

REFERENCES

English

- Abraham, R. G. & Vann, R. J. 1987. Strategies of two language learners: A case study. In Wenden & J. Rubin (Eds.), Learner Strategies in Language Learning. Hertfordshire: Prentice Hall International, 85-102.
- Alderson, J. 1984. Reading in a foreign language: a reading problem or a language problem? In A. Alderson & A. Urquhart (Eds.), Reading in a Foreign Language. London: Longman, 1-27.
- Alderson, J., Clapham, C., and Wall, D. 1995. Language test construction and evaluation. Cambridge: Cambridge University Press.
- Anderson, N. 1999. Exploring second language reading: issues and strategies. Boston: Newbury House.
- Anderson, N. 2003. Active: Skills for reading: Book 1. Singapore: Thomson Heinle.
- Beatty, K. 2003. Teaching and researching computer-assisted language learning. London: Longman.
- Becker, L.A. 2000. Effect Size (ES). [On-line]. Retrieved March, 2007. Available at <http://web.uccs.edu/lbecker/Psy590/es/htm>
- Benson, P. 1997. The philosophy and politics of learner autonomy. In P. Benson & P. Voller (Eds.), Autonomy & Independence in Language Learning. London: Longman, 18-34.
- Benson, P. 2001. Teaching and researching autonomy in language learning. London: Longman.
- Benson, P. and Lor, W. 1998. Making sense of autonomous language learning. English Centre Monograph, No. 2. Hong Kong: The University of Hong Kong.
- Benson, P. and Voller, P. 1997. Introduction: autonomy and independence in language learning. In P. Benson & P. Voller (Eds.), Autonomy & Independence in Language Learning. London: Longman, 1-12.
- Bereiter, C. and Bird, M. 1985. Use of thinking aloud in identification and teaching of reading comprehension strategies. Cognition and Instruction. 2 (2): 131-156.
- Bloom, B.S. et al. 1972. Taxonomy of educational objectives: the classification of educational goals. New York: David McKay Company, Inc.
- Brannen, J. 1992. Combining qualitative and quantitative approaches: an overview. In J. Brannen (Ed.), Mixing Methods: Qualitative and Quantitative Research.

- Hants, England: Avebury.
- Breen, M. and Mann, S. 1997. Shooting arrows at the sun: perspectives on a pedagogy for autonomy. In P. Benson & P. Voller (Eds.), Autonomy & Independence in Language Learning. London: Longman, 132-149.
- Brett, P. 2000. Integrating multimedia into the Business English curriculum: a case study. English for Specific Purposes. 19: 269-290.
- Brockett, R. and Hiemstra, R. 1993. Self-direction in adult learning: perspectives on theory, research, and practice. London: Routledge.
- Brown, H. 2000. Principles of language learning and teaching. Fourth edition. New York: Longman.
- Brown, H. 2001. Teaching by principles: an interactive approach to language pedagogy. Second edition. New York: Longman.
- Bunnag, S. 2002. International schools evade economic ill. Bangkok Post. (17 June 2002):1.
- Candlin, C. 1991. Learner strategies for learner autonomy: Planning and implementing learner training for language learners. Hertfordshire: Prentice Hall International.
- Carrell, P. L. 1989. Introduction: interactive approaches to second language reading. In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 1-7.
- Carrell, P. L. 1989. Some causes of text-boundedness and schema interference in ESL reading. In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 101-113.
- Carrell, P.L. and Eisterhold, J. 1989. Schema theory and ESL reading pedagogy. In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 73-92.
- Chamot, A. 1987. The learning strategies of ESL students. In A. Wenden & J. Rubin (Eds.), Learner Strategies in Language Learning. Hertfordshire: Prentice Hall International, 71-83.
- Chamot, A.U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. 1999. The learning strategies handbook. New York: Longman.
- Chamot, A.U., Barnhardt, S., El-Dinary, P.B., Carbonaro, D.C. and Robbins, J. 1993. Methods for teaching learning strategies in the foreign language classroom and assessment of language skills for instruction: Final report. Washington, DC:

- ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A.U., Robbins, J., El-Dinary, P.B. 1993. Learning strategies in Japanese foreign language instruction: Final report. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A. U. and Rubin, J. 1994. Comments on Janie Rees-Miller's "A critical appraisal of learner training: theoretical bases and teaching implications". TESOL Quarterly. 28: 771-781.
- Cohen, A. D. 1990. Language learning: insights for learners, teachers, and Researchers. Boston: Heinle & Heinle Publishers.
- Cohen, A. 1994. Assessing languages ability in the classroom. Second edition. Boston, Massachusetts: Newbury House.
- Cohen, A. D., Weaver, S. J. and Li, T-Y. 1998. The impact of strategies-based instruction on speaking a foreign language. In A. D. Cohen (Ed.), Strategies in Learning and Using a Second Language. New York: Longman, 107-156.
- Cohen, D. (1988). Statistical power analysis for the behavioural sciences. Second edition. New Jersey: Lawrence Erlbaum.
- Cotterall, S. 1995a. Readiness for autonomy: investigating learner beliefs. System. 23 (2): 195-205.
- Cotterall, S. 1995b. Developing a course strategy for learner autonomy. ELT Journal. 49 (3): 219-227.
- Cottrell, S. 2003. The study skills handbook. New York: Palgrave Macmillan.
- Crabbe, D. 1993. Fostering autonomy from within the classroom: the teacher's responsibility. System. 21 (4): 443-452.
- Creswell, J. W. 2003. Research design: qualitative, quantitative, and mixed methods approaches. Second edition. California: Sage Publications, Inc.
- Dam, L. 1990. Learner autonomy in practice. In I. Gathercole (Ed.), Autonomy in Language Learning. London: CILT, 16-37.
- Dam, L. and Legenhausen, L. 1996. The acquisition of vocabulary in an autonomous learning environment – the first months of beginning English. In R. Pemberton, E. Li, W. Or, and H. Pierson (Eds.), Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press, 265-280.
- Deveney, B. 2005. An investigation into aspects of Thai culture and its impact on Thai students in an international school in Thailand. Journal of Research in International Education. 4 (2): 153-171.

- Dickinson, L. 1987. Self-instruction in language learning. Cambridge: Cambridge University Press.
- Dickinson, L. (1992). Learner autonomy 2: learner training for language learning. Dublin: Authentik.
- Dickinson, L. 1995. Introduction. In Proceedings of seminar on self-access learning and learner independence: a South East Asean perspective. Bangkok: KMITT, 1- 10.
- Dickinson, L. 1995. Learner preparation. In Proceedings of seminar on self-access learning and learner independence: a South East Asean perspective. Bangkok: KMITT, 89-99.
- Dickinson, L. and Carver, D. 1980. Learning how to learn: steps towards self-direction in foreign language learning in schools. ELT Journal. 3: 1-7.
- Dreyer, C. and Nel, C. 2003. Teaching reading strategies and reading comprehension within a technology-enhanced learning environment. System. 31: 349-365.
- Dornyei, Z 2001. Teaching and researching motivation. England: Longman.
- Dhurakit Pundit University. 2006. Information and curriculum of the academic year 2006. Bangkok: DPU Printing Shop.
- EduSoft. 2002. English discoveries online: Teacher's guide. Edusoft Ltd.
- Ellis, G. and Sinclair, B. 1989. Learning to learn English: a course in learner training. Cambridge: Cambridge University Press.
- Ellis, G. and Sinclair, B. 1993. Learning to learn English: a course in learner training. Teacher's book. Cambridge: Cambridge University Press.
- Ellis, R. 1995. Understanding second language acquisition. Oxford: Oxford University Press.
- El-Tigi, M. and Branch, R. M. 1997. Designing for interaction, learner control and feedback during web-based learning. Educational Technology. May-June, 23-29.
- Esch, E. 1994. Learner support: interacting with learner. In E. Esch (Ed.), Self-Access and the Adult Language Learner. London: CILT, 50-53.
- Eskey, D. 1986. Theoretical foundations. In F. Dubin, D. Eskey, & W. Grabe (Eds.), Teaching Second Language Reading for Academic Purposes. U.S.A.: Addison-Wesley Publishing Company, Inc., 3-22.
- Eskey, D. 1989. Holding in the bottom: an interactive approach to the language problems of second language readers. In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive Approaches to Second Language Reading. Cambridge:

- Cambridge University Press, 93-100.
- Eskey, D. and Grabe, W. 1989. Interactive models for second language reading: perspectives on instruction. In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 223-238.
- Felix, U. 2002. The web as a vehicle for constructivist approaches in language teaching. ReCALL. 14 (1): 2-15.
- Fraenkel, J.R. and Wallen, N.E. 2000. How to design and evaluate research in education. U.S.A.: Mc-Graw Hill.
- Gan, Z. 2004. Attitudes and strategies as predictors of self-directed language learning in an EFL context. International Journal of Applied Linguistics. 14 (3): 389-411.
- Gardner, D. and Miller, L. 1999. Establishing self-access from theory to practice. Cambridge: Cambridge University Press.
- Guglielmimo, L. M. 1977. Development of the self-directed learning readiness scale. Doctoral Dissertation, University of Georgia.
- Goodman, K. 1989. The reading process. In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 11-21.
- Gremmo, MJ. and Riley, P. 1995. Autonomy, self-direction and self access in language teaching and learning: the history of an idea. System. 23 (2): 151-164.
- Halbach, A. 2000. Finding out about students' learning strategies by looking at their diaries: a case study. System. 28: 85-96.
- Hallinger, P. and Kantamara, P. 2001. Learning to lead global changes in local cultures: designing a computer-based simulation for Thai school leader. Journal of Educational Administration. 39 (3): 197-220.
- Harmer, J. 1992. The practice of English language teaching. England: Longman.
- Harris, M. 1997. Self-assessment of language learning in formal setting. ELT Journal. 51 (1): 12-20.
- Heaton, J. 1995. Writing English language tests. New York: Longman.
- Hofstede, G. 1986. Cultural differences in teaching and learning. International Journal of Intercultural Relations. 10: 301-320.
- Holec, H. 1981. Autonomy and foreign language learning. Oxford: Pergamon.
- Holec, H. 1985. On autonomy: some elementary concepts. In P. Riley (Ed.), Discourse and Learning. London: Longman, 173-190.

- Holmes, B. 1990. First steps towards autonomy for pupils with learning difficulties. In I. Gathercole (Ed.), Autonomy in Language Learning. London: CILT, 65-76.
- Hughes, A. 1991. Testing for language teachers. Cambridge: Cambridge University Press.
- Hurd, S. 1994. The language learning centre at the University of Central Lancashire: A case study. In E. Esch (Ed.), Self-access and the adult language learner. London: The Centre for Information on Language Teaching and Research, 126-134.
- Hutchinson, T. & Waters, A. 1987. English for specific purposes: a learning-centred approach. Cambridge: Cambridge University Press.
- Jerdan, C. C. 1993. Characteristics of low and high achieving students in a selective academic setting. [On-line]. Abstract from: ProQuest File: Dissertation Abstracts Item: 9327437.
- Johnson, J., Pardesi, H. and Paine, C. 1990. Autonomy in our primary school. In I. Gathercole (Ed.), Autonomy in Language Learning. London: CILT, 46-54.
- Khan, B.H. 1997. Web-based instruction (WBI): what is it and why is it? In B.H. Khan (Ed.), Web-based instruction, New Jersey: Englewood Cliffs.
- Kinnear, P. R. and Gray, C. D. 2000. SPSS for windows made simple. East Sussex: Psychology Press.
- Kelly, R. 1996. Language counselling for learner autonomy: the skilled helper in self-access language learning. In R. Pemberton, E. Li, W. Or, and H. Pierson (Eds.), Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press, 93-114.
- Kenny, B. 1993. For more autonomy. System. 21 (4): 431-442.
- Knuth, R.A. and Jones, B.F. 2004. What does research say about reading? [On-line]. Retrieved December, 2004. Available at http://www.ncrel.org/sdrs/area/stw_esys/str_read.htm
- Krejcie, V. and Morgan, W. 1970. Determining sample size for research activities. Journal of Educational and Psychological Measurement. 30.
- Lee, I. 1998. Supporting greater autonomy in language learning. ELT Journal. 52 (4).
- Lee, W. 1996. The role of materials in the development of autonomous learning. In R. Pemberton, E. Li, W. Or, and H. Pierson (Eds.), Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press, 167-184.
- Lin, L.Y. 1996. Learner training towards learner independence. Paper presented at the

- international conference on Autonomy 2000: The Development Learning Independence in Language Learning, King Mongkut's Institute of Technology Thonburi, Bangkok, November.
- Little, D. 1990. Autonomy in language learning. In I. Gathercole (Ed.), Autonomy in Language Learning. London: CILT, 7-15.
- Little, D. 1995. Learning as dialogue: the dependence of learner autonomy on teacher autonomy. System. 23 (2): 175-181.
- Little, D. 1996. Freedom to learn and compulsion to interact: promoting learner autonomy through the use of information systems and information technologies. In R. Pemberton, E. Li, W. Or, and H. Pierson (Eds.), Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press, 203-218.
- Little, D. 1997. Responding authentically to authentic texts: a problem for self-access language learning? In P. Benson & P. Voller (Eds.), Autonomy & Independence in Language Learning. London: Longman. 225-236.
- Little, D. and Lam, L. 1998. Learner autonomy: what and why? [On-line]. Retrieved April, 2004. Available at <http://langue.hyper.chubu.ac.jp/jalt/pub/tilt/98/nov/littledam.htm>.
- Littlewood, W. 1996. "Autonomy": an anatomy and a framework. System. 24 (4): 427-435.
- Littlewood, W. 1999. Defining and developing autonomy in East Asian contexts. Applied Linguistics. 20 (1): 71-94.
- Liou, H-C. 1997. The impact of WWW texts on EFL learning. Computer Assisted Language Learning. 10 (5): 455-478.
- Liu, M. et al. 2003. A look at the research on computer-based technology use in second language learning: a review of the literature from 1900-2000. Journal of Research on Technology in Education. 34 (3).
- Lum Yoke Lin. 1995. Learner training for self-access learning: a Malaysian perspective. In Proceedings of seminar on self-access learning and learner independence: a South East Asean perspective. Bangkok: KMITT, 100-121.
- Lou, Y., Dedic, H., and Rosenfield, S. 2003. A feedback model and successful e-learning. In Naidu (Ed.), Learning & Teaching with Technology. New York: RoutledgeFalmer, 249-260.
- Lynch, T. 2001. Promoting EAP learner autonomy in a second language university context. Oxford: Oxford University Press.

- Macaro, E. 2005. Teaching and learning a second language. London: Continuum.
- Madsen, H. 1983. Techniques in testing. Oxford: Oxford University Press.
- McDonough, S. 1995. Strategy and skill in learning a foreign language. New York: St. Martin's Press.
- Newton, J. 2002. Making the most of a little: shaping classroom activities to maximize learning opportunities. (Paper presented at the workshop at Chulalongkorn University).
- Nunan, D. 1995. Language teaching methodology: a textbook for teacher. Hertfordshire: Prentice Hall International.
- Nunan, D. 1997. Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), Autonomy & Independence in Language Learning. London: Longman, 192-203.
- Nunan, D. and Lamb, C. 2000. The self-directed teacher. Cambridge: Cambridge University Press.
- O'Malley, J. and Chamot, A. 1990. Learning strategies in second language acquisition. Cambridge: Cambridge University Press.
- Omaggio Hadley, A. 2000. Teaching language in context. Boston, MA: Heinle & Heinle.
- Ornstein, A. C. and Hunkins, F. P. 2004. Curriculum: foundations, principles, and issues. Boston, MA: Pearson.
- Oxford, R. 1990. Language learning strategies: what every teacher should know. New York: Newbury House.
- Oxford, R. L. 1994. Language learning strategies: an update. [On-line]. ERIC Digest, ED376707.
- Punch, K. F. 1998. Introduction to social research: quantitative and qualitative approaches. London: SAGE Publications Ltd.
- Quinian, L. A. 1997. Creating a classroom kaleidoscope with the world wide web. Educational Technology. May-June, 15-22.
- Rees-Miller, J. 1993. A critical appraisal of learner training: theoretical bases and teaching implications. TESOL Quarterly. 27 (4): 679-689.
- Relan, A. R. and Gillani, B. B. 1997. Web-based instruction and the traditional classroom: similarities and differences. In B.H. Khan (Ed.), Web-Based Instruction. New Jersey: Englewood Cliffs.
- Richards, K. 2003. Qualitative inquiry in TESOL. Hampshire: Palgrave, Macmillan.

- Riding, R. and Rayner, S. 1998. Cognitive styles and learning strategies: understanding style differences in learning and behaviour. London: David Fulton Publishers.
- Rubin, J. 1987. Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), Learner Strategies in Language Learning. Hertfordshire: Prentice Hall International, 15-30.
- Samuels, A.J. and Kamil, M.L. 1989. Models of the reading process. In P. Carrell, J. Devine, and D. Eskey (Eds.), Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 11-21.
- Scarcella, R. and Oxford, R. 1992. The tapestry of language learning. Boston: Newbury House.
- Scharle, A. and Szabo A. 2000. Learner Autonomy: a guide to developing learner responsibility. Cambridge: Cambridge University Press.
- Schmenk, B. 2005. Globalizing learner autonomy. TESOL Quarterly. 39 (1): 107-118.
- Sheerin, S. 1991. State of the art: self-access. Language Teaching. 24 (3): 143-157.
- Sinclair, B. 1996. Materials design for the promotion of learner autonomy: how explicit is 'explicit'?. In R. Pemberton, E. Li, W. Or, and H. Pierson (Eds.), Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press, 149-165.
- StatSoft, Inc. 1984-2003. Nonparametric Statistics. [On-line]. Retrieved April, 2007. Available at <http://www.statsoft.com/textbook/stnonpar.html>.
- Tetiwat, O. and Igbaria, M. 2000. Opportunities in web-based teaching: the future of education. In A. Aggarwal (Ed.), Web-Based Learning and Teaching Technologies: Opportunities and Challenge. USA: Idea Group Publishing, 17-30.
- Thammongkol, K. 1969. The English reading ability of Thai undergraduate students. Doctoral dissertation. School of Education, Syracuse University.
- Thomson, C.K. 1996. Self-assessment in self-directed learning: issues of learner diversity. In R. Pemberton, E. Li, W. Or, and H. Pierson (Eds.), Taking Control: Autonomy in Language Learning. Hong Kong: Hong Kong University Press, 77-92.
- Tudor, I. 1996. Learner-centredness as language education. Cambridge: Cambridge University Press.
- Ur, P. 2002. A course in language teaching: practice and theory. Cambridge:

- Cambridge University Press.
- Urquhart, A. and Weir, C. 1998. Reading in a second language: process, product and practice. London: Longman.
- Ushioda, E. 1996. Learner autonomy 5: The role of motivation. Dublin: Authentik.
- Voller, P. 1997. Does the teacher have a role in autonomous language learning? In P. Benson & P. Voller (Eds.), Autonomy & Independence in Language Learning. London: Longman. 98-113.
- Vongvipanond, P. 2004. Teaching English the student-accommodating way. Manusaya: Journal of Humanities. 7: 68-77.
- Warschauer, M. and Healey, D. 1998. Computers and language learning: an overview. Language Teaching. 31: 57-71.
- Walsh, A. (1990). Statistics for the social sciences. New York: Harper & Row, Publishers, Inc.
- Waterhouse, P. 1990. Supported self-study across the curriculum. In I. Gathercole (Ed.), Autonomy in Language Learning. London: CILT, 4-6.
- Weiner, B. 1986. An attribution theory of motivation and emotion. New York: Springer-Verlag.
- Wenden, A. 1987. Conceptual background and utility. In A. Wenden & J. Rubin (Eds.), Learner Strategies in Language Learning. Hertfordshire: Prentice Hall International, 3-13.
- Wenden, A. 1991. Learner strategies for learner autonomy: Planning and implementing learner training for language learners. Hertfordshire: Prentice Hall International.
- Wenden, A. 2002. Learner development in language learning. Applied Linguistics. 23 (1): 32-55.
- Wikipedia. 2006. Attribution theory. [On-line]. Retrieved November, 2006. Available at http://en.wikipedia.org/wiki/attribution_theory.
- Wimolkasem, N. 2001. The effects of activating metacognitive awareness on reading comprehension proficiency of Thai students. Doctoral dissertation. Faculty of Social Sciences, University of Southampton.
- Yang, N. 1998. Exploring a new role for teachers: promoting learner autonomy. System. 26: 127-135.
- Zhang, S. 2002. Students' perception of multimedia classrooms at East Tennessee State University. [On-line]. Abstract from: ProQuest File: Dissertation Abstracts.

Thai

- กัญดา ธรรมมงคล. 2522. การประเมินผลการเรียนการสอนวิชาการอ่านด้วยตนเองตามความสามารถของแต่ละบุคคลใน วิชาภาษาอังกฤษพื้นฐาน. กรุงเทพฯ: สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย.
- กิ่งกาญจน์ ตั้งศรีไพร. (2542). วิธีการเรียนรู้ด้วยการนำตนเองของนักศึกษาการศึกษานอกโรงเรียนสายสามัญระดับมัธยมศึกษาตอนปลายวิธีเรียนทางไกลในจังหวัดนนทบุรี. วิทยานิพนธ์ปริญญา มหาบัณฑิต, ภาควิชาอาชีวศึกษา, บัณฑิตวิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.
- เกศสุดา รัชฎาวิชิตกุล. 2529. การเปรียบเทียบวิธีการเรียนรู้ภาษาอังกฤษระหว่างนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่มีผลทาง การเรียนภาษาสูงและต่ำ. วิทยานิพนธ์ปริญญา มหาบัณฑิต, ภาควิชา มัธยมศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- จุฑารัตน์ เพชรรัตน์. 2547. ผลสัมฤทธิ์ทางการเรียนเรื่อง การใช้โปรแกรม PowerPoint จากการเรียนการสอนผ่านเว็บ. วิทยานิพนธ์ปริญญา มหาบัณฑิต, ภาควิชาเทคโนโลยีการศึกษา, บัณฑิต วิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.
- จุฑารัตน์ วิบูลผล. 2539. ความสัมพันธ์ระหว่างความพร้อมในการเรียนรู้ด้วยการนำตนเองกับ ความสามารถในการ อ่านและการเขียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 7 โรงเรียน สาคิดสังักตบวงมหาวิทยาลัย กรุงเทพมหานคร. วิทยานิพนธ์ปริญญา มหาบัณฑิต, ภาควิชา การสอนภาษาอังกฤษ, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- ชนิดา สร้อยน้ำ. 2542. การศึกษาทัศนคติต่อการเรียนรู้ภาษาอังกฤษด้วยตนเองของนักศึกษาระดับ ประกาศนียบัตร วิชาชีพชั้นสูง ประเภทวิชาช่างอุตสาหกรรม ในวิทยาลัยเทคนิค สังกัดกรม อาชีวศึกษา เขตการศึกษา 9. วิทยานิพนธ์ปริญญา มหาบัณฑิต, ภาควิชาการสอนภาษาอังกฤษ เป็นภาษาต่างประเทศ, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- ชัยวัฒน์ การรินศรี. 2539. ผลของการใช้บทเรียนคอมพิวเตอร์ช่วยสอนแบบฝึกทักษะ ที่มีต่อความ คงทนในการจำคำศัพท์ ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ที่มีเพศและความถนัด ทางภาษาต่างกัน. วิทยานิพนธ์ปริญญา มหาบัณฑิต, ภาควิชาโสตทัศนศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- เทพนคร ทาถง. 2537. การศึกษาระดับความสามารถในการอ่านภาษาอังกฤษตามวัตถุประสงค์ของ หลักสูตรรายวิชาทักษะ อ่าน 1 (อ 051) ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ใน โรงเรียนสังกัดกรม สามัญศึกษา จังหวัดชลบุรี. วิทยานิพนธ์ปริญญา มหาบัณฑิต, ภาควิชาการศึกษา, บัณฑิต วิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.
- นงลักษณ์ สุทธะ. 2537. การสำรวจความสามารถในการใช้ทักษะการอ่านเพื่อความเข้าใจในการ อ่านบทอ่านที่ให้ความรู้ของนิสิตศิลปศาสตรมหาบัณฑิต สาขาการสอน ชั้นปีที่ 1 มหาวิทยาลัยเกษตรศาสตร์. วิทยานิพนธ์ปริญญา มหาบัณฑิต, ภาควิชาการศึกษา, บัณฑิต

- วิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.
- นิภาพร รัตนพฤกษ์. 2533. กรณีศึกษาผู้เรียนที่มีทักษะการอ่านและการเขียนภาษาอังกฤษเป็นเลิศ.
กรุงเทพฯ: สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย.
- ประเทืองสุข ช่างเสถียร. 2542. ผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่เรียนหลักสูตร ภาษาอังกฤษ พุทธศักราช 2539 ใน โรงเรียนรัฐบาล เขตกรุงเทพมหานคร.
วิทยานิพนธ์ปริญญาโทบริหารธุรกิจ, ภาควิชาการศึกษา, บัณฑิตวิทยาลัย,
มหาวิทยาลัยเกษตรศาสตร์.
- พรเทพ จันทราอุกฤษฎ์. 2546. ผลของการเรียนการสอนบนเว็บที่มีต่อความรู้และความสามารถในการทำโครงการวิทยาศาสตร์ของนักเรียนชั้นมัธยมศึกษาปีที่ 2 โรงเรียนสาธิต สังกัด มหาวิทยาลัยของรัฐในกรุงเทพมหานคร. วิทยานิพนธ์ปริญญาโทบริหารธุรกิจ, ภาควิชามัธยมศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- มะลิ หลีทิม. 2544. ผลของการสอนผ่านตนเองต่อผลสัมฤทธิ์และเจตคติต่อการอ่านภาษาอังกฤษ ของนักเรียนมัธยมศึกษา ปีที่3. วิทยานิพนธ์ปริญญาโทบริหารธุรกิจ, ภาควิชาสารัตถศึกษา, บัณฑิต วิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- เขาวรัตน์ การพานิช และคณะ. 2542. การศึกษาผลสัมฤทธิ์ในการอ่านภาษาอังกฤษจากการเรียนรู้ ด้วยตนเองของนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยขอนแก่น. ภาควิชาภาษาต่างประเทศ, คณะ มนุษยศาสตร์, มหาวิทยาลัยขอนแก่น.
- รยา เพชรประดับ. 2529. การเปรียบเทียบสัมฤทธิ์ผลการอ่านจับใจความภาษาอังกฤษของนักเรียน ชั้นประถมปีที่หกที่เรียนด้วยวิธีสอนแบบเดิมกับวิธีเรียนด้วยตนเอง. วิทยานิพนธ์ปริญญาโทบริหารธุรกิจ, ภาควิชาประถมศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- วรางคณา หอมจันทร์. 2541. ผลของการเรียนการสอนผ่านเว็บแบบเปิดและปิด และระดับผลสัมฤทธิ์ทางการเรียนที่มีต่อผลสัมฤทธิ์ทางการเรียนวิชาภาษาอังกฤษของนักเรียน มัธยมศึกษาปีที่2. วิทยานิพนธ์ปริญญาโทบริหารธุรกิจ, ภาควิชาโสตทัศนศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- ศิริพจน์ มะโนดี. 2544. ผลของการจัดการสอนบนเว็บเรื่องการนำทฤษฎีการพยาบาลมาใช้ในการดูแลสุขภาพของบุคคล ต่อความพร้อมในการเรียนรู้ด้วยการนำตนเอง และผลสัมฤทธิ์ทางการเรียนของนักศึกษาพยาบาล. วิทยานิพนธ์ปริญญาโทบริหารธุรกิจ, ภาควิชาการพยาบาลศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- ศศิธร กุลศิริสวัสดิ์. 2537. ระดับความพร้อมในการเรียนรู้โดยการชี้นำตนเอง ของนักศึกษาวิทยาลัยเกษตรกรรมอาชีวศึกษา. วิทยานิพนธ์ปริญญาโทบริหารธุรกิจ, ภาควิชาอาชีวศึกษา, บัณฑิต วิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.
- สมเจตน์ สัตยกิจจจร. 2547. การพัฒนาบทเรียนบนระบบเครือข่าย วิชาการเจรจาธุรกิจระหว่าง

- ประเทศ มหาวิทยาลัยหอ การค้าไทย. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชาเทคโนโลยี การศึกษา, บัณฑิตวิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.
- สายทิพย์ ชลธาร. 2530. ปฏิสัมพันธ์ระหว่างเทคนิคการชี้แนะในคอมพิวเตอร์ช่วยสอนกับระดับ ผลสัมฤทธิ์ทางการเรียน วิชาภาษาอังกฤษที่มีต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของ นักเรียนชั้นประถมศึกษาปีที่ 6. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชา โสวัตศนศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- สิริวรรณ อัสกุล. 2527. ความคาดหวังเกี่ยวกับความสามารถในการทำงานที่กำหนดของนักเรียนที่ ผลสัมฤทธิ์ทางการเรียนสูงและต่ำ. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชาจิตวิทยา, บัณฑิต วิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- สุวัฒน์ สุขมลสันต์. 2541. การสร้างและพัฒนาโปรแกรมคอมพิวเตอร์ช่วยสอนแบบสื่อหลากหลาย เพื่อสอนภาษา อังกฤษพื้นฐาน 1. วารสารภาษาปริทัศน์ 17: 20-32.
- สุวัฒน์ สุขมลสันต์. 2542-2543. การสร้างและพัฒนาโปรแกรมคอมพิวเตอร์ช่วยสอนแบบสื่อ หลากหลายเพื่อสอนภาษาอังกฤษพื้นฐาน 2. วารสารภาษาปริทัศน์ 18: 28-42.
- สุวัฒน์ สุขมลสันต์. 2542. การวิเคราะห์ข้อสอบและคัดเกรดด้วยคอมพิวเตอร์. กรุงเทพฯ: บริษัท วิทยพัฒน์ จำกัด.
- สมณฑา วิรุฬษาณ. 2530. ระดับความสามารถด้านการอ่านภาษาอังกฤษของนักเรียนระดับ มัธยมศึกษาตอนปลาย. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชามัธยมศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- สุรีย์พร วัชชัย. 2538. ผลของกลวิธีการเรียนรู้และการกำกับตนเองที่มีต่อความสามารถในการอ่าน เข้าใจความภาษาอังกฤษ. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชาจิตวิทยาการศึกษา, บัณฑิต วิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- สุวรรณา ยะหะกร. 2533. ความคิดเห็นของครูสังคมศึกษาและนักศึกษาผู้ใหญ่เกี่ยวกับการเรียนด้วย การนำตนเอง ใน โรงเรียนผู้ใหญ่สายสามัญ กรุงเทพมหานคร. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชาการศึกษา นอกโรงเรียน, บัณฑิตวิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.
- สำนักงานคณะกรรมการการศึกษาแห่งชาติ. 2542. พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2542 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2545. กรุงเทพฯ: บริษัท สกายบุ๊กส์ จำกัด.
- อมรา รสสุข. 2528. การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนจากเกม สถานการณ์จำลองและเกม จำลองสถานการณ์ ในกลุ่มสร้างเสริมประสบการณ์ชีวิตของนักเรียนชั้นประถมศึกษาปีที่ 4 ที่มี ผลสัมฤทธิ์ทางการเรียนสูงกับต่ำ. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชา โสวัตศนศึกษา, บัณฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.
- อรุณี ผดุงศิลป์. 2546. ผลสัมฤทธิ์ทางการเรียนและความคงทนในการจำโดยการเรียนรู้ผ่านเว็บที่สรุป โดยการ์ตูนเคลื่อนไหว. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชาเทคโนโลยีการศึกษา,

บัณฺฑิตวิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.

