Using Group Roles to Promote Autonomy in the University Classroom

JENA K. LYNCH and ALAN M. ORR

Abstract: *This action research paper investigates the extent to which autonomy can be promoted through group work in university-level classes. To explore this issue, action research was conducted in a high intermediate English-language writing course at a university in Thailand. During an eleven-week group writing project, the teacher-researchers asked students to select roles to contribute to the group project. Students were surveyed twice (N = 175, 75) about their use of the roles to complete the group project and group's autonomy throughout the semester. The results suggested that group roles had a positive effect on the development of learner autonomy, but that group roles did not necessarily eliminate some of the complex challenges associated with group work. Pedagogical implications and teaching tips are provided based on the results.*

Group work and the development of learner autonomy are important aspects of English language learning classrooms. Teachers often want their students to collaborate with one another as they actively engage in learning; concurrently, teachers also encourage their students to be autonomous by directing their own learning, rather than only relying on teacher involvement. This action research project sought to discover how learner autonomy can be promoted through group work. The project took place in a high-intermediate English writing course at a Thai university. The existing course curriculum included an eleven-week group writing project, but lacked an explicit focus on how individual students should contribute to their groups. The teacher-researchers added group roles to the group project to clarify how individual students should contribute and to promote learner autonomy. To collect data, the teacher-researchers conducted two surveys to discover students' perceptions of the roles and to determine the relationship of the roles with learner autonomy. The results showed that group roles appear to be an effective way to promote learner autonomy through group work. In this paper, advantages and disadvantages of group work as an instructional technique are discussed, followed by an explanation of autonomy and its relationship to group roles. Next, the context of the group project, the research questions, methods, results, and a discussion of the results are presented. In the conclusion, the teacher-researchers provide advice for implementing group roles in group work, promoting learner autonomy, and evaluating group roles and learner autonomy.

Group Work and Autonomy for Language Learners

Group work is often employed as an instructional technique in university-level classes (Barkley, Major, & Cross, 2014; Fink, 2002) and for English language learners specifically (e.g., Diaz Ramirez, 2014; Hassaskha & Mozaffari, 2015). Group work in language learning is commonly justified through cooperative learning, or work among a small group of peers (Jacobs & Hall, 2002). Cooperative learning aids in second language development by providing students with more language input, more opportunities to produce output, and the opportunity to use their first language to facilitate second language development (Liang, Mohan, & Early, 1998); Tuan (2010) notes benefits of cooperative learning for learners such as improvement of cognition, interaction, and motivation. In addition to having benefits for students, group work also has advantages for teachers, according to the experience of the teacher-researchers. Using group work can help teachers manage the amount of students in large classes (30-40 students). Moreover, during group work teachers can give thorough and specific comments in writing or during consultations to groups of students instead of providing limited amounts of feedback to individual students. Assessing group projects, too, often takes less time than assessing individual assignments for each student.

However, while group work has many advantages in terms of learning conditions and practicality, it has drawbacks as well. Group work is often predicated on the idea that students are equally invested in group tasks. However, a common problem in group work occurs when more invested peers complete the majority of the work (Fink, 2004). In the language classroom, the teacher-researchers have observed that these peers are often more linguistically proficient, and the extent to which students with lower proficiency learn during group projects remains unclear. Tuan (2010) also notes that during cooperative learning, it is common for resentment to build when lesser-skilled students are ignored and when more-skilled students are held back. What is more, if all group members receive the same score on a group project, individual student achievement or language proficiency may be misrepresented.

The purpose of this action research project was to find ways to promote learner autonomy during the completion of group projects. The following brief review of autonomy (as it relates to language learning) provides a context for how the teacher-researchers' own definition of autonomy evolved over the course of this project.

