Investigating the Effects of a Guided- Autonomy Syllabus on Motivation from the Self Determination Theory Perspective

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Abstract
Motivation and autonomy in language learning are considered as the most fundamental and influential factors in second language learning. The study aimed at investigating the potential of a Guided Autonomy Syllabus to enhance motivation in the Iranian EFL context during a 3-month period. A revised and translated version of Academic Motivation Scale was distributed among students in the first and last session of the course in order to measure the change in students' motivational orientations after autonomous learning intervention. The results of Wilcoxon Signed Rank Test indicated that all constructs of Intrinsic Motivation (IM-to know, IM-toward accomplishment, and IM- to experience stimulation), and two constructs of Extrinsic Motivation (identified regulation and introjected regulation) increased significantly after the autonomy treatment. On the other hand, the third construct of EM which is external regulation and Amotivation which is total lack of motivation decreased after the intervention. Generally, the findings of the study emphasize the effectiveness of the Guided Autonomy Syllabus on Motivation enhancement. The results particularly demonstrated a remarkable increase in intrinsic motivation after the autonomous learning intervention. Since intrinsic motivation highly correlates with achievement and success, providing students with autonomous learning program seems to be necessary.
Keywords: Guided Autonomy; Intrinsic Motivation; Extrinsic Motivation; Self Determination Theory Perspective

Introduction

In recent years there have been a growing number of research studies which have focused on critical, reflective and autonomous learning since these kinds of learning raise awareness and decrease dependency upon teacher and have advantages both for society and individuals. Benson (2001, p. 290) notes, autonomy can be defined as "capacity to control one's own learning". He

also adds "Autonomy can also be described as a capacity to take charge of, or take responsibility for, or control over your own learning".

Fukuda, Sakata and Takeuchi (2011, p.71) point out the interdependency of autonomous learning and motivation by saying that, "At the heart of learner autonomy lays the concept of learner motivation". Scharle and Szabo (2000) believe that "motivation and responsibility can mutually reinforce each other" (p.8). In other words, motivated students, especially intrinsically motivated ones, can identify their own goals and take responsibility for their learning; on the other hand, self-sufficient and autonomous learners develop intrinsic motivation. Dornyei (2001, p.5) believes in Self Determination Theory (SDT) which was first proposed by Deci and Ryan (1995) as one of the most influential paradigms in motivational psychology. This theory makes a clear distinction between intrinsic and extrinsic motivation. As Niemic and Ryan (2009, p.137) note, "SDT specifies four distinct types of extrinsic motivation that vary in the degree to which they are experienced as autonomous and that are differentially associated with classroom practices."

The current study provided an opportunity to examine the impact of Guided Autonomy Syllabus (GAS) on students' motivational orientations. This research also attempted to shed light on the role of autonomous learning in increasing intrinsic motivation and decreasing amotivation. The results can take the teachers some steps forward in realizing how to foster reflective and independent learning among language learners according to their specific orientation. The following research questions were investigated in this study.

1. Is there a significant change in the intrinsic motivation scores before and after implementing Guided Autonomy Syllabus?
2. Which subcategory of intrinsic motivation is affected more? (IM- to know, IM- toward accomplishment, and IM- to experience stimulation)
3. Is there a significant change in extrinsic motivation scores from Time 1 (before intervention) to Time 2 (after intervention)?
4. Which subcategory of extrinsic motivation is affected more? (identified regulation, introjected regulation, or external regulation)
5. Is there any significant change in students' amotivation scores from Time 1 (before intervention) to Time 2 (after the intervention)?

Review of the Related Literature

The relationship between the twin constructs of autonomy and motivation (Ushidoa, 2011) has received considerable attention since 1990s. Numerous scholars have attempted to demonstrate that autonomous learning is inextricably bound up with motivation and they are closely interconnected and interdependent. Ushidoa (2007) notes that autonomy and motivation are two concepts that are highly interrelated and they are not separable. She adds "this mutual relationship between motivation or autonomy, or affect and meta-cognition, willingness and ability, will and skill, is very much reflected in the literature on autonomy and also self-regulated

learning" (p.223). The relationship between autonomy and motivation in language acquisition was also emphasized by Spratt, Humphreys, and Chan (2002) who argued that more motivated language learners are more eager to engage in autonomous learning activities outside of class (p.256). Broadly speaking, there is now a general consensus among researchers on the fact that both concepts reinforce and

enhance each other no matter which one comes first. In the following, the definitions of autonomy in language learning and motivation based on SDT will be addressed. Afterwards, the concept of GAS is emphasized and some related studies are reviewed.

Autonomy in second/ Foreign Language Learning

Little (1990) stresses that autonomy, "is not something that teachers do to learners; that is, it is not another teaching method" (p. 7). Broady and Kenning (1996) express a similar idea that "learner autonomy cannot be taught in the traditional sense, but can only be promoted" (p. 9). Oxford (1999) proposed a comprehensive definition of autonomy. She summarized her definition in "5A's". That is, "ability, attitude + action = autonomy → achievement". She argues that willingness and ability to perform a language task without assistance together with the conscious and intentional action can yield autonomy which leads to achievement or proficiency in language learning (p.111).