อิศริยา ทองงาม. 2545. การพัฒนารูปแบบการเรียนการสอนแบบนำตนเองวิชาวิทยาศาสตร์ระดับ
ปริญญาตรี เพื่อให้ผู้เรียนสามารถสรรค์สร้างความรู้ทางวิทยาศาสตร์. วิทยานิพนธ์ปริญญา
มหาบัณฑิต, ภาควิชาอุดมศึกษา, บัณฺฑิตวิทยาลัย, จุฬาลงกรณ์มหาวิทยาลัย.

เอกภพ อินทรภู. 2547. การพัฒนาบทเรียนผ่านเว็บเรื่อง “การผลิตสไลด์” สำหรับนักศึกษาคณะครุ
ศาสตร์ สถาบันราชภัฏสวนสุนันทา. วิทยานิพนธ์ปริญญามหาบัณฑิต, ภาควิชาเทคโนโลยี
การศึกษา, บัณฺฑิตวิทยาลัย, มหาวิทยาลัยเกษตรศาสตร์.

Appendices

Appendix A

Test of Normality and Homogeneity of Variance of the High and Low Proficiency Groups (The Pre-test)

1) Test of Normality and Homogeneity of Variance of the High Proficiency Groups

Tests of Normality

Group	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST MS	.790	18	.001
SS	.939	18	.274
LS	.817	18	.003

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRETEST	Based on Mean	.419	2	51	.660

2) Test of Normality and Homogeneity of Variance of the Low Proficiency Groups

Tests of Normality

Group	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST MS	.930	18	.193
SS	.909	18	.081
LS	.889	18	.036

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRETEST	Based on Mean	7.156	2	51	.002

Appendix B

Psychological Preparation

Lesson 1:

Activity 1: Unfreezing

Activity 2: Describing Independent Learning

Activity 3: Independent Learning In Practice

Lesson 1**Activity 1: Unfreezing****Objective:**

1. To develop learners' awareness of personal role and learning responsibility

Procedures	Material	Justifications
<ol style="list-style-type: none"> 1. Teacher leads in the activity by asking each learner to think about their previous learning experiences of English such as roles of teachers and learners. 2. Teacher distributes the 'unfreezing' worksheet to each learner. 3. Each learner works individually to complete the worksheet. 4. Learners work in groups of 5 to share and discuss their answers of each statement. 5. Teacher holds the class discussion on each statement of the worksheet by having learners share their ideas and thoughts. 6. Teacher shares her ideas and tries to free them from any misconceptions on language learning that learners may have. 	'Unfreezing' worksheet	Discussion on learners' learning experiences could help raise their awareness about their language learning. Also, it provides information to the teacher about learners' conception of language learning, and an opportunity to free them from any misconceptions on language learning.

Worksheet/ Lesson 1 /Activity 1

Unfreezing

Answer the following statements by ticking the appropriate boxes.

		Yes	No
1.	I can only learn when I am taught by my teacher. ฉันสามารถจะเรียนรู้ได้เมื่ออาจารย์สอนฉันเท่านั้น		
2.	I have to depend on my teachers for my learning. ฉันต้องพึ่งอาจารย์ในเรื่องเกี่ยวกับการเรียนของฉัน		
3.	My teachers only assisted me in my learning. อาจารย์ช่วยเหลือฉันเกี่ยวกับการเรียนของฉันเท่านั้น		
4.	My teacher taught content which was useful for the present but not for the future. อาจารย์สอนเนื้อหาที่เป็นประโยชน์สำหรับปัจจุบัน แต่ไม่มีประโยชน์สำหรับอนาคต		
5.	No course could ever teach me all I need to know about language and learning. ไม่มีคอร์สไหนที่จะสอนฉันได้ทุกเรื่องที่ฉันต้องการรู้เกี่ยวกับภาษาและการเรียน		
6.	I can only learn English in class or from my textbook. ฉันสามารถเรียนภาษาอังกฤษได้ในชั้นเรียนหรือจากตำราเรียนเท่านั้น		
7.	I have to learn myself. My teacher cannot learn for me. ฉันต้องเรียนรู้ด้วยตนเอง อาจารย์ไม่สามารถเรียนให้ฉันได้		
8.	Success in learning is mostly attributed to one's own effort. ความสำเร็จในการเรียนส่วนใหญ่เกิดจากความพยายามของตนเอง		
9.	Everybody learns the same way. ทุกคนเรียนรู้ด้วยวิธีเดียวกัน		

(Adapted from Lum Yoke Lin, 1995)

Lesson 1**Activity 2: Describing Independent Learning****Objectives:**

1. To develop learners' positive attitudes towards independent learning
2. To provide a general description of the possibilities for independent learning and give examples
3. To show that independent learning is the legitimate and valuable mode of learning

Lesson plan:

Procedures	Materials	Justifications
<p>Step 1: What is independent learning?</p> <ol style="list-style-type: none"> 1. Teacher asks 'What does <i>independent learning</i> suggest to you? 2. Teacher elicits answers from the class. 3. Teacher distributes the 'independent learning' worksheet to each learner, and asks them to choose the words that they think associate the phrase 'independent learning'. 4. Teacher elicits answers from the class emphasising reasons why learners choose those words. 5. Teacher asks each learner to draw a ring round all the words that describe how they would like independent learning to be. Learners can also use the bubbles to add words of their own. 6. Learners work in groups of six or seven and discuss their answers and reasons. 7. Each group reports to the class what they would like 'independent learning' to be with reasons. 8. Teacher discusses with the class the nature of the 	<ol style="list-style-type: none"> 1. 'What Is Independent Learning' worksheet 2. 'Nature of Independent Learning' worksheet 3. Examples of independent learning 4. 'Independent Learning: Taking Control' worksheet 	<p>To reinforce the activity one, the introduction of independent learning is performed by having learners express their feelings about independent learning. Any misconceptions regarding this mode of learning can be cleared. It is the effective way to 'decondition' any false assumptions about the independent learning; in other words, to change their attitudes towards independent learning. At the very first step, it is necessary for learners to know and understand what independent learning is?</p>



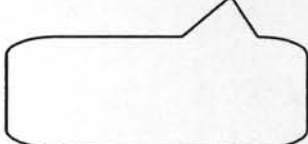
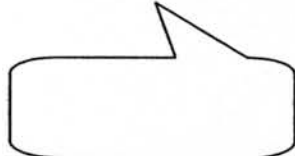

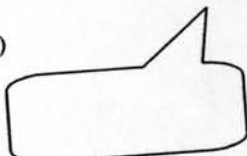
<p>independent learning, i.e. 'Nature of Independent Learning' worksheet is used.</p> <ol style="list-style-type: none"> 9. Teacher asks learner who used to do independent learning share their experiences to the class. 10. Teacher gives examples of independent learning. <p>Step 2: Values of independent learning</p> <ol style="list-style-type: none"> 11. Each learner thinks about the pro and con of independent learning 12. Learners discuss in a small group and decide on the three main points in favour of and against independent learning. 13. Each group shares their ideas with the whole class. 14. Teacher writes the points on the board. 15. Teacher holds a plenary session to discuss the points listed on the board, and points out benefits and challenges of this mode of learning. 		<p>After knowing and understanding what independent learning is, learners need to see and appreciate its value and advantages that will be beneficial for their language learning improvement.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Worksheet/ Lesson 1/ Activity 2

What Is Independent Learning?

What does 'independent learning' suggest to you?

- In pencil, underline all the words you associate with the phrase 'independent learning'.

Freedom (อิสระ) Going it alone (เรียนเองแต่ลำพัง)		Making my own success (ประสบความสำเร็จด้วยตัวเอง)
	Failure! (ความล้มเหลว)	
Being in control (ถูกควบคุม)	Less help (ความช่วยเหลือน้อยลง)	Maturity (การบรรลุนิติภาวะ)
Isolation (การแยกตัวโดยลำพัง)	Good study management (มีทักษะการจัดการการเรียนดี)	
Free time (เวลาว่าง)		Responsibility (ความรับผิดชอบ)
Managing my time (การบริหารเวลาของตัวเอง)	Pursuing my own interests (ทำตามความสนใจของตัวเอง)	
Working on my own (เรียนด้วยตัวเอง)	Less guidance (คำแนะนำน้อยลง)	Being left to my own devices (ถูกปล่อยให้เรียนตามกลวิธีของตัวเอง)
Enjoyment (ความสนุกสนานเพลิดเพลิน)	Finding support (หาการสนับสนุนที่ให้ความช่วยเหลือและกำลังใจ)	

- Using a red pen, draw a ring round all the words that describe how you would *like* independent learning to be. Use the bubbles to add what words of your own.

(Taken from Cottrell, 2003)

Nature of Independent Learning

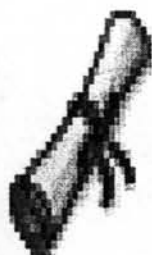
Calendar

Plan: *Before doing the task*
 Set goals
 Plan the task
 Plan how to accomplish the-
 task



Check

Monitor/Identify Problems: *While
 doing- the task*
 Check progress
 Check comprehension
 Check if understand?
 Problems?



I did it!

Evaluate: *After doing the task*
 How well you did the task
 Assess how well you used –
 strategies
 Identify changes for next time

*Material/ Lesson 1 / Activity 2***Examples of Independent Learning***Example 1: Thanlada*

Thanlada learned some English in school ten years ago, but now has forgotten it. She was thinking of her job opportunities, which would be enhanced if she knew an English language. Therefore, she decided to attend classes two evenings a week at one language school. In class, she learned the prepared materials; however, she supplements her learning by borrowing some interesting books from the school library to study by herself at home to improve her reading comprehension ability. After reading, she tried to test herself how well she did each week by producing a cloze test or doing an exercise if available in the books that she borrowed. She recorded her progress and difficulties that she encountered when reading and tried to solve those problems by either practising more or consulted her instructor to obtain useful guidance and advice to improve her reading comprehension ability.

Example 2: Antoine Gardin

Antoine Gardin is eighteen years old and is at the university. His English classes would be familiar enough to many people. His teacher uses the course book selected by the Modern Language department; the teacher presents the new material to the class, gets the class, either all together or in groups, to practise it in various ways, and she devises ways in which the students can use the new language. In addition, every week Antoine, and other students in the class, is asked to think about the reading he is going to do in English for the next week. The library and the self-access language learning centre in the university has a good selection of books in English, ranging from simple, sometimes simplified, stories to full novels and non-fiction books on a range of topics. Each student is expected to do some reading in English each week, although what each student does depends on his or her ability in English and interests. The students select the books and have to decide approximately how much of the book - how many pages - he will read during the week. Finally, he writes a note on how he is going to demonstrate that he has achieved what he set out to do. If he undertakes to read for pleasure, he may decide to write a brief account of it in English. If he is engaged in reading a book on cooking he may decide to make notes on recipes and to build up a specialised vocabulary of cooking terms. The teacher checks the contracts at intervals and looks at a sample of students' written work each week.

*Material/ Lesson 1 / Activity 2***Independent Learning: Taking Control**

Benefits	Challenges
More control over your study time	<ul style="list-style-type: none"> • To manage time effectively • To meet deadlines
More control over your spare time	<ul style="list-style-type: none"> • To recognise the difference between spare time and independent learning time
More choice about when and where to study	<ul style="list-style-type: none"> • To organise place to study • To work out the best places and times for your study
More choice about how to study	<ul style="list-style-type: none"> • To take responsibility of your learning and achieving your goals
More responsibility for your own success	<ul style="list-style-type: none"> • To identify barriers to your learning • To identify ways of improving your own performance • To make effective use of feedback and to learn from mistakes
There isn't a teacher looking over your shoulder all the time	<ul style="list-style-type: none"> • To keep on target with little guidance • To keep yourself motivated • To take responsibility for pursuing solutions to problems on your own • To recognise when you need help and to ask for it

(Taken from Cottrell, 2003)

Lesson 1

Activity 3: Independent Learning In Practice (Adapted from Dickinson, 1987 and Ellis and Sinclair, 1989)

Objectives:

1. To build learners' self-confidence in the independent learning mode.
2. To demonstrate that independent learning is the viable learning mode.

Lesson plan:

Procedures	Materials	Justifications
<ol style="list-style-type: none"> 1. Teacher tells learners that they are going to practise independent learning on the English reading comprehension skill. 2. Teacher tells each learner to think about the English reading skill: what they need to understand when reading the text. Show the text as an example. Teacher lists students' answers on the board and adds the ones that are not mentioned by the students. 3. Teacher has learners work in groups of five, and asks them to select a reading objective and write it in the worksheet, and explores as a class what their objectives are. 4. Teacher asks them reasons of their objective selection, and discusses the practical, realistic and effective ways to set the learning objective. 5. Teacher asks them to change their objective if they see necessary. 6. Teacher asks them to decide what material or resources would be useful in helping to achieving their objective, and discover how to obtain these resources. 7. Teacher writes their responses on the board, and adds some materials and resources that they can use. 8. Learners write the material they would use in the worksheet, think about the criteria to suggest whether they achieve their learning objective. Next, they decide how to assess their learning. 	<ol style="list-style-type: none"> 1. Worksheet: How to learn independently 2. Reading text 	<p>After knowing and understanding what independent learning is and its value to language learning, learners need to know how they can engage in this mode of learning. Therefore, they are helped to practice every step of independent learning. They should gain confidence that they can practice independent learning by themselves. This activity is also linked to the reading skill</p>

Procedures	Materials	Justifications
<p>9. Each group reports to the class their ideas.</p> <p>10. Teacher notes their ideas on the board and discusses as a class how to set the criteria and assess their learning.</p> <p>11. Teacher points out some factors that may help or prevent understanding of the passage such as reading strategies, and whatever difficulties they may encounter when reading, and use of problem-solving skills.</p> <p><i>Strategy: Did I use the appropriate reading strategy?</i></p> <p><i>Text: Were there too many words I didn't know? Was the grammar too difficult for me? Did I know enough about the topic?</i></p> <p><i>Speed: Did I read too slowly?</i></p> <p>12. Teacher tells that they should concentrate on one or two of these factors at a time when they assess their learning to improve their reading comprehension ability, which should correspond to their reading objectives.</p> <p>13. Teacher tells that this is only an activity to show them features of independent learning.</p> <p>14. Teacher asks what they feel about this mode of learning, if they have any problems or questions about the independent learning.</p> <p>15. Teacher tells that they will have a chance to practise more on how to learn independently later.</p>		

How to Learn Independently

การเรียนรู้ด้วยตนเองเป็นอย่างไร

<p>Objective (วัตถุประสงค์)</p>	
<p>Reason(s) (เหตุผล)</p>	
<p>Materials/Resources (สื่อการเรียน/ทรัพยากร)</p>	
<p>Criteria (เกณฑ์การเรียนรู้เพื่อบรรลุ วัตถุประสงค์)</p>	
<p>Assess your learning (ประเมินการเรียนรู้ของคุณเอง)</p>	

Appendix C

Methodological Preparation: Lesson Plans

Cognitive Strategies

Lesson 1: Education

- Activity 1: Using Background Knowledge and Prediction
- Activity 2: Summarising/Take Notes/Verification of Prediction
- Activity 3: Inferencing/Using Resources
- Activity 4: Self-Talk (Talk Yourself through It)

Lesson 2: Global Warming

- Activity 1: Deduction/Transfer/Evaluating Strategies
- Activity 2: Imagery/Selective Attention/Ask If It Makes Sense/Self-Assessment

Metacognitive Strategies

Lesson 3: Women's Roles

- Activity 1: Planning Learning by Setting Learning Objectives/Monitoring Learning
- Activity 2: Check Goals

Lesson 4: Immigration and Movement

Lesson 5: Franchise Business

Lesson 6: The World of Work

LESSON 1: EDUCATION

Activity 1/ Focus Strategies: Using Background Knowledge/Prediction

Strategy objective: Use the strategies *using background knowledge* and *prediction* to share prior knowledge and prepare for a reading task.

Strategy rationale: By predicting, students think about what they have already known or recall their background knowledge are better prepared for and more successful in their foreign language reading. Sharing prior experiences better prepares them for reading. Using background knowledge familiarises the students with the topic before they begin to read.

Materials: The reading text *Education*, and *Asian Celebrities*, the worksheet *Prediction and Verification through Summarising*

PROCEDURES

Preparation 1

1. Begin the lesson by leading a discussion about reading English texts such as articles in a newspaper or magazine. In the discussion, ask students to talk about what they do to help themselves understand the English text before reading.
2. Write their strategy techniques on the board with two columns of before and during reading. Conclude that there are several strategies that they use for the reading.

Presentation 1

3. Introduce the strategy *Using background knowledge*.

‘I want to share with you a strategy for getting yourself prepared for the reading. This strategy will familiarise you with the topic before you read. You use what you have already known about the topic to help you comprehend what you are going to read. This strategy is called *Using background knowledge*’.

4. Model the strategy *Using background knowledge*.

‘I will show you how to use my background knowledge to prepare myself before I read the text. Suppose I’m going to read the article on *Asian Celebrities*. Before I read I will think about what I’ve already known about this topic. I would think about the famous Asian people such as superstars, singers, or musicians. However, seeing the pictures of Aung San Suu Kyi and Doraemon, I think that I may read about them. I also think of what I know about them. For example, Suu Kyi is Burmese politician and very active for democracy of her country, while Doraemon is a Japanese cartoon character and a helper of Nobita’.

Emphasise that using background knowledge prepares them for reading comprehension before reading.

Practice 1

5. Ask students to practise *using background knowledge*.

‘Now you are going to practise the strategy *using background knowledge*. You’re going to read the article on *Education*. Work in pairs and use your background knowledge or think about what you’ve already known about this topic. Jot down your thoughts because I will have you share your background knowledge with the class.’

Preparation 2

6. Ask students besides *using background knowledge* strategy before reading, what other strategies they use to help them comprehend the text. Elicit answers and write them on the board.

‘When you read an English text, what things do you do to help yourself understand the text?’

Presentation 2

7. Present and demonstrate the strategy *Prediction* by modelling it in a reading context. Provide information necessary for explicit instruction by naming and defining the strategy and explaining why and when *prediction* is useful.

‘When I read, I try to think about what I am going to read before I start. So, for example, I am going to read this article *Asian Celebrities*, I will think about what might be in the article. The article might talk about Aung San Suu Kyi and Doraemon because they are famous. People know them. The article might talk about why they are celebrities. However, they are different. Suu Kyi is a human but Doraemon is a cartoon character. The text might tell why a cartoon character can be a celebrity.’

8. Ask students to comment on the think-aloud of using the strategy *prediction*.

‘Do you think my predictions were good and logical? Would you make any different predictions? *Prediction* is a strategy we use before we start reading so that we can think about what we are going to read. I think it’s useful because it helps me prepared and ready for the reading. It gives a guideline of the content of the text. We can use pictures in the text to help us predict more accurately. Pictures are very useful. Do you think *prediction* is useful? Why?’

Practice 2

9. Have students look at the *Education* text in Unit 1 of the textbook and tell them to predict what they are going to read.

‘Now please work with the same partner and use the strategy *Prediction* to guess what you are going to read. Jot down your predictions in column one of the worksheet *Prediction and Verification through Summarising* to share with the class.’

Evaluation

10. Ask students to share their background knowledge and predictions of the text.

‘What did you predict? Were they different or similar to the predictions of your classmates? Why were they similar or different? Is the strategy *Prediction* useful?’

11. Discuss with students the usefulness of the strategy, and how and when to make prediction. Point out that we normally made predictions based on what we know or our background knowledge. If our background knowledge is relevant to the text, we do not have problems on predictions.

12. Discuss with students in case of wrong predictions.

‘What do you think if your predictions did not match with the text?’

‘As I said, we normally made predictions based on what we know or our background knowledge. Therefore, if our background knowledge is irrelevant to the text content, our predictions may be wrong. However, inaccurate predictions are not wrong answers. They are just a way of helping you think about and understand the article. More practice will help more accurate predictions’.

Expansion

13. Have students apply the strategies *Using background knowledge and Prediction*.

‘Besides using your background knowledge and prediction before reading, when can you use these strategies?’

14. Suggest them that they can apply these two strategies to the while-reading step.

‘Prediction is an effective strategy you can use before and during reading to help you look for and remember information you are expecting. For example, if you expected that Thailand economy would be better. So when you read the article, you would be ready to see if it was. Predicting based on the context of the text helps you check to see whether the text makes sense’.

15. Ask whether students will apply *Using background knowledge and Prediction* for the next reading task.

‘Are you going to use *Using background knowledge and Prediction* for the next reading task?’

Worksheet/Lesson 1/ Activity 1 and 2

Prediction and Verification through Summarising

Direction 1: Before reading the passage, write in the column 'Predictions Before Reading' your predictions of what you think you will read from the passage.

Direction 2: Write you summaries in the column 'Summaries After Reading'.

Direction 3: Verify your predictions based on your summaries. Note the accuracy in the last column.

Predictions Before Reading การคาดเดาก่อนอ่าน	Summaries After Reading บทย่อความหลังอ่าน	Verification of Predictions (How accurate were they?) การตรวจสอบสิ่งที่คาดเดา (ถูกต้องเพียงใด)
1.		
2.		
3.		
4.		
5.		

LESSON 1: EDUCATION

Activity 2/ Focus Strategies: Summarising/Taking Notes/Verification of Prediction
Review Strategy: Prediction

Strategy objective: Periodically *summarise* the reading text helps remembering it and verify the predictions. *Summarise* involves creating a mental, oral, or written summary of information. *Taking notes* involving writing down key words or contents is similar to summarizing; however, it is done in writing. *Verification through summarizing or taking notes* helps check understanding of the reading text.

Strategy rationale: *Summarising* and *taking notes* help students decide how well they understood the reading text by paying attention to main ideas. It also reinforces their learning of the message. Moreover, both *verification* and *summarizing or taking notes* help evaluate predictions and reinforce understanding of the reading text.

Materials: The reading text *Education*, the worksheet *Prediction and Verification through Summarising*.

PROCEDURES

Preparation 1

1. Have students read rather quickly the first two paragraphs of the text *Education*.
2. When they finish reading, ask them whether they understood all of the details and what they did to remember the content.

'How many of you understood the content you've just read? Did you understand every detail? Do you remember every detail? What did you do to remember the content?'

Presentation 1

3. Tell students that they are going to practise the strategy *summarise* or *take notes* to help them better understand what they read.

'There are many times when you read an article which is very long and has so much information like the reading passage in our textbook. So, what happened? After reading for so long, at the end you are not sure what happened in the text and whether you understood and remembered what you read. We are going to learn a strategy that helps us review periodically what is happening in the text so that you will have a very good idea of what happened. We will not repeat exactly what we read, but we are going to write in our own words what happened. This strategy is called *summarizing or note taking*. You summarise or take notes on what you've read by restating the main ideas of what you read. It helps you check how well you understood and can help you remember the information'.

4. Tell students that you are going to show them how to summarise or take note the main idea of the paragraph. Also, point out that they can *predict* while reading.

'Now, I'm going to summarise or take note on the main idea of paragraph one and two to show you how to summarise the main idea. Usually, there is one main idea for one paragraph. You can read only the first and second sentences to find the main idea of the paragraph because this is usually the place where we can find the main idea if a writer directly states it. However, this is not always the case. The main idea can be at the last sentence or in the middle of the paragraph. Also, sometimes the writer doesn't state directly the main idea of the paragraph. So, we need to read the paragraph and infer the main idea.'

5. *Summarise* the main ideas in my own words of the first two paragraphs to students. Tell students to write them down in the second column of the worksheet *Prediction and Verification through Written Summarising or Note Taking*. During reading, students can write additional predictions in the first column.
6. Point out to students that *summarise* can be in verbal, mental, or written forms, while *take notes* is done in a written form. However, for this training *summarise* is done in writing, so it is similar to *take notes*.

Practice 1

7. Have students read the rest of the text and use the strategy *summarise* to restate the main idea of each paragraph by writing them down in the worksheet, column two.

Evaluation 1

8. After students finish the summarizing task, ask them to work with a partner to discuss what they summarized or took notes.
9. Lead the discussion with the whole class to check and what they summarized and whether they understand how to summarise the paragraph.
10. Discuss the effectiveness of the strategy with them. Have them answer your questions.

'You know now how this strategy *summarising* is useful for your reading comprehension. Did the strategy help you remember what you read? Did it help you check whether you understood?'

Expansion 1

11. Ask students how they can transfer the strategy *summarising* and *taking notes* to other reading task, besides using it for checking their reading comprehension.

'You know the effectiveness of the strategy *summarising* and *taking notes* to restate the main ideas of what you read to help you check whether you understood the text. Besides that, this strategy is effective in verifying your predictions before and during reading'.

Presentation 2

12. Introduce the strategy *verification of predictions through summarising and taking notes* and link it to the strategy *prediction* that students have already practised.

'You've already learned and practised using the strategy *prediction* of both before and during reading. It's not enough to just make predictions to help you understand the text because your predictions may be right or wrong according to the text. So, you need to think about the accuracy of your predictions. *Verifying your predictions* helps you think about how well your knowledge matches the information in the text. This is useful because if your predictions are correct, you have evidence that you understood what you read. However, if your predictions are incorrect, you might want to check your comprehension and think about why your predictions are inaccurate so that you can make better predictions next time. *Verification of predictions* can be done by *summarising* or taking notes on what you have read. And you have already learned and practised the strategy *summarising* or *taking notes* just now. Now, we will practise the strategy *verification of predictions through summarizing or notes taking*'.

Practice 2

13. Have students refer to the worksheet *Prediction and Verification through Summarising*, and ask them to look at their predictions and summaries to see whether they matched.

Evaluation 2

14. Ask students to share their predictions and summaries with the class.

'Did your predictions match your summaries? How were they similar? How were they different? If there were differences, why do you think this happened? Were your predictions and summaries similar or different from other classmates' predictions and summaries? How would you improve the accuracy of your predictions next time? Do you feel you understood the passage? Could you summarise the passage for yourself or someone else? What are your difficulties to do so? Do you think *prediction and verification through summarising* or *taking notes* helped you comprehend the passage?'

LESSON 1: EDUCATION

Activity 3/ Focus Strategies: Inferencing/Using Resources

Strategy objective: The strategy *inferencing* is used to unlock the meanings of new words while reading, and a use of the strategy of *using resources* to verify guesses.

Strategy rationale: Students will encounter many new words that they do not know the meanings. They may solve this problem by looking up words in the dictionary, which will slow down their reading and can lead them to incorrect definitions. Often, the information the students need is available if they look at other parts of the task and at their own resources. Guessing the meaning of unfamiliar words can help them quickly solve problems without their having to go to other people or reference material. Students can use resources to verify their guesses.

Materials: The reading text *Education*, the worksheet *Strategies I Use to Figure Out the Meanings of New Word*.

PROCEDURES

Preparation

1. Have students scan through the text *Education* and jot down all new words in the first column of the worksheet. (Explain how to scan if necessary).
2. Ask them how they normally find the meanings of these words, and list their strategies on the board.

Presentation

3. Introduce the strategy *inferencing* to students.

‘You have many different ways to find the meanings of new words while you are reading. It is very important to begin to use strategies that rely on your own resources. One strategy that I like to use is called *inferencing*, or using the context. The context is the information coming before and after the particular word of interest. While reading, I use all of the information such as other sentences, pictures, and captions to help me unlock the meaning of the new word. I like this strategy because it makes learning new words seem like a puzzle. However, if necessary, I use *my resources*, such as the dictionary or asking someone else to check my guess.’

