

Developing EFL Learners' Autonomy in Speaking English: An Investigation Into Teachers' Support at a University in the Mekong Delta

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Abstract—Learner autonomy (LA) has been concentrated in the Vietnamese educational context for more than two decades as it equips learners the capacity for lifelong learning. For the EFL tertiary context, students encounter various challenges practicing language skills, especially English speaking, because of lacking the language environment (Huyen & Cang, 2021). As the importance of LA and students' English speaking skills in language learning, this study aims at exploring what EFL teachers support to develop LA in speaking English. The study using a mix-method approach was conducted at a university in the Mekong Delta with the participation of 12 EFL teachers. To gain insights into teachers' support to develop LA in speaking English, a questionnaire, recording observations and a semi-structured interview were used to collect data from the participants. The result indicated that the teachers positively supported their learners by offering choices of relevant information belonging to English speaking topics delivered, implementing class discussion and group work activities, encouraging them to self-evaluate and emphasizing the importance of LA in speaking development.

Index Terms—learner autonomy in speaking, teachers' support in learner autonomy

I. INTRODUCTION

For the last decades, many researchers were interested in exploring the teaching methods as well as learning strategies. Among those, associated with independence, the concept of autonomy emerged as the foundation in teaching languages, especially English for the constantly developing western economy (Benson & Voller, 2014). It allows language teachers to address learners' needs in varied circumstances. Supporting this viewpoint, a number of researchers claim that "learner autonomy" (LA) has been taken into account in language education as an ultimate goal (Dang, 2012; Dickinson, 1994). It refers to the capability to be responsible for one's learning process which allows learners to learn a language effectively (Holec, 1979, cited in Joshi, 2011).

Learner autonomy has been much concerned in Vietnam for more than two decades (Loi et al., 2014). More concentration has been put in this issue since 2007 when the credit-based training system has been applied in the training program at universities (see MOET, cited in Thiep, 2007; Nga et al., 2014). Most Vietnamese EFL learners highly appreciate the importance of LA in language learning (Nga et al., 2014). According to Dinh (2017) Vietnamese students are ready for turning the traditional program with the teacher-centered model into the learner-centered one but they still stand there with positive perception towards LA without many learning actions because of various reasons when entering the university.

In the literature, there have been many research studies done in the field of learner autonomy in English language learning, but most of them focus on how learners practice it. Moreover, not many studies concentrate on developing LA for a specific skill in language learning. In Vietnam, the situation is quite similar. Research has mostly been done in developing LA for EFL learners' language skills in general. This paper tends to explore the ways how teachers help develop LA for tertiary English majored students in English speaking skills at a university in the Mekong Delta. More

specifically, it aims to answer the question “What do EFL teachers do to support students in developing their autonomy in speaking?”

II. LITERATURE REVIEW

A. Learner Autonomy

Initially, according to Holec (1981), the father of the term, learner autonomy refers to the “*ability to take charge of one’s own learning*”, and it is “*not inborn but be acquired in either the natural setting or in the formal one*” (cited in Little & Dam, 1998, p. 1). He also clarifies what he called autonomy in learning in five aspects:

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition
- evaluating what has been acquired

In a similar vein, Dickinson (1994, p. 4) claims that an autonomous learner is the one “*who has undertaken the responsibilities in their own learning*”. It refers to the learner’s involvement in making appropriate decisions in his or her learning. In another viewpoint, Gathercole (1990, p. 16) considers autonomy as a matter of “*the learner’s willingness and capacity to control or oversee her own learning*”. In this study, learner autonomy in speaking English can be understood regarding three points: (1) *setting learning goals/ plans for English speaking improvement (ESI)*, (2) *utilizing activities to perform learning actions for ESI*, (3) *self-evaluating English speaking performance and processes*.

Little (1999) emphasizes the position of LA for learners’ success in learning, claiming that learners should deeply understand that how highly they succeed in learning integrally depends on themselves rather than on the external factors. Also, utilizing LA allows learners to be successful as it provides opportunities to have freedom in learning (Jamila, 2013). In other words, when the learners become autonomous, they are able to carry out learning activities logically with planned actions. Similarly, Little and Dam (1998) claim that autonomous learners are those who are able to reflect on their learning process as well as encourage themselves. Therefore, LA plays a vital role in leading to effective learning as the learners actively control what and how they learn.

In brief, LA exists and has a prominent role not only in formal learning but also in the phase when this process ends. After completing formal education, learners are able to use their knowledge and skills to deal with different situations. However, in the EFL context, it has certain obstacles preventing it from being developed. Since it has numerous challenges, the study focuses on an aspect of language learning, specifically speaking skills.

