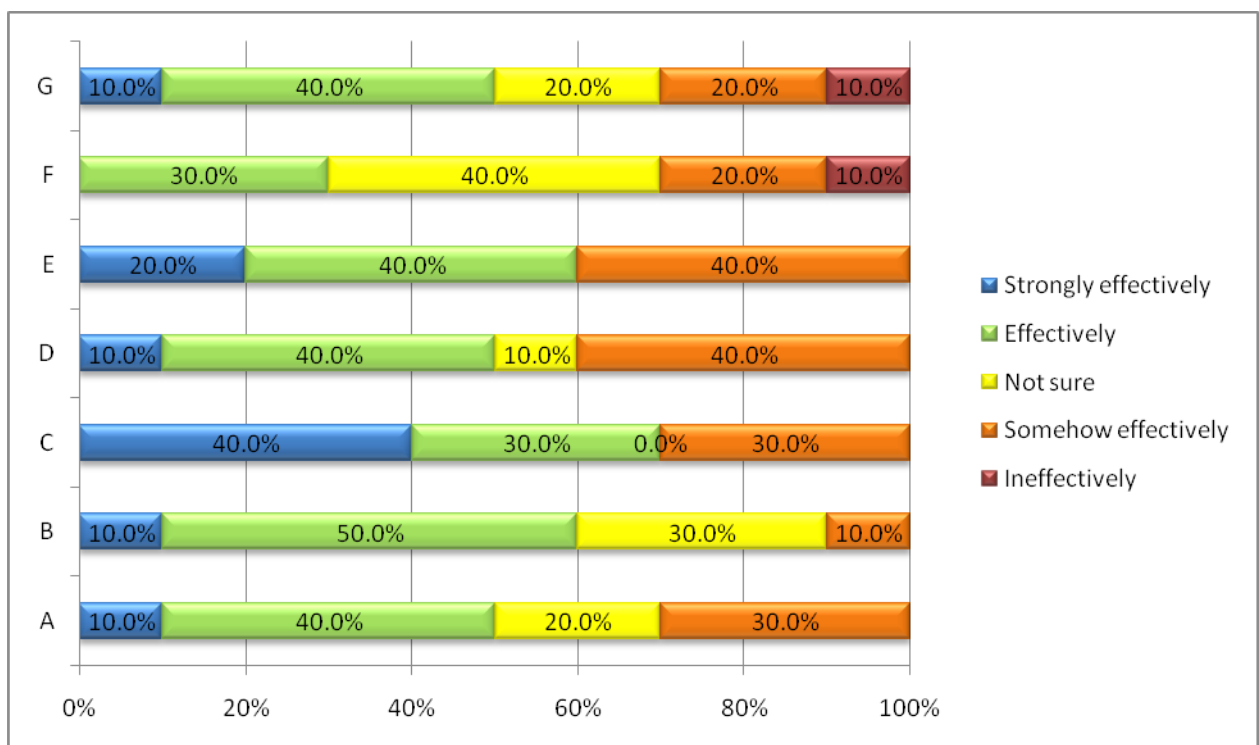
(G) She can control time & class management.

Table 5: Effectiveness of teacher autonomy perceived by tutees

As perceived by tutees, student teacher autonomy was most effective in their choosing materials and skills. Those were factors in which they showed their most autonomy. Activities and teaching methods or skills when selected by student teachers seemed to have certain sufficiency to tutees. They somehow understood the lessons thoroughly in their student teacher's independent teaching. The least effectiveness of teacher autonomy was seen in statement (9) with the highest rate 3.1%. This information can be easily understood since previously, both groups of participants answered that student teachers explain, apply and emphasize learner autonomy into their teaching process. Therefore,

when they let their tutees go, the tutees found confused, unclear about what to do and how to do.

Interview session provided further information for this issue. Student D, when asked, stated that tutees learned basing on learner-centeredness automatically. The student teachers did not highlight capacity and responsibility of tutees to control their knowledge and skills. Hence, the task was not as good as expected.



- (A) Activities motivate students.
- (B) Content of the lesson stimulates students.
- (C) Materials appeal students.
- (D) Her teaching skills enable students to understand the lesson.
- (E) Her teaching methods pursue the aims of the lesson.
- (F) When teachers let students (you) go, you are aware of this right and take responsibility for their learning.
- (G) She can control time & class management.

Figure 13: Effectiveness of teacher autonomy perceived by tutees

She added that to better this situation tutors should call tutees, invite tutees randomly to check their understandings. More noteworthy, tutors should guide tutees to self-study for more efficient learning results.

## 2.2. Effectiveness perceived by student teachers

With regard to the effectiveness for student teachers, the researcher surveyed on 3 components i.e.: improvement of knowledge, improvement of teaching skills and improvement of professional development.

Statement	1(pts)	2(pts)	3(pts)	4(pts)	5(pts)	Mean
A	2	7	8	9	0	2.92
B	5	15	3	3	0	2.15
C	7	14	0	5	0	2.12
D	0	15	4	7	0	2.69
E	0	15	8	3	0	2.54
F	0	13	6	5	2	2.85
G	0	12	7	6	1	2.85
H	3	13	5	5	0	2.46
I	4	12	0	10	0	2.62
J	0	9	12	4	1	2.88
K	7	16	2	1	0	1.88
L	9	13	0	4	0	1.96
M	5	7	6	5	3	2.77
N	2	11	4	7	2	2.85
O	2	6	6	7	5	3.27

(A) My knowledge is widened & deepened.

- (B) I must improve lesson plan by myself.
- (C) I must be well-prepared before the class.
- (D) Activities designed by myself motivate my students.
- (E) Materials adapted by myself appeal my students.
- (F) Content of the lesson chosen by myself stimulates my students.
- (G) My teaching enables students to understand the lesson well.
- (H) My teaching methods pursue the aims of the lesson.
- (I) I can control time & class management.
- (J) When I let my students go, they are aware of this right and take responsibility for their learning.
- (K) Teaching independently offers me more passion for the job.
- (L) Supervisors' feedback helps to improve my teaching.
- (M) Peer-feedback helps to improve my teaching.
- (N) Self-evaluation helps to improve my teaching.
- (O) Students' feedback helps to improve my teaching.

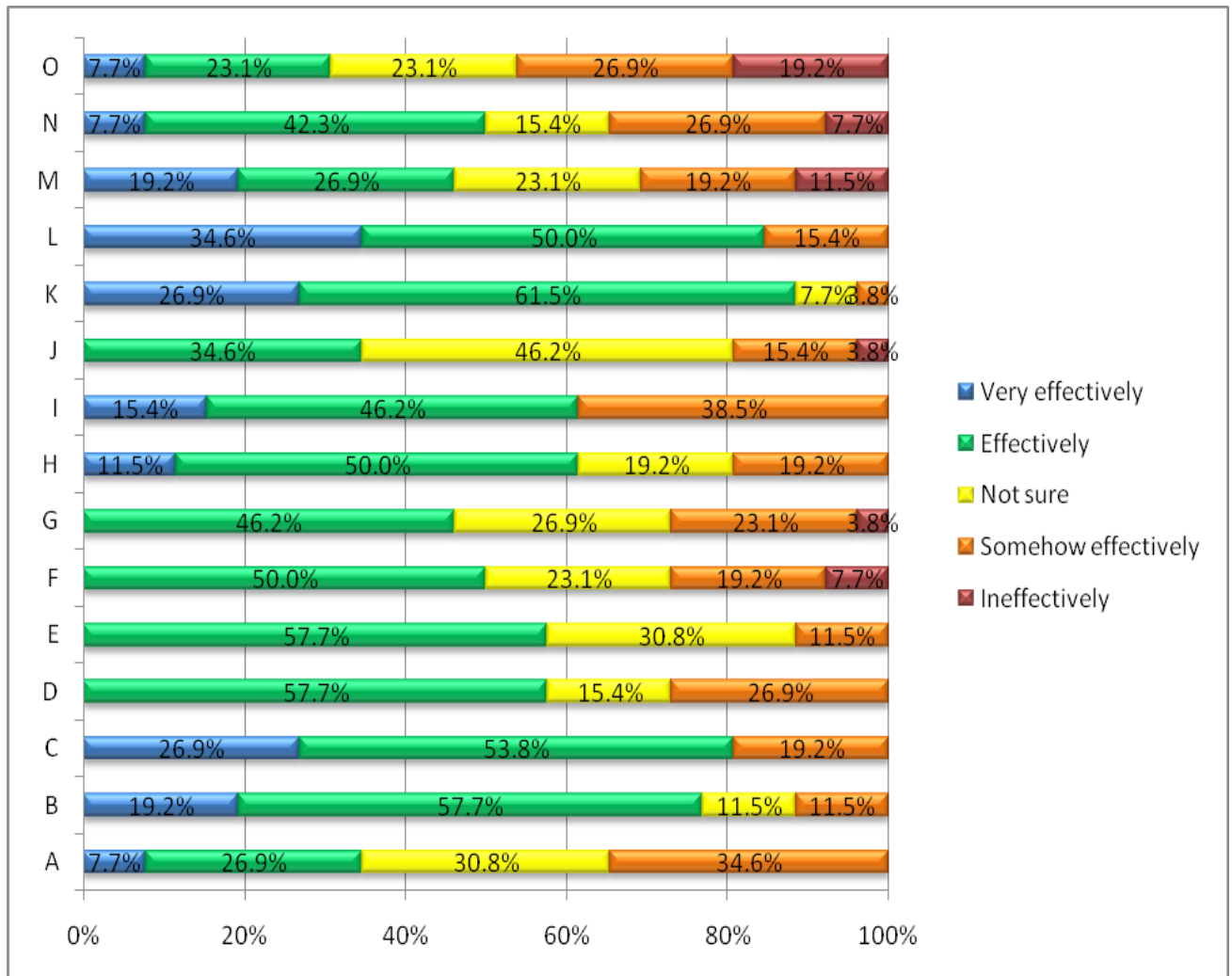
Table 6: Effectiveness of teacher autonomy perceived by student teachers

From Table 6, it can be understood that most of novice teachers perceived autonomy helped improve professional development clarified in statements (K), (L), (C) and (B) with the rate of 1.88, 1.96, 2.12 and 2.15. According to this, feedback from supervisors (as well as peers) was really supportive. It brought valuable lessons for student teachers to review their teaching. Another effectiveness of autonomy was that student teachers must be well-prepared to improve lesson plans by themselves without any comments, correction of supervisors before conducting tutorials. That really helps to raise student teachers' awareness and responsibilities when they do the task on their own, increasing confidence, willingness and passion for the job.

