From Real World to Classroom: Navigating English Language Learning through Autonomy-Supportive Instruction and Out-of-Class Resources in Thai EFL Context

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ABSTRACT

Out-of-class resources offer a range of opportunities for language learning and teaching. However, teachers' integration of these resources into the Thai EFL context has received limited research attention. This mixed-methods study was conducted to explore how teachers incorporate out-of-class resources in their EFL classrooms, and conduct autonomy-supportive instruction in the Thai EFL context. The participants, English teachers based in Bangkok, Thailand, were purposively selected for the study. Data were collected through questionnaires, classroom observations, and in-depth interviews. The research findings indicate that teachers frequently and extensively rely on receptive-oriented resources, and foster a positive and supportive learning environment. However, the study highlights that teacher may need to actively teach learners how to employ learning strategies and evaluate out-of-class resources. It highlights putting more consideration into incorporating learners' perspectives into lessons, and encouraging reflection on the effectiveness of their own learning experiences to promote greater learner autonomy. The results obtained from classroom observations and interviews diverge from the findings of the questionnaire. This discrepancy leads to a pedagogical guideline highlighting the significance of incorporating learners' perspectives, promoting real-life application, developing self-directed learning skills and strategies, and adopting an active advisory role in learners' out-of-class language learning.

Keywords: autonomy support, autonomy-supportive instruction, out-of-class learning, out-of-class resources, language learning beyond the classroom

Introduction

"If we are truly effective teachers, then we are creating autonomous, independent, and self-directed learners."

-Robert John Meehan

The delivery of instruction to support learners' need for autonomy and foster positive relationships is depicted in autonomy-supportive instruction (Reeve, 2016). Autonomy-supportive teachers seek opportunities to incorporate learners' perspectives into lessons to nurture their basic psychological needs and maintain intrinsic motivation (Reeve, 2016; Reeve & Cheon, 2021). Autonomy-supportive instruction promotes learner autonomy by experiencing perceived choices, satisfying autonomy needs, and fostering greater involvement in learning (Alrabai, 2021; Reeve & Cheon, 2021).

The current proliferation of technology and digital advancements has resulted in an abundance of out-of-class resources at the current time. Learning opportunities outside the classroom offer a huge range of affordances, representing potential uses and possibilities that could support language learning and complement formal instruction (Reinders & Benson, 2017). However, each out-of-class resource has unique characteristics and qualities that offer different potentials for language learning and teaching (Huong & Hung, 2021; Lai et al., 2017; Richards, 2015; Sundqvist & Sylvén, 2016), as the advantages derived from a resource may vary, based on each learner's utilization and perception of its affordances. (Lai et al., 2017; Palfreyman, 2014). Additionally, not all available resources are conducive to language learning and teaching, as some may present constraints. Hence, teachers' pedagogical skills are essential for effectively incorporating out-of-class resources into lessons (Henry et al., 2018). Learners need to develop autonomy to effectively learn the language through the available resources, enabling them to seek learning opportunities, and exert control over their learning (Lai, 2018).

Learner autonomy involves the capacity to self-regulate and take charge of one's own learning, sharpened by social interactions. Teachers play a considerably vital role in fostering learner autonomy and facilitating learners to learn the language through the resources available, by raising their awareness of the learning opportunities, developing self-regulating skills, and strengthening their willingness to traverse the skills for learning across in-class to out-of-class contexts (Lai, 2018; Reinders & Benson, 2017). Additionally, previous studies have shown that the quality and quantity of autonomous engagement in out-of-class resources among learners are significantly influenced by teachers (Lai et al., 2017). Additionally, teachers' in-class autonomy-support increases learners' willingness to learn language from out-of-class resources (Lai et al., 2016). Therefore, integrating out-of-class resources into formal teaching is an important responsibility for teachers (Schurz & Sundqvist, 2022).

In the context of Thailand, learner autonomy is considered a desirable goal in national education. However, there are several problems with teachers' practical application of promoting autonomous learning in their classrooms, because of the lack of conceptual clarity and limited preparation and implementation time (Tayjasanant & Suraratdecha, 2016). Several studies in Thailand have examined learners' engagement with out-of-class resources and their impact on language proficiency, predominantly from the learners' perspectives. Yet, limited research exists on how teachers integrate out-of-class resources into their lessons to enhance autonomous learning in the Thai EFL context.

Although teachers' support significantly influences learners' autonomous use of resources outside the classroom (Lai et al., 2016; Lai et al., 2017), teachers tend to overestimate learners' proficiency in using such resources and technology for self-direct learning, while perceiving limited responsibility in facilitating such opportunity, despite being aware of its importance (Lai et al., 2016; Toffoli & Sockett, 2015). Research from Işık and Balçıkanlı (2020) investigated how EFL teachers at the tertiary level provide autonomy-support to facilitate learners in their out-of-class

language learning, utilizing the interview method; however, there are no pedagogical guidelines for how teachers should conduct autonomy-supportive instruction with the help of out-of-class resources, especially within the context of Asian EFL classrooms, where learners hold specific highly teacher-centered learning cultures, wherein an individual learner may struggle with initiating and controlling his or her own learning.

