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Autonomous universities in crisis, humanities and social sciences in danger?

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Abstract

Even before the pandemic period, Thailand has already entered an aging society while experiencing a steady decline in university enrolment. Today, like many other countries—now still grappling to balance restrictions to halt the rapid spread of COVID-19 against the need to resuscitate the country's economy and to maintain financial stability by welcoming back both a good number of holidaymakers to tourist attractions and students, to classrooms. In the case of Thailand, this devastating pandemic has already entailed a sustainable new normal in the country's educational system, with unavoidable trade-offs and hard choices. Additionally, for autonomous universities, especially those still holding on to the humanities and social sciences programs, this does not seem to be the only cause, which could send them reeling off-track. This study reports multiple key factors both within and beyond classroom that reflect the current situation and portray how this education catastrophe requires more than just some technology choices. Online surveys in L2 courses during the pandemic were used to generate the study narratives. The objective of this study was to discover the possibility to higher the level of autonomous learning experience of students and, in particular, to assess comprehensive perception of the current online learning environment and, if any, the hindrance the students might have encountered. The study points out the strategies that can not only mitigate the plethora of pedagogical challenges created by the COVID-19 but can also serve as guidelines to design an alternative approach to captivate the attention of the prospective students.

Keywords: Changing Pedagogy; Resilience Building; Autonomous Learning

Introduction

Although learning technically happens all the time, academic achievement does not. Instead, teachers typically play an important role in fostering deeper engagement of the learners in education settings, especially when affected by the COVID-19 pandemic. In Thailand, only months after the country's first large-scale outbreak in 2019, the normal operation of the educational institutions was severely quashed. In order to protect their students from proliferating contamination during the

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coronavirus blossoms, social distancing started becoming a normal practice, so some institutions threw themselves into a deep end of online classroom settings while others with technological constraints, to a certain extent, reported using an "on-hand" approach as their most favourable educational setting.

While traditional classroom has been shut for an indefinite period and it is not uncommon today to find parents voicing their serious concerns over mental health and academic decline of their children whose traditional learning has been pushed aside in favour of online learning environment, from teaching pedagogy to examination methods, the efforts of other educational alternatives have not fallen short. *Kaeng Khoi School* in Saraburi province, for example, has introduced their way of creative improvisation for their instructional arrangement and learning support modification, from the introduction of OBS (Open Broadcaster Software) and the use of social media to track students' academic learning and preference before tailoring the support, to learning material and learning time adjustment in order to maintain and enhance the engagement of the students in their new-normal settings. *Rachinee Burana School* in Nakhon Pathom province as well as *Faculty of Education at Ramkhamhaeng University* are among good examples of educational institutions that could execute activities well compromised with their strong adoption of preventive measures to prevent the potential spread of the virus. High-level adaptations of their students towards the changing perception of their learning settings cannot be overlooked.

However impressive, such adaptation has not yet been implemented in a larger scale, much less the adjustments for English language classrooms. An obvious example to fix the current situation could be the additional tax incentives offered by Thailand Board of Investment (BOI) to the adjustment-investing plants, which have poured into those of the so-called STEM subjects. Specifically, the companies engaged in Human Resource Development (HRD) investment—in the establishment of education or vocational training institutes specializing in science, technology, engineering and mathematics (STEM)—will financially assisted by Thailand's BOI, a recognizable level of encouragement, so much so that the companies could be eligible to be granted at least five-years corporate income tax exemption.[1]

How about the future of Thailand's English language classrooms? In the latest study regarding the English proficiency of Thai students, Chuanpongpanich reported in his study (2021) that even before the pandemic, among the ASEAN members, the English proficiency of Thai students was reported to be relatively low, comapred to other members.[2] Then, after the pandemic hit, the English proficiency level of Thai students is continuing its downward and this has put the blame on the the government for its lack of modernising teaching methods and curriculum.[3] In a word, if we consider the country's investment on language classroom as an investment in real business setting while looking into the English proficiency level as the investment return, it is quite obvious that the investments have already turned sour and the country's high-ups as disgruntled investors could be unlikely to keep further faith but tempted to give up

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[1] Thailand Board of Investment, *Thailand BOI Offers Incentives to Enhance Human Resource Development and Support Educational Institutions* [website], https://bit.ly/3LWb79u (accessed 4 February 2022).

