

**Application of Theories in Implementing a Teaching/Learning Method:
An Analytical View of a Milieu in Which Self-Instructed Learning Method (Learner
Autonomy) is Executed to Teach English Language Listening Skills to the Second-Year
Students at Kasem Bundit University**

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Abstract

An attentive approach in applying theories to administer a teaching/learning method – Self -Instructed Learning - in the process of designing a foreign language course to teach listening skills is described in this paper.

At first, the status and the role of theory is discussed along with conceptual framework for second/foreign language teaching principles. The discussion constitutes basis fundamental beliefs and represents philosophical level of the theoretical disciplines.

Secondly, a set of limitations between theory and practice is examined, specifically concentrating on literature review pertinent to the pedagogical theories of self - instructed learning method - a framework within learner autonomy.

Finally, a diagnostical view of the setting of self-instructed learning method is underlined on how a feasible access to structured planning at the policy level could link to a smooth transition in formulating an appropriate teaching/learning method germane to the immediate circumstances.