B. The EFL Teachers’ Roles in Supporting Students to Develop Learner Autonomy for English Speaking Improvement

LA has become popular since the end of the 20th century (Jamila, 2013). Utilizing LA in teaching speaking, she draws out six areas: *setting objectives, materials, methods, evaluation, teacher-learner relationship, and learning environment*, which was developed by Wilson (2005), while conducting research on tertiary level at a private university in Bangladesh. The current study also follows the track exploring teachers’ support in English speaking skill development through promoting LA. In the scope of the study, the three areas among those were deliberately considered: *setting objectives, method, evaluation* as they indicate the typical stages in the teaching process. According to Jamila (2013), autonomous learners are able to adjust their objectives based on their needs as well as they are allowed to change them according to current personal circumstances. Method, the second area, typically refers to the classroom activities facilitating students’ speaking performance. After doing the activities, evaluation is the next consideration.

To get insight into teachers’ support in promoting LA in English speaking class, the researcher integrated Benson’s (2003, in Penh, 2016, p.45) suggestions in the three areas. His suggesting guidelines are as follows:

1. Be actively involved in students’ learning
2. Provide options and resources
3. Offer choices and decision making opportunities
4. Support learners
5. Encourage reflection

On the basis of these suggestions, the study highlights three components to explore teachers’ support to develop LA in English speaking: (1) *offering learners choices and decision-making to develop LA in English speaking*, (2) *creating classroom activities to promote LA in speaking English*, (3) *encouraging learner self-evaluation on their English speaking*.

(a). Offering Learners Choices and Decision-Making to Develop LA in English Speaking

Borg and Al-Busaidi (2012) emphasize that learners deciding on what to learn and making choices are a great start to develop LA. However, for traditional classrooms, passing the right of deciding materials to learners is not feasible as the assigned topics among the institutions across the university. Besides, Loi et al. (2014) conclude that the majority of EFL teachers among the university in the Mekong Delta perceive the impossibility of implementing the students’ self-decision-making. Nevertheless, the researchers also conclude that they positively desire students to take responsibility.

It means that EFL teachers can partly involve learners in making decisions, not totally change the curriculum design. Supporting this idea, Dang (2012) suggest that adjusting the curriculum affords LA development.

Besides, the positive perception towards LA of student teachers at Gazi University, Turkey recommends that involving students in choosing homework tasks and selected resources should be applied (Balcikanli, 2010). Dam (2011) explains that having to make choices requires learners' reflection. It means that while being asked to make a choice, learners have to reflect on their learning process to make decision. Jamila (2013) argues that autonomous learners have full freedom which leads them to be effective in speaking. Therefore, *offering learners choices* including the option for materials, topics, and assigned tasks in teaching speaking can encourage LA for English speaking improvement.

(b). Creating Activities to Develop LA for ESI

EFL learners need to know how valuable LA is, so that they can understand how LA helps them enhance English speaking skills. This aspect becomes more important since EFL learners encounter numerous problems in English speaking (fears, confidence, ...). To help them overcome the difficulties, EFL teachers should play the role of "a counselor" to predict learners' stress and help them solve the problems (Joshi, 2011).

Therefore, advising learners to overcome the difficulties is necessary when they speak English in the classroom. In addition, students are willing to contribute to the discussion if they know the content as well as have time for preparation. As a result, asking students to prepare at home benefits their enthusiasm in classroom discussion. In other words, letting students prepare a particular topic for English classroom activities allows them to have more time finding the relevant information which equips their background knowledge, vocabulary and structures for talking in the classrooms.

Obviously, students cannot perform their preparation without specific activity formed by the teacher. In this case, the teacher performs his/ her role as a facilitator. For English speaking classes, teachers should create classroom discussions or deliver different tasks which create space for students' English speaking performance. Specifically, collaborative tasks such as a project, group work, debate and individual activities are two kinds of classroom activities suggested for promoting LA as they are created to achieve the learning objectives (Conole et al., 2008; Lockyer et al., 2008, cited in Dang, 2012). Besides, making a presentation is suggested in the autonomous classroom (Dam, 2011) as it helps gain confidence among learners.

These activities are beneficial towards English speaking components. In detail, according to Vilímeč (2006), to develop fluency, teachers are considered as stimulator, manager, and consultant (see Harmer, 2001, p.275-276), and on the other hand, for accuracy purposes, teachers play the roles of a conductor, an organizer and a monitor (see Byrne, 1991, p.13). As a result, EFL teachers could encourage learners to further practice without the fear of making mistakes for enhancing fluency; monitoring learners' performance to evaluate their presentation to correct language features contributing to the accuracy.

(c). Encouraging Student Self-Evaluating Their English Speaking Skills

Little (1998) asserts "*learner reflection*" is a key principle to promote LA. It refers to assisting learners in their learning process including making plans, monitoring and self-evaluation. In the same vein Joshi (2011) states that as facilitators and organizers encouraging learners in language classrooms, teachers also play the role of "a resource person" who gives feedback to students' performance. Vilímeč (2006) supports this idea by confirming that both positive and negative feedback benefit students' English speaking development (see Richard & Lockhart, 1999). Teachers' feedback helps learners know how well they perform speaking tasks, they get more motivation for further practice as well. Therefore, teacher's evaluation can foster LA in practicing English speaking.

