การศึกษาการทำกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนของนักเรียนระดับมัธยมศึกษาใน
หลักสูตรภาษาอังกฤษ

นางสาวอาทิตยา เวียงนิล

A STUDY OF OUT-OF-CLASS ENGLISH LANGUAGE LEARNING ACTIVITIES OF

SECONDARY SCHOOL STUDENTS IN ENGLISH PROGRAM

Miss Atitaya Wiengnil

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By	Miss Atitaya Wiengnil
Field of Study	English as an International Language
Thesis Advisor	Associate Professor Punchalee Wasanasomsithi, Ph.D.

Accepted by the Graduate School, Chulalongkorn University in Partial Fulfillment of the Requirements for the Master's Degree

.... Dean of the Graduate School

(Associate Professor Pompote Piumsomboon, Ph.D.)

THESIS COMMITTEE

.... Chairman

(Assistant Professor Apasara Chinwonno, Ph.D.)

.... Thesis Advisor

(Associate Professor Punchalee Wasanasomsithi, Ph.D.)

.... External Examiner

(Nawarat Siritararatn, Ph.D.)

อาทิตยา เวียงนิล: การศึกษาการทำกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนของนักเรียนระดับมัธยมศึกษาในหลักสูตรภาษาอังกฤษ. (A STUDY OF OUT-OF-CLASS ENGLISHLANGUAGE LEARNING ACTIVITIES OF SECONDARY SCHOOL STUDENTS IN ENGLISH PROGRAM) อ. ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร.ปัญชลี วาสนสมสิทธิ์, 119 หน้า.

การเรียนภาษาที่ไม่ได้ใช้โดยทั่วไปในสังคมนั้นเป็นความท้าทายอย่างหนึ่งเนื่องจากแหล่งทรัพยากรการเรียนรู้ภาษานั้นได้ถูกจำกัดไว้เพียงแค่ในชั้นเรียน ส่วนนอกห้องเรียนนั้น นักเรียนมักจะไม่มีโอกาสมากนักที่จะทำกิจกรรมที่ส่งเสริมการเรียนรู้ภาษา งานวิจัยนี้มีจุดมุ่งหมายเพื่อสำรวจการเข้าร่วมกิจกรรมการเรียนรู้ภาษาอังกฤษห้องเรียนและการรับรู้ถึงประสิทธิผลของการเรียนรู้ภาษาอังกฤษนอกห้องเรียนที่มีต่อการพัฒนาทักษะภาษาอังกฤษ กลุ่มตัวอย่างในงานวิจัยนี้ ได้แก่ นักเรียนระดับมัธยมศึกษาตอนต้นในหลักสูตรที่ใช้ภาษาอังกฤษเป็นสื่อการสอนจำนวน 45 คน สถานที่เก็บข้อมูลคือ โรงเรียนอัสสัมชัญศรีราชา จังหวัดชลบุรี เครื่องมือที่ใช้ในการเก็บข้อมูล คือ แบบสอบถาม การสัมภาษณ์ และ การสังเกตการณ์

ผลการศึกษาแสดงให้เห็นว่า กิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนที่เป็นที่นิยมมากที่สุด คือ กิจกรรมการใช้อินเตอร์เน็ตเป็นภาษาอังกฤษ กิจกรรมที่เป็นที่นิยมรองลงมาคือ กิจกรรมฟังเพลงภาษาอังกฤษ กิจกรรมการอ่านออก เสียงภาษาอังกฤษ กิจกรรมการอ่านป้าย ประกาศ หรือป้ายโฆษณา ที่เป็นภาษาอังกฤษ และ กิจกรรมการตั้งค่าโปรแกรมคอมพิวเตอร์เป็นภาษาอังกฤษ ตามลำดับ กิจกรรมที่มีประสิทธิผลในการพัฒนาภาษาอังกฤษสูงที่สุด ได้แก่ กิจกรรมการใช้อินเตอร์เน็ตเป็นภาษาอังกฤษ กิจกรรมการแปลข้อความภาษาอังกฤษเป็นภาษาไทย กิจกรรมการพูดภาษาอังกฤษกับคุณครู การเข้าร่วมกิจกรรมค่ายภาษาอังกฤษ และ กิจกรรมการฟังเพลงภาษาอังกฤษ ตามลำดับ นอกจากนั้นพบว่านักเรียนรับรู้ถึงประโยชน์ของการเข้าร่วมกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนที่มีต่อการพัฒนาทักษะภาษาอังกฤษแม้ว่าวัตถุประสงค์และเป้าหมายในการเข้าร่วมกิจกรรมแต่ละกิจกรรมนั้นจะแตกต่างกันก็ตาม ดังนั้นกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนจึงเป็นช่องทางหนึ่งซึ่งสามารถเพิ่มโอกาสให้กับนักเรียนเหล่านี้ในการใช้ภาษาในสถานการณ์ที่หลากหลายยิ่งขึ้น ผลการวิจัยนำไปสู่ข้อเสนอแนะ คือ ครูผู้สอนภาษาอังกฤษควรจะสนับสนุนให้นักเรียนทำกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียน และใช้วิจารณญาณในการเลือกกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนโดยบูรณาการเข้ากับการเรียนการสอนภาษาอังกฤษในห้องเรียน

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ ลายมือชื่อนิสิต อาทิตยา เวียงนิล

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ATITAYA WIENGNIL : A STUDY OF OUT-OF-CLASS ENGLISHLANGUAGE LEARNING ACTIVITIES OF SECONDARY SCHOOL STUDENTS IN ENGLISH PROGRAM ADVISOR: ASSOC. PROF. PUNCHALEE WASANASOMSITHI, Ph.D., 119 pp.

Learning a language which is not ordinarily used in the community is challenging since the meaningful resources of the language use is limited only in the classroom setting. Outside the language classroom, students do not have much opportunity, if any, to participate in activities that promote their language acquisition. This study aimed at investigating students' participation in out-of-class English language learning activities and the perceptions toward the effectiveness of those activities to their English language development. The subjects of this study were 45 early secondary school students in an English Program at Assumption College Sriracha, Chonburi Province. Data collection was conducted by using a questionnaire, a semi-structured interview and an observation.

The findings showed that 'surfing the Internet in English' was the most popular out-of-class English language learning activity for the students. This was followed by listening to English songs; reading aloud in English; reading English signs, announcements, or billboards; and setting the language on the computer in English, respectively. The activities found most effective to English language development were surfing the Internet in English, translating English texts into Thai, speaking English with teachers, participating in English camp, and listening to English songs, respectively. All students perceived the advantages of out-of-class English language learning activities to their English language skill development even though the purposes and goals of participation in those out-of-class English language learning activities were not similar. Out-of-class English language learning activities are therefore a channel which helps increase exposure to more language use for these students. Thus, it is recommended, based on the study findings, that English Language teachers should encourage students to involve in more out-of-class English language activities and carefully consider utilizing the out-of-class English language learning activities by integrating them into in-class English language instruction.

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Student's Signature Atitaya Wiengnil

Advisor's Signature Punchalee W.

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จุฬาลงกรณ์มหาวิทยาลัย

CHAPTER I

INTRODUCTION

Background of the Study

In the age during which information is abundantly accessible from anywhere in the world, English is recognized as a medium which allows people to interact with one another regardless of their mother tongues. The importance of English is not restricted only to education but also business, information technology, and other domains where interaction between people with different mother tongues is primarily required. English is widely known as an international language as it enables people who seek for the interaction and opportunity in the global level to communicate with one another. The cyberspace community is an obvious example of why English has become important in the present world.

In Thailand, with the increasing awareness of English as an international language, the English language becomes more important, and people also respond to this situation enthusiastically. The number of English Program schools where English is employed as a medium of instruction has arisen throughout the country. People are aware of the advantage of being proficient in English which can help them advance their knowledge and have better job opportunity in their life. In the last decade, the Basic Education National Curriculum required students to begin studying English in Pratomsuksa 5, but English instruction now begins in Pratomsuksa 1 in the basic

education level (Ministry of Education, 2001). Students need to study English as a compulsory course in all grade levels and pass it as a requirement of graduation.

English, as previously mentioned, is a core substance of the foreign language group which is required at all levels of the Basic Education National Curriculum B.E. 2544 (A.D. 2001). The foreign language group consists of four substances: language for communication, language and culture, language and other subject group relationship, and language community and world relationship. These four substances reflect the importance of foreign languages as a communication tool in various dimensions (i.e. communication, culture, education, and world situation). The first substance, language for communication, reflects the role of English as a device to communicate with other people. The second substance, language and culture, aims at utilizing foreign languages as means to understand other countries' cultures. The third substance, language and other subject group relationship, zooms in on the significance of English as a tool to explore other subject matters. The last substance, language community and world relationship, aims at utilizing English to connect people and create the relationship across the global community; to enable students to use a foreign language to encounter different situations within and outside educational institutions, community, and society; and to make use of the foreign language skills to acquire new or more advanced knowledge. Even though these four substances have their focus on different angles of utilizing a foreign language, they similarly aim at the same outcome, which is mastery in the language, enabling students to make use of it as a communication tool in learning and working.

The finding from a study by Prapphal (2003) which investigated English proficiency of Thai students who took the Chulalongkorn University Test of English

Proficiency (CU-TEP) in 2001 shows that the majority of students could not meet the standard required to study at the graduate level at Chulalongkorn University. This unsatisfactory outcome reflects the failure in English language education in Thailand and signifies the urgent need of improvement in the English language teaching methodology. The traditional teaching methods such as grammar translation and audiolingual methods have dominated the English language classrooms in Thailand for decades. Teachers are the center of the class who take the roles of the 'feeders' in classrooms where students' roles are rather passive. As for the grammar-translation method, the classroom activities will mainly be grammatical analysis with little focus on the content of texts. Instead, teachers pay attention to grammatical structures, recitation of isolated vocabulary items, and translation of the sentences into and out of the target language. The classroom instruction using this method will also be in the students' mother tongue, and the target language use is very limited. The audiolingual method also puts its stress on the form of the language. The concept of this method is that language learning occurs through the process of habit formation. Classes will be taught by drilling and repetition of the dialogues. With such instruction, students are hardly able to communicate in the real situation outside the classroom since the conversation content is different from what they have been practicing in class. In other words, students may perform well on the form-focused examination, but they are likely to be unable to use the language to communicate with others in real life.

In addition to teaching methodology, sufficient exposure to the real language use is also necessary since three hours per week of English classes in school are definitely not enough. Students therefore need extra time to be exposed to more input in order to

develop their English language skills. Dulay et al. (1982) have claimed that only the exposure to the target language through classroom drills and dialogues is not sufficient as one may master the target language only for classroom communication but may still lack this skill in actual social discourse. It has also been noted by Kagan (1995) that input, output, and context in the traditional classroom do not help learners acquire the language since input that fosters language acquisition has to be comprehensible, developmentally appropriate, relevant, and accurate. In the traditional classroom, however, the input is only from the teacher and textbooks. The goals of the Basic Education National Curriculum B.E. 2544 (A.D. 2001), as has been discussed above, do not aim at developing the use of the language only in the classroom setting but also outside. Therefore, if the degree of successful learning is related to the situation where the learning process takes place, out-of-class English language learning activities are probably useful in fulfilling the learning experience that cannot be accomplished in the classroom context due to the limitation of input and time.

Teaching a language which is not ordinarily used in the community is challenging since the meaningful resources of the language use are limited only to the classroom setting. Language teachers are always seeking effective strategies to help students learn the language more successfully. Children are normally easily engaged in fun activities such as playing games. Out-of-class English language learning activities are therefore seen as a means which is supportive in language learning since students have chances to receive added input and to explore the natural language use from authentic resources such as movies, songs, and newspapers. Yap (1998) defines the term 'out-of class activities' as informal activities students do outside the regular classroom. The term 'out-of-class

activity' as is broadly defined by Kuh (1994) encompasses all activities in which students are engaged during their study that are both directly and indirectly related to their learning and performance and that occur beyond the formal classroom, studio, or laboratory setting. Previous studies have shown that an investigation into out-of-class language learning activities normally focus on all four language skills: reading, listening, writing, and speaking. Previous investigations have revealed that students normally engage in the receptive skill activities such as watching movies, listening to music and radio programs, and reading newspapers and magazines (Yap, 1998; Lee, 2005; Picard, 1996; Hyland, 2004). It has also been found that, in the countries where English is not the first language, productive skill activities such as speaking and writing rarely occur due to the limitation of the available resources or the lack of opportunity to be exposed to and engage in the language use in natural situations (Picard, 1996; Hyland, 2004; Lee, 2005). However, there are not many studies investigating the participation in out-of-class English language learning activities to develop all four skills, especially students' perception towards their effectiveness. Thus, it was anticipated that an investigation into students' engagement in out-of-class language learning activities and students' perception of these activities' effectiveness would lead to better understanding of the issue that will eventually enable teaching to more effectively help students develop the English language skills.

This study therefore aimed at investigating the participation in out-of-class English language learning activities and students' perceptions toward the effectiveness of those activities to their English language development. This study placed its focus on students in an English Program in particular because students in the English program are

supposed to have more exposure to and engage in more English language use due to the design of their study program. The participation in out-of-class English language learning activities can help students gain not only meaningful language contents in a more real-life situation but also the joyful experience of learning the target language. Although there are some previous studies done on the usefulness of out-of-class English language learning activities, this investigation would help shed more light on the essential features of out-of-class English language learning activities that could benefit English Program students. It was hoped that the findings of this study would contribute to the understanding of how students can be assisted in learning the English language beyond the formal classroom instruction so that more successful language learning outcomes can be expected.

Objectives of the study

1. To identify out-of-class language learning activities of early secondary school students in the English program
2. To explore students' perceptions of the effectiveness of out-of-class language learning activities in English language development

Research Questions

The present study aimed at answering the following research questions:

1. What are out-of-class language learning activities of secondary school students in the English program?

2. What are students' perceptions of the effectiveness of out-of-class language learning activities in English language development?

Scope of the Study

The population of this study was 45 early secondary student (Mattayomsuksa three) English program students at Assumption College Sriracha, Chonburi province. Data were collected using the out-of-class English language learning activities questionnaire adapted from the studie of Phil (2001) and Hyland (2004) and the semi-structure interview protocol adapted from the studies of Shu et al. (1999) and Hyland (2004). Field observation was another data gathering technique employing in thecurrent study. Data collection took place in the second semester between January and February 2011.

Significance of the Study

The findings of this study which investigated students' participation in out-of-class English language learning activities and their perceptions toward the effectiveness of those activities in their language development will benefit students in their search for

appropriate activities outside the classroom to supplement their language instruction and possibly satisfy their personal needs. They can also learn the English language with more enjoyable experience. English language teachers will also have a better understanding of which activities can support their students' language learning and will be more capable of advising their students to select out-of-class language learning activities that more appropriately suit their language needs. Furthermore, English Program schools will be provided with some ideas of how to facilitate their students to learn the language beyond the formal classroom setting. In summary, the findings of this study will yield benefits to students who are seeking opportunities to learn outside the regular classroom to find tailor-made activities which better suit their needs, English language teachers who seek to better understand methods and activities that make their students learn the target language more effectively, and, lastly, the schools which need to prepare the learning resources to support their students to learn more successfully both inside and outside the formal classroom instruction.

Definition of Terms

1. Out-of-class English language learning activities mean any kind of learning activities that take place outside the formal classroom setting and involve self-instruction, naturalistic learning, or self-directed naturalistic learning (Benson, 2001). Adopted from Benson's (2001) classification of out-of-class learning activities, the term 'out-of-class language learning activities' in this study refers to any activities that include one of these three characteristics. However, the major concern is that each activity is carried out

beyond the formal classroom setting and with whether direct or indirect purpose of developing the language skill. A five-point Linkert scale out-of-class English language learning activities questionnaire adapted from Phil (2001) and Hyland (2004) was used in the present study in order to investigate the students' participation in out-of-class English language learning activities, and the semi-structured interview protocol adapted from the studies of Suh et al. (1999) and Hyland (2004) was used to investigate their perceptions of the effectiveness of the selected out-of-class English language learning activities. Also, observation was also another data collection technique used in this current study to explore students' engagement in out-of-class English language learning activities.