In contradistinction with prior investigations, this study investigates how teachers integrate out-of-class resources into their EFL lessons. It delves deeper into the techniques and strategies teachers in Thai EFL classrooms utilize to provide autonomy-supportive instruction with the help of out-of-class resources. Classroom observations and interviews were further employed with qualified teachers to gain insights into their practices. The study's findings will provide insights into teachers' awareness and integration of out-of-class resources in formal instruction, fostering learner autonomy, and promoting autonomous resource use of out-of-class resources through instruction. It aims to raise awareness about the crucial role of teachers in facilitating learners' autonomous learning. Additionally, the research aims to address the existing gap in the literature regarding autonomy-supportive instruction in the Thai EFL context. Therefore, the research questions to be answered are:

RQ1: How do teachers integrate out-of-class resources into Thai EFL classrooms?

RQ2: How do teachers conduct English autonomy-supportive instruction with out-of-class English resources in Thai EFL classrooms?

Literature Review

Autonomy-Supportive Instruction

Autonomy-supportive instruction refers to teaching practices that involve creating a learning environment, and the relationship between teacher and learners, that promote the learner's need for autonomy, by including an individual's perspective and providing opportunities for choices (Reeve, 2016; Reeve & Cheon, 2021). The concept of autonomy-support was developed from self-determination theory (SDT) (Ryan & Deci, 2017). According to SDT, human beings possess three phycological needs, including competence, autonomy, and relatedness, which are associated with their intrinsic motivation (Ryan & Deci, 2017). Autonomy-support is viewed as the motivating style that teachers incorporate during their instruction, ranging from a controlling style to an autonomy-supportive style.

Reeve (2016) described six intercorrelated instructional behaviors that teachers need to take into consideration when designing autonomy-supportive instruction. These must be carried out according to three critical moments:

Pre-Lesson: Planning and Preparing
1) Consider the viewpoint of learners.
Lesson begins: Encouraging learners to get involved in the learning activity
2) Vitalize inner motivational resources.
3) Provide clear explanations and reasons for requests.
In-lesson: Validating and solving problems found in the lessons
4) Acknowledge and validate learners' expressions of negative effects.
5) Rely on informative and non-pressuring language, and
6) Demonstrate patience.

Autonomy-supportive instruction was found to promote an engaging class, learner motivation, and sustainable learning in EFL classrooms (Phithakmethakun & Chinokul, 2020; Vibulphol, 2016), as well as learner creativity, classroom interest, and academic achievement (Ryan & Deci, 2017). In addition, a study by Phithakmethakun and Chinokul (2020) found that learners hold positive opinions toward such teachers' teaching practices, which aim to establish a learner-

centered environment where learners can develop and exercise their autonomy, perceive choices, and take responsibility for their learning (Alrabai, 2021), thus fostering learner autonomy.

Out-of-class Resources and Connection to English Language Teaching

The term "out-of-class resources", also recognized as "Extramural English" in Sundqvist and Sylvén (2016), refers to any English resources or activities that learners engage in during their leisure time, either with deliberate intention or no degree of deliberate intention, of learning English, in both offline and online platforms or settings. It is noted that learners' engagement with such resources happens without any teacher-led initiative.

Many scholars agree on the benefits of out-of-class resources, as they offer authentic discourses, digital literacy practice, and a communicative repertoire (Dincer, 2020; Huong & Hung, 2021; Lai et al., 2017; Richards, 2015; Sundqvist & Sylvén, 2016). Therefore, it is thought that such resources afford opportunities to improve language capacity and pragmatic competence (Richards, 2015). On the contrary, resources available outside the classroom offer a huge range of affordances, but which require further action. This implies the need for learners first to be aware of them, and then perform certain actions to learn successfully through them. Furthermore, it was found that, even though there may be several affordances available in their context, learners will perceive only some of them, and will also participate in only some of the perceived affordances (Chusanachoti, 2016a). This leads to a situation where teachers need to provide support regarding motivation, learning skills, prior knowledge, and other factors related to perceiving and taking advantage of the opportunities of the resources (Palfreyman, 2014).

There has been limited study emphasizing the incorporation of out-of-class resources as in-class instructional materials. Yet, the available results have shown that it can increase language awareness, and bridge the formal instruction of the classroom to learners' communicative lives outside the classroom (Thorne & Reinhardt, 2008). Nonetheless, one study revealed that teachers are indeed aware of the resources learners use outside the class. Still, they seem not to integrate them into their classroom (Toffoli & Sockett, 2015), because it requires significant language awareness and pedagogical skills on the part of the teachers to involve the resources in the lessons (Henry et al., 2018). Yet, teachers are becoming more aware of the significance of outside resources on their learners' lives, and how incorporating these resources can benefit language teaching (Schurz & Sundqvist, 2022; Sundqvist & Sylvén, 2016). Huong and Hung (2021) highlighted that, while EFL teacher training programs often emphasize digital literacy, the crucial aspect lies in the effective utilization of digital literacy skills to foster cognitive and linguistic development. However, research has so far not given much attention to the connection between learners' engagement in resources outside the classroom and in-class instruction.