[2] Chuanpongpanich, S. (2021). The Challenges of Thailand in Promoting The Students' English Skills to Be an Effective ASEAN Citizen. *Santapol College Academic Journal*, 7(2), 230.

[3] Carter, A. (2021. November 26). Thailand's English Proficiency Level Drops Again, as the Pandemic Widens Gap in Education Disparity. *Thaiger*. https://bit.ly/351HZwS

on this investment to cut the loss. However, up to present, English language is still one of the five main subjects according to Office of the Basic Education Commission (OBEC).[1]

Why English outlasts their souring investment return, and why not new investment in other foreign languages commonly taught in school such as Chinese? That is because since the official establishment of the ASEAN Community in 2015, Thailand, as a member of ASEAN, has promised to keep pace with the growth of other member countries in the ASEAN Community, hence, conformed to the Article 34 of the ASEAN charter indicating that "The working language of ASEAN shall be English."[2]

Perhaps, the country should bring forward more serious investments into Tech Education (Tech Ed) resources? At this stage of technological leapfrogging in Thailand, closing the gaps of technological constraints among learners already in the country's educational system alone could reach as much as 98bn THB (approximately 293 million USD), despite higher possibility of the budgetary restrictions during this uncertain time for further possible contingencies and looming success of return on investment (ROI) as the full delivery of Tech Ed of this scale has never before been fully investigated. Hence, to date, such Ed Tech investment has never yet implemented.

Then, what else can be done?

This brought up the first set of question to this study: *Are there any examples of educational institutions whose adaptations have been laureled alongside their creative improvisation of existing resources? And after the implementation, is there any need to redesign newly-defined learning assessment to measure the educational return of their adjustment?* After a thorough investigation, one example stood out: *the Faculty of Arts of University of Calgary in Alberta (Canada),* which offers a more convenient baseline for tailoring the online teaching and learning delivery to captivate the interactivity in the changing classroom setting among their students in order to incorporate the experience of the students and their learnings.

During the pandemic at Faculty of Arts of University of Calgary, teachers and students worked side by side to seek after more possible kinds for their virtual class engagements. The pivot in teaching forced the professors to genuinely covet instructional innovation in their courses. For example, in German phonetics class, the professor assigned the students weekly video journals, with a list of questions that the students could chose to answer in German. That way, even in the absence of face-to-face interaction during the pandemic, each student was encouraged to practise German with the teacher. That also helped the teacher to track the language progress of each student. Facial nuances during Zoom classroom sessions is still gold, but the professor had substantially bettered the face-to-face live classes by tasking the students with dubbing silent videos which allowed them a fuller room to be creative while practising the target language, German. In Philosophy of Logic class, the professor teamed up with a professor teaching similar class at other educational institution, University of Victoria. To create a lively learning community, they invited their students at both universities to enjoy each other's Zoom classes and shared online discussion board. More interestingly, instead of arbitrarily assigning grades to each assessment, a

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[1] OBEC (2021, May 15). Study Report of Thai Students Basic Education During COVID-19 Pandemic. https://bit.ly/3s88Zn3, p.109.

[2] The ASEAN Secretariat, 'The ASEAN Charter,' *The Association of Southeast Asian Nations*, Jakarta, Pulic Affairs Office of The ASEAN Secretariat, 2007, p.33, https://bit.ly/3BGOjG2 (accessed 4 February 2022).

"specifications-based" grading system and the use of tokens that their students could use to request extensions or reassessment of their assignments were introduced in these classes. To acquire the tokens, their students were well informed to complete and pass a certain amount of assessments which corresponded with the week's learning goals, including timed exam-like questions and a range of problem sets.