Wenden (1998, p.25) maintains that while there is agreement among practitioners about learner autonomy, there is some disagreement about how it should be done. He argues that there are three general assumption underlying autonomy training. The first assumption emphasizes that if the context in which learner can function independently is provided, learner autonomy will emerge. The second assumption deals with the skills and knowledge that a learner should learn, regardless of setting or teacher, to perform independently. The third point of view that Weldon emphasizes is that what students need is to learn how to learn in an explicit and systematic manner.

Operational Definitions of Intrinsic and Extrinsic Motivation based on SDT

Deci and Ryan's (1985) "Self Determination Theory" (SDT) is one of the most influential theories which accounts for motivational autonomy. It focuses on types of motivation rather than amount of motivation (Niemic & Ryan, 2009). This theory makes a clear distinction between intrinsic and extrinsic motivation and investigates that different kinds of motivation lie in a continuum from self-determined to non-determined (Ryan & Deci, cited in Conttia, 2007, p.6). First of all, intrinsic motivation falls into three categories: IM-to know, IM-toward accomplishment, and IM- to experience stimulation. Furthermore, extrinsic motivation has also

three subcategories which are identified regulation, introjected regulation, and external regulation. Lastly, at the other end of the continuum, there is amotivation which is completely non regulation and is total lack of motivation, as opposed to IM-to experience stimulation that is the most autonomous and self-determined type of motivation.

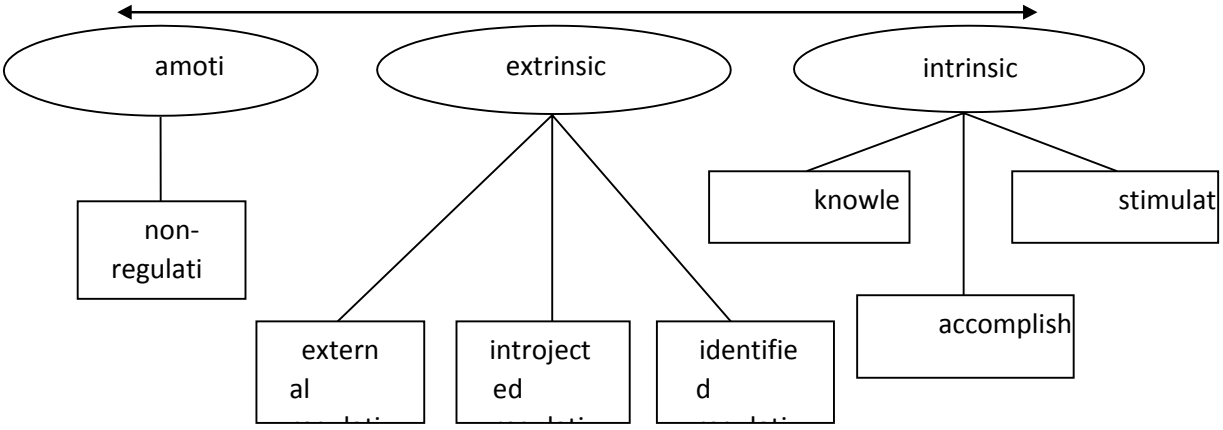

Figure 2.3. Orientation subtypes along the self-determination continuum (adapted from Ryan &Deci 2000, p.72)

To clarify each type of motivation in the taxonomy, some explanations are given as follows. Amotivation is a total lack of motivation. As Vallerand, Pelletier, Briere, Senecal, Vallieres, point out, "Individuals are amotivated when they do not perceive contingencies between outcomes and their own actions" (1992,p.1007). The least autonomous type of extrinsic motivation is "external regulation", in this type of motivation behaviors are done in order to achieve a reward or evade a punishment. For example, a student might study hard to obtain a good grade or avoid being ridiculed by other classmates, but this student might not seek additional information on that topic when the exam is finished (Niemic & Ryan, 2009.p.137). The second type of extrinsic motivation is "introjected regulation". In this type of motivation, regulation of the action has been partially internalized and as Deci & Ryan (2008) note introjected regulation " is energized by factors such as an approval of motive, avoidance of

shame, contingent self-esteem, and ego involvements" (p.182). In this kind of motivation people just intend to feel pride or avoid embarrassment. For example a student studies to build self-importance or to avoid being despised before others (Dornyie, 2001, p.47, Niemic & Ryan, 2009, p.138).

The third type of extrinsic motivation is "identified regulation", that is behaviors which are done because the activity is inherently valuable and important. For example students of medicine study their courses such as anatomy because doing so make them qualified in their job in the future (Niemic& Ryan, 2009, p.138).

The last type of extrinsic motivation, which is the most autonomous one compared to the previous ones, is "integrated regulation" which "involves choiceful behavior that is fully assimilated with the individuals other values, needs, and identity" (Dornyie, 2001, p.47). For example a student studies medicine because doing so enables him to enter a profession which is in line with his interest and leads him through a path to help people in need which is congruent with his values(Niemic& Ryan, 2008, p.138).