Teachers' Roles in Fostering Learners' Autonomous Use of Resources outside the Classroom

Language learning outside the class is learning in the wild. There have been some efforts at describing teachers' roles in encouraging learners to learn language autonomously through resources outside the classroom. There are similarities found among the various studies (Huong & Hung, 2021; Işık & Balçıkanlı, 2020; Lai, 2018; Reinders, 2020; Reinders & Benson, 2017). Teachers are to raise learners' awareness of the opportunities afforded, develop their skills and strategies, develop their digital literacy to learn a language outside the classroom, and provide guidance through monitoring, advising, and guided activities. One distinction, found only by Lai (2018) and Reinders (2020), is that teachers tend to hold to the role of preparing learners for experiences in out-of-class language learning, but provide little support to increasing learners' willingness to exert self-directing skills in order to learn outside the classroom. Similarly, Işık and Balçıkanlı (2020) suggested that teachers need to offer effective support to motivate learners to learn, as well as resource support, so that learners can access the appropriate resources. It is also

noted that teachers are encouraged to promote reflectivity and collaboration, so that learners will develop self-regulation when working with out-of-class resources (Lai, 2018). However, in practice, little evidence has been collected as to exactly how teachers successfully promote the kind of instruction that supports learners to learn autonomously from resources outside the classroom.

Methodology

The present study employed an explanatory two-phase design of mixed methods to examine how teachers conduct autonomy-supportive instruction with out-of-class resources in EFL classrooms.

Participants and Context of the Study

The overall goal was to focus on English teachers in the EFL context. The context of the study was the schools in the central area of Bangkok, Thailand, that share similar aspects in having an abundant, resourceful environment. The specific context was purposively selected to control other confounding variables that may occur in the case of selecting schools from different contexts, and to ensure a consistent and manageable research setting.

All the participants in this study were English teachers who were currently teaching at upper-secondary levels in schools in Bangkok, Thailand, during the time of the study. All of them participated in this study on a voluntary basis, and they were informed regarding filling out the consent form, confidentiality protection, and the purposes of the present study. The participants of this study were divided into two phases.

Seventy-five participants in Phase 1 were purposively selected, based on criteria such as teaching upper-secondary English, having at least one year of experience in a Thai school context, holding an English language teaching degree or certificate, and working in schools with full Internet access.

Four participants were purposively selected for Phase 2 based on high scores (80th percentile) on the questionnaire, willingness to grant permission for classroom observations, and data collection in compliance with human research ethics. Background information and the pseudonyms used by the participants in Phase 2 are presented in Table 1 below.

Table 1

Demographic Information of the Participants in Phase 2

Name	Nationality	Gender	Years of Experience
A	American	Male	10
B	British	Male	9
C	Thai	Female	4
D	Thai	Female	3

The context and participant criteria enabled researchers to analyze how different teachers perceived and utilized learning opportunities available within their resources within a similar context to promote autonomous learning. This led to an in-depth investigation, and the development of a pedagogical guideline.

Research Instruments and Data Collection

Questionnaire

The questionnaire that was implemented served two purposes: 1) to explore teachers' use of out-of-class resources in their classrooms (RQ1) and their autonomy-supportiveness with out-of-class resources (RQ2), and 2) to select participants for the observation and in-depth interview of Phase 2.

The questionnaire was divided into three parts. The first part collected demographic information. The second part assessed the frequency and time spent using out-of-class resources in EFL lessons, as measured on a 5-point scale, ranging from never to always, and a 4-point Likert scale, ranging from not at all to high, respectively. The third part of the questionnaire, adapted from Reeve (2016) and Lai (2018), focused on how teachers conduct autonomy-supportive instruction with out-of-class resources, using a 4-point Likert scale, ranging from never true to always true.

The questionnaire was developed and validated by three experts in the field, using the Item-Objective Congruence (IOC) Index, piloted with non-participants, and subsequently revised. The questionnaire was then purposively distributed to the schools that matched the context of the study.

Observation Field Notes

During Phase 2, non-participant observation was employed to capture in-depth data regarding teachers' behaviors, instructional materials, tasks, and teaching practices in the actual classroom. Observation field notes were taken to document these observations. Each participant in the Phase 2 classrooms was observed five times, to prolong engagement in the contextual setting.

In-depth Interview Questions

The in-depth interview was incorporated into the study in order to elicit in-depth data, and triangulate it with the questionnaire data and the classroom observations, so as to allow the researchers to include multiple perspectives when investigating the data, and drawing up the pedagogical guidelines. The in-depth interview was conducted using a semi-structured approach. Each participant was interviewed after each classroom observation, and the interviews were recorded. The researchers developed a set of prepared questions, as employed in Phase 2, adapted from Reeve (2016) and Lai (2018). The questions were asked to elicit and clarify the teaching practices observed during the class.