Another feature to encourage learners in self-reflecting is the involvement of peer-evaluation. Indeed, encouraging students to self-reflect does not mean that they do it by themselves because teacher-, peer-, and self-assessment, as already mentioned, also contribute to the constant evaluating process (Dam, 1995, cited in Little, 2003). Peer assessment would help the audiences concentrate on the presentation and also allow them to perform better in the end (Brown & Pickford, 2006). Also, Brown and Pickford (2006) claim that negotiation on how their performance will be assessed is valuable because learners can get insights into the rubric. Then, they can self-adjust and complete the tasks better. It is concluded that the teacher and classmates play the certain roles in motivating student self-evaluation.

III. METHODOLOGY

A. Research Design

In order to investigate EFL teachers' support to EFL learners to develop LA in speaking English, a descriptive study using a mixed-method approach was employed. A mixed-method approach refers to the combination of both quantitative and qualitative study which allows the researcher to gain rich and diverse data so that he or she can get insights into the research topic (Fraenkel et al., 2012). Particularly, the method was designed as the explanatory model in which the quantitative data was collected first to gain generalized information about the research problem, then the qualitative method was carried out to explain those in-depth.

In the quantitative method, the questionnaire was administered to explore EFL teachers' support to develop LA in speaking English. In order to deeply understand what EFL teachers actualize in real speaking classes, classroom observation was conducted. Then the semi-structured interviews were used to recheck as well as get insight into teachers' activities in fostering LA for their speaking.

B. Participants

The participants for the questionnaire in this study consisted of twelve teachers teaching English to English-majored students based on convenience sampling (Fraenkel et al., 2012). Among twelve EFL teachers participating in the questionnaire, three of them were asked for permission for video-recording their classes. Three participants who had already been observed were invited to participate in the interviews. In addition, two other participants who answered the questionnaire were asked to participate in the interview. The information of the participants is presented in the following tables.

TABLE 1
SUMMARY OF THE INFORMATION OF THE PARTICIPANTS FOR THE QUESTIONNAIRE AND INTERVIEWS

Teachers' personal information	Highest Degree	Number (N=12)	Selected interviewees
Gender	Male	4	2
	Female	8	3
Highest Degree	Bachelor's	3	2
	Master's	9	3
Years of learning at university	0-5 years	6	3
	6-10 years	2	1
	> 10 years	4	1

TABLE 2
SUMMARY OF THE INFORMATION ABOUT THE PARTICIPANTS IN THE OBSERVATION AND INTERVIEWS

Interviewed	Years of teaching experience	Course Instructor	Observed
Teacher 1 (female)	7	Speaking & Specialist	x
Teacher 2 (female)	5	Reading	
Teacher 3 (male)	12	Speaking	x
Teacher 4 (female)	5	Specialist	x
Teacher 5 (male)	3	Listening & Writing	

A. Research Instruments

(a). The Questionnaire

The questionnaire includes two sections. The initial collects the teacher's demographic information, which allows the researcher to know about the teachers' teaching experience, gender, the highest degree they own. The latter includes activities that teachers use to promote students' LA in speaking English.

Based on the crucial elements of LA (Holec, 1981; Little, 1991) as well as speaking aspects were drawn (Bygate, 1998; Gower et al. 1995), the questionnaire aims to examine teachers' support regarding three key components: (1) *offering learners choices and decision-making to develop LA in English speaking*, (2) *creating classroom activities to promote LA in speaking English*, (3) *encouraging learner self-evaluation on their English speaking*.

The participants were invited to reflect on how frequently they support their learners by choosing one among five-point Likert scales: (1) *never*, (2) *rarely*, (3) *sometimes*, (4) *often*, and (5) *always* of 30 items. Cluster 1 consists of 6 items, cluster 2 includes 15 items, and cluster 3 has 9 items, including activities helping learners develop LA in speaking English which were mentioned and discussed in the literature and related studies' results. The items in the questionnaire were adapted from that of Jamila (2013), which was based on Wilson's (2005) questionnaire.

TABLE 3
SUMMARY OF THE QUESTIONNAIRE FOR EFL TEACHERS

Cluster	Contents	Items
Offering learners choices and decision-making (6 items)	Offering learners choices	1, 2, 3
	Help students in self decision-making	4, 5, 6
	raising awareness towards the importance of LA	8, 11
	encourage classroom discussion	7, 9, 18
Creating activities (15 items):	encourage self-preparation	12, 13
	encourage outside classroom practice	14, 15
	introduce learning source	17, 21
	encourage learners to overcome difficulties in speaking English	10, 19, 20
	Teachers' evaluation	22, 23, 24
Encouraging student self-evaluation (5 items)	Peer evaluation	25, 26
	Self-evaluation	27, 28, 29, 30

(b). The Observation

The observation form includes two main features: overall information and the teachers' activities in the classroom detailed in the checklist divided into categories. The observed data was put into "sub-piles", and that helps the researcher figure out the similarities and differences (Dey, 2003). Various features exist in a classroom meeting, in the scope of the study, teachers' activities created in the speaking class were concentrated. The three categories were included: (1) *offering learners choices*, (2) *talking to students about the importance of LA in ESI and activities involving students in English speaking*, and (3) *evaluating students' speaking performance*, and other notes were taken to make the comparison where relevant.