As against extrinsic motivation, intrinsic motivation refers to the fact of doing an activity for itself and without anticipation of reward the action is satisfactory (Deci & Ryan, cited in Vallerand et al., 1992, p.1004).

Vallerand et al (1992, pp.1005- 1006) elaborate on three types of IM,which are described briefly below.

Intrinsic motivation to know (IM-to know): It is the pleasure and satisfaction one experiences out of discovering, exploring, or understanding something new. When somebody is motivated to involve in an activity such as reading a book out of curiosity and for the sake of learning and

it is done for the intense pleasure that reading that book gives them, they present examples of individuals who are intrinsically motivated to know.

Intrinsic motivation toward accomplishment (IM-to accomplish things): As the name suggests, it can be described as involving in an activity for the sheer pleasure that is experienced in the path of completing a task or attaining a goal. For example, students who extend their work beyond what they are expected to do because of the satisfaction that doing the activity gives them are experiencing this type of motivation.

Intrinsic motivation to experience stimulation (IM- to experience stimulation): Among the various types of motivation in the continuum of self-determination, this type of motivation is the most autonomous one and correlates with success more than the other ones. Examples of individuals

participate in a class discussion because it gives them deep contentment, or students read a book for the pleasure as well as excitement that is stimulated by doing so display this type motivation.

Guided Autonomy Syllabus

GAS maintain what Little (2007, p.14) suggests that autonomy is “matter of learners doing thing, not on their own but for themselves”. GAS attempts to promote student autonomy and consciousness while decreasing student dependency on teacher independency through explicit teaching of learner autonomy skills such as “creating goals, creating and carrying out a

learning plan, and reflecting while considering psychological barriers, such as perfectionism or fear of mistakes" (Fuduka et al, 2011,p.72).

According to Lee (cited in Limuro & Berger, 2010) independent learning cannot be highly effective since only students who are strongly motivated and enthusiastic make use of resources such as CALL and most students need training and guidance before initiating to shoulder the burden of learning English. As a result providing students with a guided autonomy syllabus seems to be of great importance.

Breton (1999), who used the term " guided autonomy" directly for the first time according to Fukuda et al. (2011), implemented an autonomous syllabus among students of engineer in Université de Technologie de Compibgne (UTC) in France; who were required a degree of English. She implemented a structure based on individual work based on set projects, individual counseling, pair work, and one hour-class for group activities. She concludes that GAS "[makes] students feel less teacher-dependent and more responsible for their learning" (p.125).

Fukuda et al. (2011, p.73) also refers to Murphy and Singh (2008) as pioneers of guided-autonomy syllabus in computer technology and engineering. Fukuda et al. point out different ways of carrying out GAS such as CALL (Raby, 2007), self-access centers (Raby, Baille, Bressoux, & Chapelle, 2006), or out-of-class project work (Breton, 1999).

Guided autonomy syllabus also benefits from what is called C.L.A.S.S philosophy (Clifford, cited in Fukuda et al., 2011). Promoting the five concepts emphasized by Clifford is believed to enhance motivation and confidence in language learners. C.L.A.S.S stand for confidence, link, association, security, and self-governance. According to this philosophy if students can build up great self- confidence, set a specific goal that relates to the language they are learning,

make an effort to learn from each other and teacher, feel secure about the learning environment, and interact in an autonomy-supportive environment they finally become able to take charge of their own learning and reach self-governance in their studies.

3. Methodology

3.1. Participants

The participants were 60 Iranian EFL learners, equally 30 male and 30 female students, enrolled in pre intermediate classes, held in summer and autumn at a language institute in Tehran affiliated to Jihad Daneshgahi of the University of Tehran. EFL learners of four segregated classes participated in this study. Regardless of variety in their fields of study, all of them were either undergraduate or graduate adults aged from 18 to 35. The students in the sample were assigned to researcher's classes at random. Students' participation in both questionnaire and written evaluation

was voluntary. Every student had either taken a placement test or passed the previous required courses successfully.

3.2. Materials and Instrumentation

3.2.1. Materials

Top Notch 2A (2006) was the main course book presented and taught by the teacher. The supplementary materials which were particularly considered for increasing learners' autonomy were "developing tactics for listening" and appropriate story book for pre intermediate level. Topics in "Can- Do Booster" journal (Fukuda et al., 2011, p.75) which belongs to National University of Singapore were used for journal and diary writing. As Fukuda et al (2011) note "the journal consists of topics that focused on steps leading to more effective autonomous learning" (p.75) the students were also asked to keep a notebook for the unfamiliar vocabulary they encountered through reading or listening within the semester.

3.2.2. Instrumentation

For the present study, a questionnaire was preferred for collecting the necessary data. The purpose of the questionnaire was to collect quantitative data which would provide a snapshot of learners' motivation types and learners' amount of motivation before and after implementing Guided Autonomy Syllabus. According to Best and Kahn (2006, p.313), questionnaire has the advantage of building rapport with students and explaining the purpose of study and clarifying the items which might be ambiguous. He also notes, "The availability of number of respondents in one place makes possible an economy of time and expense and provides a high proportion of usable responses" (p.313).