Autonomy

Autonomy in English language teaching began to gain prominence during the implementation of self-access language learning centers starting in the 1970s (e.g., Smith, 2008). Perhaps because of the emphasis on *self-access*, teacher-less learning and autonomy are often still conflated. As autonomy became a topic of increasing interest in language teaching research, broader conceptions of autonomy also came to be widely accepted—especially the notion that autonomous learners *take control* of their learning (Holec, 1981; Little, 1995) or use a *collection of strategies* to accomplish one's goals (Cotterall, 1995). From such broad characterizations, collaborating with others, in addition to working independently, for the purpose of learning can be considered part of an autonomous learner's repertoire (Smith, 2008). Moreover, a more recent study by Kimura (2014) on promoting autonomy through a self-access center includes the use of teachers as an available resource for students. Within this action research project, autonomy was initially conceptualized as teacher-less learning; yet, the teacher-researchers developed a more inclusive conception of learner autonomy that was characterized as taking responsibility for learning, which includes using available resources, working with peers, and seeking assistance from teachers.

Action Research Context

This action research project on promoting autonomy through group work took place within five sections of an academic English-language writing course at a large university in northern Thailand. The course was the final English course in a set of three aimed at improving students' academic and English language skills at an English-medium university. Approximately 175 students comprised the five sections, and nearly all of the students were Thai (with the exception of three Chinese students). The students were in their second, third, fourth, or fifth year at the university. During the first five weeks of this sixteen-week course, the students completed individual writing projects. The subsequent eleven weeks were dedicated to the completion of a group project in which students identified a problem in their community and wrote a short review of literature before conducting a small-scale research project to find solutions to the problem. All students worked in teacher-selected groups of four to six members.

Placing Students in Groups

The decision of whether to allow students to choose their own groups is an important consideration in group work, according to the teacher-researchers' experience. Selection of group members by teachers has the potential incite resentment for top-down decision making; yet, allowing students to choose their own groups can result in the reinforcement of pre-established dynamics that limit opportunities for learning or growth. Moreover, literature on cooperative learning (Jacobs & Hall, 2002) and a study of group work in university-level writing classes by Hassanskhah and Mazaffari (2015) support teacher-selected groups because they foster on-task collaboration among a diverse group of students. The teacher-researchers ultimately decided to select the group members to encourage peer-to-peer instruction and to promote the exchange of diverse ideas while students completed the group project.

Group Roles

The teacher-researchers understood that a primary element of autonomy is taking responsibility for one's learning. Within a group, taking responsibility means contributing one's fair share of work in order to reach a goal. To model *how* to take responsibility within a group, and *what* the teachers expected students to learn, the teacher-researchers created roles for the students to fulfill throughout the project. Based on successful past experience with group roles in writing projects (inspired by Weimer, 2013), the teacher-researchers predicted that roles would provide scaffolding for students who may be unfamiliar with effective group work practices, such as dividing tasks among students who have particular strengths and holding members accountable for their share of the work. In her action research, Diaz Ramirez (2014) noted that effective group work in the language classroom often includes the delegation of roles or particular tasks that suit their interests and strengths. In hopes that students would choose a role that corresponded with their strengths or interests, students were asked to choose one of the following roles after reading a description of the responsibilities: Leader, Leader Assistant, Lead Researcher, Research Assistant, Language Editor, and APA Style Editor (see Appendix A).

Providing structured roles for students in the teacher-researchers' context not only modeled task delegation and gave suggestions for decision-making for our students, but it also provided touchstones during lectures, as the teacher-researchers could refer to specific responsibilities during lectures (e.g., "Language editors, please pay attention to our review of passive voice today. You'll need to help your group write the methods section in passive voice in your reports."). However, because each group ultimately had the freedom to complete the project as they desired, the roles and descriptions of responsibilities for each role were presented as guidelines and suggestions, not as rigid requirements for the group work.

Research Questions

The teacher-researchers' action research project was guided by one central issue which was separated into two research questions. Primarily, the researchers wanted to know how group work could be used to promote the development of autonomy. To address this issue, the teacher-researchers asked the following two research questions:

1. How will the implementation of group roles affect group work during the group project?
2. How can group roles be used to help students develop autonomy within the group project?

It was hypothesized that group roles would help facilitate group work and that implementing group roles within the group project would help students develop autonomy.