The semi-structured interviews

The semi-structured interview aims at getting qualitative data through teachers' self-report of what they have done to help EFL learners develop their autonomy in speaking English. The semi-structured interview carried out by Jamila (2013) was adapted, some questions were redesigned according to the purpose of the current study. Six questions were delivered, mainly focusing on three key components: (1) *offering learners choices and decisions-making to develop their English speaking skills*, (2) *creating activities to develop learners' English speaking skills*, (3) *evaluating English speaking performance*.

TABLE 4
SUMMARY OF THE RESEARCH INSTRUMENTS

Instruments	Questionnaires	Observation	Interview
Purposes	To collect data about teachers' support to help students develop LA for their ESI	To further understand the activities teachers actualize in the classroom to develop their LA for ESI	To gain insight into teachers' support with particular activities to develop LA for ESI.
Format	Including 30 items divided into three clusters 1 open-ended question Five-point Likert scales	Including checklists based on clusters of the questionnaire and note-taking	Six questions including three themes
Response format	Written	class recordings	Spoken

B. Data Analysis Method

(a). Analysis of the Questionnaire

The *Descriptive Statistic Tests* and *One Sample T-tests* were computed to examine teachers' support and students' practice to develop LA in speaking English. To define whether the analyzed data is high or low from the range from 1 to 5, the researcher based on the Oxford's (1990) scale (Table 5)

TABLE 5
KEY TO UNDERSTAND THE AVERAGE

Level	Range
Very high	4.5 to 5.0
High	3.5 to 4.4
Medium	2.5 to 3.4
Low	1.0 to 2.4

(b). Analysis of the Recording Observations

From the observation checklist, the number of activities that the teachers actualized in the classroom was categorized into the three clusters based on the three clusters embedded in the questionnaire. The comparison among teachers was made in order to identify similar and different kinds of activities implemented in English speaking classes. Also, some relevant data was analyzed in accordance with the questionnaire results to emphasize key results.

(c). Analysis of the Interviews

All the interview recordings conducted on students and teachers were transcribed, and the lines were numbered. Thematic analysis was applied to help the researcher encode the qualitative information (Boyatzis, 1998). Based on the similarity and differences, the participants' responses were clustered into each highlighted theme.

The main themes were defined based on the designed clusters in the interview, which allows the researcher to analyze the data and compare with the questionnaire results and the observation one as well.

For the student interview, the three key themes are: (1) *set up learning goals for ESI*, (2) *utilize activities to perform learning actions for ESI*, (3) *self-evaluate ESS and processes*.

For the teacher interview, the three key themes are: (1) *offer learners choices and decision-making to develop LA for in ESS*, (2) *create activities to develop LA for learners' ESS*, (3) *evaluate students' English speaking performance*.

IV. RESEARCH FINDINGS

A. Findings from the Questionnaire

A *Descriptive Statistic Test* was conducted to examine the Min, Max, Standard Deviation of teachers' support in developing LA in speaking. The result shows in Table 6.

TABLE 6
THE MEAN SCORE OF TEACHERS' SUPPORT TO DEVELOP LA IN SPEAKING ENGLISH

	N	Min	Max	Mean	SD
Teachers' support	12	2.40	4.03	3.50	.50
Valid N (listwise)	12				

It can be seen from the table that the mean score teachers' support in developing LA to help learners develop English speaking (M=3.5, SD=0.5) was high.

One Sample T-test was carried out to check whether the mean score of teachers' practices (M=3.5) and the test value 3.4 are different. The result shows that the mean score of teachers' practices and the test value are significantly the same (t=698, df=11, p= .500). It means that the teachers' support to help EFL students develop LA in speaking was at a rather high level.

The *Scale Tests* were administered to examine the Min, Max, Mean score, SD of each cluster. The results were as in Table 7

TABLE 7
THE MEAN SCORES OF THE THREE CLUSTERS OF TEACHERS' SUPPORT

	N	Min	Max	Mean	SD
Offering learners choices	12	2.00	4.33	3.38	.73
Creating activities	12	3.07	4.27	3.80	.42
Encouraging self-evaluation	12	1.56	4.00	3.08	.65
Valid N (listwise)	12				

It can be seen that the mean score of teachers' activities in the classroom was the highest (M=3.8), the following is the mean of offering learners choices and decision-making (M=3.4), the mean score of encouraging students to self-evaluate English speaking was the lowest (M=3.1).

One *Sample T-test* was used to check whether the mean score of teachers' activities used in the classroom (M=3.8) is considerably different from the test value 4.5. The result shows that they are totally different (t=-5.751, df=11, p= .000). It means that the teachers' activities in the classroom used to support students were not at a very high level.