In terms of knowledge improvement, the majority perceived it was not very effective. Many answers from questionnaire elaborated that although they needed to prepare carefully for lessons, their knowledge was not widened and

deepened since level of tutees was lower than average. It was not necessary to provide new knowledge.

The Figure 14 below with visual aids helps to have an insightful look at each activity.



- (A) My knowledge is widened & deepened.
- (B) I must improve lesson plan by myself.
- (C) I must be well-prepared before the class.
- (D) Activities designed by myself motivate my students.
- (E) Materials adapted by myself appeal my students.
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- (G) My teaching enables students to understand the lesson well.



- (H) My teaching methods pursue the aims of the lesson.
- (I) I can control time & class management.
- (J) When I let my students go, they are aware of this right and take responsibility for their learning.
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Figure 14: Effectiveness of teacher autonomy perceived by student teachers

In terms of teaching skills, there were differences among activity. For statement (J) at the average rate of 2.88 showing relationship between learner autonomy and teacher autonomy, data synthesized in this chart showed the same idea with answers from tutees. Both novice teachers and tutors could see that teacher autonomy was not closely linked to promotion of learner autonomy. Criteria such as contents, materials, activities, teaching methods, etc chosen by student teachers were not perfectly effective.

### Summary

Overall, the effectiveness of teacher autonomy towards two subjects was not as good as expected. Since student teachers were not experienced enough, and they had to manage the whole teaching process from preparing to implementing stage by themselves. For most of student teachers, their teaching skills definitely improved because “practice makes perfect”. However, not all of them perceived enhancement of knowledge. Teacher autonomy was also helpful for professional development.

### 3. Research question 3: What factors degrade the effectiveness of student teacher autonomy when E1K41 students conduct a tutorial?

Research on influential factors is very hard and complicated. Therefore, it is not regarded as the focus of this study although the researcher attempted to figure out some reasons related to the issues.

From all data collected, some factors which are considered to degrade the effectiveness of student teacher autonomy are as follows.

First of all, it is because of nature of the program. It worked on tutees' volunteer, which was optional. Thus, student teachers were quite hard to give strict disciplines in classroom as school regulation. This too friendly or too comfortable atmosphere decreased the seriousness of student teachers' roles.

Secondly, each student teacher had just 3 or 4 times to carry out tutorials. This infrequency brought a cause that tutees could not keep up with different teaching styles, decreasing the quality of lessons.

Another factor belongs to pair work. Although many pairs showed good cooperation, they would rather work independently and just call for the help of peers or supervisors when necessary. It is explained by student B that:

Since the first year, we have had a great number of chances to work in pair or group to take charge of lessons. In year 3, we learnt ELT 2 and had a chance to conduct a lesson individually. Therefore, in tutoring program, we prefer individual work to group work which is the same as a facilitation we have done a lot. Furthermore, in my own opinions, later, when we become real teachers, we must teach by ourselves without any help of any one. Why don't we take this chance for practice?

Third reason is that tutees were too passive. Novice teachers were not experienced enough to handle arising problems. They were aware of their autonomy but were not capable enough to control their skills.

The last reason is an adverse effect of over freedom according to student C. When student teachers were free to control their entire teaching, especially in preparation, they were not controlled by supervisors. It also meant that there was no check, no correction. She specified that "“If student teachers are not

good enough to self-improve, they will produce a low-quality lesson and that surely has a certain impact on tutees”.

**4. Research question 4: What recommendations do E1K41 students and supervisors offer to promote the effectiveness of student teacher autonomy?**

This very last research question serves as a suggestion for improvement.

In the first place, it is to mention data collected from student teachers shown in table 7 and Figure 15.

Statement	1 (pts)	2(pts)	3(pts)	4(pts)	5(pts)	Mean
A	17	9	0	0	0	1.35
B	1	15	10	0	0	2.35
C	2	17	7	0	0	2.19
D	16	10	0	0	0	1.38
E	5	17	4	0	0	1.96
F	13	10	3	0	0	1.62
G	8	13	5	0	0	1.88
H	9	15	2	0	0	1.73
I	4	16	5	1	0	2.12
J	7	15	4	0	0	1.88

(A) Student-teachers should be taught about learner autonomy and teacher autonomy.

(B) Student-teachers should be highly aware of teacher autonomy as a right

(C) Student-teachers should be highly aware of teacher autonomy as responsibility.

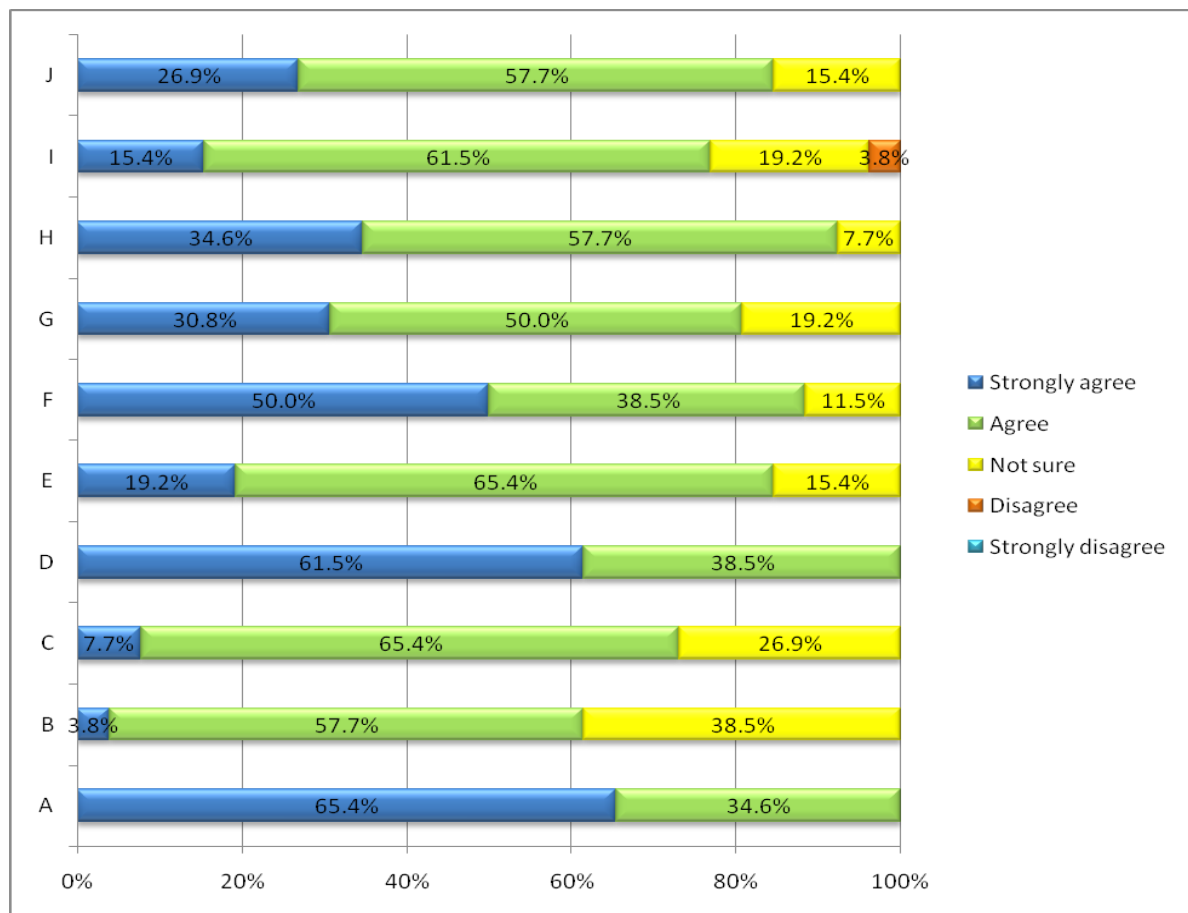
(D) Student-teachers should be trained knowledge & skills of self-direct & control their teaching.

(E) Student-teachers should be given freedom to manage their teaching.

(F) Student-teachers should apply characteristics of learner autonomy into teaching process.

- (G) Student-teachers should cooperate with each other.
- (H) Self-reflection can help student teachers improve teacher autonomy.
- (I) Peer-feedback can help student teachers improve teacher autonomy.
- (J) Research on learners' feedback can help improve teacher autonomy.

Table 7: Solutions suggested by student teachers



(A) Student-teachers should be taught about learner autonomy and teacher autonomy.

(B) Student-teachers should be highly aware of teacher autonomy as a right

(C) Student-teachers should be highly aware of teacher autonomy as responsibility.

(D) Student-teachers should be trained knowledge & skills of self-direct & control their teaching.

(E) Student-teachers should be given freedom to manage their teaching.

- (F) Student-teachers should apply characteristics of learner autonomy into teaching process.
- (G) Student-teachers should cooperate with each other.
- (H) Self-reflection can help student teachers improve teacher autonomy.
- (I) Peer-feedback can help student teachers improve teacher autonomy.
- (J) Research on learners' feedback can help improve teacher autonomy.