4. Put the reading text on the visualiser and model the strategy *inferencing*.

‘I’m going to show you how to use the strategy *inferencing*. One word that I underlined was ‘professions.’ Let’s see if I can figure out what this word means. First, I read the whole sentence: ‘Many parents, who are frustrated by corrupt school boards, lack of religious instruction, underpaid teachers or unsafe conditions, have opted to teach their kids at home.’ I don’t know the word *frustrated* but the context tells me that all the bad things about school education like corrupt, lack of, underpaid, and unsafe. All of them cause the parents to teach

their kids at home. So, *frustrated* might be a negative thing like unsatisfactory, angry or upset.

5. Review with the students the strategy I used.

'I use the strategy *inferencing* by relying on the information I understood in the text, the other words to guess the meaning of the word. I was quite sure that I was correct, but if I was not sure, I could ask someone or look for the word in the dictionary to check the meaning. But it's best to try to understand the context first before looking up the word so that you can locate the correct meaning. Remember that you can use the pictures or other sentences or even your background knowledge about the topic to guess the meanings.'

Practice

6. Have students work in pairs to use the strategy *inferencing* to find the meanings of the new words. First, they fill in the worksheet. In column one, 'New Word', they write the words. Teacher can also suggest some new words that students should know. In column two, 'What do you think the word mean?' they write down their guess. In column three, 'How did you guess the meaning?' they write down how they made the guess like using context. In the last column, 'What resources did you use to check the meaning?' they write the resource they used to check the meaning if it was necessary.

Evaluation

7. Have students share answers from the worksheet as a class and discuss how they made their guesses.

'Did *inferencing* help you while reading? Would you use *inferencing* in the future before asking the teacher or using the dictionary? When did you decide to *use resources* and how did that help you check the meaning?'

Expansion

8. Assign for homework other new words they listed in the worksheet from the text. Students should use *inferencing* on their own while reading and then write a reflection to evaluate their success with the strategy.

Worksheet/Lesson 1/ Activity 3

Inferencing and Using Resources

Direction: Complete the chart. Write the new word in the first column and your guess in the second column. Write how you made your guess in the third column, and resources you used to check the meaning in the last column.

New word คำใหม่	What do you think the word mean? คุณคิดว่าคำใหม่คำนี้มี ความหมายว่าอะไร	How did you guess the meaning? คุณมีวิธีเดาความหมาย อย่างไร	What resources did you use to check the meaning? ทรัพยากรใดที่คุณใช้ ตรวจสอบความหมาย
frustrated			
underpaid			
unsafe			
advantages			
crowed			

LESSON 1: EDUCATION

Activity 4/ Focus Strategy: Self-Talk (Talk Yourself Through It)

Strategy objective: The strategy positive *self-talk* can be used to complete the language learning tasks and increase feelings of self-confidence, and identify and limit the use of negative self-talk.

Strategy rationale: *Self-talk* is a strategy that all people use when they are faced with new situations and as they carry out known tasks and routines. Negative self-talk can lead to feelings of low self-confidence and can demotivate or discourage the students from completing or trying new tasks. Positive self-talk empowers the students because it may enable them to do more than they thought possible.

Materials: The reading text *Education*, the worksheet *Positive Self-talk*.

PROCEDURES

Preparation

1. Ask students whether they talk to themselves as they prepare to do and do something new, such as driving a car or swimming. Elicit and identify examples of positive and negative self-talk. Write all examples on the board in 'Positive' and 'Negative' columns as appropriate.

'Talking to yourself can be very helpful if you are going to try something new or as you are trying to get something done. When do you talk to yourself? Do you say positive or negative things to yourself?'

2. Ask students whether they use *self-talk* when they are preparing for or doing a language learning task. Elicit and write all the answers on the board in the 'Positive' and 'Negative' columns. Note the similarities to the self-talk for non-language tasks.

'Talking to yourself is also helpful when you are learning English. What do you say to yourself when you are preparing to use English? Do you think it is more helpful to use positive or negative self-talk?'

Presentation

3. Introduce the strategy *self-talk* to students. Tell them that they are going to practise *self-talk* as they prepare for and carry out an English reading task.

'We have practised a lot of reading strategies—using background knowledge, prediction, verification through summaries or taking notes, inferencing, and using your resources. To use these strategies effectively, you need to practise them regularly. However, there is one strategy that you can use when you have to read an English text. It is *self-talk* or *talk yourself through it*.

4. Model the strategy for the reading task. Tell them that they will practise this strategy later.

'Now, I'm going to read for the main idea of this reading text. To do so, I need to read the whole text that is very long and quite difficult to understand for me. However, I tell myself that 'It's okay, I have learned a lot of strategies and I can use them to read the text and to find the main idea of the whole text. I can do it. I will try my best by using all the strategies that I have practised. I am confident that I can do it. I won't give up. I will complete my reading task although it's quite tough for me. After I finish reading the text, I will ask myself if my strategy of *self-talk* helped me.'

Practice

5. Tell students to practise the *self-talk* by doing the reading exercises (Part C) in the textbook within five minutes. They are not given appropriate time for doing the test since they have already read the text when practicing other strategies trained earlier. Also, the main point to train them to practise *self-talk*.

'Now, it's your turn to use the strategy *self-talk*. You are going to do the test in Part C within five minutes. Remember what you will tell yourself before and during the reading task. Then, we will evaluate whether using the strategy *self-talk* helps you'.

Evaluate

6. After students finish the task, discuss as a class what they told themselves.

'Did you use the strategy *self-talk* to help you do the task? What kinds of self-talk did you use before you started your task? What kinds of self-talk did you use while doing the task?'

Expansion

7. Teach students positive self-talk words and phrases or sentences of encouragement in the English reading tasks and test, and other language skills.

LESSON 2: GLOBAL WARMING

Activity 1/ Focus Strategies: Imagery/Deduction/Transfer/Evaluating Strategies
Review Strategy: Inferencing

Strategy objective: The strategy *imagery* is used to form mental images and to represent the information of the text. The strategy *deduction* is used consciously to apply language rules when reading to figure out what is being said in the text or to solve language problems. The strategy *transfer* is used to facilitate the reading task by using previous acquired linguistic knowledge. The strategy *evaluating strategies* is used to unlock of the meanings of new words.

Strategy rationale: Forming mental images or *imagery* can help the students remember the information of the text, which can be useful for answering comprehension questions – one of the most common classroom tasks and tests. *Deduction* and *transfer* help in comprehension of reading materials. Using rules already known increases self-reliance and confidence for completing the task. Based on knowledge about language and learning that students have and use to help themselves learn and remember new words, the teacher can help them improve their learning by encouraging them to identify and *evaluate the strategies* they are using to unlock the meanings of new words.

Materials: The reading text *Global Warming*, the worksheet *What Strategies Are You Using to Find the Meanings of New Words?*

PROCEDURES

Preparation 1

1. Ask students what they do before they start reading the text. (They should answer using background knowledge and prediction strategies). Ask them what else they do and what they will do to remember the information of the text. Write ideas on the board.

Presentation 1

2. Present the strategy *imagery* by asking students to look quickly through the text. Then, ask them whether they imagine by using pictures to think about what they are going to read. 'Does anyone see a picture?' 'What do you see?' Ask some students to describe what they see. Tell students that they are using the strategy *imagery* or making pictures.

'Before you read, you can *imagine* or making pictures of what you think the text would be about. Imagery means making pictures. (Write 'imagery' and 'making pictures' on the board.) You all made pictures in your minds when you think about what the text would be about. Also, you can imagine when you read because pictures can help you remember the information and recall it for your reading comprehension. The clearer you make the image, the better you remember and recall the information.'

Practice 1

3. Have students read the first paragraph of the unit, and encourage them to use the strategy *imagery*.

‘What images do you have in your mind? Do the pictures help you understand the information better?’

Preparation 2

4. Give students a sentence in English which contains an invented word or a word that is new to them. For example, ‘The *nitgak* ate its meal quickly and then looked around for more.’ Or ‘Hang your coat on the *peg*, please.’ The words here are ‘nitgak’ and ‘peg’.

Presentation 2

5. Present the strategy *deduction* by asking students to respond to the unknown words.

‘I don’t know the word ‘nitgak’, but I’m going to figure out its meaning. ‘Nitgak’ is a noun. How do I know? (Because there is the article ‘the’ and the ‘nitgak’ is a subject of the sentence due to the verb ‘ate’. Also, the ‘nitgak’ should be an animal because the phrase ‘ate its meal’.) The context can help too. Remember when you try to figure out the meaning of a new word, you can use the strategy *inferencing*, or you use the context clues’.

6. Give an explicit presentation of the strategy *deduction*.

‘When you apply language rules to help you understand, you are using the strategy *deduction*. *Deduction* helps because you can use what you already know about the language to figure something out. We all know some grammar in our Thai language, and of course we study grammar when we learn another language. These rules can be useful to you.’

7. Model using *deduction* and *Transfer* by giving an example of how a student uses the strategies.

(Put this text on the visualiser)

When Hiramatsu started to work in his position in 1979, *depopulation* was increasing across Oita Prefecture. This was part of a nationwide trend: people were leaving rural areas to go to the big cities.

‘Okay, I don’t know the word *depopulation*. But I know it’s a noun because it comes before the verb ‘was increasing’. I used the strategy *deduction*. Also, *depopulation* ends with ‘tion’ which is a suffix signifying a noun. ‘De’ is a prefix meaning ‘down’ added to the root word ‘population’. Here, I use the strategy *transfer* by using prefix and suffix of the word. Now I need to figure out the word ‘population’. Let’s see. From the context, they mention about people were leaving rural areas to the big cities. Here, I use the strategy *inferencing*. Could ‘population’ mean ‘people’? ‘Depopulation’ – down and people, hmm, it may mean a number of people was down or decreasing.’

8. Ask students to explain what I did to figure out the meaning of the word 'depopulation'. Discuss with the class the different strategies I used – *deduction, transfer, and inferencing* one more time. Tell students that we will practise *evaluating strategies* next.

Presentation 3

9. Introduce the *evaluating strategies* by modelling them to the students.

'When we use the strategies to help us read and understand the reading text, we should *evaluate the strategies* to see how you applied them and how effective, whether the strategies you used helped you find out the meaning of the new words. Now I will model you how to evaluate the strategies.'

'When I tried to find the meaning of the word 'depopulation' in the text, I first tried to see its part of speech whether a noun, a verb, or an adjective etc. It's easy for me as a starting point. Then, I recognized any part of the word such as the prefix or suffix. Next, I reread the sentence of the word but it seemed I could not get any clue from it. So, I read the next sentence to see if I could get some clues from the context. I used several strategies and I thought I was successful because I got an idea of what the word 'depopulation' meant, and I could go on my reading for comprehension.'

Practice 2

10. Have students read paragraph 1-3 of the reading text and underline new words. Ask them to work in groups of four to find the meanings of the new words. Have students take turn using the think-aloud technique I modelled. While one student is working, the others take notes on the student's thinking process. After the students have worked on several words, have the group review their strategies by using the worksheet, 'What Strategies Are You Using to Figure Out the Meanings of New Words?' Ask each group to complete the worksheet, listing the new word in the 'New Word' column, and what they did to find the meanings in the second column 'What Did You Do to Find Out the Meaning?', and they state whether their strategies to find out the meaning is successful in the third column 'Was It Successful?'

Evaluation

11. After the students finish the task in groups, discuss the strategies they used and their effectiveness as a class. During the discussion, use the names of the strategies they used such as *deduction, transfer, inferencing, using background knowledge, or cognates* if any. The emphasis is put on consistency and clarity of the names and definitions of the strategies. The following questions are useful to encourage the students' critical thinking process about the strategies they used.

'Did the strategy work? Why did it work? What new strategies did you learn? What if anything, will you do differently when you encounter new words in a text? How do you know what strategy to use and when?'

Expansion

12. Assign the homework by having students continue reading the text and find the meanings of the new words. Ask them to use the worksheet to complete the task to reinforce the evaluation of the strategies.

LESSON 2: GLOBAL WARMING

Activity 2/ Focus Strategies: Selective Attention/Ask If It Makes Sense/Self-Assessment

Review Strategy: Using Background Knowledge/Prediction

Strategy objective: The strategy *selective attention* is used to focus on specific aspects of language or situational details, and then *ask if it makes sense* to check answers to comprehension questions. The strategy *self-assessment* is used to identify strengths and weaknesses.

Strategy rationale: *Selective attention* to what students know about the key words of the question or question words helps them understand and answer the questions. They can use the strategy *ask if it makes sense* to check their responses and identify problems. Moreover, the *self-assessment* strategy helps the students evaluate how well they did on the task or understand the text.

Materials: The reading text *Global Warming* and The worksheet *Guidelines for Answering Comprehension Questions*.

PROCEDURES

Preparation 1

1. Ask students to look at the exercise B 'Understanding what you have read' which consists of five comprehension questions. Ask them what they do to answer the comprehension questions. Make a list of students' ideas on the board. Review and comment on the students' list.

Presentation 1

2. Add to the list *use what you know* about question words to understand the question and *ask yourself if it makes sense* to check your answer. Explain how students can use what they know to check if their answers make sense and to successfully answer comprehension questions.

'These two strategies if used together can effectively help you answer comprehension questions of the reading text. First, you use your knowledge about the question words like *who, what, when, why* etc. to understand the questions. Then, you use *selective attention* – a strategy that focuses only on specific information or details—to locate the question word. Then, ask yourself, 'What does the word mean? What information am I looking for?' Once you understand the question, you can use the text to answer it. After you have your answer, you use the strategy *ask yourself if it makes sense* to check your answer.'

3. Model the strategies by thinking aloud.

'Let me show you what I just explained to you. Let's see the first question asking 'Why is the Earth's temperature getting higher than what it was in the past?' I will think first what I know about the question. I will use *selective attention* or focusing and circle the question word 'Why' because it tells me that I need to find the cause of global warming for an answer. Also, I underlined the key words of

the questions i.e. 'the Earth's temperature', and 'in the past'. I then scan the text or selectively attend to the information that I want to know. I think the answer should be in paragraph one because it contains all the key words in the questions. I read only this paragraph to get the answer. I think the answer is C. I then ask myself *if the answer makes sense*. I think yes, because the paragraph does not mention anything about choice A, B, and D. It is due to human activities.

4. Ask students to tell you the steps that you took to answer the question. Elicit the strategies using *what you already know* or background knowledge to understand the question, *selective attending or scanning* the text for the answer, and checking the answer against what you know to determine *if the answer makes sense*.

Practice 1

5. In a small group of four, students do the rest of comprehension questions together by using the process I have just demonstrated. Have them follow the guidelines: 'Guidelines for Answering Comprehension Questions'. (Put the guidelines on the visualiser). Encourage students to discuss their answers and verbalise their thinking processes. Emphasise on the learning process, not only the products.

Evaluation 1

6. Discuss students' answers. Ask them to give answers and explain why they chose their answers.
7. Ask students if and how the strategies of *using what you know* or linguistic background knowledge and *asking yourself if it makes sense* helped them and if they would use these strategies again. Ask them to discuss difficulties they had using the strategies or suggestions for using them.

Preparation 2

8. Ask students what they did after finishing the reading tasks or exercise like what they just did. For instance, if they have ever told themselves how much they are satisfied with their reading tasks. Elicit answers.

Presentation 2

9. Introduce the strategy *self-assessment*.

'Being able to review your work to see what you did well is an important part of learning. it is important to know what you did well so that you can repeat your good work in the future. It is also important to be able to determine what you might improve. This strategy is called *self-assessment*. Today, we are going to practise *self-assessment*.

10. Show them how to do self-assessment by thinking about the criteria and strengths, and weaknesses. Also, tell them that they can rate their performance.

'Okay, I will assess myself based on the exercise we've just done. My criterion is to be able to answer the comprehension questions. I think I could understand the

questions quite well and could scan or read rather quickly to locate the information that I wanted. However, when I read for the answers, I have a problem on understanding many unknown vocabulary and grammatical structure. So, I think I need to practise more on guessing unknown words and try to remember new words I learned today. I will learn grammatical structure too so that it would help my reading comprehension. Overall, I think I am happy with my performance although I still have to improve my reading comprehension. Based on the strategies that I learnt and used for this task, I would give myself 7 out of 10'

11. Ask students to repeat the criteria, strengths, and weaknesses.

Practice 2

12. Have students work in the same group of four. Brainstorm their strengths and weaknesses as well as rate their performance to reflect how much they are satisfied with their task performance.
13. Put on the board as the guideline for their self-assessment – criteria, strengths, weaknesses, and performance rating from the full score of 10.

Evaluation 2

14. Ask students to report to the class their self-assessment. Discuss as a class how to improve for a next task.

Expansion

15. Have students read the reading text of unit 1 and do the comprehension exercises A and B for next class.

Worksheet/Lesson 2/ Activity 2

Guidelines for Answering Comprehension Questions

แนวทางในการตอบคำถามการอ่านเพื่อความเข้าใจ

Question คำถาม	Question Word คำแสดงคำถาม	Type of Information ชนิด/ประเภทของ ข้อมูล	Answer คำตอบ
Why is the earth's temperature getting higher than what it was in the past?	Why	Cause	C. human activities

LESSON 3: WOMEN'S ROLES

Activity 1/ Focus Strategy: Planning learning by setting learning objectives/ Monitoring learning.

Language objective: Identify and discuss language learning objectives and responsibility in achieving those objectives.

Strategy objective: Use the strategy *planning learning by setting learning objectives* to plan and prepare precisely for progress in English reading comprehension ability and in taking responsibility for this learning. *Monitoring* strategy is used to measure students' effectiveness while working on the task.

Strategy rationale: To be independent learners, students need to learn how to learn, that is, they need to understand the importance of and setting their own learning objectives, and are able to plan their own learning by setting their own learning objectives. After planning their learning, good students consciously monitor their progress as they are working on the task. Based on their conscious monitoring information, they can adjust their plan as necessary.

Materials: The reading text *Women's Roles*, and the *Reading Strategy Checklist*.

PROCEDURES

Preparation

1. Ask students whether they have ever set their goals or objectives for themselves in their daily lives. Give an example such as learn to swim. Elicit answers, and write them on the board.
2. Ask students whether they set objectives for themselves in language learning. List their responses on the board. Encourage them to set realistic goals or objectives.

'What kinds of objectives do you set for yourselves when you are learning English? Try to be specific and realistic when setting your objectives.'

Presentation 1

3. Tell students that setting learning objectives is useful every time they start a new language learning task, whether it is reading, writing, listening, or speaking, because in this way they have direction for their efforts and they can plan appropriate and effective strategies. They can use the strategy *planning learning by setting learning objectives* in class, for homework, and every time they have to do something in English.
4. Model *planning learning by setting learning objectives*. Tell students the emphasis is on English reading skill, and they will practise setting their objectives to improve their reading skill next.

'Okay, I'm going to practise planning my learning by setting objectives for my reading task. I'm going to think aloud so that you can follow me. I want to find

the main idea of each paragraph of this reading text (Unit 3). So, I'm not going to pay attention to other things like being able to answer comprehension questions in the exercise. Now I have my reading objective, and next I will plan what strategies to use to achieve my objective. Well, I'm going to use *summarizing or taking notes* by writing the main idea of each paragraph. However, I will use other strategies to help me understand each paragraph too like *using background knowledge*.'

5. Work with students to set other objectives for the reading comprehension task. There will be several learning objectives depending on a student's purpose. Elicit and write their objectives on the board.

'Okay, now we are going to work together to set objectives for the reading comprehension task. This is a way to plan your learning in advance. When you read the English text, is it difficult to understand everything? But if we set our objective, we can focus on what we want to do and plan some strategies. I've just set my objective to find the main idea of every paragraph of the reading text in unit 3. Now, it's your turn to plan your learning by setting other objectives for this reading text. What are some other objectives that you could have? What are you interested in when you read the text?'

Practice

6. Distribute the worksheet *Set Objectives to Plan Your Learning*. Ask students to look at the reading text and write their objectives for the reading task on the worksheet. Assure them that they can have several objectives; however, they should set the priority of what objective they want to achieve first. Ask them to explain why. Monitor as they work.

Evaluation

7. Divide students into groups of five. Have them share their objectives with other members in their group and then report to the class. Monitor to ensure that each objective is realistic and effective to improve reading comprehension ability.
8. For homework, have students perform the first objective in their list. In the next class, discuss how setting objective helped them in planning and performing their reading task.

Presentation 2

9. Introduce the *monitoring* strategy to students. Tell students that *monitoring* is very useful to help them check whether their learning is making sense.

'After you have your learning plan or objective, you need to monitor your learning while doing the reading task. You may pay attention on the strategies that you are using. For example, as you read the text, you decide that, based on new information in the text, you need to go back and revise your plans. You may decide to change your predictions, bring in new background knowledge, or even change objectives. *Monitoring* helps you use the strategies effectively, and solve problems arising from your reading tasks.'

10. Hand out the worksheet *Reading Strategy Checklist* to students. Ask them to check the strategies that they use as they do the reading task as the homework.

Expansion

11. Students will be asked to plan their learning by setting their own reading objectives in the Learner Contract that they will have to use for their independent learning planning every week.

Worksheet/Lesson 3/ Activity 1

Set Objective(s) to Plan Your Learning

กำหนดวัตถุประสงค์การเรียนรู้เพื่อวางแผนการเรียนของตัวเอง

Direction: Complete the chart. Write your objectives to improve your English reading comprehension ability in the first column. State your reasons for each objective in the second column.

Objectives วัตถุประสงค์	Reasons เหตุผล

LESSON 3: Metacognitive Strategy

Activity 2/ Focus Strategy: Checking Objectives

Review strategy: Planning learning by setting learning objectives/ Monitoring learning

Language objective: Discuss language learning objectives and progress towards them, evaluating the effectiveness of the activities that are being used to reach them.

Strategy objective: Check progress towards learning objectives.

Strategy rationale: Training students to set their own learning objectives is a good way to encourage them to take responsibility for performing their own language learning. Having set the objectives, students have to refer back to those objectives periodically to ensure that they are on track. By doing this, students also monitor their learning by measuring their effectiveness while working on the task.

Materials: The reading text *Women's Roles*, and the *Learning Record Sheet* worksheet.

PROCEDURES

Preparation

1. Ask students how they know whether they have reached their objective that they have set in their lives. Give an example, and then elicit answers and write them on the board.

'We have already learned how to set objectives or goals for tasks in our daily lives such as swim 100 metres in one minute. How do you know if you have reached your goal? Well, in the case of swimming, you may swim and time it to see how long you could swim in one minute or whether it exceeds your goal. You may reach your goal. In contrast, if you see that you haven't reached your goal or you couldn't swim 100 metres in one minute, you would need to keep working on your goal. You might think of new ways to reach your goal. Can you give us any examples of goals you have set and how you checked to see if you reached them?'

2. Tell students to refer to their objective set in the previous session, and ask them if and how they check the objectives they set for their reading task. Elicit answers and write them on the board.

Presentation

3. Tell students that *checking objectives* for language learning tasks can be a very useful strategy, especially if the tasks are very challenging. If they check their objectives, they can decide whether they have achieved the objectives or need to keep trying.

'When you are learning another language – English in our case, *setting* and *checking objectives* is also very useful. One example is taking a test. If your objective is to pass the test, and you do, then you have met your objective. If you didn't pass the test, you need to study the material that was on the test.'

4. Tell students they are going to evaluate progress toward their objectives. Demonstrate the evaluation activity that students will carry out later.

'Now, I'm going to think through the task and objective that I set for myself last session when I was trying to read the reading text of unit 3. My objective is to be able to answer all comprehension questions in the exercise. Well, I could answer every question correctly but it took me long time to read the text in order to give the correct answers. I actually met my objective, but I think I didn't do well on the time I spent on my reading. This was because I didn't use selective attention or scanning or focusing on the specific information that I need effectively. Now, I monitored my learning because I thought back when I was doing the task to see what I did well and not well. I thought about the problems that I had during the reading task. Next time, I will practise on this.'

Practice

5. Tell students that they will now check their progress towards one of their reading objectives. They will use the worksheet *Learning Record Sheet* distributed to them to log their learning monitoring and objective checking. Assure students that this is not a test and that they will have the opportunity to keep working towards their objectives.

'Now, I want you to check one of your objectives that you set for yourself by using the *Learning Record Sheet*. You have had time to work towards your objective. Check if you met your objective. If you didn't, don't be discouraged. You can figure out what the problem is and keep working! This is not a test.'

Evaluation

6. Monitor students as they fill in their worksheet. Have them report about their progress to a small group of four.
7. Ask some students who have clear ideas of how to fill in the worksheet to share with the class so that other students who may not be sure about what and how to write to record their learning can have a better understanding.
8. Discuss with students how checking progress towards learning objective helps them keep track of their learning. Discuss if and how it is helpful as they learn a language, in particular reading comprehension skill.

Expansion

9. Students will be provided a chance to check their learning objectives by writing to reflect their learning in the *Learning Record Sheet* every time that you perform independent learning through the EDO.

Extensive Methodological Training (Reading Strategy Training)

LESSON 4: IMMIGRATION AND MOVEMENT

Focus strategies: Imagery/ Using Background Knowledge/ Prediction/ Summarising/ Inferencing/ Deduction/ Transfer/ Selective Attention/ Ask If It Makes Sense

Strategy objective: Review the strategies students learned before.

Materials: The reading text *Immigration and Movement*.

Strategy	Procedures
<ol style="list-style-type: none"> 1. Using background knowledge 2. Prediction 3. Imagery 	<p>Preparation and Presentation 1</p> <ol style="list-style-type: none"> 1. Teacher asks students what they do before reading the text and elicits answers. 2. Teacher reviews the strategies such as imagery, using background knowledge, and prediction. <p>Practice 1</p> <ol style="list-style-type: none"> 3. Have students look at the text and tell them to predict what they are going to read by using the strategies Using background knowledge, Prediction, and Imagery. <p>Evaluation 1</p> <ol style="list-style-type: none"> 4. Teacher asks students to share their background knowledge and predictions of the text, and writes their answers on the board. <p>Expansion 1</p> <ol style="list-style-type: none"> 5. Ask students when they can use these strategies, besides before they read the text. 6. Teacher suggests that they can use them while reading as well.
<ol style="list-style-type: none"> 4. Summarizing 	<p>Presentation 2</p> <ol style="list-style-type: none"> 7. Teacher tells students that they are going to practise the strategy <i>summarizing</i> to help them better understand what they read. 8. Teacher reviews how to find the main idea of the paragraph. <p>Practice 2</p> <ol style="list-style-type: none"> 9. Have students read the text and use the strategy <i>summarizing</i> to restate the main idea of each paragraph. Tell them to write them down. <p>Evaluation 2</p> <ol style="list-style-type: none"> 10. After students finish the summarizing task, ask them to work with the partner to discuss what they summarized or took notes. 11. Teacher discusses with the whole class to check what students summarized and whether they understand how to summarize the paragraph.

<p>5. Inferencing 6. Deduction 7. Transfer</p>	<p>Expansion 2 12. Tell students that they can use the strategy <i>summarizing</i> to verify their predictions before and during reading.</p> <p>Preparation and Presentation 3 13. Have students scan through the text and jot down all new words. 14. Teacher asks what strategies they use to find the meaning of new words while they are reading. 15. Teacher reviews the strategies <i>inferencing</i>, <i>deduction</i>, and <i>transfer</i>. Teacher models how to find the meaning of the word 'frontiers' in the text.</p> <p>Practice 3 16. Have students work in pairs to use the strategies to find the meanings of the new words.</p> <p>Evaluation 3 17. Have students share answers with the class and discuss how they made their guesses.</p> <p>Expansion 3 18. Teacher emphasizes students to use these strategies to find the meanings of new words when they study on the web. However, they can use the dictionary to check the meanings they guessed.</p>
<p>8. Selective Attention 9. Ask If It Makes Sense</p>	<p>Preparation 4 19. Ask students to look at the exercise and ask them what they should do to answer the comprehension questions.</p> <p>Presentation 4 20. Teacher reminds students that they should use what they know about question words to understand the question. 21. Teacher then refers to the strategy <i>selective attention</i> or scanning the text to obtain the information they want to know. Also, tell students to use the strategy <i>ask if it makes sense</i>.</p> <p>Practice 4 22. Have students work individually to do the comprehension questions exercises.</p> <p>Evaluation 4 23. Discuss students' answers. Teacher asks them to give answers and explain why they select their answers.</p> <p>Expansion 4 24. Have students do additional exercise of reading comprehension, which is the true or false type as homework. Students are encouraged to use all the reading strategies to answer the questions.</p>

Extensive Methodological Training (Reading Strategy Training)

LESSON 5: FRANCHISE BUSINESS

Focus strategies: Imagery/ Using Background Knowledge/ Prediction/ Summarising/ Inferencing/ Deduction/ Transfer/ Selective Attention/ Ask If It Makes Sense

Strategy objective: Review the strategies students learned before.

Materials: The reading text *Franchise Business*.