2. Secondary school students refer to students who are enrolled in the secondary education (Mattayomsuksa one to six) according to the Basic Education Curriculum B,E. 2544 (A.D. 2001) (Ministry of Education, 2001). In this study, the term 'secondary school students' specifically refers to those students who are currently studying in Mattayomsuksa three in an English Program at Assumption College Sriracha, Chonburi province.

3. **English Program** is generally the study curriculum in which English is used as a primary medium of the instruction. The degree of the English medium in this level of program is determined from the stage of study: pre-primary level, primary level, and secondary level. Only Thai language and social studies are the subjects in which classroom instruction are conducted in Thai at all levels (Ministry of Education, 2006). The English Program in the present investigation refers to a study program where English is employed as a primary tool to communicate in classroom instruction in all subjects (i.e. Foundation of English, English for Communication, Mathematics, Science, and

Computer) except for the Thai language and social studies subjects. Furthermore, in this study, the focus is placed on the secondary level since it is believed that these students are mature enough to make a decision to select the types of out-of-class English language learning activities on their own according to their personal interests and preferences.

CHAPTER II

LITERATURE REVIEW

This study aimed at investigating the participation in out-of-class language learning activities of secondary school students in the English Program and their effectiveness in English language development. In this chapter, a review of relevant literature is conducted in the following topics:

Part I: Theories and concepts of out-of-class language learning activities

Part II: English Program

Part I: Theories and concepts of out-of-class language learning activities

Definition of out-of-class language learning activities

It is believed that in-class instruction does not always help the students to fully develop their language ability. The out-of class strategy is an area of study which has been mentioned frequently by many researchers (e.g. Pickard, 1996; Yap, 1998; Hyland, 2004; Chusanachoti, 2009). A number of researchers and scholars have attempted to define the term 'out-of-class language learning activities.' For example, Mckinney et al. (2004) claim that many activities have been fallen under the term 'out-of-class learning' such as volunteer work, internships, service learning, involvement in school organizations, and other co- and extra-curricular activities. In addition, Yap (1998)

defines the term out-of-class learning activities in her study in the Hong Kong context as informal learning activities which take place outside the classroom. In other words, out-of-class language learning activities are those activities related to English language usage and held in the leisure time beyond the traditional classroom setting. Benson (2001) similarly defines out-of-class activities as any kind of learning that takes place outside the classroom, and he further clarifies the characteristics of the learning situations where out-of-class activities occur which will be further discussed later. Moreover, Khu (1994) and Hyland (2004), as cited in Sumonviriya (2007), point out that out-of-class learning activities can be defined as an umbrella term which includes all activities that students involve in both directly and indirectly during their study and also relate to their learning and performance that occur outside the formal classroom setting. Finally, Sumonviriya (2007) provides the definition of the term out-of-class English language learning activities as the activities in which learners select to get involved themselves regardless of the assignment from the teachers. The activities include both direct activities, which students intentionally participate in for the purpose of learning English, and somehow indirect activities, which refer to the activities that students involve in for pleasure and indirectly benefit their English learning.

It can be seen that the definitions of the term 'out-of-class language learning' as proposed by various researchers and scholars are mostly related to contexts where learning activities occur. Any language learning activities which are taken place beyond the formal classroom context and which students engage in with direct and indirect purposes to improve their language skill and without being forced by other people are eligibly classified under the term out-of-class language learning activities.

Classification of out-of-class language learning activities

Benson (2001) divides out-of-class learning activities into three categories: self-instruction, naturalistic language learning, and self-directed naturalistic language learning, which are briefly discussed below.

1. Self-instruction

Self-instruction is a learning situation where students are responsible for conducting a study themselves from the very first step of initiating the study topic to planning and organizing the study. It is assumed that students have to seek for the learning resources and manage the learning procedure by themselves with less interaction or intervention from others such as teachers or native speakers of the language (i.e. reading English grammar books to develop their English skills).

2. Naturalistic language learning

This type of learning situation occurs through the direct interaction with the speakers of the target language. Students learn language unintentionally through the verbal and text interaction with the target language speakers or the texts. It is usually used to represent the situation where learners are living in the target language community and learning mainly through speaking with people in the community. However, it can also represent the situation where learning occurs through the form of target language text interaction. Self-instruction and naturalistic language learning are different at the degree of purposed intention to acquire language contents or skills at the time of the learning event itself.

3. Self-directed naturalistic language learning

In this occurrence, self-directed naturalistic language learning is the combination of self-instruction and naturalistic language learning. Learners will create the learning situation by themselves but not mainly intend to learn the language through the situation. The focus is rather on the communication or something beyond the language contents. One example is writing to a pen pal with the underlying aim of making new friends without the conscious intention of undergoing any improvement of language skills.

The characteristics of out-of-class language learning activities vary according to the context and learners' intention of engaging in the activities whether they set up the learning situation themselves or they emerge in the circumstance where language learning is the by-product of involving in the situation. In this study, the term 'out-of-class language learning activities' refers to any activities that include one of the characteristics of these three categories. The major concern is that each activity is carried out beyond the formal classroom setting and with either direct or indirect purpose of the students to develop the language skills with these activities.

Advantages of out-of-class language learning activities

To promote effective language learning, it is evident from previous studies that out-of-class language learning activities can better the English language learning outcomes of students. They can also become a strategy which makes the in-class instruction more fruitful. Rubin (1975 as cited in Pickard, 1996) has identified seven general characteristics of the good language learners and one of them has highlighted on

the importance of the out-of-class language learning strategies as a means to seek for opportunities to practice language use such as looking for native speakers to talk to and going to the cinema or to other cultural events.

Ellis (1994) claims that a combination of formal language instruction and the exposure to the natural target language use will maximize the benefits of language learning. The use of language in a real situation sometimes goes far beyond what students have done in the classroom setting. Therefore, out-of-class language learning activities lend themselves as a channel to expose the students to those practical activities outside the classroom setting.

Bialystok (1978) sheds more light on the role of out-of-class strategies in language learning and identifies four types of language learning strategies: formal practicing, functional practicing, monitoring, and interferencing, with functional practice referring to the situation where language learners broaden their opportunity to use the language for communication such as going to movies, reading books, or talking to native speakers, with the main purpose of the activity being exposure to meaningful language usage situation. A later study by Bialystok (1981) regarding the role of conscious strategies in development of second language proficiency also reports that functional practice, corresponding to out-of-class learning activities, is able to enhance the performance on all tasks done by students.

It is worth noting that Suh et al. (1999) investigated out-of-class learning and students' perception of their impacts on the conversational skills and cautioned that out-of-class learning activities cannot replace the need for in-class instruction. Nevertheless,

some leisure activities are helpful in the conversational skill development when they are done under appropriate guidance of the teachers to prevent the fossilization of bad language habits, habits in using incorrect or inappropriate language that becomes permanent after a long period of usage.   As for other skills, some previous studies (Pickard, 1996; Yap, 1998; Hyland, 2004; Sumonviriya, 2007) have reported that students normally prefer to engage in the receptive skill activities since they feel more comfortable and find it more convenient to find resources, with the most frequently reported activities being watching TV programs, listening to music and radio programs, and reading newspapers and magazines.

In a study by Terenzini et al. (1993) on the in- and out-of-class influences on the development of students' intellectual orientation, it is reported that both students' in-class experience and out-of-class experience made significant contribution to the explanation of variation in intellectual orientation above and beyond the students' precollege traits and their experiences in other areas of college life.   They conclude that out-of-class learning experience will make in-class experience more real since the authentic language use is embedded in the real situation.   It is reported in another study on the effects of involvement in co-curricular activities that the involvement in out-of-class activities is positively correlated with students' academic growth (Terenzini & Write, 1987), as well as the level of the intrinsic motivation in learning a language (Terenzini et al., 1995).

To succeed in language learning, Bialystok (1981) claims that linguistic activities outside the classroom circumstance are needed to support classroom learning. Students seek for the opportunity to be exposed to the language they are learning from the

classroom instruction and also create the opportunities to practice. As a result, they can expect to further develop their language skills with extra practices.

In another context, Pearson (2004) conducted a study with mainland Chinese students who were studying at a tertiary level in New Zealand and discovered that their out-of-class language learning significantly contributed to the development of language proficiency. Particularly, the findings of this study highlighted the uses of self-access language learning to improve the English language skills of less proficient students and those students who lack opportunity for functional practice.

From the constructivist perspective, Zone of Proximal Development or ZPD is one of the most influential language learning theories. It is a pedagogical technique to deal with students' problems in language learning in respect to their degree of development. Vygosky (1978) points out that to understand learning and developmental stages, the clarification between the two developmental levels of the actual developmental stage and the potential developmental stage should be made. The actual developmental stage or what is called 'Zone of Actual Development' (ZAD) is the current potential ability of learners, whereas the potential development stage or 'Zone of Proximal Development' (ZPD) refers to the potential development that learners can go beyond the current level of ZAD with the support of others. Put another way, the ZPD is the distance between these two developmental stages. Smagorinsky (1995) claims that with the assistance of more knowledgeable individuals, children can perform better in the advanced level of their language learning and eventually become independent learners with gradually less support needed. As Vygosky (1978) views that children should not be given the tasks that are too difficult or beyond their ZPD, English language teachers

therefore need to pay attention to giving suggestions and assistance and seeking for the appropriate activities that will support their students to learn effectively according to the potential developmental level. 'Scaffolding' is the way that other more capable individuals work as the facilitators to assist students in constructing their potential ability. When teachers assist their students to accomplish the complicated task beyond their actual potential ability, it represents the act of scaffolding. Then, they can gradually remove this scaffold whenever they see that their students are capable of performing the tasks on their own. This concept paints a very clear picture of how skills are developed through such support. In short, if learning occurs through the realm of ZPD when students are supported by interacting with others and the environment, the appropriate guidance from the more knowledgeable individuals such as teachers and peers and supportive resources from the environment might mean that out-of-class language learning activities can be a path for students to better develop their English language skills through their potential developmental level beyond the formal classroom setting.

In addition to exposure to input and reception of assistance from more capable individuals, the ability to take charge of one's own learning is deemed desirable for and supportive of language development. Simply put, being thirsty for knowledge and always seeking for opportunity to learn are considered desirable characteristics of good learners who have a tendency to succeed in their learning. This quality of learner is termed by scholars as autonomy or learner autonomy to refer to those students who possess this characteristic. Benson (2001) remarks on the importance of autonomous learning that it has been in a concern of researchers in the language education field for over 30 years. According to him, equipping this quality of autonomy in learners can

enhance the outcome of language pedagogy. Holec (1981) defines the term autonomy as "the ability to take charge of one's own leaning." In other words, the autonomous learners have to be responsible to their learning and undertake the learning activities on the basis of their own judgment. Learners will carry on the activities with less intervention or induction from other people and they will be the ones who set up the condition to engage in the situation. According to Benson (2001), learner autonomy typically refers to learners who are capable of controlling their own learning. Put another way, learners will be autonomously able to manage their learning activities on their own decision. Benson also claims that the autonomous learning is related to the learning activities carried out by learners' own decision and represented in different modes of learning. The classification depends on the particular procedures and relationships between learners and teachers. The concept of learning autonomy therefore involves the ability of learners to be independently responsible for their learning activities. Out-of-class language learning activities are partially related to autonomous learning since they aim at promoting independent learning outside formal classroom context. Hyland (2004) and Pearson (2004) define the term 'autonomous learning' as out-of-class language learning. They view out-of-class learning as the students' effort to utilize the knowledge gained from classroom instruction by seeking for opportunities to use and practice the language outside the traditional classroom setting. Students, who are voluntarily willing to do so, are considered to possess the trait of autonomy. These two researchers have also adopted the concept of out-of-class language learning from Benson (2001) to describe the term autonomous learning. Students' autonomous learning has to involve self-directed, active, and purposeful involvement with language outside a formal learning context.

Pearson (2004) defines autonomous learning as any learning activities that take place outside the formal learning context and involve self-instruction, naturalistic learning, or self-directed naturalistic learning, a concept which is directly adopted from Benson's concept of out-of-class learning activities. Therefore, learner autonomy and autonomous learning are boarder terms of out-of-class language learning activities as they emphasize the learning activities those learners can carry out independently beyond the boundary of the traditional classroom context. This quality allows learners to develop the habit of life-long learning and prepares them to be good learners who always have a thirst for knowledge and seek for opportunity to improve themselves, including their language skills. However, it is noteworthy that in this study, the focus of learning autonomy will be specifically only on out-of-class English language learning activities which students engage in in order to enhance their English language proficiency.

There is evidence from various studies which confirm the benefits of out-of-class English language learning to the English language development that it can support in-class instruction and students' learning progress. Out-of-class English language learning yields opportunities for students to be exposed to the authentic language use in the authentic situations. Besides, participating in out-of-class language learning activities also reflects a desirable trait of learner autonomy since good learners will be proactive to seek for opportunity to engage in the activities that help them learn and improve their language skills, preferably with joyful experiences. Thus, out-of-class language learning activities will help learners develop autonomy or the 'learning to learn' habit that will enable them to become more successful language learners.

Related studies on out-of-class language learning activities

Even though there are some studies conducted on out-of-class language learning activities, an in-depth study on this topic is still lacking. Previous studies which have been carried out in various contexts are reviewed in this section.

Selinger (1977), the very first scholar who has highlighted the essence of out-of-class language learning, examined six adult learners in an intensive program by categorizing learners into two categories: high input generators (i.e. learners who actively participated in classroom learning activities and out-of-class English language learning activities) and low input generators (i.e. learners who passively engaged in both in-class and out-of-class English language learning activities). The result of a comparison of performances of these two groups of learners showed that high input generator learners tended to have higher proficiency than those low input generator learners since the high input generator learners were likely to be more field independent and they generated more input. Selinger has contributed to the field of autonomous learning as his self-report survey has been used by many researchers to investigate students' participation in out-of-class second language learning activities.

In addition, Nunan (1989) conducted a study to investigate the common efficient pattern of 44 successful EFL learners in a South East Asian context. There were a list of out-of-class activities and language learning sources outside classrooms revealed by the learners. Later on, Nunan (1991) carried out a follow-up study which explored factors that enhanced learners' English language competency. According to the findings, the top three activities were conversation with English speakers/in groups, finding opportunities

to practice outside class, and accessing the media—radio, television, and newspapers. Nunan's studies shed light on the importance of utilizing the language learning resources outside the formal classroom to develop successful language learners, as he contends "developing skills in learning how to learn and activating one's knowledge outside the classroom seem to be particularly important" (p. 175).

Pikcard (1996) investigated out-of-class language learning strategies employed by 20 German learners who were studying English in Germany. Data collection was conducted by means of the out-of-class learning strategies questionnaire and in-depth interviews. The findings showed that students mostly engaged in the receptive skills (i.e. listening and reading) more than the productive skills (i.e. speaking and writing) due to the limitation of the opportunity to practice the oral skills in the EFL setting. Students also reported that they chose the activities according to their own needs. Finally, the findings revealed that intrinsic motivation played a crucial role in selecting learning materials.

In United States, Suh et al. (1999) conducted a qualitative study using a structured-interview technique to investigate out-of-class language learning experience of non-native speakers of English and the impact of such experience on their second language conversational skills. The subjects were eight international students who were enrolled in an intensive English as a second language program in an American university. The findings revealed that leisure activities were helpful in developing conversational skills especially listening comprehension activities. However, the researchers cautioned that not all types of leisure activities effectively work for all learners and they cannot replace formal classroom instruction. In addition, the selection of activities should be

under guidance of teachers to find appropriate activities that suit the different characters of learners.

