ABSTRACT

The objectives of this study were to investigate 1) the level of teacher autonomy perceived by English language teachers at an international university in Bangkok, Thailand, and 2) to investigate the level of teacher autonomy constraints perceived by English language teachers while working at an international university in Bangkok, Thailand.

This study was conducted with a quantitative descriptive research design using a survey questionnaire to collect quantitative data as well as questions about respondents' background. Open-response questions were used to obtain more additional data to support quantitative findings. The sample of this study was 32 ELT teachers in an international university. Lastly, the data obtained from questionnaire and open-response questions were analyzed by using descriptive statistics and content analysis.

The findings revealed that, on average, the level of teacher autonomy perceived by English language teachers was at moderate level (M=3.29, SD=1.02) in the seven dimensions that are instructional materials, course content, curriculum, teaching methodology, assessment, classroom management, and lesson planning. However, among them, high level of teacher autonomy was found in domain of instructional material, teaching methodology,

and classroom management. In addition, teacher autonomy constraints were also at moderate level (M=3.04, SD=1.01).

Pedagogical implications from this research are that administrators and teachers can make use of the findings of the study in trying to create more space for teacher autonomy implementation based on the consideration of students' learning outcomes, needs, and interests for the sake of developing both teachers' autonomous teaching and students' autonomous learning and should try to figure out solutions about the process of implementation of the curriculum and selecting teaching content which are the main factors that determine the level teacher autonomy and its constraints in this study.