



**UNIVERSITI PUTRA MALAYSIA**

***RELATIONSHIPS BETWEEN MALAYSIAN ESL LEARNERS'  
MOTIVATION, ENGAGEMENT, LEARNING STYLES, AUTONOMY  
READINESS, AND TEACHERS' INSTRUCTIONAL BEHAVIORS AND  
LANGUAGE LEARNING AUTONOMY***

**MARYAM FOROUTAN**

**FPP 2013 45**



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**By**

**MARYAM FOROUTAN**

**Thesis submitted to the School of Graduate Studies, Universiti Putra  
Malaysia in the Fulfilment of the Requirement for Doctor of Philosophy**

**March 2013**

In the name of God, the Most Gracious, the Dispenser of Grace,  
I dedicate this work to my dear beloved parents and Farhad, my love,

Thank you in believing in me



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You cannot teach a man anything.  
You can only help him find it within himself.

Galileo Galilei



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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement of the degree of Doctor of Philosophy

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By

**MARYAM FOROUTAN**

**March 2013**

**Chairman: Nooreen Noordin, PhD**

**Faculty: Educational Studies**

The purpose of this research was to investigate if significant relationships existed among language learning autonomy readiness, perceived teacher's instructional behavior, language learning motivation, engagement, learning styles (independent variables) and language learning autonomy (dependent variable).

Three hundred and sixty lower form-6 students were randomly selected from secondary schools in Selangor, Malaysia where they were asked to fill in the corresponding questionnaires. Descriptive statistics and Pearson product-moment correlation procedures were applied to answer the questions concerning the extent of each variable as well as the relationship between students' language

learning autonomy extent and each independent variable in the study. In addition, stepwise regression procedures were applied to explore the highest to the least contribution of the independent variables toward the dependent variable. Along with quantitative procedures, qualitative data through interview and observation assisted the researcher to support the quantitative findings.

The findings of descriptive data through both quantitative and qualitative data disclosed that the participants possessed moderately low autonomy extent, but moderately high autonomy readiness. Perceived teachers' instructional behavior data indicated moderately autonomy-supportive behavior. However, observation demonstrated teachers' moderately controlling behavior. The data collected from engagement and motivation surveys each showed moderate and high levels respectively.

The relationship between autonomy extent and each independent variable of the study showed considerable findings. The relationship between autonomy extent and autonomy readiness revealed a low, but positive relationship. The relationship between autonomy extent with perceived teacher's instructional behavior and engagement both showed moderate and positive direction. Unexpectedly, the findings revealed that autonomy extent and overall motivation had no significant relationship. Examining the relationship between each motivation categories and autonomy, the results showed that both intrinsic and identified regulation had low, but positive relationship, external regulation had no relationship, and introjected regulation had negative but negligible relationship. Apart from that, the relationship between autonomy extent and the

total score of learning styles showed low, but positive direction. Findings also revealed that all learning styles, but individual and group, and language learning autonomy extent had positive relationships. The regression analysis displayed that the highest to the least contribution to autonomy extent (dependent variable) belonged to perceived teachers' instructional behavior, course engagement, autonomy readiness and learning styles.

The results of this study suggest the importance of promoting autonomy among secondary school students in Malaysia. Despite the fact that Malaysian students possess low autonomy extent and are mostly auditory and visual learners; culturally and individually these students have the essential readiness to accept responsibility for their own learning. Moreover, the English teacher has the pivotal role to play in providing the conditions for promoting autonomous learning in order to enhance motivation and engagement in students' language learning.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**AUTONOMI PEMBELAJARAN BAHASA DALEM KALANGAN  
PELAJAR BAHASA INGGERIS SEBAGAI BAHASA KEDUA DI  
MALAYSIA, DAN KORELASINYA DENGAN BEBERAPA  
PEMBOLEHUBAH TERPILIH**