The practicalities of their adjustments of language pedagogy during the pandemic crisis then brought up the second set of question: *How their newly-invented pedagogical approach relying most on their existing resources could create engaging online learning spaces? Could their pedagogical approach marshal the calibration of language learning in new light, especially in Thailand's setting?*

While the learning outcome here looks promising, the latter part of the last question (*Could their pedagogical approach marshal the calibration of language learning in new light, especially in Thailand's setting?*) is still left unanswered. This brings the study to the last set of question: *What could be the major obstacle to language learning classroom in Thailand's setting? And what can we do within such limitations?*

Background and Theoretical Frameworks

Several studies support that progress of the learner towards online teaching-learning delivery could be related to the extent to which the learners would engage in autonomous or self-regulated learning (Smith et al., 2003; Abuhassna et al., 2020; Alenezi, 2020; Joosten et al., 2020; Cheon et al., 2021; T. Muthuprasad et al., 2021), and thus making the interaction between teachers and learners as a key factor in creating a considerable impact on the learner's perceptions of online learning—specifically, the capability of the interaction with the teachers to promote critical thinking ability and information processing (Picciano, 2002; Hay et al., 2004), the flexibility of online learning and the chances of engaging with teachers and students taking the same courses in online learning settings (Wise et al., 2004; Kim et al., 2005; Donahoe et al., 2019; Heo et al., 2021). Other studies also support that there could be no significant difference between online learning and face-to-face class with regard to the learner's satisfaction and online class could be as effective as traditional class when the course content is curated to online environment appropriately (Allo, M. D., 2020; Agarwal et al., 2020; Atmojo et al., 2020).

In Thailand's setting, while the English curriculum is already infamous for its unsuccessful attempt in helping the students to earn decent scores compared to those from other member countries, when virtual classrooms has become the new normal**,** the country's unstable internet connection has been reported, now as the largest obstacle, exacerbating an already problematic situation.[1]

Broadly speaking, as human behaviour is the product of complex interactions among many factors, there have been many theories to describe experienced different levels of motivation, and how the levels of motivation can excessively impact the design to create learning or working environment in many ways as the particular individuals are searching for their achievement—from Hierarchy of Needs introduced by an American psychologist Abraham Maslow in the early 1940s (which identified the basic needs that human beings generally have including physiological needs, safety needs, and the needs for

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[1] Kasikorn Research Center Reveals Low-Income Familes Not Ready for Online Learning. (2021, June 8) *Prachachat*, https://bit.ly/3LVMVUq

belonging, self-esteem as well as "self-actualization,") to The Human Motivation Theory by another American psychologist David McClelland in 1961 (which identified three motivators including a need for achievement, a need for affiliation, and a need for power). As one of the most influential pioneers in this field of study, Maslow described his hierarchy of needs to map out the similarity of fundamental desires of us human beings (See: Figure 1).
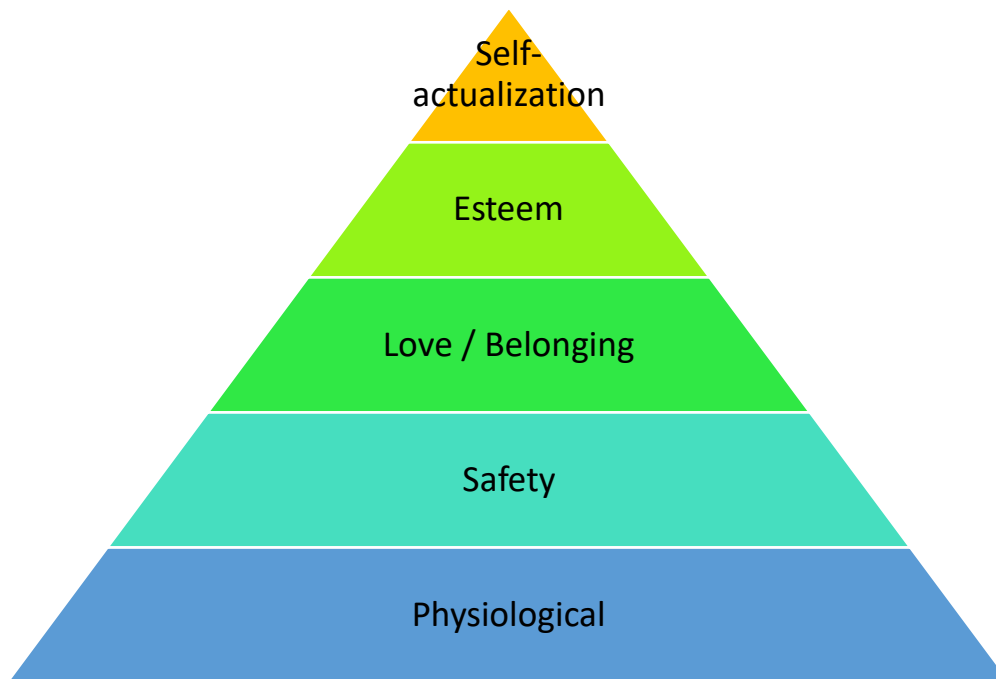
Figure 1 Maslow's Hierarchy of Needs, arranged in a hierarchy of prepotency