Strategy	Procedures
1. Imagery 2. Prediction 3. Using Background Knowledge	<p>Preparation and Presentation 1</p> <ol style="list-style-type: none"> 1. Teacher asks students to see the pictures and asks how these logos are related to the topic Franchise Business. 2. Teacher reviews the before-reading strategies such as imagery, using background knowledge, and prediction. <p>Practice 1</p> <ol style="list-style-type: none"> 3. Have students look at the text and tell them to predict what they are going to read by using the strategies Using background knowledge, Prediction, and Imagery. <p>Evaluation 1</p> <ol style="list-style-type: none"> 4. Teacher asks students to share their background knowledge and predictions of the text, and write their answers on the board. <p>Expansion 1</p> <ol style="list-style-type: none"> 5. Ask students when they can use these strategies, besides before they read the text. 6. Teacher suggests that they can use them while reading as well.
4. Summarizing	<p>Presentation 2</p> <ol style="list-style-type: none"> 7. Teacher tells students that they are going to use the strategy <i>summarizing</i> to help them better understand what they read. 8. Teacher reviews how to find the main idea of the paragraph (if necessary). <p>Practice 2</p> <ol style="list-style-type: none"> 9. Have students read the text and use the strategy <i>summarizing</i> to restate the main idea of each paragraph. Tell them to write them down. <p>Evaluation 2</p> <ol style="list-style-type: none"> 10. After students finish the summarizing task, ask them to work with the partner to discuss what they summarized or took notes. 11. Teacher discusses with the whole class to check what students summarized and whether they understand how to summarize the paragraph.

<p>5. Inferencing 6. Deduction 7. Transfer</p>	<p>Expansion 2 12. Tell students that they can use the strategy <i>summarizing</i> to verify their predictions before and during reading.</p> <p>Preparation and Presentation 3 13. Have students scan through the text and jot down all new words. 14. Teacher asks what strategies they use to find the meaning of new words while they are reading. 15. Teacher reviews the strategies <i>inferencing</i>, <i>deduction</i>, and <i>transfer</i>.</p> <p>Practice 3 16. Have students work individually to use the strategies to find the meanings of the new words.</p> <p>Evaluation 3 17. Have students share answers with the partner and then with the class and discuss how they made their guesses.</p> <p>Expansion 3 18. Teacher emphasizes students to use these strategies to find the meanings of new words when they study on the web. However, they can use the dictionary to check the meanings they guessed.</p>
<p>8. Selective Attention 9. Ask If It Makes Sense</p>	<p>Preparation 4 19. Ask students to look at the exercise and ask them what they should do to answer the comprehension questions.</p> <p>Presentation 4 20. Teacher reminds students that they should use what they know about question words to understand the question. 21. Teacher then refers to the strategy <i>selective attention</i> or <i>scanning</i> the text to obtain the information they want to know. Also, tell students to use the strategy <i>ask if it makes sense</i>.</p> <p>Practice 4 22. Have students work individually to do the comprehension questions exercises.</p> <p>Evaluation 4 23. Discuss students' answers. Teacher asks them to give answers and explain why they select their answers.</p>

Extensive Methodological Training (Reading Strategy Training)

LESSON 6: THE WORLD OF WORK

Focus strategies: Imagery/ Using Background Knowledge/ Prediction/ Summarising/ Inferencing/ Deduction/ Transfer/ Selective Attention/ Ask If It Makes Sense

Strategy objective: Review the strategies students learned before.

Materials: The reading text *The World of Work*.

Strategy	Procedures
1. Imagery 2. Prediction 3. Using Background Knowledge	<p>Preparation and Presentation 1</p> <ol style="list-style-type: none"> 1. Teacher asks students to see the pictures and asks how these logos are related to the topic <i>Franchise Business</i>. 2. Teacher reviews the before-reading strategies such as imagery, using background knowledge, and prediction. <p>Practice 1</p> <ol style="list-style-type: none"> 3. Have students look at the text and tell them to predict what they are going to read by using the strategies <i>using background knowledge, prediction, and imagery</i>. <p>Evaluation 1</p> <ol style="list-style-type: none"> 4. Teacher asks students to share their background knowledge and predictions of the text, and writes their answers on the board. <p>Expansion 1</p> <ol style="list-style-type: none"> 5. Ask students when they can use these strategies, besides before they read the text. 6. Teacher suggests that they can use them while reading as well.
4. Summarizing	<p>Presentation 2</p> <ol style="list-style-type: none"> 7. Teacher tells students that they are going to use the strategy <i>summarizing</i> to help them better understand what they read. 8. Teacher reviews how to find the main idea of the paragraph (if necessary). <p>Practice 2</p> <ol style="list-style-type: none"> 9. Have students read the text and use the strategy <i>summarizing</i> to restate the main idea of each paragraph. Tell them to write them down. <p>Evaluation 2</p> <ol style="list-style-type: none"> 10. After students finish the summarizing task, ask them to work with the partner to discuss what they summarized or took notes. 11. Teacher discusses with the whole class to check what students summarized and whether they understand how to summarize the paragraph. <p>Expansion 2</p>

<p>5. Inferencing 6. Deduction 7. Transfer</p>	<p>12. Tell students that they can use the strategy <i>summarizing</i> to verify their predictions before and during reading.</p> <p>Preparation and Presentation 3</p> <p>13. Have students scan through the text and jot down all new words.</p> <p>14. Teacher asks what strategies they use to find the meaning of new words while they are reading.</p> <p>15. Teacher reviews the strategies <i>inferencing</i>, <i>deduction</i>, and <i>transfer</i>.</p> <p>Practice 3</p> <p>16. Have students work individually to use the strategies to find the meanings of the new words.</p> <p>Evaluation 3</p> <p>17. Have students share answers with the partner and then with the class and discuss how they made their guesses.</p> <p>Expansion 3</p> <p>18. Teacher emphasizes students to use these strategies to find the meanings of new words when they study on the web. However, they can use the dictionary to check the meanings they guessed.</p>
<p>8. Selective Attention 9. Ask If It Makes Sense</p>	<p>Preparation 4</p> <p>19. Ask students to look at the exercise and ask them what they should do to answer the comprehension questions.</p> <p>Presentation 4</p> <p>20. Teacher reminds students that they should use what they know about question words to understand the question.</p> <p>21. Teacher then refers to the strategy <i>selective attention</i> or scanning the text to obtain the information they want to know. Also, tell students to use the strategy <i>ask if it makes sense</i>.</p> <p>Practice 4</p> <p>22. Have students work individually to do the comprehension questions exercises.</p> <p>Evaluation 4</p> <p>23. Discuss students' answers. Teacher asks them to give answers and explain why they select their answers.</p>

1 READING

Before you read

1. What do you think about school?
2. Besides teachers, who do you think can teach you?
3. Is it important for you to study in a classroom?

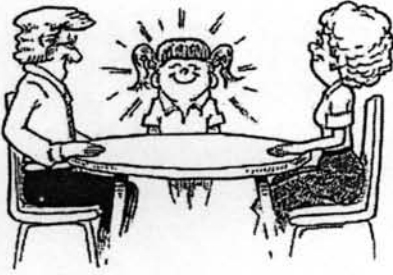
Nowadays, the word 'education' does not necessarily mean learning in a square room, and it might not be important for education to be delivered by teachers. Many parents have an idea that it is not necessary for their children to go to school. To a certain extent, they also believe that they can be good teachers. For a number of reasons, many parents also prefer to provide education themselves; the concept and term 'home schooling' has thus been born.

(2) Home schooling is a choice which is made by some parents to provide elementary, middle or high school education to their children in their own home. Many parents, who are frustrated by corrupt school boards, lack of religious instruction, underpaid teachers or unsafe conditions, have opted to teach their kids at home. Most parents cite family togetherness, more control over curriculum, and having a say over what their children learn as reasons to home school. Many of the families who home school also do so for religious reasons.



(3) There are many advantages to home schooling. For instance, parents teach their children one-on-one, rather than twenty or thirty-to-one in a crowded classroom. With more personal attention, children often understand the material more quickly instead of lagging behind because **they** do not understand. Parents also like being able to enjoy more time together as a family, instead of a few hurried hours in the evening.

(4) Additionally, children are safer in a home school situation. Parents do not have to worry about playground bullies or guns and knives in the rest rooms. Children are also less likely to be influenced by peer pressure and partake in drugs and alcohol. In addition, parents are also able to choose their children's curriculum and work at each child's own learning pace. Students may have a better chance of learning the material rather than skating by with mediocre grades.



(5) However, there are disadvantages as well. There is no such thing as "social promotion" in a home school. Home schooling is often lonely because children are not socializing with other children of their own age. Sometimes they cannot get to **commiserate** or express their feelings with their peers about things like parents and homework, and they do not have a chance to participate in school sponsored extra curricular activities.

In addition, parents are isolated socially, as days are spent teaching children, rather than communicating with other adults in a work environment or neighborhood groups. While home students may have better access to learning, they may not gain the benefits of many of the services and programs available to those within the school system

After you read

A: Understanding what you have read.

1. Which of the following statements best summarises the passage?
 - a. Learning in school is an old-fashioned idea.
 - b. Parents who are bored with their kids will send them to a boarding school.
 - c. Some parents teach their children because of an inadequate state educational system.
 - d. Home schooling is a choice which is recommended for retarded learners.

B: Form a small group and answer the following comprehension questions.

1. Why do some parents decide to give their kids instruction at home?
 - a. They cannot afford the tuition fees.
 - b. They want to keep an eye on their kids' improper behaviour.
 - c. They want to be with their kids and teach their kids themselves.
 - d. They want to protect their kids from the dangers of the playground.
2. According to the passage, which one of the following is **NOT** an advantage of home schooling?
 - a. Children might learn and understand lessons better.
 - b. Children will not be influenced by peer pressure.
 - c. Children can learn at their own learning speed.
 - d. Children will benefit from the nearest school.
3. Who or what does the word **they** in line 22 refer to?
 - a. Parents
 - b. Children
 - c. Teachers
 - d. Hours
4. According to the passage, which statement is **NOT** correct?
 - a. Some parents find it is safer to teach their children at home.
 - b. Home schooling can not provide some of the extra school activities.
 - c. Children studying at home will fully have a chance to socialise with other children.
 - d. Parents will also be isolated, since they will lack communication opportunities with other adults.
5. What does the word '**commiserate**' in line 30 mean?
 - a. Be lonely in a crowd
 - b. Express sympathy or pity
 - c. Do homework
 - d. Gain benefits

Appendix D

Reading Strategy Definition Sheet

Strategy Definition Sheet

Metacognitive Strategies

Strategy	Definition	Example	Metacognitive Process
Set goals	Develop personal objectives, identify the purpose of the reading task	Set the reading objectives as to read for the main ideas of the passage	Planning
Activate background knowledge	Think about and use what you already know to help you do the reading task.	If you are asked to read about the Asian Celebrities, think about what you know about any celebrities, their countries, characteristics, or careers, etc.	Planning
Predict	Use what you know about the topic to guess what the reading will be about.	If you are asked to read about the Valentine's Day, think or guess about what the text would tell you such as who Valentine is, the history of the Valentine's Day, and how it is celebrated, etc.	Planning
Selectively attend	Focus on key words, phrases, and ideas, or specific information.	If you have to read about the train schedule to get to your destination, you might choose to focus on finding departure times and platform numbers. You can scan for the information needed.	Planning/ Monitoring
Ask if it makes sense	Check understanding to keep track of progress and identify problems from reading.	As you are reading the story, periodically ask yourself if you understand what's happening.	Monitoring
Use imagery	Create an image to represent information. (Pictures help check information understanding and remembering).	If you read a story that involves a change of seasons, your 'mental movie' could depict changing scenery.	Planning/ Monitoring/ Problem-solving/ Evaluating
Talk yourself through it (Self-talk)	Reduce anxiety by reminding yourself of progress, resource available, goals	If you are reading a scientific article in English, you could tell yourself, 'Don't give up on this', or 'It's OK that I don't understand the whole thing'.	Planning/ Monitoring/ Problem-solving/ Evaluating

Strategy	Definition	Example	Metacognitive Process
Verify prediction and guesses	Check whether your prediction/guesses are correct	If you predicted that you might read about the history of Valentine's Day, think about what you actually read. (Evaluating your predictions and expectations helps you decide how well you've related your background knowledge to new information. It also reinforces your understanding of the information).	Evaluating
Check goals	Decide whether goal was met	After reading, you ask yourself whether your reading objectives set before you read were accomplished.	Evaluating
Evaluate yourself	Judge how well you learned the material or did on the reading task	If you are reading a newspaper article, you could mentally give yourself a grade that represents how well you understood it.	Evaluating
Evaluate Your strategies	Judge how you applied strategies and the effectiveness of strategies	If you made predictions based on your knowledge of Japanese foods, but you still did not understand the text, think about why predicting did not help. Maybe your knowledge of Japanese foods is more limited than you thought, and your predictions were incorrect. You could also think about other reading strategies that would be more helpful, such as guessing from the context clues, prefix, suffix, etc.	Evaluating

Cognitive Strategies

Strategy	Definition	Examples
Inference	- Make guesses based on previous knowledge or what you know	- If you do not know the meanings of the words, you can infer by guessing based on the clues such as prefix, suffix, and context, etc.
Deduction	Consciously apply rules to understand language or solve problems	You look at the ends of words to identify which ones are verbs to note the tense of speech, such as <i>identified</i> is a past tense due to the <i>ed</i> .

Transfer	Use previously acquired linguistic knowledge to facilitate a language task (prefixes, suffixes, and roots) or increase vocabulary.	- The words ' <i>signal</i> ' and ' <i>signature</i> ' come from the same root ' <i>sign</i> ' meaning ' <i>symbol</i> ' or ' <i>mark</i> '.
Resources	Use a dictionary or ask someone else. For the dictionary, be aware that in English, the same word can be used as several different parts of speech, with different meanings.	- ' <i>Work</i> ' can mean ' <i>to do a job</i> ' when used as a verb. When used as a noun, it means ' <i>a job</i> '.
Take notes	Write down important words and concepts.	While reading, you may take notes by jotting down the main idea and supporting details of each paragraph.
Summarise	Create a mental, oral, or written summary of information	If you read the passage, you could periodically think about the gist or main points of the passage to see if you really understand it.

Other Useful Reading Techniques

Skim for the main idea	Skim the text or read over the text very quickly. You do not have to read every word, or look up words you do not understand.	You <i>skim</i> to get the general idea of the reading text by reading the first and/or second sentences of each paragraph.
Scan for specific information	Read very quickly across the text to find specific information you want.	You <i>scan</i> only to see your flight departure time and gate number from the flight schedule.
Recognise sequence of events	Recognize the information listed in the order of events that happened	Dates and times are used to show this sequence of events, such as ' <i>first</i> ', ' <i>next</i> ', ' <i>then</i> ', ' <i>later</i> ', ' <i>after</i> ', ' <i>finally</i> ', and ' <i>today</i> '.

กลยุทธ์การอ่านภาษาอังกฤษและคำอธิบายพร้อมตัวอย่าง

กลยุทธ์การอ่านแบบอภิปราย (Metacognitive Strategies)

กลยุทธ์	คำอธิบาย	ตัวอย่าง	ขั้นตอนการใช้
กำหนดเป้าหมาย (Set goals)	ตั้งวัตถุประสงค์ของตัวเอง ระบุจุดประสงค์การอ่าน	กำหนดวัตถุประสงค์การอ่านว่าจะอ่านเพื่อเข้าใจ ใจความหลักของเรื่อง หรือ main ideas	วางแผนก่อน อ่าน
ใช้ความรู้เดิมที่มี (Activate background knowledge)	นึกถึงและใช้สิ่งที่รู้อยู่แล้วเพื่อ ช่วยให้เข้าใจสิ่งที่อ่าน	ถ้าจะต้องอ่านเรื่องเกี่ยวกับ Asian Celebrities ให้นึกว่าเรารู้อะไรเกี่ยวกับบุคคลที่มีชื่อเสียงบ้าง ประเทศ ลักษณะ หรืออาชีพของพวกเขา เป็นต้น	วางแผนก่อน อ่าน
คาดการณ์ (Predict)	ใช้สิ่งที่รู้อยู่แล้วเกี่ยวกับหัวข้อ เพื่อเดาว่าเนื้อเรื่องน่าจะเกี่ยวกับ อะไร	ถ้าจะต้องอ่านเรื่องเกี่ยวกับ Valentine's Day ให้นึกหรือเดาว่าเนื้อเรื่องจะบอกอะไรเรา เช่น ประวัติและการเฉลิมฉลอง ฯลฯ	วางแผนก่อน อ่าน/ ตรวจสอบ ขณะอ่าน
สนใจอ่านเฉพาะ อย่าง (Selective attend)	อ่านโดยเน้นคำ วลี และ ความคิดสำคัญๆ หรือข้อมูล เฉพาะ	ถ้าจะต้องอ่านเวลาการเดินทางไฟเพื่อ ไปยังจุดหมาย ปลายทางของเรา เราอาจต้องเลือกอ่านเน้นที่เวลา รถไฟออกและหมายเลขขบวนขบวน โดยการใช้ scan เพื่อให้ได้ข้อมูลเฉพาะที่ต้องการ	วางแผนก่อน อ่าน/ ตรวจสอบ ขณะอ่าน
ถามตัวเองว่าอ่าน อย่างสมเหตุผล ใหม่ (Ask if it makes sense)	ตรวจเช็คความเข้าใจใหม่เพื่อดู ความก้าวหน้าในการอ่านและ ระบุปัญหาที่เกิดจากการอ่านได้	ขณะที่กำลังอ่านเรื่องอยู่ ให้ถามตัวเองเป็นระยะๆ ว่า เข้าใจใหม่ที่กำลังเกิดอะไรขึ้นในเรื่องที่อ่าน	ตรวจสอบขณะ อ่าน
ใช้จินตนาการ (Use imagery)	สร้างภาพเพื่อนำเสนอข้อมูลที่ อ่าน (ภาพช่วยตรวจเช็คความ เข้าใจในข้อมูลและความจำ)	ถ้ากำลังอ่านเรื่องเกี่ยวกับการเปลี่ยนแปลงของ ฤดูกาลอยู่ ภาพยนตร์ในจินตนาการ ของเราเอง สามารถช่วยให้เห็นทิวทัศน์ที่กำลังเปลี่ยน ไป	วางแผนก่อน อ่าน/ ตรวจสอบ ขณะอ่าน/ แก้ปัญหา/ ประเมินการอ่าน
คุยกับตัวเองผ่าน เรื่องที่อ่าน (Self-talk)	ลดความตื่นตระหนกโดยเตือน ตัวเองว่ามีความก้าวหน้าในการ อ่าน มีแหล่งข้อมูล และมี เป้าหมายในการอ่าน	ถ้ากำลังอ่านบทความวิทยาศาสตร์เป็นภาษาอังกฤษ ให้บอกตัวเองว่า <i>อย่าเลิกอ่าน หรือ ไม่เป็นไรที่ฉัน ไม่เข้าใจทั้งหมด</i>	วางแผนก่อน อ่าน/ ตรวจสอบ ขณะอ่าน/ แก้ปัญหา/ ประเมินการอ่าน
ตรวจความถูกต้องของ การคาดการณ์และการ เดา (Verify prediction and guesses)	ตรวจเช็คว่าการคาดการณ์และ การเดาถูกต้องหรือไม่	ถ้าคาดการณ์ว่าอาจจะได้อ่านประวัติของวันวาเลนไทน์ ให้คิดว่าจริงๆ แล้วได้อ่านอะไร (เป็นการ ประเมินการคาดการณ์และความคาดหวังของเราซึ่ง ช่วยบอกว่าเราเชื่อมโยงความรู้เดิมกับข้อมูลใหม่ๆ จากการอ่านได้ระดับใด ทั้งยังช่วยย้ำความเข้าใจ เรื่องให้มากขึ้นด้วย)	ประเมินการอ่าน

ตรวจเช็ค เป้าหมายการอ่าน (Check goals)	ตัดสินใจว่าอ่านได้บรรลุตาม เป้าหมายที่กำหนดได้หรือไม่	หลังการอ่าน ถามตัวเองว่าอ่านได้บรรลุตาม เป้าหมายที่กำหนดไว้ก่อนอ่านได้หรือไม่	ประเมินการอ่าน
ประเมินตัวเอง (Evaluate yourself)	ตัดสินใจว่าอ่านหรือทำกิจกรรม เกี่ยวกับ การอ่าน ได้ดีในระดับ ใด	ถ้ากำลังอ่านบทความในหนังสือพิมพ์อยู่ เรา สามารถให้คะแนนในใจได้ว่าเราเข้าใจมากน้อย เพียงใด	ประเมินการอ่าน
ประเมินกล ยุทธการอ่าน (Evaluate your strategies)	พิจารณาว่าใช้กลยุทธ์การอ่าน อย่างไรและมีประสิทธิภาพ เพียงใด	ถ้าคาดการณ์โดยอิงความรู้ที่มีอยู่เกี่ยวกับอาหาร ญี่ปุ่น แต่ก็ยังคงไม่เข้าใจเรื่องที่อ่าน ให้คิดว่าทำไม การคาดการณ์จึงไม่ช่วยให้เข้าใจเรื่อง อาจเป็นไปได้ ว่าความรู้เกี่ยวกับอาหารญี่ปุ่นของเราน้อยกว่าที่คิด ไว้ จึงทำให้คาดการณ์ผิด นอกจากนี้ควรนึกถึงกล ยุทธการอ่านอื่นๆที่น่าจะเป็นประโยชน์ด้วย เช่น การเดาจากบริบท prefix, suffix ฯลฯ	ประเมินการอ่าน

กลยุทธ์การอ่านแบบปริชาน (Cognitive Strategies)

กลยุทธ์	คำอธิบาย	ตัวอย่าง
การหาความหมาย อ้างอิง (Inference)	- เดาโดยใช้ความรู้เดิมที่มีหรือสิ่งต่างๆที่รู้อยู่แล้ว	- หากไม่ทราบคำศัพท์ เราสามารถอนุมานโดยเดา จากตัวช่วยเช่น บริบท prefix, suffix ฯลฯ
การใช้กฎไวยากรณ์ (Deduction or Apply rules)	ใช้กฎอย่างตั้งใจเพื่อเข้าใจภาษาหรือแก้ปัญหา	ให้ดูท้ายคำเพื่อระบุได้ว่าคำใดเป็นคำกริยา เพื่อ ทราบกาล หรือ tense เช่น <i>identified</i> เป็น อดีตกาล เพราะมี <i>ed</i> .
การถ่ายโอนความรู้ (Transfer)	ใช้ความรู้ทางภาษาที่เรียนมาแล้วช่วยให้อ่านเข้าใจ (prefix, suffix และรากคำ) หรือเพิ่มวงศัพท์	- คำ <i>signal</i> และ <i>signature</i> มาจากรากคำ เดียวกันคือ <i>sign</i> หมายถึง สัญลักษ์ณ์ หรือ เครื่องหมาย
แหล่งความรู้ (Resources)	ใช้พจนานุกรม หรือถามคนอื่น สำหรับพจนานุกรม ให้ระวังว่าในภาษาอังกฤษ คำเดียวกันสามารถเป็นได้ หลายชนิดของคำและมีความหมายต่างกัน	- <i>Work</i> จะหมายถึง <i>to do job</i> (ทำงาน) หาก ใช้เป็นคำกริยา แต่หากใช้เป็นคำนาม จะหมายถึง <i>a job</i> (งาน)
จดโน้ต (Take notes)	จดคำสำคัญ (key words) หรือแนวความคิด สำคัญๆ	ขณะอ่าน เราอาจจดโน้ตใจความหลักและ ข้อความสนับสนุนของแต่ละย่อหน้า
ย่อความ (Summarise)	ย่อความสิ่งที่อ่านในใจ พูดออกมา หรือเขียน	ในการอ่านเรื่อง เราสามารถนึกถึงใจความสำคัญ หรือประเด็นหลักของเรื่องเป็นระยะๆ เพื่อดูว่าเรา เข้าใจจริงๆหรือไม่

กลยุทธ์การอ่านอื่นๆที่เป็นประโยชน์

Skim เพื่อหาใจความหลัก	Skim เรื่องหรืออ่านเรื่องอย่างเร็วมาก โดยไม่ต้องอ่านทุกคำ หรือหาความหมายคำที่ไม่ทราบ	เรา <i>skim</i> เพื่อหาใจความกว้างๆของเรื่องที่อ่าน โดยอ่านประโยคแรกและ/หรือ ประโยคที่สองของแต่ละย่อหน้า
Scan เพื่อหาข้อมูลเฉพาะ	อ่านเรื่องอย่างเร็วมากเพื่อหาข้อมูลเฉพาะที่ต้องการ	เรา <i>scan</i> ก็เพื่อหาเวลาออกของเที่ยวบิน และหมายเลขทางออก เท่านั้นจากการอ่านตารางเที่ยวบิน
สังเกตลำดับของเหตุการณ์	สังเกตข้อมูลที่มีการเรียงลำดับตามเหตุการณ์ที่เกิดขึ้น	วันที่ และ เวลาจะใช้เพื่อแสดงลำดับเหตุการณ์ เช่น ' <i>first</i> ', ' <i>next</i> ', ' <i>then</i> ', ' <i>later</i> ', ' <i>after</i> ', ' <i>finally</i> ', และ ' <i>today</i> '.

Appendix E

Counselling Form for the Learner

Counselling Form for the Learner

Name..... ID..... Group

No. (ครั้งที่ ที่)	Date/Week (วันที่/สัปดาห์)	My Learning Problems (ปัญหาการเรียนของข้าพเจ้า)	Teacher's Advice or Suggestions (คำแนะนำหรือข้อเสนอแนะของ อาจารย์)	My Comments (ความคิดเห็นของข้าพเจ้า)

Appendix F

Learner Training Effectiveness Checklist (Psychological and Methodological Training)

ชื่อ กลุ่ม

แบบสำรวจทัศนคติเกี่ยวกับการเรียนรู้ด้วยตนเอง

ทำเครื่องหมาย X ลงในช่องที่ตรงกับความเห็นของนักศึกษาหรือเป็นจริงเกี่ยวกับนักศึกษามากที่สุด

	เห็นด้วย มากที่สุด 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็น ด้วย 2	ไม่เห็น ด้วยเป็น อย่างมาก 1
1. ข้าพเจ้าตระหนักดีว่าต้องเรียนภาษาอังกฤษด้วยตนเองหรือฟังตนเองบ้าง อาจารย์ไม่สามารถสอนได้ตลอดเวลา					
2. ข้าพเจ้าเชื่อว่าต้องพยายามด้วยตนเองจึงจะประสบความสำเร็จในการเรียนภาษาอังกฤษ					
3. ข้าพเจ้าตระหนักดีถึงบทบาทของตนเองในฐานะผู้เรียนภาษาอังกฤษว่าต้องรับผิดชอบการเรียนของตัวเอง					
4. ข้าพเจ้าทราบดีแล้วว่าการเรียนด้วยตนเองเป็นอย่างไร					
5. ข้าพเจ้าเข้าใจและเห็นด้วยกับข้อดีของการเรียนรู้ด้วยตนเอง					
6. ข้าพเจ้าคิดว่าสามารถกำหนดวัตถุประสงค์การเรียนในแต่ละครั้ง ตรวจสอบติดตามและแก้ปัญหา และประเมินผลการเรียนของตนเองได้					
7. ข้าพเจ้าคิดว่าสามารถกำหนดเกณฑ์การเรียนได้					
8. ข้าพเจ้าเชื่อมั่นว่าจะสามารถบริหารเวลาเรียนนอกชั้นเรียนได้ดี					
9. ข้าพเจ้ามั่นใจว่าจะเป็นผู้เรียนรู้ด้วยตนเองอย่างมีประสิทธิภาพทั้งในและนอกห้องเรียน					

Name: ID: Group:

วงกลมตัวเลขที่ตรงกับท่านมากที่สุดเกี่ยวกับความสามารถในการใช้กลยุทธ์การอ่านที่ท่านได้ฝึกฝนมา

- 3 หมายถึง แนใจมากกว่าสามารถทำได้
 2 หมายถึง แนใจว่าจะสามารถทำได้
 1 หมายถึง ไม่แนใจว่าจะสามารถทำได้หรือไม่

- | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. ข้าพเจ้ากำหนดวัตถุประสงค์การอ่านไว้ล่วงหน้าและอ่านเพื่อให้บรรลุวัตถุประสงค์นั้น | 3 | 2 | 1 |
| 2. ก่อนอ่านข้าพเจ้าคิดว่ารู้อะไรบ้างเกี่ยวกับหัวข้อที่จะอ่าน | 3 | 2 | 1 |
| 3. ข้าพเจ้าพยายามคาดเดาว่าเนื้อเรื่องจะเกี่ยวกับอะไร | 3 | 2 | 1 |
| 4. ข้าพเจ้าอ่านชื่อเรื่องและคุณภาพ และคาดเดาว่าเนื้อเรื่องจะเกี่ยวกับอะไร | 3 | 2 | 1 |
| 5. ข้าพเจ้าจินตนาการ โดยนึกเป็นภาพว่าเรื่องที่อ่านจะเกี่ยวกับอะไร | 3 | 2 | 1 |
| 6. ข้าพเจ้าย่อความใจความหลักโดยการพูดหรือเขียน | 3 | 2 | 1 |
| 7. ข้าพเจ้าจดโน้ตศัพท์สำคัญ หรือใจความหลักของแต่ละย่อหน้า | 3 | 2 | 1 |
| 8. ข้าพเจ้าตรวจสอบว่าคาดเดาได้ถูกต้องหรือไม่โดยใช้วิธีย่อความใจความหลัก | 3 | 2 | 1 |
| 9. ข้าพเจ้าใช้ความรู้ทางไวยากรณ์เพื่อเข้าใจกาล (tenses) ต่างๆและชนิดคำศัพท์ | 3 | 2 | 1 |
| 10. ข้าพเจ้าพยายามที่เข้าใจศัพท์ที่ไม่ทราบจาก prefix และ suffix และจากบริบทหรือข้อความแวดล้อม | 3 | 2 | 1 |
| 11. ข้าพเจ้าคาดเดาเกี่ยวกับสิ่งที่อ่านโดยอิงกับข้อมูล ความรู้ หรือประสบการณ์เดิมที่มี | 3 | 2 | 1 |
| 12. ข้าพเจ้าบอกตัวเองว่าอย่าเลิกอ่านเวลาที่พบปัญหาหรืออุปสรรคใดๆเกี่ยวกับการอ่าน | 3 | 2 | 1 |
| 13. ข้าพเจ้าใช้พจนานุกรมก็ต่อเมื่อไม่ทราบศัพท์สำคัญๆจริงๆเท่านั้น | 3 | 2 | 1 |
| 14. ขณะอ่าน ข้าพเจ้ามักตรวจสอบเป็นระยะๆว่าเข้าใจสิ่งที่อ่านหรือไม่ | 3 | 2 | 1 |
| 15. ข้าพเจ้าอ่าน โดยมุ่งเน้นที่ข้อมูลเฉพาะเพื่อให้บรรลุวัตถุประสงค์ในการอ่าน | 3 | 2 | 1 |
| 16. ข้าพเจ้ากำหนดไว้ก่อนล่วงหน้าถึงข้อมูลเฉพาะที่อยากจะทราบ และมุ่งเน้นอ่านเฉพาะเกี่ยวกับข้อมูลนั้น | 3 | 2 | 1 |
| 17. เมื่ออ่านเนื้อเรื่องจบแล้ว ข้าพเจ้าจะคิดว่าเทคนิคการอ่านที่ข้าพเจ้าใช้ช่วยให้เข้าใจเรื่องมากขึ้นหรือไม่ และจะนึกถึงกลยุทธ์การอ่านอื่นๆที่น่าจะช่วยให้เข้าใจได้ด้วย | 3 | 2 | 1 |
| 18. เมื่ออ่านจบข้าพเจ้าตรวจสอบว่าสามารถคาดเดาเกี่ยวกับสิ่งที่อ่านได้ถูกต้องหรือไม่ | 3 | 2 | 1 |
| 19. ข้าพเจ้าให้คะแนนความเข้าใจในการอ่าน โดยใคร่ตรงว่าข้าพเจ้าเข้าใจในสิ่งที่อ่านมากน้อยเพียงใด | 3 | 2 | 1 |
| 20. ข้าพเจ้าตรวจสอบว่าทำได้ตามเป้าหมายที่ตั้งไว้หรือไม่ | 3 | 2 | 1 |

Appendix G 1

Blueprint of the General English Reading Comprehension Test Construction

THE GENERAL ENGLISH READING COMPREHENSION TEST CONSTRUCTION

Statement of Problems

There is a need to develop the English reading comprehension ability proficiency test for this study since the subjects or second year undergraduate learners of DPU are considered as the lower intermediate students. Therefore, reading test parts of the standardized tests such as TOEFL or IELTS are not appropriate for this study due to the difficulty level.