Oleh

**MARYAM FOROUTAN**

**March 2013**

**Pengerusi: Nooreen Noordin, PhD**

**Fakulti: Pengajian Pendidikan**

Kajian ini bertujuan untuk meneroka perhubungan di antara tahap autonomi pembelajaran bahasa dan beberapa pembolehubah terpilih iaitu, termasuk: kesediaan autonomi terhadap pembelajaran bahasa, persepsi tingkahlaku terhadap pengajaran guru, motivasi pembelajaran bahasa dan penglibatan dalam kursus. Seramai tiga ratus enam puluh pelajar Tingkatan 6 Rendah telah dipilih secara rawak dari sekolah-sekolah menengah di Selangor, Malaysia di mana mereka diminta mengisi borang berkaitan soal-selidik. Statistik deskriptif dan prosedur perhubungan produk-masa Pearson telah digunakan untuk menjawab soalan-soalan berkenaan aras setiap pembolehubah, begitu juga dengan perhubungan di antara tahap autonomi pembelajaran bahasa pelajar dan setiap pembolehubah tidak bersandar dalam kajian ini. Tambahan pula, prosedur regresi



telah diaplikasikan langkah-demi-langkah untuk meneroka keupayaan setiap pembolehubah untuk memberi sumbangan tertinggi kepada sumbangan terendah kepada pembolehubah bersandar. Seiring dengan prosedur kuantitatif, data kualitatif, melalui temuramah dan pemerhatian, telah membantu pengkaji memberi sokongan kepada keputusan kuantitatif.

Keputusan data deskriptif melalui kedua-dua data kuantitatif dan kualitatif menunjukkan bahawa setiap peserta kajian mempunyai tahap autonomi pembelajaran yang sederhana rendah, sementara data yang terkumpul untuk kesediaan autonomi menunjukkan kesediaan autonomi yang sederhana tinggi. Data persepsi tingkahlaku terhadap pengajaran guru mempamerkan tingkahlaku sokongan kepada autonomi yang sederhana, walaubagaimanapun, walaupun keputusan pemerhatian yang diperolehi dari suasana dalam kelas menunjukkan tingkahlaku guru-guru Bahasa Inggeris yang agak terkawal. Data yang terkumpul dari tinjauan penglibatan dan motivasi, menunjukkan bahawa masing-masing mempunyai aras yang sederhana dan aras yang tinggi.

Keputusan perhubungan di antara tahap autonomi dan setiap pembolehubah tidak bersandar dalam kajian ini menunjukkan beberapa penemuan. Perkaitan di antara tahap autonomi dan kesediaan autonomi menampilkan perhubungan yang rendah tetapi positif. Perhubungan di antara tahap autonomi dengan persepsi terhadap tingkahlaku pengajaran guru dan penglibatan kedua-duanya menunjukkan halatuju yang sederhana tetapi positif. Perlu dinyatakan di sini bahawa perhubungan di antara tahap autonomi dan keseluruhan aras motivasi menunjukkan halatuju yang rendah dan negatif. Walaubagaimanapun, apabila

perhubungan di antara tahap autonomi dan setiap kategori motivasi dikaji, keputusan-keputusan yang diperolehi menunjukkan perhubungan yang rendah tetapi perhubungan positif di antara tahap autonomi dengan motivasi intrinsik (dalaman), garis peraturan yang telah dikenalpasti dan tiada perhubungan dengan peraturan ekstrinsik dan introjkted. Selain itu, perhubungan di antara tahap autonomi dan gaya pembelajaran menunjukkan halatuju yang rendah tetapi positif. Perhubungan di antara tahap autonomi dan setiap kategori gaya pembelajaran menunjukkan bahawa semua gaya pembelajaran mempunyai perhubungan positif dengan tahap autonomi, tetapi tidak ada sebarang perhubungan didapati untuk gaya pembelajaran individu dan berkumpulan. Analisis regresi menunjukkan bahawa sumbangan yang tertinggi kepada yang terendah kepada tahap autonomi (pembolehubah bersandar) tergolong dalam persepsi tingkahlaku pengajaran guru, penglibatan kursus, kesediaan autonomi dan gaya pembelajaran.

Berdasarkan Keputusan-keputusan, yang diperolehi, kajian ini menyarankan kepentingan memberi galakan autonomi di kalangan para pelajar sekolah menengah atas di Malaysia. Walaupun pelajar-pelajar Malaysia mempunyai tahap autonomi yang rendah dan kebanyakan pelajar adalah pelajar-pelajar auditori dan visual; dari sudut budaya dan dari aspek individu, para pelajar ini mempunyai kesediaan yang penting dalam memikul tanggungjawab ke atas pembelajaran mereka sendiri. Oleh itu, guru Bahasa Inggeris memainkan peranan yang sangat penting dalam menyediakan suasana atau persekitaran yang sesuai untuk menggalakkan pembelajaran berautonomi, untuk mempertingkatkan lagi motivasi dan penglibatan dalam pembelajaran bahasa pelajar.