Figure 15: Solutions suggested by student teachers

Studying the two figures, it is recognized participants agreed with most of solutions. Only in statement (I), there were 3.8% of student teachers in disagreement. According to this, peer-feedback does not help much to improve teacher autonomy. Regarding this particular situation, student C in interview session argued that *“sometimes peers did not give exact or persuasive comments since they did not concentrate on lessons. They did not understand my aims. And usually, peers just sat, did their own business and observed little of the lessons.”*

On the contrary, self-reflection and feedback from tutees are thought to be good solutions as estimated above with statement (H) 1.73 and (J) 1.88. However, it is necessary to adapt a little that there should be a form or self-evaluation or reflection or observation instead of free report writing. It will be even better if there is videotaping as the idea by student A, which allows student teachers to review their teaching. Doing research on learners' feedback sounds good since it will reveal viewpoints of the insiders. Through these kinds of reflection, student teachers will certainly draw valuable lessons as well as experience for their future career.

The ideas are agreed by all of participants are statement (A) and (D) rating at 1.35 and 1.38. They highly think of importance of initial training and education. Teachers need to be taught and trained carefully, ensuring that they

fully understand teacher autonomy as well as interrelationship with learner autonomy. When they are well aware of their rights and responsibility, aware of what to do in their jobs, they will self study to better their job.

In addition to suggested solutions, participants including both student teachers and tutees offer quite many useful ideas. For instance, before teaching, teachers need to study learners well, consider learners' interests. On teaching, teachers should be flexible, stay calm, check learners' understanding randomly, and invite as many learners as possible. Student teachers are also wished to guide learners self study, raise awareness of learning autonomously according to student E.

Supervisors, who played the role of observant in tutoring program 2010 and then gave feedback at the end, offer two solutions that:

-Teaching resources can be shared among the tutors so that all of them know they have a reservoir of materials to choose from.

-Training in, or simply raising awareness of, teacher research would also help student teachers become more autonomous in their professional development.

## **Summary**

*To wrap up, this chapter has presented data, analyzed results and discussed findings in a comprehensive way. Viewpoints of all participants are considered in a hope to give a full picture to the research problem. The findings in this chapter will help to form the next chapter with summary of the whole study, highlight implications and suggestions for further research later on.*

## CHAPTER 5: CONCLUSION

*So far, the last four chapters have presented the introduction, literature review, methodology and results of the research. This very last one will sum up major findings; point out pedagogical implications, significances, limitations and suggestions for further studies.*

### **1. Major findings of the research**

In attempt to seek for answers to four research questions, the researcher analyzed data collected from questionnaire, interview and classroom observations and came up with major findings as follows.

Firstly, student teachers had very simple background knowledge of learner autonomy and teacher autonomy. Meanwhile, teacher autonomy was a new strange term to them; learner autonomy was once mentioned in their ELT course. However, they did not remember and thus, unaware of this term. Their perception on teacher autonomy was inferred from their plain understandings about learner autonomy. More specifically, they perceived teacher autonomy included freedom, activeness to teach independently. Other key components of teacher autonomy such as capacity of control, professional development, teacher-learning, responsibilities, etc. were not known. As a result, in tutoring program 2010, student teachers showed their autonomy as teachers automatically and unconsciously. Actually, they were given rights to control their teaching freely and student teachers viewed that they were learning by teaching. They did not know the interplays between learner autonomy and teacher autonomy and did not emphasize learner autonomy to their tutees.

Secondly, the autonomy of student teachers was quite good, although it did not live up to expectation. They tried their best to produce interesting useful lessons for tutees by identifying content, skills, choosing materials, activities, deciding methods, giving helpful comments. During tutorial sessions, they

themselves improved their knowledge and teaching skills. That indirectly showed teacher-learning through feedbacks, comments or reviews from supervisors, peers and tutees. Autonomy in carrying out tutorials also revealed willingness, critical thinking as well as responsibilities of student teachers. Most of them believed that autonomy was one motive for their job.

However, besides positive features, the results pointed out a number of factors which degraded the effectiveness of the study. The first reason is of the project itself. Tutees did not take learning seriously, then infrequency and interruption of teaching times did not create many opportunities for student teachers. That tutees were too passive is also contributing to the issue. Passive learners require teachers to have special strategies but novice teachers were not experienced enough, thus aware of their autonomy but were not capable enough to control their skills. Another factor underlies pair work. Many student teachers wanted to have more chances to work individually instead of group work which was like facilitation. The last reason is the adverse effect of over freedom which means that when student teachers were free to control their entire teaching, especially in preparation, they were not controlled by supervisors. There was also no check or correction, pushing student teachers to manage by all means. If they succeed, it will be very helpful. If they were not, that will bring negative influences to tutees.

Lastly, recommendations were offered by student teachers, supervisors and tutees to promote the effectiveness of teacher autonomy. These solutions were also arranged into categories corresponding to criteria in the previous questions: to raise awareness by training, to raise capacity of control, to gain more freedom to perform, and to upgrade teacher education.

## **2. Pedagogical implications**

The significant findings unfolded some pedagogical implications.



Firstly, for the matter of student teachers' perception on learner autonomy and teacher autonomy, it would be highly recommended that there should be a compulsory course and an official subject related to these terms in which theory is explained and taught thoroughly. There should also be practice sessions before student teachers come into real situations.

In this course, learner autonomy needs to be stressed and teacher autonomy is to be focused. It is essential to highlight the interrelation between two terms and the importance of teacher autonomy-learning. It is stated that there would not be autonomous learners if teachers were not be autonomous ones in their job.

Secondly, regarding tutoring program 2010, the study has shed a light on its aims which is to develop autonomy in learning and teaching of student teachers. To improve effectiveness of student teacher autonomy, tutoring program should be re-designed so as to provide more teaching opportunities for each novice teacher. Moreover, if one or two novice teachers take charge of one class, it will be more beneficial for them to show autonomy without worrying about pair work.

Disciplines for tutees will be clearer and stricter as well so as to ensure regulation of the class.

### **3. Contribution of the research**

When the research has been finished, it is expected to be of great value for the target population, supervisors, education managers, policy makers and contribute to the research area.

First of all, students who play the role of novice teachers will raise their awareness of teacher autonomy and the interrelation between teacher-learner autonomy. Therefore, they will be well-prepared for practicum and teaching career in the future. It is urgent for them to understand the goal of teaching and

learning process which aims at preparing them to become autonomous students and promote the effectiveness of teaching.

Secondly, supervisors, education managers or policy makers may also be interested in this topic. They are hoped to provide students thorough theory, profound foundation of teaching autonomy before their students come to real-life teaching situations.

Further, in terms of research theory, this paper is one of the earliest studies in ULIS, VNU, which investigates teacher autonomy. It may bring a new perspective of approaching teaching and learning process, to assess the applicability of the current ELT method and “Tutoring Program” of Fast-track Program as well.

#### **4. Limitations of the research and suggestions for further studies**

In spite of the researcher’s attempt to explore the effectiveness of teacher autonomy, the study, within its scope, still has some limitations.

To begin with, in accordance with a huge amount of information, the researcher has provided general information of the issue. The interactive relation between learner autonomy and teacher autonomy also causes overlap to readers easily.

Another limitation is that due to shortage of time and researcher’s knowledge and experience, the study is conducted as a case-study with scope of E1K41 students. Therefore, the results and findings are not synthesized or generalized.

Moreover, the effectiveness of autonomy is perceived by novice teachers as a main approach. It leads other researchers to the fact that there is a need for deeper studies from angle of supervisors’ views.

In conclusion, apart from some useful findings, this present study contains some unavoidable limitations and the researcher highly appreciates any

suggestion from both students and teachers with a view to fostering pedagogy autonomy.

The researcher would like to suggest those recommendations for further studies later in a hope of producing better, deeper and more critical papers on the related issues.

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## APPENDIX 1

### ENGLISH LANGUAGE PROGRAM FOR CLC 4<sup>th</sup> YEAR STUDENTS SEVENTH SEMESTER (2010 – 2011)

#### TUTORING PROGRAM

##### OBJECTIVES

By the end of the semester, the students should have:

1. built up their skills and confidence in tutoring and teaching small groups of learners at intermediate level, especially in such areas as:
  - Planning for the lessons
  - Choice of suitable study materials
  - Choice of suitable learning activities
  - Class management
  - Time management
  - Evaluation of the learners' needs, study progress and feedback
2. further improved their listening and speaking skills in the academic context with a focus on speaking accuracy, fluency, intelligibility and use of language;
3. developed their autonomy in developing their teaching and learning competence;
4. been familiarized to working with learners in a structured program and developed suitable interpersonal skills necessary for their future teaching jobs.

##### TENTATIVE TUTORING SCHEDULE

Weeks	Wednesday	Friday
1	<ul style="list-style-type: none"><li>• Introduction: objectives and program</li><li>• Guidelines for tutoring program</li></ul>	Preparing for tutoring program: pairing tutors, invitation, training needs assessment (TNA), tutoring schedule
2	<ul style="list-style-type: none"><li>• Consultation</li><li>• H2, 3 and 4 : Meeting with students</li><li>• Need analysis: group 1, 2, 3</li></ul>	<ul style="list-style-type: none"><li>• H2, 3 and 4 : Meeting with students</li><li>• Need analysis: group 4 and 5</li></ul>
3	H2: Tutoring group 1 A H3: Tutoring group 2 A H4: Tutoring group 3 A	H2: Tutoring group 1 B H3: Tutoring group 2 B H4: Tutoring group 3 B
4	H2: Tutoring group 4 A H3: Tutoring group 5 A	H3: Tutoring group 4 B H4: Tutoring group 5 B
5	H2: Tutoring group 1 A H3: Tutoring group 2 A H4: Tutoring group 3 A	H2: Tutoring group 1 B H3: Tutoring group 2 B H4: Tutoring group 3 B
6	H2: Tutoring group 4 A H3: Tutoring group 5 A	H3: Tutoring group 4 B H4: Tutoring group 5 B
7	H2: Tutoring group 1 A H3: Tutoring group 2 A H4: Tutoring group 3 A	H2: Tutoring group 1 B H3: Tutoring group 2 B H4: Tutoring group 3 B
8	H2: Tutoring group 4 A	H3: Tutoring group 4 B

	H3: Tutoring group 5 A	H4: Tutoring group 5 B
9	H2: Tutoring group 1 A H3: Tutoring group 2 A H4: Tutoring group 3 A	H2: Tutoring group 1 B H3: Tutoring group 2 B H4: Tutoring group 3 B
10	H2: Tutoring group 4 A H3: Tutoring group 5 A	H3: Tutoring group 4 B H4: Tutoring group 5 B
11	H2: Tutoring group 1 A H3: Tutoring group 2 A H4: Tutoring group 3 A	H2: Tutoring group 1 B H3: Tutoring group 2 B H4: Tutoring group 3 B
12	H2: Tutoring group 4 A H3: Tutoring group 5 A	H3: Tutoring group 4 B H4: Tutoring group 5 B
13	H2: Tutoring group 1 A H3: Tutoring group 2 A H4: Tutoring group 3 A	H2: Tutoring group 1 B H3: Tutoring group 2 B H4: Tutoring group 3 B
15	<b>PowerPoint presentation</b>	<b>Open- House</b>

### **Course Materials**

There is no required reading for this course. The following texts are recommended:

1. Dang, K.A. and Ho, G.A.L (2007). *Advanced English 2: Materials for Fourth Year Fast-track Students*. ED-HULIS-VNU.
2. Hoang, X.H. and Nguyen, T.T.M. (2008). *Research Methodology: Course book for third year students*. ED-HLIS-VNU.
3. English Department, CFL-VNU (2005). *Graduation Paper Guidelines*.
4. MacKey, A. and Gass, S.M. (2005). *Second Language Research Methodology and Design*. London: Lawrence Erlbaum Associates, Publish.

