


A COMPARISON OF OUT-OF-CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES,
LEARNING STRATEGIES, AND ATTITUDES TOWARDS AUTONOMOUS ENGLISH
LANGUAGE LEARNING OF ENGLISH PROGRAM AND REGULAR PROGRAM
STUDENTS IN SECONDARY SCHOOLS



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A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum, Instruction, and Educational Technology

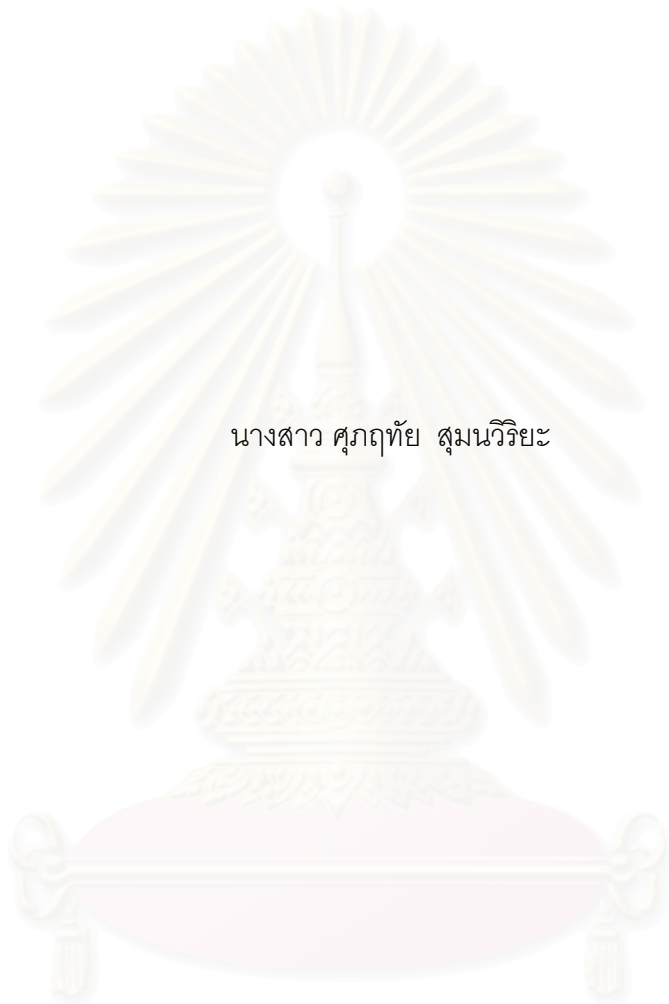
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การเปรียบเทียบกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียน กลวิธีการเรียนรู้ และ
เจตคติต่อการเรียนรู้ภาษาอังกฤษด้วยตนเองของนักเรียนในหลักสูตรที่ใช้ภาษาอังกฤษ
เป็นสื่อการสอนกับหลักสูตรปกติ ในโรงเรียนมัธยมศึกษา



นางสาว ศุภฤทัย สุมนวิริยะ

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต

สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

ภาควิชา หลักสูตร การสอน และเทคโนโลยีการศึกษา

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

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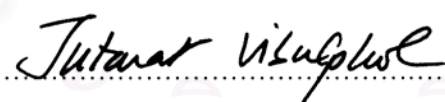
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การวิจัยครั้งนี้มีจุดประสงค์เพื่อศึกษาและเปรียบเทียบตัวแปรที่บ่งชี้ความสามารถในการเรียนรู้ด้วยตนเองของนักเรียนมัธยมศึกษาในหลักสูตรที่ใช้ภาษาอังกฤษเป็นสื่อการสอนกับหลักสูตรปกติ ตัวแปรดังกล่าว ได้แก่ กิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนด้วยตนเอง กลวิธีการเรียนรู้ และเจตคติต่อการเรียนรู้ภาษาอังกฤษด้วยตนเอง นอกจากนี้ผู้วิจัยได้ศึกษาปัจจัยที่ส่งผลต่อความสามารถในการเรียนรู้ด้วยตนเองของผู้เรียนที่มีความสามารถในการเรียนรู้ด้วยตนเองสูงและต่ำ โดยกลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 499 คน ที่ศึกษาอยู่ในโรงเรียนรัฐบาล ที่มีการจัดการเรียนการสอนหลักสูตรที่ใช้ภาษาอังกฤษเป็นสื่อการสอนและหลักสูตรปกติ จำนวน 4 โรงเรียน ในกรุงเทพมหานคร เครื่องมือที่ใช้ในการเก็บข้อมูลคือ แบบสอบถามและแบบสัมภาษณ์

ผลการวิจัยพบว่า (1) นักเรียนในหลักสูตรที่ใช้ภาษาอังกฤษเป็นสื่อการสอนและหลักสูตรปกติทำกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนด้วยตนเองเกี่ยวกับการฟังและอ่านมากกว่าการพูดและเขียน โดยนักเรียนในหลักสูตรที่ใช้ภาษาอังกฤษเป็นสื่อการสอนทำกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนด้วยตนเองมากกว่านักเรียนในหลักสูตรปกติอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (2) นักเรียนทั้งสองหลักสูตรใช้กลวิธีการเรียนรู้ด้านความรู้ความคิดมากที่สุด โดยนักเรียนในหลักสูตรที่ใช้ภาษาอังกฤษเป็นสื่อการสอนใช้กลวิธีการเรียนรู้มากกว่านักเรียนในหลักสูตรปกติอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (3) นักเรียนทั้งสองหลักสูตรมีเจตคติต่อการเรียนรู้ภาษาอังกฤษด้วยตนเองในระดับดี โดยนักเรียนในหลักสูตรที่ใช้ภาษาอังกฤษเป็นสื่อการสอนมีเจตคติที่ดีต่อการเรียนรู้ด้วยตนเองในระดับสูงกว่านักเรียนในหลักสูตรปกติอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (4) ปัจจัยที่ส่งผลต่อความสามารถในการเรียนรู้ด้วยตนเองของผู้เรียนได้แก่ แรงจูงใจภายใน ความรู้ในเชิงเมตาคอกนิชัน ในด้านกิจกรรมที่ทำและกลวิธีในการทำกิจกรรม และการสนับสนุนจากโรงเรียนและครอบครัว

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LEARNING/

SUPARUTHAI SUMONWIRIYA: A COMPARISON OF OUT-OF-CLASS ENGLISH LANGUAGE
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The present study aimed to examine and compare three variables indicating learner autonomy which were out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning of students in English Program and regular program. Furthermore, factors affecting learner autonomy of high and low autonomous learners were investigated. The participants were 499 ninth grade students in English Program and regular program in public secondary schools in Bangkok. A questionnaire and interview questions were used to collect the data.

The findings revealed that (1) both English Program and regular program students reported engaging in listening and reading skill activities more often than in speaking and writing skill activities. When comparing the results between two groups, English Program students reported doing English activities outside class more often than regular program students at the significant level of 0.05. (2) Students in both programs reported that they used cognitive strategies most frequently to conduct English language learning activities on their own. English Program students were found to use all learning strategies more often than regular program students at the significant level of 0.05. (3) Both English Program and regular program students were found to have positive attitudes toward autonomous English language learning. However, English Program students seemed to have higher positive attitudes toward autonomous English language learning at the significant level of 0.05. (4) Factors affecting high and low autonomous learners in this present study were found to be intrinsic motivation, metacognitive knowledge about task and strategies, and support from school and family.

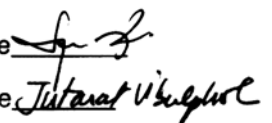
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CHAPTER I

INTRODUCTION

In today's knowledge-based society, information is rapidly changing and disseminating throughout the world. To be able to survive in such a change, people have to adjust themselves and keep learning. They need to be autonomous learners who are willing to learn by themselves, ready to learn and capable of learning.

As is the case in other countries in the world, the concept of a knowledge-based society, in which people should be engaged in lifelong learning is becoming an important issue in Thai education. The need for learner autonomy is reflected in the reform of education. The National Education Plan B.E. 2545-2559 (A.D. 2002 - 2016) focuses on preparing people to be able to deal with crises in society and economy. Regarding the National Education Plan, the National Education Act B.E.2542 (A.D. 1999) aims to foster in learners the ability to control their learning. Learners are expected to acquire a thirst for knowledge and be capable of self-learning on a continuous basis. Also, the third principle of the Basic Education Curriculum B.E. 2544 states that learners shall be supported in order that they develop continuously as lifelong learners, taking into consideration that learners are the most important part of education and learners are capable of self-development and self-realization. In other words, learners are expected to be autonomous.

In English language learning, learner autonomy should be enhanced as well. Little (1990) stated that if language learners are to be efficient communicators in their target language, they must be autonomous. Also, Esch and John (2003) proposed that learner autonomy is crucial because of the availability of learning resources of foreign language, authentic materials and learning opportunities in a language learner's environment. The foreign language is often not simply available in the classroom but

embedded in learner's environment through many channels of information. Autonomous learners are believed to conduct effective learning (Benson, 1997).

The efforts of Thai educators to promote learner autonomy are revealed through learner training and self-access centers. Currently, self-access language learning centers are provided in both higher and basic education levels. At the higher education level, many universities such as Chulalongkorn University, Thammasat University, King's Mongkut University of Technology Thonburi, have established self-access language learning centers as an outside class learning resource for students to conduct their own learning and develop their English language skills. Similarly, SEARs (Student English Access Rooms) is a national project found for primary and secondary schools to provide out-of-class English language learning resources.

The effort to promote learner autonomy reflects in the education provision in all levels and all programs possible. The English Program, one of the alternative programs using English as the medium to provided basic education in Thai schools, also claimed that they can promote learner autonomy effectively. The attempt to promote learner autonomy in the English Program was revealed in a study conducted by the Bureau of Educational Innovation Development (2004). The findings showed that English Program students possessed the characteristics of autonomous learners, especially attention in learning. This study reported positive findings about autonomous learning of students in English Program. Unfortunately, there has been no study about the autonomy of students in Regular Programs. We do not know whether students in Regular Program are supported to be autonomous by the program as the students in the English Program or not. Therefore, this study aimed to study and compare learner autonomy of the students in these two programs.

According to the literature review, out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning were mostly used to investigate learner autonomy in previous studies (Dam, 2000; Spratt, Humphrey, and Chan, 2002; Benson, 2003; Hyland, 2004; and Lamb, 2004). Thus, this present study examined these three variables as the indicators of learner autonomy and compared the results obtained from English Program and Regular Program students in secondary public schools in Thailand. Furthermore, students who reported possessing high and low autonomy and their English language teachers were selected for interview in order to investigate factors affecting their autonomy.

Research Questions

In the present study, the researcher attempted to find answers to the following questions.

1. What kind of out-of-class English language learning activities do students in English Program and Regular Program do? Do they do different or similar activities?
2. What kind of learning strategies do students in English Program and Regular Program use? Do they use different or similar strategies?
3. What attitude towards autonomous English language learning do students in English Program and Regular Program have? Do they have different or similar attitudes?
4. What are factors affecting learner autonomy of high autonomous learners and low autonomous learners?

Research Objectives

The objectives of the present study were as follows.

1. To examine and compare out-of-class English language learning activities of students in English Program and Regular Program.

2. To examine and compare learning strategies of students in English Program and Regular Program.
3. To examine and compare attitudes towards autonomous English language learning of students in English Program and Regular Program.
4. To investigate factors affecting learner autonomy of high autonomous learners and low autonomous learners.

Scope of the Study

In the present study, the population and the variables were the following.

1. The population of this study was lower secondary level students in public schools in Bangkok that offered both English Program and Regular Program. The schools that participated in the study have to have operated both programs for more than three years and had more than one class in each level in both programs.
2. The variables of this study were out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning.

The Definition of Terms

For the purpose of this study, the key words were defined as follows.

1. Learner autonomy

According to Holec (1979), learner autonomy refers to a learner's capability to control his or her own learning. In this study, learner autonomy was investigated using three indicators: out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning. A five-rating scale questionnaire was used to examine these variables. (See details below)

2. Out-of-class English language learning activities

In the present study, out-of-class English language learning activities refer to English language learning activities that students initiate to learn outside the classroom without control or assignment from teachers (Kuh, 1994; Yap, 1998; and Hyland, 2004). In this study, the activities include all four skills: listening, reading, speaking, and writing. These activities can be direct and indirect language learning activities, for example, watching TV programs, listening to the radio, watching movies, reading books, reading newspapers, reading magazines, talking to someone, and writing email, letters, and so on. Direct language learning activities refer to the activities that learners conduct with the intention of learning English. In contrast, indirect language learning activities refer to those activities that students do for pleasure but which can indirectly support students' English language learning. In order to investigate participants' English language learning activities, a five-point rating scale questionnaire developed by the researcher was used. (See Chapter 3 for details)

3. Learning strategies

Learning strategies refers to techniques or methods that learners use when they learn English language on their own (Oxford, 1990; Wenden, 1991; and Chamot, 2001). In this study, the strategies were classified using Wenden's (1991) categories: cognitive and metacognitive strategies. A five-point rating scale questionnaire constructed by the researcher was used to examine the participants' use of learning strategies. (See Chapter 3 for details)

4. Attitudes towards autonomous English language learning

Attitudes towards autonomous English language learning refers to feelings, beliefs, or opinions that students have about learning on their own (Wenden, 1991; Soinam, 1999; and Gan, 2004). According to Wenden (1991), the attitudes can be

classified into two categories: attitudes toward the role of learner and attitudes toward the learner's perceived ability to carry out autonomous out-of-class language learning. In the present study, a questionnaire adopted from Soinam (1999) was used to assess learners' attitudes towards autonomous English language learning. (See Chapter 3 for details)

5. English Program students (EP students)

English Program is a program that provides instruction based on the Basic Education Curriculum B.E. 2544 and that uses English language as the medium of instruction in all subjects. The program aims to enhance the English language ability of students (Bureau of Educational Innovation Development, 2005). In the present study, EP students refers to lower secondary students who have been in the English Program the longest, i.e. ninth grade students.

6. Regular Program students (RP students)

Regular program is a program that provides instruction based on the Basic Education Curriculum B.E. 2544 and that uses Thai as the medium of instruction in all subjects. In the present study, RP students refers to lower secondary students who have been in the Regular Program the longest, i.e. ninth grade students.

Significance of the Study

Wenden (1991) claimed that successful learners have learned how to learn. They acquire the learning strategies, knowledge about learning, and the attitudes that facilitate them to use these skills and knowledge confidently, flexibly, appropriately, and independently of a teacher. Wenden's concept of successful learners seems to be related with the qualities of autonomous learners as set forth by Breen and Mann (1997, p.134 – 136). It may be assumed that the autonomous learners are more or less equivalent to the successful learners.

To promote learner autonomy, it is significant to investigate variables indicating learner autonomy and the factors affecting it so that schools and teachers will be aware of the current situation of their students and be able to find ways to support the students to learn autonomously. The present study focused on out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning of English Program and Regular Program students who were in secondary public school. These three variables could help teachers see what students were doing outside the classroom, how they tackled those learning tasks, and what they thought about learning on their own. Also, the results on factors affecting learner autonomy of high and low autonomous learners could help schools and teachers realize what made learners behave and thought in a certain way.

Furthermore, schools that provide both English program and Regular Program are now trying to examine and compare the students in the two programs in every aspect of learning to ensure the effective results of providing the two programs together. The findings from this study revealed how learning environments in each program influenced the students' autonomy. Also, the results yield evidence about the autonomy of students in regular program and English program that can be used to compare with the study of the Bureau of Educational Innovation Development (2004).

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CHAPTER II

REVIEW OF THE LITERATURE

In order to design the research framework and provide the background for this study, related documents on learner autonomy and English Program in Thailand were reviewed and presented in this chapter. The review begins with the concepts of learner autonomy and the difference between learner autonomy and autonomous English language learning. Next, previous studies that investigated variables commonly used to indicate learner autonomy are presented. Third, studies that focused on factors that affected learner autonomy are reviewed. Last, the backgrounds of English Program and studies related to English Program are reviewed respectively.

Definition of Learner Autonomy

There has been confusion about autonomy and autonomous learning because both terms focus on the control on learning of learners. Autonomy concerns learners' characteristics while autonomous learning refers to a type of learning about that. The most popular definition of autonomy in language learning was proposed by Holec (1979). He defined autonomy as "the ability to take charge of one's own learning" (p.3). In other words, autonomous learners should be capable of making decisions about their own learning. The learning in this way is considered self-directed or undertaken on an autonomous basis. Several studies (Edge and Wharton, 1998; Littlewood, 1999; Darasawang, 2000; and Benson, 2001) discussed the term autonomy using Holec's definition (1979); however, these researchers focused on different aspects of learner autonomy.

Edge and Wharton (1998), Littlewood (1999) and Daraswang (2001) focused on the way students take responsibility for their own learning after their outside class

learning and in the formal education. However, Benson (2001) emphasized learner's control which can be classified into three levels as follows: learning management, cognitive process and learning content. According to Daraswang (2001), learner autonomy was indicated by the students' willingness, confidence, and capability of taking responsibility for their own learning especially in an independent learning mode.

Autonomous learning was also defined by many different ways by other researchers. Benson (2001, p.110) referred to autonomous learning as the learning that learner autonomy is exercised and shown in various modes of learning. It is characterized by particular procedures and relationship between learners and teachers. Hyland (2004) and Pearson (2004) referred to autonomous learning as out-of-class learning and adopted the concept from Benson (2001). In Hyland's study, student's autonomous learning had to involve self-directed, active and purposeful involvement with the language outside a formal learning context. For Pearson (2004), autonomous learning refers to any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning. Dam (2000, p.48) also defined autonomous learning similarly to Benson; however, he limited this term to the learning which took place in the situations in which the teacher was involved in supporting the learner autonomy. In Thailand, Isarawatana (1998) and Soinam (1999) viewed autonomous learning as a way to seek knowledge which makes learners capable of surviving in society effectively. They claimed that this kind of learning would foster the learners' thirst for knowledge and ability to learn without an assignment from anyone.

The review above showed that autonomy and autonomous learning are used to refer to different constructs. While autonomy refers to the learners' ability to control their learning, autonomous learning refers to the learning in which learners take full responsibility e.g. setting goals, plan how to learn, and monitoring their learning. In this

present study, learner autonomy which refers to learners' ability to conduct their own English language learning was examined.

Variables Used to Examine Autonomy

Benson (2001) pointed out that it is difficult to measure autonomy. Since it is a multidimensional construct, it can be recognized by several forms. Therefore, studies on learner autonomy have examined several variables and employed various assessment methods. Various variables have been used to assess autonomy such as attitudes towards autonomous English language learning (Dam (2000), Benson (2003), and Spratt, Humphrey, and Chan (2002), and Hyland (2004)), outside class activities (Spratt et al. (2002), Hyland (2004), and Lamb, (2004)), learning strategies (Dam (2000), and Benson (2003)), and motivation (Spratt et al., 2002). Table 2.1 presents the use of various variables to assess learner autonomy in previous studies.

Table 2.1

Variables used to assess learner autonomy in previous studies

Researchers	Focus of the study	Attitudes	Activities	Learning strategies	Motivation
Dam (2000)	Autonomous learning	✓	-	✓	-
Benson (2003)	Autonomy	✓	-	✓	-
Spratt et al. (2002)	Readiness for learner autonomy	✓	✓	-	✓
Hyland (2004)	Autonomous learning activities	✓	✓	-	-
Lamb (2004)	Independent language learning	✓	✓	-	-

From Table 2.1, three variables were frequently used to assess learner autonomy. First, attitudes towards autonomous learning were examined in all studies. Second, outside class activities were studied in Spratt et al. (2002), Hyland (2004), and Lamb (2004). Third, learning strategies were studied in two studies. None of the previous studies examined only one variable. All studies examined at least two variables. Therefore, in the present study, three variables which are attitudes towards autonomous English language learning, out-of-class activities, and learning strategies were used to assess learner autonomy. The review of these three variables is presented in the following sections.

Attitudes towards Autonomous English Language Learning

Wenden (1991, p.52) proposed that apart from learning strategies, attitudes towards autonomous learning are crucial factors for promoting learner autonomy. Furthermore, Holec (1979, p.3) stated that attitudes toward learning responsibility related to autonomy. In the following section, the concepts, methods used for investigating, and relevant studies on attitudes towards autonomous English language learning are reviewed respectively.

Definition of Attitudes towards Autonomous English Language Learning

Wenden (1991) reviewed some studies and found that attitudes were referred to as 'learned motivations', 'value beliefs', 'evaluations', 'what one believes is acceptable' or 'responses oriented toward approaching or avoiding'. From these definitions, she proposed that attitudes are composed of three components: cognitive, evaluative, and behavioral. A cognitive component involves beliefs or perceptions about the objects or situations related to the attitude. An evaluative component refers to the attitude or feeling, such as like or dislike, agreement or disagreement, approval or disapproval, toward

objects or situation. A behavioral component is the attitudes that predispose learners to adopt specific learning behaviors.

According to Wenden (1991) attitudes towards autonomous English language learning consist of attitudes towards the learner's roles and the attitudes toward the capabilities in learning.

Wenden proposed that attitudes toward learner's role refer to the willingness to take on the responsibility for learning and the perception of learners as having an important role in their language learning. Wenden described that three aspects of attitudes toward learners' roles include attitudes toward independent learning, self-initiative, and assumption of responsibility. Independent learning refers to learning of English language outside the class without any teacher's force. Learners decide to learn by themselves. Self-initiative refers to learners' initiative to do something for learning English on their own. Assumption of responsibility refers to learners' intention to organize their English language learning and find some strategies to use when the learning happens. These characteristics represent responsibilities of learners throughout the process of learning.

Looking further, attitudes toward learner's capability in learning are also considered as a component of attitudes toward autonomous English language learning in Wenden (1991). These attitudes refer to self-confidence of learners. Autonomous learners should believe in their ability to learn and to self-direct or manage their learning. Two aspects of attitudes toward capability in learning are capability to learn in general and capability to learn English in autonomous mode. While the capability of English language learning in general means the learners' confidence in their English language learning and awareness of the ways they learn without being discouraged, the capability of autonomous learning refers to learners' ability to plan their English language learning, set

goals, select the ways and materials for learning, monitor the learning process, evaluate the progress, and assess their learning results.

Methods Used to Investigate Attitudes towards Autonomous English Language

Learning

Both qualitative and quantitative methods have been employed to examine attitudes towards autonomous English language learning previously.

In Soinam (1999), Spratt et. al (2002), Gan (2004), and Hyland (2004), only a questionnaire was used to examine attitudes. Soinam (1999) and Gan (2004) developed their items about attitudes towards autonomous English language learning using Wenden's concept (1991). On the other hand, Spratt et al (2002) and Hyland (2004) developed their questionnaire based on the findings of previous studies.

Differently from the first four studies, Benson (2003, p.23) conducted a case study with Korean and Hong Kong language learners. In the study, he examined two factors for assessing autonomous learning: attitudes towards autonomous learning and learning strategies which learners employed. In his study, an interview was used as the only instrument.

Some research used both qualitative and quantitative methods to collect the data. In his study, Lamb (2004) developed a questionnaire from a focus group interview and then interview students basing on the results from the questionnaire.

Studies on Attitudes towards Autonomous English Language Learning

Many studies on attitudes towards autonomous English language learning found that learners believed that some of out of class English language learning activities could improve their English language learning. (Hyland, 2004; Benson, 2003; Spratt et al., 2002; and Lamb, 2004). In her study, Hyland (2004) found that learners perceived that some outside class activities can help them improve English language learning. Similarly,

Benson (2003, p.23) found that EFL learners who are autonomous believed that exposure to English language outside the classroom such as watching TV program, listening to radio, or reading books can facilitate them to learn better. Furthermore, Gan (2004) suggested that students who possessed more positive attitudes towards autonomous English language learning may lead to more use of cognitive and self-management strategies.

In Thailand, Soinam (1999) studied the attitudes towards autonomous English language learning of vocational students and found that the students had the moderate level of attitudes. The students who had a high English proficiency level had different attitudes from those with a low English proficiency level. She proposed that levels of attitudes may affect autonomous learning.

In this study, Wenden's (1990) categories of attitudes towards autonomous English language learning were used. They were attitudes toward role and capability in autonomous English language learning. A questionnaire adopted from Soinam (1999) was used to examine the attitudes. The next section presents out-of-class English language learning activities which is another indicator of learner autonomy.

Out-of-class English Language Learning Activities

In this section the definition, methods used to investigate out-of-class English language learning activities, and relevant studies are presented.

Definition of Out-of-class English Language Learning Activities

One of the variables that were often used to indicate autonomy is out-of-class English language learning activities. Kuh (1994) and Hyland (2004) proposed that out-of-class English language learning activities can be broadly defined to include all activities which students engage in during their study that are directly or indirectly related to their learning and performance and occur beyond the formal classroom, studio, or laboratory

setting. According to Kuh (1994) and Hyland (2004), such activities include studying in the library, interacting with friends and teachers, participating in school events and activities, working on or off the campus, and using other resources that schools provide for learning and personal development whether they are human (teachers) or physical (library, laboratory, playfield, and so on.) Similarly, Yap (1998) defined out-of-class English language learning activities are considered as informal activities which students do outside the classroom.

In this study, out-of-class English language learning activities refer to activities which learners initiate without having been assigned by teachers. These activities can be direct or indirect language learning activities. While direct language learning activities refer to the activities that learners conduct with the intention of learning English, indirect language learning activities refer to those activities that students do for pleasure but that can indirectly support students' English language learning.

In previous studies, out-of-class English language learning activities investigated (Pickard, 1996; Yap, 1998; Spratt et al., 2002; Hyland, 2004; Lamb, 2004; and Lee, 2005) focused on all four language skills: listening, reading, speaking and writing. In these previous studies, English listening activities included listening to radio programs, listening to songs, listening to English learning cassette tapes, watching TV programs, and watching movies. For reading, English reading activities consisted of reading newspapers, magazines, novels, academic books, notices, websites, and email. Speaking activities included speaking with teachers, friends, family and other people. English writing activities included personal notes, letters, postcards, diaries, email, and web logs.

Methods Used to Investigate Out-of-class English Language Learning Activities

In order to investigate out-of-class English language learning activities, several methods were employed in the previous studies. While some studies employed only a

questionnaire to examine out-of-class English language learning activities, other studies used various instruments.

A questionnaire was used to study out-of-class English language learning activities in Spratt et al. (2002), and Lee (2005). Spratt et al. (2002) constructed a questionnaire based on the concept of autonomy proposed by Holec (1981, p.3) and Deci and Ryan (1985) and the results from the focus group interview. The questionnaire was used to study the engagement in out-of-class English language learning activities and other variables of Hong Kong students. In his study, Lee (2005) modified the Language Contact Profile that was developed by Freed et al (2004). The researcher adapted the questionnaire to suit the Korean students in the EFL context and piloted with a group of students. He employed a questionnaire to study the out-of-class English language learning activities in which students engaged.

Some studies utilized more than one instrument to examine out-of-class English language learning activities. Pickard (1996) and Yap (1998) employed a questionnaire and triangulate the survey data with interviews. While Pickard studied the out-of-class English language learning activities of German students in EFL context, Yap conducted the study with Hong Kong participants. Furthermore, Hyland (2004) used three instruments including questionnaires, learner journals, and interviews. In her study, Hyland developed the questionnaire on out-of-class English language learning activities based on the findings of previous studies and conducted in Hong Kong contexts (Littlewood & Lui, 1996; Yap 1998; Pill, 2001). The participants were asked to keep journal as a report on their exposure to English language and activities they undertook in English during each day. Also, Lamb (2004) studied out-of-class English language learning activities of secondary school students in Indonesia using several instruments including questionnaires, semi-structured interviews and observations. Lamb used a

questionnaire to examine students' background information, attitudes, motivation, and their level and type of autonomous learning. Then, he conducted the interviews and observations to triangulate the data with the survey data and examine more indepth information.

Studies on Out-of-class English Language Learning Activities

Out-of-class English language learning activities have been studied in various studies as mentioned in the previous section. The results from all previous studies showed that students did listening and reading activities the most frequently because these activities were more comfortable for them (Pickard, 1996; Yap, 1998; Spratt et. al, 2002; Hyland, 2004; Lamb, 2004; and Lee, 2005). In these studies, the participants reported doing receptive skill activities such as watching TV programs and movies, listening to music and radio programs, and reading newspapers and magazines most frequently. Furthermore, Pickard (1996), Hyland (2004), and Lee (2005) consistently found that the students who were in the countries where English was not the first language did writing and speaking activities in the low level because of the limited opportunities to do productive skill activities.

From the review of previous studies, both qualitative and quantitative methods were employed to examine out-of-class English language learning activities. The activities were classified by language skills into listening, speaking, reading, and writing. In this study, a questionnaire and interview were utilized. The questionnaire was developed from initial literature and focus group interview. Then, the interview data were used to triangulate the survey data. The next section presents learning strategies used when learner tackle English activities outside the classroom.

Learning Strategies

In this section, learning strategies as one of the variables indicating of learner autonomy are reviewed. The concepts of learning strategies, methods used for investigating, and studies on learning strategies are presented respectively.

Definition of Learning Strategies

Learning strategies have been defined by several researchers but in similar way. Oxford (1990) considered learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Similarly, Chamot (2001) defined learning strategies as techniques or procedures that facilitate a learning task. However, Wenden (1991, p.18) emphasized the process of using learning strategies to tackle a task. She referred to learning strategies as mental step operations that learners use to learn a new language and to regulate their efforts to do so. Therefore, it can be concluded that learning strategies are methods, techniques, actions, procedures, or operations that learner employ in their learning.

Classification of Learning Strategies

Learning strategies were differently classified by three famous researchers (O'Malley and Chamot, 1990; Oxford, 1990; Wenden, 1991). Table 2.2 presents the categories of learning strategies which were classified by each researcher.

Table 2.2

Categories of learning strategies classified by each researcher

O'Malley and Chamot (1990)	Oxford (1990)	Wenden (1991)
1. Metacognitive strategies	1. Direct strategies	1. Cognitive strategies
2. Cognitive strategies	1.1 Memory strategies	1.1 Selective attending strategies
3. Social/affective strategies	1.2 Cognitive strategies	1.2 Elaboration strategies
	1.3 Compensation strategies	1.3 Mnemonic strategies
	2. Indirect strategies	1.4 Practice strategies
	2.1 Metacognitive strategies	2. Metacognitive strategies
	2.2 Affective strategies	2.1 Planning strategies
	2.3 Social strategies	2.2 Monitoring strategies
		2.3 Evaluating strategies

As shown in Table 2.2, O'Malley and Chamot (1990) categorized learning strategies into three types depending on the level or type of processing involved.

According to O'Malley and Chamot, learning strategies can be divided into metacognitive strategies, cognitive strategies and social/affective strategies.

Oxford (1990) classified the strategies by the operation on the target language as direct and indirect strategies (See Table 2.2). Direct strategies refer to language learning strategies that directly involve the target language. These strategies require mental processing of the language. However, the three groups of direct strategies: memory strategies, cognitive strategies, and compensation strategies are processed differently. As

for indirect strategies, they are used to support language learning and can be divided into metacognitive strategies, affective strategies and social strategies.

It appears that there are some overlapping ideas between O'Malley and Chamot (1990), and Oxford (1990). For example, cognitive strategies defined by O'Malley and Chamot are similar to what Oxford refers to as direct strategies. Also, the metacognitive strategies of O'Malley and Chamot are consistent with to Oxford's metacognitive strategies. Even though O'Malley and Chamot and Oxford did not clearly establish the relationship between the use of strategies and learner autonomy, several studies on learning strategies concluded that learners who employ learning strategies are likely to be autonomous learners.

The researcher who focused specially on autonomy and learning strategies is Wenden. Wenden (1991, p.16) proposed two types of learning strategies used by autonomous learners: cognitive and metacognitive strategies. (See Table 2.2)

According to Wenden (1991), cognitive strategies refer to mental steps or operations that learners use to process both linguistic and sociolinguistic content. Wenden described that there are four stages of information processing when learners use cognitive strategies. Based on these four stages, cognitive strategies can be categorized into four sub-categories: selective attending, elaboration, mnemonic, and practice strategies. Each subcategory of strategies was described by Wenden as follows. To begin with, selective attending are strategies which learners decide in advance what aspect of input they will pay attention to such as attending to native speakers in selected contexts and attending to the sound of the language. Next, elaboration strategies refer to the way learners comprehend the incoming information and classify it in a way that it can be integrated into an existing schema and stored in long-term memory. For mnemonic strategies, learners choose verbal, spatial and visual clues to work out a storage plan that will aid

future retrieval. Lastly, practice strategies refer to strategies that learners use to facilitate the development of automatic and appropriate retrieval. Practice strategies can be divided into formal and functional strategies.

For metacognitive strategies, Wenden (1990) defined metacognitive strategies or self-management strategies as learning strategies used by learners to supervise and manage their learning. Wenden proposed that three kinds of metacognitive strategies or self-management strategies include planning, monitoring, and evaluating. They were named according to the functions that they serve and are applicable across all kinds of learning tasks. Concept of each subcategory of metacognitive strategies was defined by Wenden (1991) as follows. Planning strategies were defined as strategies which learners prepare at a period previous to the time of the account for learning. For monitoring strategies, learners evaluate their learning proficiency of a particular attempt to learn or use a strategy. Learners become aware of a problem, and then assess their knowledge and skills to seek the cause of the problem. Learners refer to their perceived level of proficiency to explain an obstacle to task accomplishment or successful strategy deployment or refer to affective or cognitive factors. The last type of metacognitive strategies is evaluating strategies. As learners employ evaluating strategies, they examine the outcome of an attempt to learn, access the criteria they will use to judge it, and apply it.

From the review of literature, Wenden (1991) was the only one researcher who proposed categories of learning strategies used by autonomous learners: cognitive and metacognitive strategies. Thus, this study will examine those two types of learning strategies to investigate learner autonomy as Wenden (1991) proposed.

Methods Used to Investigate Learning Strategies

Several methods have been employed to explore learning strategies such as questionnaire, interview, and observation. Some studies utilized a qualitative method such as think aloud protocol to assess the learning strategies (Vandergrift, 1997; Chamot & El-Dinary, 1999). In contrast, Bremner (1998) utilized a quantitative method to study learning strategies. In his study, the SILL (Strategies Inventory of Language Learning) developed by Oxford (1990) was used to investigate the use of learning strategies.

Focusing on learning strategies that indicated learner autonomy, many studies used only a questionnaire. For example, Rivers (2001) studied self-directed language learning behaviors by assessing students' metacognitive strategies. In this study, researcher employed a retrospective questionnaire. Besides, various studies developed Oxford's SILL to examine learning strategies (Wharton, 2000; Gan, 2004; Wong, 2004; and De Araiz, 2006).

Studies on Learning Strategies

The findings on learning strategies used in autonomous English language learning were varied since previous studies examined learning strategies based on different concepts. (White, 1995; River, 2001; Gan, 2004; and Wong, 2005)

Based on the concept of O'Malley and Chamot (1990), White (1995) examined learning strategies used by the learners in the distance learning environment and in formal classrooms. Four categories of learning strategies: cognitive, metacognitive, social, and affective strategies, were used for the investigation. The findings suggested that distance learners used metacognitive strategies more than cognitive strategies and used affective strategies more than social affective strategies. On the other hand, learners who were in the classroom context used cognitive strategies more than metacognitive strategies and social strategies more than affective strategies. White concluded that distance learners

needed to manage the learning process for themselves since their learning context did not provide the kind of regular direction and guidance which were normally provided in the classroom.

In another line of studies, Oxford's SILL (1990) was used in Gan (2004) and Wong (2005). In his study, Gan (2004) developed the categories of learning strategies based on Oxford (1990); however, the categories were adapted slightly to fit the purpose of his study. The findings indicated that the participants were likely to conduct on their own more than ask for help from other people. Furthermore, Wong (2005) investigated the relationship between learning strategies use by pre-service teachers in Malaysia and their self-efficacy. He examined six subcategories of learning strategies based on Oxford's categories: memory, cognitive, compensation, metacognitive, affective, and social. The findings showed that cognitive, metacognitive, and social strategies were used most frequently.