The purposes of the test are twofold. Firstly, the test scores will be used to test the comparability of the subjects' proficiency levels. Secondly, it will be used as pre and post-tests to compare a reading comprehension ability of the sampled students.

Specifications of the Test

Specifications of the test consist of four main parts which are 1) content, 2) format and timing, 3) criteria levels of performance, and 4) scoring procedure.

1. Content

Content of the reading test is based on a suggestion of Hughes (1991) and Heaton (1995); therefore, the test consists of three main parts i.e. macro skill, micro skill, and critical reading skill.

Macro skills

Scan text to identify specific information.

Skim text to obtain the gist or general meaning.

Identify stages of an argument or a sequence of events.

Identify examples presented in support of an argument.

Micro skills

Identify referents of pronoun, noun, etc.

Use context to guess meaning of unfamiliar words.

Understand relations between parts of text by recognising indicators in discourse, especially for the introduction, development, transition, and conclusion of ideas. (The test mainly emphasises a conclusion of ideas).

Critical reading skills

1. Understand information not explicitly stated by making inferences.

2. Read critically.

Macro and micro skills are suggested by Hughes, while critical reading skill by Heaton. However, it is noted that 'the read critically skill' is not covered in the test; however, the skill of reading for the author's attitude and purpose is added under the inference making skill. In order to arrange difficulty hierarchy of these test components, the cognitive domain which is one of the well known domains of the taxonomy of educational objectives (Bloom et al., 1956) is used as a basis for this classification purpose. According to the list of reading components presented above, they involve four categories in the cognitive domain that is knowledge, comprehension, analysis, and synthesis.

Sources of texts

The texts are derived from commercial textbooks, magazines, newspapers, and Internet article.

Topics

The subject areas of reading passages will be as 'neutral' as possible since the students are from a variety of social science and business disciplines such as accountancy, business administration, economics, etc. In addition, the topics will be of interest of the students as much as possible.

2. Format and Timing

The reading comprehension test consists of 45 test items in the multiple-choice type developed from 6 passages. The multiple-choice test offers a useful way of testing reading comprehension (Heaton, 1995: 117). The passages are 150-300 words long, which corresponds to the length of reading passages in the course textbook. Each test item provides 4 choices (a, b, c, or d) as per the suggestion of Alderson et al. (1995). Four choices equally provide 25% of a chance of correctness to each option (Cohen, 1994).

The test items aim to test learning objectives in different reading domains according to the category in the Cognitive Domain. Table 1 provides details on reading comprehension domains categorised as per the category in the cognitive domain, and number of items pursuant to each category in the cognitive domain.

Table 1: Domain of Reading Comprehension and Categorisation in the Cognitive Domain

Category in the Cognitive Domain	Domains of Reading Comprehension	No. of items	Items
Knowledge	Know specific facts	13	
	<i>(scanning to identify specific information)</i> <i>(identifying pronoun and noun phrase)</i>	(7) (6)	3,4,5,11,18,26,34 1,9,16,23,31,40
Comprehension	Guess meaning from the context	6	2,10,17,24,32,41
	Skim to understand general meaning	8	7,12,13,21,27,35,43,44
	Give examples	3	20,33,42
	Conclude ideas	3	8,28,36
Analysis	Identify sequence of events/stages of argument	3	6,19,25
Synthesis	Make inferences / read for author's purpose	9	14,15,22,29,30,37,38,39,45
	Total	45	

Time allowed for taking the test is 1.15 hour excluding time spent on a test paper distribution and collection. The total score is 45.

3. Criteria Levels of Performance

Since it is the general reading comprehension proficiency test which is a norm-referenced testing (NRT), it is intended to see general English reading comprehension proficiency of the students; therefore, criteria levels of performance do not need to be specified before a construction or administration of the test.

4. Scoring Procedure

Since the test applies a multiple-choice type, which is considered as the objective test, there is no problem in making scoring. Objective scoring can be carried out by teachers and non-teachers.

Appendix G 2

**The Index of Item-Objective Congruence of the
General English Reading Comprehension Test**

The Index of Item-Objective Congruence of the General English Reading Comprehension Test

Test item	Test objective	Opinion scores of experts			Total scores	IOC value	Content validity
		expert 1	expert 2	expert 3			
1	Identify a pronoun referent	1	1	1	3	1.00	Yes
2	Guess meaning	1	1	1	3	1.00	Yes
3	Read for specific information	1	1	1	3	1.00	Yes
4	Read for specific information	1	1	1	3	1.00	Yes
5	Read for specific information	1	1	1	3	1.00	Yes
6	Identify a sequence of event	1	1	1	3	1.00	Yes
7	Read to obtain the gist	1	1	1	3	1.00	Yes
8	Conclude idea	1	1	1	3	1.00	Yes
9	Identify a pronoun referent	1	1	1	3	1.00	Yes
10	Guess meaning	1	1	1	3	1.00	Yes
11	Read for specific information	1	1	1	3	1.00	Yes
12	Read to understand general meaning	1	1	1	3	1.00	Yes
13	Read to obtain the gist	1	1	1	3	1.00	Yes
14	Make inference	1	1	1	3	1.00	Yes
15	Read for the author's purpose	0	1	1	2	0.67	Yes
16	Identify a pronoun referent	1	1	1	3	1.00	Yes
17	Guess meaning	1	1	1	3	1.00	Yes
18	Read for specific information	1	1	1	3	1.00	Yes
19	Identify a sequence of event	1	1	1	3	1.00	Yes
20	Identify the example	1	1	1	3	1.00	Yes
21	Read to understand general meaning	1	1	1	3	1.00	Yes
22	Make inference	1	1	1	3	1.00	Yes
23	Identify a pronoun referent	1	1	1	3	1.00	Yes
24	Guess meaning	1	1	1	3	1.00	Yes
25	Identify a sequence of event	1	1	1	3	1.00	Yes
26	Read for specific information	1	1	1	3	1.00	Yes
27	Read to understand general meaning	1	1	1	3	1.00	Yes

Test item	Test objective	Opinion scores of experts			Total scores	IOC value	Content validity
		expert 1	expert 2	expert 3			
28	Conclude idea	1	1	1	3	1.00	Yes
29	Make inference	0	1	1	2	0.67	Yes
30	Make inference	1	1	1	3	1.00	Yes
31	Identify a pronoun referent	1	1	1	3	1.00	Yes
32	Guess meaning	1	1	1	3	1.00	Yes
33	Identify the example	1	1	1	3	1.00	Yes
34	Read for specific information	1	1	1	3	1.00	Yes
35	Read to understand general meaning	1	1	1	3	1.00	Yes
36	Conclude idea	1	1	1	3	1.00	Yes
37	Make inference	1	1	1	3	1.00	Yes
38	Make inference	0	1	1	2	0.67	Yes
39	Make inference	0	1	1	2	0.67	Yes
40	Identify a pronoun referent	1	1	1	3	1.00	Yes
41	Guess meaning	1	1	1	3	1.00	Yes
42	Identify the example	1	1	1	3	1.00	Yes
43	Read to understand general meaning	1	1	1	3	1.00	Yes
44	Read to obtain the gist	1	1	1	3	1.00	Yes
45	Make inference	1	1	1	3	1.00	Yes

The content validity of the test is 0.97.

Appendix G 3

The General English Reading Comprehension Test

**แบบทดสอบความสามารถการอ่านภาษาอังกฤษเพื่อความเข้าใจ
ระดับอุดมศึกษา ชั้นปีที่ 2 มหาวิทยาลัยธุรกิจบัณฑิตย์**

ชื่อ เลขประจำตัวนักศึกษา

คณะ กลุ่มเรียน เวลาสอบ 1.10 ชั่วโมง

คำชี้แจง

1. แบบทดสอบนี้มีทั้งหมด 7 หน้า
 2. แบบทดสอบนี้มีทั้งหมด 40 ข้อ ประกอบด้วย 6 เนื้อเรื่อง
 3. ให้นักศึกษาอ่านคำอธิบายให้เข้าใจและทำแบบทดสอบในกระดาษคำตอบเท่านั้น
แต่ละข้อจะมีคำตอบที่ถูกต้องหรือเหมาะสมที่สุดเพียงคำตอบเดียว
 4. แบบทดสอบชุดนี้สร้างขึ้นเพื่อใช้วัดความสามารถทางการอ่านภาษาอังกฤษของนักศึกษา
คะแนนที่ได้จากการทำแบบทดสอบนี้ไม่มีผลต่อการเรียนภาษาอังกฤษของนักศึกษา
แต่จะนำไปใช้ในการวิจัยเท่านั้น ขอให้นักศึกษาดังใจทำแบบทดสอบอย่างเต็มความสามารถ
-

ขอขอบคุณในความร่วมมืออันดียิ่ง

Instruction

There are 6 passages. Read each passage and answer the questions by choosing the best answer (a, b, c, or d) and mark an X on the answer sheet (40 points).

Passage 1 (8 points)

1 TA Orange has discovered an innovative way to send short messages with a personal touch.
The human voice.

The cell-phone operator's voice short message service is a good idea, particularly for those who find themselves fumbling to enter alphabet characters, especially in Thai language
5 on small key pads.

Any TA Orange customer can access the service by dialling 9100, followed by the destination phone number. The system will ask them to speak into the phone and send the message.

Each message can be up to 30 seconds long so don't **beat around the bush!** Before
10 sending, the system will repeat the message in case you want to change it.

What people may like most about sending a voice messages is the way in which they can fully express their feelings - just like the old days.

The service is expected to be a buzz among young lovers, **who** can bombard their sweetheart with endearments. The person receiving the message on a mobile phone will see
15 the name or number of the sender. They can keep the message forever in their phone, just like a text message.

The charge is the same - Bt3 per message.

They can send a voice message to all mobile phone networks, including fixed-line phones which can receive short messages.

1. The word 'who' (line 13) refers to _____.
a. people b. young lovers c. the service d. the sender
2. The phrase 'beat around the bush' (line 9) means _____.
a. talk too much b. say only the main point
c. write difficult words d. speak without coming to the point
3. Which sentence is **true**?
a. A voice message must not be longer than 30 seconds.
b. The operator's voice is not good for sending short messages.
c. A customer cannot change the message.
d. People may like a voice message because it is cheap.
4. Customers may like their own voice messages most because they can _____.
a. fully express their feelings
b. change a message before sending
c. talk to their boyfriend or girlfriend
d. send a message to all mobile phone networks.
5. To send a voice message, the first thing to do is to _____.
a. dial the number you want to call
b. dial 9100 to get the service
c. speak into the phone immediately
d. contact the operator

6. The main idea of this passage is that _____.
- the human voice can give a personal touch.
 - it is easy to use TA Orange message service
 - a customer's voice is better than the operator's voice
 - TA Orange provides a new way of message sending
7. The best title for this passage should be _____.
- Voice Short Messages
 - TA Orange Services
 - Mobile Phone Messages
 - Human Voice

Passage 2 (7 points)

Internet roundup

Site for tourists

- 1) If you love travelling or you travel a lot, you should try visiting a site that was developed to provide tourist information through out Thailand across all seasons.
- 5) It presents pictures and information with dynamic links that not only attract you but also allow you to arrange your trips easily, no matter how many trips you want.

<http://www2.tat.or.th/ttm/>

Windows and Office

- 10) For those who are Windows users, this site is recommended. It provides a lot of updated news, tips and help for Windows and Office programs. All content in the site was developed by Woody Leonhard, 15) the author of several books including "Office 2003 Timesaving Technologies for Dummies", Windows XP All in One Desk Reference For Dummies", and "Windows XP Timesaving Techniques For 20) Dummies".

<http://www.askwoody.com/>

TOT service

- 21) Even if you are not at home, you will no longer miss any calls on your telephone thanks to a new service provided by TOT Corporation that allows you to get all voice 25) or fax messages sent to your fixed-line telephone number. Just press 1278. If you want to know more about the service, take a look at the website.

<http://www.ibox1278.com/>

Kids Square

- 30) This is the recommended place on the Internet for children. The site is designed to provide a **community** for all members of the family with games, a Web board, a fun zone and parent square.
- 35) With a visit to this site, parents will get new ideas on how to share time with their children, while the children can enjoy games and entertaining activities such as collections, experiments, development

- 40) projects, a library, games, software, and books.

<http://www.kidsquare.com>

8. The pronoun 'it' (line 5) refers to _____.
- tourist information
 - Thailand
 - a website
 - the Internet
9. The word 'community' (line 32) means _____.
- place
 - square
 - service
 - information
10. What is the website that promotes a family relationship?
- <http://www2.tat.or.th/ttm/>
 - <http://www.askwoody.com/>
 - <http://www.ibox1278.com/>
 - <http://www.kidsquare.com/>

11. What is the main idea of paragraph 2 (line 10- 21): Window and Office?
- Woody Leonhard is the owner of the website.
 - People can have information about Windows programs.
 - www.askwoody.com is good for people using Windows.
 - Woody Leonhard writes many books about computers.
12. What is probably the main purpose of the writer?
- To suggest some useful websites.
 - To give information to Internet users.
 - To promote a use of websites.
 - To show the writer's favourite websites.

Passage 3 (7 points)

Lovers Criss-Cross World in Vain

1 **LONDON** Thursday July 26 (Reuters) Ian Johnstone missed his girlfriend so much he flew back to Britain from Australia to propose to her. The problem is she did the same in the opposite direction.

He and Amy Dolby even managed to miss each other when they sat in the same airport lounge in Singapore at the same time to wait for connecting flights.

Dolby, heartbroken when she arrived at Johnstone's Sydney apartment to find he had flown to London, told the Times: "It was as though someone was playing a cruel joke on us.

"He is the most romantic person I have ever known. I think our problem is that we are both quite impulsive people. We are always trying to surprise each other."

10 After an 11,000-mile flight across the globe, she was greeted by Johnstone's astonished flat mate asking what she was doing there.

"The awful truth dawned when I found that Ian's rucksack and most of his clothes were missing. I sat on the end of his bed and cried my eyes out," she said.

Johnstone, a 27-year-old bricklayer, had taken a year off to travel round Australia. But 15 he was missing Dolby, a 26-year-old secretary, so much he got a job on a Sydney building site and started saving for a surprise.

He then flew home to Britain and went to her apartment armed with an engagement ring, champagne and flowers.

"I really missed Amy and I'd been thinking about her all the time. I thought she was 20 winding me up when she phoned me from Australia," he said. Johnstone then asked Dolby to marry him on the phone. "I didn't know whether to laugh or cry but I accepted." she said.

Dolby was given a tour of Sydney by Johnstone's friends before wending her weary way home. Johnstone had to stay in Britain for two weeks because he could not change his ticket.

13. The word 'us' (line 7) refers to _____.
- Amy Dolby and someone
 - Ian Johnstone and Amy Dolby
 - Amy Dolby and the Times
 - Ian Johnstone and his flatmate
14. Where did Ian and Amy wait for connecting flights?
- Australia
 - London
 - Singapore
 - Sydney
15. After Dolby went on a tour for Sydney, she _____.
- flew back to Britain, her home
 - went back to Ian's apartment
 - stayed in Sydney for 2 weeks
 - accepted to marry Johnstone.

16. What is **not** the example showing that Ian Johnstone loves Amy Dolby so much?
- He flew back to Britain to ask his girlfriend to marry him.
 - He was armed with an engagement ring, champagne, and flowers.
 - He worked and saved money to marry his girlfriend, Dolby.
 - He is the most romantic person and likes to surprise Dolby.
17. Which of the following is **not true** according to the passage?
- Johnstone asked Dolby to marry over the phone.
 - Johnstone is a little bit older than Dolby.
 - Johnstone and Dolby finally met each other.
 - Johnstone and Dolby like to surprise each other.
18. The passage does **not** say directly, but we can infer that _____.
- Johnstone is a very romantic man.
 - being impulsive people has some bad points.
 - Dolby had a great time going on tour in Sydney.
 - Johnstone's friends are very nice to Dolby.

Passage 4 (8 points)

1 San Francisco is going to do what many other cities have already done – provide free bicycles to the public. The mayor of San Francisco supports the bicycle program. He wants to improve the terrible traffic problems in the city.

5 At first, 40 to 60 bikes will be available only to city workers. People will give their old bikes to the city to use in the program. If this program is successful, one day more than 1,000 bicycles will be available. Everyone, not just city workers, will be able to use these bicycles.

10 People in Fresno, California already have a free bicycle program. In fact, this idea began in Amsterdam over 40 years ago. These programs encourage citizens to get out of their cars and onto pollution-free bikes.

Fresno's Yellow Bike Program puts about forty bicycles around the city. The bikes are painted bright yellow so people know they can take them. When people take a yellow bike, they can ride to work or to shopping areas, and then leave the bike for the next rider.

15 Some people worry that the free bikes will be stolen. However, theft hasn't been a problem in other free-bike cities.

While most people think the bike program is a good idea, only a few say they will use it. "I will still drive my car," says Joanna Greene. "San Francisco has a lot of hills. My office is at the top of Potrero Hill. I don't think I'm in good shape. And, wouldn't I have to carry a helmet with me all the time?"

20 Phil Chung agrees, "There is too much traffic. Riding a bicycle can be dangerous. There are not very many bike lanes." He continues, "Plus, it's too cold in the winter. And what if you ride a bike to work, and then there isn't one to ride home?"

Program leaders know there will be problems. But **they** think it's worth trying. "It's not the solution for everyone," states Sylvia Pass. "But if just one hundred people use it every day, that's one hundred cars that aren't on the streets, one hundred parking spaces that aren't used. I think it's a great beginning."

19. The word 'they' (line 23) refers to _____.
- a. people b. program leaders c. city workers d. Joanna Greene and Phil Chung.
20. What was the first city to have the free bike program?
- a. San Francisco b. Amsterdam c. Fresno d. California
21. Why does the mayor support the bicycle program?
- a. To give the free bicycles to the public.
 b. To reduce air pollution problems.
 c. To improve the traffic problems.
 d. To have everyone use the free bikes.
22. There are some disadvantages to the free bike programs in San Francisco **except** for _____.
- a. a lot of hills b. too much traffic
 c. bad weather d. more parking spaces
23. What should be the best title of this passage?
- a. Free Bike Programs b. Bicycles in San Francisco
 c. Bicycles and Traffic Problems d. Good and Bad Points of Free Bikes
24. What does the writer think about the free bike program in San Francisco?
- a. It will have some problems b. A few people will use the bikes
 c. Free bikes will be stolen d. The writer does not show his attitude
25. The passage suggests, but does **not** say directly, that _____.
- a. many free bike programs aim to solve air pollution problems
 b. there are many free bike programs in many cities in the world
 c. the free bike program has both advantages and disadvantages
 d. the free bike program in San Francisco will be successful.

Passage 5 (9 points)

- 1 Moms tend to love anything you give them. It's a **piece of cake**. Moms enjoy so many things that you just have to be a little intuitive about things she would buy for herself.
- 5 You can always give the classic staples such as flowers, perfume, and candy. You may want to give this in addition to another gift.
- 10 Mom will appreciate the thought you give to a gift more than anyone else. And she will usually tell you what she would like. Listen. You are one of the few people who can give her a special big gift. But always keep in mind if you don't have the budget, she doesn't expect you to get her anything big. Moms will understand better than anyone if you can't afford an expensive gift and they will feel bad if you spend more than you can afford.
- 15 **How to find the perfect gift for your mother?**
1. Look at the colors she wears. These are excellent clues as to what colors she feels comfortable living around.
2. See if she is currently collecting anything special. Many women collect collectibles such as cats, puppies, flowers...
- Does she have an upcoming event that she could use some special item to complete her dinner table.

4. Does she enjoy jewelry?
- 20 5. Does she have any hobbies she enjoys: sewing, movies, travel...?
6. If she is into home decorating, give her either something for the house or a gift certificate to her favorite home décor store. A picture of you (and your family) in a nice frame always makes a great gift for a mom particularly a picture of you and her together.
- 25 One of the best things you can do for your mother is share your time and interests with her. She mostly wants to know about you. How you are doing emotionally, physically, and financially. Share information and interests in your life. She maybe more flexible and open to learning than you might think.
26. The word 'you' in the passage refers to _____.
- a. children b. present buyers c. readers d. young people
27. The phrase 'a piece of cake' (line 1) means _____.
- a. convenient b. delicious c. easy d. sweet
28. What is not the example of a gift for mom suggested by the passage?
- a. a diamond ring b. a flower lace c. time d. cloth
29. What are the popular gifts for mom, according to the passage?
- a. cats, puppies, and flowers b. sewing, movies, and travel
c. flowers, perfume, and candy d. a picture of you and your family
30. According to paragraph 3 (line 5-10), if you do not have money, mom _____.
- a. doesn't want anything from you b. will feel bad about that
c. will tell you what she would like. d. will understand you better
31. What should be the title of this passage?
- a. How to Select a Perfect Gift? b. Gifts That Mothers Like Most
c. How to Be Good Children? d. Gift Ideas for Mother's Day
32. According to the last paragraph, we can infer that _____.
- a. everything about you is interesting for mom
b. mom wants to know more about you
c. mom is not flexible enough for children
d. gifts are not always necessary for mom
33. Who are expected readers of the passage?
- a. children b. mothers c. women d. gift buyers
34. We can infer that the writer of this passage is probably _____.
- a. a good child b. a gift seller
c. a perfect gift picker d. a mother

Passage 6 (6 points)

Sweet Dreams

- 1 When we close our eyes at night and drift off to sleep a **strange thing** happens. We enter what is known as the REM (Rapid Eye Movement) phase. It's during this phase that we dream. During this phase of sleep, our eyes dart rapidly about, our brain activity peaks, and our muscles twitch.. But why do we dream? There are many different theories as to why we dream.
- 5 The content of dreams may be related to the immediate concerns in our lives, such as unfinished business from the day, or concerns we are unable of handling during the course of the day. Dreams can teach us things about ourselves that we **are unaware of**.
- Connections between dreams and the human psyche have been made by people thousands of years ago. A famous Greek philosopher named Aristotle wrote in his Parva
- 10 Naturalia over 2,200 years ago, of a connection between dreams, waking experiences, and emotional needs.
- Sigmund Freud, the father of modern psychology, believed dreams to be symbolic of any number of things buried deep within our minds.
- 15 The exact reason why we dream is unknown but both physiological and psychological theories provide interesting ideas. Until we know for certain why we dream, night, night and sweet dreams.

35. The phrase 'a strange thing' (line 1) refers to _____.
- a. REM
b. dreaming
c. a sleep
d. the phase
36. The phrase 'are unaware of' (line 7) means _____.
- a. do not remember
b. do not understand
c. do not concern
d. do not know
37. The following situations may cause dreams **except** when you _____.
- a. do not finish doing homework for a submission tomorrow.
b. cannot solve the problem although you tried very hard today.
c. have been eating too much food and sleep longer hours.
d. really look forward to spending your holidays in Europe.
38. According to the passage, what is **not** true about dreams?
- a. Our eyes move fast every time when we dream.
b. We can know ourselves better from our dreams.
c. Only people in the past want to know a cause of dreams.
d. There is a relationship between dreams and human mind.
39. What is the main idea of this passage?
- a. REM phase and dreams
b. Causes of dreams
c. Content of dreams
d. Aristotle and Parva Naturalia
40. We can infer from the passage that _____.
- a. we dream in the Rapid Eye Movement phase
b. what are buried deep within our mind are dreams.
c. we have sweet dreams because we don't know why we dream
d. exact cause of dreams is very complex to know.

Answer Keys

1. b
2. d
3. a
4. a
5. b
6. d
7. a
8. c
9. a
10. d
11. c
12. a
13. b
14. c
15. a
16. d
17. c
18. b
19. b
20. b
21. c
22. d
23. a
24. d
25. a
26. c
27. c
28. a
29. c
30. a
31. d
32. d
33. a
34. c
35. b
36. d
37. c
38. c
39. b
40. d

Appendix H 1

The Index of Item-Objective Congruence of the Questionnaire

The Index of Item-Objective Congruence (IOC) of the Questionnaire

Item	Objective	Opinion scores of experts			Total scores	IOC value	Content validity
		expert 1	expert 2	expert 3			
1	Learner's attitude	1	1	1	3	1.00	Yes
2	Learner's attitude	1	1	1	3	1.00	Yes
3	Learner's attitude	1	1	1	3	1.00	Yes
4	Learner's attitude	1	1	1	3	1.00	Yes
5	Learner's attitude	0	1	1	2	0.67	Yes
6	Learner's attitude	0	1	1	2	0.67	Yes
7	Willingness	1	1	1	3	1.00	Yes
8	Willingness	1	1	1	3	1.00	Yes
9	Willingness	-1	1	1	1	0.33	No
10	Willingness	1	1	1	3	1.00	Yes
11	Willingness	1	1	1	3	1.00	Yes
12	Willingness	1	1	1	3	1.00	Yes
13	Willingness	1	1	1	3	1.00	Yes
14	Self-confidence	0	1	1	2	0.67	Yes
15	Self-confidence	0	1	1	2	0.67	Yes
16	Self-confidence	1	1	1	3	1.00	Yes
17	Self-confidence	-1	-1	1	-1	-0.33	No
18	Self-confidence	1	1	1	3	1.00	Yes
19	Self-confidence	1	1	1	3	1.00	Yes
20	Motivation	1	1	1	3	1.00	Yes
21	Motivation	1	0	1	2	0.67	Yes
22	Motivation	1	1	1	3	1.00	Yes
23	Motivation	-1	1	1	1	0.33	No
24	Motivation	1	1	1	3	1.00	Yes
25	Motivation	1	1	1	3	1.00	Yes
26	Motivation	1	1	1	3	1.00	Yes
27	Motivation	-1	-1	1	-1	-0.33	No

The Index of Item-Objective Congruence (IOC) of the Questionnaire

Item	Objective	Opinion scores of experts			Total scores	IOC value	Content validity
		expert 1	expert 2	expert 3			
28	Capacity to learn	1	1	1	3	1.00	Yes
29	Capacity to learn	1	0	1	2	0.67	Yes
30	Capacity to learn	-1	1	1	1	0.33	No
31	Capacity to learn	1	1	1	3	1.00	Yes
32	Capacity to learn	0	0	1	1	0.33	No
33	Capacity to learn	1	1	1	3	1.00	Yes
34	Capacity to learn	1	1	1	3	1.00	Yes
35	Capacity to learn	1	1	1	3	1.00	Yes
36	Cognitive strategy	1	1	1	3	1.00	Yes
37	Cognitive strategy	0	1	1	2	0.67	Yes
38	Cognitive strategy	1	1	1	3	1.00	Yes
39	Cognitive strategy	1	1	1	3	1.00	Yes
40	Cognitive strategy	1	1	1	3	1.00	Yes
41	Cognitive strategy	1	1	1	3	1.00	Yes
42	Cognitive strategy	1	1	1	3	1.00	Yes
43	Cognitive strategy	1	1	1	3	1.00	Yes
44	Cognitive strategy	1	1	1	3	1.00	Yes
45	Metacognitive strategy	1	1	1	3	1.00	Yes
46	Metacognitive strategy	1	-1	1	1	0.33	No
47	Metacognitive strategy	1	1	1	3	1.00	Yes
48	Metacognitive strategy	1	1	1	3	1.00	Yes
49	Metacognitive strategy	1	1	1	3	1.00	Yes
50	Metacognitive strategy	-1	-1	1	-1	-0.33	No
51	Metacognitive strategy	1	1	1	3	1.00	Yes
52	Metacognitive strategy	0	-1	1	0	0.00	No
53	Metacognitive strategy	1	1	1	3	1.00	Yes

The content validity of the questionnaire is 0.80

Appendix H 2

The Questionnaire (English and Thai Versions)

QUESTIONNAIRE**Attitudes towards learner independence and capacity to learn independently of the learners learning English reading comprehension skills through web-based instruction****Instruction**

This questionnaire was constructed for a survey of students' attitudes towards and their learning capacity of the above-mentioned issues in regard only to the **English reading skill**. Other English skills are not relevant. Please rate each item according to the fact applied to you. Total information confidentiality shall be assured, and the information of each individual shall not be revealed. Besides, your answers shall not have any effect on your English scores.