Methods

The teacher-researchers followed a typical process for action research within the field of English language teaching; this process involves a cycle of observation, data collection, reflection, and revision in order to address a problem or weakness within a class (e.g., Borg, 2015; Crookes, 1993; Grabe & Stoller, 2011). Based on the observation that the curriculum did specify how each student should contribute to the completion of the group project, the teacher-researchers assumed that students would benefit from roles and that the roles would contribute to the development of learner autonomy. To collect data on how the roles were affecting the development of autonomy, the teacher-researchers asked students to complete a survey about the use of roles and their relationship with autonomy three weeks after the roles had been introduced (the ninth week of the semester). The survey was paper-based and given at the end of the class period; consequently, the survey return rate was high (N = 147). A second survey was conducted during the fifteenth and sixteenth weeks of the semester. This survey was administered outside of class through Google Forms because it was a practical means to tally the results and because class time was limited due to holidays and group presentations. A link to the survey was posted in the Facebook group for each class during the fifteenth week of the semester. The teacher-researchers sent reminders to all students during the sixteenth week; nevertheless, the number of respondents in the second survey decreased by nearly half (N = 75).

Survey

The teacher-researchers used an anonymous and voluntary survey to determine whether students perceived the group roles as beneficial to their completion of the group project and to their development of autonomy. In action research, manageability is recommended to increase the practicality of the research as long as the outcome is meaningful (Grabe & Stoller, 2011). To this end, the teacher-researchers decided to survey the students and consider the results of the survey in addition to casual classroom observations. The survey asked students to state how many people made up their group, and they were asked to state their role within the group. Next, the students were asked to rate five items on a four-point scale ranging from strongly disagree to strongly agree (see Appendix B). These statements were written by the researchers based on the two research questions and the central research issue. The first and second statements pertained to whether the roles were being used and how they were being used during the group project. The third and fourth statements were asked to determine whether the students were developing as autonomous learners during the group project by discovering the ways in which the students were seeing assistance. The final statement attempted to address the central issue directly by finding out whether students considered themselves autonomous during their group work.

However, based on the results of the first survey, the teacher-researchers' conception of autonomy began to evolve, and this evolution was reflected in the second survey. At the beginning of the semester, the teacher-researchers conceptualized autonomy as independent learning and through the Vygotskian idea of expert peers assisting less proficient or knowledgeable peers, and *without* direct assistance from the teacher. As the semester progressed, however, the teacher-researchers began to understand learner autonomy as the ability to make decisions about how to proceed in a project, and many of those decisions involve seeking assistance from the teacher. To illustrate, attending office hours or staying after class to speak with the teacher became an important aspect of many successful groups' strategy to improve their group projects and, as a result, to earn higher scores on their projects. The teacher-researchers found that Cotterall's (1995) definition of autonomy, "the ability to use a set of *tactics* [emphasis added] for taking control of their learning" (p. 195) described the way in which students were developing as autonomous learners.

In the second survey, students were asked the same set of questions with one notable change to the fifth question and the addition of three more questions (see Appendix C). Because the teacher-researchers' definition of autonomy had changed, the teacher-researchers changed the fifth item to this statement: "My group was autonomous (able to take control of our project)." The three additional questions were created and asked to further understand students' development of autonomy, their opinions of the group roles, and their thoughts about improvements to the course. The first additional question was asked to find a relationship between whether students believed their groups were autonomous and their use of office hours as a component of their autonomy. The second additional question was more general and solicited students' opinions about how to work together well in a group. The third and final question directly asked the students how teachers could help with their development of autonomy.

Results

Following the first survey (given during the ninth week) and the second survey (given during the fifteenth and sixteenth weeks), the results were recorded in a frequency table. The frequencies are shown in Table 1 below.