Furthermore, Rivers (2001) did not classify the learning strategies based on either O'Malley and Chamot or Oxford. Instead, he identified the categories based on Flavell's (1979) concept about metacognition since his study emphasized the metacognition of language learners. Rivers concluded that the accurate use of metacognitive, affective, and social strategies to control the language learning process and learning environment can be considered as a sign for autonomous learning.

Although learning strategies were classified differently by each researcher, the present study studied learning strategies based on Wenden's (1990) categories. A questionnaire and interview were used to examine learning strategies that the participants used when doing out-of-class English language learning activities. A questionnaire was developed from Wenden (1990). The interviews were conducted to triangulate the data from survey phase and examine more in-depth information about learning strategies that

the participants used in specific out-of-class English language learning activities. In the following section, factors that may affect learner autonomy were reviewed and presented.

Factors Affecting Learner Autonomy

A number of studies on learner autonomy have proposed various studied about factors affecting autonomy (Isarawatana, 1999; Anantasate, 2001, p.28; Chan, 2001; Daraswang, 2001; Kriwattanapong, 2001; Spratt et al., 2001; Zeng, 2005; and Yu, 2006). From previous studies, various factors were found to affect learner autonomy such as motivation, metacognitive knowledge, and learning environments, learner's age, learning experiences, confidence, and learner interest. Each factor influence learner autonomy differently. In this study, three crucial factors were explored: motivation, metacognitive knowledge, and learning environments.

Motivation

In English language learning, motivation is usually defined as the effort and desire to achieve the learning goals (Gardner, 1985; Oxford and Shearin, 1994; and Dornyei, 2005). In teaching and learning situations, intrinsic and extrinsic motivation are the types of motivation that have been discussed the most (Spaulding, 1992 cited in Daraswang , 2000). Intrinsically motivated learners learn language for their own sake. They see the reward of learning language internally or have, what Brown (2000) called “feelings of competence and self-determination”. Intrinsic rewards are those that come from within the students or from the task itself; for example, students engage in a task because they enjoy doing it. Their enjoyment is regarded as intrinsic motivation that keeps them doing that task. It is seen as more powerful than teacher-provided reward. On the contrary, extrinsic learners need an outside reward such as a high score, money, prize, and so on. Also, learners who learn something because they try to avoid punishment can be considered as having extrinsic motivation. However, it is difficult to specify whether

learners have only intrinsic or extrinsic motivation. Learners often have the combination of these two kinds of motivation.

There have been studies on the relationship between motivation and autonomy in language learning. Knowles (1975, 1990), Anantasate (2001), and Pearson (2003, p.74) proposed that autonomous learners are likely to have high motivation, which leads to effective learning. Also, Spratt et al. (2001) conducted a study on motivation and autonomy in Hong Kong and argued that motivation may lead to autonomy or be a precondition for it. They proposed that motivation is a key factor that influences the extent to which learners are ready to learn autonomously. Similarly, Yu (2006) studied relevant literature in China and found that many language researchers (Peng & Lijia, 2003; Mei & Ruoping, 2001; Lianzhen, 2003; and Heping, 2001) considered motivation as one of the key factors enhancing learner autonomy.

Particularly, Deci and Ryan (1985, p.245) suggested that intrinsic motivation is a central motivator of the educational process. Intrinsic motivation is related to learner autonomy since promoting learner autonomy is a prerequisite for any behavior to be intrinsically rewarding. In addition, intrinsic motivation is related to the internal approach in learning whereas the surface approach is linked with extrinsic motivation (Entwistle, 1987, p.136).

Metacognitive Knowledge

According to Flavell (1979 cited in Wenden 1981 p.34), metacognitive knowledge refers to store knowledge that has to do with people as cognitive creatures and with their diverse cognitive tasks, goals, actions and experiences. In other words, metacognitive knowledge includes all facts learners acquire about their own cognitive process as they are applied and used to gain knowledge and acquire skills in varied situations'. Similarly, Daraswang (2000, p.69) viewed that metacognitive knowledge is what an individual

knows about how he thinks and how others think. It is the knowledge and beliefs that one has accumulated through experience.

Flavell (1979 cited in Wenden 1981 p.34) classified metacognitive knowledge into three categories which are person knowledge, strategic knowledge, and task knowledge. Flavell elaborate on these three categories as follows. The first category, person knowledge, refers to general knowledge about how human beings learn and process information, as well as individual knowledge of one's own learning processes. People who possess 'person knowledge' know their strength in learning or that they are better at one subject than another. The second category, knowledge of task, includes knowledge about the nature of the task as well as the type of processing demands that it will place upon the individual. Having task knowledge, people are aware that it will take more time for them to read and comprehend a science text than it would for them to read and comprehend a novel. Last, strategic knowledge includes knowledge about both cognitive and metacognitive strategies, as well as conditional knowledge about when and where it is appropriate to use such strategies.

Metacognitive knowledge is considered as an essential factor for autonomous learners. Breen and Mann (1997, p.135) proposed that metacognitive capacity was one of the qualities characterizing autonomous learners. Metacognitive knowledge allows learners to make decisions about what to learn, when, how and with whom, and what learning resources. According to Wenden (1998, 2001), metacognitive knowledge plays an important role in learner autonomy. Wenden proposed that metacognitive knowledge was used by learners in the process of self-learning. She described that task knowledge prompts the learners to do a task analysis to realize what needs to be done to complete the task. For person knowledge, she characterized that it enables the learners to recognize what they know and what they don't know. Also, she explained that strategic knowledge

helps the learners to select strategies to deal with difficulties. With regard to monitoring, Wenden (2001) argued that metacognitive knowledge can help learners to be aware of how well learning is proceeding through internal assessment of comprehension which is recognized from their earlier assessment of the task's demands. Wenden concluded that metacognitive knowledge is drawn upon to guide their decision making during the monitoring process.

Previous studies on metacognitive knowledge found that metacognitive knowledge may lead to learner autonomy (Lockhart and Vitori, 1995; and Wenden, 2001). In their studies, Lockhart and Vitori (1995) proposed that improving self-knowledge presumably leads to more autonomy. Also, they concluded that metacognitive knowledge and learner autonomy interact with each other. Furthermore, Wenden (2001) claimed that metacognitive knowledge was a prerequisite to the regulatory process in language learning.

Learning Environment

Pace and Stern (1965 cited in Koatsombat 1999, p.8) defined learning environments as behaviors, events, concepts, situations and physical factors that all people in an institute or a community need to follow. For example, buildings and places, situations, contradictions, cooperation, concepts, philosophies, rules, regulations, and doing various activities are considered as environments. These environments will reinforce learners' abilities to develop themselves. In this present study, learning environments refers to the external factors that support learners in the process of English learning including supports from people and learning resources. The following section discusses the supports from other people and learning resources.

Support from people. People involving in autonomous language learning process include teachers, school administrators, family and community. Teachers are one of the

most influential people who can help learners develop their autonomy. Little (1995) pointed out that learner autonomy depends on teacher autonomy. This recognition of the role change is the basis for teacher autonomy. To help learners develop autonomy, the teacher has to relinquish some control over learners and learn new skills to take on new roles as counselor, assessor, evaluator, material developer, manager, administrator and organizer (Gardner & Miller, 1999). In short, a teacher needs to be a facilitator of autonomous learning. The following are the roles of facilitators proposed by Holec (1985).

1. To help learners raise their awareness of responsibility and motivation
2. To help learners plan and carry out their independent learning tasks
3. To help learners monitor and evaluate their learning
4. To help learners acquire skills and knowledge needed to implement the above

Also, Zeng (2005) proposed that development of learner autonomy cannot be achieved without teachers' support. Teachers need to motivate, guide, organize, foster, and prompt learners to set their learning goals, choose appropriate materials that suit them, make greater progress, and be able to monitor and evaluate their learning process.

Besides the teachers and other people at school, family also influences learner autonomy. Tungteerabunditkul (1999, p.5 cited in Kiriboon p.35) proposed that environment at home refers to things that parents do to encourage learners to learn such as giving suggestions, talking, forcing learners to study, and offering support. When parents pay attention to the learning and motivate learners to learn, it can help learners to be autonomous learners. Although parents are not directly involved in the learning process, they have an influence on the learning and learner autonomy.

Learning resources. Apart from the supports of parents and teachers, Yu (2006) proposed that learning facilities and materials are also factors that promote the

development of learner autonomy. In the present study, learning materials refer to equipment used in out-of-class English language learning activities such as TV, radio, books, newspapers, Internet, email, and so on. Facilities refers to additional sites at school, home or other places such as self-access centers, computer rooms, libraries, theatres, Internet cafés, foreign book stores, tourist attractions, and so on.

The self-access center is one of the most famous learning resources that the schools and institutes use for promoting learner autonomy. In Thailand, Self-Access Learning Center (SALC) and Student English Access Rooms (SEARs) are among the most popular learning resources for learners to learn on their own provided by many schools and institutes.

Previous studies suggested that learning environments can affect the development of learner autonomy. Nunan (1996) pointed out that learner autonomy is influenced by the philosophy of the institution (if any) providing the instruction and the cultural context within which learning takes place. Also, Isarawatana (1999) and Daraswang (2001) claimed that crucial factors contributing to learner autonomy could be developed and nurtured by adept teachers and a proper home environment.

In conclusion, three variables, out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning, were used to indicate learner autonomy in previous studies as well as this study. Learners who employ both cognitive and metacognitive strategies to conduct English activities outside of class and possess positive attitudes towards autonomous learning can be considered to have learner autonomy. In the present study, two groups of students, English Program and Regular Program students, were examined regarding their engagements in English activities outside class, learning strategies and attitudes. The next section presents

background on nature of English Program and then compares it with that of the Regular Program.

English Program

English Program is a relatively new and popular educational program in Thailand that was established in 2001 (Department of General Education, 2006). Currently, there are over 200 schools all over Thailand that offer English Program. The following section will provide background of English Program, the difference between English Program and regular program, and the relevant studies on English Program.

Background of English Program

English Program was recently established in accordance with the policy of National Education Act A.D.1999 and the Department of General Education. Department of General Education (2006) saw the importance of preparing Thai people for the knowledge-based society and the ability to use English language for learning, searching for knowledge, communicating, and using new technologies. English language is the international language which is most widely used. Thus, English Program project was proposed to Ministry of Education and then established in 2001. According to Bureau of Educational Innovation Development (2005, p.5), English Program is a project which will provide learning and teaching based on the Basic Education Curriculum of 2001 but use English language as the medium of instruction in all subjects. The program aims to enhance English language ability of students.

In 2003, schools were allowed to choose to offer two kinds of English Program: English Program (EP) or Mini English Program (MEP). They are slightly different from each other. For EP or English Program, the schools have to provide at least 15 hours of instruction in English a week. Schools that offer MEP or Mini English Program provide instruction in English for 8 – 14 hours a week. The expenses of EP are higher than those

of MEP. (Bureau of Educational Innovation Development, 2003) Currently, schools are not allowed to open a new MEP. The Ministry of Education has stopped the opening of MEP since 2004. However, the old MEPs can still offer classes (Bureau of Educational Innovation Development, 2005 p.7).

The number of schools that offer English Program has rapidly increased in the past five years. Nowadays, there are 203 schools that offer English Program in Thailand, including kindergarten, primary, secondary and vocational schools. Among these schools, 75 schools are under the Office of Basic Education Commission (Bureau of Educational Innovation Development, 2006) and the other 128 private schools are under the Office of Private Education Commission (Office of Private Education Commission, 2006). These schools are not new schools that were open for the English Program. They are schools that have offered Regular Program and opened the English Program as an option for students and parents. Thus, they provide both English Program and Regular Program in the same school.

Differences between English Program and Regular Program

Although English Program and Regular Program are operated in the same school, the educational environment appears to be different. From the rationale of establishing English Program (Ministry of Education, 2001), there are three aspects which can be used to distinguish these two programs: medium of instruction, foreign teachers, and facilities.

In the English Program English language is used as the medium of instruction, while in Regular Program Thai language is used. Also, students in English Program need to use English for communication with foreign teachers and for their learning. Thus, English language becomes a need for EP students when they are in school. If they cannot communicate in English, they will have problems in learning.

Next, the requirements for teachers in the English Program and Regular Program are different. While teachers in English Program are mainly foreigners, teachers in the Regular Program are mostly Thai. In English Program, foreign teachers are from various countries such as America, England, Canada, Australia, Philippines, New Zealand, South Africa, and so forth. (Bureau of Educational Innovation Development, 2004 p.14)

The last difference lies in the aspect of learning facilities. English Program students have more opportunities than those in the Regular Program to access facilities for learning English outside the classroom. Bureau of Educational Innovation Development (2004, p.14) reported that schools that offer English Program usually provide laboratory rooms and building which facilitate students to learn on their own. These facilities are English reading center, mini-theater, laboratory rooms, computer rooms and other resources.

In sum, the language used in English Program, the teachers, and the facilities are the three primary differences between English Program and regular program. These differences are meant to develop students' English abilities.

Studies on English Program

As English Program was just opened in 2001, the number of studies relating to this program is limited. Most studies concerned the operation and curriculum of the English Program provided for elementary and secondary level students (Yongkamol, 2000; Chuenvunya, 2002; Jindarot, 2002; Jansong, 2004; Nontaphak, 2004; Norkham, 2005).

There is only one study regarding the attempt to promote learner autonomy in English Program conducted by Bureau of Educational Innovation Development (2004). The findings revealed that students in English Program possessed the characteristic of autonomous learners, especially the attention in learning. The study reported that English

Program students searched information from the Internet in English on their own and English Program provided learning resources which facilitated learner autonomy such as computer room, DVD players, televisions, Internet, and library.

Summary

From the literature review, learner autonomy is a complex construct that is not easy to assess. Previous studies that attempted to investigate autonomy, therefore, employed various techniques and used various variables as the indicators of autonomy. Most studies used questionnaires together with interviews or observation to collect data (Spratt et al., 2002; Hyland, 2004; and Lamb, 2004). Out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning have been focused on the most as the indicators of learner autonomy. Three crucial factors were found to affect learner autonomy in the previous studies: motivation, metacognitive knowledge, and learning environments.

Furthermore, the attempt to promote learner autonomy in English Program was revealed in a study of Bureau of Educational Innovation Development (2004). In their study, English Program students were found to possess characteristics of autonomous learners. However, there is no record about learner autonomy of Regular Program students.

According to the findings from previous studies, the present study attempted to examine out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning as the indicators of learner autonomy of English Program and Regular Program students. A questionnaire and interview questions were employed as the instruments to investigate the three variables. A questionnaire was used to examine three variables: out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language

learning. More information about these variables was investigated in the interviews with selected students and their English language teachers. Also, the interviews aimed to explore factors affecting learner autonomy of high and low autonomous learners.



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CHAPTER III

METHODS

In the present study, the researcher attempted to study learner autonomy by examining three variables: out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning. A questionnaire was used to examine these three variables and interviews were conducted in order to investigate factors affecting learner autonomy and provide supplementary data to triangulate with the questionnaire data.

Participants

The population in this study was lower secondary students in public schools in Bangkok that offered both English Program and Regular Program. According to the Bureau of Educational Innovation Development (2006), there were nine schools in Bangkok that offered both programs. However, only the schools that had operated both programs for more than three years and had more than one class in each level of both programs were selected for this study. The other five schools were excluded. Two schools, Samsen Witayalai School, and Navamindarajudis Triam Udom Suksa Nomklao School, were not included in this study because it had just opened and did not have students in grade ninth yet. The other three schools, Matthayom Wat Nairong School, Matthayom Wat Singh School, and Taweetapisek School, had less than one class in each level of both programs. The four schools that participated in the present study were: Yothinburana School, Siriratanadhorn School, Satri Witthaya 2 School, and Potisan Pitayakorn School.

School Contexts

In this section, the information of four schools selected to participate in the present study is presented. The information was gathered from the school documents, the schools' websites, teachers who taught in the four schools, and the researcher's informal observations. The following table presents the data about the number of students, the curriculum used, grades offered, location, and learning resources.

Table 3.1

Information of schools involved in the present study

	Yothinburana School	Siriratanadhor n School	Satri Witthaya 2 School	Potisan Pitayakorn School
Number of students^a	3,600	2,000	5,600	3,600
Curriculum	Basic Education Curriculum B.E. 2542			
Grades offered	Grade 6 – 12 (M. 1 – M.6)			
Location	Military area	Residential area	Residential area	Residential area /
Learning resources	EP library, school library, English language laboratory	E-classroom, resource center, sound laboratory	Library, EP resource center	EP library, school library, information technology center, EP music and drama center, self- access center

^a Number of students were rounded up to the nearest whole number

As shown in Table 3.1, Satri Withaya 2 School was the largest school with approximately 5,600 students. Yothinburana School and Potisan Pitayakorn School each had about the same number of students, 3,600 students. The smallest school, Siriratanadhorn School, had only about 2,000 students. All school developed their curricula based on the Basic Education Curriculum B.E. 2542 and offered both English Program and Regular Program to seventh grade to twelfth grade (Mathayom suksa 1 – Mathayom suksa 6).

For the location of the school, Yothinburana School was the only school located in a military area. The other three schools were located in residential areas. All schools had no tourist attractions nearby. Furthermore, the learning resources provided in each school were varied. For example, EP library, school library, English language laboratory, E-classroom, resource center, sound laboratory, information technology center, EP music and drama center, self-access center, and so on. As shown in the table, the learning resources provided in each school were different.

In this study, the data were collected from questionnaires and interviews respectively. The next section discusses how the participants for each method were selected.

Survey Participants

The survey participants were randomly selected from ninth grade students because they had been in the programs the longest compared with other lower secondary level students. They were selected from the population using the following process. First, the number of participants from English Program (EP) and Regular Program (RP) were separately calculated using the following Taro Yamane formula with the confident level of 95%.

$$n = \frac{N}{1+Ne^2}$$

$N =$ the number of total students
 $e = 0.05$
 $n =$ the number of participants

In the 2007 academic year, there was a total of approximately 290 ninth grade students in English Program and 1,870 ninth grade students in Regular Program in the four schools. According to Yamane (1967), at least 168 students from English Program and 331 students from the Regular Program were included in the present study.

Then, the participants were randomly selected from ninth grade students in the two programs of the four schools. Since the number of students in each school was not the same, the size of the representative sample from each school was calculated based on the proportion of students needed to have a significant sample size of the total number. (See Table 3.1 and 3.2) For example, the participants from Satri Witthaya 2 School was calculated as follows.

$$\begin{array}{l} \text{The number of} \\ \text{participants from} \\ \text{Satri Witthaya 2 School} \\ (69.52) \end{array} = \frac{\begin{array}{l} \text{The sample size (168)} \\ \text{The number of} \\ \text{population (290)} \end{array}}{\begin{array}{l} \text{The number of students in} \\ \text{Satri Witthaya 2 School} \\ (120) \end{array}}$$

Table 3.1

The number of participants from English Program in each school.

Schools		Number of 9th grade students	Number of participants ^a
1.	Satri Witthaya 2 School	120	70
2.	Yothinbrurana School	90	52
3.	Siriratanadhorn School	40	23
4.	Potisarn Piatayakorn School	40	23
Total		290	168

^a Number of participants was rounded up to the nearest whole number

Table 3.2

The number of participants from Regular Program in each school.

Schools		Number of 9th grade students	Number of participants ^a
1.	Satri Witthaya 2 School	885	153
2.	Yothinbrurana School	450	78
3.	Siriratanadhorn School	385	66
4.	Potisarn Piatayakorn School	200	34
Total		1,920	331

^aNumber of participants was rounded up to the nearest whole number

The researcher distributed the questionnaire to the schools in person; therefore, all the selected participants in all schools completed the questionnaire. In total, 499 ninth grade students in EP and RP participated in the survey. In the regular program, the

number of male and female students was relatively similar (male = 49.2%, female = 50.8%). Unlike the regular program, English Program had more female students. The age range of the participants was between 13 -15 years old ($\bar{x} = 13.99$, $S.D. = 0.398$).

Most participants started learning English at the kindergarten level. The percentages of the participants who started learning English in kindergarten level, elementary level, and secondary level were 82%, 14%, and 4% respectively.

Experiences in other countries and opportunities to go abroad of EP and RP participants were completely different. Most EP students (69%) had been abroad. In contrast, the majority of RP students (81.9%) had never been to other countries.

Interview Participants

There were two groups of interview participants: students and teachers. The students were the first group of interview participants. They were selected after the questionnaire was conducted. The second group of interview participants were the English teachers who taught the students who participated in the interview.

To select the students for the interviews, the results of out-of-class English language learning activities were used as the criteria. From each program, ten students were selected. Five students were the students who got the five highest scores from the out-of-class English language learning activities section in the questionnaire. The other five students were those who got the lowest five scores from the same section in the questionnaire. These two groups of students were considered students who employed out-of-class activities at a high level and at a low level respectively. Furthermore, only Thai students were selected for the interviews in order to keep the variable of nationality constant.

The participants' real names are not used in this report to keep their identities confidential. Pseudonyms are used instead. Since twenty students participated in this interview phase, the researcher named them using the following abbreviations.

HEP	means	English Program students reported doing out-of-class English language learning activities a the high level
HRP	means	Regular program students reported doing out-of-class English language learning activities a the high level
LEP	means	English Program students reported doing out-of-class English language learning activities a the low level
LRP	means	Regular program students reported doing out-of-class English language learning activities a the low level

Therefore, the twenty interview participants are referred to in this study as HEP1, HEP2, HEP3, HEP3, HEP4, HEP5, LEP1, LEP2, LEP3, LEP4, LEP5, HRP1, HRP2, HRP3, HRP4, HRP5, LRP1, LRP2, LRP3, LRP4, and LRP5.

The students who participated in the interviews were 13- 15 years old. There were six female interviewees and four male interviewees from the English Program. In the regular program, there were four female students and six male students. All RP students started learning in the program in the seventh grade. For the English Program students, most participants had studied in the English-medium program for approximately three years. Only four participants, HEP1, HEP4, LEP1, and LEP2, had been in the program for more than three years. However, all participants started learning English in kindergarten.

For the experiences in other countries, most EP participants had been abroad before. Two of them, HEP1 and HEP5, go abroad two or three times a year. Only HEP4 and LEP2 had never been to other countries. In contrast, most Regular Program students

had never been to other countries. Only HRP2 and HRP5 go to another country at least once a year. (See Table 3.3)

Table 3.3

Demographic information of the interview participants

Participants	Age (Years)	Gender	Number of years in the program	Level Started learning English	Experiences in other countries
HEP1	14	Female	12	Kindergarten	2-3 times/year
HEP2	13	Male	3	Kindergarten	once a year
HEP3	15	Male	3	Kindergarten	once a year
HEP4	14	Female	6	Kindergarten	never
HEP5	14	Female	3	Kindergarten	2-3 times/year
LEP1	13	Male	12	Kindergarten	once a year
LEP2	14	Female	6	Kindergarten	never
LEP3	14	Female	3	Kindergarten	once a year
LEP4	14	Male	3	Kindergarten	once a year
LEP5	14	Female	3	Kindergarten	once a year
HRP1	14	Female	3	Kindergarten	never
HRP2	14	Male	3	Kindergarten	once a year
HRP3	14	Female	3	Kindergarten	never
HRP4	14	Male	3	Kindergarten	never
HRP5	13	Male	3	Kindergarten	once a year
LRP1	14	Male	3	Kindergarten	never

(Table continues)

Table 3.3 (Continued)

Participants	Age (Years)	Gender	Number of years in the program	Level Started learning English	Experiences in other countries
LRP2	14	Female	3	Kindergarten	never
LRP3	14	Female	3	Kindergarten	never
LRP4	14	Male	3	Kindergarten	never
LRP5	14	Male	3	Kindergarten	never

Instruments

The instruments used in this study were a questionnaire and interview questions. A questionnaire was used to examine three variables relating to learner autonomy. The interviews were conducted in order to investigate factors affecting learner autonomy and find supplementary data for triangulation.

Questionnaire

The researcher developed both a Thai and English version of the questionnaire. The questionnaire was divided into four sections (see Appendix A). In the first section, the participants were asked to describe their demographic information. The other three sections consisted of the items used to examine out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning. The details of each section are presented in the following section.

Section I: Demographic information. In this section, participants were asked about their personal information i.e. names, age, gender, class, program attended and school. Their names were asked only for the purpose of the selection of the interview

participants. The other information was asked in order to group the participants for comparison and to examine materials and facilities at home and school used for learning English.

Section II: Out-of-class English language learning activities. The second section of the questionnaire consisted of twenty-five items used to examine the participants' out-of-class English language learning activities. The activities included all four skills: listening, reading, speaking, and writing. The participants were asked to indicate how often they do each out-of-class English learning activity using a five-point Likert scale as follows:

5 (Always) means I do this activity approximately more than 7 hours per week.

4 (Often) means I do this activity approximately 4-6 hours per week.

3 (Sometimes) means I do this activity approximately 2-3 hours per week.

2 (Hardly) means I do this activity approximately less than 1 hour per week.

1 (Never) means I never do this activity

Section III: Learning strategies. In this section, there were seventy-one statements relating to learning strategies that students used in autonomous English learning. The learning strategies included in the questionnaire were developed from Wenden's learning strategies for learner autonomy concept (1991). Thus, two main categories of learning strategies considered in this present study were cognitive strategies and metacognitive strategies. Like the second section, the participants were asked to indicate how frequently they employed each learning strategy used in autonomous learning using a five-point Likert scale as follows:

- 5 (Always) means I use this method to learn English language on my own approximately more than 80%.
- 4 (Often) means I use this method to learn English language on my own approximately 60 – 70%.
- 3 (Sometimes) means I use this method to learn English language on my own approximately 40 – 50%.
- 2 (Hardly) means I use this method to learn English language on my own approximately 10 – 30%.
- 1 (Never) means I never use this method to learn English language on my own.

Section IV: Attitudes towards autonomous English language learning. In the last section, the participants were asked to report their attitudes towards autonomous English language learning. This section was adopted from Soinam (1999). The participants were asked to indicate their attitudes towards autonomous English learning using a five-point Likert scale as follows:

- 5 (strongly agree) means I strongly agree with this statement
- 4 (agree) means I agree with this statement
- 3 (not sure) means I neither agree nor disagree with this statement
- 2 (disagree) means I disagree with this statement
- 1 (strongly disagree) means I strongly disagree with this statement

The development of the questionnaire

As mentioned in the previous section, three variables indicating learner autonomy; out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning were examined in Sections two, three and four in

the questionnaire respectively. The researcher developed Sections two and three by studying previous studies and conducting a focus group. Unlike Sections two and three,

Section four was adopted from the Attitudes towards Autonomous English Language Learning Questionnaire of Soianam (1999). The process of developing each section is described as follows.

For the out-of-class English language learning activities section (Section 2), the researcher developed a list of activities for the questionnaire from the out-of-class English language learning activities examined in the following studies: Pickard (1996), Spratt et al. (2002), Hyland (2004), Lamb (2004), and Lee (2005). The list of activities examined in these studies is presented in the Table 3.4.

Table 3.4

A summary of the out-of-class English language learning activities examined in previous studies.

Out-of-class English language learning activities	Pickard (1996)	Spratt et al. (2002)	Hyland (2004)	Lamb (2004)	Lee (2005)
Listening					
radio programs	✓	✓	✓	✓	✓
English songs	✓	✓	✓	✓	✓
English learning cassette tapes	✓				✓
English TV programs	✓		✓	✓	✓
movies	✓	✓	✓	✓	✓

(Table continues)

Table 3.4 (Continued)

Out-of-class English language learning activities	Pickard (1996)	Spratt et al. (2002)	Hyland (2004)	Lamb (2004)	Lee (2005)
Reading					
newspapers	✓	✓	✓		✓
magazines	✓	✓	✓	✓	✓
novels	✓		✓		✓
poem	✓				✓
academic books		✓	✓		
notice		✓			✓
Internet		✓	✓	✓	✓
email				✓	✓
Speaking					
teachers				✓	✓
friends		✓	✓	✓	✓
other people		✓	✓		✓
Writing					
personal notes		✓			✓
letters		✓			✓
diaries		✓			
email		✓	✓	✓	✓
web log		✓		✓	

In this present study, the researcher included all the activities from the list in Table 3.4 in section two of the questionnaire because these studies were conducted in countries that had similar context of English learning to that of Thailand, i.e. the studies were conducted in the countries where English was not the first language such as Korea, Indonesia and Germany. Therefore, the activities reported by the students in these studies were likely to be similar to what students in Thailand do.

For the learning strategies section, the strategies included in the questionnaire were developed from Wenden's learning strategies for learner autonomy concept (1991). According to Wenden (1991), there are two main categories: cognitive strategies and metacognitive strategies. Cognitive strategies refer to mental steps that learners use to process the contents or information. It can be categorized into four sub-categories: selecting, elaboration, mnemonic and practice strategies. Metacognitive strategies or self-management strategies refer to techniques or methods which learners use to supervise and manage their learning. Three sub-categories of metacognitive strategies are planning, monitoring, and evaluating strategies. (See details in Chapter 2)

The researcher studied previous studies that investigated the use of learning strategies (Wenden, 1991; Rubin, 1989 and Chamot, 1987 cited in Wenden, 1991; and Oxford, 1991) and developed a list of learning strategies that students may use in out-of-class English language learning activities. Then, the activities were grouped according to the four language skills: listening, reading, speaking, and writing.

In order to check the validity of Sections two and three, the researcher conducted a focus group with ninth grade students who studied at Potisan Pitayakorn, one of the participating schools, in the academic year 2006. The students were interviewed about their out-of-class English language learning activities and learning strategies used in each language skill. For the out-of-class English language learning activities section, the

findings showed that students reported employing all activities listed in the questionnaire. Additionally, they reported that they played online games in English and spent a lot of time on this activity. Thus, the researcher added another activity, playing online games, as an integrated skill activity in the questionnaire. Then, the researcher compared whether the results of the focus group were consistent with the list of learning strategies developed previously. Some items in the list did not match with the focus group's report. Therefore, the researcher took out those items from the list and added some learning strategies according to the results of focus group.

In Section four, the researcher adopted the attitudes towards autonomous English language learning questionnaire by Soinam (1999). Soinam constructed the questionnaire based on the concept of attitudes towards autonomous English language learning proposed by Wenden (1991, p.52 -60). According to Wenden (1991), a learner's attitudes consists of two aspects: attitudes towards the learner's roles in learning English language and the attitudes towards their capability in learning English language. At first, 65 items related to each aspect of attitudes were developed including 33 favorable statements and 32 unfavorable statements.

After a validity check and reliability check, Soinam revised the questionnaire. Finally, the final version consisted of forty-one items with twenty-one favorable items and twenty unfavorable items as presented in Appendix B.

Favorable items refer to items that indicate a positive attitude towards a particular type of autonomous English language learning. For example, the statement, "I like solving problems in learning English by myself" indicates attitude toward learning independence. In contrast, unfavorable items refer to items that reflect negative attitudes toward a particular type of autonomous English language learning. For example, the

statement, “I don’t know what I should learn or practice more to improve my English”, implies that the participants has no assuming responsibility.

After all sections in the questionnaire were developed, the researcher conducted a preliminary study with a group of students. Then, the validity and reliability of all sections in the questionnaire were checked as follows.

Validity check. The questionnaire was sent to three experts to check the content validity. An evaluation form was provided for the experts to check the appropriateness of the content of the questionnaire items (see Appendix C). There were some suggestions from the experts on Sections one and three. In the Section one, one of the experts suggested that the information about how long the participants had been in the program and background in English speaking countries should be added. For the third section, there were suggestions that items about mnemonic, monitoring and evaluating strategies should be added.

Therefore, the items about how long the participants had attended the program, when the participants started learning English, and their experiences in other countries were added in the first section. For the third section, fourteen items about mnemonic, monitoring and evaluating strategies used in all language skills were added. (See Table 3.5)

Table 3.5

The items added in the learning strategies section based on the experts’ suggestions.

Items	Learning Strategy Category
Learning strategies used in listening activities	
1.7 memorize new words by grouping them with other words that have similar meaning.	Mnemonic strategies
1.14 try to find the best way to help me doing the task.	Monitoring strategies

(Table continues)

Table 3.5 (Continued)

Items	Learning Strategy Category
1.17 check how much I understand the listening at the end of the task.	Evaluating strategies
1.18 check if the methods I use while listening help me understand the text.	Evaluating strategies
Learning strategies used in speaking activities	
2.6 memorize new words by grouping them with other words that have similar meanings.	Mnemonic strategies
2.12 try to find the best way to help me do the task.	Monitoring strategies
2.16 check how much I understand the text after I finish reading.	Evaluating strategies
2.17 check if the methods I use while reading help me understand the text.	Evaluating strategies
Learning strategies used in reading activities	
3.7 memorize new words by grouping them with other words that have similar meaning.	Mnemonic strategies
3.13 try to find the best way to help me do that task.	Monitoring strategies
3.17 check if the methods I use while speaking can help me.	Evaluating strategies
Learning strategies used in writing activities	
4.9 memorize new words by grouping them with other words that have similar meanings.	Mnemonic strategies
4.15 try to find the best way to help me do the task.	Monitoring strategies
4.19 check if the methods I use while writing can help me.	Evaluating strategies

Reliability check. After revising the questionnaire, the researcher administered the questionnaire to 20 English Program students and 52 Regular Program students in a school that had similar characteristics with the population of the study, i.e. the school provided both English Program and regular program. All three sections of the questionnaire, out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning, were examined for internal consistency using Cronbach's Alpha Coefficient in the SPSS program. The results showed that the questionnaire had high reliability ($\alpha = 0.98$). Therefore, no revision was needed.

Interviews

Semi-structured interviews were conducted after analyzing the data from the questionnaire. Two sets of interview questions were prepared: one set for the students and another set for their English language teachers. The details of each set of interview question are discussed in the following section.

Interview questions for students. The questions were divided into four parts: students' personal information, out-of-class English language learning activities, motivation, and learning environments. Each participant was asked about these four topics in order to investigate the factors that may affect learner autonomy.

Interview questions for teachers. The interview questions for teachers were about the behavior of an individual student who participated in the interview, teacher support, school activities and facilities.

Since the interview aimed to investigate factors affecting learner autonomy, the researcher developed the questions by studying previous studies on relevant factors. Then, the researcher asked the three experts who checked the questionnaire to check the validity of the interview questions using an evaluation form (see Appendix D). For the

interview questions for students, the experts suggested that some more details about motivation, types of support or activities that learners needed from the school, and the availability for English language learning in their community should be added. For the interview questions for the teachers, the experts suggested that a question about the community support “How do people in the community or parents support the school in building facilities or providing learning materials for English language learning?”, did not indicate that it is a support for learner autonomy. Therefore, the researcher revised the question to “Where can students learn or use English in the community?”. Furthermore, the experts suggested that a question about teacher practice to promote learner autonomy and the school policy should be added. Then, the researcher added the following questions (Questions 6 and 7) in the interview questions for teachers:

Question 6: Do you think doing out-of-class English language learning activities is helpful to formal English learning and teaching? What techniques or activities do you use to encourage your students to learn English language outside the classroom? (Not including homework) For example, learner training, SEAR, etc.

Question 7: What are some other ways that you or your school can encourage your students to learn English outside the classroom?

The final version of interview questions for the students included thirteen questions. For the teachers, there were six interview questions. (see Appendix E)

Data Collection Procedures

For the questionnaire, the researcher asked for permission from all schools in advance and made appointments to administer the questionnaires to the selected participants herself. The schools and teachers were informed of the objectives and procedures of the study. The questionnaires were administered to all participants in the first semester of academic year 2007 (B.E. 2550).

The participants were asked to complete the questionnaire after being informed of the objectives of the study and that their participation were voluntary. The participants were able to choose whether to do the questionnaire in English or Thai. However, all participants chose the Thai version. They took approximately 30 minutes to complete the questionnaire. After that, the questionnaires were collected and analyzed. The results from the questionnaires were used to select the interview participants according to the criteria described earlier.

The researcher contacted the teachers of those participants and planned the interview schedule with the selected students and their English teachers. Twenty students and seven teachers were interviewed to examine factors affecting learner autonomy.

The interviewees were able to choose whether to use English or Thai language in the interviews. All students decided to be interviewed in Thai since it is their first language. For the teacher, the researcher interviewed some teachers in English because they are foreigners. The students were interviewed individually for 15-20 minutes. The teacher interviews took approximately 20-40 minutes. All the interviews were tape recorded and transcribed.