Name: Student ID:

Faculty..... Age: years Gender: Male Female

Part 1: Please state how much you agree with each statement by making a tick \surd on the number which means the followings:

- 5 = Strongly agree
 4 = Agree
 3 = Uncertain
 2 = Disagree
 1 = Strongly disagree

Attitude of learners towards independent learning

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. I think learning is my own responsibility. | 5 | 4 | 3 | 2 | 1 |
| 2. I think learning and teaching are the sole responsibility-
of the teacher. | 5 | 4 | 3 | 2 | 1 |
| 3. I think that learners should learn independently, to some-
degree. | 5 | 4 | 3 | 2 | 1 |
| 4. I think that the teacher has to take responsibility if -
learners are not successful in their learning. | 5 | 4 | 3 | 2 | 1 |
| 5. Sometimes I know how to learn successfully, but I -
do not do it. | 5 | 4 | 3 | 2 | 1 |
| 6. I do not think to improve my English skills as per-
advice and suggestion of the teacher or other people. | 5 | 4 | 3 | 2 | 1 |
| 7. I believe that learning success is resulted from my effort. | 5 | 4 | 3 | 2 | 1 |
| 8. I think that people are good at English because of the gift. | 5 | 4 | 3 | 2 | 1 |

Additional opinion (if any).....

Willingness to learn independently

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 9. I do not like to seek additional knowledge outside class-
if the teacher does not tell me to do so. | 5 | 4 | 3 | 2 | 1 |
| 10. I am willing to learn although it is difficult. | 5 | 4 | 3 | 2 | 1 |
| 11. I am pleased to take responsibility of my own learning. | 5 | 4 | 3 | 2 | 1 |
| 12. I am willing to evaluate my learning whether it is good. | 5 | 4 | 3 | 2 | 1 |
| 13. I think that the teacher should select appropriate learning-
methods for learners. | 5 | 4 | 3 | 2 | 1 |
| 14. I am pleased to take in determining the contents I -
want to learn. | 5 | 4 | 3 | 2 | 1 |

Additional opinion (if any).....

.....

Self-confidence to learn independently

- | | | | | | |
|-------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 15. I like the teacher to be my supporter all the time-
so that I can be confident in my learning. | 5 | 4 | 3 | 2 | 1 |
| 16. I want the teacher to tell me clearly what I should learn-
and do in class an out of class. | 5 | 4 | 3 | 2 | 1 |
| 17. I am confident that I can well manage the time for learning. | 5 | 4 | 3 | 2 | 1 |
| 18. I have a good effort to seek for knowledge I want to know. | 5 | 4 | 3 | 2 | 1 |
| 19. I think I am the effective independent learner of both in-
out of class. | 5 | 4 | 3 | 2 | 1 |

Additional opinion (if any).....

.....

Motivation to learn English

- | | | | | | |
|-----------------------------------------------------------------------------------|---|---|---|---|---|
| 20. I do not enjoy learning English. | 5 | 4 | 3 | 2 | 1 |
| 21. I like to have a chance to decide on what and how-
to learn about English. | 5 | 4 | 3 | 2 | 1 |
| 22. I like to learn English because it is interesting-
and important. | 5 | 4 | 3 | 2 | 1 |
| 23. I enjoy learning English on the web independently-
outside class. | 5 | 4 | 3 | 2 | 1 |
| 24. I like to learn English because I will be able to-
get a job easily. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|---------------------------------------------------------------------------|---|---|---|---|---|
| 25. I pay attention on learning English in order to-
get a good grade. | 5 | 4 | 3 | 2 | 1 |
|---------------------------------------------------------------------------|---|---|---|---|---|

Additional opinion (if any).....
.....

Part 2: Please state how well each statement describes you. Please tick (✓) on the number of each statement, which means the followings:

- 5 = Always or almost always true of me (almost 100%)
- 4 = Usually true of me (over than 50%)
- 3 = Somewhat true of me (about 50%)
- 2 = Usually not true of me (less than 50%)
- 1 = Never or almost never true of me (0-10%)

Capacity to learn independently

- | | | | | | |
|----------------------------------------------------------------------------|---|---|---|---|---|
| 26. I can set my own learning objectives. | 5 | 4 | 3 | 2 | 1 |
| 27. I know where I can seek for knowledge. | 5 | 4 | 3 | 2 | 1 |
| 28. I can tell whether I have a learning progress. | 5 | 4 | 3 | 2 | 1 |
| 29. I know my learning weak points. | 5 | 4 | 3 | 2 | 1 |
| 30. I try to learn more on my learning weak points. | 5 | 4 | 3 | 2 | 1 |
| 31. I cannot tell about what I have learned. | 5 | 4 | 3 | 2 | 1 |
| 32. I can find appropriate learning methods and-
techniques for myself. | 5 | 4 | 3 | 2 | 1 |

Others (if any).....
.....

Cognitive strategies

- | | | | | | |
|-------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 33. I periodically think about the gist or main points of-
the passage to see if I really understand it. | 5 | 4 | 3 | 2 | 1 |
| 34. When reading the English passage, I try to-
translate word for word or every word. | 5 | 4 | 3 | 2 | 1 |
| 35. I usually try to guess meanings of unknown words-
from the context. | 5 | 4 | 3 | 2 | 1 |
| 36. I take notes while reading. | 5 | 4 | 3 | 2 | 1 |
| 37. I usually use a dictionary to find meanings of the really-
important words that I do not know. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 38. I try to summarise (in my head or in writing) important-information that I read. | 5 | 4 | 3 | 2 | 1 |
| 39. I try to understand the vocabulary from its prefix-or suffix. | 5 | 4 | 3 | 2 | 1 |
| 40. I use my grammatical knowledge to know a type of-vocabulary such as I've got a <i>present</i> from my mom. <i>Present</i> is a noun because of 'a'. | 5 | 4 | 3 | 2 | 1 |
| 41. When reading the English passage, I usually read-every word. | 5 | 4 | 3 | 2 | 1 |
| 42. When reading the English passage, I stop reading when-I find the vocabulary that I do not know. | 5 | 4 | 3 | 2 | 1 |

Other strategies used (if any).....

Metacognitive strategies

- | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 43. Before reading, I set my reading objectives in advance-and read with those objectives in mind. | 5 | 4 | 3 | 2 | 1 |
| 44. Before reading the passage, I imagine what it will-be about. | 5 | 4 | 3 | 2 | 1 |
| 45. When I have reading problems, I do not know what to do. | 5 | 4 | 3 | 2 | 1 |
| 46. Before reading the passage, I think of what I already-know about the topic. | 5 | 4 | 3 | 2 | 1 |
| 47. While reading, I usually ask myself whether I understand-what I am reading. | 5 | 4 | 3 | 2 | 1 |
| 48. While reading, I told myself not to stop reading when I -encounter any reading difficulties. | 5 | 4 | 3 | 2 | 1 |
| 49. While reading, if I do not understand a grammatical-structure, I will read its explanations from the lessons-or a grammar book. | 5 | 4 | 3 | 2 | 1 |
| 50. I usually try to find causes of my reading problems-to solve those problems by myself. | 5 | 4 | 3 | 2 | 1 |
| 51. I usually notice the mistakes of my English reading skills-in order to improve them. For instance, why did I guess-the vocabulary wrong? | 5 | 4 | 3 | 2 | 1 |
| 52. After reading, I decide whether the reading strategies I- | 5 | 4 | 3 | 2 | 1 |

used helped me understand the passage better, and I -
think of other strategies that I could have helped.

53. After reading, I check whether I accomplished my- 5 4 3 2 1
objective for reading such as understanding the main-
idea of the passage.

Other strategies used (if any).....
.....

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

แบบสอบถาม

**เจตคติเกี่ยวกับความเป็นอิสระของผู้เรียนและความสามารถในการเรียนด้วยตนเองของผู้เรียนทักษะ
การอ่านเข้าใจความภาษาอังกฤษผ่านระบบเครือข่าย**

คำชี้แจง

แบบสอบถามชุดนี้จัดทำขึ้นเพื่อทราบความคิดเห็นและความสามารถในการเรียนของนักศึกษาเกี่ยวกับเรื่องดังกล่าวข้างต้นเฉพาะทักษะการอ่านภาษาอังกฤษเท่านั้น ทักษะภาษาอังกฤษอื่นๆไม่เกี่ยวข้อง ขอให้นักศึกษาตอบแบบสอบถามตามข้อมูลที่เป็นจริง ข้อมูลทั้งหมดจะถือเป็นความลับจะไม่เปิดเผยเป็นรายบุคคล และจะไม่มีผลกระทบใดๆต่อคะแนนวิชาภาษาอังกฤษของนักศึกษา

ชื่อ เลขประจำตัวนักศึกษา

คณะ อายุ ปี เพศ ชาย หญิง

ส่วนที่ 1: กรุณาตอบว่าท่านเห็นด้วยกับข้อความข้างล่างนี้มากน้อยเท่าใด โดยทำเครื่องหมาย \surd ลงบนหมายเลขซึ่งมีความหมายดังต่อไปนี้

- 5 = เห็นด้วยมากที่สุด
- 4 = เห็นด้วย
- 3 = ไม่แน่ใจว่าเห็นด้วยหรือไม่เห็นด้วย
- 2 = ไม่เห็นด้วย
- 1 = ไม่เห็นด้วยมากที่สุด

เจตคติของผู้เรียน

- | | | | | | |
|------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. ข้าพเจ้าคิดว่า การเรียนเป็นความรับผิดชอบ โดยตรงของตนเอง | 5 | 4 | 3 | 2 | 1 |
| 2. ข้าพเจ้าคิดว่า การเรียนการสอนเป็นความรับผิดชอบ-
ของผู้สอนแต่เพียงผู้เดียว | 5 | 4 | 3 | 2 | 1 |
| 3. ข้าพเจ้าเห็นว่า ผู้เรียนควรเรียนรู้แบบพึ่งตนเองบ้าง | 5 | 4 | 3 | 2 | 1 |
| 4. ข้าพเจ้าคิดว่า ผู้สอนต้องรับผิดชอบถ้าผู้เรียนไม่-
ประสบความสำเร็จในการเรียน | 5 | 4 | 3 | 2 | 1 |
| 5. บางครั้งข้าพเจ้าทราบว่า ควรจะเรียนอย่างไร จึงจะประสบ-
ผลสำเร็จในการเรียน แต่ข้าพเจ้ากลับไม่ทำตามนั้น | 5 | 4 | 3 | 2 | 1 |
| 6. ข้าพเจ้าไม่คิดจะปรับปรุงวิธีเรียนทักษะการอ่านภาษาอังกฤษ-
ตามคำแนะนำและข้อเสนอแนะจากผู้สอนหรือผู้อื่น | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|--------------------------------------------------------------|---|---|---|---|---|
| 7. ข้าพเจ้าเชื่อว่าความสำเร็จในการเรียนเป็นผลมาจากความพยายาม | 5 | 4 | 3 | 2 | 1 |
| 8. ข้าพเจ้าคิดว่าคนที่เรียนภาษาอังกฤษได้ดีเพราะมีพรสวรรค์ | 5 | 4 | 3 | 2 | 1 |

ความเห็นเพิ่มเติม (หากมี)

.....

ความเต็มใจในการเรียนรู้โดยอิสระ

- | | | | | | |
|---------------------------------------------------------------------------------|---|---|---|---|---|
| 9. ข้าพเจ้าไม่ชอบค้นคว้าหาความรู้เพิ่มเติมนอกชั้นเรียน-
ถ้าผู้สอนไม่บอกให้ทำ | 5 | 4 | 3 | 2 | 1 |
| 10. ข้าพเจ้าเต็มใจที่จะเรียนรู้แม้จะเป็นเรื่องที่ยากก็ตาม | 5 | 4 | 3 | 2 | 1 |
| 11. ข้าพเจ้ายินดีรับผิดชอบการเรียนของตนเอง | 5 | 4 | 3 | 2 | 1 |
| 12. ข้าพเจ้าเต็มใจที่จะประเมินการเรียนของตนเองว่าดีหรือไม่ดีอย่างไร | 5 | 4 | 3 | 2 | 1 |
| 13. ข้าพเจ้าเห็นว่าผู้สอนควรเลือกวิธีการเรียนที่เหมาะสมให้กับผู้เรียน | 5 | 4 | 3 | 2 | 1 |
| 14. ข้าพเจ้ายินดีที่ได้มีส่วนร่วมในการกำหนดเนื้อหาที่ต้องการเรียนเอง | 5 | 4 | 3 | 2 | 1 |

ความเห็นเพิ่มเติม (หากมี)

.....

ความมั่นใจในตนเองในการเรียนรู้โดยอิสระ

- | | | | | | |
|---------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 15. ข้าพเจ้าชอบให้ผู้สอนเป็นที่พึ่งเกี่ยวกับการเรียน-
ได้ตลอดเวลาเพื่อความมั่นใจในการเรียน | 5 | 4 | 3 | 2 | 1 |
| 16. ข้าพเจ้าต้องการให้ผู้สอนบอกให้ชัดเจนว่าควรจะเรียน-
อะไรและทำอะไรในชั้นเรียนและนอกห้องเรียน | 5 | 4 | 3 | 2 | 1 |
| 17. ข้าพเจ้าเชื่อมั่นว่าสามารถบริหารเวลาเรียนได้ดี | 5 | 4 | 3 | 2 | 1 |
| 18. ข้าพเจ้ามีความพยายามที่จะค้นคว้าหาความรู้ที่ต้องการทราบได้ดี | 5 | 4 | 3 | 2 | 1 |
| 19. ข้าพเจ้ามั่นใจว่าตนเองเป็นผู้เรียนรู้ด้วยตนเองอย่างมีประสิทธิภาพ-
ทั้งในและนอกห้องเรียน | 5 | 4 | 3 | 2 | 1 |

ความเห็นเพิ่มเติม (หากมี)

.....

แรงจูงใจในการเรียนภาษาอังกฤษ

- | | | | | | |
|------------------------------------------------|---|---|---|---|---|
| 20. ข้าพเจ้าไม่รู้สึกสนุกกับการเรียนภาษาอังกฤษ | 5 | 4 | 3 | 2 | 1 |
|------------------------------------------------|---|---|---|---|---|

21. ข้าพเจ้าชอบที่มีโอกาสในการตัดสินใจว่าจะเรียนภาษาอังกฤษเกี่ยวกับเรื่องอะไรและเรียนอย่างไร	5	4	3	2	1
22. ข้าพเจ้าชอบเรียนภาษาอังกฤษเพราะมันน่าสนใจและสำคัญ	5	4	3	2	1
23. ข้าพเจ้ารู้สึกสนุกกับการเรียนภาษาอังกฤษบนระบบเครือข่ายด้วยตนเองนอกห้องเรียน	5	4	3	2	1
24. ข้าพเจ้าชอบเรียนภาษาอังกฤษเพราะคิดว่าจะหางานทำได้ง่าย	4	3	2	1	
25. ข้าพเจ้าตั้งใจเรียนภาษาอังกฤษเพื่อจะได้เกรดดี ๆ	5	4	3	2	1

ความเห็นเพิ่มเติม (หากมี)

.....

ส่วนที่ 2: กรุณาตอบว่าข้อความข้างล่างนี้เป็นจริงเกี่ยวกับตัวท่านมากน้อยเท่าใด โดยทำเครื่องหมาย \surd ลงบนหมายเลขซึ่งมีความหมายดังต่อไปนี้

- 5 = ส่วนใหญ่เป็นจริงตามนี้ มีน้อยครั้งที่ไม่ใช่ (เกือบ 100%)
 4 = เป็นจริงตามนี้เกินครึ่ง (มากกว่า 50%)
 3 = เป็นจริงตามนี้ประมาณครึ่งหนึ่ง (50%)
 2 = เป็นจริงตามนี้บ้างไม่บ่อยนัก (น้อยกว่า 50%)
 1 = ไม่เป็นจริงตามนี้ หรือแทบจะไม่เป็นจริงเลย (0-10%)

ความสามารถในการเรียนรู้โดยอิสระ

26. ข้าพเจ้าสามารถกำหนดวัตถุประสงค์ในการเรียนให้ตนเองได้	5	4	3	2	1
27. ข้าพเจ้าทราบว่าจะค้นคว้าหาความรู้จากแหล่งใดได้บ้าง	5	4	3	2	1
28. ข้าพเจ้าสามารถบอกได้ว่ามีความก้าวหน้าในการเรียนหรือไม่	5	4	3	2	1
29. ข้าพเจ้าทราบจุดอ่อนในการเรียนของตนเอง	5	4	3	2	1
30. ข้าพเจ้าพยายามเรียนรู้ให้มากขึ้นในเรื่องที่เป็นจุดอ่อนของตนเอง	5	4	3	2	1
31. ข้าพเจ้าไม่สามารถบอกได้ว่าได้เรียนรู้สิ่งใดไปแล้วบ้าง	5	4	3	2	1
32. ข้าพเจ้าสามารถหาวิธีและเทคนิคในการเรียนได้อย่างเหมาะสม	5	4	3	2	1

ความเห็นเพิ่มเติม (หากมี)

.....

กลยุทธ์การเรียนแบบปรีชาน

33. ข้าพเจ้ามักจะคิดถึงใจความหลักหรือประเด็นสำคัญของ-	5	4	3	2	1
-------------------------------------------------------	---	---	---	---	---

เนื้อเรื่องเพื่อดูว่าข้าพเจ้าเข้าใจเนื้อเรื่องหรือไม่

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 34. เมื่ออ่านเนื้อเรื่องภาษาอังกฤษ ข้าพเจ้าจะพยายามแปลคำต่อคำหรือแปลทุกคำ | 5 | 4 | 3 | 2 | 1 |
| 35. ข้าพเจ้าจดโน้ตขณะอ่าน | 5 | 4 | 3 | 2 | 1 |
| 36. ข้าพเจ้าอ่านเนื้อเรื่องภาษาอังกฤษหลายๆครั้งเวลาไม่เข้าใจ | 5 | 4 | 3 | 2 | 1 |
| 37. ข้าพเจ้ามักใช้พจนานุกรมเพื่อหาความหมายคำศัพท์ที่สำคัญจริงๆที่ไม่ทราบเท่านั้น | 5 | 4 | 3 | 2 | 1 |
| 38. ข้าพเจ้ามักพยายามย่อความ (สรุปในใจหรือเขียน) ข้อมูลสำคัญที่อ่าน | 5 | 4 | 3 | 2 | 1 |
| 39. ข้าพเจ้าพยายามเข้าใจคำศัพท์จาก prefix หรือ suffix | 5 | 4 | 3 | 2 | 1 |
| 40. ข้าพเจ้าใช้ความรู้ทางไวยากรณ์เพื่อให้ทราบชนิดของคำศัพท์-
เช่น I've got a <i>present</i> from my mom. <i>Present</i> เป็นคำนามเพราะมี a | 5 | 4 | 3 | 2 | 1 |
| 41. เมื่ออ่านเนื้อเรื่องภาษาอังกฤษ ข้าพเจ้ามักอ่านทุกคำ | 5 | 4 | 3 | 2 | 1 |
| 42. เมื่ออ่านเนื้อเรื่องภาษาอังกฤษ ข้าพเจ้าหยุดอ่านเวลาที่พบคำศัพท์ที่ไม่เข้าใจ | 5 | 4 | 3 | 2 | 1 |

กลยุทธ์อื่นๆที่ใช้ (หากมี)

.....

กลยุทธ์การเรียนรู้แบบอภิปราย

- | | | | | | |
|----------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 43. ก่อนอ่านเนื้อเรื่อง ข้าพเจ้าจะกำหนดวัตถุประสงค์การอ่านไว้ก่อน และอ่านตามวัตถุประสงค์นั้น | 5 | 4 | 3 | 2 | 1 |
| 44. ก่อนอ่านเนื้อเรื่อง ข้าพเจ้าจะจินตนาการ โดยนึกว่าเนื้อเรื่องจะเกี่ยวกับอะไร | 5 | 4 | 3 | 2 | 1 |
| 45. เวลาที่มีปัญหาเรื่องการอ่านภาษาอังกฤษ ข้าพเจ้าไม่ทราบว่าจะทำอย่างไรดี | 5 | 4 | 3 | 2 | 1 |
| 46. ก่อนอ่านเนื้อเรื่อง ข้าพเจ้าจะอ่านชื่อเรื่องแล้วใคร่ครวญว่ารู้อะไรบ้างเกี่ยวกับเรื่องที่จะอ่าน | 5 | 4 | 3 | 2 | 1 |
| 47. ขณะอ่านเนื้อเรื่อง ข้าพเจ้ามักถามตัวเองว่าเข้าใจสิ่งที่อ่านหรือไม่ | 5 | 4 | 3 | 2 | 1 |
| 48. ขณะอ่าน ข้าพเจ้าบอกตัวเองว่าอย่าเลิกอ่านเวลาที่พบปัญหาหรืออุปสรรคใดๆเกี่ยวกับการอ่าน | 5 | 4 | 3 | 2 | 1 |
| 49. ขณะอ่านถ้าไม่เข้าใจโครงสร้างไวยากรณ์ ข้าพเจ้าจะอ่านคำอธิบายจากบทเรียนหรือจากตำราไวยากรณ์ | 5 | 4 | 3 | 2 | 1 |
| 50. ข้าพเจ้ามักพยายามหาสาเหตุของปัญหาการอ่านเพื่อหา- | 5 | 4 | 3 | 2 | 1 |

วิธีแก้ปัญหาเอง

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 51. ข้าพเจ้านึกสังเกตข้อผิดพลาดจากทักษะการอ่านภาษาอังกฤษ-
ของตนเอง เพื่อนำมาแก้ไขให้ดีขึ้น เช่นเดาคำศัพท์ผิดเพราะอะไร | 5 | 4 | 3 | 2 | 1 |
| 52. เมื่ออ่านเนื้อเรื่องจบแล้ว ข้าพเจ้าจะคิดว่าเทคนิคการอ่านที่ -
ข้าพเจ้าใช้ช่วยให้เข้าใจเรื่องมากขึ้นหรือไม่ และจะนึกถึงเทคนิค-
การอ่านอื่นๆที่น่าจะช่วยให้เข้าใจได้มากกว่าเดิม | 5 | 4 | 3 | 2 | 1 |
| 53. เมื่ออ่านจบ ข้าพเจ้าจะตรวจสอบว่าทำได้ตามเป้าหมายที่ตั้งไว้-
หรือไม่ เช่นเข้าใจใจความหลักของเรื่องซึ่งเป็นเป้าหมาย-
ที่ได้ตั้งไว้หรือไม่ | 5 | 4 | 3 | 2 | 1 |

กลยุทธ์อื่นๆที่ใช้ (หากมี).....
.....

ขอขอบคุณในความร่วมมือ

Appendix I

Learner Contract

LEARNER CONTRACT

This is an agreement between, ID No., Group and Ajarn Rosukhon Swatevacharkul in respect of the independent learning scheme to improve English reading comprehension skills.

Contract period: Begins: Ends:

1. My learning objective(s) for this specified period: (Please ✓)

- find main idea of each paragraph and its supporting details
- find main idea of the passage
- know and identify specific facts
- understand general meaning of the passage
- determine meaning by using prefix and suffix
- guess meaning of vocabulary from the context
- other reading objectives

2. My main learning activity in order to improve my reading skills as per my objective(s) is:

<i>Activity</i>	<i>Reasons</i>	<i>Time and Place</i>

3. I agree to spend approximately hours a week on the independent learning to improve my English reading skills.

4. I agree to complete and keep a learning record sheet.

5. I agree to see Ajarn Rosukhon as per the requirement to report on my progress and to discuss any problems I encounter.

6. The criteria that will tell whether I can achieve my learning objective(s) are:

.....

AGREED Signed..... (.....)

..... (Rosukhon Swatevacharkul)

Date

สัญญาการเรียน (Learner Contract)

สัญญาการเรียนฉบับนี้ทำขึ้นระหว่าง หมายเลขนักศึกษา

กลุ่มเรียน และอาจารย์ รสสุคนธ์ เสวตเวชกุล เกี่ยวกับแผนการเรียนด้วยตนเองเพื่อพัฒนาทักษะการอ่านภาษาอังกฤษ

เพื่อความเข้าใจของนักศึกษาตามหลักสูตรวิชา LA 102

ระยะเวลาสัญญา เริ่ม สิ้นสุด

1. วัตถุประสงค์การเรียนของข้าพเจ้าสำหรับระยะเวลาที่ระบุไว้: (โปรด ✓)

- อ่านเพื่อให้ได้ใจความหลักและรายละเอียดสนับสนุนของแต่ละย่อหน้า
- อ่านเพื่อให้ได้ใจความหลักของเรื่อง
- เข้าใจความหมายทั่วไปของเรื่องที่อ่าน
- บอกความหมายของคำศัพท์ที่ไม่ทราบได้จากบริบท ใช้ prefix และ suffix
- อ่านเข้าใจและทำแบบทดสอบ (test) ได้
- วัตถุประสงค์การอ่านอื่นๆ

2. กิจกรรมการเรียนหลักของข้าพเจ้าเพื่อพัฒนาทักษะการอ่านภาษาอังกฤษตามวัตถุประสงค์ที่ตั้งไว้คือ

กิจกรรมการเรียน	เหตุผล	เวลาและสถานที่เรียน

3. ข้าพเจ้าสัญญาว่าจะใช้เวลาประมาณ ชั่วโมงต่อสัปดาห์เพื่อเรียนด้วยตนเองเพื่อพัฒนาทักษะการอ่านภาษาอังกฤษของข้าพเจ้า

4. เกณฑ์ที่จะบ่งชี้ว่าข้าพเจ้าสามารถทำได้ตามวัตถุประสงค์การเรียนในครั้งนี่คือ

.....

5. ข้าพเจ้าสัญญาว่าจะกรอกข้อมูลใน *บันทึกการเรียน* อย่างครบถ้วนและเก็บไว้ในแฟ้มเป็นอย่างดี

6. ข้าพเจ้าสัญญาว่าจะพบอาจารย์ รสสุคนธ์ ตามที่อาจารย์กำหนดให้พบเพื่อรายงานความก้าวหน้าในการเรียนและ

แก้ปัญหาต่างๆ

เห็นชอบตามสัญญา ลงชื่อ..... (.....)

..... (รสสุคนธ์ เสวตเวชกุล)

วันที่

Appendix J

Learning Record Sheet

LEARNING RECORD SHEET

Name: I.D. Group: Date:

1. I have learned something new from this activity, i.e.

.....

2. I encountered some difficulties in the process of learning, i.e.

.....

3. I solved these difficulties by:

.....

4. My overall performance from doing this activity is: (please circle)

Excellent 10 9 8 7 6 5 4 3 2 1 0 Need improvement

Because

5. Overall, I think this way of learning is: (please circle)

Very useful 5 4 3 2 1 0 Not useful

Because

6. What I intend to do next:

.....

Because

Teacher's feedback

.....

.....

ใบบันทึกการเรียนรู้ด้วยตนเอง

ชื่อ: เลขทะเบียน น.ศ กลุ่มเรียน: วันที่:

1. ข้าพเจ้าได้เรียนรู้สิ่งใหม่ๆ จากกิจกรรมการเรียนในครั้งนี้ คือ

.....

2. ข้าพเจ้าพบอุปสรรคและปัญหาในการเรียนครั้งนี้ คือ

.....

3. ข้าพเจ้าแก้ปัญหาโดย

.....

4. ความสามารถในการเรียนโดยรวมของข้าพเจ้าในครั้งนี้ คือ (โปรดวงกลมหมายเลข)

ดีเยี่ยม 10 9 8 7 6 5 4 3 2 1 0 ต้องปรับปรุง

เพราะ

5. โดยรวมแล้ว ข้าพเจ้าคิดว่าการเรียนโดยวิธีนี้ (โปรดวงกลมหมายเลข)

มีประโยชน์มาก 5 4 3 2 1 0 ไม่มีประโยชน์

เพราะ

6. สิ่งที่ข้าพเจ้าตั้งใจจะทำเป็นลำดับต่อไปคือ

.....

เพราะ

ข้อมูลป้อนกลับของอาจารย์.....

.....

.....

