

TABLE OF CONTENTS

List of Tables.....	vi
Chapter One: Introduction	
1.1 General overview	1
1.2 Background to the study.....	2
1.2.1 Grammar-translation method.....	2
1.2.2 New approaches of English lessons in senior high school	2
1.2.3 Personal reflections on my teaching career	3
1.3 Purpose of the Study	4
Chapter Two: Conceptual Frameworks	
2.1 Introduction	5
2.2 Teacher adaptability	5
2.2.1 What is action research?.....	6
2.2.2 Why is action research necessary?.....	6
2.2.3 Procedures of action research	6
2.2.4 Summary.....	8
2.3 Input-intake mechanism	9
2.3.1 Input hypothesis and natural approach.....	9
2.3.2 Modification of Krashen s model	10
2.3.2.1 Interaction hypothesis.....	10
2.3.2.2 Output hypothesis.....	10
2.3.2.3 Noticing hypothesis	11
2.3.3 Experimental studies on each hypothesis	11
2.3.4 Input-intake model in this thesis	12
2.3.5 Summary.....	13
2.4 Learner autonomy	13
2.4.1 What is learner autonomy?	13
2.4.2 Why is learner autonomy important?.....	14
2.4.3 How can learner autonomy be fostered?	14
2.4.3.1 Learner autonomy from learners viewpoint.....	14
2.4.3.2 Learner autonomy from classroom viewpoint	15
2.4.3.3 Learner autonomy from teachers viewpoint	16
2.4.3.4 Learner autonomy model in this thesis.....	17
2.4.4 Summary.....	17
2.5 Conclusion.....	18
Chapter Three: Methodology	
3.1 Introduction	20
3.2 Preliminary investigations.....	20
3.2.1 Preliminary investigation A: Benesse Study Support (BSS).....	20
3.2.2 Preliminary investigation B: Student Impression of Teacher Style (SITS)	20
3.3 Hypothesis	21
3.4 Plan of intervention.....	21

3.4.1	Quantitative research	21
3.4.1.1	Pre-treatment:	
	Study Problems 20 - Pre (Pre-SP20)	21
3.4.1.2	Midway check:	
	Revised SITS	22
3.4.1.3	Post-treatment:	
	Study Problems 20 - Post (Post-SP20)	22
3.4.1.4	Factor analysis	22
3.4.2	Qualitative research	22
3.4.2.1	Videotaped sessions	22
3.4.2.2	Reflective journal sessions	23
3.4.2.3	Class observation by a colleague	23
 Chapter Four: Results		
4.1	Results of preliminary investigations	24
4.1.1	Results of BSS	24
4.1.2	Results of SIT	24
4.1.2.1	Necessity	25
4.1.2.2	Difficulty	26
4.1.2.3	Interest	26
4.2	Results of quantitative research	27
4.2.1	Results of Pre-SP20 (pre-treatment)	27
4.2.2	Results of Revised SITS (midway check)	29
4.2.3	Results of Post-SP20 (post-treatment)	29
4.2.4	Result of factor analysis	29
4.2.4.1	First factor: Motivation and Self-directedness	31
4.2.4.2	Second factor: General Study Habit	31
4.2.4.3	Third factor: Specific Study Habit	31
4.2.4.4	Residual items	32
4.2.4.5	Reliability of the scales	32
4.2.4.6	Comparison of the result between April and July	33
4.2.4.7	Gender difference of the result between April and July	34
4.3	Results of qualitative research	35
4.3.1	Videotaped sessions	35
4.3.2	Reflective journal entries	35
4.3.3	Class observation by a colleague	36
 Chapter Five: Discussion and Conclusions		
5.1	Introduction	37
5.2	Quantitative research	37
5.2.1	BSS	37
5.2.2	SITS, Revised SITS	38
5.2.2.1	Necessity	38
5.2.2.2	Difficulty	39
5.2.2.3	Interest	40
5.2.3	Pre- and Post-SP20	40
5.2.3.1	Pre-SP20	41
5.2.3.2	Post-SP20	41

5.2.3.3	Factor analysis.....	42
5.3	Qualitative research	42
5.3.1	Videotaped sessions	43
5.3.2	Reflective journal entries.....	44
5.3.3	Class observation by a colleague	44
5.4	Limitations of the study	45
5.5	Suggestions for future research	46
5.6	Summary	46
Appendices.....		48
References.....		76

LIST OF TABLES

Table 1. Average scores of the items in SIT.....	25
Table 2. Average scores of the items in Pre- and Post-SP20	28
Table 3. Result of the factor analysis	30
Table 4. Cronbach s Coefficient Alpha	33
Table 5. Averages and SDs of Motivation and Self-directedness , General Study Habit and Specific Study Habit	34