Data Analysis

Since there were two types of data collected in this study, the analysis differed for the questionnaire data and the interview data as follows.

Questionnaire Data Analysis

The questionnaire data were analyzed using SPSS program version 11.00. The researcher analyzed the survey data from each section separately. The data in the demographic section were analyzed for frequency and percentages. The results were used to describe the background information of the participants. The data from the other three sections were examined to find the mean and standard deviation of each item and of each

section. Also, the mean score of out-of-class English language learning activities, learning strategies, and attitudes towards English language learning of students in English Program and Regular Program were compared using t-test. The mean score were interpreted using the following criteria.

For out-of-class English language learning activities, the mean scores were interpreted as follows:

4.21 – 5.00	means	students reported that they did this/these out-of-class activities at a “very high” level
3.41 – 4.20	means	students reported that they did this/these out-of-class activities at a “high” level
2.61 – 3.40	means	students reported that they did this/these out-of-class activities at a “moderate” level
1.81 – 2.60	means	students reported that they did this/these out-of-class activities at a “low” level
1.00 – 1.80	means	students reported that they did this/these out-of-class activities at a “very low” level

For learning strategies, the mean scores were interpreted as follows:

4.21 – 5.00	means	students reported that they used this/these learning strategies at a “very high” level
3.41 – 4.20	means	students reported that they used this/these learning strategies at a “high” level
2.61 – 3.40	means	students reported that they used this/these learning strategies at a “moderate” level
1.81 – 2.60	means	students reported that they used this/these learning strategies at a “low” level

1.00 – 1.80 means students reported that they used this/these learning strategies at a “very low” level

For attitudes towards autonomous English language learning, the mean scores were interpreted as follows:

4.21 – 5.00 means students reported having “very positive” attitudes

3.41 – 4.20 means students reported having “positive” attitudes

2.61 – 3.40 means students reported having “neutral” attitudes

1.81 – 2.60 means students reported having “negative” attitudes

1.00 – 1.80 means students reported having “very negative” attitudes

Interview Data Analysis

The data from the interviews were analyzed using focus coding in order to investigate factors that affect the participants’ learner autonomy. According to Emerson, Fretz, and Shaw (1995), focus coding refers to the analysis of qualitative data on the basis of topics that has a certain focus. As the researcher studied previous studies on learner autonomy (Nunan, 1996; Wenden, 1998; Isarawatana, 1999; Anantasate, 2001; Chan, 2001; Daraswang, 2001; Kriwattanapong, 2001; Spratt et al., 2001; Zeng, 2005; and Yu, 2006), motivation, metacognitive knowledge, and learning environment were the focus of these studies.

The focus coding process was conducted using the following process. First, the researcher read the transcription of each student interview and teacher interview several times and made comments (coding) on any part of the data that revealed information that may affect the participants’ autonomy.

For example, the following excerpt shows how HEP2 felt when he watched English movies.

HEP 2: มันสนุกด้วยครับ แล้วก็ฝึกได้ดีด้วยครับ มันจะมีพวก expression ต่างๆครับ เช่นแบบ

ถ้าเราตกใจเราจะแสดงออกมายังไง ถ้าเรากลัว เราจะแสดงออกมายังไง

It is fun and I can practice from that. There will be some expressions. For example, when we are surprised, what we will say. If we are frightened, how we express it. (74)

From the underlined sentences, the researcher coded this excerpt as “HEP2 enjoyed watching English movies and saw the benefits from doing that task”. This code was then merged with other similar code in the transcription of HEP2. A theme about motivation came out. In addition, the other themes were from the same transcription. All the codings made in the transcription were then analyzed to describe the factors that may affect participant’s autonomy. Then, the researcher wrote a memo for each participant from the emerged themes. The memos of all interview participants were compared to find the similarities and differences in the themes that emerged in the data. These themes were used to describe the factors that may affect high and low autonomous learner.

In order to check the reliability of the interview data analysis, two transcriptions of the interview participants were read and analyzed by a research assistant (inter-coder). Similar patterns of coding were obtained.

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CHAPTER IV

FINDINGS

This chapter presents the results from the present study which were obtained from questionnaires and interviews. The findings are reported in the same order as the research questions as follows:

1. What kind of out-of-class English language learning activities do students in English Program (EP) and Regular Program (RP) do? Do they do different or similar activities?
2. What kind of learning strategies do students in English Program (EP) and Regular Program (RP) use? Do they use different or similar strategies?
3. What attitude towards autonomous English language learning do students in English Program (EP) and Regular Program (RP) have? Do they have different or similar attitudes?
4. What are factors affecting learner autonomy of high autonomous learners and low autonomous learners?

Research Question 1: What Kind of Out-of-class English Language Learning Activities Do EP and RP Students Do? Do They Do Different or Similar Activities?

To answer research question 1, the researcher conducted a survey using twenty-five rating scale items that describe English activities that students could do outside the classrooms. (Section 2 of the questionnaire, see Appendix A). In addition, interviews were used to elicit supplementary information from selected surveyed participants. The results are presented in the following two sections. The first section presents the types of out-of-class English language learning activities that the participants reported doing. The

second section presents a comparison of these activities that participants in EP and RP reported doing.

The Out-of-class English Language Learning Activities that EP and RP Participants Reported Engaging in

In order to examine the kinds of activities that the participants did outside of class, the participants were asked to rank how often they did each of the twenty-five activities described in the questionnaire. The data were then analyzed to find the mean score of each activity. In the present study, the mean scores were interpreted using the following criteria.

4.21 – 5.00	means	students reported that they did this/these out-of-class activities at a “very high” level
3.41 – 4.20	means	students reported that they did this/these out-of-class activities at a “high” level
2.61 – 3.40	means	students reported that they did this/these out-of-class activities at a “moderate” level
1.81 – 2.60	means	students reported that they did this/these out-of-class activities at a “low” level
1.00 – 1.80	means	students reported that they did this/these out-of-class activities at a “very low” level

From the questionnaires, the findings showed that in general EP participants reported doing out-of-class activities more frequently than RP students (see Table 4.1). The overall mean score indicated that EP participants did English activities outside class at a moderate level ($\bar{x} = 3.01$, $S.D. = 0.64$) while RP participants engaged in English activities outside class at a low level ($\bar{x} = 2.52$, $S.D. = 0.60$).

Table 4.1

Out-of-class English language learning activities that EP participants reported engaging in (N = 168)

Out-of-class Activities	\bar{x}	S.D.	Levels of frequency
Listening activities	3.26	0.65	Moderate
Reading activities	2.99	0.69	Moderate
Speaking activities	2.93	0.78	Moderate
Writing activities	2.80	0.89	Moderate
Integrated skill activities	3.70	1.26	High
Overall	3.01	0.64	Moderate

When examining what mode of activities the participants reported engaging in the most often, the data revealed that both EP and RP participants reported engaging in integrated skill activities (i.e. playing online and computer games) more frequently than engaging in activities in other modes. As shown in Table 4.1, EP participants reported that they did integrated skill activities at a high level, but they did the other four language skill activities at a moderate level. Similarly, RP participants reported doing integrated skill activities more often than the other four language skill activities (See Table 4.2). Listening skill activities were in the second rank for both EP and RP groups, indicating that they were another favorite activity for the participants. The mode of activities that seemed to be least favored by both groups of participants was writing.

Table 4.2

Out-of-class English language learning activities that RP participants reported engaging in (N = 331)

Out-of-class Activities	\bar{x}	S.D.	Levels of frequency
Listening activities	2.88	0.65	Moderate
Reading activities	2.45	0.71	Low
Speaking activities	2.36	0.71	Low
Writing activities	2.29	0.79	Low
Integrated skill activities	3.39	1.29	Moderate
Overall	2.52	0.60	Low

When considering the data for each activity separately, the same pattern was revealed. EP participants reported that they did most activities on the list more frequently than RP participants did. While EP participants reported that they did most activities at high and moderate levels, RP participants did most activities at low and very low levels. The mean score of each out-of-class activities is presented in Appendix F. Furthermore, when investigating the most and least conducted activities, the data revealed that the participants reported doing integrated skill and receptive skill activities more often than productive skill activities. The following section presents the out-of-class English language learning activities that the participants reported doing most frequently and least frequently. The results of EP and RP participants are presented separately.

For EP participants, the five out-of-class English language learning activities that they reported doing most often were listening to English songs, watching English TV program, playing online games or computer games, reading email, and reading notices containing English language (see Table 4.3). Four out of these five activities are receptive skill activities, i.e. listening activities. The other activity, playing online games or

computer games, is considered an integrated activity that involves listening, reading, writing, and sometimes speaking.

Table 4.3

Five activities that EP participants reported engaging in most often (N =168)

Out-of-class activities	\bar{x}	S.D.	Levels of frequency
1.4 listening to English songs.	4.11	0.95	High
1.2 watching English movies	3.96	0.96	High
5. playing online games or computer games	3.70	1.26	High
2.5 reading e-mail.	3.66	1.08	High
2.6 reading notices containing English language.	3.60	1.00	High

Table 4.4

Five activities that EP participants reported engaging in least often (N =168)

Out-of-class activities	\bar{x}	S.D.	Levels of frequency
4.2 writing a diary in English	2.05	1.131	Low
2.4 reading English poems.	2.14	1.014	Low
3.2 speaking English with friends	2.37	1.006	Low
3.4 speaking English with family such as parents, brother, sister, etc.	2.38	1.082	Low
1.5 listening to English conversation tapes.	2.42	.879	Low

For the five least conducted activities, the data showed that EP participants reported that they wrote diary, read English poems, spoke English with friends and

family, and listened to English conversation tapes less often than they did the other activities (see Table 4.4). They did these activities outside of class at a low level.

Similar to EP participants, the same list of the five most frequently conducted activities was found for RP participants though the ranking was a little different. The five activities that RP participants reported doing most frequently were listening to English songs, playing online games or computer games, watching English movies, reading notices containing English language, and reading e-mail (see Table 4.5).

Table 4.5

Five activities that RP participants reported engaging in most often (N =331)

	Out-of-class activities	\bar{x}	S.D.	Levels of frequency
1.4	listening to English songs.	3.56	1.032	High
5.	playing online games or computer games.	3.39	1.294	Moderate
1.2	watching English movies.	3.31	1.062	Moderate
2.6	reading notices containing English language.	3.19	1.043	Moderate
2.5	reading e-mail	3.11	1.166	Moderate

The five least conducted out-of-class English language learning activities for RP participants included reading English poems, writing a diary in English, speaking English with family, writing a personal note, a letter, or a postcard in English, and speaking English with teachers after class time (see Table 4.6). Three of these five activities were found to be conducted the least often by EP participants as well.

Table 4.6

Five activities that RP participants reported engaging in least often (N =331)

Out-of-class Activities	\bar{x}	S.D.	Levels of frequency
2.4 reading English poems	1.63	0.80	Very low
4.2 writing a diary in English	1.77	0.87	Very low
3.4 speaking English with family such as parents, brother, sister, etc.	2.03	0.97	Low
4.1 writing a personal note, a letter, or a postcard in English.	2.09	0.95	Low
3.3 speaking English with teachers after class time (discussing assignments or everyday conversation).	2.11	1.01	Low

Likewise, the interview data also suggested similar findings about the out-of-class English language learning activities that EP and RP participants reported doing. The findings from the interviews suggested that both EP and RP participants reported doing receptive skill activities such as listening and reading more often than productive skill activities such as speaking and writing (see Appendix G)

To summarize, EP participants seemed to engage in English activities outside class more often than RP participants. However, the data revealed similar trends in the modes of activities that both groups engaged in outside class. Both EP and RP participants reported doing receptive skill activities more than productive skill activities.

A Comparison of Out-of-class English Language Learning Activities Reported Doing by EP and RP Participants

To compare the out-of-class English language learning activities that EP and RP participants reported doing, the mean scores of the activities (of all items, of the activities categorized by modes of skills (listening, speaking, reading, writing, and integrated skill), and of each item) were compared using t-test.

Table 4.7 presents a comparison of out-of-class English language learning activities that the EP and RP participants reported doing. The activities were grouped according to the mode of language skills: listening, reading, speaking, writing, and integrated skills.

Table 4.7

A comparison of out-of-class English language learning activities engaging in by EP and RP participants

Out-of-class English language learning activities	EP students (N=168)		RP students (N=331)		t	Sig.
	\bar{x}	S.D.	\bar{x}	S.D.		
	Listening activities	3.26	0.65	2.88		
Speaking activities	2.93	0.78	2.45	0.71	-8.10	.000*
Reading activities	2.99	0.69	2.36	0.71	-8.13	.000*
Writing activities	2.80	0.89	2.29	0.79	-6.23	.000*
Integrated skills	3.70	1.26	3.39	1.29	-2.55	.011*
Total	3.01	0.64	2.52	0.61	-8.52	.000*

* $p < .05$

As shown in Table 4.7, EP participants tended to engage in out-of-class English activities significantly more often than RP participants. The mean scores of EP's reported

out-of-class activities, overall and by skills, were significantly higher than those of RP participants at the significant level of 0.05. Overall, EP participants reported that they engaged in out-of-class activities at a moderate level ($\bar{x} = 3.01$, $S.D. = 0.64$) while RP participants did those activities at a low level ($\bar{x} = 2.52$, $S.D. = 0.61$). When examining each skill separately, the data also showed significantly more engagement in all modes of activities by EP participants.

When comparing the mean scores of each individual out-of-class English language learning activity, most activities revealed significant differences between EP and RP participants. EP participants reported doing most activities more often than the RP participants. However, only the engagement in listening to English conversation tapes was not found to be significantly different between the two groups of participants (see Appendix H).

To summarize the results for research question 1, the data revealed that both EP and RP participants reported doing receptive skill activities more often than productive skill activities. Four out of five activities reported doing most frequently were listening to English songs, watching English movies, reading e-mail, and reading notice containing English language. The activities that both EP and RP participants reported doing least often were writing and speaking activities such as writing in a diary, reading English poems, and speaking English with family. When comparing out-of-class English language learning activities, the findings showed that EP participants engaged in all out-of-class English language learning activities more often than the RP participants at the significant level of 0.05.

Research Question 2: What Kind of Learning Strategies Do Students in EP and RP Use?

Do They Use Different or Similar Strategies?

To answer the second research question, a survey using seventy-one rating scale items was employed (Section 3 of the questionnaire, see Appendix A). The items in this section described two kinds of strategies: cognitive and metacognitive strategies. The results are presented in two sections. In the first section, the kinds of learning strategies that the participants reported using when they did out-of-class English language learning activities are reported. The second section presents a comparison of learning strategies reported being used by EP and RP students.

Learning Strategies that EP and RP Participants Reported Using

To examine the use of learning strategies, the participants were asked to rank how often they used each learning strategy described in the questionnaire when they did activities in different modes of language skills. The data were analyzed to find the mean score of each strategy. The mean scores were interpreted as follows.

4.21 – 5.00	means	students reported that they used this/these learning strategies at a “very high” level
3.41 – 4.20	means	students reported that they used this/these learning strategies at a “high” level
2.61 – 3.40	means	students reported that they used this/these learning strategies at a “moderate” level
1.81 – 2.60	means	students reported that they used this/these learning strategies at a “low” level
1.00 – 1.80	means	students reported that they used this/these learning strategies at a “very low” level

As shown in Table 4.8 and 4.9, both EP and RP participants reported employing both types of learning strategies. For EP participants, they reported that they used both cognitive and metacognitive strategies at the high level; however, they reported using cognitive strategies ($\bar{x} = 3.54$) slightly more often than metacognitive strategies ($\bar{x} = 3.48$). Similar patterns were found with RP participants: they reportedly used cognitive strategies ($\bar{x} = 3.07$) more often than metacognitive strategies ($\bar{x} = 3.01$). Their use of both types of strategies was less frequent than that of EP participants. RP participants reported that they only used the two types of strategies at a moderate level.

Table 4.8

Learning strategies reportedly used by EP participants in each mode of activity (N= 168)

Learning strategies	Language Skills Activities									
	Overall		Listening		Reading		Speaking		Writing	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Cognitive	3.54	0.64	3.57	0.68	3.52	0.75	3.54	0.71	3.54	0.73
Selective attending	3.62	0.65	3.76	0.70	3.74	0.87	3.55	0.81	3.57	0.80
Elaboration	3.71	0.70	3.93	0.92	3.79	0.97	3.70	0.97	3.57	0.88
Mnemonic	3.44	0.73	3.31	0.89	3.29	0.90	3.60	0.80	3.57	0.83
Practice	3.39	0.78	3.56	0.98	3.51	1.00	3.20	0.99	3.27	1.06
Metacognitive	3.48	0.74	3.42	0.77	3.54	0.82	3.49	0.82	3.47	0.84
Planning	3.36	0.83	3.21	0.98	3.43	0.92	3.43	1.02	3.44	0.95
Monitoring	3.51	0.74	3.51	0.82	3.49	0.89	3.52	0.84	3.50	0.88
Evaluating	3.53	0.77	3.50	0.83	3.61	0.88	3.50	0.86	3.47	0.91
Overall strategies	3.51	0.67	3.48	0.69	3.53	0.75	3.51	0.73	3.51	0.74

When examining each subcategory of learning strategies, EP and RP participants reported using similar strategies most and least often, as shown in Tables 4.8 and 4.9. Of all the cognitive strategies, elaboration strategies and practice strategies were reported to be used the most and least frequently respectively by both EP and RP participants. For the metacognitive strategies, the strategies reported to be used most frequently by both EP and RP participants were evaluating strategies. The metacognitive strategies that were used the least frequently by EP participants were planning strategies. RP participants reported using monitoring strategies the least.

Table 4.9

Learning strategies reportedly used by RP participants in each mode of activities (N= 331)

Learning strategies	Language Skills Activities									
	Overall		Listening		Reading		Speaking		Writing	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Cognitive	3.07	0.70	3.11	0.73	3.02	0.76	3.04	0.84	3.11	0.76
Selective attending	3.16	0.73	3.31	0.80	3.10	0.92	3.06	0.96	3.20	0.82
Elaboration	3.19	0.78	3.48	0.98	3.27	1.05	3.10	1.09	3.05	0.92
Mnemonic	2.98	0.73	2.87	0.85	2.87	0.85	3.09	0.87	3.09	0.87
Practice	2.94	0.83	3.04	1.08	3.06	1.08	2.71	1.08	2.94	1.08
Metacognitive	3.01	0.80	2.99	0.84	3.04	0.85	2.99	0.88	3.03	0.83
Planning	2.94	0.83	2.80	0.89	2.91	0.96	2.94	1.01	2.91	0.92
Monitoring	2.88	0.82	3.08	0.91	3.06	0.93	3.01	0.94	3.07	0.86
Evaluating	3.06	0.81	3.07	0.94	3.08	0.91	3.00	0.93	3.06	0.92
Overall strategies	3.04	0.73	3.04	0.75	3.03	0.78	3.01	0.81	3.07	0.76

Focusing on each individual strategy, EP and RP participants reported using learning strategies at different levels. EP participants reported that they used most learning strategies at the high level. There was no learning strategy that EP participants reported using in low or very low levels. In contrast, RP participants reported that they used most learning strategies at the moderate level (see details in Appendixes I and J). The following section presents a comparison of the use of learning strategies that EP and RP participants reported in detail.

A Comparison of Learning Strategies EP and RP Participants Reported Using

The mean scores of the learning strategies that the EP and RP participants reported using (overall, by subcategories, and in each mode of activities) were compared using t-test.

Table 4.10 presents the result of the comparison of the learning strategies that EP and RP participants reported using in overall activities (i.e. listening, speaking, reading, and writing). As shown in Table 4.10, EP participants reported using overall learning strategies more often than RP participants at the significant level of 0.05. When comparing the use of strategies by categories (metacognitive strategies and cognitive strategies) or by subcategories (e.g. selective attending strategies, elaboration strategies, and planning strategies). The results showed that EP and RP participants reported using learning strategies significantly different ($p < 0.05$). EP participants reported using all groups of strategies more often than RP participants.

Table 4.10

A comparison of the learning strategies that EP and RP participants reported using in overall activities

Learning strategies	EP students (N=168)				RP(N=331)		t	Sig.
	EP students (N=168)		RP(N=331)					
	\bar{x}	SD.	\bar{x}	SD.				
Cognitive strategies	3.54	0.64	3.07	0.70	-7.27	.000*		
Selective attending strategies	3.62	0.65	3.16	0.73	-6.91	.000*		
Elaboration strategies	3.71	0.70	3.19	0.78	-7.27	.000*		
Mnemonic strategies	3.44	0.73	2.98	0.73	-6.64	.000*		
Practice strategies	3.39	0.78	2.94	0.83	-5.82	.000*		
Metacognitive strategies	3.48	0.74	3.01	0.80	-6.31	.000*		
Planning strategies	3.36	0.83	2.88	0.82	-6.15	.000*		
Monitoring strategies	3.51	0.74	3.06	0.81	-6.05	.000*		
Evaluating strategies	3.53	0.77	3.05	0.85	-6.01	.000*		
Total	3.51	0.67	3.04	0.73	-6.92	.000*		

* $p < .05$

To summarize the results for research question 2, EP and RP participants reported using cognitive strategies more often than metacognitive strategies. Both EP and RP participants reported using similar strategies at the highest and lowest levels. They reported using elaboration strategies at a high level in listening, reading and speaking, and selective attending the most frequently in writing activities. Learning strategies that EP and RP participants reported using least frequently were planning strategies in listening,

mnemonic strategies in reading activities, and practice strategies in speaking activities.

When comparing learning strategies reported using by EP and RP participants, the findings showed that EP participants used all categories of learning strategies more often than RP participants at the significant level of 0.05.

Research Question 3: What Attitude towards Autonomous English Language Learning Do Students in EP and RP Have? Do They Have Different or Similar Attitudes?

To answer the third research question, the researcher employed a survey using forty-one rating scale items (Section 4 of the questionnaire, see Appendix A). The results are presented in two sections. The first section reports the attitudes towards autonomous English language learning that EP and RP students reported having. The second section presents a comparison of the attitudes of the participants in both programs.

Attitudes towards Autonomous English Language Learning of EP and RP Participants

In order to examine the attitudes towards autonomous English language learning, the participants were asked to indicate their attitudes using five-point Likert scales ranging from 5 (strongly agree) to 1 (strongly disagree). The questionnaire contained both favorable and unfavorable items for the attitudes towards autonomous learning. To be able to interpret all the items at the same time, the researcher transformed the values of all statements into the same direction using SPSS program. Then, the data were analyzed to find the mean score for each attitude item. The mean scores were interpreted using the following criteria.

4.21 – 5.00	means	students were likely to have “very positive” attitudes
3.41 – 4.20	means	students were likely to have “positive” attitudes
2.61 – 3.40	means	students were likely to have “neutral” attitudes
1.81 – 2.60	means	students were likely to have “negative” attitudes

1.00 – 1.80 means students were likely to have “very negative” attitudes

The mean score of each statement was not used to interpret whether the participants had positive or negative attitudes towards the content in the statement. It was used to imply the participants’ feeling or opinion toward a certain type of attitudes. For example, first statement in the questionnaire, ‘I like solving problems in learning English by myself’, was a favorable item about learning independently. If the mean score was more than 3.41, this implies that the participants are likely to have positive attitudes toward learning independently. In contrast, statement three, ‘I don’t know what I should learn or practice more to improve my English’, is an unfavorable item about the assumption of responsibility. If the mean score is less than 2.60, this implies that the participants are likely to have negative attitudes toward assuming responsibility.

Overall, the results showed that EP participants were likely to have more positive attitudes towards autonomous English language learning than RP participants. EP participants responded positively to twenty-one statements addressing autonomous learning in the questionnaire while RP participants responded positively to only fourteen statements. However, the results of one item (Item 17) revealed the participants’ negative attitude towards autonomous learning. For Item 17, ‘Teachers are the most appropriate person to monitor the learning progress of students’, both EP and RP participants ‘agreed’ with this statement. Their agreement to this statement can be interpreted that they saw teachers as the best person to monitor their learning (see details in Appendixes K and L).

A Comparison of Attitudes toward Autonomous English Language Learning of EP and RP Participants

To compare the mean scores of the attitudes of the EP and RP participants, mean scores of all items and of each subcategory of the attitudes of EP and RP participants were compared using t-test. Table 4.11 presents the results of a comparison of attitudes towards autonomous English language learning that EP and RP participants reported having.

Table 4.11

A comparison of attitudes towards autonomous English language learning of EP and RP participants

Attitudes towards autonomous English language learning	EP students (N=168)		RP students (N=331)		t	Sig.
	\bar{x}	SD.	\bar{x}	SD.		
Attitudes toward roles in learning English language	3.42	0.39	3.27	0.37	-4.34	.000*
Learning independently	3.30	0.39	3.13	0.36	-4.91	.000*
Taking initiative	3.50	0.50	3.32	0.52	-3.53	.000*
Assuming responsibility	3.45	0.52	3.34	0.48	-2.48	.014*
Attitudes toward capability in learning English language	3.40	0.44	3.19	0.46	-4.94	.000*
Ability in English language learning	3.35	0.54	3.13	0.52	-4.43	.000*
Ability in autonomous English language learning	3.46	0.46	3.25	0.53	-4.28	.000*
Total	3.41	0.39	3.23	0.38	-5.04	.000*

* $p < .05$

As shown in Table 4.11, the attitudes towards autonomous English language learning of EP participants and RP participants were found to be different at the significant level of 0.05. The data revealed that EP participants reported having higher 'positive' attitudes towards autonomous English language learning ($\bar{x} = 3.41$, S.D. = 0.39) than RP participants ($\bar{x} = 3.23$, S.D. = 0.38).

When comparing EP and RP participants' attitudes in each category, significant differences were found in both categories of attitudes. EP participants were found to have higher positive attitudes towards their roles in learning English than RP participants. A similar difference was found in the attitudes toward the capability of learning English. EP participants reported having higher positive attitudes in this category than RP participants.

To conclude the results for research question 3, EP participants seemed to have higher positive attitudes towards autonomous language learning than RP participants in both overall and by category. However, both groups of participants still thought that teachers were the most appropriate person to monitor the learning progress of students.

Research Question 4: What are Factors Affecting Learner Autonomy of High Autonomous Learners and Low Autonomous Learners?

To answer research question four, the researcher conducted interviews with ten high autonomous learners and ten low autonomous learners and their teachers. For the high autonomous learner group, the researcher selected the five students who received the highest score in section two of the questionnaire (out-of-class English language learning activities section) from each program (EP and RP). Similarly, the ten low autonomous learners who were interviewed were the students who received the lowest score in the same section of the questionnaire from EP and RP. The English teachers of these twenty students were interviewed to elicit supplementary data about the students' behaviors and

their school activities and facilities. Some teachers taught more than one student in these two groups, so only seven teachers were interviewed.

To investigate factors affecting the learner autonomy of high and low autonomous learners, the interview data with the two groups of students and with the teachers were analyzed. The interview data of each participant were examined individually first, then the findings from all participants in the same group (HEP, LEP, HRP, and LRP) were used to describe the group findings. The findings from each group were compared with those of the other groups. Most findings were from student interview data. The teacher interview data revealed little information about students' behaviors. Most teachers were not able to give many details about individual students; however, they reported some information about schools' activities and facilities. The teacher interview data were mostly used to describe the activities and facilities provided for students to do out-of-class English language learning activities.

In the following sections, the findings about the factors that seemed to affect learner autonomy of the participants in the present study are presented with examples of transcript excerpts. The participants are referred to using the following abbreviations.

HEP refers to Each of the five English program students who reported doing out-of-class English language learning activities the most frequently

HRP refers to Each of the five Regular Program students who reported doing out-of-class English language learning activities the most frequently

LEP refers to Each of the five English Program students who reported doing out-of-class English language learning activities the least frequently

LRP refers to Each of the five English Program students who reported doing out-of-class English language learning activities the least frequently

Furthermore, teachers who participated in this study are referred to using the abbreviations of their names. For example, if a teacher's name is Suparuthai, she will be referred to as A.S. (A stands for teacher or Ajarn in Thai.) The data revealed significant evidence of three factors that might have influenced the participants' out-of-class activities, including motivation, metacognitive knowledge and learning environment.

Motivation

Motivation has been found to correlate with learner autonomy in previous studies (Knowles, 1975 and 1990; Anantasate, 2001; Spratt et al., 2001; Pearson, 2003; and Yu, 2006). Therefore, interview questions 5-7 (see Appendix E) were developed to examine the participants' motivation in learning English as one factor that may affect learner autonomy. Not surprisingly, the interview data revealed influences of motivation on the participants' learning behaviors outside the classroom. Intrinsic motivation as well as extrinsic motivation appeared to drive learners to conduct English language learning activities on their own.

Intrinsic motivation. The interview data revealed that high autonomous learners seemed to possess stronger intrinsic motivation to do out-of-class English language learning activities than low autonomous learners. All groups of participants except LRP tended to possess intrinsic motivation, including the joy in doing English activities, an awareness of the importance of practices and of using English as a medium for communication and learning. Intrinsic motivation seemed to have pushed the two groups of high autonomous learners (HEP and HRP) to do more out-of-class English language learning activities than the low autonomous learners. However, one group of low

autonomous learners (LEP) showed signs of intrinsic motivation as well. No evidence of intrinsic motivation was found in the data of any LRP participants. The following three excerpts showed a part of the interview data that revealed signs of intrinsic motivation.

As shown in Excerpts 1 and 2, HEP2 and HRP5 seemed to learn English because they ‘enjoyed’ learning. In Excerpt 1, HEP2 chose to watch English movies not only because of the joy he received from English activities, but he also thought that doing out-of-class activities was good practice for him. He obviously valued the use of English outside class because of his own interests in English. In Excerpt 2, HRP5 was asked how he felt when he had to use English to tackle tasks such as watching movies. He replied that it was fun to watch English movies and that he ‘felt good’ when he could understand the English soundtrack.

Excerpt 1

Interviewer: แล้วทำไมถึงเลือกดูหนังที่เป็นอย่างนี้

Why did you choose to watch English movies?

HEP2: มันสนุกด้วยครับ แล้วก็ฝึกได้ดีด้วยครับ มันจะมีพวก expression ต่างๆครับ เช่นแบบ ถ้าเราตกใจเราจะแสดงออกมายังไง ถ้าเรากลัว เราจะแสดงออกมายังไง

It is fun and I can practice from that. There will be some expressions.

For example, when we are surprised, what can we say? If we are frightened, how can we express our fear? (73-74)

Excerpt 2

Interviewer: รู้สึกยังไงที่ต้องไปดูหนังทำอะไรที่ต้องใช้ภาษาอังกฤษ

How do you feel when you have to watch movies or do some activities in English?

HRP5: ก็สนุกดีครับ เวลาแปลแล้วตรงกันอะไรอย่างนี้ครับ ตรงกับที่เขา...เราจะไม่ดูซับไตเติ้ลก่อน
แล้วพอเขาพูดอะไร เราก็แปลไป พอตรงกับซับไตเติ้ลนะครับ ก็รู้สึกดี

It is fun when I can translate some English conversations similar to what the subtitle shows on the screen. ...I will not look at the subtitle first. When the actors say something, I will translate it and check with the subtitle. If it is correct, I feel good. (63-64)

Furthermore, Excerpt 3 showed an example of interview data that revealed signs of intrinsic motivation in LEP participants. LEP2 was found to possess intrinsic motivation to do out-of-class English language learning activities. LEP2 reported that she did the English activities because of her interest; however, she did not reveal that she enjoyed doing the activities because she used English language. Instead, LEP2 reported that she aimed to use English language as a tool to help her access information in English.

Excerpt 3

Interviewer: แล้วทำไมถึงเลือกอ่านแฮรี่เป็นภาษาอังกฤษ

Why do you read Harry Potter in English?

LEP2: ก็ บางทีก็อยากรู้เรื่องเร็วกว่าที่ภาษาไทยแปลมา ก็เลยต้องเข้าไปอ่านในเรื่องย่อ หรือบางทีก็เอา
เป็นภาษาอังกฤษมาอ่านก่อน

Sometimes I want to know the story before they release the Thai version. So, I read the summary from the Internet which is in English. (61-62)

Extrinsic motivation. The interview data revealed that only LEP participants were likely to learn English because of extrinsic motivation. Their extrinsic motivation appeared to come from their parents. All LEP participants reported doing out-of-class

English learning activities because their parents saw the benefits of using English outside the classroom and encouraged the participants or provided opportunities for their children to do English activities.

Excerpt 4 showed a part of the interview with LEP5 who was a distinctive example of the learners who learned English because of some external drive. It seemed that LEP 5 learned English because of her mother's push. As shown in Excerpt 4, she reported that her mother was the most influential person for her English language learning. Her mother wanted her to use English as much as possible because her mother graduated from a university in the U.S. and was good at English herself. Consequently, LEP5 had to do a number of English activities and studied in the English Program although she did not like English language and she thought that she was not good at English.

Excerpt 4

LEP5: ก็แม่เขาชอบค่ะ แม่จะชอบให้พูดบ่อยๆค่ะ ก็คือ... แม่เขาจบมาจากอเมริกาอย่างนี้ค่ะ มาอยู่ที่บ้านก็ แม่จะพยายามพูดด้วยค่ะ แต่หนูก็ไม่ค่อยได้พูดเท่าไร

My mother likes it (speaking English). She wants me to speak English frequently. Because she graduated from a university in the US. When we are at home, she tries to speak English with me. But I hardly speak English with her. (24)

Interviewer:แล้วทำไมถึงเลือกดูหนังภาษาอังกฤษล่ะคะ กิจกรรมพวกนี้ทำไมเราถึงทำ เลือกเองหรือเปล่า

Why do you choose to watch movies and other activities in English?

Why do you do these activities? Do you choose to do these activities by yourself?

LEP5: แม่เลือก แต่ว่าตัวเองก็ต้องแบบ ชอบที่จะทำด้วยค่ะ บางทีก็ไม่ชอบนะค่ะ เพราะว่าไม่ได้เป็นคนชอบภาษาอังกฤษเท่าไหร่นะค่ะ แต่แม่อยากให้ฝึกก็ ฝึกไปเรื่อยๆ เพื่อมันจะดีขึ้นในอนาคตนะค่ะ ตอนนี้นู๋ก็เรียนไม่ค่อยเก่งเท่าไหร่นะค่ะ

My mom chooses but I have to enjoy doing it too. Sometimes I don't like doing it (English activities). I don't really like English language but my mother wants me to try. So I try. Maybe it will be better in the future. Now I am not really good at English. (67-68)

Interviewer: แล้วที่บ้าน มีใครบ้างคะที่จะใช้ภาษาอังกฤษด้วยได้

Um...who do you use English with at home?

LEP5: แม่ค่ะ เยอะที่สุดแล้ว

Mostly with my mom. (131-132)

In sum, high autonomous learners were found to have stronger intrinsic motivation to do out-of-class English language learning activities than low autonomous learners. The high autonomous learners reported that they did the activities because of their own interests and they saw the importance of practice using English language. When examining the motivation of EP and RP participants, the two groups seemed to have different kinds of motivation. EP participants were found to have both intrinsic and extrinsic motivation. Among the EP participants, HEP participants were found to have more intrinsic motivation than LEP participants. LEP participants with less intrinsic motivation, they seemed to possess extrinsic motivation. On the other hand, in the RP group, only HRP participants seemed to have intrinsic motivation. No evidence of motivation was found in the group of LRP participants.

Metacognitive Knowledge

According to Flavell (1979 cited in Wenden 1981 p.34), metacognitive knowledge is classified into person knowledge, task knowledge, and strategic knowledge. Although metacognitive knowledge was not focused in the interview, the findings showed that task knowledge and strategic knowledge, two categories of metacognitive knowledge, were likely to affect learner autonomy. No evidence of person knowledge was discovered in this study. Therefore, task knowledge and strategic knowledge were presented and discussed in the following section.