In a Hong Kong context, Hyland (2004) examined out-of-class English language learning activities of student teachers by using three data collecting techniques: questionnaires, interviews, and learners' diaries. The findings showed that students spent considerable time engaging in out-of-class English language learning activities and the activities were rather related to receptive skills than productive skills. Moreover, students tended to involve in private activities such as writing e-mails, surfing the Internet, and reading academic books and articles over face-to-face interaction such as speaking with family members, talking to people in shops, and talking on the phone. Feelings towards using English were also examined, and it is reported that the avoidance from participating in the activities was caused by both individual and social/political factors, especially the fear of negative judgment. Even though there were some negative feelings in using English in public situations, these students always searched for opportunities to use English in the private domain and were considered as successful language learners. Therefore, the author has suggested that a private domain may be a preferable setting for out-of-class language learning since learners feel more comfortable to use and practice their English.

A comparative study conducted by Sumonviriya (2007) examined and compared three variables of out-of-class English language learning activities, learning strategies, and attitudes toward autonomous learning in 499 ninth-grade English Program and regular program students in a public primary school in Thailand. The data were collected using a questionnaire and interview technique. The findings revealed that students from

both programs tended to engage in the receptive skill activities rather the productive skill activities, but students from the English Program reported participating more often in out-of-class English language learning activities over the regular program students. As regards learning strategies, the results showed that students from both programs frequently used cognitive strategies in doing the English language learning activities outside the formal classroom context, and students from the English program reported a significantly higher frequency in using all strategies when they were comparing with the regular program students. Furthermore, students from both English program and regular program possessed positive attitudes toward autonomous English language learning but the English program students tended to have more positive attitudes. Finally, the findings also pointed out some factors that affected effective autonomous learning which were intrinsic motivation, metacognitive knowledge about tasks and strategies, and support from the school and family.

Another study conducted in a Thai context by Chusanachoti (2009) investigated how Thai learners of English engaged in the English language learning outside classrooms in order to develop their English language skills. The study was a qualitative multiple case study grounded in the ethnographic tradition. Four participants were studied through the techniques of participant observation, field notes, interviews, self-reflection journals, and self-report activities diaries. The findings illustrated that students engaged in a variety of activities. However, they did not recognize all activities outside classroom contexts as the English language learning resources rather the activities with these four qualities: transparency, usability, expense, and affectivity. Furthermore, the level of engagement depended upon both internal factors (i.e. identity and motivation) and

external factors (i.e. social network and social norm). The implication of this study has highlighted on the benefits of out-of-class language learning activities to English language learning and instruction. The integration of the activities through the classroom instruction should capture students' attention in the learning lessons and enhance the effectiveness of meaningful communicative activities.

Previous studies have emphasized the benefits of out-of-class English language learning activities to learners' English language development. However, out-of-class English language learning activities should be tailor-made and under the appropriate guidance of English language teachers since different learners possess different needs in fulfilling their language skills in different ways. Lack of opportunity to practice productive skills especially the oral skill is a constraint which is similarly shared among those in EFL circumstances (e.g. Thailand and Germany) since the availability of meaningful resources is limited. Students, based on the findings of previous studies, therefore rather involve in the receptive skill activities. However, not all types of out-of-class English language learning activities will suit students in different contexts. Hence, it is worth noting that language educators should investigate students' participation in out-of-class language learning activities and their perceptions toward those activities in order to find the most appropriate activities which can support and maximize students' language learning outcomes.

Part II: English Program

This section discusses the background of the English program, the differences between the traditional regular program and English Program, and relevant research in this area.

Background of English Program

The English Program education firstly entered Thailand in 1995 as the pilot program in three private schools: Sarasas Ektra School, Bangkok Christian College, and Udomsuksa School. These schools are known as English program schools or bilingual schools where English is employed as a primary medium of the instruction since they have imported the Bilingual Education pattern to operate in the school. The results met the satisfaction of parents and the schools consequently became more popular (Punthumasen, 2007). Bilingualism becomes a major policy tool to enhance English language standard since it is incorporated into an English teaching curriculum of Thai Education to promote the students' language proficiency. In early 2002, the bilingual program was officially introduced in public schools in Thailand after the first pilot project at Yothinburana School in 1998 and this school becomes a model of the English Program School (Ministry of Education, 2006).

According to Ministry of Education (2006), bilingual schools can be divided into two types: English Program (EP) and Mini English Program (MEP) which are slightly different from each other in terms of the flexibility of the curriculum design and time allocation. As for Mini English Program schools, English will be used as a medium of the instruction for eight to 16 hours per week. All subjects except the Thai language and social studies are taught in English depending upon the readiness of the schools. This

program seems more flexible than the other since the condition of curriculum design is less strict. On the other hand, the English program or EP schools have to be restricted to more complicated condition due to the differentiation of English instruction in accordance with the stage of study. At the pre-primary level, the English instruction is maximally allowed for 50 percent of the total learning period per week. For the primary level, the English medium instruction is typically provided in four subjects: English language, mathematics, science, and physical education. English will be used in all subjects except the Thai Language and social studies in the secondary level. Bureau of Education Innovation Development (2003, 2005) mentions that another difference between these two programs is the tuition fee. The expense of the English program is typically higher than that of the Mini English Program. However, the Ministry of Education has canceled the opening of Mini English Program since 2004, but for those MEP schools which have been operated before that are still able to continue the operation.

As English proficiency is a primary requirement for the English program teachers, those teaching staffs are usually from English speaking countries or countries where English is or was an official language (i.e. the Philippines, Myanmar, and India), and this somehow yields some problems, according to Punthumasen (2007), to the English Program as follows:

1. Out-of-field teachers

Even though those English speaking teachers are proficient in communicating in English, some of them did not obtain the degree in Education or in the field they are

responsible for teaching the subjects. Therefore, they sometimes do not understand the learning contents of the subject matters or the teaching methodology.

2. Teacher shortage

The qualified teaching staffs seem not enough for the demand of teaching vacancy in the English program schools which are rapidly increasing in the present day. Some teachers are tourists who would like to work in order to earn extra money during their stay in Thailand for short periods. These foreign teachers will be in and out, and the schools have to recruit new staffs to replace them in a particular position. Students will therefore be affected by the discontinued or disrupted classroom instruction.

3. Teacher behavior

It is undeniable that payment is a very first priority in job-selection decision making. This behavior causes problems to the English program schools because some foreign teachers are somehow too salary-conscious since they will easily move from one school to another without even informing the old school in advance, and even worse, ignoring the signed contract. These are some problems that have happened in the English program schools and the schools have to find any means both to solve and to prevent these problems while seeking for qualified teaching staffs who are not only academically but also ethically oriented.

The English program or bilingual schools are an optionally educational choice for students and parents who need to enrich the language skills and experiences together with paying attention to the Thai language and cultures. Students will have more exposure to the language use not only through the English class but also other subject classes. Qualified teaching staffs in the English program schools will better support students in

English language development as well as learning subject contents. This situation of rapidly increasing popularity of English Program schools in Thailand has reflected the enthusiastic awareness of Thai people toward the global trend of the no-boundary interaction among people throughout the world where English is a tool to eliminate the linguistic limitation. In short, the English program education is the study curriculum in which English is used as a primary medium of the instruction. The degree of the English medium in this program will be determined based on the stage of study: pre-primary level, primary level, and secondary level. The Thai language and social studies are subjects in which classroom instruction will be conducted in Thai at all levels. In this study, the focus will be placed on the secondary level since the subjects of the study are Mattayomsuksa three English Program students. The English program in this investigation therefore refers to a study program where English is employed as the primary tool to communicate in classroom instruction in all subjects except Thai language and social studies.

The differences between the regular program and English program

Regular programs and English programs can be offered in the same school. Some schools offered only the regular program in the beginning and later on established the English program as an alternative. Even though these two programs are under the control of the Ministry of Education and the curriculum contents are the same, from the rationale of establishing an English program (Ministry of Education, 2001), they are distinguished in three perspectives: medium of instruction, foreign teachers, and facilities.

Where in the regular program classroom instruction is conducted in Thai, English program classroom uses English as the primary medium of the instruction. Students in the English program need to be highly involved in English compared to the regular program students due to the study program design. This aspect also implies that being proficient in English is needed for the English program students; otherwise, their school lives will be in serious trouble if they cannot understand the subject matters which are taught in English.

Foreign teachers are the majority of the teaching staffs in an English program, while teachers in the regular program are mostly Thai. This is also a reason why the tuition fee for the English program is higher than that for the regular program. The English program schools have to recruit the English speaking teachers who demand a higher salary over the Thai teachers. These teachers are from different countries across the world where English is used or was used as an official language such as the UK, USA, Canada, Australia, New Zealand, the Philippines, and so forth (Bureau of Educational Innovation Development, 2004).

Learning facility is another different condition between the regular program and English program. The English program students seem to have greater opportunity in experiencing English language use beyond the classroom context than those students in the regular program since the basic requirement in operating the English program is the learning facilities outside the classroom: laboratories and buildings which will facilitate students to learn independently according to their personal interests outside the formal classroom. Bureau of Educational Innovation Development (2004) describes the facilities

for the English program that include English reading centers, mini-theaters, laboratory rooms, computer rooms, and other resources.

In short, there are three major differences distinguishing the regular program and English program schools as mentioned above. The latter aims at enhancing the students' effective language learning through the use of English as a medium of instruction in almost all subjects. However, the compulsory learning contents are still the same but students in the English program will have more chances and facilities to have English language use experiences.

Related studies on English Program in Thailand

As mentioned above, even though the number of English program schools established in Thailand has lately been increasing, studies in this area which support English language learning are still limited. Most of the available studies are mostly related to the organization and satisfaction toward the operation, curriculum evaluation, and curriculum management of the English Program (Chuenvinya, 2002; Jindarot, 2002; Nonthapak, 2004; Jansong, 2004; Decha, 2006; **Noisakul, 2006**). This section reviews the related research literature on English language learning of the English program.

A study conducted by Bureau of Educational Innovation Development (2004) with the aims at promoting learner autonomy in English program students illustrates that characteristics of learner autonomy especially the attention to learning are found in the English Program students. The findings also reveal that students will use English when they are surfing the Internet and the resources provided by the schools also facilitate their autonomous learning such as computer laboratories, mini-theaters, and libraries.

The findings from an investigation by Sumonviriya (2007) have shown that students in the English program tended to pursue higher outcomes in every aspect compared to the regular program students since they engaged in the out-of-class leaning activities more often than regular program students, used all learning strategies such as cognitive strategies and metacognitive strategies more often over the regular program students, and also had higher positive attitudes toward autonomous English language learning.

According to a review of the related literature, English program schools yield some benefits to the English language development of the students even though the number of studies is quite limited. However, more studies related to this study program is in particular needed in order to find a better design of the curriculum which will more effectively support students' language development.

Summary

In summary, the review of literature related to out-of-class language learning activities, autonomous learning, and English Program education yields a link among one another. Out-of-class English language learning activities are English language development activities which enable students to experience the language practice in authentic situations beyond the classroom boundary. The exposure to more language input which is embedded in these real life situations will help students advance their language skills more effectively. Even though not all types of activities seem able to serve the interests of all students, particular activities which meet their personal needs and interests still function well in enhancing their language skills. Besides the joyful

experience and language skill development, out-of-class language learning activities also promote learner autonomy which is an essential trait of good learners who autonomously seek for opportunities to fill their language knowledge gaps. In particular, in the English program schools where out-of-class language learning facilities are abundantly provided, the appropriate guidance on the activities selection that suits learners' needs will considerably enrich their autonomous learning. It is therefore worth noting that an investigation into the students' participation in out-of-class English language learning and their perception toward those activities will benefit English language teachers who will, as a result, better support and guide their students to find the activities that are most appropriate for them outside their classrooms.

CHAPTER III

METHODOLOGY

The present study aimed at examining out-of-class English language learning activities that secondary school students in the English program at Assumption College Sriracha, Chonburi Province usually involved in in order to improve their English language learning and their perceptions of the effectiveness of those activities to their English language development. In this chapter, the research methodology is presented

Population and Sample

The population of this study was Mattayomsuksa three students who were studying in the English program at Assumption College Sriracha, Chonburi Province. There were totally 45 students in this level, all of them were male. Nine students started studying in the English program in the kindergarten level, 20 students started studying in the English program in the elementary level, and 16 students started studying in the English program in the secondary level.

The population which consisted of totally 45 students was recruited as the subjects in this current study. In the questionnaire phase, all 45 subjects were asked to complete the out-of-class English language learning activities questionnaire. Of these 45 subjects, six were selected for the interview phase using the average scores from the out-of-class English language learning activities questionnaire as the criteria. Three of them

were recruited from those who scored the highest, and the other three were those who had the lowest average score. As for the observation, three subjects from the interview phase were selected for the interview in this phase. They were selected solely based on convenience because they were available during the data collection period, which was during the school break.

Research Instruments

This current study consisted of both quantitative and qualitative phases which employed three instruments as the data gathering techniques. Three instruments were the out-of-class English language learning activity questionnaire, semi-structured interview protocol, and observation.

1. **Questionnaire**

The out-of-class English language learning questionnaire was adapted from the questionnaire designed by Phil (2001) and Hyland (2004) which were used to collect data regarding out-of-class English language learning activities that the subjects had engaged in and their perceptions of effectiveness of each activity to their language development. The questionnaire used in this study consisted of three sections: demographic characteristic of the subjects, out-of-class English language learning activities, and perceptions of effectiveness of out-of-class language learning activities. The questionnaire was available both in Thai and English and the subjects were able to choose which language they prefered.

However, it is worth noting that all subjects chose the questionnaire written in Thai (See appendix A).

Section 1: Demographic characteristics of the subjects

The subjects were asked to report their personal and background information which were their name, age, gender, level of class, and number of years studying in the English program and opinions toward the importance of English in their daily life.

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

This section consisted of 43 items examining the out-of-class English language learning activities that the subjects had engaged in. The questionnaire was adopted from the studies of Phil (2001) and Hyland (2004), but the classification of the out-of-class English language learning activities in the questionnaire items were adapted from Benson's (2001) classification which divided out-of-class learning activities into three categories: self-instruction, naturalistic language learning, and self-directed naturalistic language learning. All 43 out-of-class English language learning activities items could be classified as follows:

Category	Item number
1. Self-instruction	6, 13, 19, 20 25, 27, 28, 31, 33, 34, 35, 36, 40, and, 43
2. The naturalistic language learning	4, 8, 9, 10, 11, 12, 14, 15, 16, 21, 22, 23, 24, 32, and 37

Category	Item number
3. Self-directed naturalistic language learning	1, 2, 3, 5, 7, 17, 18, 26, 29, 30, 38, ,39, 41, and 42

According to a review of literature, out-of-class English language learning activities were supposed to carry one of these three characteristics. However, the major concern was put on the fact that each activity had to be carried out beyond the formal English language classroom setting and with whether direct or indirect purpose of developing the English language skills. The subjects were asked to rate the frequency of their engagement in each of the activities by selecting one out of the five responses given as follows:

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

4 (Often)   =   I do this activity approximately 4-7 hours per week.

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

2 (Rarely)   =   I do this activity approximately less than 1 hour per week.

1 (Never)   =   I never do this activity.

The mean scores of the participation in out-of-class English language learning activities were interpreted as illustrated below:

Mean score		Interpretation
4.21 – 5.00	=	Students engaged in this out-of-class activity at a "**very high**" level.
3.41 – 4.20	=	Students engaged in this out-of-class activity at a "**high**" level.
2.61 – 3.40	=	Students engaged in this out-of-class activity at a "**moderate**" level.
1.81 – 2.60	=	Students engaged in this out-of-class activity at a "**low**" level.
1.00 – 1.80	=	Students engaged in this out-of-class activity at a "**very low**" level.