Data Analysis

Questionnaire

The data gathered from the questionnaire were quantitively analyzed using a descriptive statistic to determine both the mean score (M) and the standard deviation (SD) to outline the findings.

The questionnaire employed set value criteria to analyze responses based on an interval scale. Regarding the frequency of teachers' use of out-of-class resources, the rating scale was as follows: 'always' indicated 75%-100% of lessons in a course, 'often' indicated 50%-74% of lessons in a course, 'sometimes' indicated 25%-49%, 'rarely' indicated 1%-24%, and 'never' indicated 0% of lessons in a course.

Regarding the duration of time, a 4-point Likert scale was used: 'high' indicated 50%-100% of the lesson duration, 'average' indicated 25%-49%, 'low' indicated 1%-24%, and 'not at all' indicated 0% of the lesson duration.

Teachers' instructional behaviors when integrating out-of-class resources were evaluated using a 4-point Likert scale. The scale included the following ratings: always true, somewhat true, somewhat not true, and never true.

The mean scores obtained from the 5-point Likert scale were interpreted using interval calculation criteria that aim to minimize bias by ensuring a consistent and uniform difference between each interval (e.g., 0.79 and 0.80), shown below in Table 2.

Table 2

Interpretation Criteria for Mean Scores (5-Point Likert Scale)

Likert	Interval	Difference	Description
1	1.00-1.79	0.79	Never
2	1.80-2.59	0.79	Rarely
3	2.60-3.39	0.79	Sometimes
4	3.40-4.19	0.79	Often
5	4.20-5.00	0.80	Always

The mean scores derived from the 4-point Likert scale were interpreted based on interval calculation criteria, minimizing bias by maintaining a constant and uniform difference between each interval (e.g., 0.74 and 0.75), as presented in Table 3.

Table 3

Interpretation Criteria for Mean Scores (4-Point Likert Scale)

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

Observation Field Notes and Interviews

The collected qualitative data from the twenty observations and twenty in-depth interviews underwent a thorough review, transcription, and coding process conducted by the researchers. This involved coding and iterative stages of open, axial, and selective coding. This content analysis, using ATLAS.ti, enabled the identification of patterns and relationships among the codes, leading to the emergence of categories, such as 'teaching practices', 'classroom environment', 'out-of-class resources', 'learning activities', and 'assessment'. These categories facilitated the identification of subcategories, and the extraction of relevant quotations and concepts from the data, which enabled the researchers to group them into four aspects of instruction, including instructional plan, instructional implementation, learning environment, and learning assessment. These were then used to answer the research questions, and propose the pedagogical guidelines.

Findings and Discussion

The results of this study are organized in this section according to the research questions:

RQ: 1 How do teachers integrate out-of-class resources into EFL classrooms?

Table 4 below displays the data from the questionnaire, showing teachers' frequency of use and the amount of time teachers integrate out-of-class resources into their EFL formal lessons.

The most frequently employed resources include movies and videos ($M = 3.41$, $SD = 1.00$), songs and music videos ($M = 3.33$, $SD = 0.94$), and podcasts and audio content ($M = 3.10$, $SD = 0.90$). Conversely, emails ($M = 2.16$, $SD = 1.07$), online and printed newspapers ($M = 2.46$, $SD = 1.15$), and instant messaging ($M = 2.62$, $SD = 1.43$) were less frequently utilized.

Concerning time allocation, movies and videos ($M = 2.72$, $SD = 0.76$), songs and music videos ($M = 2.55$, $SD = 0.66$), and digital and physical books ($M = 2.52$, $SD = 0.84$) were the resources that received the most instructional time. In contrast, emails ($M = 1.79$, $SD = 0.74$), instant messaging ($M = 2.02$, $SD = 0.91$), and online and print newspapers ($M = 2.16$, $SD = 0.87$) were allotted the least amount of time.

Table 4

Frequency and Time Allocation of Teachers' Use of Out-of-Class Resources

Out-of-Class resources	Frequency of Use		Interpretation	Amount of Time		Interpretation
	M	*SD*		*M*	*SD*	
Movies and videos (e.g., streaming platforms, online videos, vlogs)	3.41	1.00	Often	2.72	0.76	Average
Songs and music videos (e.g., music streaming platforms)	3.33	0.94	Sometimes	2.55	0.66	Average
Podcasts and audio content (e.g., interviews, discussions, storytelling)	3.10	0.90	Sometimes	2.50	0.70	Average
Digital and physical books (e.g., short stories, novels, poetry)	3.09	1.12	Sometimes	2.52	0.84	Average
Games (e.g., video games, digital games, board games)	3.06	1.39	Sometimes	2.49	1.00	Low
Websites, blogs, online communities, and forums	2.96	1.15	Sometimes	2.29	0.82	Low
Social media platforms (e.g., Facebook, Instagram, Twitter)	2.84	1.27	Sometimes	2.25	0.89	Low
Digital and physical signage and displays (e.g., posters, product labels)	2.73	1.31	Sometimes	2.35	0.92	Low
Instant messaging	2.62	1.43	Sometimes	2.02	0.91	Low
Online and printed newspapers	2.46	1.15	Rarely	2.16	0.87	Low
Emails	2.16	1.07	Rarely	1.79	0.74	Low