Task knowledge. Task knowledge refers to what a learner knows about the task (Wenden, 2001). There are three subcategories of task knowledge, knowledge of task purpose, task type, and task's demand. The interview data showed that only had knowledge about task's purpose and task' demand. No evidence for knowledge of task type was found in this study. According to Wenden (2001), knowledge about task purpose refers to what learners know about the pedagogical intent of a task and their expectations of how it will serve their language learning needs. For knowledge about the task types, it refers to recognition of the similarity and/or the difference between the demands of a new language learning task and tasks previously done. Task's demand refers to knowing what knowledge and skills are required to do a particular task: how to go about doing it, the anticipated level of difficulty, and an awareness of the learning plan.

The interview data showed that both high and low autonomous learners seemed to have some task knowledge. However, the high autonomous learners tended to possess more knowledge about tasks than low autonomous learners. While high autonomous learners were likely to have knowledge about the purpose and the demand of the tasks,

low autonomous learners were likely to possess only knowledge about the purpose of the task.

For the task purpose, all groups of participants reported knowing the purpose of doing the tasks. As shown in Excerpts 5-8, the participants reported that they knew what aspects to learn from the activities they did. In Excerpt 5, HRP1 reported that when she listened to English music, she would also practice listening skills such as comprehending the meaning of the song. Furthermore, Excerpts 6- 8 revealed that the participants knew what aspects of language skills they could learn from watching movies.

Excerpt 5

HRP1: เวลาฟังเพลงก็จะแบบไม่ใช่แค่ฟังก็ต้องฝึกทักษะการฟัง อย่างเพลงอย่างนี้ มันก็จะร้องแบบ เร็วๆ ก็ต้องฟังให้ได้ว่าเขาพูดว่าอะไร

When I listen to music, I will not just listen. I will also practice my listening skills. For example, this song is very fast and I try to comprehend what the singer sings. (14)

HRP1: ก็ถ้าเป็นหนังภาษาอังกฤษก็จะมี listening skill แล้วก็ได้ vocab แล้วก็ได้พูดตามก็ได้ speaking skill ด้วยค่ะ

If it is an English movie, I can practice my listening skills and learn some vocabulary. If I try to speak along with the actors, I can practice speaking skills. (38 - 40)

Excerpt 6

Interviewer: แล้วคุณนี่ฝึกอะไรเราบ้างคะ

What did you get from watching movies?

HEP2: ฝึกการพูด ฝึกการฟัง ...การ...ความคิดสร้างสรรค์อะไรอย่างนี้ครับ เพราะว่าบางที่เราฟังใน
หนังสือครับ เรามาใช้ในการเรียนได้ เช่นการแสดงละคร การพรีเซ้นอะไรอย่างนี้ครับ

I can practice speaking and listening...and...creative thinking. Because when we listen to English movies, we can apply the skills in our learning such as play, presentation, and so on. (86)

Excerpt 7

Interviewer: แล้วถ้าเวลาผู้ดูอย่างนี้ เราฝึกอะไรได้บ้างจากตรงนั้น

What do you practice while watching movies?

LEP5: ก็ ก็จะดูรูปประโยคอย่างนี้ค่ะ...ลักษณะการใช้แกรมมา แล้วก็ vocab

*I will look at the sentence structures, grammar, and vocabulary.
(43 -44)*

Excerpt 8

Interviewer: เวลาคุณนี่อย่างนี้ ฝึกอะไรบ้าง ฝึกฟังที่เขาพูด แล้วอะไรอีกไหม

What do you practice when watching movies? You can practice listening and what else?

LRP3: ฝึกฟังที่เขาพูด แล้วก็.....แต่นั้นละมั้งคะ นี่ก็ไม่ออกแล้ว

Practice listening and.....that's all. I can't think about anything else. (69- 70)

Apart from task purpose, the following examples demonstrate that high autonomous learners, HEP and HRP, had knowledge about the task's demand. They reported that they knew what strategies were needed when learning from a specific English activity.

Excerpt 9

HEP5: คุณนั่งหรอคะ ก็จะซื้อดีวีดี เพราะว่ามันเลือกได้หลายภาษาไงคะ ก็เลือกได้ว่าจะดูภาษาอะไร
ครั้งแรกหนูจะดูเป็นชาวแตรีก เป็นซับไทยก่อน แล้วพอรอบที่สองคือเปิดชาวแตรีก
ภาษาอังกฤษ ซับภาษาอังกฤษ

Watching movies? I will buy DVDs because we can choose to listen to different languages. At first, I will watch the soundtrack version with Thai subtitles. For the second time, I will watch the English soundtrack version with English subtitles. (54)

Excerpt 10

HRP1: เวลาฟังเพลงก็จะแบบไม่ใช่แค่ฟังก็ต้องฝึกทักษะการฟัง ประมาณว่าอย่างเพลงอย่างนี้ มันก็จะร้องแบบเร็วๆ ก็ต้องฟังให้ได้ว่าเค้าพูดว่าอะไร

When I listen to music, I will not just listen. I will also practice my listening skill. For example, this song is very fast and I try to comprehend what the signer sings. (14)

HRP1: แล้วก็ไปเช็คกับเนื้อเพลง บางเนื้อก็ผิด แล้วก็เวลาดูหนังก็ ไทยแปลอังกฤษ อังกฤษแปลไทย
 แล้วก็อังกฤษไม่แปลค่ะ ...

Then, I will check with the lyrics. Sometimes the lyrics are not correct.

Also, when I watch a movie, I will watch the Thai version with English

subtitles or the English version with Thai subtitles or the English version

with no subtitles. (16)

Strategic knowledge. Strategic knowledge refers to general knowledge about what strategies are, specific knowledge about when and how to use them, their effectiveness, and how best to approach language learning (Wenden, 1990). In this section, the knowledge about cognitive and metacognitive strategies is emphasized. According to Wenden (1990), ‘cognitive strategies’ refer to mental steps or operations that learners use to process both linguistic and sociolinguistic content, and ‘metacognitive strategies or self-management strategies’ refer to those strategies used by learners to supervise and manage their learning.

The interview data suggested that high autonomous learners had some knowledge about strategies to be used in their own language learning. No evidence for strategic knowledge was revealed in the data of any low autonomous learners. While high autonomous learners reported possessing knowledge about cognitive and metacognitive strategies, low autonomous learners reported having knowledge about cognitive strategies only.

For knowledge about cognitive strategies, all groups of participants reported knowing how they would solve problems in doing English activities on their own. While high autonomous learners reported that they used some learning strategies which did not involve other people and tried to improve their abilities in learning English, low

autonomous learners reported that they might ask for help from other people or solved the problem themselves. As shown in Excerpts 11 and 12, HEP4 and HRP2 mentioned that they would look up unknown words from a dictionary and try to comprehend the meaning of content. Also, HEP4 reported that she would try to use words that she had a hard time remembering as much as possible to help her memorize them. For low autonomous learners, LEP2 reported using a dictionary to help her understand the meaning of text. Furthermore, LEP2 and LRP2 reported that they may ask their parents or friends to translate texts or explain English activities to them.

Excerpt 11

HEP4: ก็ บางอันมีศัพท์แบบไม่รู้ เราก็ต้องเปิดดิกเอาบ้าง แล้วก็ บางศัพท์เคยเจอจำไม่ได้ก็แบบทำไม ลืมเราก็แบบทำไงดี พอใช้เยอะๆเข้ามันก็จำได้ละ

When there is an unknown word, I will find the meaning from a dictionary. If I cannot remember some words that I have already learned, I will try to use them as much as possible to help me memorize them. (122)

Excerpt 12

HRP2: ก็รู้ศัพท์อีกครับ ก็แบบ ผมไปเปิดเนื้อมาดู ถ้าไม่รู้ศัพท์คำไหนก็ไปเปิดดิกมาดู แล้วก็แปลเอง

I can learn new vocabulary. For example, when I read the lyrics and I don't know the meaning of a word, I will look it up in a dictionary.

Then, I will translate the meaning. (92)

Excerpt 13

LEP2: บางทีเอาไปนั่งให้พ่อแปลให้ฟัง บางทีก็ ทำความเข้าใจเป็นบางคำแล้วพอจะแปลรวมๆทั้งประโยคได้ก็พอจะอ่านรู้เรื่อง

Sometimes I ask my father to translate it for me. Sometimes I comprehend the meaning of some words and then sentences. It helps me understand.

(102)

Excerpt 14

Interviewer: แล้วเวลาทำกิจกรรมภาษาอังกฤษแล้วมีปัญหา เราทำยังไง

When you do English activities and have some problems, what do you do to solve the problem?

LRP2: ก็ถามคนอื่นเอาละ

I ask someone. (25-26)

Unlike cognitive strategies, only high autonomous learners HEP and HRP reported having knowledge about metacognitive strategies to tackle the out-of-class English language learning activities. Excerpt 15 showed that HEP5 seemed to use planning and evaluating strategies to do English activities. Also, Excerpt 16 revealed that HRP5 monitored himself when doing English tasks.

Excerpt 15

HEP5: กลับไปบ้านก็ทำคูปอง แล้วก็อ่านหนังสือ แล้วก็ไปอาบน้ำ แล้วก็ไปทานข้าว แล้วหนูก็จะ

ขึ้นมาอ่านหนังสือ พออ่านหนังสือเสร็จก็ซ้อมไวโอลิน แล้วก็ดูศัพท์อีกรอบว่าจำได้แน่นๆ

เปล่า

When I am at home, I will practice 'Kumon' (mathematics assignments), read some books, take a bath, and then have dinner. After that, I will read some books again and practice playing the violin. Then, I will memorize new vocabulary and check whether I can remember it. (78)

Excerpt 16

HRP5: ...เราจะไม่ดูซับไตเติ้ลก่อน แล้วพอเขาพูดอะไร เราก็แปลไป แล้วค่อยดูว่าตรงกับซับไตเติ้ลมั้ยนะครับ

I will not look at the subtitles. When the actor says something, I will translate it myself and then check with the subtitles. (64)

In summary, high autonomous learners were found to have more metacognitive knowledge than low autonomous learners. Both high and low autonomous learners were found to have task knowledge in doing out-of-class English language learning activities; however, they seemed to have different kinds of task knowledge. While high autonomous learners were found to have knowledge about the purpose and demand of task, low autonomous learners seemed to have knowledge about the purpose of the task only. Furthermore, high and low autonomous learners were found to have different kinds of strategic knowledge. High autonomous learners seemed to have knowledge about cognitive and metacognitive strategies; however, low autonomous learners reported knowing only cognitive strategies.

Learning Environments

In order to examine the effects of learning environments on learner autonomy, the student interview data for questions 10 – 18 (see Appendix E) and the teacher interview data for questions 3-7 (see Appendix E) were analyzed. Learning environments refers to people and learning materials including teacher support, school facilities, school activities, family support, learning materials at home, and community support. The findings suggested that learning environments seemed to have no effect on high and low autonomous learners; however, different environments appeared to cause the EP participants to do out-of-class English language learning activities more often than RP participants. The following section presents each category of learning environment separately.

Teacher support. The findings showed that both EP and RP participants received supports from both Thai and foreign teachers. Teacher support includes giving opportunities to use English (in person and via Internet), organizing activities, and suggesting activities for students to do outside of class. EP participants were found to have more chance to use English with foreign teachers and there were more English activities provided for them than there were for RP participants. However, RP participants reported that their English teachers encouraged them to do some English activities outside the classroom. The following section presents the information about each category of teacher support.

For the first category of teacher support, the interview data revealed that most foreign teachers used English with all groups of students outside the classroom. However, only HEP and HRP students showed their attempt to talk to the teachers outside of class. As shown in Excerpt 17, HEP2 reported that he usually talked to foreign teachers about his problems in learning English and general topics such as his hobbies or interests.

Excerpt 17

HEP2: ก็มีครับ ด้านนอกห้องเรียน ถ้ามีอันไหนที่เราไม่เข้าใจ เราต้องการสอบถาม เราก็จะไปพูด

ด้วยตลอด

Yes. Outside the classroom, if I don't understand something and I want to ask, I will talk to them.

Interviewer: ส่วนใหญ่ไปคุยกับอาจารย์เรื่องที่เป็นบทเรียนหรือว่าไปคุยเรื่องที่เราไปใช้ภาษาอังกฤษ

Mostly you will talk to the teacher about the lesson or about your use of English?

HEP2: อ้อ อันนั้นก็มีส่วนครับ มีแบบพูดถึงประสบการณ์ของเราที่อาจารย์เขาสนใจ

Yes. Sometimes I talk to him about my experiences that he is interested in. (136 - 138)

Furthermore, students reported that they can communicate with their teachers not only in person but also via the Internet. In Excerpt 18, HRP1 reported that she talked to her teacher via MSN. She studied in the regular program; however, there was one period a week that she studied with a foreign teacher.

Excerpt 18

HRP1: แล้วก็ไปเช็คกับเนื้อเพลง บางเนื้อก็ผิด แล้วก็เวลาดูหนังก็ ไทยแปลอังกฤษ อังกฤษแปลไทย

แล้วก็อังกฤษไม่แปลค่ะ แล้วก็ไปคุยกับอาจารย์ฝรั่งค่ะ

I will check with the lyrics. Sometimes the lyrics are wrong. When I watch a movie, I watch the Thai version with English subtitles, the English version with Thai subtitles, and the English soundtrack without subtitles.

Also, I talk to a foreign teacher.

Interviewer: คุณกับอาจารย์ เราเดินไปคุยหรือ

Talking with teachers. Do you go to see your teacher in person?

HRP1: ก็ เล่นเอ็มค๊ะ

I talk to him via MSN. (14-16)

For the second category of teacher support, Thai teachers reported that they organized English activities and encouraged students to participate. The teachers in all schools that participated in the present study reported doing similar activities. They reported that the teachers organized many English contests, activities on special days, and camps. As shown in Excerpt 19, one teacher who participated in the interviews (A.W.) reported that the teachers provided English contests, English activities on special days, and a study tour for students. The contests and activities on special days such as Christmas were held annually for both EP and RP students. For the study tour, A.W. reported that it was for EP students only. She reported that the school provided a tour guide who could speak English so that the students would be exposed to English language.

Excerpt 19

Interviewer: แล้วที่โรงเรียนมีจัดกิจกรรมภาษาอังกฤษอะไรบ้างคะ

What English activities are provided by the school? (125)

A.W: สัปดาห์นี้ค๊ะ แข่งทักษะ คือแข่งทักษะทางภาษา อังกฤษ จีน ฝรั่งเศส แข่งทั้งหมด

There are foreign language skills contests this week: English, Chinese, and France. (126)

A.W: ใช่ว่าแล้วกิจกรรมที่เป็น ช่วงเทศกาลคริสต์มาสปีใหม่อะไรอย่างนี้ ก็จะมีจัดป้ายนิเทศแล้ว
ก็อาจจะมีการให้เด็กส่งบัตรอวยพร เพื่อให้มีส่วนร่วมในกิจกรรมนั้น

*Yes. In Christmas or New Year season, we ask students to
decorate the bulletin boards and ask them to send greeting cards to
encourage them to participate in the activities. (130)*

A.W: ปีที่แล้ว เราไปทัศนศึกษา ก็ไปสถานที่สำคัญ ปีที่แล้วก็ไปวัดทางแถบ สมุทรสาคร แล้วก็
จะมีมัคคุเทศก์ที่พูดภาษาอังกฤษ

*Last year, we organized a field trip to a temple in Samutsakorn and
there was a tour guide who could speak English. (164)*

A.W: อย่างมัคคุเทศก์ เราติดต่อบริษัททัวร์ที่มัคคุเทศก์ที่นำทาง ที่บรรยายเป็นภาษาอังกฤษ เพื่อเด็ก
จะได้ภาษาอังกฤษ และได้ไปสัมผัสบรรยายที่เด็กไม่ค่อยคุ้นเคย

*For the tour guide, we contacted a travel agency that had a tour guide
who spoke English so that the students would be exposed to English
language and gain new experiences. (166)*

Also, she reported that teachers tried to encourage students to participate in school activities. The following excerpt showed that the teachers were aware of the importance of out-of-class English language learning activities. (see Excerpt 20)

Excerpt 20

A.W: ก็คือ ก็คือ ถ้าเมื่อสมมติว่าเป็นครูที่สอนภาษาอังกฤษ ก็จะพยายามส่งมา เพราะว่าในการแข่ง
เราก็จะได้ประสบการณ์ ก็จะพยายามไปจูงใจในห้วงว่าให้ ให้ส่งมาทำกิจกรรม

English teachers will try to send their students to attend the contest because they will gain more experience. We try to motivate the students in each classroom to participate. (200)

The last category of teacher support was suggesting students to do out-of-class English language learning activities. RP students reported that their teachers suggested that they practice using English outside the classroom by reading English newspapers, magazines, or books, and speaking English with other people. No evidence of this kind of teacher support was found in the data of EP participants. In Excerpts 21-22, HRP3 and LRP2 who studied in the same classroom reported that their teacher encouraged them to learn new vocabulary from the books in the school library. Furthermore, Excerpt 23 also revealed that HRP5 was encouraged by his teacher to use English with people who could use the language such as family.

Excerpt 21

HRP3: ค่ะ ก็อาจารย์เขาจะบอกให้เราไปท่องศัพท์ ไปหาคำศัพท์จากห้องสมุดค่ะ

Yes. The teacher told us to memorize the vocabulary and look for new words in the library. (78)

Excerpt 22

LRP2: ก็ให้หาคำศัพท์เพิ่มเติม จากหนังสือ แล้วแปลลงสมุด

He suggested us find vocabulary from the books and translate it. (42)

Excerpt 23

HRP5: ก็อาจารย์บอกว่า เวลาว่างพยายามให้...เหมือนกับฝึกใช้กับคนในครอบครัวอย่างนี้
 ครับ กับคนที่สามารถใช้ภาษาอังกฤษได้ ก็พยายามใช้กับเขา...

*My teacher said that when we have free time, we should practice
 ...like try to practice using English with my family or with
 people who can speak English... (138)*

School facilities. The interview data revealed that schools provided the facilities including the library, laboratory, resource center, computer room, and self-access center. All groups of students reported that there were facilities that they can use for doing out-of-class English language learning activities. However, the student and teacher interview data revealed that it was easier for EP students to access these learning facilities.

In Excerpt 24, an EP teacher (A.S) reported that it is easier for EP students to access those resources since the school often used the budget of English Program to provide those facilities and materials.

Excerpt 24

Interviewer: ...เป็นห้องแล็บของ EP นะหรือคะ

...Does this lab belong to the English Program?

A.S: ไม่ค่ะ ศูนย์ของวิทย์นี้แหละ แต่ว่า EP จะเข้าไปใช้มากกว่า เพราะเอาเงิน EP ไปทำ

*No, it belongs to the science department. But EP students will use
 it more frequently because the money came from their program.*

A.S: ก็จะเป็นอาณาจักรเขาพอสมควร

So, it is like their place. (73 – 76)

While HEP and LEP reported that they used various kinds of learning facilities at school, HRP and LRP rarely used them. In Excerpt 25, HRP1 reported that there were not many places at school where RP students could learn English language outside the class. She reported that most learning facilities were for EP students. Although RP students were allowed to use those facilities and materials, they rarely did.

Excerpt 25

Interviewer: แล้วที่โรงเรียนมี สื่อ อุปกรณ์อะไรที่เป็นภาษาอังกฤษหรือเปล่า

So, what are English media or materials that you use at school?

HRP1: ก็มี ห้องสมุด EP ก็ไม่ค่อยมีอะไร ส่วนใหญ่จะไปประกอบที่ EP

There is an EP library. There are not many places in the school.

Mostly, they provide the facilities for the EP.

Interviewer: แล้วอย่างนี้เราไปทำอะไรบ้าง

What do you do outside of class?

HRP1: ก็เคยเข้าห้องสมุด EP อยู่ไม่กี่ครั้ง ก็ แค่นี้ละ ไม่ค่อยมีอะไรเท่าไร ส่วนใหญ่ไปอยู่ที่ EP เราก็ไม่ค่อยรู้

I have been to the EP library only a few times. That's it. There are not many places to do activities. The learning facilities are mostly for the EP. We don't know much. (59 – 62)

School activities. All groups of participants reported that there were many school activities such as English camps, English clubs, English contests, English activities on special days and so on. Most EP participants reported that there were more types of English activities for them than for RP participants.

Among the EP groups, HEP participants were likely to have more intention to use English when doing those activities than LEP participants. Excerpt 21 showed an example of HEP participants who were interested in school activities. HEP2 reported doing lots of school activities.

Excerpt 26

Interviewer: แล้วเจ๊ก็เข้าไปแข่งอะไรบ้างมั้ยะ

Do you participate in any contests?

HEP2: แข่งแสดงละคร แข่งพูด แข่งอ่านข่าว ครับ

I attend the drama contest, speech contest, and news reading contest. (157- 158)

HEP2: ก็จะมีแบบ ทุกวันศุกร์ครับ จะมีแบบ ตอบคำถามภาษาอังกฤษทุกอาทิตย์ จะมีแบบ

Where am I? What am I? แล้วก็ เอ้อ Who am I? อะไรอย่างนี้ครับ ก็ต้องไปเป็น

พิธีกรครับ

Every Friday, there will be an English quiz such as ‘Where am I?’, ‘What am I?’, and ‘Who am I?’ I am the MC for that quiz. (241)

In contrast, LEP students did not take the initiative to do out-of-class activities. As shown in Excerpt 27, LEP3 reported that she attended the music documentary club provided by foreign teachers. She chose this club because she did not have to do anything for the club. She rarely used English in the club.

Excerpt 27

Interviewer: ... แล้วอย่างนี้เข้าชมรมไปก็ต้องคุยกันแต่เพลงสากลใช่ไหม

... So, do you need to talk about international songs only?

LEP3: (หัวเราะ) เขา (อาจารย์) ชอบเข้าไปนั่งหลับค่ะ คืออาจารย์เขานั่งดูอยู่ข้างหน้าใจ ก็ไปนั่งข้างหลัง
แบบ ไปทำการบ้านอะไรอย่างนี้ คือไม่ค่อยได้ดูกับเขาค่ะ เพราะว่าน่าเบื่อ
(Laughs) He (The teacher) usually sits and falls asleep in the club. The teacher often sits in front of the room. So, I sit in the back of the room and do my homework. I rarely watch the music video with them. It is boring.

Interviewer: แล้วทำไมถึงเลือกชมรมนี้ล่ะ
So, why did you choose this club?

LEP3: เพราะว่า เพราะว่าสบายดี ไม่ต้องทำอะไรเลย
Because it is easy. I do not have to do anything. (71 -74)

For RP students, both HRP and LRP reported that they rarely participated in school activities. All HRP students reported that there were some English activities in the school which they could join; however, they did not attend them. In Excerpt 28, HRP1 reported that she did a lot of English activities when she was in elementary school.

Unfortunately, she did not attend any English activities in secondary school. She reported that she had attended an English club and there were no activities provided. She needed to find them herself.

Excerpt 28

HRP1: ก็ตอนอยู่ม.สองอยู่ชมรมภาษาอังกฤษ ตอนนี้อยู่ภาษาไทย (จำ) ก็ภาษาอังกฤษอาจารย์เขาให้หนู
เป็นคนทำขึ้นมาแจกทุกคน หนูก็คิดว่าหนูมาเรียนนะ หนูไม่ได้มาทำอะไรอย่างนี้ หนูก็เลยไม่เอา
แล้วหนีเปลี่ยนชมรม

When I was in eighth grade, I attended the English club. But now I am in the Thai language club. (Laughs) The teacher in the English club asked

me to write handouts for everyone. I thought, "Come on! I am here to learn, not to do this." So, I ran away. Changed the club. (74)

In addition, LRP students reported that they did not know much about the English activities at school. As shown in Excerpt 29, LRP 1 reported that the school provided some English activities but he did not attend them. He did not know much about these activities.

Excerpt 29

Interviewer: แล้วที่โรงเรียนจัดค่าย ชมรมหรือกิจกรรมเสริมอะไรบ้างไหม

Are there English activities at school such as camps, clubs, special activities?

LRP1: มีครับ แต่ไม่ได้เข้าร่วม มันไม่ค่อยรู้เรื่องว่ามีอะไร

Yes, there are some. But I do not attend them. I don't know much about them. (87 -88)

Family support. Family support refers to people in the family who can use English with the students and encourage students to practice using English language. All groups of students reported that people in their families supported them in doing out-of-class English language learning activities. The data suggested that EP participants reported having more support from their family than did RP participants. Both HEP and LEP participants reported that they could use English with people in their family; however, only HRP participants reported that they sometimes used English with their family. No evidence was found in the LRP participants. Furthermore, both EP and RP participants reported that their families encouraged them to do out-of-class English language learning activities.

HEP, LEP and HRP participants reported that they could use English with their family including their parents, siblings, and relatives (see Excerpt 30 -32). However, none of the LRP participants reported that they used English language with their families.

Excerpt 30

HEP2: ก็พูดในห้องครับ บางครั้งก็พูดที่บ้านด้วยครับ พูดกับพ่อแม่ พูดกับน้อง พูดกับพี่อะไรอย่างนี้

I speak English with friends in the class. Sometimes I speak English with my family such as parents or siblings. (88)

Excerpt 31

Interviewer: แล้วใช้ภาษาอังกฤษกับใคร ได้บ้างนอกห้องเรียน

...So, whom do you use English with outside the classroom?

LEP2: ก็...อืม.....ทั้งครอบครัวแหละค่ะ

Um.....with everyone in the family. (35-36)

Excerpt 32

HRP5: ก็อาจารย์บอกว่า เวลาว่างพยายามให้ เอ้อ ยังไงอะ เหมือนกับฝึกใช้กับคนในครอบครัวอย่างนี้

ครับ กับคนที่สามารถใช้ภาษาอังกฤษได้ ก็พยายามใช้กับเค้า หรือว่าอย่างลุงผมเค้าอยู่ที่อเมริกา

เวลาโทรมาเราก็พยายามใช้ภาษาอังกฤษกะเค้าเนาะ เราก็ได้ฝึกไปด้วยครับ

My teacher said that when we have free time, we should practice.

Like try to practice using English with my family or with people who

can speak English. For me, my uncle is in the US. So, I try to use English

with him when he calls my family. (138)

Furthermore, parents were found to be the most influential people for encouraging students to practice using English and provided some learning materials for them. Both high autonomous learners and low autonomous learners in EP and RP reported that their parents encouraged them to do out-of-class English language learning activities. In Excerpt 33, HEP2 reported that his parents encouraged him to talk to tourists as a way to increase his confidence and to practice using English.

Excerpt 33

Interviewer: ...แล้วทำไมถึงเดินเข้าคุยกับฝรั่งคะ

... Why do you talk to foreigners?

HEP2: เป็นการฝึกครับ ฝึกเอาไว้ครับ

It is a way to practice.

Interviewer: เวลาไปนี่ไปกับเพื่อนหรือเปล่า หรือว่าเวลาไปคนเดียวเราก็ก้าวเหมือนกัน

Do you usually go with your friends and talk to them or can you do that alone?

HEP2: ใช่ครับ ส่วนใหญ่ เริ่มแรกๆ คุณพ่อคุณแม่ก็จะ ให้เข้าไปครับ

Yes, I can go alone. Mostly, my parents will encourage me to talk to foreigners. (53 -56)

...

Interviewer: แล้วที่บ้านเขาสนับสนุนให้ไปใช้ภาษาอังกฤษ

Do your parents or other people in the family support you to practice using English language?

HEP2: ครับ สนับสนุนมากเลย ก็อย่างซื้อซีดีอะไรอย่างนี้ครับ ก็แบบ พาไปเที่ยว เจอฝรั่งเมื่อไหร่ต้อง

ไปพูด

Yes, very much. They will buy some CDs or take me to some tourist attractions. When we meet foreigners, I have to talk to them. (284 – 285)

The findings from student interviews about family support were consistent with the results from the teacher interviews. In Excerpt 34, one English language teacher (A.W.) who taught both high and low autonomous learners reported that the EP students had more advantages than RP students. She said that EP students' parents usually supported students to enrich their English language learning outside the classroom because it was a way to gain more English experience outside the school.

Excerpt 34

A.W: ...ส่วนใหญ่ถ้าเป็นเด็ก EP พ่อแม่เค้าจะต้องดูแลใส่ใจ พ่อแม่เค้าจะเสริมให้ เพราะเด็กพวกนี้ บางที ก็คือในครอบครัวเขา พ่อแม่ก็จะ มีความรู้ที่จะ สามารถที่จะฝึกทักษะเพิ่มเติมได้ เพราะนั่น ก็คือประสบการณ์นอกเหนือจากในโรงเรียน ผู้ปกครองจะมีส่วน สนับสนุนและจัดเสริมให้ เป็นส่วนใหญ่ เป็นลักษณะนี้ ส่วนใหญ่เขาจะไม่รอว่า จากโรงเรียนอย่างเดียว กรณีที่มีเวลาว่าง ผู้ปกครองก็จะหาสิ่งที่จะมาเสริมให้ ที่นี้ส่วนที่จะมาเสริมตรงนี้ ก็จะมีที่บ้านเหมือนกับเป็นคน สนับสนุน ในการเสริมให้เด็กมีประสบการณ์ทางภาษา บางคนก็คือคุณพ่อคุณแม่ก็ช่วยสอนให้ ลูก เขาก็ค่อนข้างจะได้เปรียบกว่าเด็กธรรมดา

...Mostly, parents of EP students support their kids. Sometimes these parents are able to train their kids. It is the experience outside school which parents have to support and provide for their kids. Most of them not only wait for the school to help, but also try to support their kids. When students have time, their families encourage the students to gain their

experience in English language. The families are the supporters. In some families, the parents teach English to their kids. So, they (EP students) have more advantages than RP students. (210)

Learning materials at home. All groups of students reported that there were English learning materials at home. However, high autonomous learners were likely to use more learning materials than were low autonomous learners. The English learning materials they used including TV, radio, English books, magazines, English conversation tapes and CDs, computer and the Internet and so on. Although there were various learning materials provided for them to practice and learn English language, each group of students selected to use some of those materials. They reported that they usually did out-of-class English language learning activities based on their interest.

For HEP students, all of them reported that they read English books at home. They usually read famous English novels such as *Harry Potter*, *Robinson Crusoe*, *Lord of the Rings* and so on. Also, all of them reported doing many English activities through the Internet such as visiting English web boards, creating their own 'blogs' and playing online games. Furthermore, most of them watched English movies and listened to English music.

Similarly, LEP students reported using various kinds of learning materials at home. Most of them watched English movies both on cable TV and DVD. Also, LEP1, LEP2 and LEP4 reported that they played online games and computer games at home. When they played these games, they usually chatted with their friends online as well in English. Furthermore, LEP2 and LEP3 said that they read English books and comic books. Like HEP students, LEP2 sometimes read *Harry Potter*.

English learning materials that HRP students reported having at home varied. Most of them listened to English songs and watched English movies and TV programs.

Also, HRP 2 and HRP5 reported that they visited English websites at home. In addition, only HRP2 played online crossword puzzles.

Unlike other groups of students, LRP students reported using less varied English materials at home than HEP, LEP, and HRP students. They only watched English movies at home.

Community support. In this study, community refers to the places and people supporting the students to do out-of-class English language learning activities. The community can be the places where the students can have face-to-face interaction and virtual community on the Internet. The interview data revealed that high autonomous learners reported engaging in out-of-class English language learning activities in their communities more than low autonomous learners did.

For the online community, all groups of participants reported using English with their friends online. Generally, most participants reported that they did not intend to join the English community on the Internet. However, high autonomous learners deliberately participated in the online community. Excerpts 35-36 revealed examples of HEP and HRP participants who initiated to the use of English in the online community. HEP5 created her own ‘web-blog’ for people to visit and be her friend. She thought that she could practice using English with them.

Excerpt 35

HEP5: หนูก็จะทำบล็อก เป็นพวกเว็บเพจคะ ให้เราไปเล่นคะ แล้วก็จะมีคนต่างชาติคะ เป็น

เพื่อนคะ เข้ามาทักหัดดีนะ เราชื่ออะไรๆ ก็คุยกันเป็นภาษาอังกฤษคะ

I create my blog. It is like a webpage that anyone can visit. Foreigners visit my site and we become friends. They may say hi and talk to me in English. (22)

HEP5: ค่ะ ก็คือมันได้ฝึกภาษาอังกฤษไปในตัวด้วยค่ะ คือเหมือนกับว่าได้เขียนไดอารี่ ว่าไปทำอะไรมา
มีเรื่องสนุกอยากจะเล่าให้เพื่อนฟังค่ะ

*Yes. It is a way to practice English. It is like writing a diary
about what we have done and share it with friends. (66)*

Also, HRP5 reported that he attended a summer camp in Singapore last year and had some friends from the camp. He usually chatted with his foreign friends via MSN.

Excerpt 36

HRP5: อ้อ เล่นเน็ตมีครับ เพราะว่าตอนอยู่ที่สิงคโปร์ก็มีฝรั่งที่สิงคโปร์ก็ เขาก็เอี๊ยมมาคุย

*Yes, the Internet. I have been to Singapore and know some people there.
Sometimes, I talk to them via MSN.*

Interviewer: คุยกับเพื่อนที่ไปเจอกัน

You talked to some friends you made in Singapore?

HRP5: คุยกับเพื่อนที่ไปเจอกัน แล้วก็เอี๊ยมเอสเอ็มด้วย

*Yes, I talk to friends whom I met there via MSN.
(200 -202)*

For the face-to-face community, participants reported that they can use English at bookstores, shopping malls, airports, tourist attractions, and parents' offices. In addition, the participants reported that other people with whom they could use English with were foreign tourists, customers, and their tutors. Only high autonomous learners reported that they attempted to practice using English within the community. As shown in Excerpt 37, HRP3 reported that she usually read English signs or billboards on the way to her house.

Excerpt 37

HRP 3: ก็ อย่างทุกวัน เวลากลับบ้าน หนูก็นั่งอ่านป้ายอะไรไปที่มีภาษาอังกฤษ ... แล้วก็เวลาไปเดินห้าง เราก็หัดอ่านพวกป้ายร้าน หรือ โลโก้ละ

Every day I read English signs on the way home and when I go to shopping malls, I will try to read signs or logos of the shops. (122)

Furthermore, Excerpt 38 showed that HEP2 could use English with his tutors at the tutorial school and with foreign tourists.

Excerpt 38

Interviewer: ใช้ภาษาอังกฤษกับใครบ้าง (33)

Who do you use English with?

HEP2: ใช้กับที่เรียนพิเศษ หรือว่าเวลาออกไปสถานที่ต่างๆอย่างนี้ครับ ก็จะมีฝรั่งเดินอยู่อย่างนี้ครับ (34)

I use English at the tutorial school. Or when I go to places, I meet some foreigners and talk to them.

Interviewer: แล้วเข้าไปคุยอะไรกับเขาละ (39)

So, what do you talk about with them?

HEP2: แนะนำสถานที่นั้นๆนะครับ (40)

I tell them about that place.

HEP2: เป็นยังไงบ้าง สวยมัย ค่ำลิ่งจะไปที่ไหน รู้สึกยังไงกับประเทศไทย (42)

What is the place like? Is this place attractive? Where are you going? What do you think about Thailand?

From the results, learning environments including school support and family support seemed to influence the EP participants to do out-of-class English language learning activities more often than RP participants. The findings suggested that learning environments may affect EP and RP participants to have different levels of learner autonomy.

To conclude the results for research question 4, the findings showed that there were two main factors affecting learner autonomy of high and low autonomous learner: intrinsic motivation and metacognitive knowledge about task and strategies. High autonomous learners were found to have stronger intrinsic motivation than low autonomous learners. For the metacognitive knowledge, high autonomous learners seemed to have more task and strategic knowledge than low autonomous learners.

Summary

The Out-of-Class English Language Learning Activities That EP and RP Participants Reported Engaging in

The findings revealed that EP participants reported doing receptive skill activities more often than productive skill activities. Among five activities that both EP and RP participants reported doing most frequently, four were receptive activities such as listening to English songs, watching English movies, reading e-mail and reading notice containing English language. The English activities that both groups of participants reported doing least frequently were writing diary and personal notes or letters, and speaking English with friends and family. When comparing out-of-class English language learning activities that EP and RP participants reported doing, EP participants were found

to do the activities out of class more often than RP participants at the significant level of 0.05.