Section 3: Perceptions of effectiveness of out-of-class language learning activities

The questions in this section, similar to those in section 2, were adapted from the studies of Phil (2001) and Hyland (2004) to survey the students' perceptions of the effectiveness of the out-of-class English language learning activities they did. The questionnaires consisted of 43 items and were able to be classified according to Benson's (2001) classification of out-of-class activities as follows:

Category	Item number
Self-instruction	6, 13, 19, 20 25, 27, 28, 31, 33, 34, 35, 36, 40, and 43
The naturalistic language learning	4, 8, 9, 10, 11, 12, 14, 15, 16, 21, 22, 23, 24, 32, and 37
Self-directed naturalistic language learning	1, 2, 3, 5, 7, 17, 18, 26, 29, 30, 38, ,39, 41, and 42

In this section, the subjects were asked to indicate their options and feelings toward the effectiveness of each activity using a five-point Linkert scale which could be interpreted as follows:

5 (Very effective)　　=　I think this activity is very effective for English language development.

4 (Effective)　　=　I think this activity is effective for English language development.

3 (Neither effective nor ineffective)　　=　I think this activity is neither effective nor ineffective for English language development.

2 (Ineffective)　　=　I think this activity is ineffective for English language development

1 (Very ineffective)　　=　I think this activity is very ineffective for English language development.

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

Mean score	Interpretation
4.21 – 5.00	Students perceived the activity as highly effective for their English language development.
3.41 – 4.20	Students perceived the activity as effective for their English language development.
2.61 – 3.40	Students neither perceived the activity as effective nor ineffective for their English language development.
1.81 – 2.60	Students perceived the activity as ineffective for their English language development.
1.00 – 1.80	Students perceived the activity as very ineffective for their English language development.

Validation

Before the actual administration of the questionnaire in the main study, the questionnaire was validated by five experts in English language teaching in order to ensure the validity of its content. The Item-Objective Congruency Index or IOC Index was employed in which the experts were asked to rate each of the questionnaire items into +1, 0, and -1 which could be interpreted as 'appropriate,' 'not sure,' and 'inappropriate' respectively. There were some suggestions from the experts to simplify some word choices in some items from sections 1, 2, and 3 to make them clearer and also to omit some of the redundant items. After the revision, the questionnaire was tried out with a group of 30 Mattayomsuksa 3 students in the English program at Chiang Rai

Municipality School 6 in Chiang Rai Province in order to examine the reliability using Cronbach's Alpha Coefficient. The results showed that sections 2 and 3 of the questionnaire were highly reliable, with α equal to 0.92 and 0.93, respectively.

2. Semi-structured Interviews

A semi-structured interview protocol adapted from the study of Suh et al. (1999) and Hyland (2004) was employed in the present study in order to elicit the in-depth information of students' participation in out-of-class English language learning activities and their perceptions toward the effectiveness of the activities to their English language development. Six students were selected for the interview process. Three students were from those who got the highest average scores, and the other three were selected from those earned the lowest average scores from the out-of-class English language learning activities questionnaire. The interview questions in the interview protocol consisted of 20 questions which aimed at examining feelings and opinions about using English, activities carried out in English and activities carried out specifically to improve English language skills. There were three parts of the semi-structured interview protocol. Part One, feelings and opinions about using English, consisted of eight questions which were item numbers 1.1 to 1.8. Part Two consisted of three questions from question numbers 3.1 to 2.3 which were related to activities carried out in English. Lastly, Part Three which concerned activities carried out specifically to develop English language skills consisted of nine questions from question numbers 3.1 to 3.9. The interview was conducted in Thai to prevent language barriers and to ensure accuracy of the responses. The semi-structured

interview lasted approximately 15 minutes per each subject and it was tape-recorded. After the semi-structured interviews were completed, the researcher transcribed the recorded interviews for subsequent content analysis (See appendix B).

Validation

The interview protocol was validated by five experts who are professors in the field of English language teaching in order to ensure the validity of the interview questions. The Item-Objective Congruency Index or IOC Index was used to measure the validity of the interview content when experts were asked to rate each item with the score of +1, 0, and -1. The interview items with the score not lower than 0.5 could be used in the actual interviews. Then, the semi-structured interview protocol was revised based on the comments and suggestions of these experts before use in the actual interviews in the main study. There were three items which were omitted since they scored below 0.5. The experts also suggested that the language used in some items be rephrased.

3. Observation

After the interview process, the observation of the natural performance of students was carried out to elicit more descriptive information of how students engaged in out-of-class English language learning activities in real-life situations. The observation was focused on how the students really interacted in natural performance outside the English language classroom to triangulate the information gained from the two aforementioned

data gathering techniques. The out-of-class English language learning activities that students engaged in were classified according to Bensons' classification of out-of-class language learning activities. Three students were selected for the observation since they were available during the data collection period which was the Chinese New Year's festival when most of the students went back home to cerebrate the festival with their family. The researcher spent one week to follow these three students. The observation took place in the morning before the class began from 7:00 a.m. to 8:30 a.m., during class breaks (12:00 p.m.-1:00 p.m.), and after school from 4:00 p.m. to 7.00 p.m. During the weekend, there was only one out of three students who did not go back home. Therefore, the researcher had followed him for a whole day since the student was free and could go out of the school during the weekend. During the one-week observation period, the researcher followed these three students to observe their actual behaviors and to see what happened and what they did regarding the out-of-class English language learning activities in the unplanned situation. In general, since the students were boarding school students, their lives were spent in the school area 24 hours a day. After dinner, students had to stay in the dormitory, and there were specific areas where the tutorial classes were provided. However, the researcher was not allowed to enter the school dormitories because the students lived in a male dormitory. Therefore, after dinner time, the researcher could not observe the students. The researcher took notes of what the researcher had witnessed during the observation.

Data Collection

In the present study, the data collection procedures included gathering data using the survey questionnaire, the semi-structured interview protocol, and the observation. The investigation was carried out in the following steps:

1. The survey questionnaire was administered to all 45 subjects of this study in the second semester of the academic year 2010. The objectives of conducting the survey were clearly explained to the subjects in Thai by the researcher, and the subjects had 50 minutes (one period of a class) to complete the out-of-class English language learning activities questionnaire.

2. Six students were selected for the semi-structured interview based on the results of the survey questionnaire. Three students were selected from those who got the highest scores in the out-of-class English language learning activities questionnaire, and the other three students were those who got the lowest scores.

3. The researcher conducted the semi-structured interview based on the interview protocol. The interview took place at the school after the subjects finished their classes. It lasted approximately ten to 15 minutes per one subject. The interviews were recorded for subsequent transcription and analyses.

4. The recorded interviews were transcribed by the researcher.

5. Three subjects from the interviews were selected for the observation. They were selected based on convenience as they were the only three out of the six subjects who were available during the period of data collection. The observation was carried out both in the school time during the class break and after school. The researcher followed the subject in order to observe how they naturally performed

and engaged in the out-of-class English language learning activities in their daily life. The information gained from the observation was noted down in terms of descriptive data and the reflections from the researcher about the situations.

Data Analysis

The collected data were analyzed separately regarding its types as follows:

1. Data regarding demographic characteristics of the subject characteristics

The data from the demographic characteristic section which represented the background information of the subjects were analyzed by calculating the frequency and percentage using the SPSS program version 11.5.

2. Quantitative data analysis

The quantitative data were statistically analyzed by using the SPSS program version 11 for Windows. The data from the out-of-class English language learning activities and students' perceptions of effectiveness of out-of-class English language learning activities to English language development questionnaire were examined to find the mean scores and standard deviations. Each item of the questionnaire was analyzed separately.

3. Qualitative data analysis

There were two sources of qualitative data in the present study: semi-structured interviews and observations. Content analysis was employed to analyze both the interview and observation data. The recorded interviews were transcribed, and the

researcher read through the transcriptions carefully to use them as the information to answer the research questions. For example, the data gained were used to describe the subjects' decision in selecting the out-of-class English language learning activities as well as their perceptions of the effectiveness of out-of-class English language learning activities to their English language development. As for the observation data, the notes from the observation were analyzed in a descriptive way to triangulate the findings from other instruments used in data collection.

CHAPTER IV

FINDINGS

To answer the research questions, this chapter describes the findings of the study from the data collection by means of the survey questionnaires, semi-structured interviews, and observation. The presentation of the findings begins with the demographic information of the subjects, followed by findings to answer the research questions one and two.

Findings regarding demographic characteristics of the subjects

The subjects of this present study consisted of 45 students who were studying in Matayomsuksa three in the English Program. Fifteen students or 33.3 percents of the subjects were 14 years old. Twenty-six students which were 57.8 percents of the subjects were 15 years old, and four students or 8.9 percents of the subjects were 16 years old. They all were male students. Nine students or 20 percents of the subjects had studied in the English Program since in the kindergarten level. Twenty students or 44.4 percents of the subjects started studying in the English Program in the elementary level, and 16 students or 35.6 percents of the subjects began their studies in the English Program in the secondary level. The subjects were also asked to indicate their opinions of the importance of English in their daily life outside the classroom environment. Twenty-two subjects or 48.9 percents of them reported English as 'very important' to their out-of-class lives and, 21 students or 46.7 percents of the subjects mentioned English was 'important' to their lives. However, there were two students which was 4.4 percent of the subjects who

reported that English was 'not very important' to their lives outside the classroom setting. The findings regarding demographic characteristics of the subjects are summarized in Table 1 below.

Table 1: Demographic characteristics of the subjects

	Number of students	Percentage
Age		
14	15	33.3
15	26	57.8
16	4	8.9
Sex		
Male	45	100
Begin studying in English Program		
Kindergarten level	9	20
Elementary level	20	44.4
Secondary level	16	35.6
Importance of English in daily life outside classroom		
Very important	22	48.9
Important	21	46.7
Not important	2	4.4

Research Question One: What are out-of-class language learning activities do early of secondary school students in the English program?

Quantitative findings from the questionnaire

The answer to this research question came from conducting the out-of-class English language learning survey questionnaire adopted from Phil (2001) and Hyland (2004). Mean scores and standard deviations were calculated in order to analyze the findings from the questionnaire.

Of the total 43 out-of-class English language learning activities questionnaire items, only one activity of 'surfing the Internet in English' was reported at the very high level of engagement with the mean score of 4.42. The activities that ranked second, third, fourth, and fifth were listening to English songs; reading aloud in English; reading English signs, announcements, or billboards; and setting the language on the computer in English with the mean scores of 4.07, 4.02, 3.98, and 3.98, respectively and standard deviations of 0.75, 0.86, 0.81, 0.89, and 1.01, respectively, as shown in Table 2.

Table 2: Five most popular out-of-class English language learning activities that students reported engaging in in order to improve their English language learning

Out-of-class English language learning activities	Mean	SD	Level of Frequency
Surfing the Internet in English	4.42	0.75	Very high
Listening to English songs	4.07	0.86	High
Reading aloud in English	4.02	0.81	High

Table 1: Five most popular out-of-class English language learning activities that students reported engaging in in order to improve their English language learning (continued)

Out-of-class English language learning activities	Mean	SD	Level of Frequency
Reading English signs, announcements, or billboards	3.98	0.89	High
Setting the language on computer in English	3.98	1.09	High

On the other hand, as regards the out-of-class English language learning activities with the lowest level of popularity, the findings showed 'reading books for children in English,' 'writing a diary in English,' 'corresponding with a pen pal in English,' 'making flashcards to practice English vocabulary,' and 'participating in the overseas exchange program (i.e. AFS, YES, UCE, etc.)' were the five least popular out-of-class English language learning activities, with the mean scores of 2.27, 2.20, 2.13, 2.11, and 1.84, respectively and standard deviations of 1.07, 1.21, 1.14, 1.02, and 1.08, respectively as depicted in Table 3.

Table 3: Five least popular out-of-class English language learning activities that students report engaging in in order to improve their English language learning

Out-of-class English language learning activities	Mean	SD	Level of Frequency
Reading books for children in English	2.27	1.07	Low
Writing a diary in English	2.20	1.21	Low
Corresponding with a pen pal in English	2.13	1.14	Low
Making flashcards to practice English vocabulary	2.11	1.02	Low
Participating in the overseas exchange program (i.e. AFS, YES, UCE, etc.)	1.84	1.08	Low

Regarding Benson's (2001) classification of out-of-class activities, the findings revealed that the three most popular out-of-class English language learning activities in self-directed category were 'reading aloud in English,' 'setting the language on the computer in English,' and 'setting the language on the mobile phone in English,' with the mean scores of 4.03, 3.89, and 3.80, respectively and standard deviations of 0.81, 1.24, and 1.01, respectively. The three most popular out-of-class English language learning activities in the naturalistic language learning categories were 'reading English sign, announcement, or billboard,' 'speak English with teachers,' and 'reading restaurant menus, in English' with the mean scores of 3.98, 3.96, and 3.72, respectively and standard deviations of 0.89, 0.99, and 0.68, respectively. Finally, The three most popular

out-of-class English language learning activities in the self-directed naturalistic language learning category were 'surfing the Internet in English,' 'listening to English songs,' and 'writing interactive messages in English such as MSN Messenger, Facebook, and Skype' with the mean scores of 4.42, 4.07, and 3.76 respectively, and standard deviations of 0.75, 0.86, and 1.04 respectively, as illustrated in Table 4.

Table 4: Three most popular out-of-class English language learning activities in each category based on Benson's (2001) classification of out-of-class activities

Out-of-class English language learning activities	Mean	SD
Self-instruction		
1. Reading aloud in English	4.03	0.81
2. Setting the language on the computer in English	3.89	1.24
3. Setting the language on the mobile phone in English	3.80	1.01
Naturalistic language learning		
1. Reading English sign, announcement, or billboard	3.98	0.89
2. Speak English with teachers	3.96	0.99
3. Reading restaurant menus in English	3.72	0.68

Table 4: Three most popular out-of-class English language learning activities in each category based on Benson's (2001) classification of out-of-class activities (continued)

Out-of-class English language learning activities	Mean	SD
Self-directed naturalistic language learning		
1. Surfing the Internet in English	4.42	0.75
2. Listening to English songs	4.07	0.86
3. Writing interactive messages in English such as MSN Messenger, Facebook, and Skype	3.76	1.04

On the other hand, the three least popular out-of-class English language learning activities in the self-directed category were 'writing a diary in English,' 'making flashcards to practice English vocabulary,' and 'participating in the oversea exchange program (i.e. AFS, YES, UCE, etc.),' with the mean scores of 2.20, 2.11, and 1.84 respectively and standard deviation of 1.21, 1.02, and 1.08 respectively. As to the naturalistic language learning category, the three least popular out-of-class English language learning activities were 'talking on the phone in English,' 'talking to people in shops in English,' and 'corresponding with pen pal in English' with the mean scores of 2.36, 2.36, and 2.13 respectively and standard deviations of 1.04, 0.90, and 1.14, respectively. Lastly, three least popular out-of-class English language learning activities in the self-directed naturalistic language learning category were 'reading English novels,' 'listening to English radio programs,' and 'reading books for children in English,' with

the mean scores of 2.67, 2.47, and 2.27, respectively and standard deviations of 1.08, 0.86, and 1.07, respectively. The findings regarding three least popular out-of-class English language learning activities based on Benson's (2001) classification of out-of-class activities illustrated in Table 5 below.