### **Research method assessment**

1. Attendance and participation: 10%
2. Research proposal: 20%
3. Final research projects: 60%
4. Presentation: 10%

### **Tutoring assessment**

1. Attendance: 10%
2. Tutoring 1: 25%
3. Tutoring 2: 25%
4. Tutoring 3: 25%
5. Report: 15%

## APPENDIX 2

### Questionnaire to seek tutees' needs

**Name:**

**Group:**

*In order to help you improve your English in the quickest as well as the most effective ways, we would like to have your personal information concerning these matters.*

**1. Your English scores last term**

<i>Reading</i>	<i>Listening</i>	<i>Speaking</i>

**2. In which areas of English skills do you want to improve? (Put a tick in the box)**

**A. SPEAKING**

Pronunciation

Stress

Intonation

Confidence

Body language

Others:.....

**B. LISTENING**

Note-taking

Dealing with different accents

Listening for main ideas

Listening for specific information

Dealing with unfamiliar words

Others:.....

**C. READING**

Skimming

Scanning

Reading for inference

Others:.....

**3. What do you expect to learn from this program? (You can tick more than one option)**

I want to improve my vocabulary.

I want to improve my grammar.

I want to improve my communicative competence with the skills of reading, listening, speaking.

I want to catch up with my classes in English.

*(If you choose this one, please specify the name of the textbook or the program you are studying).....*

Other expectations.....

### APPENDIX 3

## MARKING RUBRICS FOR K41A1 TUTORING

**Name:** \_\_\_\_\_ **Group:** \_\_\_\_\_ **Marker:** \_\_\_\_\_

(1) Goals of the lesson	Excellent	Very Good	Good	Fair	Poor
(2) Teaching materials (with reference to lesson goals)					
(3) Teaching methods and techniques (with reference to lesson goals)					
(4) Learning tasks and activities (with reference to lesson goals)					
(5) Class management (managing time & space, motivating students, etc.)					
(6) Preparation and use of teaching aids					
(7) Achievement of lesson goals					
(8) Cooperation of the group members					
(9) Confidence					
(10) Language use					
<b>Overall Evaluation</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

**Mark:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Group:** \_\_\_\_\_ **Marker:** \_\_\_\_\_

(1) Goals of the lesson	Excellent	Very Good	Good	Fair	Poor
(2) Teaching materials (with reference to lesson goals)					
(3) Teaching methods and techniques (with reference to lesson goals)					
(4) Learning tasks and activities (with reference to lesson goals)					
(5) Class management (time, space...)					
(6) Preparation and use of teaching aids					
(7) Achievement of lesson goals					
(8) Cooperation of the group members					
(9) Confidence					
(10) Language use					
<b>Overall Evaluation</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

**Mark:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

Assigned marks are indicative of the following broad characterisations:

- 9 - ≤10 Excellent performance in all respects
- 8 - <9 Excellent performance in almost all respects

- 7 - <8 Very good, some aspects excellent but others not
- 6 - <7 Good performance overall
- 5 - <6 Work satisfactory overall, strengths outweigh weaknesses
- 4 - <5 Poor performance overall, weaknesses outweigh strengths
- <4 Well below the standard required

**APPENDIX 4**

**Tutoring program evaluation**

*This survey questionnaire is designed with the aim of getting your feedback on the tutorial sessions during the past six weeks. The results of the survey will help us to revise the tutoring program, improve the performance of the tutors as well as the effectiveness of class activities in the following years.*

*We would highly appreciate your constructive feedback, and would like send our sincere thanks to all of you for your regular attendance and enthusiastic participant in our tutoring sessions.*

**I. EVALUATION OF THE PROGRAM**

**I.1. Teaching contents and activities:**

1. Does the current syllabus provide you with all the sub-skills you need?

- Yes
- No

2. If your answer to question 1 is “No”, which skill(s) would you like to add to the syllabus? Please specify your answer:.....

3. **Please assess the contents of our tutoring lessons in the first three weeks by circling one appropriate number 1, 2, 3, 4, or 5 on the following scale**

- 1. VERY BAD**
- 2. BAD**
- 3. AVERAGE**
- 4. GOOD**
- 5. VERY GOOD**

	<b>Diversity</b>	<b>Effectiveness</b>	<b>Relevance</b>
<b>Warm-up activities</b>	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Material used</b>			
a. Handouts	1 2 3 4	1 2 3 4 5	1 2 3 4 5
b. PowerPoint Presentations	5 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
<b>Teaching contents</b>			
a. Speaking: Intonation and stress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
b. Speaking: Preparing and using visual aids	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
c. Reading for inferences	1 2 3 4	1 2 3 4 5	1 2 3 4 5

and vocabulary	5													
d. Speaking: Non – verbal communication														
e. Listening: Dealing with speed	1	2	3	4	1	2	3	4	5	1	2	3	4	5
f. Speaking: Handling questions and revision	5													

4. Which teaching contents of the above listed is most useful for you in your study? Please specify your answer(s):

.....

5. Which class activity have you enjoyed most in the first block of the program?

A. group discussion

C. individual work

B. individual presentation

D. others: .....

6. Which skill(s) do you like to focus on in the next block of the program? Please specify your answer:

.....

### I.2. Tutors' facilitating skills

For questions 7 to 16, please assess your tutors' facilitating (conducting the lesson) skills by circling the appropriate number according to the following scale.

1. VERY BAD                      2. BAD                      3. AVERAGE                      4. GOOD                      5. VERY GOOD

7. Giving instructions	1	2	3	4	5
8. Using questions to elicit ideas	1	2	3	4	5
9. Giving explanations	1	2	3	4	5
10. Giving feedback	1	2	3	4	5
11. Motivate students	1	2	3	4	5
12. Class management	1	2	3	4	5
13. Time management	1	2	3	4	5
14. Non-verbal communication					
- Appearance	1	2	3	4	5
- Eye-contact	1	2	3	4	5
- Gesture	1	2	3	4	5
- Posture	1	2	3	4	5
15. Manner of delivery:					
- Confidence	1	2	3	4	5
- Professionalism	1	2	3	4	5
- Friendliness	1	2	3	4	5
- Helpfulness	1	2	3	4	5
16. Voice projection:					
- Speed	1	2	3	4	5
- Volume	1	2	3	4	5
- Quality	1	2	3	4	5

**I.3. Tutors' language proficiency and knowledge of the target subject:**

For question 17 and 18, please assess the tutors' language skills and knowledge of the target subject by circling the appropriate number according to the following scale

- 1. VERY BAD                      2. BAD                      3. AVERAGE
- 4. GOOD                              5. VERY GOOD

17. Language use:

- Accuracy	1	2	3	4	5
- Fluency	1	2	3	4	5
- Understandability	1	2	3	4	5
- Flexibility	1	2	3	4	5

18. Knowledge of the target topic                      1                      2                      3                      4                      5

**I.4. Class atmosphere**

For question 19 and 20, please assess the class atmosphere by circling the appropriate number according to the following scale

- 1. VERY BAD                      2. BAD                      3. AVERAGE
- 4. GOOD                              5. VERY GOOD

19. Students' participation in class activities                      1                      2                      3                      4                      5

20. Class interaction

Between tutors and students	1	2	3	4	5
Among students	1	2	3	4	5

**II. STUDENTS' EXPECTATIONS**

1. *Syllabus:*

.....  
.....

2. *Class activities:*

.....  
.....

3. *Tutors:*.....  
.....

4. *Facilities:*.....  
.....

5. *Rule setting:*

.....  
.....

Other comments and/or contributions (please specify)

.....  
.....

**Thank you very much for your contribution!**

## APPENDIX 5

# TUTORING PROGRAM EVALUATION

Together we have finished our 10-week tutoring program. With this questionnaire, we hope to get your comments and feedbacks about the course, so that we can assess the effectiveness of the current program and revise it for future use. So please give us your truthful evaluation and be as specific with your answers and recommendations as possible. Your cooperation is highly appreciated.

For questions from 1 to 22, please notify your answer by circling an appropriate number 1 -5 with 1 as the lowest rating and 5 as the highest rating.

### I. GENERAL EVALUATION

**1 2 3 4 5**

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. How well did the course meet your needs?                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Was the syllabus systematic?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Were the adjustments made to the program after each block appropriate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the course provide you with self-study skills?                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### II. EVALUATION OF THE LESSONS

**1 2 3 4 5**

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. Were the objectives of each lesson met?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. How do you rate the activities in the lessons?    |                          |                          |                          |                          |                          |
| 6a. Sequence   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b. Variety  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c. Relevance  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6d. Usefulness                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. How do you rate the teaching materials (Handouts, |                          |                          |                          |                          |                          |



- PowerPoint slides)?
- 7a. Quantity
- 7c. Design
- 7e. Understandability
- 7f. Helpfulness

**III. EVALUATION OF TUTORS' SKILLS, KNOWLEDGE AND METHODOLOGY**    **1 2 3 4 5**

How do you rate the tutors in terms of...