Learning Strategies that EP and RP Participants Reported Using

EP and RP participants reported using cognitive strategies more often than metacognitive strategies. When considering learning strategies used in each language skill activity, EP and RP participants reported using similar strategies at the highest and lowest levels. They reported that they mostly used elaboration strategies in listening, reading and speaking activities, and selective attending in writing activities. Furthermore, students in both programs reported using planning strategies in listening, mnemonic strategies in reading activities, and practice strategies in speaking activities at the lowest level. When comparing learning strategies that EP and RP participants reported using, the findings showed that EP participants used all categories of learning strategies more often than RP participants at the significant level of 0.05.

Attitudes towards Autonomous English Language Learning of EP and RP Participants

While EP participants were likely to have positive attitudes toward most statements in the questionnaire, RP participants were likely to have neutral attitudes toward most of those statements. However, both groups of participants thought that their teachers were the most appropriate person to monitor the learning progress of students. When comparing the level of attitudes towards autonomous English language learning of EP and RP participants, EP participants were likely to possess higher positive attitudes toward overall categories of autonomous English language learning than were RP participants at the significant level of 0.05.

Factors affecting learner autonomy

Three main factors were found to influence learner autonomy: motivation, metacognitive knowledge, and learning environments. Intrinsic motivation and

metacognitive knowledge about task and strategies used in doing out-of-class English language learning activities were found to be influential factors affecting learner autonomy of high and low autonomous learners. However, extrinsic motivation and learning environments seemed to influence EP to do more English activities than RP participants.



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CHAPTER V

DISCUSSIONS

In this chapter, the findings on out-of-class English language learning activities, learning strategies, attitudes towards autonomous English language learning and factors affecting learner autonomy are discussed in relation to the findings of previous studies. Then, the researcher discusses the limitations of the study and proposes pedagogical implications and suggestions for further study.

Out-of-class English Language Learning Activities

The data about out-of-class English language learning activities were collected from questionnaires and interviews. For the survey data, twenty-five items in section 2 of the questionnaire were used to ask 499 participants about their engagement in English activities out of class. Then, interviews were conducted to elicit supplementary information.

The findings showed that both EP and RP participants reported doing receptive skill activities more frequently than productive skills activities. Among the five activities reportedly done most frequently, four were listening and reading activities such as listening to English songs, watching English movies, reading e-mail, and reading notices containing English language. The findings are consistent with previous studies conducted in countries such as Korea, Indonesia, and Germany (Pickard, 1996; Yap, 1998; Hyland, 2004; Lamb, 2004; and Lee, 2005). In these studies, receptive skill activities such as watching TV programs and movies, listening to songs, and reading newspapers and magazines were reported being done most often by the subjects as well. Furthermore, the activities that EP and RP participants reported doing the least frequently were writing and speaking activities such as writing in a diary, writing personal notes, letters or postcards,

and speaking English with friends and family. These findings were consistent with the results of Lee (2005) who found that Korean students engaged in speaking and writing activities at a very low level as well. Considering that the participants in these studies, including the present study, were in contexts where English is not used in daily communication, it may be easier for students to engage in receptive skill activities on their own than to engage in productive skill activities. The learning resources for receptive skills such as listening and reading activities are easier to access than those for productive skills in EFL contexts since students do not need to involve other people in their English activities. For instance, Thai people can buy reasonable priced music CDs to listen to English songs and buy movie tickets to watch English movies easily on their own but they may not be able to find someone to talk or write to in English easily. Consistent with the findings of previous studies (Pickard, 1996; and Hyland, 2004), the availability of learning resources in Thailand may have affected the kinds of activities that the students do. Pickard (1996) found that students did very few speaking activities outside the classroom since the availability of speaking opportunities in foreign language settings were limited. Furthermore, Hyland (2004) found that students in Hong Kong engaged in activities involving face-to-face contact less than activities that they could do on their own because they lacked opportunities to develop their oral skills.

When comparing the out-of-class English language learning activities of EP and RP participants, the findings from questionnaires and interviews consistently showed that EP participants engaged in English language learning activities outside class more often than RP participants. The survey data suggested that overall EP and RP participants reported doing out-of-class English language learning activities at different levels. While EP participants reported engaging in all activities at a moderate level, RP participants did activities at a low level. These findings can be explained by using the interview data. The

data showed that the amount of out-of-class English language learning activities conducted by EP and RP participants may be affected by school support (i.e. activities, facilities and teachers), family support and students' motivation in learning English.

The first kind of school support, English activities, seemed to increase chances for EP participants to do English activities out of class more easily than it did for RP participants. Several English activities were organized for EP participants such as English camps, field trips, and so on. The EP students were required to participate in these activities. In contrast, there were fewer chances for RP students to join English activities. For example, while English camps were organized annually for EP students, RP students may have had only one chance to attend an English camp during three years of learning in the program. Also, study tours and field trips were found to be held for EP students every semester; however, there was no evidence about English field trips for RP students found in the present study. It can be assumed that EP participants were provided with more opportunities to use English language were more motivated to participate in English activities than were RP participants, so these English activities may affect the amount of English activities EP participants reported doing.

The second kind of school support, the availability of facilities in school, was also found to support EP participants doing more English activities than RP participants. In the schools that participated in this study, English learning facilities such as EP library, sound laboratory, self-access center, etc, were commonly located in the EP's areas or buildings. The teachers said that RP participants were allowed to access these learning facilities as well but they had limited time to use the facilities. For example, one teacher (A.N.) said that EP students could use the self-access center located in the EP section at any time but the center was opened for RP participants only once a week. As it seemed to be easier for

EP participants than RP participants to access English language learning facilities at school, they may be likely to use these facilities more often than RP participants did.

The last kind of school support that was found to have an effect on out-of-class activities in this study was the opportunity to use English with foreign teachers. EP participants seemed to have more chances than RP participants to use English with foreign teachers since they studied with foreign teachers most of the time. Outside the classroom, EP participants could discuss their assignments or have conversations with foreign teachers easily. From the interview data, one English teacher (A.W.) viewed that foreign teachers were one of the learning resources that motivated the students to use English outside the classroom. On the other hand, RP participants did not have easy access to foreigners as EP participants. Therefore, it is not surprising that RP participants had little English conversation outside classroom.

Apart from school support, support from family such as the opportunities to use English with family members and encouragement to do English activities were found to influence EP students to do more English activities out of class than RP participants. At home, parents seemed to be the most important persons to encourage and support students in participating in out-of-class English activities. Consistent with a previous studies on the effects of family toward learner autonomy (Isarawatana, 1999), parents were the most influential people for promoting student autonomy.

Furthermore, EP and RP participants were found to have different kinds of motivation. The results from the interviews revealed that EP participants seemed to possess both intrinsic and extrinsic motivation. Among the EP participants, high autonomous learners (HEP) were found to have more intrinsic motivation than low autonomous learners (LEP). However, some LEP participants seemed to be pushed by their parents to do English activities outside the classroom. Their parents seemed to see

the importance of using English outside the classroom as a way to enrich the students' English language ability, so they encouraged and provided chances for their children to do English activities. Therefore, LEP participants, though having low motivation of their own, received external drives from their parents. In contrast, for RP participants, only high autonomous learners seemed to have intrinsic motivation. No evidence for motivation was found among the group of LRP in this present study. These findings imply that possessing both kinds of motivation may cause the EP participants to conduct more out-of-class English language learning activities than RP participants.

Learning Strategies

The researcher examined learning strategies of EP and RP participants using seventy-one statements in section 3 of the questionnaire. The findings showed that both EP and RP participants reported using similar learning strategies in each language skill activity. Learning strategies reported most and least frequently employed are discussed in the following section.

For the learning strategies reported to be used frequently, both EP and RP participants reported using cognitive strategies more often than metacognitive strategies. Both EP and RP participants reported using elaboration strategies at the high level listening, reading and speaking, and used selective attending the most frequently in writing activities. The findings imply that both EP and RP participants knew and used strategies to help them conduct out-of-class English language learning activities; however, the findings did not clearly show whether the participants possessed metacognitive strategies to manage their own learning or not. According to White (1995) and River (2001), the use of metacognitive strategies show control over the learning process. This implies that the participants in the present study did not clearly show control over their learning.

For the learning strategies reported as used least frequently, EP participants reported using planning strategies in listening activities, mnemonic strategies in reading activities, and practice strategies in speaking and writing activities at the lowest level. Likewise, RP participants used planning strategies in listening and writing activities, mnemonic strategies in reading activities, and practice strategies in speaking activities the least frequently. These results revealed that a subcategory of metacognitive strategies, planning strategies, was reported as used at a low level in listening and writing activities. When considering that the participants did the listening activities most often, it implies that the participants may not plan to learn from listening activities that they reported doing the most frequently. Furthermore, two subcategories of cognitive strategies - mnemonic strategies and practice strategies - were reported to be used the least frequently. In the questionnaire, mnemonic strategies in reading refer to memorizing new words. Since both EP and RP participants reported using mnemonic strategies at a low level, this may imply that they rarely learn new vocabulary from reading activities. Also, practice strategies - talking with anyone who can speak English - were used less than other learning strategies. It can interpret that EP and RP participants knew how to learn and manage their learning in speaking activities; however, they did not practice their speaking outside the classroom much. This finding was consistent with the finding that the participants did the speaking activities less frequently than other activities.

When comparing the learning strategies used by EP and RP participants, the results revealed that EP participants seemed to use learning strategies when doing all categories of English activities outside class more often than RP participants. According to Benson (2001), students who use learning strategies, both cognitive and metacognitive strategies, have signs of learner autonomy. The findings in the present study, thus, may

imply that EP participants who reported using learning strategies more often are likely to have higher autonomy than RP participants.

Attitudes towards Autonomous English Language Learning

Like out-of-class English language learning activities and learning strategies, attitudes towards autonomous English language learning were examined using the questionnaire. Forty-one statements in section 4 of the questionnaire were used to investigate participants' attitudes.

For EP participants, their responses to the questionnaire items revealed that in general EP participants had positive attitudes towards more statements addressing autonomous English language learning than RP participants did. According to Gan (2004), positive attitudes towards autonomous English language learning reflect learners' desire to engage in language learning activities; therefore, the findings about EP participants' positive attitudes may account for their more frequent out-of-class English language learning activities.

Despite all signs of their favor for autonomous learning, EP and RP participants agreed that 'Teachers are the most appropriate person to monitor the learning progress of students'. This finding appears to be consistent with Chan (2003). In her study, Chan found that teachers viewed that it was the teachers' responsibility to monitor students' learning process. According to Chan, if teachers always see themselves as a monitor of students' progress, students may not be familiar with the idea of monitoring themselves. The participants in the present study may have been accustomed to a similar situation in which they are dependent on teachers' monitoring, thus, they viewed that teachers were the most appropriate monitor of students' progress.

Factors Affecting Learner Autonomy of High and Low Autonomous Learners

Students and teacher interviews were employed to investigate factors that may affect learner autonomy. Three main factors were found to affect learner autonomy: motivation, metacognitive knowledge, and learning environments. However, only intrinsic motivation and metacognitive knowledge about strategies and task seemed to affect learner autonomy of high and low autonomous learners. As was mentioned in the out-of-class English language learning activities section, extrinsic motivation and learning environments seemed to cause EP and RP participants to out-of-class English language learning activities. In the following sections, the findings about the factors affecting high and low autonomous learners, intrinsic motivation and metacognitive knowledge, are discussed.

First, the findings suggested that motivation seemed to be one of the most influential factors for learner autonomy of high and low autonomous learners in the present study. Similarly, other studies that investigated factors affecting learner autonomy also found that motivation is the key factor that influences learner autonomy (Knowles, 1975; Anantasate, 2001; and Spratt et al., 2001). In the present study, high autonomous learners in EP and RP seemed to have stronger intrinsic motivation than low autonomous learners to do out-of-class English language learning activities. All of them reported that they participated in English activities for their own reasons and interests. Consistent with the findings in this study, Deci and Ryan (1985, p.245) pointed out that learners' behaviors that reflect their autonomy also reflect intrinsic rewards. This illustrates that learners who are likely to be autonomous must have intrinsic motivation to learn English language on their own.

Second, the results showed that high and low autonomous learners seemed to possess two subcategories of metacognitive knowledge- task knowledge and strategic

knowledge- at different levels. High autonomous learners were found to have more task and strategic knowledge than low autonomous learners. There was no evidence about the person knowledge of the participants. According to Wenden (2001), metacognitive knowledge was a prerequisite to the regulatory process in language learning.

Furthermore, Blaya (1996) pointed out that all kinds of metacognitive knowledge: person, task, and strategic knowledge, are influential for autonomous learning. She proposed that person knowledge can affect students' self-concept and attitude towards their learning, the kinds of expectations they develop for their future outcomes, and their feelings and emotions. Task knowledge reveals students' understanding of what to learn from the task. Strategic knowledge can lead students to choose or reject strategies according to their learning style, cultural background, experience, and so on. Based on Wenden's and Blaya's ideas about the significance of metcognitive knowledge, high autonomous learners in the present study appeared to show that they knew what and how to learn from tasks better than low autonomous learners; therefore, they may be likely to regulate their own learning outside of class more effectively than low autonomous learners.

Conclusion

The results of the present study suggested that EP participants possess a higher level of learner autonomy than RP participants. The out-of-class activities, strategy use, and attitudes towards autonomous learning of EP participants were found to support them to be more autonomous learners than RP participants. EP participants reported doing out-of-class English language learning activities more often, used more learning strategies to tackle the English activities, and possessed higher 'positive' attitudes towards autonomous English language learning than RP participants. Furthermore, the findings revealed three factors that may affect learner autonomy: learners' motivation, metacognitive knowledge and learning environments. While, intrinsic motivation and

metacognitive knowledge were found to influence high and low autonomous learners, extrinsic motivation and learning environments seemed to affect EP and RP participants' levels of learner autonomy.

Limitations of the Study

The present study contains some limitations. First, the data obtained from the interviews were limited. Since the researcher had interviewed each participant only one time, some details were not revealed in the present study. For example, in examining learners' metacognitive knowledge, the interview data only showed evidence of task and strategic knowledge. No findings about person knowledge were evident in the data, which constrained the researcher to conclude whether the participants possess person knowledge or not.

The second limitation concerns the contents of the out-of-class English language learning activities section in the questionnaire. For integrated skill activities, the researcher included only one activity -playing online and computer games- in the questionnaire. The activity was added into the questionnaire based on the results of the focus group. However, the interview data revealed that students did other integrated skill activities outside the class room such as attending school activities, using e-learning at school, and so on. Therefore, the survey results concerning integrated skill activities did not cover those activities that students did outside the classroom.

Pedagogical Implications

The results from the present study suggested the following pedagogical implications.

First, the findings suggested that there were many facilities at school which EP and RP students could use to learn outside the classroom; however, EP participants were found to use the facilities more often than RP participants were. RP participants reported

being under the impression that most English learning materials and facilities were for EP participants only, so they rarely used these facilities. Furthermore, the teachers were interviewed said that RP students were welcome to use the facilities but EP students had priority because these facilities were purchased with the budget of EP program. The limited access to learning facilities of RP students showed that the school did not make to most use of the available facilities. In order to utilize the facilities more effectively, school may need to find ways to encourage RP students to use facilities more by reducing the sense of ownership to EP students only. For example, the school may organize an English day which both EP and RP students can participate. Students in both programs may do some English activities together.

Second, the results revealed that the EP participants who reported doing more English activities seemed to have both intrinsic and extrinsic motivation. Possessing intrinsic motivation may influence high autonomous learners to do English activities for learning on their own; however, extrinsic motivation was found to influence low autonomous learners to do English language learning activities outside the classroom. Therefore, teachers or parents should help enhance students' extrinsic motivation by encouraging them to engage in English activities, providing English learning opportunities, and providing guidance on how to do English activities independently. Simply providing a supportive learning environment is not enough, students need to have interests or be motivated to make the most of their learning materials and environments (Kiriboon, 2004). Teachers and parents can provide this push.

Third, the English activities that EP and RP students reported doing the least frequently were productive skill activities such as speaking and writing activities. As mentioned earlier, it may be difficult for Thai students to seek opportunities to speak or write in English by themselves; therefore, teachers should suggest their students about

ways to conduct speaking and writing activities outside of class. For example, teacher may encourage students to find pen pals in other schools which can be in Thailand or other countries. Teachers should show students how to find new friends to practice English, and demonstrate the etiquette in English communication.

Fourth, the interview data showed that RP participants employed fewer cognitive and metacognitive strategies than EP participants. This limited knowledge of strategies may explain why RP participants had fewer attempts to do out-of-class activities than EP participants. To promote students to do out-of-class activities, teachers may need to instruct students on how to use these two kinds of strategies. Learner training on cognitive and metacognitive strategies should be provided.

Finally, both EP and RP students seemed to perceive that they could learn from English activities out of class; however, they wanted their teachers to monitor their learning. Therefore, they should be trained how to monitor their own learning in order to help them to learn effectively. Integrating the idea of self-assessment and self-monitoring in the learning process may help students to be aware of their potential to monitor and evaluate their learning. Oscarson (1989 cited in Benson 2001) proposed that self-assessments can raise awareness of the learning process and stimulate students to consider the learning content and assessment critically.

Suggestions for Further Study

As mentioned in the review of the literature, the present study is one of the very few studies in Thailand that examined three variables indicating learner autonomy: out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning. The results of this study have provided preliminary findings for future research in this field. Some suggestions for future study are as follows.

First, the present study employed both quantitative and qualitative methods; however, the data from the qualitative phase appeared to be limited as mentioned earlier. Future research should extend the interviews to find more information.

Second, the present study interviewed teachers of high and low autonomous students to examine the behaviors of those students; however, some teachers who participated in the interviews had difficulty discussing behaviors of individual students. Future studies may need to consider interviewing more than one teacher to gain as much information as possible. Interviewing more than one teacher may also help prevent problems with biases from teachers' attitudes towards a particular student.

Third, a longitudinal study should be conducted in order to examine and compare the development of learner autonomy of EP and RP students over a period of time. Observing and interviewing students over a longer period of time may reveal more evidence about learner autonomy and factors that affect learner autonomy of these two groups of students.

Finally, future research should employ more than two instruments to examine more indepth information. The present study used questionnaire and interview questions to study the learner autonomy of a large group of students in order to examine the overall picture of learner autonomy of secondary level students in Thailand. If future research is conducted with smaller group, the researcher should observe how students behave in the classroom and ask students to keep a learner's journal to gain more specific information.

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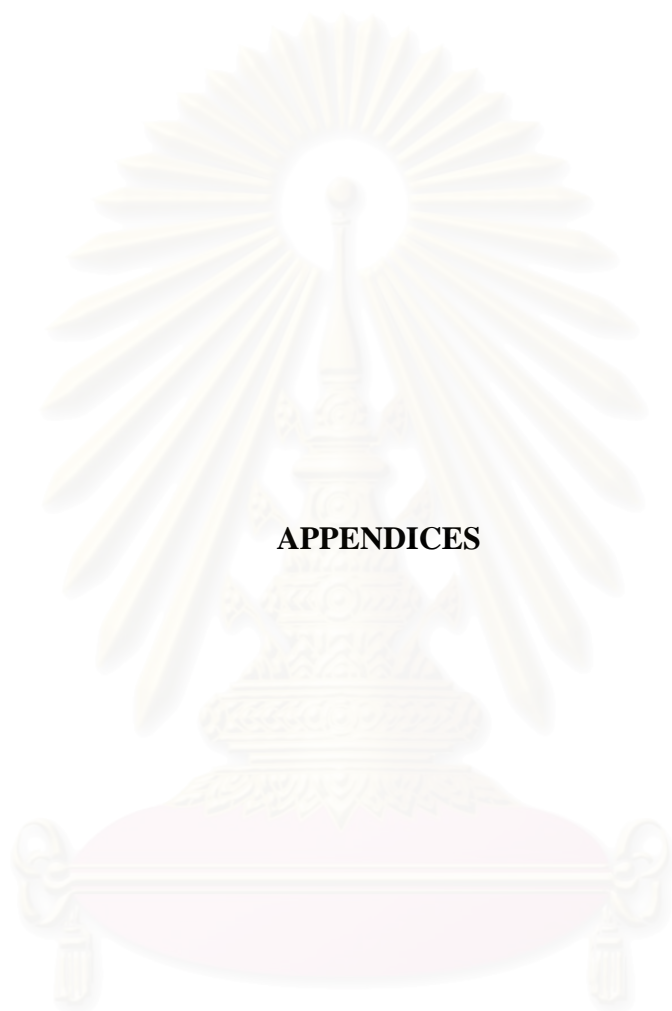
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สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย



APPENDICES

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX A

Learner Autonomy in English Language Learning Questionnaire (English Version)

This questionnaire is used for a study conducted by Suparuthai Sumonwiriya, a graduate student in M.Ed. in the TEFL program, Faculty of Education, Chulalongkorn University. This study aims to examine learner autonomy of secondary school students in Thailand.

Your participation is voluntary. There will be no effect on your grades in any subjects you are enrolled in. Your names are asked only for the purpose of the selection of the interview participants. They will not be identified in the report of this study. Your answers will be kept confidential and used for this study only.

There are 4 sections in this questionnaire: demographic information, out-of-class English language learning activities, learning strategies, and attitudes toward autonomous English language learning.

There is no right or wrong answer in this questionnaire. Please report the activities you actually do outside classroom and your opinions about each statement.

Please answer all the items completely. Your participation is appreciated.

Section 1 Demographic Information

1. Name
2. Ageyears
3. Gender Male Female
4. You are studying in
 - 4.1 M.3/.....
 - 4.2 School
 - Yothinburana School
 - Siriratanadhorn School
 - Satri Witthaya 2 School
 - Potisan Pitayakarn School
 - 4.3 Program
 - Regular program
 - English Program
 - 4.4 How long have you been in this program?years

5. When did you start studying English?
- Kindergarten
 - Elementary level: (please specify) Pratomsuksa
 - Secondary level: (please specify) Mathayomsuksa.....
6. How often do you go abroad?
- Never
 - Approximately once a year
 - 2 – 3 times a year
 - more than 3 times a year
7. What are media or materials that you can use to learn English outside the classroom are available at school? (you can choose more than one)
- books
 - English conversation tapes/CDs
 - the Internet
 - TV
 - radio
 - computer
 - games
 - others (please specify).....
8. What are media or materials that you can use to learn English outside the classroom are available at home? (you can choose more than one)
- books
 - English conversation tapes/CDs
 - the Internet
 - TV
 - radio
 - computer
 - games
 - others (please specify).....

Section 2 Out-of-class English language learning activities

In this section, you will be asked about out-of-class English language learning activities that you do by yourself and are not assigned by anyone. The activities are grouped under four language skills: listening, speaking, reading, and writing.

Please read each statement carefully and circle the numbers from 1-5 to indicate how often you carry out the following English activities **outside class** on your own. Each number can be interpreted as follows:

- 5 (Always) means I do this activity approximately more than 7 hours per week.
- 4 (Often) means I do this activity approximately 4-6 hours per week.
- 3 (Sometimes) means I do this activity approximately 2-3 hours per week.
- 2 (Hardly) means I do this activity approximately less than 1 hour per week.
- 1 (Never) means I never do this activity

Statements	Always	Often	Sometime	hardly	never
1. I try to improve my English listening by...					
1.1 watching English TV programs.	5	4	3	2	1
1.2 watching English movies.	5	4	3	2	1
1.3 listening to English radio programs.	5	4	3	2	1
1.4 listening to English songs.	5	4	3	2	1
1.5 listening to English conversation tapes.	5	4	3	2	1
2. I try to improve my English reading by... (including from printed materials and from the Internet)					
2.1 reading English newspapers.	5	4	3	2	1
2.2 reading English magazines.	5	4	3	2	1
2.3 reading English novels or short stories.	5	4	3	2	1
2.4 reading English poems.	5	4	3	2	1
2.5 reading e-mail.	5	4	3	2	1
2.6 reading notices containing English language.	5	4	3	2	1
2.7 reading grammar books or textbooks which are not a part of homework.	5	4	3	2	1
3. I try to improve my English speaking by...					
3.1 chatting online with people in English such as using MSN Messenger.	5	4	3	2	1
3.2 speaking English with friends (talking with friends after class time, everyday conversation).	5	4	3	2	1
3.3 speaking English with teachers after class time (discussing assignments or everyday conversation).	5	4	3	2	1
3.4 speaking English with family such as parents, brother, sister, etc.).	5	4	3	2	1
3.5 speaking English with foreigners whom you meet in public places, not including your teachers.	5	4	3	2	1
3.6 singing English songs.	5	4	3	2	1

Statements	Always	Often	Sometimes	hardly	never
4. I try to improve my English writing by...					
4.1 writing a personal note, a letter, or a postcard in English.	5	4	3	2	1
4.2 writing a diary in English.	5	4	3	2	1
4.3 writing email in English.	5	4	3	2	1
4.4 writing SMS in English.	5	4	3	2	1
4.5 writing interactive messages in English such as MSN Messenger.	5	4	3	2	1
4.6 writing comments on web board, web log or blog in English.	5	4	3	2	1
5. I try to improve my English by playing online games or computer games.	5	4	3	2	1

Are there any other activities that you do in your own outside of class? Please list below.

1.
2.
3.
4.
5.

Section 3 Learning strategies

This section consists of statements concerning your use of techniques or methods when you learn English on your own. Circle the number from 1 to 5 to indicate how often you learn English language on your own using the following techniques or methods. Each number can be interpreted as follows:

- 5 (Always) means I use this method to learn English language on my own approximately more than 80%.
 4 (Often) means I use this method to learn English language on my own approximately 60 – 70%.
 3 (Sometimes) means I use this method to learn English language on my own approximately 40 – 50%.
 2 (Hardly) means I use this method to learn English language on my own approximately 10 – 30%.
 1 (Never) means I never use this method to learn English language on my own.

Statements	Always	Often	Sometimes	Hardly	Never
1. When I do English listening activities outside class, I ...					
1.1 listen to how English words are pronounced.	5	4	3	2	1
1.2 focus on the meaning.	5	4	3	2	1
1.3 listen to how sentence structures are used.	5	4	3	2	1
1.4 listen to some familiar words and use them to infer the meaning of the text.	5	4	3	2	1
1.5 memorize new words or phrases by taking notes.	5	4	3	2	1
1.6 try to memorize new words by reciting those words.	5	4	3	2	1
1.7 memorize new words by grouping them with other words that have similar meaning.	5	4	3	2	1
1.8 try to listen from various sources.	5	4	3	2	1
1.9 plan to practice English pronunciation.	5	4	3	2	1
1.10 plan to practice comprehending the meaning of a text.	5	4	3	2	1
1.11 plan to learn new words.	5	4	3	2	1
1.12 check my understanding while listening.	5	4	3	2	1
1.13 observe the problems I have while listening.	5	4	3	2	1
1.14 try to find the best way to help me doing that task.	5	4	3	2	1
1.15 check myself if I understand how English words are pronounced.	5	4	3	2	1
1.16 check if I can comprehend the meaning of the text.	5	4	3	2	1
1.17 check how much I understand the listening at the end of the task.	5	4	3	2	1
1.18 check if the methods I use while listening help me understand the text.	5	4	3	2	1
2. When I do English reading activities, I...					
2.1 observe how English words are used in sentences.	5	4	3	2	1
2.2 observe how sentence structures are used in the text.	5	4	3	2	1
2.3 try to find some familiar words or sentence structures and use them to infer the meaning of text.	5	4	3	2	1

Statements	Always	Often	Sometimes	Hardly	Never
2.4 memorize new words or phrases by taking notes.	5	4	3	2	1
2.5 memorize new words by reciting them.	5	4	3	2	1
2.6 memorize new words by grouping them with other words that have similar meaning.	5	4	3	2	1
2.7 read in English from various sources.	5	4	3	2	1
2.8 plan to learn new vocabulary.	5	4	3	2	1
2.9 plan to find the meaning of the text I read.	5	4	3	2	1
2.10 check my understanding while reading.	5	4	3	2	1
2.11 observe the problems I have while reading.	5	4	3	2	1
2.12 try to find the best way to help me doing that task.	5	4	3	2	1
2.13 check if I can understand the vocabulary in the text.	5	4	3	2	1
2.14 check if I can understand the sentences in the text.	5	4	3	2	1
2.15 check if I can read fluently.	5	4	3	2	1
2.16 check how much I understand the text after I finish reading.	5	4	3	2	1
2.17 check if the methods I use while reading help me understand the text.	5	4	3	2	1
3. When I do English speaking activities, I...					
3.1 try to pronounce like native speakers.	5	4	3	2	1
3.2 try to use new English words or phrases.	5	4	3	2	1
3.3 focus on practice speaking fluently.	5	4	3	2	1
3.4 memorize new words by using it often.	5	4	3	2	1
3.5 memorize how English words are pronounced.	5	4	3	2	1
3.6 memorize new English words by reciting them.	5	4	3	2	1
3.7 memorize new words by grouping them with other words that have similar meaning.	5	4	3	2	1
3.8 talk with anyone who can speak English.	5	4	3	2	1
3.9 plan to improve my pronunciation.	5	4	3	2	1
3.10 plan to increase my confidence in using English.	5	4	3	2	1
3.11 check if someone understands what I said in English.	5	4	3	2	1

Statements	Always	Often	Sometimes	Hardly	Never
3.12 observe the problems I have while speaking.	5	4	3	2	1
3.13 try to find the best way to help me doing that task.	5	4	3	2	1
3.14 check myself if I can pronounce English words correctly.	5	4	3	2	1
3.15 check myself if I can speak English fluently.	5	4	3	2	1
3.16 check myself if I can use sentence structures correctly.	5	4	3	2	1
3.17 check if the methods I use while speaking can help me.	5	4	3	2	1
4. When I do English writing activities, I...					
4.1 focus on using English words in sentences correctly.	5	4	3	2	1
4.2 focus on the meaning of what I write.	5	4	3	2	1
4.3 focus on using correct sentence structures.	5	4	3	2	1
4.4 focus on improving my handwriting.	5	4	3	2	1
4.5 try new words in sentences.	5	4	3	2	1
4.6 memorize new words by using it often.	5	4	3	2	1
4.7 memorize the meaning of words.	5	4	3	2	1
4.8 memorize how sentence structures are used.	5	4	3	2	1
4.9 memorize new words by grouping them with other words that have similar meaning.	5	4	3	2	1
4.10 write as much as possible.	5	4	3	2	1
4.11 plan to improve my vocabulary knowledge.	5	4	3	2	1
4.12 plan to improve my grammatical knowledge.	5	4	3	2	1
4.13 check if someone understands what I write.	5	4	3	2	1
4.14 observe the problems I have while writing.	5	4	3	2	1
4.15 try to find the best way to help me doing that task.	5	4	3	2	1
4.16 check if I am able to use new words.	5	4	3	2	1
4.17 check if I can write in English fluently.	5	4	3	2	1
4.18 check if I can use sentence structures correctly.	5	4	3	2	1
4.19 check if the methods I use while writing can help me.	5	4	3	2	1

Do you use any other techniques or methods when you learn English on your own? Please list the techniques or methods below.

1.
2.
3.
4.
5.

Section 4 Attitudes towards autonomous English language learning

In this section, the statements are about opinions related to autonomous English language learning. Please read each statement and circle the numbers from 1 -5 to indicate your feeling towards each statement. Each number can be interpreted as follows:

- 5 means I strongly agree with this statement
- 4 means I agree with this statement
- 3 means I neither agree nor disagree with this statement
- 2 means I disagree with this statement
- 1 means I strongly disagree with this statement

Statements	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
1. I like solving problems in learning English by myself.	5	4	3	2	1
2. Learner should be able to evaluate his or her learning progress without help from teachers.	5	4	3	2	1
3. I don't know what I should learn or practice more to improve my English.	5	4	3	2	1
4. I think I cannot help correct my friends' mistakes when learning English.	5	4	3	2	1
5. I think I can choose ways to practice English by myself.	5	4	3	2	1
6. I expect that the teacher will tell me everything when learning English.	5	4	3	2	1
7. I don't like to initiate anything until other people succeeded in doing it.	5	4	3	2	1
8. English learners should set their own goals in learning English language	5	4	3	2	1

Statements	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
9. think that I will get higher score when I take an English test next time.	5	4	3	2	1
10. I think I can learn by myself in almost every topic that I am interested in.	5	4	3	2	1
11. Learners should find ways and strategies in learning English language.	5	4	3	2	1
12. I feel discouraged when I find many mistakes in my use of English including listening, speaking, reading and writing.	5	4	3	2	1
13. I think I can find more English language learning resources by myself.	5	4	3	2	1
14. I think I cannot select English practices or books that match with my knowledge and ability.	5	4	3	2	1
15. I think that I can find mistakes by myself while doing exercises.	5	4	3	2	1
16. Trying new strategies in learning English language is important.	5	4	3	2	1
17. Teachers are the most appropriate person to monitor the learning progress of students	5	4	3	2	1
18. Learner should find opportunities to learn English more outside school.	5	4	3	2	1
19. Learner should try to listen to English language programs from radio and TV and read news, notices, and instructions in English.	5	4	3	2	1
20. Seeking opportunities to use English is a waste of time.	5	4	3	2	1
21. I think I cannot do a good job by myself.	5	4	3	2	1
22. I expect teachers to be responsible in evaluating my English learning.	5	4	3	2	1
23. I don't like learning English language outside classroom.	5	4	3	2	1
24. Language learner don't have to find opportunities to be an exchange student in English-speaking countries.	5	4	3	2	1
25. Selecting books, exercises, and materials for English learning is the teacher's responsibility.	5	4	3	2	1
26. I am not afraid of making mistakes when using English language in front of the teacher and friends.	5	4	3	2	1
27. I am anxious and have no confidence when I speak English	5	4	3	2	1

Statements	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
28. Monitoring the progress in learning English is important.	5	4	3	2	1
29. If I have problems in learning English from the beginning, I will not be able to succeed.	5	4	3	2	1
30. Learner should find opportunities to practice English language by himself or herself.	5	4	3	2	1
31. Learner should find obstacles in learning to improve his or her own learning.	5	4	3	2	1
32. When I want to do something, I am not afraid to work hard to achieve the goals.	5	4	3	2	1
33. I want the teacher to tell me what to do to learn English better.	5	4	3	2	1
34. Learning how to learn is important for me.	5	4	3	2	1
35. When I do not understand English lessons, I am afraid that I will not be able to learn English.	5	4	3	2	1
36. I think I can plan my English language learning.	5	4	3	2	1
37. I don't know how well I learn English language	5	4	3	2	1
38. I believe that success in learning English depends on what I learn outside the class.	5	4	3	2	1
39. I think that I can learn and succeed in learning English.	5	4	3	2	1
40. I am not sure that I can set goals for learning English language	5	4	3	2	1
41. I don't like practicing or exchanging English language knowledge with other people.	5	4	3	2	1

Comments: (If you have any comments about this questionnaire, please write your comments here.)

.....

.....

.....

Thank you for your help in completing the questionnaire.