For teachers' practice, the first *Frequency Test* was run on 6 items of cluster 1 to find out the specific activities indicating teachers' offering learners choices and decision-making. The results are presented in Table 8.

TABLE 8
PERCENTAGE OF TEACHERS' SUPPORT OF OFFERING LEARNERS CHOICES AND DECISION-MAKING

Items	N & R		S		U & A	
	F	P (%)	F	P (%)	F	P (%)
1. For the subjects I am in charge of, I create activities which help learners establish learning objectives for English speaking skills	2	16.6	3	25.0	7	58.4
2. I encourage learners to adapt their English speaking objective based on their learning goals	4	33.3	4	33.3	4	33.3
3. I discuss with learners about English speaking skill objectives they want to gain	2	16.6	4	33.3	6	50.0
4. I discuss with learners about English speaking topic they are interested in	4	33.3	3	25.0	5	41.7
5. I allow learners to choose extra materials beyond teaching materials for their discussions and presentation in English	1	8.3	4	33.3	7	58.4
6. I allow learners to choose English task, topic among those I delivered to present in class	2	16.6	3	25.0	7	58.4

With the high level of offering learners choices and decision-making, the table indicates that 58.4% (n=7) EFL teachers form the activities aiding learners to establish learning objectives for ESS development, offer them opportunities to choose a task, topic among the delivered ones as well as encourage them to search for the information on the resources beyond the textbook. Half of the teachers discuss with learners about the English speaking objectives they desire to gain (50%, n=6), but the frequency of encouraging them to adapt their English speaking objectives based on their learning goals equally ranges from never to always (33.3%, n=4).

Another *Frequency Test* was run to examine which items of *creating activities in the classroom* gained high level of frequency. The results are shown in Table 9.

TABLE 9
PERCENTAGE OF TEACHERS' SUPPORT OF CREATING ACTIVITIES TO DEVELOP LA IN ENGLISH SPEAKING

Items	N & R		S		U & A	
	F	P (%)	F	P (%)	F	P (%)
7. I give learners chances to raise questions, debate in English speaking classes	0	0	0	0	12	100
8. I tell learners about the importance of LA and self-establishing objective skills in learning for English speaking skill development	0	0	3	25	9	75
9. I create pair works, group works to let students help each other in English speaking sessions	0	0	1	8	11	92
10. I encourage learners to be confident to speak English, not caring about making grammatical mistakes	0	0	0	0	12	100
11. I encourage learners to be responsible for their learning in English speaking sessions/ lessons	1	8	2	16	9	75
12. I require learners to prepare for in-class discussion in English	2	16	3	25	7	59
13. I deliver homework, tasks requiring English speaking and check whether they have completed	0	0	4	33	8	67
14. I encourage learners to join English club, group to further practice speaking English	1	8	0	0	11	92
15. I encourage learners to practice speaking English outside the classroom	1	8	0	0	11	92
16. I design activities requiring learners to self-evaluate their learning strategies and performance on doing a project of speaking English	3	25	4	33	5	42
17. I introduce to learners websites containing lesson contents to help them have more knowledge for practicing English speaking	1	8	3	25	8	68
18. I design various English speaking tasks to offer learners choices	1	8	6	50	5	42
19. I talk in person with learners outside the classroom to help them deal with English speaking issues	2	16	7	59	3	25
20. I encourage learners to avoid negative thought and attitude regarding learning English	0	0	2	16	10	84
21. I utilize a learning management system to offer knowledge for learners to practice speaking English	6	50	3	25	3	25

The result indicates 100% EFL teachers provide learners chances to raise questions and encourage them to overcome their fear of making mistakes (n=12). The activities that EFL teachers also pay attention to are creating pair work, group work, encouraging learners to join English clubs or practice outside the classroom with the percentage of 92 (n=11). It can be concluded that EFL teachers tend to guide learners to social interaction in and outside the classroom. The third level accounts for 84% (n=10) illustrating teachers' encouragement toward getting rid of learners' negative attitudes regarding learning English.

Among the less frequently applied activities, utilizing a learning management system to provide learners with useful knowledge for practicing was at a high level with 50% (n=6), 25% teachers just sometimes implemented (n=3).

The last *Frequency Test* was carried on 9 items of cluster 3 to further understanding particular aspect using as encouraging learners to self-evaluating their ESS. The results were presented in Table 10.