Academic Motivation Scale

Among the existing questionnaires for motivation, a validated questionnaire, Academic Motivation Scale (AMS – HS),(high school version, adapted from college version, by Vallerand, Pelletier, Blais, Brière, Senécal, Vallières, 1992-1993) was preferred (See Appendix B). Vallerand and his colleagues (1989) created and validated the "Echelle en Motivation en Education" and named the English version the Academic Motivation Scale (Fukuda et al., 2011, p.77). The AMS- HS which is high school version of AMS (1993) was selected for this study, since it was more updated and efficient.

The questionnaire is based on IM-EM continuum with the addition of Amotivation (AM). Among the 7 sub scales of the questionnaire, 3 sub scales assesses intrinsic motivation which are IM- to know, IM- toward accomplishment, IM- to experience stimulus. Three other sub scales are associated with extrinsic motivation, which are external regulation, identified regulation (IDR), and introjected regulation (INR). The last sub scale assesses the Amotivation which is total lack of motivation.

Therefore, the 28- item AMS questionnaire which has a 7 point Likert-scale, ranging from 1 (doesn't correspond at all) to 7 (corresponds exactly) assessed both type (autonomous or controlled/ intrinsic or extrinsic) and amount of motivation. A high score in IM/EM section

indicated high amount of intrinsic or extrinsic motivation, while a high score on AM indicated the lack of motivation. AMS was closely examined and since the high school version was used, all the sentences were coordinated and some words were replaced with more culturally appropriate words to make it more comprehendible for language learners. Besides, all the words related to high school were changed to English class.

3.2.2.1. The Validity of Academic Motivation Scale

After a close examination, Academic Motivation Questionnaire (AMS) by Vallerand et al. (1993) was translated into Persian and afterwards it was revised by two professional translators to remove and resolve any possible sign of ambiguity, and maintain the fidelity of the questionnaire. They were also asked to back-translate the instrument into English. Finally it was agreed that some items needed a few changes on word order, vocabulary, clause types, conjunctions, and active-passive form. Afterwards, a pilot questionnaire was administered to three students one week before the administration of the survey to check the usability of the questionnaire items. Based on students' opinions confusing or misleading words were replaced by more appropriate ones (see appendix A). Three students who participated in pilot study were excluded from the data used in the current study.

3.2.2.2. The Reliability of Academic Motivation Scale

The quantitative data from the questionnaire were analyzed using Statistical Package for Social Science (SPSS). To measure the internal consistency as an estimate of reliability among constructs on the pre- survey, the Cronbach Alpha was calculated. Table 3.1 shows the alpha values of each construct. All Cronbach alpha coefficients are beyond .7. This indicates that AMS has a good internal consistency.

Table 3.1. Cronbach Alpha Levels Pre-AMS

Construct	N of items	N of responses	α level
IM- to know	4	60	0.94
IM- accomplishment	4	60	0.93
IM- stimulation	4	60	0.89
EM	4	60	0.89
IDR	4	60	0.95
INR	4	60	0.89
AM	4	60	0.96

3.3. Procedure

A pre and post survey of AMS was administered to the groups in the first and last meeting of the course. GAS was used as an intervention to foster autonomous learning within 10 weeks. What follows are the activities and given assignments, as well as a brief summary of the various techniques for increasing students' awareness and consciousness, that leads to autonomous learning.

In the first session, an attempt was made to familiarize students with the syllabus. As Kim (2014) found storytelling through self-study useful in developing autonomous learning and oral proficiency, the students were introduced to a storybook appropriate for their level. They were also provided with a supplementary material for improving their listening. They were

asked to read and listen to designated parts outside of the class. Each particular section was asked the next session and the problems students had confronted with were worked out.

The students were also expected to keep a notebook to write the new words they came across, either in the main or supplementary books. The note book would start with the list of phonetics including some examples for each, followed by the list of the words as well as their pronunciation, part of speech, and definition. Providing some examples for the new words was considered compulsory in order for students' better acquaintance with words and the contexts they were mostly used in.

Diary writing was considered as one of the activities which aimed at autonomy enhancement. According to Thanasoulas (2000), diary writing helps students plan, monitor, and evaluate their own learning. He also emphasizes the role of diary to identify problems and find possible solutions (p.127). Some of the topics were chosen from 'Can- Do Booster' journal which is affiliated to National University of Singapore. The topics for diary writing are more related to students' daily plans to progress in English and attainment of the long term and short term goals they had set before. Empowering students along with giving them responsibilities in class was another technique applied during the semester. In the beginning of each class, 15 minutes had been allotted to review work. Instead of teacher's asking students about the previous lesson, an elected student was responsible to do so, and this activity would be done in a rotation basis. Students were also given the opportunity of teaching some parts of the book for the whole class. They were also allowed to pause and rewind the listening parts and give other students instructions. These activities appeared to be very helpful. Not only did students manage to overcome their debilitating anxieties and build self-confidence, but they also were

given the chance to experience the role of the teacher and it seemed to be encouraging and motivating.