Learner Autonomy in English Language Learning Questionnaire (Thai Version)

แบบสอบถามเรื่องการเรียนรู้ภาษาอังกฤษด้วยตนเอง

แบบสอบถามนี้ ใช้เพื่อเก็บข้อมูลในการทำวิทยานิพนธ์ของ นางสาวศุภฤทัย สุนนวิริยะ

นิติศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
การวิจัยครั้งนี้ มีจุดประสงค์เพื่อศึกษาการเรียนรู้ภาษาอังกฤษด้วยตนเองของนักเรียนระดับมัธยมศึกษา

ขอให้นักเรียนตอบแบบสอบถามของนักเรียนนี้ด้วยความสมัครใจ การตอบแบบสอบถามนี้จะไม่มีความเกี่ยวข้องกับผลการเรียนหรือคะแนนสอบของนักเรียนวิชาใดๆ การที่ผู้วิจัยขอให้นักเรียนกรอกชื่อนามสกุล และ
ชั้นเรียนในแบบสอบถามนี้เพื่อวัตถุประสงค์ในการคัดเลือกนักเรียนบางส่วนมาสัมภาษณ์ เท่านั้น จะไม่มีการเปิดเผย
ชื่อของนักเรียนในรายงานวิจัย คำตอบของนักเรียนจะถูกรักษาเป็นความลับ และนำไปใช้เพื่อวัตถุประสงค์ในการวิจัย
ครั้งนี้เท่านั้น

แบบสอบถามต่อไปนี้แบ่งออกเป็น 4 ตอน ได้แก่ ข้อมูลส่วนตัวของนักเรียน กิจกรรมการเรียนรู้ภาษาอังกฤษ
นอกห้องเรียน กลวิธีการเรียนรู้ และทัศนคติต่อการเรียนรู้ภาษาอังกฤษด้วยตนเอง

แต่ละข้อไม่มีคำตอบที่ผิด หรือ ถูก เพราะเป็นการทำกิจกรรมนอกเวลาเรียนและเป็นความคิดเห็นส่วนตัวของ
นักเรียน

ขอให้นักเรียนตอบแบบสอบถามด้วยความตั้งใจ และตอบให้ครบทุกข้อ

ตอนที่ 1 ข้อมูลส่วนตัวของนักเรียน

1. ชื่อ-นามสกุล
2. อายุปี
3. เพศ ชาย หญิง
4. นักเรียนกำลังศึกษาอยู่
 - 4.1 ชั้น ม. 3/.....
 - 4.2 โรงเรียน
 - โรงเรียน โยธินบูรณะ
 - โรงเรียน สิริวิรัตนาร
 - โรงเรียนสตรีวิทยา 2
 - โรงเรียน โทษสารพิทยากร
 - 4.3 หลักสูตร
 - หลักสูตรปกติ หลักสูตรภาษาอังกฤษ
 - 4.4 นักเรียนเข้าศึกษาในหลักสูตรนี้มาแล้วเป็นเวลา.....ปี
5. นักเรียนเริ่มเรียนภาษาอังกฤษเมื่อใด
 - ชั้นอนุบาล
 - ชั้นประถมศึกษา ปีที่.....
 - ชั้นมัธยมศึกษา ปีที่.....

6. นักเรียนไปต่างประเทศบ่อยแค่ไหน
- ไม่เคย
- ประมาณปีละครั้ง
- 2-3 ครั้ง ต่อปี
- มากกว่า 3 ครั้ง ต่อปี
7. ที่โรงเรียนมีสื่อ หรืออุปกรณ์ที่นักเรียนสามารถใช้ในการเรียนภาษาอังกฤษนอกห้องเรียน (ตอบได้มากกว่าหนึ่งข้อ)
- หนังสือ เทปสนทนาภาษาอังกฤษหรือซีดี อินเทอร์เน็ต
- โทรทัศน์ วิทยุ คอมพิวเตอร์
- เกมส์ อื่นๆ (โปรดระบุ).....
8. ที่บ้านมีสื่อ หรืออุปกรณ์ที่นักเรียนสามารถใช้ในการเรียนภาษาอังกฤษนอกห้องเรียน (ตอบได้มากกว่าหนึ่งข้อ)
- หนังสือ เทปสนทนาภาษาอังกฤษหรือซีดี อินเทอร์เน็ต
- โทรทัศน์ วิทยุ คอมพิวเตอร์
- เกมส์ อื่นๆ (โปรดระบุ).....

ตอนที่ 2 กิจกรรมการเรียนภาษาอังกฤษนอกห้องเรียน

ในตอนี่ 2 นี้ เป็นข้อความเกี่ยวกับการทำกิจกรรมการเรียนภาษาอังกฤษนอกห้องเรียนที่นักเรียนทำด้วยตนเองและไม่มีผู้ใดสั่งให้ทำ โดยกิจกรรมจะแบ่งออกเป็น 4 ทักษะ ได้แก่ ทักษะฟัง พูด อ่าน เขียน

กรุณาอ่านข้อความแต่ละข้อด้วยความรอบคอบ แล้วทำเครื่องหมาย ○ รอบหมายเลข 1-5 เพื่อระบุว่านักเรียนทำกิจกรรมภาษาอังกฤษ นอกห้องเรียน ด้วยตนเองต่อไปนี้ บ่อยเพียงใด หมายเลขแต่ละหมายเลขมีความหมายดังต่อไปนี้

- 5 (สม่ำเสมอ) หมายถึง ฉันทำกิจกรรมนี้ โดยเฉลี่ยมากกว่า 7 ชั่วโมงต่อสัปดาห์
- 4 (บ่อยๆ) หมายถึง ฉันทำกิจกรรมนี้ โดยเฉลี่ย 4-6 ชั่วโมงต่อสัปดาห์
- 3 (เป็นครั้งคราว) หมายถึง ฉันทำกิจกรรมนี้โดยเฉลี่ย 2-3 ชั่วโมงต่อสัปดาห์
- 2 (ไม่ค่อยทำ) หมายถึง ฉันทำกิจกรรมนี้โดยเฉลี่ยน้อยกว่า 1 ชั่วโมงต่อสัปดาห์
- 1 (ไม่เคยทำ) หมายถึง ฉันไม่เคยทำกิจกรรมนี้เลย

ข้อความ	สม่ำเสมอ	บ่อยๆ	เป็นครั้งคราว	ไม่ค่อยทำ	ไม่เคยทำ
1. ฉันพยายามพัฒนาการฟังภาษาอังกฤษโดย					
1. ดูรายการทีวีภาษาอังกฤษ	5	4	3	2	1
2. ดูภาพยนตร์ภาษาอังกฤษ	5	4	3	2	1

ข้อความ	ดีมาก	น้อย	เป็นครั้งคราว	ไม่ค่อยทำ	ไม่เคยทำ
3. ฟังรายการวิทยุภาษาอังกฤษ	5	4	3	2	1
4. ฟังเพลงภาษาอังกฤษ	5	4	3	2	1
5. ฟังเทปบทสนทนาภาษาอังกฤษ	5	4	3	2	1
2. ฉันพยายามพัฒนาการอ่านภาษาอังกฤษโดย... (อาจเป็นการอ่านจากเอกสารที่เป็นตัวเล่มหรือจากอินเทอร์เน็ต)					
2.1 อ่านหนังสือพิมพ์ภาษาอังกฤษ	5	4	3	2	1
2.2 อ่านนิตยสารภาษาอังกฤษ	5	4	3	2	1
2.3 อ่านนิยาย หรือ เรื่องสั้นภาษาอังกฤษ	5	4	3	2	1
2.4 อ่านกลอนภาษาอังกฤษ	5	4	3	2	1
2.5 อ่านอีเมลล์	5	4	3	2	1
2.6 อ่านป้ายประกาศตามสถานที่ต่างๆ ที่เป็นภาษาอังกฤษ	5	4	3	2	1
2.7 อ่านหนังสือไวยากรณ์ หรือ ตำราภาษาอังกฤษ ซึ่งไม่ใช่การบ้าน	5	4	3	2	1
3. ฉันพยายามพัฒนาการพูดภาษาอังกฤษโดย ...					
3.1 สนทนาเป็นภาษาอังกฤษผ่านเว็บไซต์ เช่น การใช้ MSN Messenger	5	4	3	2	1
3.2 พูดภาษาอังกฤษกับเพื่อน (เป็นการสนทนานอกเวลาเรียน พูดคุยเรื่องทั่วไป)	5	4	3	2	1
3.3 พูดภาษาอังกฤษกับครู (สนทนานอกเวลาเรียน เพื่อขอคำปรึกษาเกี่ยวกับการเรียน หรือ การพูดคุยทั่วไป)	5	4	3	2	1
3.4 พูดภาษาอังกฤษกับคนในครอบครัว เช่น พ่อแม่ พี่น้อง	5	4	3	2	1
3.5 พูดภาษาอังกฤษกับชาวต่างชาติ (ชาวต่างชาติที่พบตามสถานที่ต่างๆ ที่ไม่ใช่ครูของฉัน)	5	4	3	2	1
3.6 ร้องเพลงเป็นภาษาอังกฤษ	5	4	3	2	1
4. ฉันพยายามพัฒนาการเขียนภาษาอังกฤษโดย....					
4.1 จดบันทึกส่วนตัว หรือเขียนจดหมาย และ ไปสการ์ด เป็นภาษาอังกฤษ	5	4	3	2	1
4.2 เขียนไดอารีเป็นภาษาอังกฤษ	5	4	3	2	1
4.3 เขียนอีเมลล์เป็นภาษาอังกฤษ	5	4	3	2	1

ข้อความ	5 สม่ำเสมอ	4 บ่อยๆ	3 เป็นครั้งคราว	2 ไม่ค่อยทำ	1 ไม่เคยทำ
4.4 เขียนข้อความขนาดสั้นผ่านทางโทรศัพท์มือถือเป็นภาษาอังกฤษ (SMS)	5	4	3	2	1
4.5 สนทนาเป็นภาษาอังกฤษผ่านเว็บไซต์ เช่น MSN Messenger	5	4	3	2	1
4.6 เขียนแสดงความคิดเห็นในเว็บบอร์ด เว็บล็อก หรือ บล็อก เป็นภาษาอังกฤษ	5	4	3	2	1
5. นั้นพยายามพัฒนาภาษาอังกฤษโดยการเล่นเกมออนไลน์ หรือเกมส์คอมพิวเตอร์	5	4	3	2	1

นอกจากกิจกรรมข้างต้น แล้วนักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียนอื่นใดอีกบ้าง กรุณาเขียนลงในช่องว่าง

1.
2.
3.
4.
5.

ตอนที่ 3 กลวิธีการเรียนรู้

ในตอนี่ 3 นี้ เป็นข้อความเกี่ยวกับเทคนิคหรือวิธีที่นักเรียนใช้ในการเรียนภาษาอังกฤษด้วยตนเอง

กรุณาอ่านข้อความแต่ละข้ออย่างรอบคอบ แล้วเลือกทำเครื่องหมาย รอบหมายเลข 1 -5 เพื่อแสดงว่า

นักเรียนเรียนภาษาอังกฤษด้วยตนเองโดยใช้วิธีต่อไปนี้ บ่อยเพียงใด แต่ละหมายเลขมีความหมายดังต่อไปนี้

- 5 (สม่ำเสมอ) หมายถึง ฉันเรียนภาษาอังกฤษด้วยตนเองโดยใช้วิธีนี้โดยเฉลี่ยมากกว่า 80%
- 4 (บ่อยๆ) หมายถึง ฉันเรียนภาษาอังกฤษโดยใช้วิธีนี้โดยเฉลี่ย 60 – 70%
- 3 (เป็นครั้งคราว) หมายถึง ฉันเรียนภาษาอังกฤษโดยใช้วิธีนี้โดยเฉลี่ย 40 – 50%
- 2 (ไม่ค่อยใช้) หมายถึง ฉันไม่ค่อยเรียนภาษาอังกฤษโดยใช้วิธีนี้โดยเฉลี่ย 10 -30%
- 1 (ไม่เคยใช้) หมายถึง ฉันไม่เคยเรียนภาษาอังกฤษโดยใช้วิธีนี้

ข้อความ	5 สม่ำเสมอ	4 บ่อยๆ	3 เป็นครั้งคราว	2 ไม่ค่อยใช้	1 ไม่เคยใช้
1. เมื่อฉันทำกิจกรรมการฟังเป็นภาษาอังกฤษ ฉัน....					
1.1 ฟังว่าคำศัพท์ภาษาอังกฤษที่ได้ยินออกเสียงอย่างไร	5	4	3	2	1
1.2 เน้นการฟังจับใจความสิ่งที่ฟัง	5	4	3	2	1

ข้อความ	สม่ำเสมอ	บ่อยๆ	เป็นครั้งคราว	ไม่เคยใช้	ไม่เคยใช้
1.3 สังเกตการใช้รูปประโยคภาษาอังกฤษในสิ่งที่ฟัง	5	4	3	2	1
1.4 ฟังคำศัพท์ที่รู้จักและใช้คำนั้นๆเพื่อแปลความหมายสิ่งที่ฟัง	5	4	3	2	1
1.5 จำคำศัพท์ใหม่ หรือ วลีใหม่ โดยการจดบันทึก	5	4	3	2	1
1.6 จำคำศัพท์ใหม่โดยการท่องจำ	5	4	3	2	1
1.7 จำคำศัพท์ใหม่โดยการจำรวมกับคำอื่นที่มีความหมายใกล้เคียงกัน	5	4	3	2	1
1.8 พยายามฟังภาษาอังกฤษจากแหล่งต่างๆ	5	4	3	2	1
1.9 วางแผนที่จะฟังการออกเสียงภาษาอังกฤษ	5	4	3	2	1
1.10 วางแผนที่จะฝึกทำความเข้าใจสิ่งที่ฟัง	5	4	3	2	1
1.11 วางแผนที่จะเรียนรู้คำศัพท์ใหม่ๆ	5	4	3	2	1
1.12 ตรวจสอบความเข้าใจของตนเองขณะที่ฟัง	5	4	3	2	1
1.13 สังเกตปัญหาของตนเองขณะที่ฟัง	5	4	3	2	1
1.14 พยายามหาวิธีที่ดีที่สุดเพื่อช่วยในการทำกิจกรรมนั้น	5	4	3	2	1
1.15 ตรวจสอบว่าตนเองเข้าใจการออกเสียงคำศัพท์ภาษาอังกฤษหรือไม่	5	4	3	2	1
1.16 ตรวจสอบว่าตนเองเข้าใจความหมายสิ่งที่ฟังเป็นภาษาอังกฤษหรือไม่	5	4	3	2	1
1.17 ตรวจสอบว่าตนเองเข้าใจกิจกรรมที่ทำมาน้อยเพียงใดหลังจากเสร็จกิจกรรม	5	4	3	2	1
1.18 ตรวจสอบว่าวิธีการที่ใช้ระหว่างที่ฟังช่วยให้เข้าใจสิ่งที่ฟัง	5	4	3	2	1
2. เมื่อฉันทำกิจกรรมการอ่านเป็นภาษาอังกฤษ ฉัน...					
2.1 สังเกตการใช้คำศัพท์ในประโยค	5	4	3	2	1
2.2 สังเกตการใช้รูปประโยคภาษาอังกฤษ	5	4	3	2	1
2.3 พยายามหาคำศัพท์หรือรูปประโยคที่รู้จักเพื่อแปลความหมายของสิ่งที่อ่าน	5	4	3	2	1
2.4 จำคำศัพท์ใหม่ หรือ วลีใหม่ โดยการจดบันทึก	5	4	3	2	1
2.5 จำคำศัพท์ใหม่โดยการท่องจำ	5	4	3	2	1

2.6	จำคำศัพท์ใหม่โดยการจำรวมกับคำอื่นที่มีความหมายใกล้เคียงกัน	5	4	3	2	1
2.7	พยายามอ่านจากแหล่งต่างๆ	5	4	3	2	1

ข้อความ		สม่ำเสมอ	บ่อยๆ	เป็นครั้งคราว	ไม่เคยใช้	ไม่เคยใช้
2.8	วางแผนที่จะเรียนคำศัพท์ใหม่จากสิ่งที่อ่าน	5	4	3	2	1
2.9	วางแผนที่จะทำความเข้าใจความหมายของสิ่งที่อ่าน	5	4	3	2	1
2.10	ตรวจสอบความเข้าใจของตนเองขณะที่อ่าน	5	4	3	2	1
2.11	สังเกตปัญหาของตนเองขณะที่อ่าน	5	4	3	2	1
2.12	พยายามหาวิธีที่ดีที่สุดเพื่อช่วยในการทำกิจกรรมนั้น	5	4	3	2	1
2.13	ตรวจสอบว่าตนเองเข้าใจความหมายของคำศัพท์จากสิ่งที่อ่านหรือไม่	5	4	3	2	1
2.14	ตรวจสอบว่าตนเองเข้าใจประโยคที่อ่านหรือไม่	5	4	3	2	1
2.15	ตรวจสอบว่าตนเองสามารถอ่านภาษาอังกฤษได้คล่องหรือไม่	5	4	3	2	1
2.16	ตรวจสอบว่าตนเองเข้าใจสิ่งที่อ่านมากขึ้นเพียงใดหลังจากเสร็จกิจกรรม	5	4	3	2	1
2.17	ตรวจสอบว่าวิธีการที่ใช้ขณะที่อ่านช่วยให้ฉันเข้าใจสิ่งที่อ่าน	5	4	3	2	1
3. เมื่อฉันทำกิจกรรมการพูดเป็นภาษาอังกฤษ ฉัน...						
3.1	พยายามพูดให้เหมือนเจ้าของภาษา	5	4	3	2	1
3.2	พยายามใช้คำศัพท์หรือ วลี ใหม่	5	4	3	2	1
3.3	เน้นการฝึกความคล่องแคล่วในการพูด	5	4	3	2	1
3.4	จำคำศัพท์ใหม่โดยใช้คำเหล่านี้บ่อยๆ	5	4	3	2	1
3.5	จำว่าคำศัพท์ภาษาอังกฤษออกเสียงอย่างไร	5	4	3	2	1
3.6	จำคำศัพท์ใหม่โดยการท่องจำ	5	4	3	2	1
3.7	จำคำศัพท์ใหม่โดยการจำรวมกับคำอื่นที่มีความหมายใกล้เคียงกัน	5	4	3	2	1
3.8	พูดกับใครก็ตามที่พูดภาษาอังกฤษได้	5	4	3	2	1

ข้อความ	สม่ำเสมอ	บ่อยๆ	เป็นครั้งคราว	ไม่เคยใช้	ไม่เคยใช้
3.9 วางแผนที่จะพัฒนาการออกเสียงของตนเอง	5	4	3	2	1
3.10 วางแผนที่จะเพิ่มความมั่นใจของตนเองในการใช้ภาษาอังกฤษ	5	4	3	2	1
3.11 ตรวจสอบว่าคนที่พูดภาษาอังกฤษด้วย เข้าใจสิ่งที่ฉันพูดหรือไม่	5	4	3	2	1
3.12 สังเกตปัญหาของตนเองขณะที่พูด	5	4	3	2	1
3.13 พยายามหาวิธีที่ดีที่สุดเพื่อช่วยในการทำกิจกรรมนั้น	5	4	3	2	1
3.14 ตรวจสอบว่าตนเองสามารถออกเสียงคำศัพท์ภาษาอังกฤษได้อย่างถูกต้องหรือไม่	5	4	3	2	1
3.15 ตรวจสอบว่าตนเองสามารถพูดภาษาอังกฤษได้อย่างคล่องแคล่วหรือไม่	5	4	3	2	1
3.16 ตรวจสอบว่าตนเองสามารถใช้รูปประโยคได้อย่างถูกต้องหรือไม่	5	4	3	2	1
3.17 ตรวจสอบว่าวิธีการที่ใช้ในการพูดใช้ได้ผลดี	5	4	3	2	1
4. เมื่อฉันทำกิจกรรมการเขียนเป็นภาษาอังกฤษ ฉัน...					
4.1 เน้นการใช้คำศัพท์ภาษาอังกฤษอย่างถูกต้องในประโยค	5	4	3	2	1
4.2 เน้นการสื่อความหมายของสิ่งเขียน	5	4	3	2	1
4.3 เน้นการใช้รูปประโยคที่ถูกต้อง	5	4	3	2	1
4.4 เน้นการพัฒนาลายมือ	5	4	3	2	1
4.5 ลองใช้คำศัพท์ใหม่ในประโยค	5	4	3	2	1
4.6 จำคำศัพท์ภาษาอังกฤษโดยใช้ในประโยคบ่อยๆ	5	4	3	2	1
4.7 จำความหมายของคำศัพท์ภาษาอังกฤษ	5	4	3	2	1
4.8 จำการใช้รูปประโยคต่างๆ	5	4	3	2	1
4.9 จำคำศัพท์ใหม่โดยการจำรวมกับคำอื่นที่มีความหมายใกล้เคียงกัน	5	4	3	2	1
4.10 เขียนหรือจดสิ่งต่างๆเป็นภาษาอังกฤษให้มากที่สุด	5	4	3	2	1
4.11 วางแผนที่จะพัฒนาความรู้เกี่ยวกับคำศัพท์	5	4	3	2	1
4.12 วางแผนที่จะพัฒนาความรู้เกี่ยวกับไวยากรณ์	5	4	3	2	1

ข้อความ	5	4	3	2	1
	ดีมาก	พอ	เป็นครั้งคราว	ไม่ค่อยใช้	ไม่เคยใช้
4.13 ตรวจสอบดูว่าคนอื่นเข้าใจสิ่งที่ฉันเขียนหรือไม่	5	4	3	2	1
4.14 สังเกตปัญหาของตนเองขณะที่เขียน	5	4	3	2	1
4.15 พยายามหาวิธีที่ดีที่สุดเพื่อช่วยในการทำกิจกรรมนั้น	5	4	3	2	1
4.16 ตรวจสอบว่าตนเองสามารถใช้คำศัพท์ใหม่ๆ ได้หรือไม่	5	4	3	2	1
4.17 ตรวจสอบว่าตนเองสามารถเขียนได้อย่างคล่องแคล่วหรือไม่	5	4	3	2	1
4.18 ตรวจสอบว่าตนเองสามารถใช้รูปประโยคได้อย่างถูกต้องได้หรือไม่	5	4	3	2	1
4.19 ตรวจสอบว่าวิธีการที่ใช้ในการพูดยังใช้ได้ผลดี	5	4	3	2	1

นอกจากเทคนิคและวิธีการข้างต้นแล้ว นักเรียนใช้วิธีการอื่นใดอีกบ้างเมื่อเรียนภาษาอังกฤษด้วยตนเอง กรุณาเขียนลงในช่องว่าง

1.
2.
3.
4.
5.

ตอนที่ 4 ทักษะต่อการเรียนรู้ภาษาอังกฤษด้วยตนเอง

ในตอนี่ 4 มีข้อความทั้งหมด 41 ข้อความ ประกอบด้วยข้อความเกี่ยวกับความคิดเห็นของนักเรียนเกี่ยวกับการเรียนรู้ภาษาอังกฤษด้วยตนเอง

กรุณาอ่านข้อความแต่ละข้อความแล้ว เลือกทำเครื่องหมาย รอบหมายเลข 1 -5 ที่ตรงกับความรู้สึกของนักเรียนที่มีต่อข้อความนั้น แต่ละหมายเลขมีความหมายดังต่อไปนี้

- | | | |
|---|---------|--------------------------------------|
| 5 | หมายถึง | ฉันเห็นด้วยอย่างยิ่งกับข้อความนี้ |
| 4 | หมายถึง | ฉันเห็นด้วยกับข้อความนี้ |
| 3 | หมายถึง | ฉันรู้สึกเฉยๆ |
| 2 | หมายถึง | ฉันไม่เห็นด้วยกับข้อความนี้ |
| 1 | หมายถึง | ฉันไม่เห็นด้วยอย่างยิ่งกับข้อความนี้ |

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. ฉันชอบแก้ปัญหาต่างๆในการเรียนรู้ภาษาอังกฤษด้วยตนเอง	5	4	3	2	1
2. ผู้เรียนควรมีวิธีการวัดความก้าวหน้าในการเรียนรู้ภาษาอังกฤษโดยไม่ต้องให้ครูมาบอก	5	4	3	2	1
3. ฉันไม่ทราบว่าตนเองควรเรียน หรือฝึกหัดภาษาอังกฤษในเรื่องใดเพิ่มบ้าง	5	4	3	2	1
4. ฉันไม่สามารถช่วยเพื่อนในการแก้ไขข้อผิดพลาดในการเรียนรู้ภาษาอังกฤษ	5	4	3	2	1
5. ฉันสามารถเลือกวิธีการฝึกภาษาอังกฤษได้ด้วยตนเอง	5	4	3	2	1
6. ฉันคาดหวังให้ครูผู้สอนบอกทุกสิ่งทุกอย่างแก่ฉัน	5	4	3	2	1
7. ฉันไม่ชอบเป็นผู้ริเริ่มในการกระทำสิ่งใดๆจนกว่าผู้อื่นจะทำสำเร็จ	5	4	3	2	1
8. ผู้เรียนภาษาอังกฤษควรจะต้องตั้งเป้าหมายในการเรียนรู้ภาษาอังกฤษของตนเอง	5	4	3	2	1
9. ฉันคิดว่า ฉันจะได้คะแนนภาษาอังกฤษสูงขึ้นในการสอบครั้งต่อไป	5	4	3	2	1
10. ฉันสามารถที่จะเรียนรู้ด้วยตัวเองได้เกือบทุกเรื่องที่ตนเองสนใจ	5	4	3	2	1
11. ผู้เรียนควรริเริ่มหาวิธีการ และกลวิธีในการเรียนรู้ภาษาอังกฤษ	5	4	3	2	1
12. ฉันรู้สึกท้อถอยเมื่อพบข้อผิดพลาดมากมายในการใช้ภาษาอังกฤษของตน ไม่ว่าจะเป็นการฟัง พูด อ่าน หรือ เขียน	5	4	3	2	1
13. ฉันคิดว่า ฉันสามารถที่จะหาแหล่งความรู้ในการเรียนภาษาอังกฤษเพิ่มเติมด้วยตนเอง	5	4	3	2	1
14. ฉันคิดว่า ฉันไม่สามารถเลือกแบบฝึกหัด หรือหนังสือภาษาอังกฤษให้เหมาะสมกับความรู้ความสามารถของตนเองได้	5	4	3	2	1
15. ฉันคิดว่า ตนเองสามารถตรวจหาข้อผิดพลาดในการทำแบบฝึกหัดของตนเองได้	5	4	3	2	1
16. การทดลองใช้กลวิธีแปลกใหม่ในการเรียนภาษาอังกฤษเป็นสิ่งสำคัญ	5	4	3	2	1
17. ครูผู้สอนเป็นผู้ที่เหมาะสมที่สุดในการกำกับดูแลความก้าวหน้าในการเรียนภาษาอังกฤษของผู้เรียน	5	4	3	2	1
18. ผู้เรียนควรพยายามหาโอกาสเรียนภาษาอังกฤษเพิ่มเติมนอกเวลาเรียน	5	4	3	2	1
19. ผู้เรียนควรพยายามฟังรายการต่างๆและอ่านข่าว ประกาศ โฆษณา คำแนะนำในการใช้ของต่างๆที่เป็นภาษาอังกฤษ	5	4	3	2	1
20. การหาโอกาสให้ตนเองได้ใช้ภาษาอังกฤษเป็นเรื่องเสียเวลา	5	4	3	2	1
21. ฉันคิดว่า ฉันไม่สามารถทำงานให้ดีด้วยตนเองได้	5	4	3	2	1
22. ฉันคาดหวังให้ครูรับผิดชอบในการวัดประเมินผลการเรียนรู้ภาษาอังกฤษของฉัน	5	4	3	2	1

ข้อความ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
23. ฉันไม่ชอบเรียนรู้ภาษาอังกฤษเพิ่มเติมนอกชั้นเรียน	5	4	3	2	1
24. ผู้เรียนภาษาไม่จำเป็นต้องคิดหาทางที่จะเป็นนักศึกษาในโครงการแลกเปลี่ยน นักศึกษาในประเทศที่ใช้ภาษาอังกฤษ	5	4	3	2	1
25. การเลือกหนังสือ แบบฝึกหัด วัสดุ อุปกรณ์ในการเรียนรู้ภาษาอังกฤษให้ผู้เรียน เป็น ความรับผิดชอบของครู	5	4	3	2	1
26. ข้าพเจ้าไม่กลัวที่จะทำผิดในการใช้ภาษาอังกฤษต่อหน้าครู และเพื่อนๆ	5	4	3	2	1
27. ข้าพเจ้ารู้สึกวิตกกังวล และขาดความมั่นใจเมื่อพูดภาษาอังกฤษ	5	4	3	2	1
28. การเห็นความก้าวหน้าของตนเองในการเรียนภาษาอังกฤษเป็นเรื่องสำคัญ	5	4	3	2	1
29. ถ้าฉันมีอุปสรรคในการเรียนภาษาอังกฤษในตอนเริ่มต้น ฉันจะไม่สามารถเรียน ภาษาอังกฤษได้ดีต่อไป	5	4	3	2	1
30. ผู้เรียนควรรหาโอกาสที่จะฝึกฝนภาษาอังกฤษด้วยตนเอง	5	4	3	2	1
31. ผู้เรียนควรค้นหาอุปสรรคในการเรียนเพื่อช่วยปรับปรุงแก้ไขการเรียนรู้อังกฤษ ของตนเอง	5	4	3	2	1
32. ฉันตั้งใจจะทำอะไรแล้ว ฉันจะไม่ย่อท้อต่อการทำงานหนักเพื่อให้บรรลุเป้าหมายนั้น	5	4	3	2	1
33. ข้าพเจ้าต้องการให้ครูบอกว่าจะต้องทำอะไรบ้างเพื่อเรียนภาษาอังกฤษให้เก่งขึ้น	5	4	3	2	1
34. การเรียนรู้วิธีในการเรียนเป็นสิ่งสำคัญสำหรับฉัน	5	4	3	2	1
35. เมื่อฉันไม่เข้าใจบทเรียนภาษาอังกฤษ ฉันกลัวว่าฉันจะเรียนไม่ได้	5	4	3	2	1
36. ฉันคิดว่าตนเองสามารถวางแผนในการเรียนรู้ภาษาอังกฤษได้	5	4	3	2	1
37. ฉันไม่ทราบว่าคุณเองเรียนภาษาอังกฤษได้ดีแค่ไหน	5	4	3	2	1
38. ฉันเชื่อว่า ความสำเร็จในการเรียนรู้ภาษาอังกฤษขึ้นอยู่กับสิ่งที่ฉันศึกษาเรียนรู้ นอกชั้น เรียนด้วย	5	4	3	2	1
39. ฉันเชื่อมั่นว่าตนเองสามารถเรียนและประสบความสำเร็จในการเรียนภาษาอังกฤษ	5	4	3	2	1
40. ฉันไม่มั่นใจว่าจะสามารถตั้งเป้าหมายในการเรียนรู้ภาษาอังกฤษได้	5	4	3	2	1
41. ฉันไม่ชอบฝึกฝน หรือแลกเปลี่ยนความรู้ภาษาอังกฤษกับผู้อื่น	5	4	3	2	1

ข้อเสนอแนะอื่นๆ (หากนักเรียนมีข้อเสนอแนะใดๆเกี่ยวกับแบบสอบถามชุดนี้ กรุณาเขียนลงในช่องว่าง)

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ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม



สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX B

**The Number of Items in the Attitudes towards Autonomous English Language
Learning Questionnaire Developed by Soinam (1999)**

Attitudes towards			Total No.
autonomous English	Favorable items	Unfavorable items	of items
language learning			
<hr/>			
1. Attitudes towards roles in			
learning English language			
Learning	1, 19, 30	6, 17, 23, 33	7
independently			
Taking initiative	2, 11, 16, 18, 31, 34	7, 24	8
Assume responsibility	8, 32, 38	3, 20, 22, 25	7
2. Attitudes towards			
capability in learning			
English language			
Ability in learning	9, 26, 39	4, 12, 21, 27, 29, 35, 37	10
English language learning			
Ability in autonomous	5, 10, 13, 15, 28, 36	14, 40, 41	9
English language learning			
Total			41

APPENDIX C

Questionnaire Evaluation Form

Instruction: This questionnaire consists of 4 sections. Section 1 is used to elicit the students' demographic information. Section 2 is used to examine the students' out-of-class English language learning activities. Section 3 is used to examine the students' use of strategies while learning English on their own. The last section, section 4 is used to examine the students' attitudes towards autonomous English language learning. Please give your opinion by marking ✓ in the box that indicates your opinion. Also, please write your specific comment in the space above each item.

Section 1: Demographic Information

1. Name
2. Ageyears
3. Gender Male Female
4. You are studying in
 - 4.1 M. 3/.....
 - 4.2 Program

 Regular program English Program
 - 4.3 School

 Yothinburana School

 Siriratanadhorn School

 Satri Witthaya 2 School

 Potisan Pitayakarn School

1. The information covers the research objectives.

OK

Should be revised as follows: _____

2. Language used is clear.

- OK Should be revised as follows: _____

Section 2: Out-of-class English language learning activities

1. The rating scale used in this section

English version

- 5 (Always) means I do this activity approximately more than 7 hours per week.
 4 (Often) means I do this activity approximately 4-6 hours per week.
 3 (Sometimes) means I do this activity approximately 2-3 hours per week.
 2 (Hardly) means I do this activity approximately less than 1 hour per week.
 1 (Never) means I never do this activity

Thai version

- 5 (สม่ำเสมอ) หมายถึง ฉันทำกิจกรรมนี้ โดยเฉลี่ยมากกว่า 7 ชั่วโมงต่อสัปดาห์
 4 (บ่อยๆ) หมายถึง ฉันทำกิจกรรมนี้ โดยเฉลี่ย 4-6 ชั่วโมงต่อสัปดาห์
 3 (เป็นครั้งคราว) หมายถึง ฉันทำกิจกรรมนี้ โดยเฉลี่ย 2-3 ชั่วโมงต่อสัปดาห์
 2 (ไม่ค่อยทำ) หมายถึง ฉันทำกิจกรรมนี้ โดยเฉลี่ยน้อยกว่า 1 ชั่วโมงต่อสัปดาห์
 1 (ไม่เคยทำ) หมายถึง ฉันไม่เคยทำกิจกรรมนี้เลย

1.1 The range of hours used for each scale

- OK Should be revised

1.2 The language used for the scales

- OK Should be revised

2. Questionnaire items

2.1 Comments for individual items

Statement	OK	Should be revised
1. Listening activities I try to improve my English listening by... ฉันพยายามพัฒนาการฟังภาษาอังกฤษโดย		
1.1 Watching English TV programs ดูรายการทีวีภาษาอังกฤษ		
1.2 Watching English movies ดูภาพยนตร์ภาษาอังกฤษ		
1.3 Listening to English radio programs ฟังรายการวิทยุภาษาอังกฤษ		
1.4 Listening to English songs ฟังเพลงภาษาอังกฤษ		
1.5 Listening to English conversation tapes ฟังเทปบทสนทนาภาษาอังกฤษ		
2. Reading activities I try to improve my English reading by... (including reading from printed materials and from the Internet) ฉันพยายามพัฒนาการอ่านภาษาอังกฤษโดย... (อาจเป็นการอ่านจากเอกสารที่เป็นตัวเล่มหรือจากอินเทอร์เน็ต)		
2.1 Reading English newspapers อ่านหนังสือพิมพ์		
2.2 Reading English magazines อ่านนิตยสารภาษาอังกฤษ		

Statement	OK	Should be revised
2.3 Reading English novels or short stories อ่านนิยาย หรือ เรื่องสั้นภาษาอังกฤษ		
2.4 Reading English poems อ่านกลอนภาษาอังกฤษ		
2.5 Reading e-mail อ่านอีเมลล์		
2.6 Reading notices contain English language อ่านป้ายประกาศตามสถานที่ต่างๆ ที่เป็นภาษาอังกฤษ		
2.7 Reading grammar books or textbooks which are not a part of homework อ่านหนังสือไวยากรณ์ หรือ ตำราภาษาอังกฤษ ซึ่งไม่ใช่การบ้าน		
3. Speaking activities I try to improve my English speaking by... ฉันพยายามพัฒนาการพูดภาษาอังกฤษโดย ...		
3.1 Chatting online with people in English such as using MSN Messenger สนทนาเป็นภาษาอังกฤษผ่านเว็บไซต์ เช่น การใช้ MSN Messenger		
3.2 Speaking English with friends (talking with friends after class time, everyday conversation) พูดภาษาอังกฤษกับเพื่อน (เป็นการสนทนาในเวลาเรียน พูดคุยเรื่องทั่วไป)		
3.3 Speaking English with teachers after class time (discussing assignments or everyday conversation) พูดภาษาอังกฤษกับครู (สนทนาในเวลาเรียน เพื่อขอคำปรึกษาเกี่ยวกับ การเรียน หรือ การพูดคุยทั่วไป)		
3.4 Speaking English with family such as parents, brother, sister, etc. พูดภาษาอังกฤษกับคนในครอบครัว เช่น พ่อแม่ พี่น้อง		

Statement	OK	Should be revised
3.5 Speaking English with foreigners whom you meet in public places, not including your teachers พูดภาษาอังกฤษกับชาวต่างชาติ (ชาวต่างชาติที่พบตามสถานที่ต่างๆ ที่ไม่ใช่ครูของฉันทัน)		
3.6 Singing English songs ร้องเพลงเป็นภาษาอังกฤษ		
4. Writing activities I try to improve my English writing by... ฉันทพยายามพัฒนาการเขียนภาษาอังกฤษโดย....		
4.1 Writing a personal note, a letter, or a postcard in English จดบันทึกส่วนตัว หรือเขียนจดหมาย และ ไปสการ์ด เป็นภาษาอังกฤษ		
4.2 Writing a diary in English เขียนไดอารีเป็นภาษาอังกฤษ		
4.3 Writing email in English. เขียนอีเมลล์เป็นภาษาอังกฤษ		
4.4 Writing SMS in English. เขียนข้อความขนาดสั้นผ่านทางโทรศัพท์มือถือเป็นภาษาอังกฤษ (SMS)		
4.5 Writing interactive messages in English such as MSN Messenger. สนทนาเป็นภาษาอังกฤษผ่านเว็บไซต์ เช่น MSN Messenger		
4.6 Writing comments on web board, web log, or blog in English. เขียนแสดงความคิดเห็นในเว็บบอร์ด เว็บล็อก หรือ บล็อก เป็นภาษาอังกฤษ		
5. Integrated skills I try to improve my English by playing online games or computer games. ฉันทพยายามพัฒนาภาษาอังกฤษโดยการเล่นเกมออนไลน์ หรือเกมส์คอมพิวเตอร์		

2.2 Overall comment

2.2.1 The activities included in the questionnaire are the kind of activities that lower secondary students are likely to do outside class.