(n = 75)

The findings show that teachers frequently integrate and spend significant time using receptive-oriented out-of-class resources in their classrooms. These findings align with previous studies (e.g., Chusanachoti, 2016a; Honarzad & Rassaei, 2019), indicating learners' preference for receptive-oriented resources over those requiring productive language output and interaction. This is in line with Lai (2018), which revealed that listening and vocabulary are aspects learners focus on improving, while engaging with out-of-class resources. From these results, it can be inferred that teachers aim to enhance in-class motivation and engagement by integrating resources that resonate with learners' lives and preferences. However, the findings display a noticeable mismatch between teachers' instruction and learners' extensive engagement with out-of-class resources. Prior

studies (e.g., Chusanachoti, 2016a; Dincer, 2020; Honarzad & Rassaei, 2019; Lai et al., 2017) have consistently highlighted various benefits learners gained from out-of-class resources. However, the study found limited integration of out-of-class resources into EFL classroom teaching practices. These results encourage teachers to raise awareness, reflect and explore effective strategies for incorporating out-of-class resources as in-class instructional materials or tasks in their EFL classrooms.

The findings with regard to the least frequent use and the least amount of time spent align with previous studies (e.g., Schurz & Sundqvist, 2022; Toffoli & Sockett, 2015). These studies suggested that some teachers seemed not to perceive the benefits of out-of-class resources in enhancing writing skills, formal language use, and acquisition of grammar. Consequently, they relied on conventional methods, without integrating out-of-class resources, resulting in infrequent use and limited time dedicated to them. Furthermore, the alignment of learners' preferences with teachers' focus solely on receptive-oriented resources can result in limited exposure and awareness of productive-oriented resources. Therefore, teachers need to seek ways to integrate productive-oriented resources into their classrooms (Honarzad & Rassaei, 2019), along with incorporating out-of-class receptive-oriented resources in a manner that requires language output from learners and promote face-to-face interaction. Two examples of teachers using productive-oriented tasks occurred in the observed classroom activities. Teacher C designed activities for learners to practice precise writing, by summarizing movie plots using Twitter, and Teacher B had learners practice writing a paragraph about different holiday destinations using the information on Google Travel.

Out-of-class resources offer advantages over conventional materials, by providing learners with more engaging and authentic input that is relevant to their lives (Richards, 2015). However, it is important to consider the limitations of out-of-class resources, including the lack of supervision, instant feedback, and personalization for learners (Fuad et al., 2019). Additionally, some are not produced for educational purposes. To address these limitations, Henry et al. (2018) emphasized the need for teachers to possess language awareness, pedagogical skills, and linguistic knowledge, as these qualities enable them to effectively incorporate out-of-class resources into their lessons, thereby transforming them into valuable in-class instructional materials that aid language teaching and learning, both cognitively and linguistically.

Incorporating a wide range of out-of-class resources into lessons is vital, since this will raise learners' language awareness of the learning opportunities available in their context (Chusanachoti, 2016a; Reinders, 2020; Sundqvist & Sylvén, 2016; Thorne & Reinhardt, 2008), since learners are likely to adopt the in-class resources used by their teachers. What's more, learners' perception of the value of opportunities afforded can be significantly influenced by the teachers' resource and technological support (Işık & Balçıkanlı, 2020; Lai et al., 2017). According to Teacher B, "*Once, by a certain time, learners have been exposed to many different types of resources, this will give them sufficient confidence to do a big assignment with my little support.*" Furthermore, Teacher A further highlighted the idea that *"learners will know which resource suits their own specific purposes"*. When learners become aware of the characteristics, strengths, and limitations of various out-of-class resources, it enables them to maximize their potential to learn the language.

Another aspect of variety involves designing multiple learning activities from a single out-of-class resource, despite its nature and characteristics, as doing so will expand learners' awareness of the opportunities provided by such resources. The findings have shown that Teacher D utilized songs to introduce adjective clauses, while Teacher C had learners create song playlists for different life situations. Teacher A used video as the requirement for learners to practice editing their videos. Teacher D asked learners to produce a sentence containing a participle clause from situations provided in the videos. This is in line with Henry et al. (2018), that emphasized motivational classroom activities that include using authentic materials, integrating digital technologies, and fostering learners' creativity.

RQ2: How do teachers conduct English autonomy-supportive instruction with out-of-class English resources in EFL classrooms?

Table 5, presented below, displays the findings of how teachers incorporate autonomy-supportive instruction with out-of-class resources in EFL classrooms.

It was found that the four most commonly implemented instructional behaviors were selecting out-of-class resources that motivate learners' curiosity to learn ($M = 3.56$, $SD = 0.58$), integrating out-of-class resources with the goal of engaging learners in the lessons and learning activities ($M = 3.52$, $SD = 0.58$), being aware of the strengths and limitations of each type of out-of-class resource ($M = 3.43$, $SD = 0.57$), and positively responding to learners' negative behaviors ($M = 3.23$, $SD = 0.73$).