Table 1
Frequency Table for Scalable Items in the First and Second Survey

First Survey	Frequency			
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
My group uses our roles when we complete tasks.	0	11	97	35
I feel responsible for my project because I have a role.	2	2	80	60
I often ask my group members for help.	0	4	81	61
I often ask the teacher for help.	3	13	80	48
My group is autonomous (able to work without getting help from the teacher).	28	75	35	8
Second Survey	Frequency			
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
My group uses our roles when we complete tasks.	6	9	34	22
I feel responsible for my project because I have a role.	4	8	29	30
I often ask my group members for help.	1	9	28	34
I often ask the teacher for help.	2	9	23	37
My group is autonomous (able to take control of our project).	0	13	38	22

Next, the means for each scalable item were calculated to obtain an overview of the students' perceptions related to roles, seeking assistance, and autonomy. The means are provided in Table 2.

Table 2
Mean Values for Scalable Items in the First and Second Survey

	First Survey	Second Survey
Statement	Mean	Mean
My group uses our roles when we complete our tasks.	3.18	3.01
I feel responsible for my project because I have a role.	3.38	3.19
I often ask my group members for help.	3.39	3.32
I often ask the teacher for help.	3.20	3.34
My group is autonomous (able to work without getting help from the teacher).	2.16	--
My group was autonomous (able to take control of our project).	--	3.12
Note. The fifth statement was altered for the second survey, so the means are reported in two separate rows.		

In addition to using the frequency table to interpret the results, the researchers used the ranges shown in Table 3 to interpret the means as well.

Table 3
Ranges Used for Interpreting Four-point Scalable Items

Range	Interpretation
1 to 1.75	Strongly Disagree
1.76 to 2.50	Disagree
2.51 to 3.25	Agree
3.26 to 4	Strongly Agree

The first two items of the survey related to the use of group roles. In general, the students agreed that they used the roles (M = 3.18, 3.01) and felt a sense of accountability due to their roles (M = 3.38, 3.19) at the times of both surveys. The third and fourth items related to seeking assistance from either group members or the teacher. The students generally agreed that they used these avenues for getting assistance (getting help from group members, M = 3.39, 3.32 and getting help from the teacher, M = 3.20, 3.34).

The final item of the first survey related to students' sense of autonomy, asking whether each student's group was autonomous. In the first survey, the mean was 2.16 indicating that students disagreed that their groups were autonomous. However, in the second survey, the main clause in the statement remained the same, but the parenthetical explanation of autonomy differed. In the second survey, the mean was 3.12 indicating that students agreed that their groups were autonomous. The results for the item related to the frequency with which students visited office hours are presented in Figure 1.
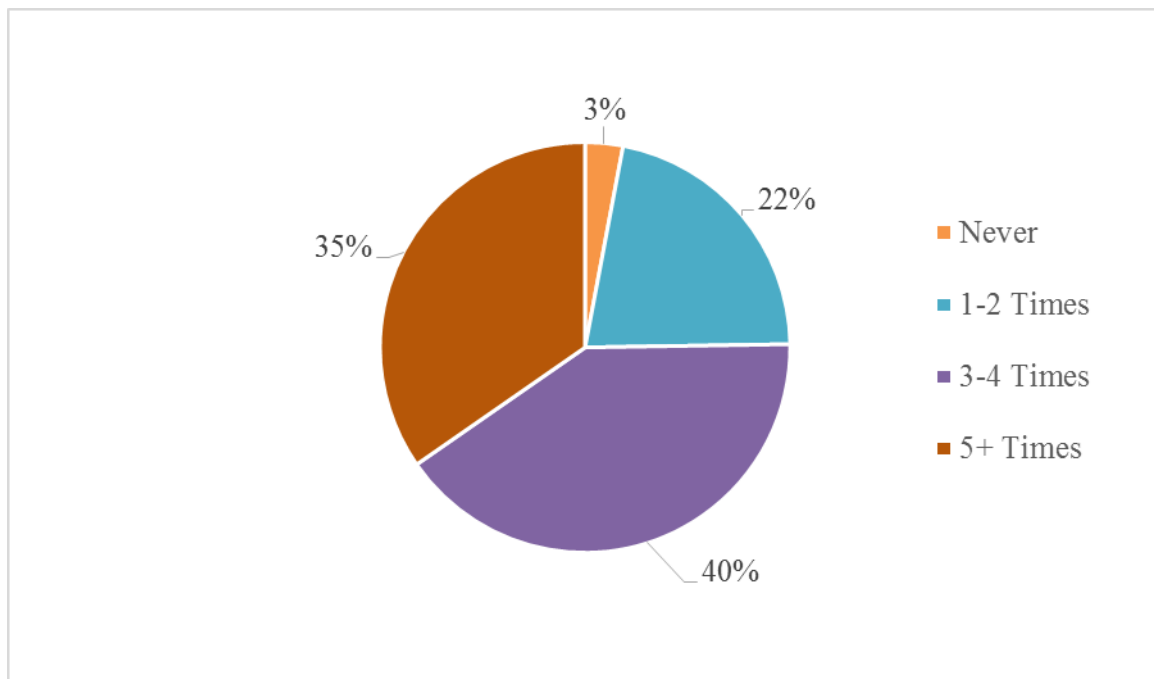
Figure 1. Amount of times students (N = 75) attended office hours or stayed after class for help.