At the bottom of this five-tier model of human needs in Figure 1 are our physiological needs, or our needs to gain the basic physiological necessities required for our survival including our needs for air, water, food, sleep, health, clothes and shelter; all of which we human take priority over other needs in the hierarchy. Next are our needs to feel safe in their environment or to be assured that our safety has become salient. This also include our personal and emotional security as well as financial security. Third in the hierarchy are our needs for love as we seek certain levels of acceptance and feelings of belongingness from other human beings, through interpersonal relationships such as through family connections, friendship, or intimacy. The fourth level of the hierarchy are our needs for gaining our esteem, or our self-worth, accomplishment and respect—which can be categorised into two groups: One is the esteem reflected in the perceptions of others towards us (prestige, status, recognition, attention, appreciation, or admiration); the other one is the esteem rooted in our own self (e.g. dignity, confidence, strength, independence). Finally, at the top of Maslow's hierarchy are our needs for gaining self-actualization, or the realization of our potential when seeking personal growth.

At a glance, Maslow's theory might seem to generally look at how human motivation could be built upon our own self, starting at our basic physiological needs and then working up to our self-actualization, criticisms of Maslow's theory have been ongoing. Significant ones include the failure of the theory to account for some cultural differences as a result of one's upbringing that could impact how some individuals might prioritise their needs (e.g. Wahba & Bridwell, 1976), and the possibility that the ordering of needs may change as in times of war (e.g. Tang & West, 1997). With certain cautions in mind, in the field of education, Maslow's hierarchy of needs has been adapted for teachers to explain why some students are more likely to focus on their own growth whereas other students might just sit in classroom uninterested, disoriented, and reluctant to fully engaged in the lessons; and thus, when all levels in the hierarchy are met, students are to show their full ability and eagerness for their learning and progress, to further enhance the capacity of the students for learning and achievement in the classroom.

While the motivation-theory pioneer Maslow might have been criticised for failing to elucidate a strong connection to certain factors, such as cultural differences, more recent motivation theories, such as that of McClelland (Figure 2), are not reluctant to do so, stating that we human develop our motivations through our culture and life experiences.
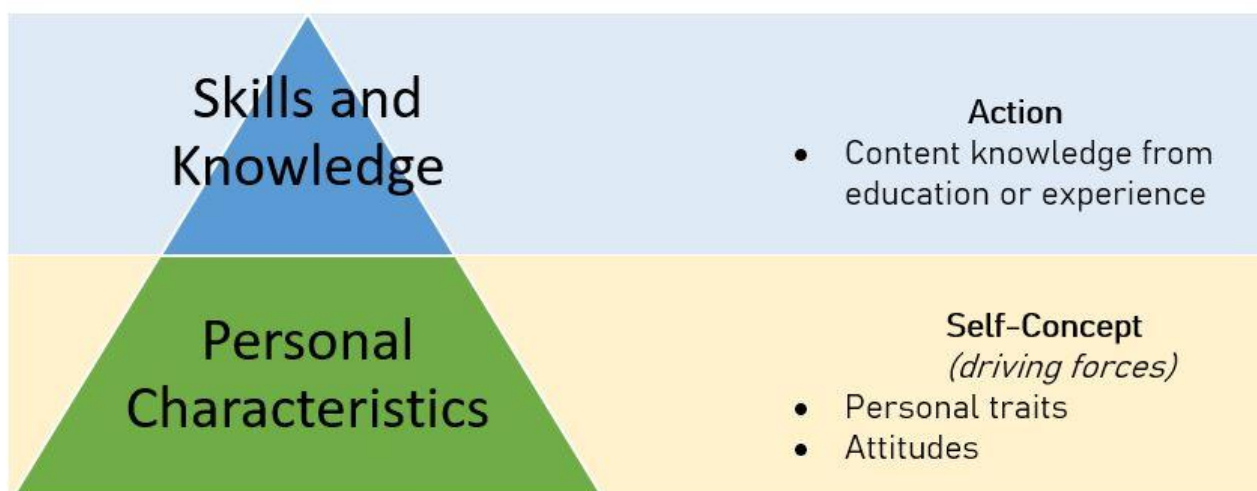
Figure 2 McClelland's Motivational Theory (Iceberg Model)