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I owe my deepest gratitude to my dear family and friends for their unceasing patience and constant encouragement through these years of my PhD study. My thanks go to my beloved husband for his unceasing patience and constant encouragement; to my mother, Efat Moghadam who sacrificed everything to see this day come; to my father Mohammad Hassan Foroutan who is my love; my lovely sister, Leyla, who always brings happiness into my life. Moreover, I would like to express my appreciation to my dear friend, Robabeh Malekzadeh for her tremendous friendship and understanding at all times. To my deceased friend, Farzaneh Dadkhah, who was always besides me like a sister. I wish that she could have been with me to see my accomplishment.

In short, I wish to express my sincere appreciation to all people who contributed in steering my path towards success.

I certify that a Thesis Examination Committee has met on 26 March 2013 to conduct the final examination of (Maryam Foroutan) on her thesis entitled "relationship between Malaysian ESL learners' autonomy readiness, motivation, engagement, learning styles, teachers' instructional behaviors and language learning autonomy" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the (Doctor of Philosophy).

Members of the Thesis Examination Committee were as follow:

**Nur Surayyah Madhubala Abdullah, PhD**

Senior lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Ismi Arif bin Ismail, PhD**

Senior lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**Chan Swee Heng, PhD**

Professor. Dr.  
Faculty of Modern Languages and Communication  
Universiti Putra Malaysia  
(Internal Examiner)

**Kimberly Noels, PhD**

Professor. Dr.  
Department of Psychology  
University of Alberta  
(External Examiner)

**Prof. Seow Heng Fong**

Assoc. Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Nooreen Noordin, PhD**

Senior lecturer  
Educational studies  
Universiti Putra Malaysia  
(Chairman)

**Sahandri Gani Md. Hamzah**

Associate Professor  
Educational studies  
Universiti Putra Malaysia  
(Member)

**Roselan Baki**

Senior lecturer  
Educational studies  
Universiti Putra Malaysia  
(Member)

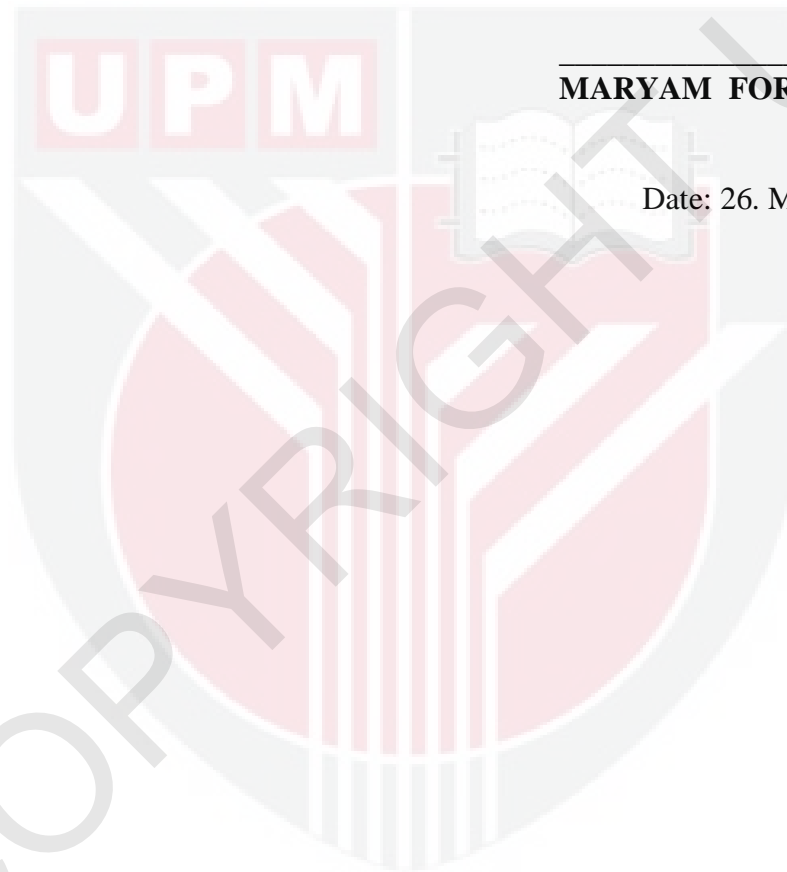
**BUJANG BIN KIM HUAT, PhD**

Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date: 2 AUGUST 2013

## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degrees at Universiti Putra Malaysia or at any other institution.



**MARYAM FOROUTAN**

Date: 26. March.2013

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