As Brass (2010) notes, "code correction" is another technique used to promote learner autonomy. Students were given a copy of codes, and their writings were corrected according to these codes. In this method we provided students with some hints and put demands on the students to think and take the responsibility of correcting their own works. To encourage peer-correction, as well as self- correction, copies of an anonymous student's writing were distributed among the class members and everybody was involved in correcting the paper along with the assistance of the teacher. Brass (2010) presented some codes for correcting students' work and he found this technique useful and practical. See table 3.2 for correction codes.

Table 3.2. Brass's Code Correction List (2010)

CODE	STANDS FOR…	ADDITIONAL NOTES
PU	Punctuation	
CA	Capital Letters	
T	Tense	
P	Preposition	
SL	Sentence Length	Sentence is too long or too short
COL	Collocation	These words do not normally go together
S	Style	Too formal or too informal

V	Vocabulary	
//	Paragraph break	
I	Insertion	Something needs to be added
SP	Spelling	
?	Meaning not clear	
C	Connector	Connecting word needs to be added/ changed/deleted
A/P	Active/Passive	Active sentence needs to be passive (or vice versa)
( )	Unnecessary	This part in not needed

Pair/ group work was another technique employed to enhance students' involvement and raise their talking time. Jones (2003) advocated pair work in fostering autonomous learning and making English classes student-centered. Harmer (1991,p.116) enumerates the advantages of pair work and group work and notes that pair work dramatically increases the student's talking time and gives them opportunity to feel independent and have a chance for decision making. He also puts emphasis on the role of pair work to stimulate quiet students to talk. After considering seating arrangement in a way that ensures that the students could talk comfortably, they were given specific topics to talk about. The topics were usually chosen from pair work section on their main book. The attempt was made to pair shy students with a variety of partners to develop confidence. The students were reseated after each pair work so that they

didn't have the same partners and they had also opportunity to talk to every student. As Jones (2007) focused on the role of the teacher as a facilitator (p.25), students were provided with teacher's assistance during their conversations. The teacher walked around the class and focused attention on particular students who needed special help. Moreover, the relevant words were written on the board so students could incorporate them into their conversations. Students were also acquainted with language learning strategies, particularly metacognitive strategies. Oxford (1999) created a link between employing second language learning strategies and autonomous learning. On the other hand, Magaldi (2010) advocated metacognitive strategies to support and foster autonomous learning. Table 3.3 shows the main strategies applied and taught in class in order to support autonomous learning.

3.4. Data Analysis

Through the data analysis, the attempt was made to find any change in motivation based on the constructs of the AMS. Since the scale of motivation was continuous and motivation was our dependent variable, the normality of the distribution of scores were assessed as it is an underlying assumption of many statistical procedures. The results from Shapiro – Wilk were used to investigate the normality and it showed that the data was not normally distributed. Since our participants were measured under two different conditions (before and after implementing Guided

Autonomy Syllabus) and Shapiro-Wilk results revealed that the scores were not normally distributed, Wilcoxon Signed Ranked Test, which is the nonparametric alternative to the repeated measures t-test was used. Hence, the Wilcoxon sign ranked test was administered for the inferential statistical analysis to determine whether the participants changed significantly in the various constructs of motivation after the intervention. According to Horn (n.d.), SPSS is not able to calculate the effect size, so the mean positive and negative rank differences are used to explore the size of effect. However, the effect size was calculated by dividing the square root of the number of responses by the z-score of the Wilcoxon matched pair test to indicate how influential GAS was to each constructs of AMS.

4. Results

4.1. The Results for Research Questions 1 and 2

First the change in participants' IM- to know was measured. Wilcoxon Signed Rank Test revealed a statistically significant increase in IM following participation in the training program,

z = -٣,٧٤٥, p < .٠٠١, with a medium effect size (r = .٣٤, r = Z /√*N*). The median score on the IM- To Know increased from pre-program (Md = 21) to post-program (Md = 25). Positive

mean rank (28.70) was higher than negative mean rank (18.86) that indicated an increase in IM-To Know after implementing Guided Autonomy Syllabus. For the IM- toward accomplishment construct, the Wilcoxon matched pair demonstrated that the difference between pre-survey (Md = 20) and the post-survey (Md = 23) was significant, z = -3.228, p = .001, with a medium effect size (r = .29). Positive and negative mean ranks were 30.52 and 17.72 respectively that pointed to the increase in IM-Accomplishment after treatment. The results for IM-To Experience Stimulation showed an increase in median in post-survey (Md = 22) compared to pre-survey (Md = 16). Z value was equal to 4.173 and the test of significance was also positive (p< .001). Furthermore, the effect size was medium (r = .38).Similar to previous intrinsic motivation constructs, the positive mean rank (33.56) was higher than negative mean rank (16.88) that shows a positive effect of autonomous learning on participants' IM- To Experience Stimulation. As a result, it can be concluded that a statistically significant increase is seen in all constructs of intrinsic motivation (IM- To Know, IM- Toward Accomplishment, and IM- To Experience Stimulation) after the intervention. The results from Wilcoxon Signed Rank Test revealed that there had been a significant increase for all constructs of intrinsic motivation. With regard to the second research question, the finding demonstrated that the median difference was more significant for IM- to experience stimulation. (See table 4.1 and figure 4.1)