McClelland compares the traits of our self-concept to an iceberg. Figure 2 above displays McClelland's Iceberg model, which posits that our skills and knowledge are visible (above the waterline of the iceberg) whereas our self-concept (e.g. our standards, values, self-esteem or motives), as well as our feelings towards the interaction or relationships between people and sense of purpose, are hidden or unexpressed overtly (under the water).

For several decades, the iceberg model has been refined along with the Pareto Principle (a.k.a. the 80-20 rule), which basically states that 80% of our competencies are responsible for the 20% which can be explicitly observed (Hassane & Mohammed, 2021). Studies of language classrooms to advance the Language Quotient (LQ) of the students have never been uncommon ever since (Manjusha & Vijayalakshmi, 2018). In a nutshell, once we teachers could examine and be acquaint with "the

motivation to learn" of our students (the 80% under the water), we could tailor-design the teaching-learning strategies to encourage and supplement their progress in learning (the 20% above the waterline) of our students.

Hence, the study used these basic frameworks to design the assessment entailing considerable factors to understand the learner's perception especially regarding online education during the pandemic period, and if necessary, to suggest a draft-out of a more alternative instructional approach, which could serve as a motivation triggers for English-language learners when certain time and resource allocation constraints could be an issue.

Objectives of the study

The study attempted to provide an overview of the current situation—in particular, the prospective on English language teaching-learning situation at the tertiary level in Thailand during the pandemic period, from the students' perspectives while the self-assessment survey would further explore the motivations of the students whose focus on developing their foreign language fluency was reported to be English.

Research methods

Since the study is focused on the self-assessment of the undergraduate students studying English as a foreign language, the participants are purposively selected, including the students enrolled in English-language courses at our university in one school semester (semester 2/2021; N=721). All students are Thai-natives and could be classified as A1 level learners, according to the CEFR standard. Prior to the conduct of data gathering procedures, the students were informed that their active participation in the survey would help the instructors to tailor the teaching-learning styles that suit their liking and that they would remain anonymous in the study while also owning the right to withdraw from the survey at any time. Additionally, the students were also informed that there were no right/wrong answers to every question, nor that their response would affect their course grade, so they may choose the response that suitably reflect their actual opinion regarding each issue.

The questionnaire used 5-point Likert scale and consisted of three main sections:

(1) self-assessment of students as independent learners;

(2) self-assessment of students' needs to engage in their independent learning; and

(3) self-assessment of students' motivation to engage in their independent learning.

Prior to the conduct of this study, a carefully organized pilot study, with participants not used in the main study, was carried out to assess the feasibility of this study in larger scale.