Table 5: Three least popular out-of-class English language learning activities in each category based on Benson's (2001) classification of out-of-class activities

Out-of-class English language learning activities	Mean	SD
Self-instruction		
1. Writing a diary in English	2.20	1.21
2. Making flashcards to practice English vocabulary	2.11	1.02
3. Participating in the oversea exchange program (i.e. AFS, YES, UCE, etc.).	1.84	1.08
Naturalistic language learning		
1. Talking on the phone in English	2.36	1.04
2. Talking to people in shops in English	2.36	0.90
3. Corresponding with a pen pal in English	2.13	1.14
Self-directed naturalistic language learning		
1. Reading English novels	2.67	1.08
2. Listening to English radio programs	2.47	0.86
3. Reading books for children in English	2.27	1.07

Qualitative findings from the semi-structured interviews and observations

When students were asked about their favorite out-of-class English language learning activities during the interview, four out of six mentioned listening to English songs as a favorite activity that they usually carried out in English. Watching English movies were reported by three out of six students as the English language activities that they did in their leisure time. The Internet activities were also mentioned by two students who spent their out-of-class time chatting on MSN and playing online games.

As for the out-of-class English language learning activities that were not so popular among these students, a range of activities which the students did not prefer to engage in were reported such as 'talking on the phone in English,' 'participating in an exchange program abroad,' 'speaking English with Thai people,' 'translating messages from English into Thai,' and 'teaching others to use English.' The interview responses of students varied from one student to another but they shared two similar characteristics. First, all activities were productive skills, and second, they involved face-to-face interaction. Two out of six students, on the contrary, reported that they were willing to engage in any kind of out-of-class English language learning activities.

From the observation, most out-of-class English language learning activities that interview and observation subjects had engaged in were limited to what the school had prepared for them. In the evening, after they finished from school, it was the sports time. Then, after dinner, students had to study in the tutorial classes which were provided by the school. All six subjects always watched the English TV programs in their free times. Watching English soundtrack movies with Thai subtitles was also one out-of-class

English language learning activity found during the observation that was always selected by the Thai students. The researcher also found that two of the interview and observation subjects usually repeated the English dialogues from the movies. There were also some other English activities that students involved in in their leisure time such as listening to English songs, surfing the Internet, and playing games in English.

In short, all 45 subjects of this present study were male students who studied in Mattayomsuksa three in the English Program. The duration of studying in the English Program varied as nine, 20, and 16 subjects had enrolled in the English Program school since they were in the kindergarten level, elementary level, and secondary level respectively. As for levels of the importance of English to the subjects' lives outside the classroom environment, most of the subject perceived the importance of English in their out-of-class lives. However, two students reported that English was 'not very important' to their lives outside the classroom setting. The five most popular out-of-class English language learning activities (i.e. surfing the Internet in English; listening to English songs, reading aloud in English; reading English signs, announcements, or billboards; and setting the language on the computer in English) were all non face-to-face interactive activities, whereas the five least popular out-of-class English language learning activities (e.g. reading books for children in English, writing a diary in English, corresponding with a pen pal in English, making flashcards to practice English vocabulary, and participating in the overseas exchange program (i.e. AFS, YES, UCE, etc.)) were mostly the activities that involved the interaction with others. However, two activities of 'writing a diary in English' and 'making flashcards to practice English vocabulary' were the activities that did not need the interaction with others but proactive participation. When categorizing

the three most and least popular out-of-class English language learning activities according to Benson's (2001) classification of out-of-class activities, the three most popular out-of-class English language learning activities in three categories varied in terms of skills and mode of interactions. For the three least popular out-of-class English language learning activities, to engage in these activities, the proactive involvement and considerable level of English proficiency were needed. The data from the observations and semi-structured interviews also yielded similar findings.

Research question two: What are students' perceptions of the effectiveness of out-of-class language learning activities in English language development?

Quantitative findings from the questionnaire

In this study, the questionnaire was used to examine students' perceptions of effectiveness of out-of-class English language learning activities. Students were asked to rate the effectiveness of each provided out-of-class English language learning activities ranging from five to one. The results showed that, for the five most effective out-of-class English language learning activities, there were three activities in which students perceived as 'very effective' to improve their English skills. 'Surfing the Internet in English' received the highest mean score of 4.40 and standard deviation of 0.75. 'Translating English texts into Thai' and 'speaking English with teachers' cranked second with an equal score of 4.24 and standard deviations of 0.74, and 0.80, respectively. The fourth and the fifth were 'participating in English camp' and 'listening to English songs,' with the mean scores of 4.18 and 4.16, respectively and standard

deviation of 0.96 and 0.70, respectively. These two out-of-class English language learning activities were considered 'effective' to English language development as shown in Table 6.

Table 6: Five most effective out-of-class English language learning activities to English language development

Out-of-class English language learning activities	Mean	SD	Level of Frequency
Surfing the Internet in English	4.40	0.75	Highly effective
Translating English texts into Thai	4.24	0.74	Highly effective
Speaking English with teachers	4.24	0.80	Highly effective
Participating in an English camp	4.18	0.96	Effective
Listening to English songs	4.16	0.70	Effective

The five least effective out-of-class English language learning activities found from the questionnaire result were 'writing blogs in English,' 'writing a diary in English,' 'speaking English with family members,' 'reading books for children in English,' and 'making flashcards to practice English vocabulary,' with the mean score of 3.69, 3.62, 3.62, 3.60, and 3.55, respectively and standard deviation of 0.87, 1.15, 0.91, 0.93, and

0.87, respectively, as illustrated in Table 7. These five out-of-class English language learning activities were considered for 'effective' to English language development.

Table 7: Five least effective out-of-class English language learning activity to the English language development

Out-of-class English language learning activities	Mean	Std. Deviation	Level of Frequency
Writing blogs in English	3.69	0.87	Effective
Writing a diary in English	3.62	1.15	Effective
Speaking English with family members	3.62	0.91	Effective
Reading books for children in English	3.60	0.93	Effective
Making flashcards to practice English vocabulary	3.55	0.87	Effective

For all 43 out-of-class English language learning activities, three were reported as very effective and another 40 activities were reported as effective to the subjects' English language development. There were no any out-of-class English language learning activities which were regarded as ineffective or very ineffective level (see Appendix A).

Regards Benson's (2001) classification of out-of-class activities, three most effective out-of-class English language learning activities in each category are illustrated in Table 8. Three most effective out-of-class English language learning activities in the

self-directed category were 'translating English texts into Thai,' 'taking a course in an English-speaking country (i.e. summer course),' and 'watching movies and reading the English subtitles,' with the mean scores of 4.24, 4.16, and 4.11, respectively and standard deviations of 0.74, 0.99, and 0.85, respectively. The three most effective out-of-class English language learning activities in the naturalistic language learning category were 'speaking English with teachers,' 'participating in an English camp,' and 'making friends with native speakers of English' with the mean scores of 4.24, 4.18, and 4.09, respectively and standard deviations of 0.80, 0.93, and 0.87 respectively. For the self-directed naturalistic language learning category, 'surfing the Internet in English,' 'listening to English songs,' and 'singing English songs' were the three most effective out-of-class English language learning activities in this category with the mean scores of 4.40, 4.16, and 4.11, respectively and standard deviations of 0.75, 0.70, and, 0.83 respectively.

Table 8: Three most effective out-of-class English language learning activities in each category based on Benson's (2001) classification of out-of-class activities

Out-of-class English language learning activities	Mean	SD
Self-instruction		
1. Translating English texts into Thai	4.24	0.74

Table 8: Three most effective out-of-class English language learning activities in each category based on Benson's (2001) classification of out-of-class activities (continued)

Out-of-class English language learning activities	Mean	SD
2. Taking a course in an English-speaking country (i.e. summer courses)	4.16	0.99
3. Watching movies and reading the English subtitles	4.11	0.85
Naturalistic language learning		
1. Speaking English with teachers	4.24	0.80
2. Participating in English camp	4.18	0.93
3. Making friends with native speakers of English	4.09	0.87
Self-directed naturalistic language learning		
1. Surfing the Internet in English	4.40	0.75
2. Listening to English songs	4.16	0.70
3. Singing English songs	4.11	0.83

On the other hand, three least effective out-of-class English language learning activities regarding Benson's (2001) classification of out-of-class activities were also revealed in the findings as depicted in Table 9. As for the self-directed category, 'writing

a diary in English,' 'making flashcards to practice English vocabulary,' and 'participating in an overseas exchange program (i.e. AFS, YES, UCE, etc.)' were found to be least, effective with the mean scores of 3.69, 3.62, and 3.55, respectively and standard deviations of .87, 1.15, and .87, respectively. Three least effective out-of-class English language learning activities in the naturalistic language learning category were 'talking on the phone in English,' 'talking to people in shops in English,' and 'corresponding with a pen pal in English,' with the mean scores of 3.80, 3.71, and 3.62, respectively and standard deviation of 0.96, 0.89, and 0.91, respectively. Three least effective out-of-class English language learning activities in self-directed naturalistic language learning were 'reading English novels,' 'listening to English radio programs,' and 'reading books for children in English,' with the mean scores of 3.78, 3.78, and 3.60, respectively and standard deviations of 0.79, 0.95, and 0.93, respectively.

Table 9: Three least effective out-of-class English language learning activities in each category based on Benson's (2001) classification of out-of-class activities

Out-of-class English language learning activities	Mean	SD
Self-instruction		
1. Writing a diary in English	3.69	0.87
2. Making flashcards to practice English vocabulary	3.62	1.15
3. Participating in an overseas exchange program (i.e. AFS, YES, UCE, etc.)	3.55	0.87

Table 9: Three least effective out-of-class English language learning activities in each category based on Benson's (2001) classification of out-of-class activities (continued)

Out-of-class English language learning activities	Mean	SD
Naturalistic language learning		
1. Talking on the phone in English	3.80	0.96
2. Talking to people in shops in English	3.71	0.89
3. Corresponding with a pen pal in English	3.62	0.91
Self-directed naturalistic language learning		
1. Reading English novels	3.78	0.79
2. Listening to English radio programs	3.78	0.95
3. Reading books for children in English	3.60	0.93

Qualitative findings from semi-structured interviews and observations

From the interviews, when students were asked to suggest some out-of-class English language learning activities which were effective to their English language development based on their opinions to a friend who need to improve their English, the out-of-class English language learning activities that they suggested reflected their opinions toward the effectiveness of the activities, as can be seen from their responses:

"Playing computer, listening to songs and surfing the Internet. It's fun."
(Subject # 1)

"I will advise them to use English as often as they can such as reading English newspapers, reading English books ,or listening to English song." (Subject # 2)

"I will recommend them to read English books and vocabulary. If we know lots of vocabulary, it is very helpful but I did not have much chance to do it because I have to practice basketball." (Subject # 3)

"Reading English books such as tales and novels, but I rarely do that because I don't like reading but I love listening to songs." (Subject # 4)

"Listening to English songs and watching English movies, reading books, and translating the vocabulary by selecting the books that you can read to enjoy when reading it. I will do it, too because I enjoy reading. I gain some advantages (in learning English) from reading books and I am also happy." (Subject # 5)

"Reading books and trying to practice speaking with foreigners. I will do it too because it does work if you really do it." (Subject 6)

From the six suggestions above, students mostly mentioned activities that improved receptive skills and activities with no face-to-face interaction such as reading and listening activities in order to develop English language skills. There was only one out-of-class English language activity suggested by subject # 6 which involved a productive skill and face-to-face interaction; that is, read some books and trying to practice speaking with foreigners.

There were some out-of-class English language learning activities that students refused to engage in even though they realized their advantages to their English language development as shown in these following responses:

"Listening to English radio programs, reading an English novel, talking on the phone in English, and participating in an exchange program aboard. I only want to travel, not to study. Also, I don't like making flashcards to practice English vocabulary" (Subject # 1)

"Speaking English with Thai people and translating messages from English into Thai. The reason is I don't like them." (Subject # 2)

"Reading English novels, and joining in an English camp, When I went to the English camp, I feel like I did not use much English. The activities were not effective and there were too many people. Activities did not help improving English. It would be better to study." (Subject # 5)

"Teaching others to use English because I don't like teaching, and also writing a letter because I have never tried it before." (Subject # 6)

There were various out-of-class English language learning activities which the students chose not to participate. Out-of-class English language learning activities that students would select and would not select varied from one student to another.

Benefits of out-of-class English language learning activities to English language development

It was discovered that students perceived the benefits of the out-of-class English language learning to their English language development. The following statements show how students though about how the out-of-class English language learning activities were helpful to their English language learning:

"Yes, it's helpful. It helps students be able to learn by themselves and they will learn and understand better in class." (Subject # 4)

"It's more helpful than in-class activities because we will be more confident and we will be able to use it. If we are only studying in the classroom following the school curriculum, it's boring. On the other hand, if we try something new and we like it, we will be happy to do that." (Subject # 5)

"Yes, it is helpful. It enables us to be more confident and also gives us chances to use it in real-life situations." (Subject 6)

The above examples demonstrate how students recognized the benefits of out-of-class English language learning activities for different reasons such as being autonomous learners, enhancing confidence, gaining new experiences, and expecting future benefits.

One of the students mentioned that out-of-class English language learning activities yielded some benefits to English language learning only if students were interested in doing those activities. He also believed that all created activities were beneficial to the English skill development but it depended on how much students would be willing to engage in those out-of-class English language learning activities, as he explained:

"It can help if those students are really interested in them. It depends mainly upon the students. The activities can improve their English skills, but on if the students are interested in doing that." (Subject # 2)

The following statement illustrated how a subject perceived an indirect advantage of out-of-class English language learning activities which was playing English language game:

"When you play crossword, hangman, and millionaire games, you will get an advantage (to your English language development) indirectly and it is also fun." *(Subject # 3)*

From the above examples, it can be seen that all students perceived that out-of-class English language learning activities were beneficial to their English Language learning even their perspectives on the condition and degree of the helpfulness were somehow slightly different. However, the positive perceptions could be commonly found in their opinions.

Purposes of engaging in out-of-class English language learning activities

Students perceived learning English through some out-of-class English language learning activities as by-product of leisure activities than as an educational activity. English language learning was their minor concerns but the major focus was on pleasure or entertainment. In other word, even though they all recognized the importance of English, their goals of participating in out-of-class English language learning activities were for entertainment rather English skill development. It was also found that one student did not have any goal in doing out-of-class English language learning activities. The responses below showed how students perceived the goals of engaging in out-of-class English language learning activities:

"No, I don't really have any goal of doing that, but I do it for entertainment."

(Subject # 1)

"The purpose of doing those activities is not for improving English skills. English skill development is rather a by-product of doing" (Subject # 2)

One of the students, subject # 5, mentioned that he loved composing novels both in Thai and English during his leisure time. This was his personal interest and was not related to the school life. Talking with foreigners was another activity that some students reported, and also showed up in the observations, that they talked to foreigners just because of personal interests. Furthermore, it was found during the observations that students usually engaged in a conversation with their foreign teachers after classes and the conversation topics were not always related to the classroom lessons. It could be seen that even though students always engaged in English language activities outside the classroom environment, their intention was not purposefully to learn English. English was therefore only the by-product of participating in these out-of-class English language learning activities.

Even though the out-of-class English language learning activities that students usually engaged in with the major concern to pleasure and entertainment, there were several out-of-class English language learning activities that students engaged in specifically in order to support their English language development:

"I enroll in tutorial classes during the summer vacation. I studied for one to two hours a day. I want to study it because I hope I can do well on my exams."(Subject # 1)

"read English novels, books, and magazines in order to improve the (English) grammar skill"(Subject # 3)

"I construct sentences and wrote essays to practice the grammar skill. As for listening, I try to listen to dialogue sin the English movies." (Subject # 5)

"talk with my father to practice speaking and ask for his suggestion about the vocabulary choices." (Subject # 6)

In sum, students had different perceptions when it comes to types and required skills of out-of-class English language learning activities they selected. It is worth noting that the out-of-class English language learning activities students chose to participate in were mostly the activities that needed less contact with other people. In terms of skills, the least effective out-of-class English language learning activities that students reported were related to various skills and they also need considerable level of English proficiency in doing. Finally, Students perceived benefits of the out-of-class English language learning activities to their English language skill development. Students' perceptions in engaging in all out-of-class English language learning activities were not similar in terms of purposes and goals of such participation. Some activities were perceived as leisure activities, whereas others were intentionally carried out to improve their English.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

This chapter presents the summary of the findings of this study, discusses the findings in relation to existing theories and previous studies, provides the pedagogical implications of the study findings, and proposes recommendations for future research.

