

## Abstract

Learner autonomy and self-directed learning have enjoyed considerable popularity in education as attempts are made to make teaching and learning more relevant and efficient in a rapidly changing world. However, there are some concerns in some different cultural settings as to their effectiveness due to the capabilities of the students to take responsibility for and to make decisions about their education.

This study was designed to investigate Thai students' attitudes to strategies involving more self-direction in a university setting. It examined the responses of 691 first year undergraduate students at a Thai university to a questionnaire about self-directed learning in an EFL context. The findings revealed the students' dissatisfaction with traditional methods that required teachers to direct and dominate proceedings, and indicated that Thai students were ready to try other ways to conduct their education. The results of the study have important implications for Thai students, teachers, administrators and curriculum designers as they are exposed within their own cultural framework to findings from different educational contexts.