4.2. The Results for Research Questions 3, 4, and 5

For the EM-IDR construct, the Wilcoxon matched-pairs showed that the difference between the pre-survey (Md = 22) and post-survey (Md = 25) was significant beyond the 0.001 level ($p < 0.001$), $z = 2.722$, $p < .01$, with a medium effect size ($r = .24$), and with a positive mean rank more than negative mean rank (32.92 and 17.75 respectively). The results for the EM-INR construct revealed an increase from the pre-survey (Md = 14) to the post-survey (Md = 22) at a significance level of beyond 0.001 ($z = -4.306$), with a medium effect size ($r = .39$). Comparing positive mean rank (32.57) and negative mean rank (19) showed an increase in EM-INR after conducting semi guided autonomy syllabus.

The results for two constructs of EM-REG and AM were different from other constructs of motivation. While all constructs of intrinsic motivation and two constructs of extrinsic motivation (identified and introjected regulation) showed an increase after implementing semi guided autonomy syllabus, extrinsic regulation and amotivation decreased after the intervention. A Wilcoxon Signed Rank Test revealed a statistically significant reduction in EM-REG following participation in the training program, $z = -3.559$, $p < .001$, with a medium effect size ($r = .32$). The median score on extrinsic regulation decreased from pre-program (Md = 23) to post-program (Md

= 19). Scores of median for amotivation were equal (Md =4), but comparing positive mean rank (13.62) and negative mean rank (24.26) showed a decrease in amotivation. On the other hand, z =

-2.019 and p = 0.44 which indicated the difference between two scores were not significant (p >

.05). Moreover, the effect size was small (r =.184). The results are shown in table 4.1 in detail. Figure 4.1 also gives you a general view of to what extent the various constructs of motivation affected after the autonomy treatment.

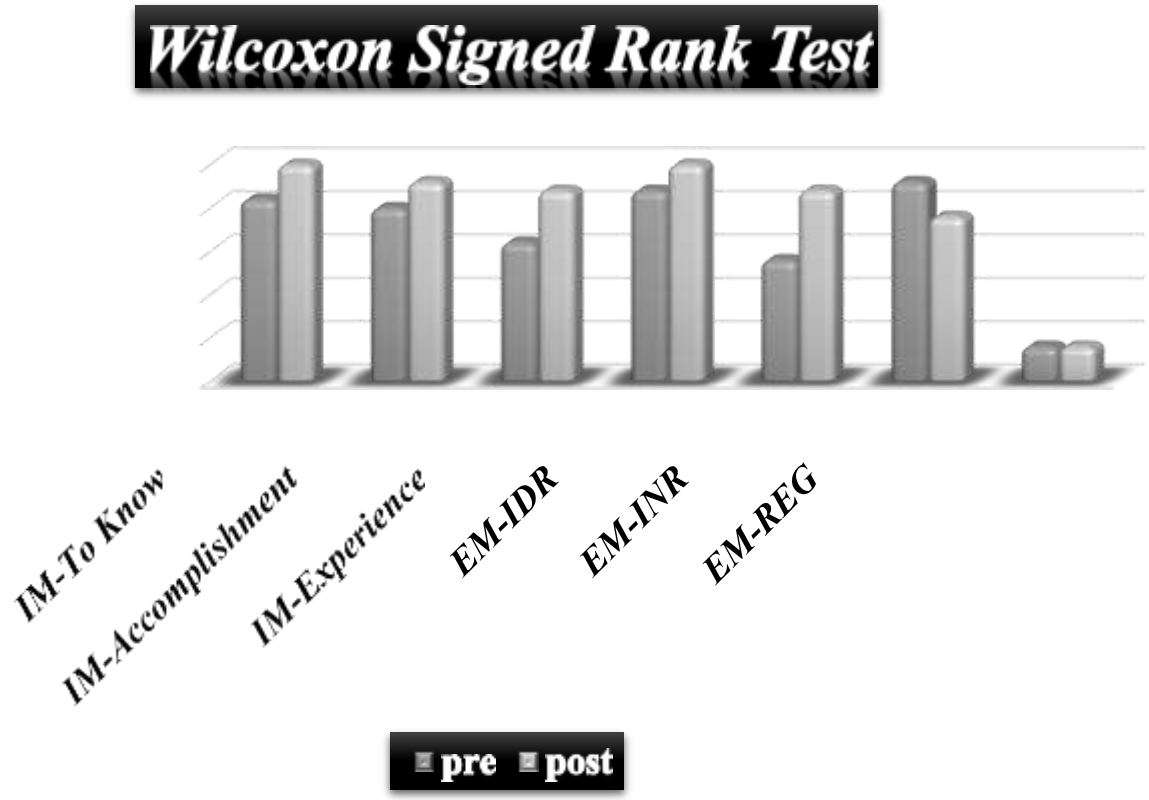

Table 4.1. Wilcoxon Signed Rank Test

Measured Variable	pre-or post test	N	Positive Mean Rank	Negative Mean Rank	Median	Z value	Effect Size r
IM-To Know	pre	60		21			
	post	60	28.70	18.86	25	3.745	0.34