In contrast, it appeared that teachers were less likely to implement five specific instructional behaviors, namely evaluating the effectiveness and constraints of out-of-class resources ($M = 2.35$, $SD = 0.88$), evaluating the effectiveness of their own learning ($M = 2.48$, $SD = 0.86$), considering learners' perspectives when selecting materials ($M = 2.68$, $SD = 0.72$), teaching learners how to select out-of-class resources ($M = 2.78$, $SD = 0.83$), and teaching learners to employ different strategies in various situations ($M = 2.80$, $SD = 0.78$)

Table 5

Teacher's Instructional Behaviors in Autonomy-Supportive Instruction with Out-of-Class Resources

Teacher's Instructional Behaviors	*M*	*SD*	Interpretation
I select out-of-class resources that motivate learners' curiosity to learn.	3.56	0.58	Always true
I aim to integrate out-of-class resources to engage learners in the lessons and learning activities.	3.52	0.58	Always true
I am aware of the strengths and limitations of each type of out-of-class resource.	3.43	0.57	Always true
I positively respond to learners' negative behaviors while learning English through out-of-class resources to adjust the instruction.	3.23	0.73	Somewhat true
I teach learners to employ learning strategies in various types of out-of-class resources.	2.80	0.78	Somewhat true
I teach learners how to select the types of out-of-class resources that serve their specific learning purposes.	2.78	0.83	Somewhat true
I consider learners' perspectives when selecting out-of-class resources in the lessons as materials.	2.68	0.72	Somewhat true
I teach learners to evaluate the effectiveness of their own learning from out-of-class resources.	2.48	0.86	Somewhat not true
I teach learners to evaluate the effectiveness and constraints of out-of-class resources.	2.35	0.88	Somewhat not true

(n = 75)

These most common instructional behaviors display the teachers' positive perception of the emerging trends of using out-of-class resources in classroom-based teaching in the Thai EFL context, which corresponds to the previous studies by Henry et al. (2018) and Schurz and Sundqvist (2022). Additionally, the results of this study show that teachers in the Thai EFL context are aware of the strengths and limitations of the resources available. Integrating out-of-class resources into lessons, and being aware of what resources afford, hold out the promise of incorporating autonomy-supportive instruction that involves out-of-class resources into the Thai EFL context, if teachers receive a practical guideline that enables them to put theory into practice.

Integrating out-of-class resources into lessons does not guarantee learners will be able to learn the language autonomously outside the classroom, as previous research reveals that learners often expect teachers to guide them in using these resources (Lai et al., 2016). Teachers may overestimate learners' proficiency in utilizing resources and technology (Lai et al., 2016; Toffoli &

Sockett, 2015). Even in an observed class and interview of Teacher B, the findings align with previous studies, indicating that teachers sometimes introduce resources to learners, and expect them to perform tasks, assuming that *"they are already tech-savvy"* (Teacher B). However, it is crucial to provide explicit instruction on how to use out-of-class resources and digital tools as part of language learning. Teachers' instruction should emphasize how to manipulate and apply digital literacy skills, rather than teach learners solely to acquire digital literacy (Huong & Hung, 2021). Digital literacy can help learners to mediate and interact, effectively and with autonomy, with both the resources available and their teachers. Pedagogical support helps learners to perceive the available resources as "transparent affordances", which is to say, noticeable and understandable (Chusanachoti, 2009).

Providing a positive environment that fosters a need for autonomy is another important aspect of autonomy-supportive instruction. The results show that teachers in the Thai EFL context maintain positive responses in the face of learners' negative behaviors while learning language through out-of-class resources. The findings from both the observations and the interviews show, as Teacher A stated, *"Learners make many mistakes, but they are encouraged to use English."* Teacher D recognized that learners have varying abilities, noting that *"some learners can work independently, while others may lack confidence and have difficulties."* Moreover, Teacher C motivated timid learners during presentations by asking questions to encourage their participation. Addressing the use of the native language, she emphasized the importance of English practice, stating, *"Do not be afraid to speak English. I want you to practice. If you speak only Thai, that is not the point of this presentation."* Overall, the participants were highly responsive, actively observant, and guided their learners through the activities, in order to foster a safe and confidence-building environment for participation and sharing.

By employing autonomy-supportive discourse and practices, teachers can help turn learners' negative emotions into the motivation to learn, and create the conditions for an internalization process to occur (Işık & Balçıkanlı, 2020; Reeve & Cheon, 2021). They can increase engagement, decrease anxiety, and foster learner autonomy to start engaging in activities that feel relevant to the learners (Jang et al., 2016; Vibulphol, 2016). Chusanachoti (2016) pointed out that the anonymity inherent in many out-of-class resources could reduce language learners' anxiety about making mistakes, as they feel less exposed and judged. This creates a more relaxed learning environment that encourages learners to take more risks, and experiment with the language, leading to increased confidence and language enhancement.