8. Knowledge of the subject matters
9. Language used
10. Facilitating skills (teaching method, explaining, presenting, giving feedback...)
11. Ability to motivate students
12. Class management
13. Time management
14. Exploitation of facilities
15. Voice projection (volume, speed, clarity)
16. Non-verbal communication (gesture, posture, eye-contact)
17. Enthusiasm
18. Confidence
19. Cooperation between tutors

**IV. EVALUATION OF CLASS MEMBERS**    **1 2 3 4 5**

How do you rate your class members in terms of

20. Participation
21. Interaction
22. Motivation

**V. EVALUATION OF FACILITIES**    **1 2 3 4 5**

23. Were you satisfied with the quality of the facilities (radio, video, projector...) in the classroom?

*For questions 23 -25, please answer the questions as specifically as possible.*

**VI. OTHERS**

**24.** Describe the most useful thing that you gained from the tutoring program:

.....  
.....  
.....  
.....

**25.** Are there any of your needs that the course failed to satisfy?

.....  
.....  
.....  
.....

**26.** Do you have any recommendations for/ comments on the course?

.....  
.....  
.....  
.....

**27.** For those who have missed lessons before the end of the course, can you please specify your reasons?

.....  
.....  
.....  
.....

**THANK YOU FOR YOUR COOPERATION!**

## APPENDIX 6

### Sample questionnaire on Teacher-Autonomy

Table 4

*LISREL Estimates, Standard Errors, and Standardized Solution of Autonomy Data: First Solution*

Teacher autonomy teaching information items	Lambda	Error Lamda	<i>t</i>	Theta Delta	Error TD	<i>t</i>
1. I am free to be creative in my teaching approach.	0.40	0.04	9.83	0.16	0.02	7.52
2. The selection of student-learning activities is under my control.	0.46	0.04	11.22	0.14	0.02	6.59
3. Standards of behavior are set primarily by myself.	0.25	0.04	5.97	0.23	0.03	8.75
4. My job does not allow for much discretion on my part.	0.36	0.06	6.08	0.44	0.05	8.73
5. In my teaching, I use my own guidelines and procedures.	0.47	0.07	7.21	0.51	0.06	8.60
6. I have little say over the content and skills that are selected for teaching.	0.40	0.08	5.19	0.81	0.09	8.93
7. The scheduling of use of time is under my control.	0.36	0.06	6.50	0.44	0.04	8.64
8. My teaching focuses on those goals and objectives I select myself.	0.67	0.06	10.66	0.36	0.05	7.36
9. I seldom use alternative procedures in my teaching.	0.24	0.06	3.85	0.54	0.06	9.04

*(table continues)*

Teacher autonomy teaching information items	Lambda	Error Lamda	<i>t</i>	Theta Delta	Error TD	<i>t</i>
10. I follow my own guidelines on instruction.	0.46	0.06	7.49	0.44	0.05	8.41
11. I have only limited latitude in how major problems are resolved.	0.28	0.07	4.10	0.63	0.07	9.01
12. What I teach is determined for the most part by myself	0.79	0.06	12.63	0.26	0.05	5.57
13. I have little control over how classroom space is used.	0.22	0.07	3.40	0.60	0.07	9.08
14. The materials I use are chosen for the most part by myself.	0.28	0.07	4.28	0.60	0.07	9.03
15. The evaluation and assessment activities are selected by others.	0.33	0.07	4.89	0.61	0.07	8.92
16. I select the teaching methods and strategies I use with my students.	0.35	0.05	7.76	0.23	0.03	8.83
17. I have little say over the scheduling of use of time in my classroom.	0.28	0.05	5.21	0.39	0.04	8.87
18. The content and skills taught are those I select.	0.76	0.07	11.64	0.34	0.05	6.61

## APPENDIX 7

# READING SYLLABUS

Week	Theme	Skills
1	Living to eat or eating to live	Identifying main ideas Strategies and Practice
3	In the community	Identifying main ideas Dealing with Headings exercises
5	Cultures of the world	Guessing meanings in context Techniques and Practice
7	Entertainment and the media	Scanning for details Locating information Dealing with Multiple Choice questions
9	Social life	Scanning for details Dealing with True/ False/Not Given and Classification questions

# LISTENING SYLLABUS

Week	Theme	Skills	
			<b>NOTE</b>
2	<b>Living to eat or eating to live</b>	- Listening for main ideas - Listening for details - Listening for temperature and weather	<p><i>In each lesson, it is recommended that tutors provide some specific tips in note-taking skill for students.</i></p> <ul style="list-style-type: none"> <li>• Tips can be the way to listen and choose details for notes or the way to write down notes effectively and logical, etc.</li> <li>• Teachers can base on types of details (temperature, direction, date, event, etc.) to instruct their students to take note.</li> </ul>
4	<b>In the community</b>	- Listening for main ideas - Listening for details - Listening for directions	
6	<b>Cultures of the world</b>	- Listening for details (dates and events) - Note-taking - Making inferences	
8	<b>Entertainment and the media</b>	- Listening for main ideas - Listening for details - Making inference - Listening for comparison and contrast	
10	<b>Social life</b>	- Listening for details - Making inference - Using context clues	

### **References for listening:**

- Solórzano, H., Frazier L., & Rost, M.(2002) Contemporary topics 1- Intermediate Listening and note-taking skills. Pearson Education, White Plains, NY.
- New Success at First Certificate – Oxford University Press
- Prepare for IELTS – University of technology sydney
- Listening files: Harmer, J., Acevedo, A., Lethaby, C. (2007). Just Listening and Speaking. Marshall Cavendish Education
- Dunkel, P. &Lim, P.L. (2005) Intermediate listening comprehension.  
<http://animal.discovery.com/>  
<http://dsc.discovery.com/>  
<http://www.esl-lab.com/>  
<http://www.eslhome.com/esl/listen/>  
[http://radio.about.com/od/onlinesourcesforoffline/Podcasts\\_For\\_Offline\\_Listening\\_With\\_iPods\\_Other\\_MP3\\_Players.htm](http://radio.about.com/od/onlinesourcesforoffline/Podcasts_For_Offline_Listening_With_iPods_Other_MP3_Players.htm)  
<http://www.bbc.co.uk/ahistoryoftheworld/programme>

**WEEK 11: Program evaluation and test preparation for speaking, reading and listening in the form of a 3-period-lesson.**

## APPENDIX 8

### SPEAKING SYLLABUS

Week	Theme	Language focus
1	Dating	<ul style="list-style-type: none"> <li>• The schwa</li> <li>• -ed endings</li> <li>• Love &amp; relationship expressions</li> <li>• Contractions of <i>to be</i></li> <li>• Simple &amp; compound adjectives describing personality</li> <li>• Criticism &amp; generalizations: <i>can be (at times); tend to be</i></li> <li>• <i>Get to</i> mean become</li> </ul>
2	Adrenaline	<ul style="list-style-type: none"> <li>• Comparison: comparative &amp; superlative adjectives, <i>as...as</i></li> <li>• Using stress to express strong feelings o Gradable and absolute adjectives (<i>very good vs. absolutely incredible</i>) o Vocabulary of sport</li> <li>• Past simple for central events, present perfect with <i>Have you ever...;</i> past continuous for background</li> <li>• -ed endings</li> <li>• Expressions about risk &amp; excitement</li> <li>• Time expressions</li> </ul>
3	Kids	<ul style="list-style-type: none"> <li>• Defining relative clauses</li> <li>• Stress timing</li> <li>• Vocabulary of qualities</li> <li>• Past time: <i>used to &amp; would</i></li> <li>• -ed endings</li> <li>• Vocabulary of childhood</li> </ul>
4	News	<ul style="list-style-type: none"> <li>• Passive voice</li> <li>• Sentence stress</li> <li>• Common verb collocations</li> <li>• Words and expressions in news o Present perfect for recent events</li> <li>• Irregular past tense verbs</li> </ul>
5	Party	<ul style="list-style-type: none"> <li>• Future forms: <i>will</i> for decisions and offers; <i>(be) going to</i> for intentions; present continuous for arrangement</li> <li>• Phrasal verbs</li> <li>• Socializing expressions</li> <li>• Short vowels</li> <li>• Vocabulary of festivals</li> </ul>
6	Time	<ul style="list-style-type: none"> <li>• Modals for obligation, prohibition &amp; permission -</li> </ul>

		<ul style="list-style-type: none"> <li>plus (<i>don't</i>) <i>have to</i></li> <li>Sounds: /s/, /z/, ,</li> <li>Sayings about time</li> <li>Time prepositions &amp; expressions</li> <li>Sentence stress</li> <li>Business and time management expressions</li> </ul>
7	Journey	<ul style="list-style-type: none"> <li>Modals for deduction</li> <li><i>Would</i> for unreal situations</li> <li>Some confusing pairs of sound in English</li> <li>Geographical location</li> </ul>
8	Basics	<ul style="list-style-type: none"> <li>Quantifiers</li> <li>Countable &amp; uncountable nouns</li> <li>Sentence stress</li> <li>Restaurant language</li> <li>Social register</li> <li>Vocabulary of food, tastes &amp; ways of cooking</li> </ul>
9	Communication	<ul style="list-style-type: none"> <li>Real conditionals</li> <li>Telephone, email and website addresses o Telephone language</li> <li>Real conditionals (continued)</li> <li><i>Make &amp; do</i></li> </ul>
10	Style	<ul style="list-style-type: none"> <li><i>I wish</i> + past simple</li> <li>Unreal conditional</li> <li>Verbs &amp; verb phrases: clothes</li> <li>Vocabulary related to clothes</li> <li>Clothes idioms</li> <li>Adjective order</li> <li>Pure vowels and diphthongs</li> </ul>
11	<p align="center"><b>PROGRAM EVALUATION + TEST PREPARATION</b>  <b>For speaking, reading and listening in the form of a 3-period-lesson</b></p>	

## APPENDIX 9



## QUESTIONNAIRE FOR STUDENT-TEACHERS

### “The Effectiveness of Student Teacher Autonomy in conducting a tutorial in “Tutoring Program 2010” perceived by E1K41 students, ULIS, VNU”

*I am Pham Hoai Thu from class E1K41. I am doing research on the above topic for the graduation paper. I would like to ask for your help with this questionnaire, which serves as a main source of data for the study. Your personal information will be kept strictly **confidential**. Please, **give your truthful answers** for a **guaranteed success** of the paper.  
Thank you very much for your help!*

---

#### **GENERAL INFORMATION**

Please, fill in the blank with the information on your own:

Your name:.....