Agree Disagree

2.2.2 The format of this part is clear and easy to respond.

Agree Disagree (Please suggest) _____

3. Other comments

Section 3: Learning strategies

1. The rating scale used in this section

English version

5 (Always) means I use this method to learn English language on my own approximately more than 80%.

4 (Often) means I use this method to learn English language on my own approximately 60 – 70%.

3 (Sometimes) means I use this method to learn English language on my own approximately 40 – 50%.

2 (Hardly) means I use this method to learn English language on my own approximately 10 – 30%.

1 (Never) means I never use this method to learn English language on my own.

Thai version

5 (สม่ำเสมอ) หมายถึง ฉันเรียนภาษาอังกฤษด้วยตนเองโดยใช้วิธีนี้โดยเฉลี่ยมากกว่า 80%

4 (บ่อยๆ) หมายถึง ฉันเรียนภาษาอังกฤษโดยใช้วิธีนี้โดยเฉลี่ย 60 – 70%

3 (เป็นครั้งคราว) หมายถึง ฉันเรียนภาษาอังกฤษโดยใช้วิธีนี้โดยเฉลี่ย 40 – 50%

2 (ไม่ค่อยใช้) หมายถึง ฉันไม่ค่อยเรียนภาษาอังกฤษโดยใช้วิธีนี้โดยเฉลี่ย 10 -30%

1 (ไม่เคยใช้) หมายถึง ฉันไม่เคยเรียนภาษาอังกฤษโดยใช้วิธีนี้

1.1 The range of each scale

OK

Should be revised

1.2 The language used for the scales

OK

Should be revised

2. Questionnaire items

2.1 Comments for individual items

Statement	OK	Should be revised
1. Listening activities		
When I do English listening activities outside class, I ... เมื่อฉันทำกิจกรรมการฟังเป็นภาษาอังกฤษ ฉัน....		
Selective attending		
1.1 Listen to how English words are pronounced ฟังว่าคำศัพท์ภาษาอังกฤษที่ได้ยินออกเสียงอย่างไร		
1.2 Focus on the meaning เน้นการฟังจับใจความสิ่งที่ฟัง		

Statement	OK	Should be revised
1.3 Listen to how sentence structures are used. สังเกตการใช้รูปประโยคภาษาอังกฤษในสิ่งที่ฟัง		
Elaboration strategies 1.4 Listen to some familiar words and use them to infer the meaning of the text. ฟังคำศัพท์ที่รู้จักและใช้คำนั้นๆ เพื่อแปลความหมายสิ่งที่ฟัง		
Mnemonic strategies 1.5 Memorize new words or phrases by taking notes. จำคำศัพท์ใหม่ หรือ วลีใหม่ โดยการจดบันทึก		
1.6 Try to memorize new words by reciting those words จำคำศัพท์ใหม่โดยการท่องจำ		
Practice strategies 1.7 Try to listen to from various sources พยายามฟังภาษาอังกฤษจากแหล่งต่างๆ		
Planning strategies 1.8 Plan to practice listening to English pronunciation วางแผนที่จะฟังการออกเสียงภาษาอังกฤษ		
1.9 Plan to practice comprehending the meaning of a text วางแผนที่จะฝึกทำความเข้าใจสิ่งที่ฟัง		
1.10 Plan to learn new words วางแผนที่จะเรียนรู้คำศัพท์ใหม่ๆ		
1.6 Monitoring strategies		
1.11 Check my understanding while listening.] ตรวจสอบความเข้าใจของตนเองขณะที่ฟัง		

Statement	OK	Should be revised
1.12 Observe the problems I have while listening สังเกตปัญหาของตนเองขณะที่ฟัง		
1.7 Evaluating strategies		
1.13 Check myself if I understand how English words are pronounced ตรวจสอบว่าตนเองเข้าใจการออกเสียงคำศัพท์ภาษาอังกฤษหรือไม่		
1.14 Check myself if I can comprehend the meaning of the text. ตรวจสอบว่าตนเองเข้าใจความหมายสิ่งที่ฟังเป็นภาษาอังกฤษหรือไม่		
2. Reading activities When I do English reading activities, I... เมื่อฉันทำกิจกรรมการอ่านเป็นภาษาอังกฤษ ฉัน...		
Selective attending		
2.1 Observe how English words are used in sentences สังเกตการใช้คำศัพท์ในประโยค		
2.2 Observe how sentence structures are used in the text สังเกตการใช้รูปประโยคภาษาอังกฤษ		
Elaboration strategies		
2.3 Try to find some familiar words or sentence structures and use them to infer the meaning of text. พยายามหาคำศัพท์หรือรูปประโยคที่รู้จักเพื่อแปลความหมายของสิ่งที่อ่าน		
Mnemonic strategies		
2.4 Memorize new words or phrases by taking notes จำคำศัพท์ใหม่ หรือ วลีใหม่ โดยการจดบันทึก		

Statement	OK	Should be revised
2.5 Memorize new words by reciting them. จดจำคำศัพท์ใหม่โดยการท่องจำ		
2.4 Practice strategies		
2.6 Read in English from various sources. พยายามอ่านจากแหล่งต่างๆ		
2.7 Plan to learn new vocabulary. วางแผนที่จะเรียนคำศัพท์ใหม่จากสิ่งที่อ่าน		
Planning strategies 2.8 Plan to find the meaning of the text I read วางแผนที่จะทำความเข้าใจความหมายของสิ่งที่อ่าน		
2.9 Check my understanding while reading. ตรวจสอบความเข้าใจของตนเองขณะที่อ่าน		
2.10 Observe the problems I have while reading ตรวจสอบความเข้าใจของตนเองขณะที่อ่าน		
Monitoring strategies 2.11 Check if I can understand the vocabulary in the text ตรวจสอบว่าตนเองเข้าใจความหมายของคำศัพท์จากสิ่งที่อ่านหรือไม่		
2.12 Check if I can understand the sentences in the text ตรวจสอบว่าตนเองเข้าใจประโยคที่อ่านหรือไม่		
Evaluating strategies 2.13 Check if I can read fluently ตรวจสอบว่าตนเองสามารถอ่านภาษาอังกฤษได้คล่องหรือไม่		

Statement	OK	Should be revised
3. Speaking activities When I do English speaking activities, I... เมื่อฉันทำกิจกรรมการพูดเป็นภาษาอังกฤษ ฉัน...		
Selective attending 3.1 Try to pronounce like native speakers พยายามพูดให้เหมือนเจ้าของภาษา		
3.2 Try to use new English words or phrases พยายามใช้คำศัพท์หรือ วลี ใหม่		
3.3 Focus on practice speaking fluently เน้นการฝึกความคล่องแคล่วในการพูด		
Elaboration strategies 3.4 Memorize new words by using it often จำคำศัพท์ใหม่โดยใช้คำเหล่านี้บ่อยๆ		
Mnemonic strategies 3.5 Memorize how English words are pronounced จำว่าคำศัพท์ภาษาอังกฤษออกเสียงอย่างไร		
3.6 Memorize new English words by reciting them จำคำศัพท์ใหม่โดยการท่องจำ		
Practice strategies 3.7 Talk with anyone who can speak English พูดกับใครก็ตามที่พูดภาษาอังกฤษได้		
Planning strategies 3.8 Plan to improve my pronunciation วางแผนที่จะพัฒนาการออกเสียงของตนเอง		

Statement	OK	Should be revised
3.9 Plan to increase my confidence in using English วางแผนที่จะเพิ่มความมั่นใจของตนเองในการใช้ภาษาอังกฤษ		
Monitoring strategies 3.10 Check if someone understands what I said in English ตรวจสอบว่าคนที่พูดภาษาอังกฤษด้วย เข้าใจสิ่งที่ฉันพูดหรือไม่		
3.11 Observe the problems I have while speaking สังเกตปัญหาของตนเองขณะที่พูด		
Evaluating strategies 3.12 Check myself if I can pronounce English words correctly ตรวจสอบว่าตนเองสามารถออกเสียงคำศัพท์ภาษาอังกฤษได้อย่างถูกต้องหรือไม่		
3.13 Check myself if I can speak English fluently ตรวจสอบว่าตนเองสามารถพูดภาษาอังกฤษได้อย่างคล่องแคล่วหรือไม่		
3.14 Check myself if I can use sentence structures correctly ตรวจสอบว่าตนเองสามารถใช้รูปประโยคได้อย่างถูกต้องหรือไม่		
4 . Writing activities When I do English writing activities, I... เมื่อฉันทำกิจกรรมการเขียนเป็นภาษาอังกฤษ ฉัน...		
Selective attending 4.1 Focus on using English words in sentences correctly เน้นการใช้คำศัพท์ภาษาอังกฤษอย่างถูกต้องในประโยค		
4.2 Focus on the meaning of what I write เน้นการสื่อความหมายของสิ่งเขียน		
4.3 Focus on using correct sentence structures เน้นการใช้รูปประโยคที่ถูกต้อง		

Statement	OK	Should be revised
4.4 Focus on improving my handwriting เน้นการพัฒนาลายมือ		
Elaboration strategies 4.5 Try new words in sentences ลองใช้คำศัพท์ใหม่ในประโยค		
Mnemonic strategies 4.6 memorize new words by using it often จำคำศัพท์ภาษาอังกฤษโดยใช้ในประโยคบ่อยๆ		
4.7 Memorize the meaning of words จำความหมายของคำศัพท์ภาษาอังกฤษ		
4.8 Memorize how sentence structures are used จำการใช้รูปประโยคต่างๆ		
Practice strategies 4.9 Write as much as possible เขียนหรือจดสิ่งต่างๆเป็นภาษาอังกฤษให้มากที่สุด		
Planning strategies 4.10 Plan to improve my vocabulary knowledge วางแผนที่จะพัฒนาความรู้เกี่ยวกับคำศัพท์		
4.11 Plan to improve my grammatical knowledge วางแผนที่จะพัฒนาความรู้เกี่ยวกับไวยากรณ์		
Monitoring strategies 4.12 Check if someone understands what I write ตรวจสอบดูว่าคนอื่นเข้าใจสิ่งที่ฉันเขียนหรือไม่		
4.13 Observe the problems I have while writing สังเกตปัญหาของตนเองขณะที่เขียน		

Statement	OK	Should be revised
Evaluating strategies 4.14 Check if I am able to use new words ตรวจสอบว่าตนเองสามารถใช้คำศัพท์ใหม่ๆ ได้หรือไม่		
4.15 Check if I can write in English fluently ตรวจสอบว่าตนเองสามารถเขียนได้อย่างคล่องแคล่วหรือไม่		
4.16 Check if I can use sentence structures correctly ตรวจสอบว่าตนเองสามารถใช้รูปประโยคได้อย่างถูกต้องได้หรือไม่		

2.2 Overall comment

2.2.1 The activities included in the questionnaire are the kind of activities that lower secondary students are likely to do outside class.

Agree Disagree

2.2.3 The format of this part is clear and easy to respond.

Agree Disagree (Please suggest) _____

3. Other comments

Section 4 : Attitude towards autonomous English language learning

1. The rating scale used in this section

English version

- | | | |
|---|-------|---|
| 5 | means | I strongly agree with this statement. |
| 4 | means | I agree with this statement. |
| 3 | means | I neither agree nor disagree with this statement. |
| 2 | means | I disagree with this statement. |
| 1 | means | I strongly disagree with this statement. |

Thai version

- | | | |
|---|---------|--------------------------------------|
| 5 | หมายถึง | ฉันเห็นด้วยอย่างยิ่งกับข้อความนี้ |
| 4 | หมายถึง | ฉันเห็นด้วยกับข้อความนี้ |
| 3 | หมายถึง | ฉันรู้สึกเฉยๆ |
| 2 | หมายถึง | ฉันไม่เห็นด้วยกับข้อความนี้ |
| 1 | หมายถึง | ฉันไม่เห็นด้วยอย่างยิ่งกับข้อความนี้ |

1.1 The range of each scale

- OK
 Should be revised

1.2 The language used for the scales

- OK
 Should be revised

2. Questionnaire items

2.1 Comments for individual items

Statement	OK	Should be revised
1. I like solving problems in learning English by myself. ฉันชอบแก้ปัญหาต่างๆในการเรียนรู้ภาษาอังกฤษด้วยตนเอง		
2. I can evaluate my learning progress without help from teachers. ฉันมีวิธีการวัดความก้าวหน้าในการเรียนรู้ภาษาอังกฤษโดยไม่ต้องให้ครูมาบอก		
3. I don't know what I should learn or practice more to improve my English. ฉันไม่ทราบว่าตนเองควรเรียน หรือฝึกหัดภาษาอังกฤษในเรื่องใดเพิ่มบ้าง		
4. I cannot help correct my friends' mistakes when learning English. ฉันไม่สามารถช่วยเพื่อนในการแก้ไขข้อผิดพลาดในการเรียนรู้ภาษาอังกฤษ		
5. I can choose ways to practice English by myself. ฉันสามารถเลือกวิธีการฝึกภาษาอังกฤษได้ด้วยตนเอง		
6. I expect that the teacher will tell me everything when learning English. ฉันคาดหวังให้ครูผู้สอนบอกทุกสิ่งทุกอย่างแก่นั่น		
7. I don't like to initiate anything until other people succeeded in doing it. ฉันไม่ชอบเป็นผู้ริเริ่มในการกระทำสิ่งใดๆจนกว่าผู้อื่นจะทำสำเร็จ		
8. English learners should set their own goals in learning English language. ผู้เรียนภาษาอังกฤษควรจะต้องตั้งเป้าหมายในการเรียนรู้ภาษาอังกฤษของตนเอง		
9. I am confident that I will get higher score when I take an English test next time. ฉันมั่นใจว่าฉันจะได้คะแนนภาษาอังกฤษสูงขึ้นในการสอบครั้งต่อไป		
10. I can learn by myself in almost every topic that I am interested in. ฉันสามารถที่จะเรียนรู้ด้วยตัวเองได้เกือบทุกเรื่องที่น่าสนใจ		

Statement	OK	Should be revised
11. Learners should find ways and strategies in learning English language. ผู้เรียนควรริเริ่มหาวิธีการ และกลวิธีในการเรียนรู้ภาษาอังกฤษ		
12. I feel discouraged when I find many mistakes in my use of English including listening, speaking, reading and writing. ฉันรู้สึกท้อถอยเมื่อพบข้อผิดพลาดมากมายในการใช้ภาษาอังกฤษของตน ไม่ว่าจะเป็น การฟัง พูด อ่าน หรือ เขียน		
13. I can find more English language learning resources by myself. ฉันสามารถที่จะหาแหล่งความรู้ในการเรียนภาษาอังกฤษเพิ่มเติมด้วยตนเอง		
14. I cannot select English practices or books that match with my knowledge and ability. ฉันไม่สามารถเลือกแบบฝึกหัด หรือหนังสือภาษาอังกฤษให้เหมาะสมกับความรู้ ความสามารถของตนเองได้		
15. I am confident that I can find mistakes by myself while doing exercises. ฉันมั่นใจว่าตนเองสามารถตรวจหาข้อผิดพลาดในการทำแบบฝึกหัดของตนเองได้		
16. Trying new strategies in learning English language is important. การทดลองใช้กลวิธีแปลกใหม่ในการเรียนภาษาอังกฤษเป็นสิ่งสำคัญ		
17. Teachers are the most appropriate person to monitor the learning progress of students. ครูผู้สอนเป็นผู้ที่เหมาะสมที่สุดในการกำกับดูแลความก้าวหน้าในการเรียน ภาษาอังกฤษของผู้เรียน		
18. I try to find opportunities to learn English more outside school. ฉันพยายามหาโอกาสเรียนภาษาอังกฤษเพิ่มเติมนอกเวลาเรียน		
19. I try to listen to English language programs from radio and TV and read news, notices, and instructions in English. ฉันพยายามฟังรายการต่างๆและอ่านข่าว ประกาศ โฆษณา คำแนะนำในการใช้ของ ต่างๆที่เป็นภาษาอังกฤษ		

Statement	OK	Should be revised
20. Seeking opportunities to use English is a waste of time. การหาโอกาสให้ตนเองได้ใช้ภาษาอังกฤษเป็นเรื่องเสียเวลา		
21. I cannot do a good job by myself. ฉันไม่สามารถทำงานให้ดีด้วยตนเองได้		
22. I expect teachers to be responsible in evaluating my English learning. ฉันคาดหวังให้ครูรับผิดชอบในการวัดประเมินผลการเรียนรู้ภาษาอังกฤษของฉัน		
23. I don't like learning English language outside classroom. ฉันไม่ชอบเรียนรู้ภาษาอังกฤษเพิ่มเติมนอกชั้นเรียน		
24. I never find opportunities to be an exchange student in English-speaking countries. ฉันไม่เคยคิดหาทางที่จะเป็นนักเรียนในโครงการแลกเปลี่ยนนักเรียนในประเทศที่ใช้ภาษาอังกฤษ		
25. Selecting books, exercises, and materials for English learning is the teacher's responsibility. การเลือกหนังสือ แบบฝึกหัด วัสดุ อุปกรณ์ในการเรียนรู้ภาษาอังกฤษให้ผู้เรียน เป็นความรับผิดชอบของครู		
26. I am not afraid of making mistakes when using English language in front of the teacher and friends. ข้าพเจ้าไม่กลัวที่จะทำผิดในการใช้ภาษาอังกฤษต่อหน้าครู และเพื่อนๆ		
27. I am anxious and have no confidence when I speak English. ข้าพเจ้ารู้สึกวิตกกังวล และขาดความมั่นใจเมื่อพูดภาษาอังกฤษ		
28. Monitoring the progress in learning English is important. การเห็นความก้าวหน้าของตนเองในการเรียนภาษาอังกฤษเป็นเรื่องสำคัญ		
29. When learners have problems in learning English from the beginning, they will not be able to succeed. เมื่อผู้เรียนมีอุปสรรคในการเรียนภาษาอังกฤษในตอนเริ่มต้น เขาจะไม่สามารถเรียนภาษาอังกฤษได้ดีต่อไป		
30. I try to find opportunities to practice English language by myself. ฉันหาโอกาสที่จะฝึกฝนภาษาอังกฤษด้วยตนเอง		

Statement	OK	Should be revised
31. I try to find obstacles in learning so that I can improve my learning. ฉันพยายามที่จะค้นหาอุปสรรค เพื่อปรับปรุงแก้ไขการเรียนรู้ภาษาอังกฤษของตนเอง		
32. When I want to do something, I am not afraid to work hard to achieve the goals. ฉันตั้งใจจะทำอะไรแล้ว ฉันจะไม่ย่อท้อต่อการทำงานหนักเพื่อให้บรรลุเป้าหมายนั้น		
33. I want the teacher to tell me what to do to learn English better. ข้าพเจ้าต้องการให้ครูบอกว่าจะต้องทำอะไรบ้างเพื่อเรียนภาษาอังกฤษให้เก่งขึ้น		
34. Learning how to learn is important for me. เมื่อฉันไม่เข้าใจบทเรียนภาษาอังกฤษ ฉันกลัวว่าจะเรียนไม่ได้		
35. When I do not understand English lessons, I am afraid that I will not be able to learn English. เมื่อฉันไม่เข้าใจบทเรียนภาษาอังกฤษ ฉันกลัวว่าฉันจะเรียนไม่ได้		
36. I think I can plan my English language learning. ฉันคิดว่าตนเองสามารถวางแผนในการเรียนรู้ภาษาอังกฤษได้		
37. I don't know how well I learn English language. ฉันไม่ทราบว่าตนเองเรียนภาษาอังกฤษได้ดีแค่ไหน		
38. I believe that success in learning English depends on what I learn outside the class. ฉันเชื่อว่า ความสำเร็จในการเรียนรู้ภาษาอังกฤษขึ้นอยู่กับสิ่งที่ฉันศึกษาเรียนรู้ นอกชั้นเรียนด้วย		
39. I am confident that I can learn and succeed in learning English. ฉันเชื่อมั่นว่าตนเองสามารถเรียนและประสบความสำเร็จในการเรียนภาษาอังกฤษ		
40. I am not confident that I can set goals for learning English language. ฉันไม่มั่นใจว่าจะสามารถตั้งเป้าหมายในการเรียนรู้ภาษาอังกฤษได้		
41. I don't like practicing or exchanging English language knowledge with other people. ฉันไม่ชอบฝึกฝน หรือแลกเปลี่ยนความรู้ภาษาอังกฤษกับผู้อื่น		

2.2 Overall comment

2.2.1 The activities included in the questionnaire are the kind of activities that lower secondary students are likely to do outside class.

Agree Disagree

2.2.4 The format of this part is clear and easy to respond.

Agree Disagree (Please suggest) _____

3. Other comments

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX D

Interview Evaluation Forms

I. Interview Questions for Students

Instruction: Please give comments on each question individually. Mark ✓ in the box that indicates your opinion about each question whether the question is 'OK' or 'Should be revised'. Please provide suggestions for the revision by writing your comments in the space above each question.

Questions	OK	Should be revised
Out-of-class English language learning activities		
1. Do you use English language outside the classroom? นักเรียนใช้ภาษาอังกฤษนอกห้องเรียนภาษาอังกฤษหรือไม่		
2. Who do you use English with outside the classroom? นักเรียนใช้ภาษาอังกฤษกับใครบ้างนอกห้องเรียน		
3. What activities do you conduct when using English language outside the classroom? นักเรียนทำกิจกรรมใดบ้างนอกห้องเรียนที่เป็นภาษาอังกฤษ		
4. How much time do you spend using English outside the classroom in a typical week? When do you usually do English activities outside the classroom? นักเรียนใช้ภาษาอังกฤษนอกห้องเรียน โดยเฉลี่ยสัปดาห์ละกี่ชั่วโมง และในช่วงเวลาใด		

Questions	OK	Should be revised
Motivation to do out-of-class English language learning activities		
<p>5. Why do you do these English language learning activities outside the classroom? Try to elicit the reason for each activity the students answer in question 3 e.g. what students expect to get from doing each activity.</p> <p>เพราะเหตุใด นักเรียนจึงทำกิจกรรมภาษาอังกฤษนอกห้องเรียน (ถามเหตุผลของการทำแต่ ละกิจกรรมที่นักเรียนตอบในข้อ 3) เช่น ถามถึงคาดหวังจากการทำกิจกรรมภาษาอังกฤษของนักเรียน</p>		
Learning environments outside the classroom (at school)		
<i>Facilities and learning materials</i>		
<p>6. What are media or materials that you use to learn English at school? (e.g. books, CD-Rom, the Internet, TV, radio and so on)</p> <p>ที่โรงเรียนมีสื่อหรืออุปกรณ์อะไรบ้างที่สามารถใช้ในการเรียนรู้ภาษาอังกฤษได้ (เช่น หนังสือ ซีดีรอมอินเตอร์เน็ต ทีวี วิทยุ และ อื่นๆ)</p>		
<p>7. Which English activities do you usually do at school?</p> <p>นักเรียนทำกิจกรรมภาษาอังกฤษใดบ้างที่โรงเรียน</p>		
<p>8. Where do you do these activities?</p> <p>นักเรียนทำกิจกรรมเหล่านี้ที่ไหนในโรงเรียน</p>		
<i>Supports from teacher and school</i>		
<p>9. What English activities does your school conduct? (For example English camp, English club, activities on special days such as Christmas or Halloween or English competition such as debates,</p>		

Questions	OK	Should be revised
<p>English quiz and so on.)</p> <p>ที่โรงเรียนจัดกิจกรรมภาษาอังกฤษใดบ้าง เช่น คำภาษาอังกฤษ ชมรมภาษาอังกฤษ</p> <p>กิจกรรมในวันสำคัญ ต่างๆ วันคริสต์มาส หรือ ฮาโลวีน หรือ จัดการแข่งขันเกี่ยวกับ</p> <p>ภาษาอังกฤษ เช่น โต้ว่าที การตอบคำถามภาษาอังกฤษ เป็นต้น</p>		
<p>10. Does your teacher support you to do any English activity after class? How does she or he support you?</p> <p>ครูสนับสนุนให้นักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียนหรือไม่ อย่างไร</p>		
<p>Learning environments outside the classroom (at home)</p> <p><i>Facilities and learning materials</i></p>		
<p>11. What are media or materials that you use to learn English at school?</p> <p>(e.g. books, CD-Rom, the Internet, TV, radio and so on)</p> <p>ที่บ้านมีสื่อหรืออุปกรณ์อะไรบ้างที่นักเรียนใช้เรียนภาษาอังกฤษอะไรบ้าง (เช่น หนังสือ</p> <p>ซีดีรอม อินเทอร์เน็ต ทีวี วิทยุ และ อื่นๆ)</p>		
<p>12. Which English activities do you usually do at home?</p> <p>นักเรียนทำกิจกรรมภาษาอังกฤษใดบ้างที่บ้าน</p>		
<p><i>Support from family</i></p>		
<p>13. Do your parents or other people in the family support you to do any English activity after class? How do they support you?</p> <p>พ่อแม่หรือคนในครอบครัวแนะนำให้นักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียน</p> <p>หรือไม่ อย่างไร ใครบ้างที่สนับสนุน</p>		

II. Interview Questions for Teachers

Please comments on each item individually. If the item is appropriate, put ✓ in the box. If the item should be revised, put ✓ in the box and provide suggestions by writing on each item.

Questions	OK	Should be improved
<p>1. How would you describe (specify the student's name) as a learner of English? Please explain how the student learn English?</p> <p>อาจารย์คิดว่า (ระบุชื่อ) เป็นนักเรียนแบบไหน นักเรียนคนนี้เรียนภาษาอังกฤษอย่างไร</p>		
<p>2. Has (specify the student's name) ever asked for suggestions about English language learning that he or she conducts on his or her own? What suggestions do you usually give?</p> <p>(ระบุชื่อนักเรียน) เคยขอคำแนะนำเกี่ยวกับการเรียนภาษาอังกฤษด้วยตนเองหรือไม่ อาจารย์มักจะให้ข้อเสนอแนะอย่างไร</p>		
<p>3. What school facilities or learning materials can students use for learning English after class time? Does (specify the student's name) ever use these facilities or learning materials?</p> <p>ในโรงเรียนมีแหล่งเรียนรู้ หรือ สื่อการเรียนภาษาอังกฤษอะไรบ้างที่นักเรียนสามารถใช้ได้นอกเวลาเรียน (ระบุชื่อ) เคยไปใช้สื่อหรือแหล่งเรียนรู้ดังกล่าวบ้างหรือไม่</p>		
<p>4. How do people in the community or parents support the school in building facilities or providing learning materials for English language learning?</p> <p>การจัดสร้างแหล่งเรียนรู้หรือจัดซื้อสื่อการเรียนรู้อังกฤษ โรงเรียนได้รับการช่วยเหลือหรือสนับสนุนจากคนในชุมชนหรือผู้ปกครองอย่างไรบ้าง</p>		

Questions	OK	Should be improved
<p>5. What English activities does your school conduct for example English camp, English club, activities during special days such as Christmas or Halloween, or English competition such as debates, English quiz and so on? Did your student (specify) participate in any of them? How do you encourage him/her to participate?</p> <p>ที่โรงเรียนจัดกิจกรรมภาษาอังกฤษใดบ้าง เช่น ค่ายภาษาอังกฤษ ชมรมภาษาอังกฤษ กิจกรรมในวันสำคัญต่างๆ เช่น วันคริสต์มาส หรือ ฮาโลวีน หรือ จัดการแข่งขันเกี่ยวกับภาษาอังกฤษ เช่น โต้้วาที การตอบคำถามภาษาอังกฤษ เป็นต้น นักเรียน (ระบุชื่อ) เคยร่วมกิจกรรมใดบ้าง ครูมีแนะนำอย่างไรให้เข้าร่วมกิจกรรม</p>		
<p>6. Do you think doing out-of-class English language learning activities is helpful with formal English learning and teaching? What techniques or activities do you use to encourage students to learn English language after class time?</p> <p>ท่านคิดว่าการทำกิจกรรมภาษาอังกฤษนอกชั้นเรียนมีประโยชน์กับการเรียนการสอนภาษาอังกฤษหรือไม่ ท่านมีวิธีการหรือกิจกรรมอะไรที่สนับสนุนให้นักเรียนเรียนภาษาอังกฤษนอกเวลาเรียน</p>		

APPENDIX E

Interview Questions

I. Interview Questions for Students (English version)

Part I Questions about students' personal information such as name, program attended (English Program or regular program), year that he or she attended this program, English language teacher, and year that he or she started learning English.

Part II Questions about out-of-class English language learning activities

1. Do you use English language outside the classroom?
2. Who do you use English with outside the classroom?
3. What activities do you conduct when using English language outside the classroom?
4. How much time do you spend using English outside the classroom in a typical week? When do you usually do English activities outside the classroom?

Part III Question about motivation to do out-of-class English language learning activities

5. Why do you do these English language learning activities outside the classroom?
Try to elicit the reason for each activity the students answer in question 3 e.g. what students expect to get from doing each activity.
6. Who encouraged your choices of activities?
7. How do you feel when you do English activities outside the classroom? (Do you enjoy or not?)

Part IV Question about learning strategies

8. How do you first start doing the activities?

9. What do you do when you have difficulty in doing?

Part V Questions about learning environments outside the classroom

At school

Facilities and learning materials

10. What are media or materials that you use to learn English at school?
(e.g. books, CD-Rom, the Internet, TV, radio and so on)
11. When you are at school, what English activities do you usually do outside the classroom?
room?
- How often do you do these activities?
 - Where do you do these activities?
 - When do you do these activities?

Supports from teacher and school

12. What English activities does your school conduct? (For example English camp, English club, activities on special days such as Christmas or Halloween or English competition such as debates, English quiz and so on.)
13. Are there any other English activities that you want the school to conduct?
14. Does your teacher support you to do any English activity outside the classroom?
- Why?
 - How does she or he support you?

At home

Facilities and learning materials

15. What are media or materials that you use to learn English at home?
(e.g. books, CD-Rom, the Internet, TV, radio and so on)
16. What English activities do you usually do at home?

- How often do you do these activities?

Supports from family

17. Do your parents or other people in the family support you to do any English activity outside the classroom?

- How do they support you?

In the community

18. Are there any places nearby your house where you can do English activities? (Not including the school)

- Where do you usually go?
- Why do you go there?
- When do you usually go?
- How often do you go there?

I. Interview Questions for Students (Thai version)

แบบสัมภาษณ์นักเรียน

คำถามส่วนที่ 1 คำถามเกี่ยวกับข้อมูลส่วนตัวของนักเรียน เช่น ชื่อ-นามสกุล หลักสูตรที่กำลังศึกษาอยู่ (หลักสูตรภาษาอังกฤษหรือหลักสูตรปกติ) ปีที่เริ่มเรียนในหลักสูตรดังกล่าว อาจารย์ผู้สอนภาษาอังกฤษ และ ปีที่เริ่มเรียนภาษาอังกฤษ

คำถามส่วนที่ 2 คำถามเกี่ยวกับการทำกิจกรรมภาษาอังกฤษนอกห้องเรียน

1. นักเรียนใช้ภาษาอังกฤษนอกห้องเรียนหรือไม่
2. นักเรียนใช้ภาษาอังกฤษกับใครบ้างนอกห้องเรียน
3. นักเรียนทำกิจกรรมใดบ้างนอกห้องเรียนที่เป็นภาษาอังกฤษ
4. นักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียน โดยเฉลี่ยสัปดาห์ละกี่ชั่วโมงและในช่วงเวลาใด

คำถามส่วนที่ 3 คำถามเกี่ยวกับแรงจูงใจในการทำกิจกรรมภาษาอังกฤษนอกห้องเรียน

5. เพราะเหตุใด นักเรียนจึงทำกิจกรรมภาษาอังกฤษนอกห้องเรียน (ถามเหตุผลของการทำแต่ละกิจกรรมที่นักเรียนตอบในข้อ 3) เช่น ถามถึงคาดหวังจากการทำกิจกรรมภาษาอังกฤษของนักเรียน
6. ใครเป็นผู้แนะนำให้นักเรียนเลือกทำกิจกรรมดังกล่าว
7. นักเรียนรู้สึกอย่างไรบ้างเมื่อทำกิจกรรมภาษาอังกฤษนอกห้องเรียน (รู้สึกสนุกและชื่นชอบหรือไม่)

คำถามส่วนที่ 4 คำถามเกี่ยวกับกลวิธีการเรียนรู้

8. นักเรียนเริ่มทำกิจกรรมเหล่านี้ได้อย่างไร
9. นักเรียนทำอย่างไรเมื่อพบปัญหาในการทำกิจกรรมภาษาอังกฤษเหล่านี้

คำถามส่วนที่ 5 คำถามเกี่ยวกับสิ่งแวดล้อมในการเรียนรู้ภาษาอังกฤษนอกห้องเรียน (ที่โรงเรียนและที่บ้าน)
ที่โรงเรียน

แหล่งเรียนรู้และสื่อการเรียนรู้

10. ที่โรงเรียนมีสื่อหรืออุปกรณ์อะไรบ้างที่สามารถใช้ในการเรียนรู้ภาษาอังกฤษได้ (เช่น หนังสือ ซีดีรอม อินเทอร์เน็ต ทีวี วิดีโอ และ อื่นๆ)
11. เมื่ออยู่ที่โรงเรียน นักเรียนทำกิจกรรมภาษาอังกฤษใดบ้างนอกเวลาเรียน
 - ทำกิจกรรมดังกล่าวบ่อยเพียงใด
 - ทำกิจกรรมดังกล่าวที่ไหน
 - ทำกิจกรรมดังกล่าวในช่วงเวลาใด

การสนับสนุนจากครูและโรงเรียน

12. ที่โรงเรียนจัดกิจกรรมภาษาอังกฤษใดบ้าง เช่น ค่ายภาษาอังกฤษ ชมรมภาษาอังกฤษ กิจกรรมในวันสำคัญต่างๆ วันคริสต์มาส หรือ ฮาโลวีน หรือ จัดการแข่งขันเกี่ยวกับภาษาอังกฤษ เช่น โต้วาที การตอบคำถามภาษาอังกฤษ เป็นต้น
13. นอกจากกิจกรรมที่กล่าวไปแล้วในข้อ 10 มีกิจกรรมภาษาอังกฤษอื่นๆอีกหรือไม่ที่นักเรียนอยากให้โรงเรียนจัด
14. ครูสนับสนุนให้นักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียนหรือไม่

- เพราะเหตุใด ครูจึงสนับสนุนให้ทำกิจกรรม
- ครูสนับสนุนอย่างไร

ที่บ้าน

แหล่งเรียนรู้และสื่อการเรียนรู้

15. ที่บ้านมีสื่อการเรียนรู้ที่นักเรียนใช้เรียนภาษาอังกฤษอะไรบ้าง (เช่น หนังสือ ซีดีรอม อินเทอร์เน็ต ทีวี วิทยุ และ อื่นๆ)
16. นักเรียนทำกิจกรรมภาษาอังกฤษใดบ้างที่บ้าน
 - ทำกิจกรรมดังกล่าวบ่อยเพียงใด

การสนับสนุนจากครอบครัว

17. พ่อแม่หรือคนในครอบครัวแนะนำให้นักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียนหรือไม่
 - สนับสนุนอย่างไร

ในชุมชน

18. มีสถานที่ใดบ้างที่นักเรียนสามารถทำกิจกรรมภาษาอังกฤษได้ (สถานที่ซึ่งไม่ใช่บ้านและโรงเรียน)

นักเรียนมักไปทำกิจกรรมภาษาอังกฤษที่ใด

 - นักเรียนมักไปที่ใดบ้าง
 - เพราะเหตุใดจึงไปสถานที่ดังกล่าว
 - นักเรียนมักไปสถานที่ดังกล่าวในช่วงเวลาใด
 - นักเรียนไปบ่อยแค่ไหน

III. Interview Questions for Teachers (English version)

1. How would you describe (specify the student's name) as a learner of English? Please explain how the student learn English?
2. Has (specify the student's name) ever asked for suggestions about English language learning that he or she conducts on his or her own? What suggestions do you usually give?