The less-implemented teaching practices present the gap in incorporating autonomy-supportive instruction, which recommends teachers consider learners' perspectives while preparing the lessons and activities. Furthermore, the findings reveal that teachers seemed not to teach how to evaluate the benefits and constraints of an out-of-class resource; however, many previous studies (e.g., Işık & Balçıkanlı, 2020; Lai et al., 2016; Lai et al., 2017) suggest that it is the teacher's role to introduce appropriate resources. Teachers must also support developing learners' skills and strategies in selecting and autonomously using out-of-class resources that match their purposes (Lai, 2018; Reinders, 2020).

Taking learners' perspectives is an aspect that needs to be developed in teachers in the EFL Thai context, as it will enable teachers to anticipate problems, address issues, and integrate out-of-class resources in line with learners' language proficiency and skills. Therefore, autonomy-supportive teachers are called upon to put effort into getting to know their learners' perspectives, by employing various methods. Jang et al. (2016) and Reeve (2016) suggest that teachers' greater perspective-taking promotes an environment within the classroom where learners are driven by their motivation, since the teacher provides autonomy-support by building activities around their motivational resources. Learners' capability to use the artifacts, and their accessibility, are issues that teachers should pay attention to, as they seek to include their viewpoints. As shown in an interview of Teacher C, she believes that it is essential to spend time exploring unfamiliar resources to ensure learners can utilize them effectively. This aligns with Chusanachoti (2009), as well as the work of Lai and Gu (2011), who highlighted the importance of usability and accessibility, as well

as the learners' proficiency in using the resources, as factors that affect learners' involvement with out-of-class resources. Therefore, integrating out-of-class resources, combined with teachers' awareness of learners' viewpoints, can result in meaningful learning experiences and high levels of engagement (Ryan & Deci, 2017). However, teachers in real practice should prioritize learners' needs over their own preferences, and include resources, such as sharing economy networks and discussion forums, that may not initially interest learners, but which, as Teacher C said, *"they need to know how to use them, because these applications are going to benefit them in the future, such as Uber, Airbnb, TripAdvisor, and Grab."*

The questionnaire responses indicated that teachers need either to emphasize evaluating the effectiveness and constraints of an out-of-class resource, or instruct learners on selecting a resource that aligns with their specific learning goals. However, the observations and interviews conducted during Phase 2 revealed that all participants actively promoted this aspect, by encouraging collaboration through activities and tasks. According to the findings in Phase 2, Teacher A implemented techniques such as goal setting, planning, and progress monitoring during assignments, using consultations and mini-presentations. Similarly, Teacher C provided situations for learners to analyze out-of-class resources, emphasizing shared goals in guided in-class activities, before independent task performance. At the same time, Teacher B assigned self-directed learners as team captains, since *"learners need somebody to be the director who needs to delegate tasks and track their peers' progress."* This saved class time and increased learners' motivation to work and practice with their peers. These findings align with Lai (2018), who proposed that promoting collaboration would facilitate learners to move from in-class, gradually shared learning goals, to out-of-class self-regulation, since collaboration increases their willingness to engage in tasks, as well as to seek help from their friends, and gives them a feeling of the sense of belonging and mutual respect.

It was also found that teachers do not provide opportunities for learners to reflect on their own learning. Conversely, promoting reflection has become an important aspect of fostering learner autonomy, and facilitating learners to learn the language successfully outside the classroom (Lai, 2018; Reinders & Benson, 2017), because it allows learners to become involved in their own learning. In the observations, it was found that Teacher A incorporated retrospection and guided reflection questions, such as *"What would you do differently, if you would redo the project?"* and *"What advice would you give to others doing this activity?"* In the same way, Teacher B provided a set of checklists to keep learners on the right track, while participating in activities that facilitated the achievement of such goals.

Implementing self-assessments, peer assessments, and portfolio assessments was also found to be an effective technique that caused learners to monitor their progress, and take ownership of their learning. This was observed in Teacher A's and Teacher C's lessons. These documented assessment techniques enabled the learners to practice monitoring themselves, while simultaneously taking charge of their own learning. This aligns with the concept of 'assessment as learning', and fosters autonomy (Burner, 2022; Mynard & Kato, 2022; Reinders & Bailey, 2020). However, all the participants in Phase 2 mentioned that the time-consuming and test-driven curriculum limits their ability to integrate out-of-class resources, and constrains the use of reflection to only certain additional courses, not the required course. Nevertheless, increasing reflection on one's own learning in classroom-based teaching can enhance learners' metacognition and fluency, in autonomous learning from resources outside the classroom (Lai, 2018).