Summary of the Study Findings

This present study aimed at investigating out-of-class language learning activities that early secondary school students in the English program usually involved in in order to improve their English language learning and their perceptions of the effectiveness of out-of-class English language learning activities in developing English language skills. Forty-five English program students who were enrolled in Mattayomsuksa three at Assumption College Sriracha, Chonburi Province were recruited as the subjects of this study. Data collection was conducted by means of a questionnaire on out-of-class English language learning activities and perceptions of the effectiveness of out-of-class language learning activities in English language development, semi-structured interview, and observation, and it took place on the second semester of the academic year 2010. Data analysis was carried out by using the descriptive statistical analysis technique of the questionnaire data and content analysis of the interview and the observation data. The data gained from these three data gathering techniques were used to support one another.

The findings revealed that the five most popular out-of-class English language learning activities for students were 'surfing the Internet in English,' 'listening to English songs,' 'reading aloud in English,' 'reading English signs, announcements, or billboards,' and 'setting the language on computer in English.' All students perceived the advantages of the out-of-class English language learning activities to their English language skill development even though there may be slightly different reasons for the selection. Students' perceptions in engaging in all out-of-class English language learning activities were not similar in terms of the purposes and goals of participation. Some out-of-class English language learning activities were rather the by-product of leisure activities, whereas others were intentionally done for the enhancement of school performance. Three out-of-class English language learning activities which are 'surfing the Internet in English,' 'translating English texts into Thai,' and 'speaking English with teachers' were perceived as very effective to their English language development. Besides, none of the out-of-class English language learning activities was found to be ineffective.

Discussion of findings

The discussion of findings is divided into two parts: out-of-class English language learning activities and perceptions of the effectiveness of out-of-class language learning activities in English language development.

Out-of-class English language learning activities

The findings of the study revealed that students engaged in a range of out-of-class English language learning activities in different levels of frequency but there was only the 'surfing the Internet in English' activity that the students reported participating in in a

very high level. This might be due to the influence of the media that promote the use of the Internet as a symbol of being high-technology persons. Also, a number of attractive resources of activities and information are available in the cyber world where students can access through any sites that they are interested in. Put another way, the advanced technology in the present day allows people to more easily access language learning resources, so students may learn English both directly and indirectly from any spots of the globe. Four out-of-class English language learning activities which are 'listening to English songs,' 'reading aloud in English,' 'reading English signs, announcements, or billboards,' and 'setting the language on the computer in English' were reported with high frequency of participation. It could be seen that all five most popular out-of-class English language learning activities were the receptive skill activities and also did not involve face-to-face interaction. This may be because of the limitation of the available English language resources for the productive skill activities in their environment. Another reason might be due to the cultural background of Asian people that normally are afraid of making mistakes and losing face. They therefore play safe by avoiding being involved in activities that probably cause them these undesirable outcomes. It is noteworthy that the findings of this study were consistent with those of previous studies. For instance, Pikcard (1996) studied out-of-class language learning strategies employed by 20 German learners who were studying English in Germany and found that students mostly engaged in the receptive skill activities (i.e. listening and reading) over the productive skill activities (i.e. speaking and writing) due to the limitation of the opportunity to practice the oral skill in the EFL setting. Also, Hyland (2004) examined the out-of-class English language learning activities of student teachers in Hong Kong

and reported that the activities were rather related to receptive skills than productive skills. Students tended to involve in private activities more than face-to-face interaction. This finding showed a similarity between the Thailand context and the Hong Kong context that students reported the involvement in the receptive skill activities which require less face-to-face interaction with others. This may be because these two countries share similar cultural backgrounds of being Asian and using English as a foreign language; therefore, the findings of these two countries were consistent with each other. Likewise, Hyland (2004) and Chusanachoti (2009) have noted that students usually engaged in the private or non face-to-face out-of-class English language learning activities more than the face-to-face out-of-class English language learning activities.

According to the findings of this study, even though students mostly engaged in the receptive and non-face-to-face activities more than the productive and face-to-face activities, there were also some productive skills and face-to-face interactive out-of-class English language learning activities mentioned with a high level of frequency such as 'surfing the Internet in English', listening to English songs,' 'reading aloud in English,' 'reading English signs, announcements, or billboards,' and 'setting the language on the computer in English.' This may be due to the advantage of their study program because the English program normally yields students more opportunities to use English according to the curriculum design. The program has a number of English language resources provided for students to explore and practice their English outside the classroom such as native teachers, libraries, and computer laboratories. All learning materials are also in English, so students surely have more exposure to the English language use.

Even though the receptive skill activities were reported as more popular than the productive skill activities, there were five productive skill out-of-class English language learning activities reported in the findings of the present study which students highly frequently engaged in: 'speaking English with teachers,' 'translating English texts into Thai,' 'writing interactive message in English such as MSN Messenger, Facebook, and Skype,' 'speaking English with foreigners who I met in public places, not including whose teachers,' and 'writing SMS in English.' This might be because of the study program design which used English as a primary medium of the instruction and students therefore hadmore opportunities to practice English, so it probably yielded effects on their confidence to use English. The findings regarding the activity 'speaking English with teachers' was relevant with the previous finding of Sumonviriya (2007) who also found that students in the English program highly engaged in this particular activity. These similar findings may have resulted from the similar design of the study program of the subjects in the studies in which the teachers had to reinforce the use of target language. However, this finding was not consistent with the findings of previous studies of Pickard (1996) and Hyland (2004) which reported fewer productive skill out-of-class English language learning activities. This might be explained that there were differences in the availability of the language resources which allowed students to explore the language use experience to a varying extent.

'Reading books for children in English,' 'writing a diary in English,' 'corresponding with a pen pal in English,' 'making flashcards to practice English vocabulary,' and 'participating in the overseas exchange program (i.e. AFS, YES, UCE, etc.)' were the five least popular out-of-class English language learning activities that

students reported doing. The reason of not participating in each of these activities might vary from one another such as the cost of engaging in the activities, personal interests, and linguistic limitations. Some students might not be able to afford the expensive fee of overseas exchange programs, for instance. The findings were congruent with the findings of previous studies conducted by Pickard (1996), Hyland (2004), and Sumonviriya (2007) that most of the least popular out-of-class English language learning activities were the productive skill activities. This might be due to the similarity of the community environment where English is not ordinarily used in daily communication.

The findings of this current study also shed light on motivation which affects the engagement in out-of-class English language learning activities because the students reported the reason of participating in a particular out-of-class English language learning activities that they selected them based on their personal interests. Brown (2000) explains that motivation is typically examined in terms of extrinsic and intrinsic motivation. Extrinsic motivation is related to the motivation that makes learners would like to achieve a goal such an external reward. It has to do with the outside reasons (i.e. getting money, passing the exams, meeting job requirements, etc). In contrast, intrinsic motivation is the inner motivation or the motivation which comes from the inner feeling of individuals. People get this kind of motivation from the feeling of being able to fulfill the task itself rather than the external reward. It just means that the outside factors are not powerful enough to encourage or inspire the individuals.

Even though many out-of-class English language learning activities are beneficial to English language development, not all activities will be selected by learners due to differences in their personal interests and motivation. A study conducted by Pearson

(1996) has reported that students selected particular out-of-class English language activities according to their own needs and intrinsic motivation which played a crucial role in making decision. English teachers may put students with the same interest together to promote collaborative support. Students who are more capable will support the less capable friends to reach the more advanced level of their actual ability. Vykosky (1978) refers to this kind of support as 'scaffolding' which is the way in which other more capable individuals such as teachers or peers work as the facilitators to assist students in constructing their potential ability. Teachers can also offer scaffolding by being supporters and then gradually stop facilitating their students when they go beyond their actual potential ability.

In this present study, students reported that they selected out-of-class English language learning activities due to both their personal interest and other purposes. Some out-of-class English language learning activities were intentionally selected to enhance the school performance such as enrolling in the English preparatory schools or extra tutorial classes, whereas others were selected without the intention to improve their English language ability but rather for leisure purposes such as playing crossword games and watching movies. It is in fact significant that both types of motivation (i.e. intrinsic and extrinsic) play roles in the participation of out-of-class English language learning activities.

There were some findings of previous studies which also mentioned roles of motivation in English language development. For example, Sumonviriya (2007) reported the findings of her study that English Program students were likely to posses both intrinsic and extrinsic motivation and concluded that possessing both types of

motivation of the English Program students may signify more engagement in out-of-class English language learning activities than students in the regular program whose intrinsic motivation was found only in the high autonomous learners and whose participation in the out-of-class English language learning activities was also less frequent than that of the English program students. It was also revealed in the study on the effects of involvement in co-curricular activities by Terenzini and Write (1987) that involvement in out-of-class activities was positively correlated with students' academic growth. Terenzini et al. (1995) have further revealed in a later study that it also included the level of the intrinsic motivation in learning.

Since students were driven to engage in particular out-of-class English language learning activities which were believed to enhance the English language learning outcomes differently, this implied that both intrinsic and extrinsic motivations are a factor which play a key role in the selection of out-of-class English language learning activities among students. Motivation, as found in a number of studies, is an essential indicator of successful language learning outcomes. Therefore, teachers should take this issue into consideration to support students to achieve their goal in learning the target language with both in-class and out-of-class English language learning activities.

The students living in EFL countries may have less opportunity to be exposed to the real productive skill language activities due to the limitation of the availability of the English language resources. Cultural background was also one of the characteristics which were reflected through the selection of out-of-class English language learning activities. Out-of-class English language learning activities are a channel which increases more exposure to more language use domain, allowing students to go beyond the four-

wall boundary of the classrooms to the real world interaction. The supports from the study programs such as the English program also help provide more exposure to authentic English language use and more language resources in order to develop all productive (i.e. speaking and writing) and receptive language skills (i.e. listening and reading). They also prepare students to be able to explore English outside the classrooms more confidently and autonomously. Motivation, as found in a number of studies, is an essential indicator of successful language learning outcomes. Therefore, teachers should take this issue into consideration to support students to achieve their goal in learning the target language with both in-class and out-of-class English language learning activities. Weather the purpose of engaging in the out-of-class English language learning activities will be for academic improvement or entertainment, the major concern should be put on what advantages in English language learning students will gain from doing those activities. From the study findings, students themselves normally engaged in the activities that were related to receptive skills. Language educators, therefore, should pay attention to this matter in order to support students in selecting the out-of-class English language learning activities that match their needs while simultaneously promoting other language skills which are also needed in order to become able users of the target language.

Perceptions of the effectiveness of out-of-class language learning activities in English language development

The findings of this study showed that students perceived the effectiveness of the out-of-class English language learning activities to their English language development.

Even though they reported engaging in some particular out-of-class English language learning activities at a low level of frequency, they still realized the effectiveness of those out-of-class English language learning activities to their English language performance enhancement.

The selected out-of-class English language learning activities of each student varied from one to another depending upon their personal interests in particular activities. This findings was in congruence with the study of Suh et al. (1999) that not all types of leisure activities will effectively yield the same effects to all learners and that out-of-class English language learning activities cannot replace formal classroom instruction. Furthermore, in this present study, the purposes of engaging in particular out-of-class English language learning activities are different among individuals. Some students intentionally involved in out-of-class English language learning activities in order to enhance their school performance, while other students mentioned the engagements as their leisure activities without any intention to seek for the opportunity to improve their English language skills. However, whether English language learning will be the main purpose of participating in out-of-class English language learning activities or not, out-of-class English language learning activities are evidently meaningful and beneficial to English language development. Shen et al. (2005) have reported their study findings that the more students spent their time on engaging in out-of-class English language learning activities, the higher entrance examination scores they gained.

It was also found that engaging in out-of-class English language learning activities can support students' learning autonomy since students are able to prepare themselves in advance for in-class learning. This is contradictory to the studies carried

out by Hyland (2004) and Pearson (2004) that found that out-of-class learning activities were students' effort to utilize the knowledge gained from classroom instruction to seek for opportunities to use and practice the learned language outside the traditional classroom setting. In general, students who are equipped with this trait will be able to learn with no assignment or control from others, and hence considered the autonomous learners. This model of English language learning will also promote the life-long learning habit among English language learners.

In language classrooms, especially in EFL countries such as Thailand, the major English language learning resources are mostly limited to only teachers and textbooks. Students whose native tongues are not English need considerable exposure to the real English language practice in order to be proficient in the language. The use of out-of-class English language learning activities to enhance English language learning outcomes may be possible according to the findings of this present study which revealed that students perceived out-of-class English language learning activities effective to their English language development. Nunan (1989) conducted an investigation of the common efficient pattern of EFL learners in the South East Asian context and found that the language learning resources available outside the classroom were important and helpful in developing successful language learners. However, the selection of out-of-class English language learning activities should be under appropriate guidance from the more experienced and capable language users such as teachers or parents. This is supported by study of Suh et al. (1999) which suggests that the guidance from teachers is important since different students need different activities to better suit their improvement areas.

In sum, the use of out-of-class English language learning activities can better enhance the English language learning outcome. Even though out-of-class English language learning activities cannot replace formal classroom instruction, they support the English language learned in the classroom since students will have greater opportunities to practice the English language lessons that they have been exposed to during formal classroom instruction in the real-life and natural situations. Likewise, the findings of the present study also revealed that students perceived the advantages of out-of-class English language learning activities to their English language development. Teachers can utilize the English learning resources effectively to support formal classroom instruction or apply their knowledge gained from in-class instruction to the real usage in authentic environments.

Implications

Based on the findings of this study, pedagogical suggestions are offered in order to integrate out-of-class English language learning activities into in-class English language instruction and maximize English language development outcomes as follows:

1. As the findings of this present study showed that out-of-class English language learning activities are effective for English language development, English Language teachers should carefully pay attention to utilizing out-of-class English language learning activities in English language classrooms to increase the outcomes of their instruction. In addition, giving advice to students in selecting appropriate out-of-class English language learning activities which can better support their language development is recommended

for teachers. Finally, the integration of more popular English language activities may help students to be more motivated to concentrate more in the English language lessons. As a consequence, students will be more likely to participate in English language learning activities that better help them achieve their language learning goals.

2. Schools should help provide the English language learning resources that support their students to explore English language outside the formal classroom since Thailand is an EFL country where the available authentic English language learning resources are limited to only in the classroom environment. Doing out-of-class English language learning activities enables students to experience the real English language use. The present study has shown that there are some activities that students in the English program always do in English because such activities are involved in their everyday routine (e.g. praying in English, talking to teachers in English, etc.). This idea seems workable in order to support students' English language development. Schools should offer access to English language practice in order to encourage their students to explore the English language experience outside the classroom boundary based on their own interests. Organizing the English-speaking events which encourage students to use English in various situations and setting up a Self-Access Learning Center (SALC) are examples of how to broaden the English language practice opportunity possible in the school domain. Wasanasomsithi (2004) discusses the findings of her study that students perceived the benefits of the SALC in developing their English language learning. However, she points out that English language teachers should provide the explanations and suggestions in using the SALC in order to enable their students to learn the English language in the SALC with more efficiency and confidence.