IM-Accomplishment	pre	60				20
post	60	30.52	17.72	23	3.228	0.29
IM-Experience	pre	60				16
post	60	33.56	16.88	22	4.173	0.38
EM-IDR	pre	60			22	
post	60	32.92	17.75	25	2.722	0.24
EM-INR	pre	60			14	
post	60	32.57	19	22	4.306	0.39
EM-REG	pre	60			23	
post	60	16.53	32.58	19	3.559	0.32
AM	pre	60			4	
post	60	13.62	24.26	4	2.019	0.184

5. Discussion and Conclusion

The current study provided an opportunity to examine the impact of Semi Guided Autonomy Syllabus on students' motivational orientations. This research also attempted to shed light on the role of autonomous learning in increasing intrinsic motivation and decreasing amotivation. In this section the overall findings of the present research will be reviewed and the results will be compared to the similar research studies. The plausible explanation of the findings will be also presented and the usefulness of Guided Autonomy Syllabus will be discussed. This section also presents the pedagogical implications and suggestions for further research.

5.1. Discussion

This study investigated the impact of Semi Guided Autonomy Syllabus on Iranian EFL students' motivational orientations based on Self Determination Theory (SDT) using pre-survey and post- survey. As Deci and Ryan (2008) notes, "The theory focuses on types, rather than just amount of motivation, paying particular attention to autonomous motivation, controlled motivation, and amotivation" (p.182).The findings obtained from the collected data through the motivation questionnaire can be discussed as the following.

The result from this study extended the existing literature illustrating that autonomous learning affects motivation positively. The first research question aimed at investigating the effect of Guided Autonomy Syllabus on learners' intrinsic motivation. The results from Wilcoxon Signed Rank Test revealed that there had been a significant increase for all constructs of intrinsic motivation. With regard to the second research question, the finding demonstrated that the median difference was more significant for IM- to experience stimulation. It can be discussed that as IM- to experience stimulation is the most self-determined and the most autonomous construct in the motivation continuum (Ryan & Deci, 2000, p.72), providing students with an autonomy increasing program had been more effective for this construct of motivation.

The third and fourth research questions dealt with studying the effect of GAS on students' extrinsic motivation. The results showed that while two constructs of extrinsic motivation (identified regulation and introjected regulation) increased significantly, the third construct (external regulation) declined after autonomy treatment. One plausible explanation is that since

external regulation is the least autonomous type of motivation, and in this kind of motivation actions are done to achieve a reward or evade a punishment, a student of English who attends English class to either get a better score on school's English course, or obeys parents' advices reluctantly, doesn't have enough motivation to seek more knowledge through autonomous learning. However, the findings confirmed that when these students are obliged to read their course autonomously their external regulation decreased and their identified and introjected regulations which are more autonomous types of extrinsic motivation increased considerably.

With respect to the relationship between autonomous learning and amotivation (the 5th research question), the findings showed that AM decreased from the pre-survey to post-survey. According to Ratelle, Guay, and Vallerand (2007, p.734), AM is the absence of autonomous or controlled regulation. It can be concluded that autonomous learning had a positive impact on AM reduction. In other words, the unmotivated students started to be interested in English after the autonomous

learning treatment. It can be due to the inherent encouraging nature of GAS. As GAS follows the

C.L.A.S.S philosophy (Clifford,1999), Guided Autonomy Syllabus helped students build more Confidence, create a Link between learning English and attaining their relevant goals, form Association with their classmates and teacher, have Security and build a climate of trust in which they do not experience debilitative anxiety or inhibition that can hinder learning. As an ultimate goal, GAS provided students with an opportunity to reach Self-governance and evaluate their own learning.

5.2. Conclusion

It has been possible to draw attention to the following important conclusions. The results of the study showed that Semi Guided Autonomy syllabus was remarkably effective in general motivation enhancement. With respect to intrinsic and extrinsic motivation, the results suggested that Semi GAS was extremely influential for increasing all constructs of intrinsic motivation (IM- to know, IM, toward accomplish, and IM- to experience stimulation), but it was fairly effective to increase extrinsic motivation as two constructs of EM (EM- identified regulation, EM- introjected regulation) increased after the intervention and one construct (EM-external regulation) declined. Moreover, there was not any significant change in amotivation. Since external regulation and amotivation are the least autonomous types of motivation (Niemic & Ryan, 2009.p.137), this result can be easily justified.

Generally speaking, the findings of the current study presents a consistent picture which establishes the idea that shifting the responsibility from teacher to students and decreasing the amount of teacher dependency can lead to encouraging results in the field of motivation. As Scharle and Szabo (2000) notes “motivation and responsibility can mutually reinforce each other” (p.8). So when we improve students’ autonomy in learning, motivation increases and this increase can lead to more autonomy and this process continues and results in higher levels of proficiency in English.