The questionnaire findings highlight a gap between teachers' promotion of teaching and learning strategies and the limited opportunities learners have to utilize those strategies with various out-of-class resources and technologies, as engaging with language learning through out-of-class resources can sometimes be intimidating for learners. On the contrary, Lai et al. (2016) suggested that learners expected teachers to advise them on effective learning strategies and reliable out-of-class resources. Through explicit modeling in various contexts, teachers can effectively enhance the utilization of certain strategies, leading to learners effectively transferring the strategies to language learning through out-of-class resources (Işık & Balçıkanlı, 2020; Lai et al., 2016; Reinders, 2020). The findings also show agreement with Işık and Balçıkanlı (2020); Lai

(2018); Reinders and Benson (2017); Sundqvist and Sylvén (2016), all of whom mentioned that the other effective method for supporting language learning outside the classroom is through advising, and this affects the ways learners interact with the resources. Nevertheless, the findings in the Phase 2 observations and interviews confirm the alignment with these previous studies. It was found, for example, that teachers should create situations, and allocate time for, learners to take control. As Teacher A stated, *"Learners must find a way to get to the result after I give them only principles."* Additionally, the findings in this study found that all the participants perform active advisory roles, in providing in-class guidance, and by encouraging learners to seek opportunities to learn outside the classroom by providing assignments. All of the participants also suggested recommending effective resources, offering effective strategies to address challenges, and providing positive feedback and encouragement to their learners who sought guidance on their in-class projects and their out-of-class language experiences. For example, Teacher D mentioned, *"They would capture pictures of English songs, captions from social media sites and English artifacts that they come across in their daily lives and check their comprehension with me when we meet outside the classroom."* These practices highlight the importance of teacher support and guidance in facilitating learners' language development, and bridging the gap between classroom learning and real-world language use.

Pedagogical Implications

Because the observations and interviews that were conducted with the four qualified teachers had addressed many of the gaps that were identified in the questionnaire findings, the study was able to derive pedagogical implications for English autonomy-supportive instruction with out-of-class resources in EFL classrooms, and to shed some light on autonomous-learning-facilitated out-of-class resources in the Thai EFL context. The implications are based on the qualitative analysis of the observations and interviews, and revolve around four key aspects:

Instructional Plan

Teachers must familiarize themselves with learners' backgrounds, interests, and experiences with out-of-class resources. They can do this by using questions, polls, or surveys, at the course's outset. Based on the gathered information, teachers can set learning outcomes that reflect the learners' lives.

Teachers should select out-of-class resources for instructional materials with learners' perspectives in mind, engaging them with resources that may not initially interest them, but which will offer future benefits, such as Google Travel, Pinterest, and TripAdvisor, while ensuring accessibility and capability for effective use.

Instructional Implementation

Teachers should introduce various out-of-class resources to expand learners' repertoire and awareness. Teachers should also use a single out-of-class resource to create a wide range of learning opportunities, regardless of the nature or characteristics of the chosen resource.

Teachers should explicitly demonstrate steps and strategies for learning language from out-of-class resources, teach learners various learning strategies for self-regulation, and create opportunities for learners to practice employing these strategies in different contexts.

Teachers should encourage learners to control their learning, by providing opportunities for independent exploration and collaboration.

Learning Environment

Teachers should exhibit flexibility and patience when handling learners' challenges, and managing negative behaviors. They should proactively move around the classroom to facilitate learner progress, and resolve any challenges that may arise.

Teachers should promote collaboration among learners through activities that involve peer learning and shared responsibilities. This enhances skills, confidence, and willingness to work together.

Teachers should encourage learners to seek ways to learn the language from resources outside the classroom, and provide guidance regarding effective strategies and reliable resources, along with providing encouragement to maintain their motivation.

Learning Assessment

Teachers should incorporate a wide range of assessment methods that promote reflection and metacognition, such as asking retrospective questions and mini-presentations. Self-assessment, peer assessment, and portfolios can also be used to encourage learners to monitor their own learning progress, language development, and autonomy.

Conclusion, Limitations, and Recommendations

This study investigates how teachers integrate out-of-class resources and conduct autonomy-supportive instruction with out-of-class resources in Thai EFL classrooms. The findings reveal that teachers frequently and extensively incorporate receptive-oriented resources into their EFL lessons. Teachers aim to motivate learners, and demonstrate the ability to analyze resource strengths and weaknesses before integration. They also foster positive learning environments by addressing negative behaviors. However, teachers may overlook learners' perspectives, fail to provide opportunities for strategy implementation through out-of-class resources, and neglect promoting reflection on learning effectiveness. However, the findings from the classroom observations and interviews reveal a significant mismatch with the questionnaire findings, and suggest pedagogical guidelines for autonomy-supportive instruction with out-of-class resources. It has been found that autonomy-supportive teachers include learners' perspectives while designing the lesson, promote real-life application through various activities with out-of-class resources, explicitly develop skills and strategies for learners to self-direct, and take an active advisory role with their learners.

The present study has various limitations, as the participants of this study may only be expected to be representative of some teachers in EFL contexts. The proposed guideline would not only be applicable to all learning contexts, but would represent an initial entry into this area of research. Therefore, future studies are recommended, which would recruit many more research participants. Extending the duration of the observation stage would also provide more insightful perspectives on conducting autonomy-supportive instruction with out-of-class resources. Additionally, quasi-experimental studies on how teachers can provide in-class instruction using out-of-class resources that promote autonomous use of the resources outside the class are also recommended.

Acknowledgments

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