Out of 75 students, two students reported never attending office hours, 17 students reported attending office hours one to two times, 30 students reported attending office hours three to four times, and 26 students reported attending office hours five or more times. Salient responses to the open-ended questions related to how teachers can help students work in groups and become more autonomous are presented in the following discussion.

Discussion

Results from the First Survey

The results of the first four items related to using group roles and seeking assistance showed that students largely agreed that group roles were valuable and that their group members and the teacher were helpful resources for finding help. Although there was a slight decrease in the mean values for the statements related to using group roles, feeling responsible due to the roles, and asking group members for help, the values still fall within the interpretation values for *agree* (for using the group roles and feeling responsible due to group roles) and *strongly agree* (for asking group members for help). From these results, the teacher-researchers concluded that the group roles had a positive effect on the students' ability to complete the group project. Additionally, the roles seemed to increase intragroup accountability, according to the second item related to group roles and responsibility (M = 3.38, 3.19), although a slight decrease in the mean occurred between the first and second surveys. When it came to seeking help with their projects, the results indicated that students knew they could seek out one another or the teacher as resources (M = 3.39, 3.32 and M = 3.20, 3.34, respectively). On the first survey, the teacher-researchers' defined autonomy as being able to work without the teacher. The results from the students reflected this conception, in that the mean values for seeking help from group members were higher than those for seeking help from the teacher.

In the first survey, the students' responses to the fifth item indicated that their groups were not working autonomously (M = 2.16); yet, students' misunderstanding of the concept of autonomy and desire to please the teacher may have been responsible for such results. Although a parenthetical explanation of autonomy was

provided, students may have had difficulty understanding this vocabulary word because the results from the first four items, all of which are components of autonomy, suggest that students were working autonomously by taking responsibility for their project and by using various resources to seek assistance. Alternatively, the wording of the fifth item may have caused students to believe that a positive response would be hurtful to the teacher. Thai students come from an educational system which typically views the teacher as an unquestioned authority in the classroom (Rajeevnath, 2015), so some students may have thought that the teachers wanted to confirm the students' dependency on the teacher.

Actions Taken Following the First Survey

Upon seeing the results from the first survey, the teacher-researchers began to emphasize autonomy more frequently in the classroom. They explicitly mentioned their desire for students to work autonomously when completing the group project, and to reinforce this emphasis on autonomy, many hours of class time were dedicated to group work during the following weeks. While groups worked, the teacher-researchers circulated to check in with each group to provide assistance and to follow up on each groups' progress. When the teacher-researchers were not circulating, the teacher-researchers were available for consultation. Moreover, the teacher-researchers consistently directed students to additional resources that they could use as autonomous learners (e.g., the Purdue Owl APA website and YouTube videos about APA formatting). As a final outcome of the results from the first survey, the teacher-researchers realized that a more comprehensive definition of autonomy, one that included the use of the teacher as a resource, may be necessary.