Appendix K

Counselling Form for the Teacher

Counselling Form for the Teacher

Group: H/MS H/SS H/LS L/MS L/SS L/LS

Name: ID:

No.	Date	Learning problems	Teacher's advice	Learning progress	Remarks

Appendix L

Reading Strategy Checklist

READING STRATEGIES CHECKLIST

Please √ the strategies you used

Pre-reading strategies

- 1.....I decided in advance what my reading purpose is, and I read with that goal in mind.
- 2..... Before I read I thought of what I already know about the topic.
- 3..... I tried to predict what the text would be about.
- 4..... I looked at the title and illustrations and predict what the passage might be about.
- 5..... I imagined what the text would be about.

While-reading strategies

- 6..... I made oral or written summaries of the gist or main ideas.
- 7..... I took notes of key words or main idea of each paragraph.
- 8..... I verified my predictions of the text through summarising.
- 9..... I used my grammatical knowledge to understand tenses and types of vocabulary.
- 10..... I tried to understand unknown words from the prefix and suffix and context clues.
- 11.....I made guesses based on previous information, knowledge, or experiences.
- 12..... I told myself not to stop reading when I encounter any reading difficulties.
- 13..... I used a dictionary only when I really did not know the meanings of key words.
- 14..... While reading, I periodically checked whether I understood the text.
- 15..... I focused on specific information to achieve my reading objectives.
- 16..... I decided in advance specific aspects of information to look for, and I focused on that information when I read.

Post-reading strategies

- 17..... After reading, I decided whether the reading strategies I used helped me understand, and I thought of other strategies that could have helped.
- 18..... After reading, I checked whether my predictions were correct.
- 19..... I rated my comprehension by reflecting on how much I understood what I read.
- 20..... I checked whether I accomplished my goal for reading.

Other reading strategies I used:

.....

READING STRATEGIES CHECKLIST

ภาครื่องหมาย √ หน้ากลยุทธ์การอ่านที่ท่านใช้

กลยุทธ์ก่อนการอ่าน

- 1.....ข้าพเจ้ากำหนดวัตถุประสงค์การอ่านไว้ล่วงหน้าและอ่านเพื่อให้บรรลุวัตถุประสงค์นั้น
- 2..... ก่อนอ่านข้าพเจ้าคิดว่ารู้อะไรบ้างเกี่ยวกับหัวข้อที่จะอ่าน
- 3..... ข้าพเจ้าพยายามคาดเดาว่าเนื้อเรื่องจะเกี่ยวกับอะไร
- 4.....ข้าพเจ้าอ่านชื่อเรื่องและดูภาพ และคาดเดาว่าเนื้อเรื่องจะเกี่ยวกับอะไร
- 5..... ข้าพเจ้าจินตนาการว่าเรื่องที่จะอ่านจะเกี่ยวกับอะไร

กลยุทธ์ขณะอ่าน

- 6..... ข้าพเจ้าย่อความใจความหลักโดยการพูดหรือเขียน
- 7..... ข้าพเจ้าจดโน้ตศัพท์สำคัญ หรือใจความหลักของแต่ละย่อหน้า
- 8..... ข้าพเจ้าตรวจสอบว่าคาดเดาได้ถูกต้องหรือไม่โดยใช้วิธีย่อความใจความหลัก
- 9..... ข้าพเจ้าใช้ความรู้ทางไวยากรณ์เพื่อเข้าใจกาล (tenses) ต่างๆและชนิดคำศัพท์
- 10.....ข้าพเจ้าพยายามที่เข้าใจศัพท์ที่ไม่ทราบจาก prefix และ suffix และจากบริบทหรือข้อความแวดล้อม
- 11.....ข้าพเจ้าคาดเดาเกี่ยวกับสิ่งที่อ่าน โดยอิงกับข้อมูล ความรู้ หรือประสบการณ์เดิมที่มี
- 12.....ข้าพเจ้าบอกตัวเองว่าอย่าเลิกอ่านเวลาที่พบปัญหาหรืออุปสรรคใดๆเกี่ยวกับการอ่าน
- 13.....ข้าพเจ้าใช้พจนานุกรมก็ต่อเมื่อไม่ทราบศัพท์สำคัญๆจริงๆเท่านั้น
- 14.....ขณะอ่าน ข้าพเจ้ามักตรวจสอบเป็นระยะๆว่าเข้าใจสิ่งที่อ่านหรือไม่
- 15.....ข้าพเจ้าอ่าน โดยมุ่งเน้นที่ข้อมูลเฉพาะเพื่อให้บรรลุวัตถุประสงค์ในการอ่าน
- 16..... ข้าพเจ้ากำหนดไว้ก่อนล่วงหน้าถึงข้อมูลเฉพาะที่อยากจะทราบ และมุ่งเน้นอ่านเฉพาะเกี่ยวกับข้อมูลนั้น

กลยุทธ์หลังการอ่าน

- 17.....เมื่ออ่านเนื้อเรื่องจบแล้ว ข้าพเจ้าจะคิดว่าเทคนิคการอ่านที่ข้าพเจ้าใช้ช่วยให้เข้าใจเรื่องมากขึ้นหรือไม่ และจะนึกถึงกลยุทธ์การอ่านอื่นๆที่น่าจะช่วยให้เข้าใจได้ด้วย
- 18.....เมื่ออ่านจบข้าพเจ้าตรวจสอบว่าสามารถคาดเดาเกี่ยวกับสิ่งที่อ่านได้ถูกต้องหรือไม่
- 19.....ข้าพเจ้าให้คะแนนความเข้าใจในการอ่าน โดยใคร่ครวญว่าข้าพเจ้าเข้าใจในสิ่งที่อ่านมากน้อยเพียงใด
- 20.....ข้าพเจ้าตรวจสอบว่าทำได้ตามเป้าหมายที่ตั้งไว้หรือไม่

กลยุทธ์การอ่านอื่นๆที่ข้าพเจ้าใช้:.....

.....

.....

Appendix M

**The Range of Each Item of the Pre and Post-Questionnaires Reported
By the Three High and Low Proficiency Groups**

Table 4.3.1: Comparison between the Pre and Post-Questionnaire of the High Proficiency Students in the Most Support for Learner Independence Group (H/MS)

Item	Pre-Questionnaire			Post-Questionnaire		
	N	Mean	SD	N	Mean	SD
PART 1						
Attitudes towards independent learning						
1. I think learning is my own responsibility.	17	4.76	.44	18	4.89	.32
2. I think learning and teaching are not the sole responsibility of the teacher.	17	4.06	.66	18	4.06	.64
3. I think that learners should learn independently, to some degree.	17	4.29	.47	18	4.28	.46
4. I don't think that the teacher has to take responsibility if learners are not successful in their learning.	17	3.47	.87	18	3.56	.78
5. Sometimes I know how to learn successfully and I do it.	17	3.18	.95	18	2.67	1.09
6. I think to improve my English skills as per advice and suggestion of the teacher or other people.	17	4.24	.75	18	4.00	1.19
7. I believe that learning success is resulted from my effort.	18	4.67	.59	18	4.83	.38
8. I don't think that people are good at English because of the gift.	18	3.56	.71	18	3.33	.69
Willingness to learn independently						
9. I like to seek additional knowledge outside class although the teacher does not tell me to do so.	18	3.61	.61	18	3.33	.77
10. I am willing to learn although it is difficult.	18	4.00	.69	18	3.89	.68
11. I am pleased to take responsibility of my own learning.	18	4.28	.46	18	4.22	.55
12. I am willing to evaluate my learning whether it is good.	18	4.17	.38	18	4.17	.51
13. I don't think that the teacher should select appropriate learning methods for learners.	18	2.17	.62	18	2.28	.90
14. I am pleased to take in determining the contents I want to learn.	18	3.72	.46	18	3.83	.62
Self-confidence to learn independently						
15. I don't like the teacher to be my supporter all the time so that I can be confident in my learning.	18	2.28	.58	18	2.22	.55
16. I don't want the teacher to tell me clearly what I should learn and do in class and out of class.	18	2.61	.92	18	2.50	.86
17. I am confident that I can well manage the time for learning.	18	4.00	.69	18	3.61	.61
18. I have a good effort to seek for knowledge I want to know.	18	4.00	.59	18	3.94	.54
19. I think I am the effective independent learner of both in out of class.	18	3.50	.79	18	3.50	.71
Motivation to learn						
20. I enjoy learning English.	18	3.72	.90	18	3.94	.80
21. I like to have a chance to decide on what and how to learn about English.	18	3.78	.55	18	3.78	.65
22. I like to learn English because it is interesting and important.	18	3.44	.78	18	3.72	.75
23. I enjoy learning English on the web independently outside class.	18	3.61	.61	18	4.00	.59
24. I like to learn English because I will be able to get a job easily.	18	3.89	.76	18	4.33	.77
25. I pay attention on learning English in order to get a good grade.	18	4.22	.73	18	4.17	.51

PART 2						
Capacity to learn independently						
26. I can set my own learning objectives.	18	3.33	.77	18	3.72	.75
27. I know where I can seek for knowledge.	18	4.00	.49	18	3.89	.58
28. I can tell whether I have a learning progress.	18	3.83	.51	18	3.89	.47
29. I know my learning weak points.	18	3.89	.58	18	4.00	.84
30. I try to learn more on my learning weak points.	18	3.89	.68	18	3.83	.71
31. I can tell about what I have learned.	18	3.56	.92	18	3.61	.78
32. I can find appropriate learning methods and techniques for myself.	18	3.33	.84	18	3.39	.61
Cognitive strategies						
33. I periodically think about the gist or main points of the passage to see if I really understand it.	18	3.89	.47	18	4.22	.55
34. When reading the English passage, I try not to translate word for word or every word.	18	2.78	.88	18	2.78	.81
35. I usually try to guess meanings of unknown words from the context.	18	2.94	.80	18	3.06	.80
36. I take notes while reading.	18	3.78	.81	18	3.94	.80
37. I usually use a dictionary to find meanings of the really important words that I do not know.	18	3.89	.83	18	3.94	.73
38. I try to summarise (in my head or in writing) important-information that I read.	18	3.39	.85	18	3.50	.71
39. I try to understand the vocabulary from its prefix or suffix.	18	3.56	.86	18	3.67	.69
40. I use my grammatical knowledge to know a type of vocabulary such as 'I've got a <i>present</i> from my mom.' <i>Present</i> is a noun because of 'a'.	18	3.33	.97	18	3.50	.71
41. When reading the English passage, I usually don't read every word.	18	2.56	.86	18	2.22	.94
42. When reading the English passage, I don't stop reading when I find the vocabulary that I don't know.	18	2.83	1.04	18	2.78	1.22
Metacognitive strategies						
43. Before reading, I set my reading objectives in advance and read with those objectives in mind.	18	3.17	.86	18	4.06	.64
44. Before reading the passage, I imagine what it will be about.	18	3.67	.84	18	4.22	.65
45. When I have reading problems, I know what to do.	18	3.44	.98	18	3.33	.97
46. Before reading the passage, I think of what I already know about the topic.	18	3.56	.78	18	4.00	.59
47. While reading, I usually ask myself whether I understand what I am reading.	18	3.89	.58	18	4.11	.32
48. While reading, I told myself not to stop reading when I encounter any reading difficulties.	18	3.50	.71	18	4.17	.62
49. While reading, if I do not understand a grammatical structure, I will read its explanations from the lessons or a grammar book	18	3.56	.86	18	3.83	.71
50. I usually try to find causes of my reading problems to solve those problems by myself.	18	3.61	.70	18	3.89	.58
51. I usually notice the mistakes of my English reading skills in order to improve them. For instance, why did I guess the vocabulary wrong?	18	3.83	.86	18	3.83	.51
52. After reading, I decide whether the reading strategies I used helped me understand the passage better, and I think of other strategies that I could have helped.	18	3.72	.75	18	3.83	.62
53. After reading, I check whether I accomplished my objective for reading such as understanding the main idea of the passage.	18	3.61	.61	18	4.11	.47

Table 4.3.2: Comparison between the Pre and Post-Questionnaire of the High Proficiency Students in the Semi-Support for Learner Independence Group (H/SS)

Item	Pre-Questionnaire			Post-Questionnaire		
	N	Mean	SD	N	Mean	SD
PART 1						
Attitudes towards independent learning						
1. I think learning is my own responsibility.	18	4.89	.32	18	4.83	.38
2. I think learning and teaching are not the sole responsibility of the teacher.	18	3.78	.81	18	3.83	.86
3. I think that learners should learn independently, to some degree.	18	4.28	.58	18	4.06	.64
4. I don't think that the teacher has to take responsibility if learners are not successful in their learning.	18	3.28	1.18	18	3.56	1.15
5. Sometimes I know how to learn successfully and I do it.	18	2.67	.97	18	2.39	.98
6. I think to improve my English skills as per advice and suggestion of the teacher or other people.	18	4.17	.92	18	3.89	1.02
7. I believe that learning success is resulted from my effort.	18	4.78	.43	18	4.78	.43
8. I don't think that people are good at English because of the gift.	18	3.56	.92	18	3.22	1.00
Willingness to learn independently						
9. I like to seek additional knowledge outside class although the teacher does not tell me to do so.	18	3.33	.77	18	3.06	.80
10. I am willing to learn although it is difficult.	18	4.22	.65	18	3.61	.85
11. I am pleased to take responsibility of my own learning.	18	4.39	.70	18	4.22	.73
12. I am willing to evaluate my learning whether it is good.	18	4.28	.75	18	4.28	.58
13. I don't think that the teacher should select appropriate learning methods for learners.	18	1.39	.50	18	1.94	.54
14. I am pleased to take in determining the contents I want to learn.	18	3.67	.77	18	3.61	.78
Self-confidence to learn independently						
15. I don't like the teacher to be my supporter all the time so that I can be confident in my learning.	18	1.89	.76	18	2.00	.84
16. I don't want the teacher to tell me clearly what I should learn and do in class and out of class.	18	2.33	.91	18	2.39	.85
17. I am confident that I can well manage the time for learning.	18	3.83	1.04	18	3.56	.71
18. I have a good effort to seek for knowledge I want to know.	18	3.78	.94	18	3.67	.69
19. I think I am the effective independent learner of both in out of class.	18	3.33	.77	18	3.28	.75
Motivation to learn						
20. I enjoy learning English.	18	3.83	.92	18	4.06	1.11
21. I like to have a chance to decide on what and how to learn about English.	18	3.28	.75	18	3.22	1.0
22. I like to learn English because it is interesting and important.	18	4.17	.79	18	4.28	.75
23. I enjoy learning English on the web independently outside class.	18	3.78	1.00	18	3.50	1.15
24. I like to learn English because I will be able to get a job easily.	18	4.17	.92	18	4.00	.84
25. I pay attention on learning English in order to get a good grade.	18	4.50	.62	18	4.28	.83
PART 2						
Capacity to learn independently						
26. I can set my own learning objectives.	18	3.28	.67	18	3.11	.90
27. I know where I can seek for knowledge.	18	3.89	.83	18	4.00	.69
28. I can tell whether I have a learning progress.	18	3.94	.64	18	3.83	.86

29. I know my learning weak points.	18	4.33	.84	18	4.22	.73
30. I try to learn more on my learning weak points.	18	3.89	.83	18	3.67	.77
31. I can tell about what I have learned.	18	3.00	1.41	18	3.22	1.11
32. I can find appropriate learning methods and techniques for myself.	18	3.33	.84	18	3.61	.70
Cognitive strategies						
33. I periodically think about the gist or main points of the passage to see if I really understand it.	18	3.67	.69	18	3.50	.92
34. When reading the English passage, I try not to translate word for word or every word.	18	2.61	.98	18	3.11	1.13
35. I usually try to guess meanings of unknown words from the context.	18	3.17	1.15	18	2.44	.92
36. I take notes while reading.	18	4.11	.90	18	4.22	.55
37. I usually use a dictionary to find meanings of the really important words that I do not know.	18	3.78	.88	18	3.78	1.06
38. I try to summarise (in my head or in writing) important-information that I read.	18	3.28	.90	18	2.89	1.28
39. I try to understand the vocabulary from its prefix or suffix.	18	3.44	.98	17	3.06	1.25
40. I use my grammatical knowledge to know a type of vocabulary such as 'I've got a <i>present</i> from my mom.' <i>Present</i> is a noun because of 'a'.	18	3.17	.99	18	2.67	1.37
41. When reading the English passage, I usually don't read every word.	18	2.56	.98	18	3.00	1.09
42. When reading the English passage, I don't stop reading when I find the vocabulary that I don't know.	18	2.61	1.09	18	2.50	1.30
Metacognitive strategies						
43. Before reading, I set my reading objectives in advance and read with those objectives in mind.	18	3.17	.62	18	3.00	.84
44. Before reading the passage, I imagine what it will be about.	18	3.72	.90	18	3.89	1.02
45. When I have reading problems, I know what to do.	18	3.56	.86	18	3.44	1.10
46. Before reading the passage, I think of what I already know about the topic.	18	4.00	.84	18	3.83	1.04
47. While reading, I usually ask myself whether I understand what I am reading.	18	4.00	.69	18	3.83	.99
48. While reading, I told myself not to stop reading when I encounter any reading difficulties.	18	4.06	.87	18	3.94	.80
49. While reading, if I do not understand a grammatical structure, I will read its explanations from the lessons or a grammar book	18	2.89	1.13	18	2.89	.90
50. I usually try to find causes of my reading problems to solve those problems by myself.	18	3.44	.71	18	3.33	.91
51. I usually notice the mistakes of my English reading skills in order to improve them. For instance, why did I guess the vocabulary wrong?	18	3.78	.81	18	3.61	.78
52. After reading, I decide whether the reading strategies I used helped me understand the passage better, and I think of other strategies that I could have helped.	18	3.44	.86	18	3.56	.92
53. After reading, I check whether I accomplished my objective for reading such as understanding the main idea of the passage.	18	3.61	.70	18	3.61	.92

Table 4.3.3: Comparison between the Pre and Post-Questionnaire of the High Proficiency Students in the Least Support for Learner Independence Group (H/LS)

Item	Pre-Questionnaire			Post-Questionnaire		
	N	Mean	SD	N	Mean	SD
PART 1						
Attitudes towards independent learning						
1. I think learning is my own responsibility.	18	4.78	.55	18	4.83	.38
2. I think learning and teaching are not the sole responsibility of the teacher.	18	3.89	.47	18	4.06	.73
3. I think that learners should learn independently, to some degree.	18	4.39	.61	18	4.22	.55
4. I don't think that the teacher has to take responsibility if learners are not successful in their learning.	18	3.78	.94	18	3.94	.94
5. Sometimes I know how to learn successfully and I do it.	18	2.67	.91	18	2.44	.78
6. I think to improve my English skills as per advice and suggestion of the teacher or other people.	18	4.22	.65	18	4.06	.80
7. I believe that learning success is resulted from my effort.	18	4.83	.38	18	4.78	.43
8. I don't think that people are good at English because of the gift.	18	3.56	.92	18	3.22	.88
Willingness to learn independently						
9. I like to seek additional knowledge outside class although the teacher does not tell me to do so.	18	3.33	.69	18	3.78	.81
10. I am willing to learn although it is difficult.	18	3.94	.64	18	3.94	.87
11. I am pleased to take responsibility of my own learning.	18	4.39	.61	18	4.39	.61
12. I am willing to evaluate my learning whether it is good.	18	4.39	.61	18	4.50	.62
13. I don't think that the teacher should select appropriate learning methods for learners.	18	2.11	.58	18	2.17	.92
14. I am pleased to take in determining the contents I want to learn.	18	3.72	.70	18	3.83	.71
Self-confidence to learn independently						
15. I don't like the teacher to be my supporter all the time so that I can be confident in my learning.	18	2.06	.94	18	2.28	.83
16. I don't want the teacher to tell me clearly what I should learn and do in class and out of class.	18	2.39	.70	18	2.56	.62
17. I am confident that I can well manage the time for learning.	18	4.06	.73	18	4.00	.59
18. I have a good effort to seek for knowledge I want to know.	18	3.89	.47	18	3.72	.75
19. I think I am the effective independent learner of both in out of class.	18	3.50	.79	18	3.61	.61
Motivation to learn						
20. I enjoy learning English.	18	3.83	.79	18	4.06	.80
21. I like to have a chance to decide on what and how to learn about English.	18	3.72	.75	18	3.56	.51
22. I like to learn English because it is interesting and important.	18	4.11	.83	18	4.33	.59
23. I enjoy learning English on the web independently outside class.	18	3.83	.92	18	3.83	.62
24. I like to learn English because I will be able to get a job easily.	18	4.11	.90	18	4.06	.80
25. I pay attention on learning English in order to get a good grade.	18	4.44	.51	18	4.00	.84
PART 2						
Capacity to learn independently						
26. I can set my own learning objectives.	18	3.33	.59	18	3.50	.51
27. I know where I can seek for knowledge.	18	3.89	.68	18	4.11	.58
28. I can tell whether I have a learning progress.	18	3.89	.68	18	3.89	.58

29. I know my learning weak points.	18	4.22	.43	18	4.39	.70
30. I try to learn more on my learning weak points.	18	3.83	.51	18	4.00	.49
31. I can tell about what I have learned.	18	3.78	.94	18	3.22	1.11
32. I can find appropriate learning methods and techniques for myself.	18	3.44	.92	18	3.67	.49
Cognitive strategies						
33. I periodically think about the gist or main points of the passage to see if I really understand it.	18	3.89	.68	18	3.56	.78
34. When reading the English passage, I try not to translate word for word or every word.	18	2.78	.88	18	2.72	.83
35. I usually try to guess meanings of unknown words from the context.	18	3.17	.86	18	3.28	.90
36. I take notes while reading.	16	4.00	.63	18	4.06	.94
37. I usually use a dictionary to find meanings of the really important words that I do not know.	17	3.88	.70	18	3.83	.79
38. I try to summarise (in my head or in writing) important-information that I read.	18	3.39	.70	18	3.39	.70
39. I try to understand the vocabulary from its prefix or suffix.	17	3.65	.70	18	3.67	.77
40. I use my grammatical knowledge to know a type of vocabulary such as 'I've got a <i>present</i> from my mom.' <i>Present</i> is a noun because of 'a'.	18	3.28	1.02	18	3.28	.67
41. When reading the English passage, I usually don't read every word.	18	2.56	.78	18	2.67	.97
42. When reading the English passage, I don't stop reading when I find the vocabulary that I don't know.	18	2.78	.94	18	2.72	1.23
Metacognitive strategies						
43. Before reading, I set my reading objectives in advance and read with those objectives in mind.	18	3.33	.69	18	3.33	.91
44. Before reading the passage, I imagine what it will be about.	18	3.72	.58	18	3.61	.98
45. When I have reading problems, I know what to do.	18	3.56	.78	18	3.56	.71
46. Before reading the passage, I think of what I already know about the topic.	18	3.56	.51	18	3.72	.83
47. While reading, I usually ask myself whether I understand what I am reading.	18	3.78	.55	18	3.89	.68
48. While reading, I told myself not to stop reading when I encounter any reading difficulties.	18	3.83	.79	18	3.44	1.15
49. While reading, if I do not understand a grammatical structure, I will read its explanations from the lessons or a grammar book	18	3.44	.86	18	3.56	.78
50. I usually try to find causes of my reading problems to solve those problems by myself.	18	3.56	.78	18	3.89	.68
51. I usually notice the mistakes of my English reading skills in order to improve them. For instance, why did I guess the vocabulary wrong?	18	3.78	.73	18	3.94	.64
52. After reading, I decide whether the reading strategies I used helped me understand the passage better, and I think of other strategies that I could have helped.	18	3.61	.61	18	3.61	.70
53. After reading, I check whether I accomplished my objective for reading such as understanding the main idea of the passage.	18	3.89	.68	18	3.94	.87

Table 4.5.1: Comparison between the Pre and Post-Questionnaire of the Low Proficiency Students in the Most Support for Learner Independence Group (L/MS)

Item	Pre-Questionnaire			Post-Questionnaire		
	N	Mean	SD	N	Mean	SD
PART 1						
Attitudes towards independent learning						
1. I think learning is my own responsibility.	18	4.67	.49	18	4.83	.38
2. I think learning and teaching are not the sole responsibility of the teacher.	18	3.72	1.13	18	4.11	.90
3. I think that learners should learn independently, to some degree.	18	4.39	.61	18	4.17	.79
4. I don't think that the teacher has to take responsibility if learners are not successful in their learning.	17	3.24	.97	18	3.22	.81
5. Sometimes I know how to learn successfully and I do it.	18	2.50	.99	18	2.61	1.15
6. I think to improve my English skills as per advice and suggestion of the teacher or other people.	18	4.00	1.09	18	4.22	.94
7. I believe that learning success is resulted from my effort.	18	4.89	.32	18	4.33	1.09
8. I don't think that people are good at English because of the gift.	18	3.50	.79	18	3.22	.81
Willingness to learn independently						
9. I like to seek additional knowledge outside class although the teacher does not tell me to do so.	18	3.06	1.00	18	3.39	.92
10. I am willing to learn although it is difficult.	18	4.06	.87	17	4.18	.64
11. I am pleased to take responsibility of my own learning.	18	4.17	.86	18	4.39	.78
12. I am willing to evaluate my learning whether it is good.	18	4.17	.79	18	4.33	.59
13. I don't think that the teacher should select appropriate learning methods for learners.	18	1.94	.94	18	2.06	1.06
14. I am pleased to take in determining the contents I want to learn.	18	3.67	.77	18	3.61	.70
Self-confidence to learn independently						
15. I don't like the teacher to be my supporter all the time so that I can be confident in my learning.	18	2.00	.77	18	2.17	.92
16. I don't want the teacher to tell me clearly what I should learn and do in class and out of class.	18	2.44	.98	18	2.22	.94
17. I am confident that I can well manage the time for learning.	18	3.61	.70	18	3.61	.50
18. I have a good effort to seek for knowledge I want to know.	18	3.67	.84	18	3.78	.88
19. I think I am the effective independent learner of both in out of class.	18	3.33	.84	18	3.28	.83
Motivation to learn						
20. I enjoy learning English.	18	2.94	.94	17	3.88	.78
21. I like to have a chance to decide on what and how to learn about English.	18	3.61	.70	17	3.53	.51
22. I like to learn English because it is interesting and important.	18	3.72	.96	17	3.82	.64
23. I enjoy learning English on the web independently outside class.	18	3.78	.81	17	3.88	.86
24. I like to learn English because I will be able to get a job easily.	18	4.00	.84	17	4.06	.75
25. I pay attention on learning English in order to get a good grade.	18	4.44	.62	17	4.06	.75
PART 2						
Capacity to learn independently						
26. I can set my own learning objectives.	18	3.56	.62	18	3.44	.79
27. I know where I can seek for knowledge.	18	3.78	.81	18	3.89	.83

28. I can tell whether I have a learning progress.	18	3.94	.54	18	4.06	.64
29. I know my learning weak points.	18	4.28	.67	18	4.28	.83
30. I try to learn more on my learning weak points.	18	4.11	.68	18	3.89	.76
31. I can tell about what I have learned.	18	3.28	.83	18	3.17	1.04
32. I can find appropriate learning methods and techniques for myself.	18	3.22	.65	18	3.22	.65
Cognitive strategies						
33. I periodically think about the gist or main points of the passage to see if I really understand it.	18	3.78	.73	18	3.94	.80
34. When reading the English passage, I try not to translate word for word or every word.	18	2.61	.92	18	2.39	.92
35. I usually try to guess meanings of unknown words from the context.	18	3.22	.73	18	3.06	.80
36. I take notes while reading.	17	3.65	.70	18	3.89	.68
37. I usually use a dictionary to find meanings of the really important words that I do not know.	18	4.06	.73	18	4.22	.81
38. I try to summarise (in my head or in writing) important-information that I read.	18	3.33	.91	18	3.17	1.04
39. I try to understand the vocabulary from its prefix or suffix.	18	3.28	.58	18	3.22	1.00
40. I use my grammatical knowledge to know a type of vocabulary such as 'I've got a <i>present</i> from my mom.' <i>Present</i> is a noun because of 'a'.	18	3.17	.79	18	3.11	.96
41. When reading the English passage, I usually don't read every word.	17	2.88	.93	18	2.67	1.19
42. When reading the English passage, I don't stop reading when I find the vocabulary that I don't know.	18	2.50	.71	18	3.11	1.08
Metacognitive strategies						
43. Before reading, I set my reading objectives in advance and read with those objectives in mind.	18	3.44	.62	18	3.44	1.04
44. Before reading the passage, I imagine what it will be about.	18	3.89	.76	18	3.72	.75
45. When I have reading problems, I know what to do.	18	3.00	1.09	18	3.06	.73
46. Before reading the passage, I think of what I already know about the topic.	18	3.56	.71	18	3.72	.46
47. While reading, I usually ask myself whether I understand what I am reading.	18	3.78	.55	18	4.11	.68
48. While reading, I told myself not to stop reading when I encounter any reading difficulties.	18	3.56	1.15	18	4.11	.76
49. While reading, if I do not understand a grammatical structure, I will read its explanations from the lessons or a grammar book	18	3.78	.65	18	3.17	.62
50. I usually try to find causes of my reading problems to solve those problems by myself.	18	3.67	.69	18	3.83	.71
51. I usually notice the mistakes of my English reading skills in order to improve them. For instance, why did I guess the vocabulary wrong?	18	3.56	.78	18	3.83	.62
52. After reading, I decide whether the reading strategies I used helped me understand the passage better, and I think of other strategies that I could have helped.	18	3.78	.65	17	3.59	.62
53. After reading, I check whether I accomplished my objective for reading such as understanding the main idea of the passage.	18	3.67	.59	18	3.72	.67

Table 4.5.2: Comparison between the Pre and Post-Questionnaire of the Low Proficiency Students in the Semi-Support for Learner Independence Group (L/SS)