TABLE 10
PERCENTAGE OF TEACHERS' SUPPORT OF ENCOURAGING STUDENT SELF-EVALUATION

Items	N & R		S		U & A	
	F	P (%)	F	P (%)	F	P (%)
22. I evaluate students' speaking skills	1	8.0	0		11	92.8
23. I require learners to self-evaluate their task completion before receiving teacher's feedback	4	33.3	5	41.7	3	25.0
24. I require learners to self-evaluate their task completion after receiving teacher's feedback	6	50.0	1	8.3	5	41.7
25. I require learners to self-evaluate their task completion before receiving peer feedback	5	41.7	5	41.7	2	16.7
26. I require learners to self-evaluate their task completion after receiving peer feedback	6	50.0	3	25.0	3	25.0
27. I require learners to self-evaluate their English speaking skills	1	8.3	6	50.0	5	41.7
28. I require learners to make their learning plan to gain more effectiveness in practicing their English speaking skills	4	33.3	5	41.7	3	25.0
29. I ask learners which point/mark they would like to get in presentation in English and how they will do to achieve their target	4	33.3	4	33.3	4	33.3
30. I discuss with learners about the rubric for evaluating presentation in English	0	0	6	50	6	50

The table illustrates that EFL teachers regularly evaluate students' English speaking skills as the highest percentage presented (92.8%, n=11). However, the highest rate of requiring learners to self-evaluate their English speaking skills was in the moderate level of frequency (50%, n=6). Teacher rarely or never ask students to self-evaluate after receiving feedback from teacher and friends (50%, n=6).

Regarding criteria for evaluating, 50% (n=6) of EFL teachers normally negotiate with learners how their presentation will be assessed while the rest of teachers does not do it very often (50%, n=6).

The open-ended questions provide further information regarding to activities teachers use to force LA for English speaking development. Specifically, a teacher reports that students are required to retell the content of a passage, explain the meaning of words in English, write down their ideas and report orally latter. Another teacher states that she requires learners to record a speech, answer the common questions in the speaking tests, make a video to present a topic. Another report reveals three extra activities: conversation classes, English corners and final thoughts.

B. Findings from the Observations

The observation result was aligned with the results of the questionnaire. Specifically, it reveals that teachers provide learners choices, create the activities in the class and encourage learner self-evaluation whose levels reach the high level in the questionnaire result. The observation result also indicates the frequent activities used by the teachers.

Regarding learners' choices, it is observed that students were allowed to choose the information that they are interested in and their own way to share in the class meeting. Specifically, students can choose the place to design a tour (Teacher 4), create the situation, form the conversation to give advice for planning a vacation (Teacher 3), or share their experience on the topic (Teacher 1). This result was in line with the questionnaire results with the mean of teachers' offering learners choices was at the high level (M=3.4).

Taking students' concentration to the class meeting under consideration, during the presentation, teacher 4 sent the message to the chat box to remind the others to take note what they observed in the evaluation form. She also emphasized that students should focus on friends' presentations for self-reflection.

"Please take notes while you are observing to give comments to your friends"

"Even the presentation was not good, but there may be some points that your friend did well, we learn the good ones, and if we avoid the mistakes that your friend made". (Scenario 1)

On the other hand, in scenario 2, all the cameras were turned off except the ones of presenters while a group was presenting. Also, the other group did not give any comments to their friends' performance, it is assumed that they mainly focus on their own. The students' camera, however, was totally different in the third scenario as all students turned them on during the class meeting. The students showed that they paid attention to the lesson because they were ready to turn on the microphone to answer the teacher's questions.

Pair-work, group-work were prominent in the classroom as they were used in the three classes. They worked in pairs, groups of three or four to make a presentation, role play, and discussion for answering.

In terms of evaluation, the teacher's assessment was used by the teachers. Nevertheless, they are quite different regarding the points they concentrated on. Students in scenario 1 received feedback for their powerpoint displays such as the word sizes, the number of words, and the pronunciation, some of the mistakes in each member's pronunciation, and the content connection among members. Teacher 3 also figured out students' mistakes in pronunciation:

I have been telling you that whenever there is a presentation, make sure you find in the dictionary. For example, we don't call it /'aɪslənd/, we call it /'aɪlənd/ (Scenario 2)

Besides, the ones in the second scenario were evaluated in terms of their amount of time in performing, specifically the first comments for the three groups were:

"Your presentation was twenty nine minutes, you did everything, what was Miss N doing? She didn't talk even for two minutes, Why didn't you engage her in the conversation... This should be even distribution..."

"The presentation lasts nine minutes which isn't bad...",

"And you had twenty five minutes..."

And he told his students that they shouldn't base on the scripts:

"The only thing I am not happy is that you were looking on your screen" "...Which is very good, but you were looking on the screen of your laptop"

The crucial difference among the teachers was the combination with self-evaluation and peer feedback. Teacher 4 combines the three modes of assessment in presentation performance. After presenting, students were required to give feedback on their own. For instance:

"I think we have prepared a lot of information about Da Nang, pictures about the places are beautiful... and ...uhm... some of members forget because we don't practice many time,.. we will try next time"

In brief, students were provided with choices to speak English through pair or group work in the class meetings. Nevertheless, it was not sure that they put effort into their work to improve English speaking as they were not involved much in their friends' performance. In other words, when students do not participate in classroom activities, they lack chances to reflect their work and their classmates' presentation. Besides, the result reveals that teachers sometimes mentioned the importance of LA before as well as during the class. What is more, students were encouraged to self-evaluate in some classes, frequently the teacher provided feedback immediately after they finished presenting.