Results from the Second Survey

In the second survey, students indicated that they still agreed with the first four items, but they showed an increase in their ability to work autonomously (M = 3.12). This result was supported by observations by the teacher-researchers. As the teachers increased the amount of class time dedicated to group work, they observed that the groups were able to work on their projects with less guidance from the teacher and use office hours more strategically. The students' responses also may have changed due to the parenthetical information on the second survey that defined autonomy as the group's ability to take control of its project. This new explanation of autonomy reflected the teacher-researcher's broadened understanding of autonomy, and it was presented as a desirable concept.

Additional questions from the second survey.

To understand more fully the students' experiences during the group work and to gather further information about whether autonomy could be promoted through group work, the second survey included three additional questions, the first of which asked about the frequency with which students attended office hours. This item sought to discover a relationship between use of office hours and autonomy. Of the students who sought help most frequently (five or more times), 25 out of 26 respondents (95%) also agreed or strongly agreed that their groups were autonomous. This relationship suggests that seeking the teacher's help outside of class time is one of many tactics that students use to be autonomous. These findings are consistent with those of Guerrero and Rod (2013), who point to office hours as an important way in which university students take charge of their learning and improve their grades.

The last two questions of the survey solicited open-ended responses. The questions asked how teachers can help students work together in groups and to provide insights about group formation and dynamics. Consistent with the findings of Hassanskhah and Mazaffari (2015), the responses revealed that some students resented the teacher-assigned groups, but many students reported meeting new friends from other majors as a result of the random groupings. The benefit of meeting students from other majors also brought a challenge for many groups; students with different majors found that they often had conflicting class schedules making it difficult for students to meet outside of class:
"I think, we can select group by ourself because we have a lot the same of free time and someone didn't help when we have [task] or project."

In group work, issues of scheduling conflicts and unequal contributions to group work are perhaps a perpetual challenge as indicated by Fink (2004). However, one context-specific challenge that the American teacher-researchers had not accounted for was the age-based hierarchy present in Thai culture. In Thai culture, social hierarchies influence even casual relationships (Rajeevnath, 2015). Two students commented on

uncomfortable group dynamics that resulted from having upperclassmen in their groups; one of the students wrote:

> *"Maybe group them to work with their friend or people that they choose because they can talk [and] can divided task [comfortably] because some Thai culture you are considerate with senior and maybe it hard to talk something with."*

In addition to comments about group dynamics, students gave feedback on the group roles. Several students reported a positive experience with the roles:

> *"In English 3, I like that have a group role because everyone has a clearly role."*

> *"[The teacher] helps by having a role for each student to do their work."*

> *"I think is good that teacher give [a role] for each person and they know to have responsibility to do their work."*

Not only did some students respond positively to the roles, but the teacher-researchers found the roles useful during planning and instruction. One teacher-researcher often asked students to pay attention to specific parts of her lessons that pertained to certain roles. For example, prior to reviewing the use of in-text citations, the teacher asked the APA editors to identify themselves so that she could make eye contact with them during that portion of the lesson. The teacher-researcher felt that directing certain students' attention to particular moments in the instruction was effective in preparing each group member to make contributions to their groups' project.
On the other hand, groups that faced problems in their ability to work together also mentioned the roles in their evaluations.

> *"Group roles is important, but some members sometimes they don't know how to do it well. at last, everybody in a group must be working together."*

> *"[Y]ou divided a role job for student and student who has ability in that part will responsibly with it, but someone dont respond their part, just two or three people just do the report. because we are not close friend so we cannot blame other. that is a problem for me."*

Problems with the roles could have been the result of many factors including lack of adequate English proficiency, lack of motivation to complete the group project, or lack of skills related to learner autonomy. No matter the case, the responses suggest that the source of frustration was not with the roles necessarily, but with the inability of group members to adequately fulfill their roles. Lack of equal commitment or contributions often plague group work, but overall, the results suggested that the use of roles contributed positively to the completion of the group writing project. The extent to which group roles directly contributed to autonomy remains somewhat unclear, but the teacher-researchers believe that the roles demonstrated how to effectively delegate group work and work as a team.