3. What school facilities or learning materials can students use for learning English after class time? Does (specify the student's name) ever use these facilities or learning materials?
4. Where can students learn or use English in the community? (Not including students' house and school)
5. What English activities does your school conduct for example English camp, English club, activities during special days such as Christmas or Halloween, or English competition such as debates, English quiz and so on? Did your student (specify) participate in any of them? How do you encourage him/her to participate?
6. Do you think doing out-of-class English language learning activities is helpful with formal English learning and teaching? What techniques or activities do you use to encourage students to learn English language outside the classroom? (Not including homework) For example, learner training, SEAR,
7. What are some other possibilities that you or your school can encourage your students to learn English outside the class room?

IV. Interview Questions for Teachers (Thai version)

แบบสัมภาษณ์ครู

1. อาจารย์คิดว่า (ระบุชื่อ) เป็นนักเรียนแบบไหน นักเรียนคนนี้เรียนภาษาอังกฤษอย่างไร
2. (ระบุชื่อนักเรียน) เคยขอคำแนะนำเกี่ยวกับการเรียนภาษาอังกฤษด้วยตนเองหรือไม่ อาจารย์มักจะให้ข้อเสนอแนะอย่างไร
3. ในโรงเรียนมีแหล่งเรียนรู้ หรือ สื่อการเรียนภาษาอังกฤษอะไรบ้างที่นักเรียนสามารถใช้ได้นอกเวลาเรียน (ระบุชื่อ) เคยไปใช้สื่อหรือแหล่งเรียนรู้ดังกล่าวบ้างหรือไม่

4. มีสถานที่ใดบ้างในชุมชน (ซึ่งไม่ใช่บ้านและโรงเรียน)ที่นักเรียนสามารถใช้ภาษาอังกฤษหรือเรียนภาษาอังกฤษได้
5. ที่โรงเรียนจัดกิจกรรมภาษาอังกฤษใดบ้าง เช่น ค่าภาษาอังกฤษ ชมรมภาษาอังกฤษ กิจกรรมในวันสำคัญต่างๆ เช่น วันคริสต์มาส หรือ ฮาโลวีน หรือ จัดการแข่งขันเกี่ยวกับภาษาอังกฤษ เช่น โด้วาที การตอบคำถามภาษาอังกฤษ เป็นต้น นักเรียน (ระบุชื่อ) เคยร่วมกิจกรรมใดบ้าง ครูมีแนะนำอย่างไรให้เข้าร่วมกิจกรรม
6. ท่านคิดว่าการทำกิจกรรมภาษาอังกฤษนอกชั้นเรียนมีประโยชน์กับการเรียนการสอนภาษาอังกฤษหรือไม่ ท่านมีวิธีการหรือกิจกรรมอะไรที่สนับสนุนให้นักเรียนเรียนภาษาอังกฤษนอกเวลาเรียน เช่น การฝึกอบรมนักเรียน การใช้ศูนย์การเรียนรู้ด้วยตนเอง
7. นอกจากกิจกรรมและวิธีการในข้อ 6 ท่านคิดว่าครูและโรงเรียนจะสามารถสนับสนุนนักเรียนให้เรียนภาษาอังกฤษนอกห้องเรียนได้อย่างไรอีกบ้าง



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APPENDIX F

Mean Scores of Out-of-Class English Language Learning Activities

Out-of-class English language learning activities	EP students (N=168)			RP students (N=331)		
	\bar{x}	S.D.	Levels of Frequency	\bar{x}	S.D.	Levels of Frequency
1.1 watching English TV programs.	3.10	0.85	Moderate	2.92	0.94	Moderate
1.2 watching English movies.	3.96	0.96	High	3.31	1.06	Moderate
1.3 listening to English radio programs.	2.73	0.97	Moderate	2.28	0.98	Low
1.4 listening to English songs.	4.11	0.95	High	3.56	1.03	High
1.5 listening to English conversation tapes.	2.42	0.88	Low	2.33	0.90	Low
2.1 reading English newspapers.	2.66	1.00	Moderate	2.26	1.04	Low
2.2 reading English magazines.	2.80	1.02	Moderate	2.19	0.93	Low
2.3 reading English novels or short stories.	3.04	1.00	Moderate	2.11	1.02	Low
2.4 reading English poems.	2.14	1.01	Low	1.63	0.80	Very low
2.5 reading e-mail.	3.66	1.08	High	3.11	1.17	Moderate
2.6 reading notices containing English language.	3.60	1.00	High	3.19	1.04	Moderate
2.7 reading grammar books or textbooks which are not a part of homework.	3.04	1.09	Moderate	2.66	1.12	Moderate

(Table continues)

Mean Scores of Out-of-Class English Language Learning Activities (continued)

Out-of-class English language learning activities	EP students (N=168)			RP students (N=331)		
	\bar{x}	S.D.	Levels of Frequency	\bar{x}	S.D.	Levels of Frequency
3.1 chatting online with people in English such as using MSN Messenger.	3.15	1.32	Moderate	2.80	1.23	Moderate
3.2 speaking English with friends (talking with friends after class time, everyday conversation).	2.37	1.01	Low	2.14	1.00	Low
3.3 speaking English with teachers after class time (discussing assignments or everyday conversation).	3.44	0.98	High	2.11	1.01	Low
3.4 speaking English with family such as parents, brother, sister, etc.	2.38	1.08	Low	2.03	0.97	Low
3.5 speaking English with foreigners whom you meet in public places, not including your teachers.	2.79	1.12	Moderate	2.25	0.98	Low
3.6 singing English songs.	3.43	1.22	High	2.84	1.10	Moderate
4.1 writing a personal note, a letter, or a postcard in English.	2.45	1.09	Low	2.09	0.95	Low
4.2 writing a diary in English.	2.05	1.13	Low	1.77	0.87	Low

(Table continues)

Mean Scores of Out-of-Class English Language Learning Activities (continued)

Out-of-class English language learning activities	EP students (N=168)			RP students (N=331)		
	\bar{x}	S.D.	Levels of Frequency	\bar{x}	S.D.	Levels of Frequency
4.3 writing email in English.	3.07	1.19	Moderate	2.53	1.17	Low
4.4 writing SMS in English.	3.21	1.30	Moderate	2.70	1.15	Moderate
4.5 writing interactive messages in English such as MSN Messenger.	3.16	1.31	Moderate	2.54	1.22	Low
4.6 writing comments on web board, web log or blog in English.	2.86	1.19	Moderate	2.13	1.02	Low
5. I try to improve my English by playing online games or computer games.	3.70	1.26	High	3.39	1.29	Moderate

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APPENDIX G

Out-of-class English Language Learning Activities of Interview Participants

Out-of-class English language learning activities	HEP	LEP	HRP	LRP
1. Listen to English radio	✓	✓		
2. Listen to English news		✓	✓	
3. Listen to music	✓		✓	✓
4. Listen to English learning tape		✓		
5. Watching English movies	✓	✓	✓	✓
6. Watching TV program		✓	✓	✓
7. Watching English news	✓			✓
8. Read English novel	✓	✓	✓	
9. Reading English books related to English courses		✓		
10. Reading English cartoon		✓		
11. Reading fairy tales		✓	✓	✓
12. Reading English signs/ billboards			✓	
13. Find information from the Internet		✓	✓	✓
14. Reading-writing on web-board	✓			
15. Writing web-blog	✓			
16. Chatting with friends	✓	✓	✓	✓
17. Talk to foreign teachers	✓	✓	✓	
18. Talk to foreigners (not including teachers)	✓	✓	✓	
19. Talk to parents	✓	✓	✓	
20. Attending school activities	✓	✓		

(Table continues)

Out-of-class English Language Learning Activities of Interview Participants

(continued)

Out-of-class English language learning activities	HEP	LEP	HRP	LRP
21. Using E-learning at school	✓			
22. Reciting vocabulary	✓			
23. Playing online games	✓	✓	✓	✓
24. Playing computer games		✓		✓
Total	15	17	13	9

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APPENDIX H

A Comparison of Out-of-Class English Language Learning Activities of EP and RP

Participants

Out-of-class English language learning activities	EP students (N=168)		RP students (N=331)		t	Sig.
	\bar{x}	S.D.	\bar{x}	S.D.		
	1.1 watching English TV programs.	3.10	0.85	2.92		
1.2 watching English movies.	3.96	0.96	3.31	1.06	-6.94	.000*
1.3 listening to English radio programs.	2.73	0.97	2.28	0.98	-4.83	.000*
1.4 listening to English songs.	4.11	0.95	3.56	1.03	-5.89	.000*
1.5 listening to English conversation tapes.	2.42	0.88	2.33	0.90	-1.07	.286
2.1 reading English newspapers.	2.66	1.00	2.26	1.04	-4.08	.000*
2.2 reading English magazines.	2.80	1.02	2.19	0.93	-6.75	.000*
2.3 reading English novels or short stories.	3.04	1.00	2.11	1.02	-9.73	.000*
2.4 reading English poems.	2.14	1.01	1.63	0.80	-5.63	.000*
2.5 reading e-mail.	3.66	1.08	3.11	1.17	-5.09	.000*
2.6 reading notices containing English language.	3.60	1.00	3.19	1.04	-4.16	.000*
2.7 reading grammar books or textbooks which are not a part of homework.	3.04	1.09	2.66	1.12	-3.62	.000*
3.1 chatting online with people in English such as using MSN Messenger.	3.15	1.32	2.80	1.23	-3.00	.003*

* $p < 0.05$

Table (continues)

A Comparison of Out-of-Class English Language Learning Activities of EP and RP

Participants (continued)

Out-of-class English language learning activities	EP students		RP students		t	Sig.
	(N=168)		(N=331)			
	\bar{x}	S.D.	\bar{x}	S.D.		
3.2 speaking English with friends (talking with friends after class time, everyday conversation).	2.37	1.01	2.14	1.00	-2.40	.017*
3.3 speaking English with teachers after class time (discussing assignments or everyday conversation).	3.44	0.98	2.11	1.01	-14.04	.000*
3.4 speaking English with family such as parents, brother, sister, etc.).	2.38	1.08	2.03	0.97	-3.58	.000*
3.5 speaking English with foreigners whom you meet in public places, not including your teachers.	2.79	1.12	2.25	0.98	-3.45	.000*
3.6 singing English songs.	3.43	1.22	2.84	1.10	-5.51	.000*
4.1 writing a personal note, a letter, or a postcard in English.	2.45	1.09	2.09	0.95	-3.62	.000*
4.2 writing a diary in English.	2.05	1.13	1.77	0.87	-2.76	.000*
4.3 writing email in English.	3.07	1.19	2.53	1.17	-4.78	.000*
4.4 writing SMS in English.	3.21	1.30	2.70	1.15	-4.48	.000*

* $p < 0.05$

Table (continues)

A Comparison of Out-of-Class English Language Learning Activities of EP and RP

Participants (continued)

Out-of-class English language learning activities	EP students		RP students		t	Sig.
	(N=168)		(N=331)			
	\bar{x}	S.D.	\bar{x}	S.D.		
4.5 writing interactive messages in English such as MSN Messenger.	3.16	1.31	2.54	1.22	-5.22	.000*
4.6 writing comments on web board, web log or blog in English.	2.86	1.19	2.13	1.02	-6.83	.000*
5. I try to improve my English by playing online games or computer games.	3.70	1.26	3.39	1.29	-2.55	.011*

* $p < 0.05$

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APPENDIX I

Mean Score of Each Learning Strategy of EP Participants (N=168)

Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
Listening Activities				
1.1 listen to how English words are pronounced.	Selective	3.83	0.88	High
1.2 focus on the meaning.	Selective	3.89	0.85	High
1.3 listen to how sentence structures are used.	Selective	3.37	0.92	Moderate
1.4 listen to some familiar words and use them to infer the meaning of the text.	Elaborate	3.93	0.92	High
1.5 memorize new words or phrases by taking notes.	Mnemonic	3.14	1.10	Moderate
1.6 try to memorize new words by reciting those words.	Mnemonic	3.40	1.07	Moderate
1.7 memorize new words by grouping them with other words that have similar meaning.	Mnemonic	3.40	1.09	Moderate
1.8 try to listen from various sources.	Practice	3.56	0.98	High
1.9 plan to practice English pronunciation.	Planning	3.02	1.09	Moderate

(Table continues)

Mean Score of Each Learning Strategy of EP Participants (N=168) (continued)

Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
1.10 plan to practice comprehending the meaning of a text.	Planning	3.30	1.08	Moderate
1.11 plan to learn new words.	Planning	3.32	1.06	Moderate
1.12 check my understanding while listening.	Monitoring	3.51	0.94	High
1.13 observe the problems I have while listening.	Monitoring	3.42	1.11	High
1.14 try to find the best way to help me doing that task.	Monitoring	3.60	0.92	High
1.15 check myself if I understand how English words are pronounced.	Evaluate	3.43	1.04	High
1.16 check if I can comprehend the meaning of the text.	Evaluate	3.71	1.01	High
1.17 check how much I understand the listening at the end of the task.	Evaluate	3.56	0.93	High
1.18 check if the methods I use while listening help me understand the text.	Evaluate	3.31	0.997	Moderate

(Table continues)

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Mean Score of Each Learning Strategy of EP Participants (N=168) (continued)

Learning Strategies		Strategy category	\bar{x}	S.D.	Levels of frequency
Reading Activities					
2.1	observe how English words are used in sentences.	Selective	3.76	0.90	High
2.2	observe how sentence structures are used in the text.	Selective	3.71	0.96	High
2.3	try to find some familiar words or sentence structures and use them to infer the meaning of text.	Elaborate	3.79	0.97	High
2.4	memorize new words or phrases by taking notes.	Mnemonic	3.12	1.12	Moderate
2.5	memorize new words by reciting them.	Mnemonic	3.36	1.06	Moderate
2.6	memorize new words by grouping them with other words that have similar meaning.	Mnemonic	3.40	1.12	Moderate
2.7	read in English from various sources.	Practice	3.51	1.00	High
2.8	plan to learn new vocabulary.	Planning	3.36	1.01	Moderate
2.9	plan to find the meaning of the text I read.	Planning	3.50	1.02	High
2.10	check my understanding while reading.	Monitoring	3.64	1.01	High

(Table continues)

Mean Score of Each Learning Strategy of EP Participants (N=168) (continued)

Learning Strategies		Strategy category	\bar{x}	S.D.	Levels of frequency
2.11	observe the problems I have while reading.	Monitoring	3.37	1.08	Moderate
2.12	try to find the best way to help me doing that task.	Monitoring	3.45	1.05	High
2.13	check if I can understand the vocabulary in the text.	Evaluate	3.55	1.03	High
2.14	check if I can understand the sentences in the text.	Evaluate	3.72	1.01	High
2.15	check if I can read fluently.	Evaluate	3.62	1.07	High
2.16	check how much I understand the text after I finish reading.	Evaluate	3.76	1.03	High
2.17	check if the methods I use while reading help me understand the text.	Evaluate	3.42	1.03	High
Speaking Activities					
3.1	try to pronounce like native speakers.	Selective	3.56	1.03	High
3.2	try to use new English words or phrases.	Selective	3.42	0.98	High
3.3	focus on practice speaking fluently.	Selective	3.66	0.95	High
3.4	memorize new words by using it often.	Elaborate	3.70	0.97	High

(Table continues)

Mean Score of Each Learning Strategy of EP Participants (N=168) (continued)

	Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
3.5	memorize how English words are pronounced.	Mnemonic	3.80	0.92	High
3.6	memorize new English words by reciting them.	Mnemonic	3.57	1.01	High
3.7	memorize new words by grouping them with other words that have similar meaning.	Mnemonic	3.40	1.05	Moderate
3.8	talk with anyone who can speak English.	Practice	3.20	0.99	Moderate
3.9	plan to improve my pronunciation.	Planning	3.36	1.09	Moderate
3.10	plan to increase my confidence in using English.	Planning	3.49	1.09	High
3.11	check if someone understands what I said in English.	Monitoring	3.51	0.95	High
3.12	observe the problems I have while speaking.	Monitoring	3.52	0.997	High
3.13	try to find the best way to help me doing that task.	Monitoring	3.54	1.01	High
3.14	check myself if I can pronounce English words correctly.	Evaluate	3.60	0.96	High

(Table continues)

Mean Score of Each Learning Strategy of EP Participants (N=168) (continued)

Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
3.15 check myself if I can speak English fluently.	Evaluate	3.53	0.997	High
3.16 check myself if I can use sentence structures correctly.	Evaluate	3.38	1.07	Moderate
3.17 check if the methods I use while speaking can help me.	Evaluate	3.46	0.98	High
Writing Activities				
4.1 focus on using English words in sentences correctly.	Selective	3.69	1.03	High
4.2 focus on the meaning of what I write.	Selective	3.82	0.96	High
4.3 focus on using correct sentence structures.	Selective	3.54	1.02	High
4.4 focus on improving my handwriting.	Selective	3.24	1.15	Moderate
4.5 try new words in sentences.	Elaborate	3.54	0.98	High
4.6 memorize new words by using it often.	Elaborate	3.60	0.97	High
4.7 memorize the meaning of words.	Mnemonic	3.76	0.94	High
4.8 memorize how sentence structures are used.	Mnemonic	3.55	0.96	High
4.9 memorize new words by grouping them with other words that have similar meaning.	Mnemonic	3.41	1.05	High

(Table continues)

Mean Score of Each Learning Strategy of EP Participants (N=168) (continued)

Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
4.10 write as much as possible.	Practice	3.27	1.07	Moderate
4.11 plan to improve my vocabulary knowledge.	Planning	3.38	1.05	Moderate
4.12 plan to improve my grammatical knowledge.	Planning	3.50	1.03	High
4.13 check if someone understands what I write.	Monitoring	3.60	1.02	High
4.14 observe the problems I have while writing.	Monitoring	3.45	1.02	High
4.15 try to find the best way to help me doing that task.	Monitoring	3.46	1.04	High
4.16 check if I am able to use new words.	Evaluate	3.48	1.03	High
4.17 check if I can write in English fluently.	Evaluate	3.43	1.04	High
4.18 check if I can use sentence structures correctly.	Evaluate	3.50	1.09	High
4.19 check if the methods I use while writing can help me.	Evaluate	3.46	1.04	High

APPENDIX J

Mean Score of Each Learning Strategy of RP Participants (N=331)

Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
Listening Activities				
1.1 listen to how English words are pronounced.	Selective	3.43	0.94	High
1.2 focus on the meaning.	Selective	3.34	0.997	Moderate
1.3 listen to how sentence structures are used.	Selective	2.99	0.96	Moderate
1.4 listen to some familiar words and use them to infer the meaning of the text.	Elaborate	3.48	0.98	High
1.5 memorize new words or phrases by taking notes.	Mnemonic	2.80	1.08	Moderate
1.6 try to memorize new words by reciting those words.	Mnemonic	3.07	1.05	Moderate
1.7 memorize new words by grouping them with other words that have similar meaning.	Mnemonic	2.75	1.02	Moderate
1.8 try to listen from various sources.	Practice	3.04	1.08	Moderate
1.9 plan to practice English pronunciation.	Planning	2.60	1.02	Low

(Table continues)

Mean Score of Each Learning Strategy of RP Participants (continued)

Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
1.10 plan to practice comprehending the meaning of a text.	Planning	2.82	1.00	Moderate
1.11 plan to learn new words.	Planning	2.97	1.07	Moderate
1.12 check my understanding while listening.	Monitoring	3.01	1.03	Moderate
1.13 observe the problems I have while listening.	Monitoring	3.04	1.10	Moderate
1.14 try to find the best way to help me doing that task.	Monitoring	3.20	1.04	Moderate
1.15 check myself if I understand how English words are pronounced.	Evaluate	3.05	1.11	Moderate
1.16 check if I can comprehend the meaning of the text.	Evaluate	3.16	1.11	Moderate
1.17 check how much I understand the listening at the end of the task.	Evaluate	3.12	1.05	Moderate
1.18 check if the methods I use while listening help me understand the text.	Evaluate	2.93	1.05	Moderate

(Table continues)

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Mean Score of Each Learning Strategy of RP Participants (continued)

Learning Strategies		Strategy category	\bar{x}	S.D.	Levels of frequency
2.1	check my understanding while reading.	Monitoring	3.03	1.04	Moderate
2.11	observe the problems I have while reading.	Monitoring	3.00	1.08	Moderate
2.12	try to find the best way to help me doing that task.	Monitoring	3.14	1.05	Moderate
2.13	check if I can understand the vocabulary in the text.	Evaluate	3.09	1.00	Moderate
2.14	check if I can understand the sentences in the text.	Evaluate	3.13	1.05	Moderate
2.15	check if I can read fluently.	Evaluate	3.14	1.15	Moderate
2.16	check how much I understand the text after I finish reading.	Evaluate	3.08	1.04	Moderate
2.17	check if the methods I use while reading help me understand the text.	Evaluate	2.96	1.06	Moderate
Speaking Activities					
3.1	try to pronounce like native speakers.	Selective	3.18	1.09	Moderate
3.2	try to use new English words or phrases.	Selective	2.85	1.07	Moderate
3.3	focus on practice speaking fluently.	Selective	3.16	1.11	Moderate
3.4	memorize new words by using it often.	Elaborate	3.10	1.09	Moderate

(Table continues)

Mean Score of Each Learning Strategy of RP Participants (N=331) (continued)

	Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
3.5	memorize how English words are pronounced.	Mnemonic	3.40	1.07	Moderate
3.6	memorize new English words by reciting them.	Mnemonic	3.07	1.04	Moderate
3.7	memorize new words by grouping them with other words that have similar meaning.	Mnemonic	2.81	0.98	Moderate
3.8	talk with anyone who can speak English.	Practice	2.71	1.08	Moderate
3.9	plan to improve my pronunciation.	Planning	2.89	1.05	Moderate
3.10	plan to increase my confidence in using English.	Planning	3.00	1.10	Moderate
3.11	check if someone understands what I said in English.	Monitoring	2.96	1.09	Moderate
3.12	observe the problems I have while speaking.	Monitoring	3.02	1.14	Moderate
3.13	try to find the best way to help me doing that task.	Monitoring	3.05	1.01	Moderate
3.14	check myself if I can pronounce English words correctly.	Evaluate	3.04	1.02	Moderate

(Table continues)

Mean Score of Each Learning Strategy of RP Participants (continued)

	Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
3.15	check myself if I can speak English fluently.	Evaluate	3.09	1.08	Moderate
3.16	check myself if I can use sentence structures correctly.	Evaluate	2.93	1.01	Moderate
3.17	check if the methods I use while speaking can help me.	Evaluate	2.95	1.05	Moderate
Writing Activities					
4.1	focus on using English words in sentences correctly.	Selective	3.23	0.99	Moderate
4.2	focus on the meaning of what I write.	Selective	3.19	1.02	Moderate
4.3	focus on using correct sentence structures.	Selective	3.08	0.95	Moderate
4.4	focus on improving my handwriting.	Selective	3.30	1.09	Moderate
4.5	try new words in sentences.	Elaborate	3.02	0.995	Moderate
4.6	memorize new words by using it often.	Elaborate	3.08	1.02	Moderate
4.7	memorize the meaning of words.	Mnemonic	3.31	1.05	Moderate
4.8	memorize how sentence structures are used.	Mnemonic	3.04	1.06	Moderate
4.9	memorize new words by grouping them with other words that have similar meaning.	Mnemonic	2.90	1.01	Moderate

(Table continues)

Mean Score of Each Learning Strategy of RP Participants (continued)

Learning Strategies	Strategy category	\bar{x}	S.D.	Levels of frequency
4.10 write as much as possible.	Practice	2.94	1.08	Moderate
4.11 plan to improve my vocabulary knowledge.	Planning	2.85	0.997	Moderate
4.12 plan to improve my grammatical knowledge.	Planning	2.97	1.07	Moderate
4.13 check if someone understands what I write.	Monitoring	3.02	1.01	Moderate
4.14 observe the problems I have while writing.	Monitoring	3.09	0.98	Moderate
4.15 try to find the best way to help me doing that task.	Monitoring	3.11	1.02	Moderate
4.16 check if I am able to use new words.	Evaluate	3.04	1.02	Moderate
4.17 check if I can write in English fluently.	Evaluate	3.15	1.08	Moderate
4.18 check if I can use sentence structures correctly.	Evaluate	3.05	1.06	Moderate
4.19 check if the methods I use while writing can help me.	Evaluate	3.00	1.04	Moderate

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APPENDIX K

Attitudes toward Autonomous English Language of EP Participants (N =168)

Statements	Attitudes	\bar{x}	S.D.	Levels of attitude
	Category			
1. I like solving problems in learning English by myself.	Learning independently	3.58	0.77	Positive
2. Learner should be able to evaluate his or her learning progress without help from teachers.	Taking initiative	3.37	0.89	Neutral
3. I don't know what I should learn or practice more to improve my English.	Assume responsibility	2.89	0.98	Neutral
4. I think I cannot help correct my friends' mistakes when learning English.	Ability	3.12	1.01	Neutral
5. I think I can choose ways to practice English by myself.	Ability autonomous	3.55	0.80	Positive
6. I expect that the teacher will tell me everything when learning English.	Learning independently	2.84	1.04	Neutral
7. I don't like to initiate anything until other people succeeded in doing it.	Taking initiative	3.22	0.96	Neutral
8. English learners should set their own goals in learning English language	Assume responsibility	3.81	0.92	Positive

Table continues

Attitudes toward Autonomous English Language of EP Participants (continued)

Statements	Attitudes	\bar{x}	S.D.	Levels of attitude
	Category			
9. I think that I will get higher score when I take an English test next time.	Ability	3.62	0.86	Positive
10. I think I can learn by myself in almost every topic that I am interested in.	Ability autonomous	3.63	0.91	Positive
11. Learners should find ways and strategies in learning English language.	Taking initiative	3.64	0.92	Positive
12. I feel discouraged when I find many mistakes in my use of English including listening, speaking, reading and writing.	Ability	3.03	1.01	Neutral
13. I think I can find more English language learning resources by myself.	Ability autonomous	3.35	0.90	Neutral
14. I think I cannot select English practices or books that match with my knowledge and ability.	Ability autonomous	3.23	0.93	Neutral
15. I think that I can find mistakes by myself while doing exercises.	Ability autonomous	3.30	0.89	Neutral

Table continues

Attitudes toward Autonomous English Language of EP Participants (continued)

Statements	Attitudes	\bar{x}	S.D.	Levels of attitude
	Category			
16. Trying new strategies in learning English language is important.	Taking initiative	3.50	0.92	Positive
17. Teachers are the most appropriate person to monitor the learning progress of students	Learning independently	2.41	0.91	Negative
18. Learner should find opportunities to learn English more outside school.	Taking initiative	3.61	0.92	Positive
19. Learner should try to listen to English language programs from radio and TV and read news, notices, and instructions in English.	Learning independently	4.03	0.94	Positive
20. Seeking opportunities to use English is a waste of time.	Assume responsibility	3.70	1.24	Positive
21. I think I cannot do a good job by myself.	Ability	3.56	0.98	Positive
22. I expect teachers to be responsible in evaluating my English learning.	Assume responsibility	3.05	0.86	Neutral
23. I don't like learning English language outside classroom.	Learning independently	3.55	1.05	Positive

Table continues

Attitudes toward Autonomous English Language of EP Participants (continued)

Statements	Attitudes			Levels of attitude
	Category	\bar{x}	S.D.	
24. Language learner don't have to find opportunities to be an exchange student in English-speaking countries.	Taking initiative	3.14	0.999	Neutral
25. Selecting books, exercises, and materials for English learning is the teacher's responsibility.	Assume responsibility	3.30	0.91	Neutral
26. I am not afraid of making mistakes when using English language in front of the teacher and friends.	Ability	3.36	0.94	Neutral
27. I am anxious and have no confidence when I speak English	Ability	3.11	0.89	Neutral
28. Monitoring the progress in learning English is important.	Ability autonomous	3.91	0.83	Positive
29. If I have problems in learning English from the beginning, I will not be able to succeed.	Ability	3.65	1.09	Positive
30. Learner should find opportunities to practice English language by himself or herself.	Learning independently	3.95	0.88	Positive

Table continues

Attitudes toward Autonomous English Language of EP Participants (continued)

Statements	Attitudes	\bar{x}	S.D.	Levels of attitude
	Category			
31. Learner should find obstacles in learning to improve his or her own learning.	Taking initiative	3.83	0.90	Positive
32. When I want to do something, I am not afraid to work hard to achieve the goals.	Assume responsibility	3.74	0.88	Positive
33. I want the teacher to tell me what to do to learn English better.	Learning independently	2.76	0.86	Neutral
34. Learning how to learn is important for me.	Taking initiative	3.66	0.85	Positive
35. When I do not understand English lessons, I am afraid that I will not be able to learn English.	Ability	3.20	1.06	Neutral
36. I think I can plan my English language learning.	Ability autonomous	3.30	0.79	Neutral
37. I don't know how well I learn English language	Ability	3.02	0.85	Neutral
38. I believe that success in learning English depends on what I learn outside the class.	Assume responsibility	3.70	0.87	Positive

Table continues

Attitudes toward Autonomous English Language of EP Participants (continued)

Statements	Attitudes			Levels of attitude
	Category	\bar{x}	S.D.	
39. I think that I can learn and succeed in learning English.	Ability	3.87	0.82	Positive
40. I am not sure that I can set goals for learning English language	Ability autonomous	3.38	0.98	Neutral
41. I don't like practicing or exchanging English language knowledge with other people.	Ability autonomous	3.48	1.02	Positive

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APPENDIX L

Attitudes toward Autonomous English Language of RP Participants (N =331)

Statements	Attitudes	\bar{x}	S.D.	Levels of attitude
	Category			
1. I like solving problems in learning English by myself.	Learning independently	3.29	0.92	Neutral
2. Learner should be able to evaluate his or her learning progress without help from teachers.	Taking initiative	3.00	0.89	Neutral
3. I don't know what I should learn or practice more to improve my English.	Assume responsibility	2.86	1.04	Neutral
4. I think I cannot help correct my friends' mistakes when learning English.	Ability	3.06	0.98	Neutral
5. I think I can choose ways to practice English by myself.	Ability autonomous	3.30	0.96	Neutral
6. I expect that the teacher will tell me everything when learning English.	Learning independently	2.76	1.09	Neutral
7. I don't like to initiate anything until other people succeeded in doing it.	Taking initiative	3.08	0.96	Neutral

Table continues

Attitudes toward Autonomous English Language of RP Participants (continued)

Statements	Attitudes		S.D.	Levels of attitude
	Category	\bar{x}		
8. English learners should set their own goals in learning English language	Assume responsibility	3.53	0.97	Positive
9. I think that I will get higher score when I take an English test next time.	Ability	3.36	0.99	Neutral
10. I think I can learn by myself in almost every topic that I am interested in.	Ability autonomous	3.26	1.02	Neutral
11. Learners should find ways and strategies in learning English language.	Taking initiative	3.43	0.95	Positive
12. I feel discouraged when I find many mistakes in my use of English including listening, speaking, reading and writing.	Ability	3.06	1.11	Neutral
13. I think I can find more English language learning resources by myself.	Ability autonomous	3.21	0.98	Neutral
14. I think I cannot select English practices or books that match with my knowledge and ability.	Ability autonomous	3.00	0.97	Neutral

Table continues

Attitudes toward Autonomous English Language of RP Participants (continued)

Statements	Attitudes	\bar{x}	S.D.	Levels of attitude
	Category			
15. I think that I can find mistakes by myself while doing exercises.	Ability autonomous	3.12	0.89	Neutral
16. Trying new strategies in learning English language is important.	Taking initiative	3.33	0.96	Neutral
17. Teachers are the most appropriate person to monitor the learning progress of students	Learning independently	2.48	0.99	Negative
18. Learner should find opportunities to learn English more outside school.	Taking initiative	3.55	1.07	Positive
19. Learner should try to listen to English language programs from radio and TV and read news, notices, and instructions in English.	Learning independently	3.64	1.10	Positive
20. Seeking opportunities to use English is a waste of time.	Assume responsibility	3.60	1.16	Positive
21. I think I cannot do a good job by myself.	Ability	3.45	1.00	Positive
22. I expect teachers to be responsible in evaluating my English learning.	Assume responsibility	2.96	0.93	Neutral
23. I don't like learning English language outside classroom.	Learning independently	3.45	1.11	Positive

Table continues

Attitudes toward Autonomous English Language of RP Participants (continued)

Statements	Attitudes Category	\bar{x}	S.D.	Levels of attitude
24. Language learner don't have to find opportunities to be an exchange student in English-speaking countries.	Taking initiative	2.94	0.96	Neutral
25. Selecting books, exercises, and materials for English learning is the teacher's responsibility.	Assume responsibility	3.25	0.88	Neutral
26. I am not afraid of making mistakes when using English language in front of the teacher and friends.	Ability	3.21	0.88	Neutral
27. I am anxious and have no confidence when I speak English	Ability	2.81	0.97	Neutral
28. Monitoring the progress in learning English is important.	Ability autonomous	3.70	0.98	Positive
29. If I have problems in learning English from the beginning, I will not be able to succeed.	Ability	3.30	1.02	Neutral
30. Learner should find opportunities to practice English language by himself or herself.	Learning independently	3.67	0.95	Positive

Table continues

Attitudes toward Autonomous English Language of RP Participants (continued)

Statements	Attitudes Category	\bar{x}	S.D.	Levels of attitude
31. Learner should find obstacles in learning to improve his or her own learning.	Taking initiative	3.64	0.97	Positive
32. When I want to do something, I am not afraid to work hard to achieve the goals.	Assume responsibility	3.60	0.90	Positive
33. I want the teacher to tell me what to do to learn English better.	Learning independently	2.61	0.94	Neutral
34. Learning how to learn is important for me.	Taking initiative	3.63	0.92	Positive
35. When I do not understand English lessons, I am afraid that I will not be able to learn English.	Ability	2.77	1.05	Neutral
36. I think I can plan my English language learning.	Ability autonomous	3.10	0.82	Neutral
37. I don't know how well I learn English language	Ability	2.83	0.96	Neutral
38. I believe that success in learning English depends on what I learn outside the class.	Assume responsibility	3.57	0.92	Positive

Table continues

Attitudes toward Autonomous English Language of RP Participants (continued)

Statements	Attitudes Category	\bar{x}	S.D.	Levels of attitude
39. I think that I can learn and succeed in learning English.	Ability	3.50	0.97	Positive
40. I am not sure that I can set goals for learning English language	Ability autonomous	3.25	0.94	Neutral
41. I don't like practicing or exchanging English language knowledge with other people.	Ability autonomous	3.33	1.05	Neutral

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BIOGRAPHY

Miss Suparuthai Sumonwiriya was born on the 24th September 1981 in Chonburi Province. She received her Bachelor degree of Arts majoring in English from Burapha University in March 2004. After graduation, she worked as a coordinator and teacher in the English Program in Anuban Chonburi School. While studying in the TEFL Master's program, she worked as a teaching assistant. Furthermore, she received a Graduate Thesis Grant from the Graduate School, Chulalongkorn University to complete her research. In January 2007, she was invited to present her work entitled, "Learner Autonomy: Out-of-class language learning of English Program and Regular Program students" at the 27th International Thailand TESOL Conference and 10th Pan-Asian Consortium International Conference 2007 in Bangkok, Thailand.



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