1. Have you ever heard of learner autonomy  Yes  
No

If yes, circle the letter which best indicate the way you know this term (you can choose more than one option)

- A. You were taught at school
- B. You studied by yourself through books, articles, etc.
- C. You were told by your friends or seniors.
- D. You read on the internet
- E. You studied from reference books in the library
- F. Others (please, specify).....

2. Have you ever heard of teacher autonomy  Yes  
No

If yes, circle the letters which best indicate the way you know this term (you can choose more than one option)

- G. You were taught at school
- H. You studied by yourself through books, articles, etc.
- I. You were told by your friends or seniors.
- J. You read on the internet
- K. You studied from reference books in the library
- L. Others (please, specify).....

#### **PART 1**

**1. Following are a number of statements in which way you understand about learner and teacher autonomy. Please, answer each question by choosing one number which best indicates your opinions.**

- 1= strongly agree                      2= agree                      3= neither agree or disagree/not sure**  
**4= disagree                              5= strongly disagree**

<b>Learner autonomy (LA)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A, refers to capacity of self-direct & control in terms of knowledge & skills					
B, is an ability to self-manage one’s own learning process (time, materials, methodology...)					
C, is the right of learners					
D, is the responsibility of learners					

E, means freedom to make one's own choices & own decisions					
F, means freedom to do action on one's own choices					
G, implies absolute independence of other learners					
H, implies total independence of teachers					
I, involves confidence & willingness to take responsibility of learners for their learning process					
J, needs self-reflection					
K, requires learners' self-awareness as an inborn feature, not from teachers' influence					
L, should be improved during a process and requires both learners' consciousness & teachers' motivation					
M, is a stimulative for learners during learning process					

<b>Teacher autonomy (TA)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A, suggests that teachers are qualified enough in their speciality.					
B, is the capacity of self-direct & control in one's own teaching					
C, is freedom to make choices & make decisions					
D, is freedom to teach independently					
E, means no collaborative work					
F, includes freedom from curriculum, methodology, strategies & discipline in class					
G, is the right of teachers					
H, is the responsibility of teachers					
I, requires willingness to take responsibility for one's own teaching					
J, regard learner-centeredness and help learners to take responsibility for their learning					
K, requires teachers to carry out research looking back at their teaching					
L, entails teachers' learning to develop knowledge & skills					
M, is a stimulative for teachers in their job					

**2. For these items, please, tick (√) the option(s) that you think best describe your experience in tutorials**

<b>Statements</b>	<b>Experience</b>
A, I am free to select my teaching approach.	
B, The selection of teaching activities in my class is under my control.	
C, Standards of behavior or discipline to tutees in my classroom are set primarily by myself.	
D, In my teaching, I use my own guidelines.	
E, I am free to decide content & skills of the lessons I teach.	
F, The scheduling of time & class management in my classroom is under my control.	
G, The goals and objectives of lesson is selected by myself.	
H, Activities are determined by myself.	
I, The materials I use in my class are chosen by myself.	
J, Supervisors totally have no interference.	
K, Supervisors only help with time & class management.	
L, I am free to comment, give feedback to & assess my students.	
M, I teach independently without cooperation with my partner at all.	

N, I am dominated in my own part by my partner.	
O, Supervisors decide and assign me what I teach.	
P, I monitor students' learning.	
Q, I provide students with chances to make their own choices, decisions & act on their own.	
R, My lessons are usually teacher-centered.	
S, I often evaluate lessons I have taught to improve my skills & knowledge.	
T, I apply theory of learner autonomy I have learned to my teaching job.	

**PART 2**

**3. Please, identify the effectiveness degree of your autonomy as a teacher in tutorials by putting an appropriate mark, specify the reason and suggest possible solutions.**

- 1 = very effectively                      2 = effectively                      3 = Not sure  
4 = somehow effectively                5 = ineffectively

Statements	Mark	Reasons	Solutions
A, My knowledge is widened & deepened.			
B, I must improve lesson plan by myself.			
C, I must be well-prepared before the class.			
D, Activities designed by myself motivate my students.			
E, Materials adapted by myself appeal my students.			
F, Content of the lesson chosen by myself stimulates my students.			
G, My teaching enables students to understand the lesson well.			
H, My teaching methods pursue the aims of the lesson.			
I, I can control time & class management.			
J, When I let my students go, they are aware of this right and take responsibility for their learning.			
K, Teaching independently offers me more passion for the job.			
L, Supervisors' feedback helps to improve my teaching.			
M, Peer-feedback helps to improve my teaching.			
N, Self-evaluation helps to improve my teaching.			
O, Students' feedback helps to improve my teaching.			

**PART 3**

**4. These following statements suggest some solutions to improve teacher autonomy. Please, answer each question by choosing one number which best indicates your opinions.**

- 1= strongly agree                      2= agree                      3= neither agree nor disagree

4= disagree

5= strongly disagree

Suggestions	1	2	3	4	5
A. Student-teachers should be taught about learner autonomy and teacher autonomy.					
B. Student-teachers should be highly aware of teacher autonomy as a right					
C. Student-teachers should be highly aware of teacher autonomy as responsibility.					
D. Student-teachers should be trained knowledge & skills of self-direct & control their teaching.					
E. Student-teachers should be given freedom to manage their teaching.					
F. Student-teachers should apply characteristics of learner autonomy into teaching process.					
G. Student-teachers should cooperate with each other.					
H. Self-reflection can help student teachers improve teacher autonomy.					
I. Peer-feedback can help student teachers improve teacher autonomy.					
J. Research on learners' feedback can help improve teacher autonomy.					

*If you have more suggestions, please specify*

.....

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.....

***Thank you very much for your help!***

## **APPENDIX 10**

### **QUESTIONNAIRE FOR TUTEES**

**“The Effectiveness of Student Teacher Autonomy in conducting a tutorial in  
“Tutoring Program” perceived by E1K41 students, ULIS, VNU”**

*I am Pham Hoai Thu from class E1K41. I am doing research on the above topic for the graduation paper. I would like to ask for your help with this questionnaire, which serves as a*

main source of data for the study. Your personal information will be kept strictly **confidential**. Please, **give your truthful answers** for a guaranteed success of the paper.  
Thank you very much for your help!

**GENERAL INFORMATION**

Please, fill in the blank with the information on your own:

Your name:.....

- 3. Have you ever heard of teacher autonomy?  Yes  No
- 4. If yes, circle the letters which best indicate the way you know this term (you can choose more than one option)
  - M. You were taught at school
  - N. You studied by yourself through books, articles, etc.
  - O. You were told by your friends or seniors.
  - P. You read on the internet
  - Q. You studied from reference books in the library
  - R. Others (please, specify).....

**PART 1**

**1. For these items, please, tick (✓) the option(s) that you think best describe your student teachers’ experience**

Statements	Experience
A, Standards of behavior or discipline in my classroom are set primarily by herself.	
B, Time allocation & class management in classroom is under her control.	
C, In her teaching, she uses her own guidelines.	
D, She is free to comment, give feedback to & assess her students.	
E, She is helped with lectures.	
F, She is only helped with time& class management.	
G, Supervisors totally have no interference in her teaching.	
H, She teaches independently without cooperation with her partner at all.	
I, She is dominated in her own part by her partner.	
J, She has to handle unexpected problems by herself without any help of supervisors or partners.	
K, Her teaching focuses on those goals and objectives selected by herself.	
L, The lessons are usually teacher-centered.	
M, She monitors your learning.	
N, She provides you with chances to make your own choices, decisions & act on your own in your learning process.	

**PART 2**

**2. Please, identify the effectiveness degree of your student teacher’s autonomy by putting an appropriate mark, specify the reason and suggest possible solutions.**

- 1 = very effectively                      2 = effectively                      3 = Not sure
- 4 = somehow effectively                  5 = ineffectively

Statements	Mark	Reasons	Solutions
A, Activities motivate students.			
B, Content of the lesson stimulates students.			
C, Materials appeal students.			

D, Her teaching skills enable students to understand the lesson.			
E, Her teaching methods pursue the aims of the lesson.			
F, When teachers let students (you) go, you are aware of this right and take responsibility for their learning.			
G, She can control time & class management.			

*Thank you very much for your help!*

## **APPENDIX 11**

### **QUESTIONNAIRE FOR SUPERVISORS**

**“The Perceived Effectiveness of Student Teacher Autonomy in conducting a tutorial in “Tutoring Program” by E1K41 students, ULIS, VNU”**

*I am Pham Hoai Thu from class E1K41. I am doing research on the above topic for the graduation paper. I would like to ask for your help with this questionnaire, which serves as a main source of data for the study. Your personal information will be kept strictly **confidential**. Please, **give your truthful answers** for a guaranteed success of the paper.*

*Thank you very much for your help!*

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**PART A - GENERAL INFORMATION**

Please, fill in the blank with information on your own

1. How many years have you been teaching in fast-track group? .....
2. How many times have you been in charge of tutoring program? .....
3. Were you taught about learner autonomy and teacher autonomy at school? .....  
If not, please, specify in which way you have heard of these terms.  
.....
4. Have you ever introduced learner autonomy to your students? .....
5. Have you ever introduced teacher autonomy to your students? .....
6. Have you ever trained your students of teacher autonomy? .....