The final open-ended question asked how teachers could help students develop autonomy in this particular writing course. Some students responded to this item by confirming that the teachers fostered autonomous learning:

> *"The teacher taught us to do the work yourself. If we have any questions, We asked the teacher."*

Another student offered insight on the perception of autonomy and leadership in Thai culture:

> *"...You should let them know the benefit of autonomy…Most of them [have] grown up with working role like the leader is the one who have to do everything in the project and then give the result to the member to let them know and prepare themselves for the presentation."*

This response illuminated a potential underlying problem that the teacher-researchers were unaware of. In the future, the group roles could emphasize more clearly that the Leader is not the only group member who should do the work. Another student proposed a suggestion for how to hold group members accountable:

> *"Tell student to list the name of people who don't do the work."*

The teacher-researchers agree that a group member evaluation could be used to add accountability within the group by reporting ineffective (and, conceivably, non-autonomous) group member behavior to the teacher.

Conclusion

The central issue of this action research project was to determine how group work could be used to promote the development of learner autonomy. It was hypothesized that the implementation of group roles during an eleven-week group project would be a successful means for fostering this development. Thus, within the central issue, two research questions were asked:

1. How will the implementation of group roles affect group work during the group project?
2. How can group roles be used to help students develop autonomy within the group project?

The results of this action research project suggest that group work is, indeed, a teaching technique that can help facilitate learners' development of autonomy. The teacher-researchers sought to develop more autonomous students by asking them to choose group roles as they completed a group project, and while reactions to group work in general were mixed, nearly all students who chose to comment about the usefulness of the roles considered them beneficial for the completion of their group project. Based on the survey result data and students' responses to the open-ended questions, the teacher-researchers concluded that group roles help facilitate group work by encouraging students to divide the workload and decision-making responsibilities. Moreover, between the first and second survey, students' self-reported levels of autonomy increased. Over the semester, learner autonomy manifested as a variety of tactics including delegating responsibilities during group work, using group members as resources, and attending office hours. Therefore, the hypothesis that the group roles would contribute to the development of autonomy during the group project was also supported.

When teaching the course in the future, the teacher-researchers plan to continue using the roles in the group project and placing emphasis on the value of learner autonomy. Additionally, group member evaluations may be implemented as well. The researchers also intend to monitor the role of office hours as one of many tactics of autonomy because *overreliance* on a teacher's help at office hours may hinder the development of autonomous learners.

Based on this action research project regarding the promotion of autonomy through group work, the following suggestions are provided:

Group roles

1. During group projects or in-class group work, design specialized roles for students that require equal (to the greatest extent possible) amounts of work.

2. Spend class time explaining the responsibilities of each role before allowing students choose their roles.
3. When assigning students to groups, consider context-specific cultural factors like age and gender, in addition to practical factors such as scheduling.
4. Keep the roles in mind when planning instruction, and mention the pertinent roles while teaching to draw particular students' attention to relevant information.

Learner autonomy

5. During instruction, explain the concept and benefits of learner autonomy and how autonomy can be developed during group work (e.g., students should use available resources to complete their portions of the group work).
6. Revisit the concept of learner autonomy throughout the semester to reinforce students' understanding and to develop the value students' place on autonomy.
7. Structure the curriculum or group projects in order to transition from teacher-led group work to student-led group work.

Evaluation of group roles and autonomous learning

8. Consider including a group member evaluation score in the rubrics of group projects.
9. Monitor the number of office hour visits for each student to ensure that overreliance on office hours does not hinder the development of learner autonomy.
10. Pay attention to student behavior to discover other ways that students are acting autonomously and encourage such behaviors in future classes.

About the Authors

Jena Lynch teaches English for Academic Purposes courses at Mae Fah Luang University in Chiang Rai, Thailand. She has also taught in Turkey and the United States. She holds a Master's in Teaching English as a Second Language from Northern Arizona University.