3. As motivation is believed to be essential for successful English language learning because it encourages students to involve in more English language development activities, teachers can assign individual projects which allow students to work on their personal interests. Students will be responsible for making decision on selecting the study topic and creating the study methodology on their own. Teachers can work as the assistants or facilitators who offer advice and guidance. Besides, the findings of the study revealed that some students selected out-of-class English language learning activities for entertainment purposes. As a result, teachers should try to incorporate activities that students can do for fun while at the same time being exposed to English such as watching movies into their in-class instruction. For instance, an individual project involving entertaining activities based on their personal interest conducted outside class in combination with language practice activities inside class will allow students to learn more enjoyably and to have the chance to develop autonomy, hence giving them more chance to become successful language learners.

Recommendations for future research

Based on the findings of this study, some recommendations for further investigations can be provided as follows:

1. Further studies should be conducted with different groups of subjects and with a larger sample size. The different demographic backgrounds, such as the school program and mother tongue, may yield some significant differences as students of different

demographic characteristics may have different interests, preferences, and needs, hence different preferences for out-of-class English language learning activities.

2. Different classifications of out-of-class English language learning activities should be looked into. This study explored only the types and perceived effectiveness of out-of-class English language learning activities the students participated in. Further research may classify out-of-class English language learning activities in different ways such as intention of participation (consciously intended or unconsciously intended) or types of interaction (i.e. whether it is private or group interaction).

3. Experimental research should also be carried out to investigate the effect of integrating out-of-class English language learning activities into in-class English language instruction to obtain the empirical evidence if out-of-class English language learning activities can facilitate in-class instruction, motivate students to develop language skills, and enable them to become more successful language learners. The positive and negative feedback from learners should be examined as well since English teachers will be able to consider if particular out-of-class English language learning activities can more effectively enhance their students' English language learning than the others.

4. Since the findings of the present study revealed that students preferred to engage in out-of-class English language learning activities for entertainment, research should be done to determine if and to what extent entertaining out-of-class English language learning activities can promote English language skill development of students.

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APPENDICES

Appendix A

Out-of-Class Language Learning Activities Questionnaire

This questionnaire is used to collect the information about the participation of the out-of-class language learning activities of the English program secondary school students in Thailand conducted by Miss Atitaya Wiengnil, a graduate student program in English as an International Language graduate school, Chulalongkorn University.

Your participation is voluntary. Your answers in this questionnaire will not yield any effect on the grade of the subject you enroll. Your names are asked only for the purpose of the selection of the interview participants and will not be identified in the report of the study. Your answer will be kept confidentially and used for this study only.

There are 3 sections in this questionnaire: Demographic information, out-of-class language learning activities, and perceptions of effectiveness of out-of-class language learning activities. There is no right or wrong answer in this questionnaire so please report the activities that you do outside the classroom and your opinion about each statement.

แบบสอบถามนี้ใช้เพื่อเก็บข้อมูลเกี่ยวกับการทำกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนและการ

รับรู้ประสิทธิผลของกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียนในของนักเรียนในหลักสูตรที่ใช้ภาษาอังกฤษ

เป็นสื่อการสอนในโรงเรียนมัธยมศึกษา ซึ่งทำการเก็บข้อมูลโดยนางสาวอาทิตยา เวียงนิล นิสิตศิลปศาสตร์

มหาบัณฑิต สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ขอให้นักเรียนตอบแบบสอบถามนี้ด้วยความสมัครใจ การตอบแบบสอบถามนี้จะไม่มีผลเกี่ยวข้องกับ

ผลการเรียนหรือคะแนนสอบของนักเรียนในวิชาใดๆ การที่ผู้วิจัยขอให้นักเรียนระบุชื่อนามสกุลและชั้นเรียนนั้น

เพื่อวัตถุประสงค์ในการคัดเลือกนักเรียนบางส่วนในขั้นตอนการสัมภาษณ์เท่านั้น จะไม่มีการเปิดเผยชื่อของ

นักเรียนในรายงานผลการวิจัย คำตอบนักเรียนจะถูกรักษาเป็นความลับและนำไปใช้ในวัตถุประสงค์เพื่อ

การศึกษาครั้งนี้เท่านั้น

Section 1: Demographic Information

ตอนที่ 1 ข้อมูลส่วนตัวของนักเรียน

1. Name_____

   ชื่อ-นามสกุล_____

2. Age_____

   อายุ_____ปี

3. Gender   ☐ Male   ☐ Female

   เพศ   ☐ ชาย ☐ หญิง

4. When did you start studying in English Program?

   นักเรียนเริ่มเรียนในหลักสูตรภาษาอังกฤษเมื่อใด

   ☐ Kindergarten

   ☐ ชั้นอนุบาล

   ☐ Elementary level (please identify) Pratomsuksa_____

   ☐ ชั้นประถมศึกษา ปีที่_____

   ☐ Secondary level (please identify) Mattayomsuksa_____

   ☐ ชั้นมัธยมศึกษา ปีที่_____

5. How important is English in your daily life outside the classroom?

   ภาษาอังกฤษสำคัญต่อชีวิตนอกห้องเรียนของนักเรียนเพียงใด

a. Very important: I use it almost every day in many situations.

ก. สำคัญมาก: ฉันใช้ภาษาอังกฤษบ่อยครั้งในทุกๆวันและหลายปริบท

b. Important: I often use it in different situations.

ข. สำคัญ: ฉันใช้ภาษาอังกฤษหลายครั้งในสถานการณ์ที่หลากหลาย

c. Not very important: I only use it occasionally.

ค. ไม่ค่อยสำคัญ: ฉันใช้ภาษาอังกฤษเพียงแค่ในบางโอกาสเท่านั้น

d. Not important at all: I never use it outside the classroom.

ง. ไม่สำคัญเลย: ฉันไม่ใช้ภาษาอังกฤษนอกห้องเรียนเลย

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

ตอนที่ 2 กิจกรรมการเรียนภาอังกฤษนอกห้องเรียน

In this section, you will be asked about out-of-class English language learning activities that you choose them by yourselves and are not assigned by anyone. Please respond to each statement carefully by selecting the number from 1 to 5 to indicate how frequently you carry out the following activities in English. Each number is interpreted as follow:

ในตอนที่ 2 นี้ เป็นข้อความที่เกี่ยวกับการทำกิจกรรมการเรียนภาษาอังกฤษนอกห้องเรียนที่นักเรียนทำ ด้วยตนเองและไม่มีผู้ใดสั่งให้ทำ โดยกิจกรรมจะแบ่งออกเป็น 4 ทักษะ ได้แก่ ทักษะการฟัง การพูด การอ่าน และการเขียน กรุณาอ่านข้อความด้วยความรอบคอบแล้วเลือก หมายเลข 1-5 เพื่อระบุว่านักเรียนทำกิจกรรม ภาษาอังกฤษนอกห้องเรียนต่อไปนี้บ่อยเพียงใด หมายเลขแต่ละหมายเลขมีความหมายดังต่อไปนี้

5 (Very often) I do this activity approximately more than 7 hours per week.

5 (บ่อยมาก) หมายถึง ฉันทำกิจกรรมนี้โดยเฉลี่ยมากกว่า 7 ชั่วโมงต่อสัปดาห์

4 (Often) I do this activity approximately 4-7 hours per week.

4 (บ่อยๆ) หมายถึง ฉันทำกิจกรรมนี้โดยเฉลี่ย 4-7 ชั่วโมงต่อสัปดาห์

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

3 (เป็นครั้งคราว) หมายถึง ฉันทำกิจกรรมนี้โดยเฉลี่ย 2-3 ชั่วโมงต่อสัปดาห์

2 (Rarely) I do this activity approximately less than 2 hour per week.

2 (ไม่ค่อยทำ) หมายถึง ฉันทำกิจกรรมนี้โดยเฉลี่ยน้อยกว่า 2 ชั่วโมงต่อสัปดาห์

1 (Never) I never do this activity.

1 (ไม่เคยทำ) หมายถึง ฉันไม่เคยทำกิจกรรมนี้เลย

Out-of-class English language learning activities	Mean	SD	Level of Frequency
1. Watch English TV programs ดูรายการที่เป็นภาษาอังกฤษทางโทรทัศน์	3.16	.82	Moderate
2. Listen to English radio programs ฟังรายการที่เป็นภาษาอังกฤษทางวิทยุ	2.47	.86	Low
3. Listen to English songs ฟังเพลงภาษาอังกฤษ	4.07	.86	High

Out-of-class English language learning activities	Mean	SD	Level of Frequency
4. Listen to English talks ฟังการบรรยายภาษาอังกฤษ	3.00	.90	Moderate
5. Read English newspapers or magazines อ่านหนังสือพิมพ์หรือนิตยสารที่เป็นภาษาอังกฤษ	2.98	1.03	Moderate
6. Read academic books or articles อ่านตำราหรือบทความที่เป็นภาษาอังกฤษ	3.67	.905	High
7. Read English novels อ่านนิยายภาษาอังกฤษ	2.67	1.08	Moderate
8. Read e-mail in English อ่านอีเมล์ที่เป็นภาษาอังกฤษ	3.62	.98	High
9. Read restaurant menus in English อ่านรายการอาหารที่ร้านอาหารเป็นภาษาอังกฤษ	3.71	.96	High
10. Read English Signs, announcements, or billboards อ่านป้าย ประกาศ หรือป้ายโฆษณา ที่เป็นภาษาอังกฤษ	3.98	.89	High

Out-of-class English language learning activities	Mean	SD	Level of Frequency
11. Speak English with foreigners whom I meet in public places, not including your teachers พูดภาษาอังกฤษกับชาวต่างชาติที่พบตามสถานที่ต่างๆและที่ไม่ใช่ครูของตนเอง	3.47	1.07	High
12. Assist tourists on the street in English ช่วยเหลือนักท่องเที่ยวที่พบตามท้องถนนเป็นภาษาอังกฤษ	2.91	1.24	Moderate
13. Read aloud in English อ่านออกเสียงภาษาอังกฤษ	4.02	.81	High
14. Speak English with friends พูดภาษาอังกฤษกับเพื่อน	2.76	1.06	Moderate
15. Speak English with family members พูดภาษาอังกฤษกับสมาชิกในครอบครัว	2.73	1.13	Moderate
16. Speak English with teachers พูดภาษาอังกฤษกับคุณครู	3.96	.99	High

Out-of-class English language learning activities	Mean	SD	Level of Frequency
17. Surf the Internet in English เล่นอินเตอร์เน็ตโดยใช้ภาษาอังกฤษ	4.42	.75	Very High
18. Watch English videos/DVDs/VCDs ดูวิดิทัศน์ ดีวีดี หรือ วีซีดี ภาษาอังกฤษ	3.67	.87	High
19. Watch movies and read the English subtitles ดูภาพยนตร์แล้วอ่านคำบรรยายเป็นภาษาอังกฤษ	3.80	1.01	High
20. Watch English movies and repeat the dialogue ดูภาพยนตร์ภาษาอังกฤษแล้วพูดออกเสียงบทสนทนาตาม	2.67	1.18	Moderate
21. Talk to people in shops in English คุยกับผู้คนในร้านค้าเป็นภาษาอังกฤษ	2.36	.90	Low
22. Talk on the phone in English คุยโทรศัพท์เป็นภาษาอังกฤษ	2.36	1.04	Low
23. Participate in English clubs/ events เข้าร่วมชมรมหรือกิจกรรมเกี่ยวกับภาษาอังกฤษ	2.82	.98	Moderate

Out-of-class English language learning activities	Mean	SD	Level of Frequency
24. Participate in English camps เข้าร่วมกิจกรรมค่ายภาษาอังกฤษ	3.22	1.12	Moderate
25. Participate in an overseas exchange program (i.e. AFS, YES, UCE, etc.) เข้าร่วมโปรแกรมแลกเปลี่ยนในต่างประเทศ (เช่น AFS, YES, UCE และอื่นๆ)	1.84	1.08	Low
26. Write emails in English เขียนอีเมล์เป็นภาษาอังกฤษ	3.31	.99	Moderate
27. Take a course in an English-speaking country (i.e. summer course) เข้าเรียนหลักสูตรระยะสั้นในประเทศที่พูดภาษาอังกฤษ (เช่น หลักสูตรภาคฤดูร้อน เป็นต้น)	2.60	1.11	Low
28. Write blogs in English เขียนบล็อกเป็นภาษาอังกฤษ	2.58	1.28	Low

Out-of-class English language learning activities	Mean	SD	Level of Frequency
29. Write interactive messages in English such as MSN Messenger, Facebook, and Skype เขียนข้อความโต้ตอบภาษาอังกฤษผ่านทางทาง โปรแกรมออนไลน์ เช่น MSN Messenger, Facebook, และ Skype	3.76	1.04	High
30. Write SMS in English เขียนข้อความสั้น (SMS) เป็นภาษาอังกฤษ	3.44	1.09	High
31. Write a diary in English เขียนไดอารี่เป็นภาษาอังกฤษ	2.20	1.21	Low
32. Correspond with a Pen pal in English โต้ตอบกับเพื่อนทางจดหมายเป็นภาษาอังกฤษ	2.13	1.14	Low
33. Translate English texts into Thai แปลข้อความภาษาอังกฤษเป็นภาษาไทย	3.78	1.02	High

Out-of-class English language learning activities	Mean	SD	Level of Frequency
34. Enroll in the English preparatory schools/ extra tutorial classes ลงทะเบียนเรียนในโรงเรียนกวดวิชา หรือ เรียนพิเศษ	3.27	1.38	Moderate
35. Set the language on mobile phone in English ตั้งค่าโปรแกรมโทรศัพท์เป็นภาษาอังกฤษ	3.89	1.24	High
36. Set the language on computer in English ตั้งค่าโปรแกรมคอมพิวเตอร์เป็นภาษาอังกฤษ	3.98	1.09	High
37. Make friends with native speakers of English. ผูกมิตรกับชาวต่างชาติที่พูดภาษาอังกฤษ	3.13	.99	Moderate
38. Travel to countries where I use English to communicate ท่องเที่ยวในประเทศที่ใช้ภาษาอังกฤษ	2.71	1.21	Moderate
39. Sing English songs ร้องเพลงภาษาอังกฤษ	3.62	1.15	High

Out-of-class English language learning activities	Mean	SD	Level of Frequency
40. Use a self-access learning centre to practice English ใช้ศูนย์การเรียนรู้ด้วยตัวเองในการเรียนรู้ ภาษาอังกฤษ	3.13	1.05	Moderate
41. Teach other people to use English สอนคนอื่นใช้ภาษาอังกฤษ	3.04	1.22	Moderate
42. Read books for children in English อ่านหนังสือให้เด็กๆฟังเป็นภาษาอังกฤษ	2.27	1.07	Low
43. Make flashcards to practice English vocabulary ทำบัตรคำภาษาอังกฤษเพื่อฝึกฝนคำศัพท์ ภาษาอังกฤษ	2.11	1.02	Low

Are there any other English activities that you do on your own outside the class? Please specify below.

นอกจากกิจกรรมข้างต้นแล้ว นักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียนอื่นใดอีกบ้าง

1. _____

2. _____

3. _____

4. _____

5. _____

Section 3: Perceptions of effectiveness of out-of-class language learning activities

ตอนที่ 3 การรับรู้ประสิทธิผลของกิจกรรมการเรียนรู้ภาษาอังกฤษนอกห้องเรียน

In this section, the statements are about perceptions of effectiveness of out-of-class language learning activities toward English language learning. Please respond to these following items by selecting the number from 1 to 5 to indicate how effective you find these activities for improving your English. Each number is interpreted as follow:

ในตอนที่ 3 นี้ จะเป็นข้อความที่สอบถามเกี่ยวกับการรับรู้ประสิทธิผลของกิจกรรมการเรียนรู้ ภาษาอังกฤษนอกห้องเรียน กรุณาอ่านข้อความแต่ละข้อความด้วยความรอบคอบแล้วเลือกหมายเลข 1-5 ที่ตรง กับความรู้สึกของนักเรียนที่มีต่อข้อความนั้นๆว่ากิจกรรมแต่ละอย่างนั้นมีประสิทธิผลมากน้อยเพียงใดในการ พัฒนาภาษาอังกฤษ แต่ละหมายเลขมาความหมายดังนี้

5 (Very effective)   I think this activity is **very effective** in English language development

5 (มีประสิทธิผลมาก)   ฉันคิดว่ากิจกรรมนี้**มีประสิทธิผลมาก**ในการพัฒนาภาษาอังกฤษ

4 (Effective) development   I think this activity is **effective** in English language development

4 (มีประสิทธิผล)   ฉันคิดว่ากิจกรรมนี้**มีประสิทธิผล**ในการพัฒนาภาษาอังกฤษ

3 (Neither effective nor ineffective) I think this activity is **neither effective nor ineffective** in English language development.