**PART B**

Please, answer these following questions in detail.

1. How do you understand “teacher autonomy”?  
.....  
.....  
.....  
.....
2. How do you perceive teacher autonomy of your students in tutoring program 2010? In which way is student teacher’s autonomy reflected?  
*Regarding capacity to control knowledge:*  
.....  
.....  
.....  
.....  
*Regarding capacity to control teaching skills & management:*  
.....  
.....  
.....  
.....  
*Regarding freedom to make choices, make decisions & teach:*  
.....  
.....  
.....  
.....

*Regarding teacher-learning:*

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.....

3. How do you perceive the effectiveness of teacher autonomy of your students?

*Regarding capacity to control knowledge:*

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.....  
.....

*Regarding capacity to control teaching skills & management:*

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*Regarding freedom to make choices, make decisions & teach:*

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.....

*Regarding teacher-learning:*

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4. Can you please suggest some solutions to enhance effectiveness of your students' teacher autonomy?

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**Thank you very much for your help!**

## **APPENDIX 12**

### **INTERVIEW SET FOR STUDENT TEACHERS (VIETNAMESE VERSION)**

1. Đã bao giờ bạn nghe nói về thuật ngữ “learner autonomy” và “teacher autonomy” chưa? Bạn được biết qua nguồn thông tin nào? Ở trường bạn có được giới thiệu hay được dạy về 2 lĩnh vực này không?

2. Bạn hiểu teacher autonomy là như thế nào? Bạn có thể lấy ví dụ để minh họa về đặc điểm, tính chất của 1 autonomous teacher?
  
3. Trong tutorials, bạn đã thể hiện teacher autonomy của mình như thế nào? Ví dụ về mặt khả năng định hướng, tự quản lí việc dạy; về mức độ tự do cá nhân quản lí việc dạy, về việc học tập nghiên cứu để tra dồi, nâng cao mức độ autonomy trong việc dạy.
  
4. Bạn có thể đánh giá hiệu quả của teacher autonomy bạn đã thể hiện trong các buổi dạy của mình không? Ví dụ về mặt khả năng định hướng, tự quản lí việc dạy; về mức độ tự do cá nhân quản lí việc dạy, về việc học tập nghiên cứu để tra dồi, nâng cao mức độ autonomy trong việc dạy.
  
5. Yếu tố nào hạn chế hiệu quả teacher autonomy của bạn?
  
6. Theo bạn cần làm gì để cải thiện và nâng cao hiệu quả của teacher autonomy?
  
7. Theo bạn có sự liên hệ nào giữa learner autonomy & teacher autonomy không?

**INTERVIEW SET FOR STUDENT TEACHERS**  
**(ENGLISH VERSION)**

1. Have you ever heard of “learner autonomy” & “teacher autonomy”? In which way did you know these terms? Have you been introduced or trained of these two fields?

2. What do you understand about teacher autonomy? Can you exemplify or specify characteristics of an autonomous teacher?
3. In tutorials, how did you express your teacher autonomy? In terms of capacity to control teaching, freedom to control teaching, or teacher-learning...
4. How do you perceive the effectiveness of your teacher autonomy in tutorials? In terms of capacity to self-direct & control teaching, freedom to control teaching, or teacher-learning...
5. In your opinion, which factors degrade the effectiveness of your teacher autonomy?
6. Can you please suggest some solutions to enhance the effectiveness of teacher autonomy?
7. Do you think that there is a link between learner autonomy & teacher autonomy?

## **APPENDIX 13**

### **INTERVIEW SET FOR TUTEES (VIETNAMESE VERSION)**

1. Đã bao giờ bạn nghe nói về thuật ngữ “learner autonomy” và “teacher autonomy” chưa? Bạn được biết qua nguồn thông tin nào? Ở trường bạn có được giới thiệu hay được dạy về 2 lĩnh vực này không?

2. Bạn hiểu teacher autonomy là như thế nào? Bạn có thể lấy ví dụ để minh họa về đặc điểm, tính chất của 1 autonomous teacher?
  
3. Trong các buổi tutorials, giáo sinh của bạn đã thể hiện teacher autonomy như thế nào? Ví dụ về mặt khả năng tự quản lí việc dạy; về mức độ tự do cá nhân quản lí việc dạy, về việc nghiên cứu, trao đổi với sinh viên, rút kinh nghiệm từ những nhận xét đánh giá của sinh viên
  
4. Bạn có thể đánh giá hiệu quả của teacher autonomy giáo sinh của bạn đã thể hiện trong các buổi dạy không? Hiệu quả này là hướng đối tượng người học là tutees các bạn. Ví dụ, khi tutors/ student teachers được dạy 1 cách hoàn toàn chủ động, việc dạy ấy có thực sự motivate các bạn ko? Bạn có thấy hiểu bài, hiểu mục đích của bài ko?
  
5. Theo bạn, yếu tố nào hạn chế hiệu quả teacher autonomy của giáo sinh?
  
6. Theo bạn cần làm gì để cải thiện và nâng cao hiệu quả của teacher autonomy?
  
7. Theo bạn có sự liên hệ nào giữa learner autonomy & teacher autonomy không?

**INTERVIEW SET FOR TUTEES  
(ENGLISH VERSION)**

1. Have you ever heard of “learner autonomy” & “teacher autonomy”? In which way did you know these terms? Have you been introduced or trained of these two fields?

2. What do you understand about teacher autonomy? Can you exemplify or specify characteristics of an autonomous teacher?
3. In tutorials, how did your student teachers express their teacher autonomy? In terms of capacity to control teaching, freedom to control teaching, or teacher-learning...
4. How do you perceive the effectiveness of your student teacher's autonomy in tutorials towards you? More specifically, when tutors taught independently, did that part motivate you? Did they make you understand the lessons?
5. In your opinion, which factors limit the effectiveness of your student teacher's autonomy?
6. Can you please suggest some solutions to enhance the effectiveness of teacher autonomy?
7. Do you think that there is a link between learner autonomy & teacher autonomy?

## **APPENDIX 14**

### **A sample of student teacher interview transcription**

#### **(English version)**

**Interviewer:** Good morning. As I made an appointment with you, asking for your permission to interview today, 7<sup>th</sup>, April, 2011, I am very grateful for your cooperation. I hope that you can share with me more experience or thoughts on tutoring program related to the topic.

**Interviewee:** Yes, I will help you as best as I can do.

**Interviewer:** to begin with, I will remind you of my research topic, which explores “the effectiveness of student teacher autonomy in conducting a tutorial in tutoring program 2010 perceived by E1K41 students”. In other words, I want to do research on the effectiveness your autonomy as a teacher when you took charge of the class. And the effectiveness is seen from your point of view. Are you clear about the topic?

**Interviewee:** yes, I got your point

**Interviewer:** can you tell me you have ever heard of learner autonomy and teacher autonomy?

**Interviewee:** uhm, yes, I did hear of learner autonomy but teacher autonomy not yet

**Interviewer:** can you specify why you know the concept of learner autonomy?

**Interviewee:** well, as I remember, I seem to know it in ELT1. But I don't remember much of it.

**Interviewer:** ok, so from what you can remember, can you tell me how do you understand this term?

**Interviewee:** I just think that learner autonomy is the independence of learners in their learning. Learner should be active to control their learning process, self-study a lot. Teachers should follow learner-centered approach; give students chances to learn by themselves, to express their abilities.

**Interviewer:** I think that your ideas are quite interesting. And, it also reflects learner autonomy. Well, in terms of teacher autonomy, you said that you haven't yet heard of this term?

**Interviewee:** yes, never

**Interviewer:** so, when you hear this term, what do you bear in your mind? Or from your viewpoint on learner autonomy, can you infer this concept?

**Interviewee:** in my own opinion, teacher autonomy is understood in the same way with learner autonomy. It means that teacher autonomy is also the independence of teachers on teaching. I think teachers are always free to teach, but to some extent, they are still influenced by policy, regulation of schools, the overall curriculum or syllabus, that sort of thing. They just teach freely in terms of skills, content, materials, and activities on their own lessons. One

more question I am still wandering that what if teachers have too much power in the class, whether their autonomy overweighs students' self-study or not.

**Interviewer:** ok, thank you for your sharing your understandings about teacher autonomy – a quite new term to you. I will tell you more about teacher autonomy. As you said, teacher autonomy refers to the independence of teaching, freedom to teach, plan lessons, prepare for the lessons, design activities, choose materials, etc. Besides these characteristics, teacher autonomy also includes the capacity of control to knowledge and skills of teaching, the emphasis on learner autonomy to motivate students, and more research or learning to improve teaching effectiveness called professional development. So now, are you clearer?

**Interviewee:** yes, now I understand more.

**Interviewer:** ok, so, can you specify the experience to show your autonomy as a teacher in tutoring program?

**Interviewee:** well, in terms of setting discipline, rules, we almost had no autonomy. It was partially because that in this optional course which called for tutees' voluntariness, we expected the self-esteem of tutees. Regarding teaching, I can say that we were given total autonomy by my supervisor, from lesson plan to conduct. My supervisor did not give any feedback of lesson plan before we implemented the lesson. Therefore, we had to revise the lesson plan a lot by ourselves. In class, she let us go freely without any interference. She just commented at the end of tutorials.

**Interviewer:** it appeared that you were totally given chances to teach independently, right?

**Interviewee:** yes, totally

**Interviewer:** ok, I want to ask you more about pair work. According to the program, you worked in pair to conduct a tutorial. So, can you share with me how this way affected your autonomy on teaching? In other words, do you think that you showed your autonomy fully in your teaching process? Did your partner interfere in your part?

**Interviewee:** uhm, how to say that? Well, generally, no. Not really interference. She just helped me when I got stuck and asked for her help. And it's the same for other groups in my Class. However, as for me, we divided work into separate parts. Actually, my supervisor commented on this point, but I think it worked for my pair. Hence, we still worked independently.