C. Findings from the Interviews

Five teachers were invited to self-report what they have done that they consider as positive ways to develop LA for students' ESI. Their responses were categorized into three themes: offering learner choice and decision-making, creating activities to develop LA for ESI, evaluating students' ESS.

(a). Offer Learners Choices and Decision-Making to Develop LA for in ESS

Initially, the teachers reveal that the lesson objectives were based on the curriculum, students have the choice of topics, but they must be under the general topics. On the other hand, they were allowed to freely consult various related sources to contribute to their speaking performance. The following statement would indicate these points:

"The learners are allowed to choose topics among assigned ones, in Speaking 1 course, there are five topics, and students are allowed to choose among those" (Teacher 1)

"In fact, each module has its goal aims at developing specific goal" but "learners are encouraged to share other or better sources, what they learn from other resources" (Teacher 4)

(b). Create Activities to Develop LA for Learners' ESS

Focusing on supporting students through talking and creating the activities, the results reveal two aspects that teachers frequently actualize: raising students' awareness of LA in their ESI and getting students to involve in speaking English by group work. For example, even though LA is not explicitly expressed in the English speaking courses, teacher 2 and teacher 5 emphasize speaking English as well as encourage the learner to be aware of and practice LA. They stated:

"I also tell them that at home, they have to, even if they don't have someone to talk to, they can also find someone to chat with, or talk aimlessly by yourself in English." (Teacher 2)

"I recommend that they try to use the vocabulary and structures they have learned to apply in speaking. It means that the first step I help them know is that the purpose of language learning is to communicate" (Teacher 5)

However, one teacher said that raising students' awareness of LA at university is the role of the academic advisers:

"I do not take defining, explaining clearly the importance of learner autonomy for speaking improvement under consideration that is the academic adviser' responsibility..." (Teacher 1)

It means that she does not deliberately explain to the students how important LA is, she focuses on creating activities forcing students to put effort to study further.

For particular activities, letting students work in group in the class meeting and outsidess are used by teachers:

"Group activities help students become more confident.... students can sit together and create their own dialogue, if the group is good, they develop their ideas more, use more diverse structures, more ideas." (Teacher 4)

Or I think it's not just me, but other teachers also direct their students to do more homework, prepare in groups and prepare to study individually, giving them time to prepare the parts that they have not learned or understood on their own yet so that I can talk to them or they can perform their preparations..." (Teacher 2)

For the teachers teaching other modules, the ways they implement are using English as the mean of teaching or creating small talk in the classroom:

"...Instead of asking them to come up to the board to write the answer, I ask a question to let them use that structure to answer like a mini talk which also helps them to react spontaneously, naturally and speak English better..." (Teacher 5)

The language environment is also Teacher's 3 focus, he mentioned both inside and outside the classroom environment

"We should organize outside classroom activities where students will get the environment to speak. For example, we can take them to coffee shop, ok, we have some basic words, I want to order, I want to, you know, they are there, they can have the free at the environment, you take them to the library, it is practical, so we should ignore the theoretical aspects, and focus on practical aspects. The environment where students are is also a factor, the environment is a condition for the students to practice more". (Teacher 3)

While the others introduce some resources for students to practice like ulis.com and many other websites as well as software to practice speaking. Two teachers stated:

"I introduce them to the ulis.com website to help them practice listening, ...so that they can further practice based on listening to these accents." (Teacher 5)

"I just tell you the sources of English learning in general, like youtube or certain websites". (Teacher 2)

(c). Evaluate Students' English Speaking Performance

Reporting about learners' speaking performance evaluation, all assigned tasks are always assessed by teacher:

"That's right, when I give an assignment, I give a learning task, I have to evaluate it". (Teacher 1)

"So these exercises are all presented in class, right?" "Right". (Teacher 4)

Besides, the significant difference is that teacher 1 and teacher 3 do not spend much time in the class letting students self-evaluate or give peer feedback even though they agree that self-evaluation plays an important role. They explained:

"At first, I used to let students receive peer feedback, but I realized that...(pause)..the learners were not, in my opinion, qualified enough to evaluate their friends' performance" (Teacher 1)

"I highly recommend that students can self-assess their skills, especially their presentations, Usually, after giving presentations and especially in groups, ... I'll tell them if they're satisfied with their performance. What do you think you're doing well and not well?" (Teacher 3)

To sum up, teachers encourage students to be aware of their learning process, offering some sources to let them discover and self-study outside that classroom. Prominently, classroom discussion and homework are considered as main activities to motivate students in practicing English speaking. Besides, the result shows that teachers less control

what and how students self-evaluate inside and outside the classroom although teachers report that they encourage student to self-reflect their presentations.

V. DISCUSSION

While the majority of previous studies discovered EFL teachers' practice to develop LA in language learning, the current study aims at exploring what teachers do to enhance it in student ESI. Focusing on the aspect in language learning, the EFL teachers provide particular activities as well as explain what and how they support students in the field.