Figure 3 illustrates the research design and overall process of this study.
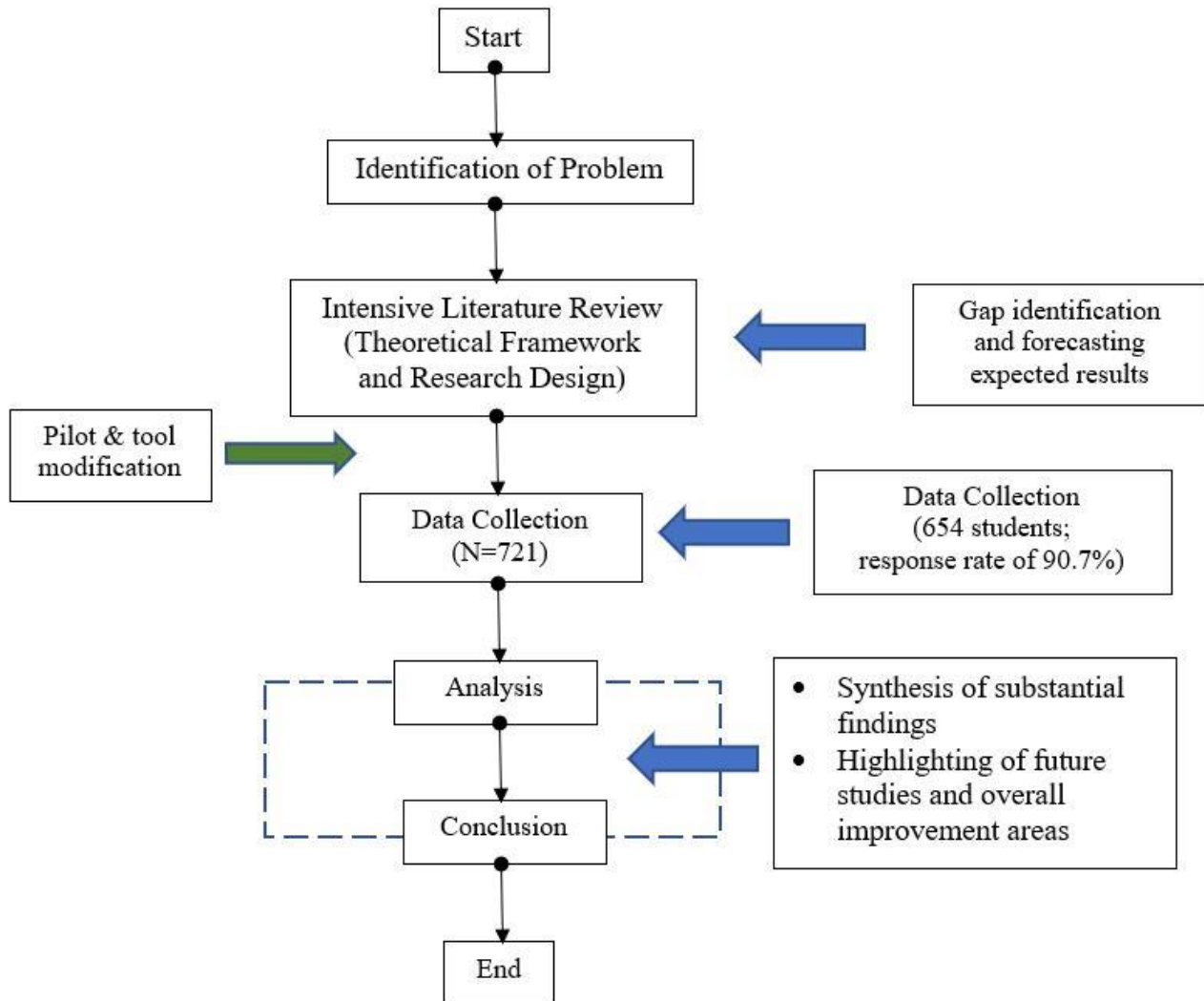
Figure 3 Research design and overall process of this study

Results

At the end of academic semester, 654 students (90.7% of the entire population) completed the questionnaire. Top-three responses of the obtained data in each section are presented in the following tables (Table 1 – Table 3).

Table 1 Self-assessment of Students as Independent Learners (N=654)

Item	Frequency	Percentage
I do not give up easily even when confronted with obstacles.	370	56.57
I am capable of taking notes from lectures during the class on my own.	322	49.23
I am able to work independently with little direction from the instruction and/or examples in my learning and materials.	305	46.63

As indicated in Table 1, the results indicated that over half of the students already viewed themselves as independent learners. They reported their preparedness when facing learning challenges (56.7%), confirmed their note-taking ability during the class as well as their academic performance relative to the instructional guides in their learning materials (49.23% and 46.63%, respectively).