**Interviewer:** can you clarify why you kept your opinion?

**Interviewee:** yes, I just think that this project is kind of preparation for our practicum as well as for our future career. Teachers have to handle everything by themselves. And this program is a trial in which I think we need to teach and deal with problems independently. Moreover, since the first year, we have had a great number of chances to work in pair or group to take charge of lessons. In year 3, we learnt ELT 2 and had a chance to conduct a lesson individually. Therefore, in tutoring program, we prefer individual work to group work which is the same as a facilitation we have done a lot. Furthermore, in my own opinions, later, when we become real teachers, we must teach by ourselves without any help of any one. Why don't we take this chance for practice?

**Interviewer:** thank you, now, we will move on to the next question regarding the effectiveness of student teacher autonomy. Can you tell me the benefits when you have autonomy in your teaching process, the benefits towards tutees and yourself.

**Interviewee:** for tutees, I cannot say exactly. It is quite superficial, since if tutees do not understand, they hardly show that. But a very clear positive influence on tutees I can see is that they showed their interest in activities, materials or the content of the lessons. Furthermore, each pair or each tutor had just 3 or some had 4 times teaching, it was interrupted. So, it was hard for tutees to remember and to be familiar with different teaching styles. For tutors, I means we ourselves, the effectiveness was quite obvious, especially for teaching skills or pedagogic skills.

**Interviewer:** can you show examples?

**Interviewee:** oh, for example, explaining, eliciting, class management, time management, teaching methods so as to meet the aims and objectives of the lessons and make students understand the lessons. We also had to be flexible in any case.

**Interviewer:** that's about teaching skills, how about knowledge? Do you think that your knowledge is improved?

**Interviewee:** not really, as you know, tutees here were kind of at lower- level, less able than us, of course. Thus, we did not aim at providing new knowledge too much. As a matter of fact, we exploited more our knowledge which we had learned already, not enrich it more. Our knowledge was hardly improved. Another reason was because of the aim of the program. Because it was tutoring program, so we played the role of tutors, not really teachers.

**Interviewer:** well, as you said, it seems that you almost developed your teaching skills when you were given autonomy on teaching, right?



**Interviewee:** yes, teaching skills, not knowledge

**Interviewer:** thank you. I have another question for you regarding feedback or review of teaching. Did you usually self-evaluate your teaching?

**Interviewee:** yes, after each tutorial. We wrote a report as self-evaluation and sent it to supervisors. Despite reports we sent to supervisors after each tutorial, it did not work much. There were two reasons: objective one and subjective one. Regarding objective motive, supervisors did not return or give feedbacks on the reports so that we could draw more lessons. As for subjective motive, we did this task as a kind of formalism

**Interviewer:** why do you say that? Did you have a kind of self-observation?

**Interviewee:** no, we did not have, just peer-observation, peer-feedback and supervisor feedback. And for my own case, sometimes my peers/ classmates did not observe seriously, so they could not follow or understand what I meant. Their comments were quite redundant, not correct. Supervisor feedback was very useful, helpful since they were experienced, knowledgeable.

**Interviewer:** of course, I do think so. Oh, besides these, did you have tutee feedback? Or did you do small research on your teaching?

**Interviewee:** no, I did not ever think of this idea. Because our teaching was small-scaled, teaching times was not much. We just had tutees feedback on the whole program, not after each tutorial. So, we could not receive exact comments on each tutor or each lesson to improve.

**Interviewer:** oh, yes, and you think that tutee feedback is important, necessary, or can you give a suggestion for later tutoring project?

**Interviewee:** yes, to my mind, I highly appreciate student feedback. I think we should have that way of evaluation after each tutorial or after 2/3 tutorials. Also, we should have self-observation as criteria, even video-taping if possible.

**Interviewer:** thank you for your recommendations. The last point I want to clarify belongs to the relationship between learner autonomy and teacher autonomy?

**Interviewee:** to be honest, I do not totally understand these terms, so I cannot figure out the clear relationship between them. I just wonder teacher autonomy affects learner autonomy, in terms of motivation. In fact, we followed learner-centered approach, and I think teachers should spare many chances for learners.

**Interviewer:** yes, good idea. And in your teaching, did you stress your students on the autonomy in their learning process?

**Interviewee:** no, I did not, I just assigned tasks for them, let them practice freely and quite automatically. Therefore, I think we both tutors and tutees should be taught learner autonomy and teacher autonomy carefully at school. That's all.

**Interviewer:** thank you very much for your cooperation and sharing with me. Best wishes to you and your family, especially good luck with the thesis as well as your future career. Goodbye.

**Interviewee:** thank you. Goodbye.

## **APPENDIX 15**

### **A sample of tutee interview transcription**

**Interviewer:** Good morning. As I made an appointment with you, asking for your permission to interview today, 7<sup>th</sup>, April, 2011, I am very grateful for your cooperation. I hope that you can share with me more experience or thoughts on tutoring program related to the topic.

**Interviewee:** Yes, I will help you as best as I can do.

**Interviewer:** to begin with, I will remind you of my research topic, which explores “the effectiveness of student teacher autonomy in conducting a tutorial in tutoring program 2010

perceived by E1K41 students”. In other words, I want to do research on the effectiveness your student teacher autonomy or your tutors’ autonomy in tutoring program 2010. And the effectiveness is seen from your point of view. Are you clear about the topic?

**Interviewee:** yes, I got your point

**Interviewer:** can you tell me you have ever heard of learner autonomy and teacher autonomy?

**Interviewee:** uhm, yes, I did hear of learner autonomy but teacher autonomy not yet

**Interviewer:** can you specify why you know the concept of learner autonomy?

**Interviewee:** well, as I remember, I came across this concept when I studied on the internet about learner-centeredness. But I do not remember much.

**Interviewer:** ok, so from what you can remember, can you tell me how do you understand this term?

**Interviewee:** I just think that learner autonomy is the independence of learners in their learning. Learner should be active to control their learning process, self-study a lot. Teachers should follow learner-centered approach; give students chances to learn by themselves, to express their abilities.

**Interviewer:** interesting ideas. Well, in terms of teacher autonomy, you said that you haven’t yet heard of this term?

**Interviewee:** never

**Interviewer:** so, when you hear this term, what is your very first thought? Or from your viewpoint on learner autonomy, can you infer this concept?

**Interviewee:** in my own opinion, teacher autonomy is also the independence of teachers on teaching. They freely choose skills, content, materials, and activities on their own lessons and teach freely. ...

**Interviewer:** anything else? Can you give examples?

**Interviewee:** I hardly think of anything else. uhm... but, for example, my tutors were free to teach by themselves. They made lectures, explaining, asking, assigning tasks, checking, commenting and managing class or time.

**Interviewer:** ok, thank you for your sharing your understandings about teacher autonomy – a quite new term to you. I will tell you more about teacher autonomy. As you said, teacher

autonomy refers to the independence of teaching, freedom to teach, plan lessons, prepare for the lessons, design activities, choose materials, etc. Besides these characteristics, teacher autonomy also includes the capacity of control to knowledge and skills of teaching, the emphasis on learner autonomy to motivate students, and more research or learning to improve teaching effectiveness called professional development. So now, are you clearer?

**Interviewee:** yes, now I understand more.

**Interviewer:** ok, so, can you specify the experience to show your tutors' autonomy in tutoring program?

**Interviewee:** examples, ... as examples I gave earlier.

**Interviewer:** did your tutors follow learner-centeredness?

**Interviewee:** they did, they gave us many chances to practice, work by ourselves.

**Interviewer:** try to remember that when a tutor taught, were there anyone interfering? Like her peer or even supervisors?

**Interviewee:** no, no one

**Interviewer:** how about time management? For instance, when she taught overtime, did supervisors remind her? Or signaled her? Or even stopped her?

**Interviewee:** hardly because almost my tutors controlled their time quite well. Supervisors just sat and observed the whole lessons.

**Interviewer:** how about other peers? Did they show interference?

**Interviewer:** no, they just helped when one had trouble. As far as I know, both supervisors and peers had a voice at the end of tutorials when they sat together and gave feedback.

**Interviewer:** oh, anyway, did you have a chance to raise your voice, giving comments to tutors?

**Interviewee:** we just gave comments with a survey questionnaire that end of the whole project. For each tutorial, no.

**Interviewer:** thank you, apparently, tutors were given major autonomy?

**Interviewee:** I think so.

**Interviewer:** ok, thank you. So, from these experiences of your tutors' autonomy, can you figure out the effectiveness towards you yourselves? Like, when tutors taught independently,

were their lessons interesting, motivating enough? Did they make you understand the lessons?

**Interviewee:** generally, the lessons were exciting. We quite understood the lessons.

**Interviewer:** is there any reason which limits this effectiveness?

**Interviewee:** I think it is hard to find out because our tutors changed a lot.

**Interviewer:** you mean tutors did not teach continuously. Each pair taught every 2/ 3 weeks?

**Interviewee:** yes, so we could not remember them a lot.

**Interviewer:** do you have any solutions/ suggestions to improve this situation?

**Interviewee:** I would like to work with just 2 or 3 tutors during the whole project. For example, tutor 1 will teach 3 weeks continuously, then tutor 2 and then tutor 3. And in each lesson, tutors should tell us the way of self-study.

**Interviewer:** do you mean that tutors should emphasize learner autonomy?

**Interviewee:** yes, I think so, so that we can raise our awareness, responsibility for our learning process.

**Interviewer:** thank you very much. Last question for you is that do you think there is relationship between learner autonomy and teacher autonomy?

**Interviewee:** ... well I have no idea. ...

**Interviewer:** ok, it does not matter. Thank you a lot for your cooperation. Best wishes to you.

**Interviewee:** thank you.

## GLOSSARY

**Novice teacher:** (n) an inexperienced teacher who is still a student, a trainee teacher or in the first year of teaching

**Professional development:** (n) refers to skills and knowledge attained for both personal development and career advancement,

encompasses all types of facilitated learning opportunities