5.3. Pedagogical Implications

Taking everything into account, the findings present several implications in the field of L2 teaching and learning. Since motivation has a fundamental role in foreign language teaching and learning progression, teachers and instructors should become aware of different ways which promote motivation. Regarding the results that were obtained in this study, L2 teachers should pay more attention to learner autonomy, so students will be provided with more motivation, especially intrinsic one, in their learning. On the other hand, based on the criteria which can encourage and stimulate L2 learners to nurture their autonomy, course books should be reconsidered. It requires immediate attention on the part of curriculum designers and material developers. Furthermore, the instructors should be trained consistently and seriously for a gradual attempt to involve students in decision making as a path to reach independence in learning.

5.4. Suggestions for Further Research

Despite the fact that great advances have been made in the field of the interaction between motivation and autonomy, few research has been conducted regarding this field in Iran. Therefore, it would be beneficial for further research to be conducted while considering those plausible contributing factors which were not taken into account in the current study. Gender differences is one of the most substantial criteria which was not taken into account in this study. Besides, this study was carried out in a single institute and the age gap among the students was not taken into consideration. Further research can be performed in various settings and for both genders and different age groups. In addition, 3 month period of treatment in this research can be lengthened to 6 months and more to see the changes in the results. This study employed quantitative research design, further studies can employ qualitative research

design as well. The researcher employed AMS questionnaire as the main instrument for data collection. In future studies questionnaire can be accompanied with other instruments such as interviews, written comments and observation for more reliable results. Videotaping the classes for having the equal treatment would be also very helpful and can contribute to obtaining better reliability. Lack of control group can be considered as the weakness of the present study. Further studies with a control group can make more justified claims about the results of the study.

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Appendix

ACADEMIC MOTIVATION SCALE (AMS-HS 28)

HIGH SCHOOL VERSION

Adapted from AMS - College version

Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière, Caroline B. Senécal, Évelyne F. Vallières, 1992-1993

Educational and Psychological Measurement, vols. 52 and 53

WHY DO YOU GO TO SCHOOL?

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to school.

Does not

correspond

Corresponds

Corresponds

Corresponds

Corresponds

at all	a little	moderately	a lot	exactly
1 2	3 4	5	6 7	

WHY DO YOU GO TO SCHOOL?

1. Because I need at least a high-school degree in order to find a high-paying job later on.

1

2

3

4

5

6

7

2. Because I experience pleasure and satisfaction while learning new things.

1

2

3

4

5

6

7

3. Because I think that a high-school education will help me better prepare for the career I have chosen.

1

2

3

4

5

6

7

4. Because I really like going to school. 1 2 3 4 5 6 7

5. Honestly, I don't know; I really feel that I am wasting my time in school.

1

2

3

4

5

6

7

6. For the pleasure I experience while surpassing myself in my studies.

1

2

3

4

5

6

7

7. To prove to myself that I am capable of completing my high-school degree.

1

2

3

4

5

6

7

8. In order to obtain a more prestigious job later on. 1 2 3 4 5 6 7

9. For the pleasure I experience when I discover new things never seen before.

1

2

3

4

5

6

7

10. Because eventually it will enable me to enter the job market in a field that I like.

1

2

3

4

5

6

7

11. Because for me, school is fun. 1 2 3 4 5 6 7

12. I once had good reasons for going to school; however, now I wonder whether I should continue.

1

2

3

4

5

6

7

13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.

1

2

3

4

5

6

7

14. Because of the fact that when I succeed in school I feel important.

1

2

3

4

5

6

7

15. Because I want to have "the good life" later on. 1 2 3 4 5 6 7

16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.

1

2

3

4

5

6

7

17. Because this will help me make a better choice regarding my career orientation.

1

2

3

4

5

6

7

18. For the pleasure that I experience when I am taken by discussions with interesting teachers.

1

2

3

4

5

6

7

19. I can't see why I go to school and frankly, I couldn't care less.

1

2

3

4

5

6

7

20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.

1

2

3

4

5

6

7

21. To show myself that I am an intelligent person. 1 2 3 4 5 6 7

22. In order to have a better salary later on. 1 2 3 4 5 6 7

23. Because my studies allow me to continue to learn about many things that interest me.

1

2

3

4

5

6

7

24. Because I believe that my high school education will improve my competence as a worker.

1

2

3

4

5

6

7

25. For the "high" feeling that I experience while reading about various interesting subjects.

1

2

3

4

5

6

7

26. I don't know; I can't understand what I am doing in school.

1

2

3

4

5

6

7

27. Because high school allows me to experience a

personal satisfaction in my quest for excellence in my studies.

1

2

3

4

5

6

7

28. Because I want to show myself that I can succeed

in my studies. 1 2 3 4 5 6 7

KEY FOR AMS HS-28

2, 9, 16, 23 Intrinsic motivation - to know

6, 13, 20, 27 Intrinsic motivation - toward accomplishment

4, 11, 18, 25 Intrinsic motivation - to experience stimulation

3, 10, 17, 24 Extrinsic motivation - identified

7, 14, 21, 28 Extrinsic motivation - introjected

1, 8, 15, 22 Extrinsic motivation - external regulation

5, 12, 19, 26 Amotivation