Alan Orr teaches English Literature and English for Academic Purposes courses at Mae Fah Luang University in Chiang Rai, Thailand. He holds two Master's degrees from Northern Arizona University—one in Secondary English Education and the other in Teaching English as a Second Language.

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Appendix A

Description of Group Roles

In group projects, it is a good idea to have clear roles for each member so that all people are contributing a fair share. With your group, decide who will fulfill each of the following roles.

Group Roles for _____ Group, section _____

Leader _____

This student should be the most responsible student in the group. This student will always know what is happening in the group. If there are any problems in the group, the leader will find a solution for the problem. The speaker will speak on behalf of the group when speaking to the teacher. The leader will also make sure that everyone is contributing to the group. In other words, the leader will make sure that all aspects of the report are completed successfully.

Assistant Leader** _____

This student will help the leader manage the group. This student should also be a very responsible person. While the leader directs the group, the assistant leader will direct the writing to make sure that everyone is contributing to the group.

Lead Researcher _____

This student will direct the research that your group conducts at this university or in the community. This student should be friendly and outgoing because this student will be the leader in collecting data from many students, staff, or people in Chiang Rai. Note: all group members will help with questionnaires and interviews.

Research Assistant and Lead Typist _____

This student will be the assistant of the lead researcher. The student should mainly help interpret the data for the "Findings" section of the report. This student should be analytical and good at using Microsoft Word (or another program) so that the group can present data in a meaningful way.

Language Editor* _____

This student will constantly check the content and the grammar of the report. This student will always pay attention to details. This student will work closely with the rest of the group to write the report, but this student will check the accuracy of the grammar. The language editor will make appointments with the self-access center, when needed, to review the report before submitting it to the teacher.

APA Style Editor* _____

This student will constantly check the APA Style of the report. This student should be detail-oriented and careful. The student will help the group with in-text citations and the reference page. This student will always pay attention to details. This is the best website for APA Style information: https://owl.english.purdue.edu/owl/resource/560/01/ (Click on the links on the left side of the page to find out how to format your paper in APA Style.)

Everyone: *Everyone in the group <u>must</u> contribute to writing the report. I suggest that you use Google Docs (https://www.google.com/docs/about/) to share a copy of the report that everyone can see and edit.*

*Groups with 4 members: Combine Language Editor and APA Style Editor roles.

**Groups with 5 members: Do not assign an Assistant Leader.

Appendix B

Group Role and Autonomy Survey (First Survey Given during the Ninth Week)

How many people are in your group? ___

What is your role in the group? _____

	Strongly Disagree	Disagree	Agree	Strongly Agree
My group uses our roles when we complete our tasks.				
I feel responsible for my project because I have a role.				
I often ask my group members for help.				
I often ask the teacher for help.				
My group is autonomous (able to work without getting help from the teacher).				

Appendix C

Group Role and Autonomy Survey

(Second Survey Given during the Fifteenth and Sixteenth Weeks)

ENG 3 Quick Survey 2
* Required

What is your role in the group?

☐ Leader
☐ Lead Researcher
☐ Research Assistant
☐ Language Editor
☐ APA Editor
☐ Leader Assistant
☐ Other: _____

My group used our roles when we completed our tasks. *

        1 2 3 4

Strongly Disagree ○ ○ ○ ○ Strongly Agree

I felt responsible for my project because I had a role. *

        1 2 3 4

Strongly Disagree ○ ○ ○ ○ Strongly Agree

I often asked my group members for help. *

        1 2 3 4

Strongly Disagree ○ ○ ○ ○ Strongly Agree

I often asked the teacher for help. *

        1 2 3 4

Strongly Disagree ○ ○ ○ ○ Strongly Agree

My group was autonomous (able to take control of our project). *

        1 2 3 4

Strongly Disagree ○ ○ ○ ○ Strongly Agree

How many times did you go to the teacher's office hours or stay after class for help this semester? *

○ Never
○ 1-2 times
○ 3-4 times
○ 5 or more times

How can the teachers in English 3 help students work together in groups? *

How can teachers in ENG 3 help students be more autonomous? *