Table 2 Self-assessment of Students' Needs to Engage in Their Independent Learning (N=654)

Item	Frequency	Percentage
I feel that take-home assignment or project can make me revise what I have learnt in class.	364	55.65
I feel that when learning English, out of four language skills, writing is the hardest one.	355	54.28
I feel that my parents or guardians place value in encouraging me to learn English language.	351	53.66

As indicated in Table 2, across the top-three responses, over half of the students reported that in order to keep themselves engage in the course, take-home assignment or project as well as the morale-boosting from their parents or guardians were both riveting their attention on the course (55.65% and 53.66%, respectively) while writing courses were viewed as major hindrance for their independent study (54.28%).

Table 3 Self-assessment of Students' Motivation to Engage in Their Independent Learning **(N=654)**

Item	Frequency	Percentage
I feel that I could see how what I have learnt in this course can benefit me in the future.	462	70.64
I feel that the teacher of my course helps me understand the concepts of the course I am learning.	424	64.83
I feel that my teacher in the course I am taking takes different learning styles and different levels of comprehension into account.	370	56.57

As indicated in Table 3, a majority of the students across the top-three responses reported that they could foresee the future benefits of learning their language course (70.64%), so the considerable amount of their motivation to engage in their independent learning stems from that future version in their mind. Interestingly, while most responses so far have pointed out that the students had been well prepared for their independent learning, they still viewed teachers as essential to facilitate their learning competencies (64.83%), especially when their teachers opted for different learning styles while taking their different levels of comprehension into account (56.57%).

Discussion

The assessment result provides an insight into the motivations of the students currently studying English at our faculty—a confirmation of readiness among the students to study English courses in the curriculum, that is, even when struggling with the 'new normal' classroom settings, the majority of the students still kept advancing their L2 learning, with the support of language teachers and their guardians (with English writing as the hardest skill to achieve), as they could see how L2 proficiency could bring back future benefits.

Besides, the result of this study also further suggests the need for us teachers to opt for our changing role as teachers, particularly, to redesign not only the pedagogy approach but also the assessment of certain skills from our students. In normal circumstances, we could give them our best educational tools and time, but during this pandemic crisis, not every student could afford the same learning environment as we would do for them. Most importantly, we must not forget the fact that for the time being, our students would need longer time to study in isolation.

To look at this issue in a big picture, like other Asian nations—now still grappling to balance restrictions in order to halt the rapid spread of COVID-19 against the need to resuscitate the nation's economy and to maintain financial stability by welcoming back holidaymakers to tourist attractions, and students, to classrooms. In the case of Thailand, this devastating pandemic has already entailed a sustainable new normal in the country's educational system, with unavoidable trade-offs and hard choices. It is now still too early to capitulate, especially amid the ongoing pandemic. For students, to keep up with the changing role of teachers and learning materials, they should be opted for more alternative instructional approaches which could afford them more room to exercise their creativity while executing their independent learning.

By and large, this study presents how language classroom in Thailand requires more than just some technology choices. We hope this study will be a start button to encourage more teachers to redesign their classroom settings. A little caution to read between the lines of the results presented here is that because it has been around two years already since the COVID-19 was first reported in Thailand (or to be exact, from the initial spike, 2 years, 3 months and 4 days), which means the pandemic has been around for some time, shifting physical classrooms to online ones while relinquishing to retract the restricted campus access currently in use. Therefore, it is by all means no surprise to find how online classes had fared for the teachers and students and how "new normal" classrooms are no longer are relatively new to the entire teaching-learning community. The same or similar studies could yield different results in post-pandemic period, for example.

In order to illustrate a more complete picture of redesigned pedagogical approach, recommendations for future studies may call for a wider range of abilities developed in classroom settings, or even better, a comparison of the motivations and competencies of students between traditional (face-to-face) and 'new normal' classroom settings, or before and after COVID-19 pandemic period.

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