3 (ไม่มีผลอะไรเลย) ฉันคิดว่ากิจกรรมนี้ไม่มีผลใดๆเลยในการพัฒนาภาษาอังกฤษ

2 (Ineffective) I think this activity is **ineffective** in English language development

2 (ไม่มีประสิทธิผล) ฉันคิดว่ากิจกรรมนี้ไม่มีประสิทธิผลในการพัฒนาภาษาอังกฤษ

1 (Very ineffective) I think this activity is **very ineffective** in English language development

1 (ไม่มีมีประสิทธิผลมาก) ฉันคิดว่ากิจกรรมนี้ไม่มีมีประสิทธิผลมากในการพัฒนาภาษาอังกฤษ

Out-of-class English language learning activities	Mean	SD	Level of Frequency
1. Watch English TV programs ดูรายการที่เป็นภาษาอังกฤษทางโทรทัศน์	4.00	.87	Effective
2. Listen to English radio programs ฟังรายการที่เป็นภาษาอังกฤษทางวิทยุ	3.78	.95	Effective
3. Listen to English songs ฟังเพลงภาษาอังกฤษ	4.16	.70	Effective
4. Listen to English talks ฟังการบรรยายภาษาอังกฤษ	3.96	.70	Effective

Out-of-class English language learning activities	Mean	SD	Level of Frequency
5. Read English newspapers or magazines อ่านหนังสือพิมพ์หรือนิตยสารที่เป็นภาษาอังกฤษ	4.02	.83	Effective
6. Read academic books or articles อ่านตำราหรือบทความที่เป็นภาษาอังกฤษ	3.84	.99	Effective
7. Read English novels อ่านนิยายภาษาอังกฤษ	3.80	.93	Effective
8. Read e-mail in English อ่านอีเมล์ที่เป็นภาษาอังกฤษ	3.80	.96	Effective
9. Read restaurant menus in English อ่านรายการอาหารที่ร้านอาหารเป็นภาษาอังกฤษ	3.84	.90	Effective

Out-of-class English language learning activities	Mean	SD	Level of Frequency
10. Read English Signs, announcements, or billboards อ่านป้าย ประกาศ หรือป้ายโฆษณา ที่เป็นภาษาอังกฤษ	3.89	.83	Effective
11. Speak English with foreigners whom I meet in public places, not including your teachers พูดภาษาอังกฤษกับชาวต่างชาติที่พบตามสถานที่ต่างๆและที่ไม่ใช่ครูของตนเอง	4.02	.94	Effective
12. Assist tourists on the street in English ช่วยเหลือนักท่องเที่ยวที่พบตามท้องถนนเป็นภาษาอังกฤษ	4.00	.97	Effective
13. Read aloud in English อ่านออกเสียงภาษาอังกฤษ	4.04	.92	Effective
14. Speak English with friends พูดภาษาอังกฤษกับเพื่อน	3.71	.89	Effective

Out-of-class English language learning activities	Mean	SD	
15. Speak English with family members พูดภาษาอังกฤษกับสมาชิกในครอบครัว	3.62	.91	Effective
16. Speak English with teachers พูดภาษาอังกฤษกับคุณครู	4.24	.80	Highly effective
17. Surf the Internet in English เล่นอินเตอร์เน็ตโดยใช้ภาษาอังกฤษ	4.40	.75	Highly effective
18. Watch English videos/DVDs/VCDs ดูวิดิทัศน์ ดีวีดี หรือ วีซีดี ภาษาอังกฤษ	4.09	.84	Effective
19. Watch movies and read the English subtitles ดูภาพยนตร์แล้วอ่านคำบรรยายเป็น ภาษาอังกฤษ	4.11	.85	Effective
20. Watch English movies and repeat the dialogue ดูภาพยนตร์ภาษาอังกฤษแล้วพูดออกเสียงบท สนทนาตาม	3.80	1.03	Effective

Out-of-class English language learning activities	Mean	SD	Level of Frequency
21. Talk to people in shops in English คุยกับผู้คนในร้านค้าเป็นภาษาอังกฤษ	3.80	.99	Effective
22. Talk on the phone in English คุยโทรศัพท์เป็นภาษาอังกฤษ	3.82	1.02	Effective
23. Participate in English clubs/ events เข้าร่วมชมรมหรือกิจกรรมเกี่ยวกับ ภาษาอังกฤษ	4.07	.80	Effective
24. Participate in English camps เข้าร่วมกิจกรรมค่ายภาษาอังกฤษ	4.18	.93	Effective
25. Participate in an overseas exchange program (i.e. AFS, YES, UCE, etc.) เข้าร่วมโปรแกรมแลกเปลี่ยนในต่างประเทศ (เช่น AFS, YES, UCE และอื่นๆ)	4.00	1.12	Effective
26. Write emails in English เขียนอีเมล์เป็นภาษาอังกฤษ	3.91	.76	Effective

Out-of-class English language learning activities	Mean	SD	Level of Frequency
27. Take a course in an English-speaking country (i.e. summer course) เข้าเรียนหลักสูตรระยะสั้นในประเทศที่พูดภาษาอังกฤษ (เช่น หลักสูตรภาคฤดูร้อน เป็นต้น)	4.16	.99	Effective
28. Write blogs in English เขียนบล็อคเป็นภาษาอังกฤษ	3.69	.87	Effective
29. Write interactive messages in English such as MSN Messenger, Facebook, and Skype เขียนข้อความโต้ตอบภาษาอังกฤษผ่านทางทางโปรแกรมออนไลน์ เช่น MSN Messenger, Facebook, และ Skype	4.02	.81	Effective
30. Write SMS in English เขียนข้อความสั้น (SMS) เป็นภาษาอังกฤษ	3.78	.79	Effective

Out-of-class English language learning activities	Mean	SD	Level of Frequency
31. Write a diary in English เขียนไดอารี่เป็นภาษาอังกฤษ	3.62	1.15	Effective
32. Correspond with Pen pal in English โต้ตอบกับเพื่อนทางจดหมายเป็น ภาษาอังกฤษ	3.82	1.11	Effective
33. Translate English texts into Thai แปลข้อความภาษาอังกฤษเป็นภาษาไทย	4.24	.74	Highly effective
34. Enroll in the English preparatory schools/ extra tutorial classes ลงทะเบียนเรียนในโรงเรียนกวดวิชา หรือ เรียน พิเศษ	4.09	.92	Effective
35. Set the language on mobile phone in English ตั้งค่าโปรแกรมโทรศัพท์เป็นภาษาอังกฤษ	4.00	.87	Effective

Out-of-class English language learning activities	Mean	SD	Level of Frequency
36. Set the language on computer in English ตั้งค่าโปรแกรมคอมพิวเตอร์เป็นภาษาอังกฤษ	4.02	.89	Effective
37. Make friends with native speakers of English. ผูกมิตรกับชาวต่างชาติที่พูดภาษาอังกฤษ	4.09	.87	Effective
38. Travel to countries where I use English to communicate ท่องเที่ยวในประเทศที่ใช้ภาษาอังกฤษ	4.04	1.18	Effective
39. Sing English songs ร้องเพลงภาษาอังกฤษ	4.11	.83	Effective
40. Use a self-access learning centre to practice English ใช้ศูนย์การเรียนรู้ด้วยตัวเองในการเรียนรู้ภาษาอังกฤษ	3.98	.81	Effective
41. Teach other people to use English สอนคนอื่นใช้ภาษาอังกฤษ	3.89	.80	Effective

Out-of-class English language learning activities	Mean	SD	Level of Frequency
42. Read books for children in English อ่านหนังสือให้เด็กๆฟังเป็นภาษาอังกฤษ	3.60	.93	Effective
43. Make flashcards to practice English vocabulary ทำบัตรคำภาษาอังกฤษเพื่อฝึกฝนคำศัพท์ ภาษาอังกฤษ	3.55	.87	Effective

Are there any other English activities that you do in your own outside the class? Please specify below.

นอกจากกิจกรรมข้างต้นแล้ว นักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียนอื่นใดอีกบ้าง

1. _____

2. _____

3. _____

4. _____

5. _____

APPENDIX B

Semi-structured Interview Protocol

1. Feelings and opinions about using English

1. 1) How important is English in your life?

ภาษาอังกฤษสำคัญต่อชีวิตของนักเรียนเพียงใด

1.2) How confident do you feel about your English ability?

นักเรียนมั่นใจกับความสามารถทางภาษาอังกฤษของนักเรียนมากน้อยเพียงใด

Are there any specific areas that you would like to improve?

มีประเด็นที่นักเรียนต้องการพัฒนาหรือไม่

1.3) Why do you want to improve your English?

ทำไมนักเรียนถึงต้องการพัฒนาภาษาอังกฤษ

1.4) Have you ever used English with non-Thai speakers?

นักเรียนเคยพูดภาษาอังกฤษกับคนอื่นที่ไม่ใช่คนไทยหรือไม่

Do you feel comfortable doing this? Why?

นักเรียนรู้สึกผ่อนคลายหรือไม่ในการพูด ทำไมถึงรู้สึกเช่นนั้น

1.5) Have you ever used English with Thai speakers?

นักเรียนเคยใช้ภาษาอังกฤษกับคนไทยหรือไม่

1.6) Do you feel comfortable when you use English for study-related reasons with non-

Thai speakers? Why?

นักเรียนรู้สึกผ่อนคลายหรือไม่ในการพูดภาษาอังกฤษในการเรียนกับชาวต่างชาติ ทำไมถึงรู้สึกเช่นนั้น

How about with Thai speakers? Why?

นักเรียนรู้สึกผ่อนคลายหรือไม่ในการพูดภาษาอังกฤษในการเรียนกับชาวไทย ทำไมถึงรู้สึกเช่นนั้น

1.7) Who do you mostly use English with? (teachers, family, friends, officials, etc.)

ส่วนมากนักเรียนใช้ภาษาอังกฤษกับใคร (คุณครู, ครอบครัว, เพื่อน, เจ้าหน้าที่ในหน่วยงานต่างๆ)

1.8) Do you look for opportunities to use English or do you avoid it whenever possible? Why?

นักเรียนพยายมมองหาโอกาสที่จะใช้ภาษาอังกฤษ หรือนักเรียนพยายามหลีกเลี่ยงโอกาสนั้น ทำไม

2. Activities carried out in English

2.1) What percentage of time do you spend using English in a typical week including time at home, and elsewhere? (Just give a rough estimate)

นักเรียนใช้เวลาประมาณกี่เปอร์เซ็นต์ในการใช้ภาษาอังกฤษในแต่ละสัปดาห์ (โดยประมาณคร่าวๆ)

2.2) What activities do you usually carry out in English?

กิจกรรมใดบ้างที่นักเรียนมักจะทำเป็นภาษาอังกฤษ

2.3) Which of the activities you have mentioned do you find most useful for improving and developing your English?

กิจกรรมใดบ้างที่นักเรียนได้ระบุมา มีประโยชน์ในการพัฒนาภาษาอังกฤษมากที่สุด

3. Activities carried out specifically to develop English language skill

3.1) Which of the out-of-class English language learning activities from the questionnaire do you do in order to improve your English?

กิจกรรมภาษาอังกฤษนอกเวลาเรียนใดบ้าง(จากแบบสอบถาม) ที่นักเรียนปฏิบัติเพื่อจุดประสงค์ในการ

พัฒนาภาษาอังกฤษ

3.2) How do you feel when you do those activities outside the classroom?

นักเรียนรู้สึกอย่างไรเวลาลาทำกิจกรรมเหล่านั้นนอกห้องเรียน

3.3) Which out-of-class English language learning activities from the questionnaire were you not willing to do and why?

กิจกรรมภาษาอังกฤษนอกเวลาเรียนใดบ้างจากแบบสอบถามที่นักเรียนไม่อยากทำ เพราะอะไร

3.4) Do you purposefully engage in any particular activities to try to improve your oral skills/listening skills/ reading skills/writing skills/vocabulary/grammar in English outside the classroom? If yes, what are they?

นักเรียนได้ทำกิจกรรมใดเพื่อที่จะพยายามพัฒนาทักษะการพูด/ ทักษะการฟัง/ ทักษะการอ่าน/ ทักษะ

การเขียน/ คำศัพท์ / ไวยากรณ์ ภาษาอังกฤษ นอกห้องเรียนหรือไม่ ถ้าใช่ กิจกรรมเหล่านั้นมี

อะไรบ้าง

3.5) Are there any other activities you are currently doing or have done in the past to improve your English skills? What are they?

มีกิจกรรมอื่นๆอีกหรือไม่ที่นักเรียนกำลังทำอยู่ในปัจจุบัน หรือได้ทำมาในอดีต เพื่อพัฒนาภาษาอังกฤษ

กิจกรรมเหล่านั้นคือกิจกรรมอะไรบ้าง

3.6) If a friend told you that he/she wanted to find ways to improve his/her English without enrolling for a course, what activities would you advise him/her to do? Do you do any of these activities yourself? Why/why not?

ถ้ามีเพื่อนมาถามนักเรียนว่า เขาหรือเธอต้องการที่จะหาทางพัฒนาภาษาอังกฤษ ที่ไม่ใช่การเรียน

นักเรียนจะแนะนำกิจกรรมใดให้แก่เพื่อน แล้วตัวนักเรียนเองทำกิจกรรมเหล่านี้ด้วยหรือไม่ ทำไมถึง

ทำ/ ทำไมถึงไม่ทำ

3.7) Do you think out-of-class English activities help your English language learning?

นักเรียนคิดว่ากิจกรรมภาษาอังกฤษนอกห้องเรียนมีส่วนช่วยในการเรียนรู้ภาษาอังกฤษของนักเรียน

หรือไม่

3.8) What is your goal of participating in the out-of-class English language learning activities?

นักเรียนมีเป้าหมายอะไรในการทำกิจกรรมภาษาอังกฤษนอกเวลาเรียนต่างๆ

3.9) Did you select the out-of-class English language learning activities by yourselves or did someone else select them for you?

การทำกิจกรรมภาษาอังกฤษนอกเวลาเรียนแต่ละอย่างนั้นมาจากการเลือกด้วยตนเองหรือมีผู้อื่นแนะนำ

หรือเลือกให้

APPENDIX C

Names of Experts in Research Instrument Validation

1. Associate Professor Dr. Antikar Rongsa-ard (Chulalongkorn University)

2. Assistant Professor Dr. Piyatida Changpueng (King Mongkut's University of Technogy North

Bangkok)

3. Dr. Sutthirak Sapsirin (Chulalongkorn University)

4. Dr. Ratchadaporn Janudom (Prince of Songkla University, Surathani Campus)

5. Ajarn Pongrat Srisueb (Prince of Naradhiwas University)

BIOGRAPHY

Atitaya Wiengnil was born on November 23, 1986 in Phayao. She obtained her Bachelor's degree in English (First-class honors) from the School of Liberal Arts, Mae Fah Luang University. After graduating, she received the scholarship from Mae Fah Luang University to continue her study in the Master's degree program in English as an International Language at Chulalongkorn University.