Taking the five categories that Borg and Al-Busaidi (2012) conducted in the Asian setting, the highlighted result from the present study is in line with two dimensions, talking to learners the value of LA and delivering tasks demanding learners to look for the relevant information by themselves.

Firstly, most teachers claim that raising students' awareness of LA in their language learning plays an integral role. When students are highly aware of their own learning, they get started focusing on the appropriate goals and materials. It can be regarded as the initial step in developing LA (Nunan, 1997). It is inferred that students would not get involved in learning action promoting LA without the "awareness".

Secondly, presentation, which is considered as a key component to illustrate the speaking function of *taking as performance*, which is one of the three functions of speaking developed by (Jones, 1996; Burns, 1998; Richards, 2008), is used in the English speaking class. By observing the classes, its implementation allows learners to cooperate in practicing English. This result also differs from the previous studies because the researcher could confirm exactly what kind of activities performed in the classroom. Following this, the interview further explains why these kinds of activities chosen. Specifically, consistent result as Le (2019) conducting study on teachers' practice, the finding indicates that implementing group work as a prominent activity in English as the time limitation and large-size classes.

In terms of supporting learners with reliable sources, while giving learners learning resources was encouraged, one teacher is not practically concerned since he believes that students are not willing to further practice outside the classroom, which can be considered as teachers' action toward feasibility confusion of passing responsibility in decision-making to students Loi et al., (2014). On the other hand, teachers are ready to let students choose their favourite sources and relevant information about assigned topics with the desire of involving students in speaking activities. Some resources were mentioned with particular purpose such as unlis.com website facilitating students to practice accuracy in pronunciation, key element allowing language learners to develop both accuracy and fluency in speaking skill (Hedge, 2000, Mazouzi, 2013, cited in Leong & Ahmadi, 2017; Thornbury, 2005). A consideration may be the combination of listening skill in teaching speaking. The teachers claim that teachers can use listening sources as the reliable and meaningful input in instructing ESS. Furthermore, as what students learned from the listening session, they absolutely own certain knowledge which can be reused in speaking. This point is claimed again by the student interview.

For evaluating student ESS performance, because of the time limitation, students are provided chances to self-assess their performance but it shows to be not prominent, peer-feedback are also rarely applied in the presentations as teachers sought it impossible in the time-limit English speaking sessions or students' incapacity in cross-evaluating. This finding does not get in line with the Braine's (2003) result which emphasizes that peer feedback could motive student autonomy. The reason for these results may lays on the learners' capacity as teachers report. A significant consideration is that without self or peer evaluation on specific feature in speaking, for learners whose autonomy level is not high, they may feel hard to self-evaluate without their teachers' guidance. Regarding this issue, teachers are suggested to play a role as a facilitator who creating the condition to help learner easily process their learning (Joshi, 2011). On the other hand, the observations show that teachers play the role of a "counsellor" whose advice guides students to construct their learning, it occurs when students do not perform well (Benson & Voller, 2014). Also, for peer assessment, the observation reveals that an EFL teacher applied the evaluating form to get audiences' involvement during the presentation. The result was under the highlighted conclusion of Brown and Pickford (2006) regarding assessing presentation performance. In conclusion, teachers wish to encourage learner self-access, but they did not spend much time focusing on this part in the classroom as they foresee the impossibility. It is inferred that teachers' guidance is a need to facilitate student self-reflection on their English speaking performance as well as the process they prepared for the project.

VI. IMPLICATION

As the result illustrates the variety in students' setting goals and student consistency of tracking the learning plans, the EFL teachers may create the activities at the beginning of courses to let student self-reflect and raise more awareness of their learning. In detail, encouraging students to have their own learning plan which gets along with learning procedures in each course could help students be patient with their schedule. They may find their plan beneficial in the courses, and thus, they can keep going. It requires the cooperation of teachers who teach speaking skills, other skills, and specialist courses.

Pair-work, group-work should be frequently created in the class meeting to encourage students to use language.

The teacher's feedback should be combined with peer-evaluation, and especially self-evaluation to let students realize their own performance as the encouragement for their own learning. As the role of facilitator, teachers should offer the way students can self-evaluate such as suggesting recording devices, guiding evaluation form.

Constant exploration of the learning source until figuring out the appropriate one, true source, appropriate learning method would direct students to the effective learning practice. Therefore, various sources could be integrated during the language teaching and learning.

VII. CONCLUSION

It can be concluded that all the EFL teacher participants in this research considered LA one of the most important keys to success in language learning. With regard to LA in developing ESS, teachers emphasized the role of LA to raise the student's awareness in their own learning. Although they did not create the activities to help students set up learning goals, they positively offered learners as much as they could regarding opting relevant topics, choosing resources, frequently creating pair work, group work assignments as well as encouraging students to self-evaluate. In depth, this encouragement was not highlighted as the time limitation and students' proficiency of ESS stated by EFL teachers.

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