Item	Pre-Questionnaire			Post-Questionnaire		
	N	Mean	SD	N	Mean	SD
PART 1						
Attitudes towards independent learning						
1. I think learning is my own responsibility.	18	4.72	.46	18	4.67	.49
2. I think learning and teaching are not the sole responsibility of the teacher.	18	4.06	.80	18	3.44	1.04
3. I think that learners should learn independently, to some degree.	18	3.89	.76	18	4.33	.59
4. I don't think that the teacher has to take responsibility if learners are not successful in their learning.	17	3.12	.70	18	3.17	.92
5. Sometimes I know how to learn successfully and I do it.	18	2.17	.99	18	1.94	.87
6. I think to improve my English skills as per advice and suggestion of the teacher or other people.	18	3.89	1.13	18	4.00	.91
7. I believe that learning success is resulted from my effort.	18	4.72	.46	18	4.50	.62
8. I don't think that people are good at English because of the gift.	18	3.39	1.04	18	3.39	.98
Willingness to learn independently						
9. I like to seek additional knowledge outside class although the teacher does not tell me to do so.	18	3.39	.98	18	3.22	1.00
10. I am willing to learn although it is difficult.	18	3.89	.83	18	3.56	.71
11. I am pleased to take responsibility of my own learning.	18	4.39	.50	18	4.06	.64
12. I am willing to evaluate my learning whether it is good.	18	4.28	.67	18	4.17	.71
13. I don't think that the teacher should select appropriate learning methods for learners.	18	2.11	.83	18	2.00	.49
14. I am pleased to take in determining the contents I want to learn.	18	3.94	.54	18	4.06	.64
Self-confidence to learn independently						
15. I don't like the teacher to be my supporter all the time so that I can be confident in my learning.	18	2.17	.71	18	2.00	.97
16. I don't want the teacher to tell me clearly what I should learn and do in class and out of class.	18	2.00	.77	18	2.00	.69
17. I am confident that I can well manage the time for learning.	18	3.50	.71	18	3.61	.85
18. I have a good effort to seek for knowledge I want to know.	18	3.67	.59	18	3.72	.75
19. I think I am the effective independent learner of both in out of class.	18	3.33	.77	18	3.50	.92
Motivation to learn						
20. I enjoy learning English.	18	3.33	.69	18	3.11	1.18
21. I like to have a chance to decide on what and how to learn about English.	18	3.56	.86	18	3.39	.70
22. I like to learn English because it is interesting and important.	18	3.78	.65	18	3.67	.91
23. I enjoy learning English on the web independently outside class.	18	3.72	.90	18	3.72	.90
24. I like to learn English because I will be able to get a job easily.	18	3.94	.94	18	4.17	.79
25. I pay attention on learning English in order to get a good grade.	18	4.17	.71	18	3.89	.83
PART 2						
Capacity to learn independently						
26. I can set my own learning objectives.	18	3.17	.62	18	3.28	.67
27. I know where I can seek for knowledge.	18	3.83	.79	18	3.78	.65

28. I can tell whether I have a learning progress.	18	3.94	.73	18	3.72	.67
29. I know my learning weak points.	18	4.44	.78	17	4.12	.93
30. I try to learn more on my learning weak points.	18	3.89	.83	18	3.56	.86
31. I can tell about what I have learned.	18	3.28	1.18	18	3.22	1.11
32. I can find appropriate learning methods and techniques for myself.	18	3.00	.77	18	3.33	.84
Cognitive strategies						
33. I periodically think about the gist or main points of the passage to see if I really understand it.	18	3.28	.46	18	3.44	.62
34. When reading the English passage, I try not to translate word for word or every word.	18	2.61	.98	18	2.44	1.10
35. I usually try to guess meanings of unknown words from the context.	18	2.89	1.08	18	3.11	1.08
36. I take notes while reading.	18	3.44	.98	18	3.78	.88
37. I usually use a dictionary to find meanings of the really important words that I do not know.	16	3.56	.89	18	3.33	.91
38. I try to summarise (in my head or in writing) important-information that I read.	18	3.33	.77	18	3.17	1.04
39. I try to understand the vocabulary from its prefix or suffix.	17	3.06	.90	18	3.00	.84
40. I use my grammatical knowledge to know a type of vocabulary such as 'I've got a <i>present</i> from my mom.' <i>Present</i> is a noun because of 'a'.	17	2.65	1.00	17	3.18	.88
41. When reading the English passage, I usually don't read every word.	18	2.61	.98	18	2.78	1.06
42. When reading the English passage, I don't stop reading when I find the vocabulary that I don't know.	18	2.72	.96	18	2.56	1.25
Metacognitive strategies						
43. Before reading, I set my reading objectives in advance and read with those objectives in mind.	18	2.72	.96	18	3.22	.88
44. Before reading the passage, I imagine what it will be about.	17	3.29	1.05	18	3.83	1.04
45. When I have reading problems, I know what to do.	18	3.00	1.03	18	2.61	1.09
46. Before reading the passage, I think of what I already know about the topic.	18	3.50	.99	18	3.72	.90
47. While reading, I usually ask myself whether I understand what I am reading.	18	3.72	.75	18	3.56	.78
48. While reading, I told myself not to stop reading when I encounter any reading difficulties.	18	3.33	.69	18	3.67	.69
49. While reading, if I do not understand a grammatical structure, I will read its explanations from the lessons or a grammar book	18	3.17	.92	18	3.67	.69
50. I usually try to find causes of my reading problems to solve those problems by myself.	18	3.06	.87	18	3.44	.71
51. I usually notice the mistakes of my English reading skills in order to improve them. For instance, why did I guess the vocabulary wrong?	18	3.17	.92	18	3.50	.79
52. After reading, I decide whether the reading strategies I used helped me understand the passage better, and I think of other strategies that I could have helped.	18	3.33	.59	18	3.72	.67
53. After reading, I check whether I accomplished my objective for reading such as understanding the main idea of the passage.	18	3.28	.75	18	3.67	.59

Table 4.5.3: Comparison between the Pre and Post-Questionnaire of the Low Proficiency Students in the Least Support for Learner Independence (L/LS)

Item	Pre-Questionnaire			Post-Questionnaire		
	N	Mean	SD	N	Mean	SD
PART 1						
Attitudes towards independent learning						
1. I think learning is my own responsibility.	18	4.78	.43	18	4.78	.43
2. I think learning and teaching are not the sole responsibility of the teacher.	18	3.72	.90	18	3.89	.76
3. I think that learners should learn independently, to some degree.	18	4.11	.58	18	4.28	.67
4. I don't think that the teacher has to take responsibility if learners are not successful in their learning.	18	3.33	1.19	18	3.28	1.32
5. Sometimes I know how to learn successfully and I do it.	18	2.61	.92	18	2.56	.86
6. I think to improve my English skills as per advice and suggestion of the teacher or other people.	18	3.61	.98	18	3.83	.99
7. I believe that learning success is resulted from my effort.	18	4.83	.38	18	4.83	.38
8. I don't think that people are good at English because of the gift.	18	3.44	.86	18	3.00	1.14
Willingness to learn independently						
9. I like to seek additional knowledge outside class although the teacher does not tell me to do so.	18	3.50	.86	18	3.00	.97
10. I am willing to learn although it is difficult.	18	3.89	.68	18	3.94	.64
11. I am pleased to take responsibility of my own learning.	18	4.06	.73	18	4.28	.67
12. I am willing to evaluate my learning whether it is good.	18	4.33	.59	18	4.22	.65
13. I don't think that the teacher should select appropriate learning methods for learners.	18	1.83	.71	18	2.06	.73
14. I am pleased to take in determining the contents I want to learn.	18	3.72	.67	18	3.67	.91
Self-confidence to learn independently						
15. I don't like the teacher to be my supporter all the time so that I can be confident in my learning.	18	2.06	.94	18	2.17	.99
16. I don't want the teacher to tell me clearly what I should learn and do in class and out of class.	18	2.00	.77	18	2.06	.87
17. I am confident that I can well manage the time for learning.	18	3.56	.62	18	3.61	.78
18. I have a good effort to seek for knowledge I want to know.	18	3.61	.50	18	3.67	.69
19. I think I am the effective independent learner of both in out of class.	18	3.33	.49	18	3.22	1.00
Motivation to learn						
20. I enjoy learning English.	18	3.78	.65	18	3.50	.92
21. I like to have a chance to decide on what and how to learn about English.	18	3.56	.51	18	3.72	.75
22. I like to learn English because it is interesting and important.	18	3.72	.75	18	3.56	.62
23. I enjoy learning English on the web independently outside class.	18	3.50	.86	18	3.67	.77
24. I like to learn English because I will be able to get a job easily.	18	3.67	.91	18	3.89	.76
25. I pay attention on learning English in order to get a good grade.	18	4.06	.54	18	3.72	.75
PART 2						
Capacity to learn independently						
26. I can set my own learning objectives.	18	3.28	.83	18	3.22	.65
27. I know where I can seek for knowledge.	18	3.28	.75	18	3.44	.92

28. I can tell whether I have a learning progress.	18	3.22	.65	17	3.41	.87
29. I know my learning weak points.	18	4.06	.54	18	4.39	.78
30. I try to learn more on my learning weak points.	18	3.50	.71	18	3.67	.69
31. I can tell about what I have learned.	18	3.39	.70	18	3.11	1.02
32. I can find appropriate learning methods and techniques for myself.	18	3.11	.76	18	3.33	.69
Cognitive strategies						
33. I periodically think about the gist or main points of the passage to see if I really understand it.	18	3.67	.69	18	3.67	.77
34. When reading the English passage, I try not to translate word for word or every word.	18	2.61	.98	18	2.33	.84
35. I usually try to guess meanings of unknown words from the context.	18	3.06	.64	18	3.22	1.00
36. I take notes while reading.	18	3.72	.75	18	3.61	.98
37. I usually use a dictionary to find meanings of the really important words that I do not know.	18	3.72	.83	17	3.41	1.00
38. I try to summarise (in my head or in writing) important-information that I read.	18	3.00	.97	17	3.12	.60
39. I try to understand the vocabulary from its prefix or suffix.	18	2.67	.77	18	2.72	.83
40. I use my grammatical knowledge to know a type of vocabulary such as 'I've got a <i>present</i> from my mom.' <i>Present</i> is a noun because of 'a'.	18	2.56	.86	17	2.88	.86
41. When reading the English passage, I usually don't read every word.	18	2.33	1.14	18	2.44	.71
42. When reading the English passage, I don't stop reading when I find the vocabulary that I don't know.	18	2.44	.98	18	2.56	.98
Metacognitive strategies						
43. Before reading, I set my reading objectives in advance and read with those objectives in mind.	18	3.33	.970	18	3.22	.43
44. Before reading the passage, I imagine what it will be about.	18	3.67	.970	18	3.83	.79
45. When I have reading problems, I know what to do.	18	2.89	1.023	18	2.61	.78
46. Before reading the passage, I think of what I already know about the topic.	18	3.72	.826	18	3.72	.90
47. While reading, I usually ask myself whether I understand what I am reading.	18	3.72	.752	18	3.50	.71
48. While reading, I told myself not to stop reading when I encounter any reading difficulties.	18	3.33	.840	18	3.28	1.18
49. While reading, if I do not understand a grammatical structure, I will read its explanations from the lessons or a grammar book	18	2.94	.802	18	3.33	.77
50. I usually try to find causes of my reading problems to solve those problems by myself.	18	3.11	.583	18	3.39	.50
51. I usually notice the mistakes of my English reading skills in order to improve them. For instance, why did I guess the vocabulary wrong?	18	3.33	.594	18	3.39	.61
52. After reading, I decide whether the reading strategies I used helped me understand the passage better, and I think of other strategies that I could have helped.	18	3.28	.669	18	3.56	.71
53. After reading, I check whether I accomplished my objective for reading such as understanding the main idea of the passage.	18	3.67	.840	18	3.39	.70

Appendix N

Results of Qualitative Data

4.2 Results of Qualitative Data

Results of the qualitative data analysis are presented as follows:

4.2.1 Analysis of the Learner Contracts

The learner contract aimed at helping students plan their learning by setting their learning objectives. Since the learner contract facilitated students by listing important and necessary reading objectives for them, students seemed not to have problems in setting their learning objectives. Therefore, the information in this part was not analysed.

In regard to the planning of time to be spent on the independent learning through the web or EDO, the information was gathered from the learner contracts submitted by each student of each group, and analysed to see the enthusiasm of each group. Table 4.12.1 shows the information of the high proficiency groups, while Table 4.12.2 presents that of the low proficiency groups.

Table 4.12.1: Number of Hours the High Proficiency Students Studied Independently

Group	Number of Hours Phase 1 (week 5-9)	Number of Hours Phase 2 (week 10-14)	Total
H/MS	86	65	151
H/SS	56	40	96
H/LS	91	97	188

It can be seen that the H/LS students spent time on their independent learning through the web the most among the three groups, i.e. 91 hours in Phase 1 and 97 hours in Phase 2. In total the H/LS students spent 188 hours. The H/MS students spent 151 hours in total, which were divided into 86 hours in Phase 1 and 65 hours in Phase 2. The H/SS students spent the least time on the independent learning outside class. They spent 56 hours in Phase 1 and only 40 hours in Phase 2, which made the total of 96 hours.

It is noted that students in the MS and SS groups spent less time for their study in Phase 2 than in Phase 1. However, this seemed not to be the case for the LS group. Moreover, many students did not study on the web in week 14 since they said they

had to prepare for the listening and speaking tests, which were scheduled according to the GE 2 course syllabus in week 15.

Table 4.12.2: Number of Hours the Low Proficiency Students Studied Independently

Group	Number of Hours Phase 1 (week 5-9)	Number of Hours Phase 2 (week 10-14)	Total
L/MS	77	43	120
L/SS	45	32	77
L/LS	78	59	137

Like the case of the high proficiency groups, the L/LS students spent the most time on their independent learning on the EDO, i.e. 137 hours in total. The L/MS students spent 120 hours, which were 77 hours in Phase 1 and 43 hours in Phase 2. The L/SS students spent only 77 hours in total. Out of 77 hours, 45 hours were spent in Phase 1 and 32 hours in Phase 2. Noticeably, number of hours spent on the independent learning of every group in Phase 2 was reduced from Phase 1. One reason was the same as of the case of the high proficiency groups as mentioned above.

In regard to the criteria that students wrote in the learner contract to state how they could know whether they achieved their learning objective (s), the data collected from each group were analysed to categorise the similar criteria statements and are presented in Tables 4.13.1 – 4.13.6.

Table 4.13.1: Learning Criteria Stated by the High Proficiency Most Support for Learner Independence Group (H/MS)

Criteria	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
	Frequency (42)	% (100)	Frequency (32)	% (100)
Able to do the test according to the criteria (such as 60, 80%)	22	52	15	47
Able to read and comprehend the texts and do the tests (according to the criteria)	11	26	11	35
Able to read and comprehend the texts	4	10	3	9
Able to find main ideas and do tests as per the criteria	3	7	0	0
Able to read and comprehend better	2	5	1	3
Able to read and understand difficult vocabulary without a dictionary and do tests	0	0	2	6

Table 4.13.2: Learning Criteria Stated by the High Proficiency Semi-Support for Learner Independence Group (H/SS)

Criteria	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
	Frequency (38)	% (100)	Frequency (24)	% (100)
Able to read and comprehend the texts and do the tests (according to the criteria set)	20	52	11	46
Able to do and pass the test (according to the criteria set)	13	34	9	37
Able to improve reading speed	1	3	4	17
A sincere evaluation by the teacher and student herself*	3	8	0	0
Able to do the tests with less time and more precision than last time	1	3	0	0

* = vague criterion

Table 4.13.3: Learning Criteria Stated by the High Proficiency Least Support for Learner Independence Group (H/LS)

Criteria	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
	Frequency (37)	% (100)	Frequency (35)	% (100)
Able to do exercises/tests (well, fairly well, or pass the criteria)	19	51	20	57
Able to do the tests and find main ideas	5	14	5	14
Able to perform according to the objectives (better)	5	14	4	11.5
Able to comprehend the texts and pass the tests	5	14	1	3
Able to comprehend and do tests better	1	2	4	11.5
Not state the criteria*	2	5	1	3

* = vague criterion

Table 4.13.4: Learning Criteria Stated by the Low Proficiency Most Support for Learner Independence Group (L/MS)

Criteria	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
	Frequency (43)	% (100)	Frequency (30)	% (100)
Able to read and comprehend the texts and do the tests (according to the criteria set)	36	86	24	80
Able to read and comprehend the texts and learn new words	3	7	1	3
Able to understand the gist and summarise	3	7	1	3
Able to get the better test scores	0	0	2	7
Able to read and understand better and pass the test criteria	0	0	2	7

Table 4.13.5: Learning Criteria Stated by the Low Proficiency Semi-Support for Learner Independence Group (L/SS)

Criteria	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
	Frequency (32)	% (100)	Frequency (20)	% (100)
Able to do the test (according to the criteria set)	15	47	12	60
Able to read and comprehend the texts and do the tests (according to the criteria set)	14	44	4	20
Be attentive and increase vocabulary*	2	6	1	5
Be able to find main ideas	1	3	1	5
Able to read and do the tests with less time and more precision than last time	0	0	2	10

* = vague criterion

Table 4.13.6: Learning Criteria Stated by the Low Proficiency Least Support for Learner Independence Group (L/LS)

Criteria	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
	Frequency (34)	% (100)	Frequency (34)	% (100)
Able to do the test (according to the criteria set, better)	15	44	15	44
Regularly perform independent learning and be attentive to the reading or tests*	7	20	6	18
Able to comprehend better/understand vocabulary	5	15	1	3
Able to comprehend, find main ideas, and do tests	4	12	8	23
Able to summarise the general meaning or gist	3	9	3	9
Not state the criteria*	0	0	1	3

* = vague criterion

As can be seen from the Tables 4.13.1 – 4.13.3 that illustrate the case of the three high proficiency groups, the similar criteria stated the most frequently and over than 50% in Phase 1 and nearly 50% in Phase 2 by the three groups were to be able to read and comprehend the texts and do or pass the tests as per the criteria set by each student such as 60%, 70% or even 100%. However, it is noted that one student in the SS and LS groups sometimes set their learning criteria vaguely, for instance, ‘a sincere evaluation by the teacher and student.’ (from the SS group, 8% only in Phase 1). The LS students sometimes did not state their learning criteria (5% in Phase 1 and 3% in Phase 2).

With reference to the three low proficiency groups, the Tables 4.13.4 – 4.13.6 show that the MS group mostly stated ‘able to read and comprehend the texts and able

to do the tests with (40%, 50% or 60% -- according to the criteria each student set)'. This criterion was the most frequently mentioned by 86% in Phase 1 and 80% in Phase 2. This reflects that they could practically state the learning criteria.

The SS group stated the most frequently (47% in Phase 1 and 60% in Phase 2) that they were able to do the test according to the criteria they set, followed by the second most popular criterion of the ability to read and comprehend the texts and do the tests according to the criteria set (44% and 20% in Phase 1 and 2 respectively). A vague learning criterion was sometimes stated, i.e. 'be attentive and increase vocabulary.'

Like the SS group, the LS group stated the same criterion of ability to do the test and obtain the test scores as per the criteria set or do the tests better as their first criterion of 44% equal in both phases. The vague criterion of a regular independent learning performance and attention to the reading tests was the second most frequently stated (20% and 18% in Phase 1 and 2 respectively). However, the criterion of 'able to comprehend, find main ideas and do tests' was the next practical criterion with the very close frequency of 12% and 23% in Phase 1 and 2 respectively.

4.2.2 Analysis of the Learning Record Sheets

Like the learner contracts, there was no scoring evaluation from the teacher or researcher of the students' learning record sheets. The main purpose was to employ students' reflections as the qualitative information to perceive how they performed their own independent learning particularly in terms of their learning monitoring and evaluation. There was every attempt to maintain the structure and tone when the students' Thai reflections were translated into English and used as the quotations. However, only the typical answers are quoted.

In order to provide a clear picture of how students in each group monitored and evaluated their independent learning outside class, information from every item in the learning record sheet is presented in order in the same table, followed by a brief description of the major findings of each item.

4.2.2.1 Learning Monitoring and Evaluation of the High Proficiency Groups

Tables 4.14 to 4.16 show the findings from the three high proficiency groups of MS, SS and LS respectively, followed by a section on a comparison of the

independent learning of these three high proficiency groups. Then, Tables 4.17 to 4.19 present the findings from the three low proficiency groups.

Table 4.14: Learning Monitoring and Evaluation of the High Proficiency Most Support for Learner Independence Group (H/MS)

Category	Quotation	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
		Frequency	%	Frequency	%
1) I have learned something new from this activity, i.e.					
Vocabulary/ expressions	-New vocabulary. Expressions used in daily life. -New difficult vocabulary.	25	54	23	62
Learning responsibility	-Learning responsibility, independent learning, and how to spare time for learning.	5	11	4	11
Reading texts knowledge	- The contents of 'Celebration'.	5	11	9	24
Grammar	-I could find the reference words. -I knew the sentence forms which could be copied for writing.	5	11	1	3
Reading/test taking technique	-I knew more reading techniques.	2	4	0	0
Improvement/ monitoring	-I knew my own ability—what I like or what I am good at. -Measurement of my improvement in comparison with that of the previous time.	2	4	0	0
None	-	2	4	0	0
2) I encountered some difficulties in the process of learning, i.e.					
Vocabulary and expressions	-I could not translate vocabulary items and guess them wrong. -I met difficult vocabulary and could not guess it.	24	46	16	43
Text difficulty	-I did not understand the reading texts. -The reading texts were very difficult.	14	27	12	32
Test difficulty	-I could not pass my testing criteria.	3	6	5	14
Get bored due to long texts	-The texts I read were long, which sometimes made me bored of reading.	3	6	2	5
No problem	- I didn't have any problems.	1	2	2	5
Internet-related problems	-The download was very slow. - Web page error.	3	6	0	0
Others	-I didn't have much free time for self-study.. -I did not know who I should ask when I had a problem.	4	8	0	0
3) I solved these difficulties by:					
Read several times	-Repeatedly read for several times. Don't give up. -Tried to translate as much as I could and tried to understand it (the reading text).	14	29	12	32

Use dictionary	-Used dictionary. -Used talking dictionary.	15	31	6	16
Guess meanings from context	-Tried to guess the unknown vocabulary items.	10	21	7	18
Guess from context and use dictionary	-Guessed meanings from the context, but if too difficult, I used my dictionary. -Guessed the meanings based on my background knowledge.	4	8	7	18
Internet-related solutions	-I looked in again later.	1	2	4	11
Review grammar	-I opened grammar books.	1	2	1	3
Use other reading strategies	-Read for the main ideas and summarised it -Read the questions first, and then read the text. -Read from the prefixes and suffixes.	3	6	1	3
4) My overall performance from doing this activity is:		Mean	SD	Mean	SD
Rating from 0 (need improvement) -10 (excellent)		6.78	.57	7.25	.98
Reasons:		Frequency	%	Frequency	%
Get low test scores (difficulty)	-I still got the same test score, i.e. 60% or lower. I had to redo the tests.	11	28	14	41
Understand/ good test scores or pass the criteria	-I could do it better than previously because it was harder due to the higher level. Sometimes, I know the meanings but could not translate the whole sentence. -I could do the test at my satisfactory level. -I could do the tests according to my objective.	15	38	6	18
Not understand texts	-I could understand something but did not understand other things. -The texts were difficult. So were the tests.	6	15	4	11
Improvement	-Reading strategies helped me understand better. -Doing the tests only 1 or 2 times. I could pass the criteria with better test scores.	5	13	6	18
Fun	-I tried to understand the texts and had fun with the reading, so I was happy with my performance this time.	1	3	3	9
No time	-I had little time for reading (I got to do the 'faculty task', did not have time for reading). -No time so I rushed doing the tests. The scores were not good, plus the text difficulty.	1	3	1	3
5) Overall, I think this way of learning is:		Mean	SD	Mean	SD
Rating from 0 (not useful) -5 (very useful)		4.53	.33	4.53	.49
Reasons:		Frequency	%	Frequency	%
Advantages of independent learning	-I can practise reading and problem-solving skills by myself. I can concentrate more from reading for main ideas.	35	76	27	63

-self-practice -learning monitoring and evaluation -problem-solving	<i>-I can improve myself and know in which aspects I should improve myself. -I know my ability level, and I can improve accordingly. -I learned new vocabulary and expressions.</i>				
Learning responsibility	<i>-I could practise how to be responsible for my learning.</i>	3	7	4	9
Fun and self-encouragement	<i>-More fun with the reading texts. -If we pay attention, we will have fun with the learning.</i>	5	11	2	5
Web features	<i>-Pictures and title helped me understand without reading the texts thoroughly.</i>	1	2	6	14
Use of spare time	<i>-I can make use of my free time.</i>	0	0	3	7
lengthy texts causing boredom	<i>-If the reading text is too long, it will not be interesting (boring).</i>	1	2	1	2
6) What I intend to do next:		Frequency	%	Frequency	%
Continue reading/get better test scores	<i>-Continue improving my reading skills. -Study the next level—Intermediate1, which is more difficult than Basic 2, 3. -Do the tests and get 100%.</i>	30	70	25	74
Expand vocabulary	<i>-Memorise new vocabulary.</i>	10	23	6	18
Practise reading strategies	<i>-Use background knowledge in studying the next level.</i>	3	7	3	9
Reasons:		Frequency	%	Frequency	%
To improve reading skill and vocabulary	<i>-To improve my reading ability. -To read and comprehend more. -Now I can't find main idea. I may need some more time to get used to it.</i>	35	84	22	78
Fun	<i>-Fun.</i>	1	2	1	4
Transfer knowledge	<i>-Use what I learned from reading for my writing assignments. -Fluent reading will be necessary for my future work.</i>	5	12	4	14
Vocabulary problem	<i>-Now I know very limited vocabulary.</i>	1	2	1	4

Table 4.14 indicates that the new thing the H/MS students learned the most were new difficult vocabulary and expressions for phase 1 and 2 (54% and 62% respectively). Knowledge gained from the reading texts was the second rank for both phases as well (11% and 24% respectively). It is noted that students reported more on this category in phase 2.

It is found that vocabulary and expressions were the difficulties that students encountered the most in both phases (46% and 43% respectively) since new vocabulary and expressions were new and difficult for them as reported above. Students also reported the incomprehension of the reading texts as the second rank for

both phases (27% and 32% respectively). They mentioned that the texts were difficult. The test difficulty was reported next in the second phase (14%). A link between the difficulty of texts and tests can be logically noted.

In the first phase, students solved their learning difficulties by using a dictionary (31%) and reading texts several times (29%), followed by guessing unknown word meanings (21%). However, in the second phase their most popular solution was to read several times (32%), followed by guessing meanings from context (18%) and using a dictionary (16%). It is noticeably clear that students tended to use a dictionary less; rather they guessed meanings and used a dictionary at the same time (18% in Phase 2 increased from 8% in Phase 1).

On average, the H/MS students rated their overall performance 6.78 out of 10 ($SD = 0.57$) in Phase 1, while in Phase 2 they rated 7.25 ($SD = 0.98$) which showed a little increase. The first major reason for Phase 1 was that they could understand the texts and get good test scores or pass the criteria they set (38%), while the second ranked reason relating to the low rating of their performance was low test scores they obtained from doing the tests due to the difficulty (28%). For Phase 2, students reported the gain of low test scores as the first reason (41%), which was very high compared to other categories. This is because they studied the more advanced levels of the EDO. However, students reported that they had some improvement in Phase 2 (18%), while they could understand the texts less than in Phase 1 (18% decreased from 38%).

Averagely, students thought that this mode of learning was useful in both phases ($\bar{X}s = 4.53$ in both phases, $SD = 0.33$ and 0.46 in Phase 1 and 2 respectively). Strikingly, the reason mentioned the most frequently from both phases (76% and 63%) was due to the benefits of independent learning, which enabled them to practise reading skills by themselves; and by doing this they could monitor their learning progress and ability, and know how to improve themselves. Moreover, students mentioned fun and self-encouragement as the second reason (11%) in Phase 1, and the web features like pictures (14%) in Phase 2.

Regarding the next learning plan, students intended to continue reading or get better test scores for both phases (70% and 74%). By continually reading, students could practise the reading comprehension skills, which would result in the reading improvement, which was shown in their better test scores. Therefore, the

most important reason for keeping on reading was to improve their reading skill and vocabulary for both phases (84% and 78%).

Table 4.15: Learning Monitoring and Evaluation of the High Proficiency Semi-Support for Learner Independence Group (H/SS)

Category	Quotation	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
		Frequency	%	Frequency	%
1) I have learned something new from this activity, i.e.					
Vocabulary/expressions	<i>-New vocabulary like 'murdered'.</i>	19	50	9	43
Reading/test taking technique	<i>-Finding main ideas -Text prediction and summarising for the gist.</i>	5	13	5	24
Learning responsibility	<i>-I've learned to take my learning responsibility.</i>	2	5	2	10
Fun	<i>-Fun</i>	1	2	1	4
Grammar	<i>-Keywords.</i>	2	5	0	0
Reading texts knowledge	<i>-New knowledge about Affaire. -I know that when buying things, we need a cheap price but long-lasting quality. Good knowledge!</i>	10	26	4	19
2) I encountered some difficulties in the process of learning, i.e.					
Vocabulary and expressions	<i>-Vocabulary, which caused a difficult text translation.</i>	13	35	7	33
Text difficulty	<i>-I didn't understand some sentences and could translate only word for word. -Texts were harder and so was the vocabulary.</i>	15	41	8	38
No time for learning	<i>-I had little time (I had to attend class).</i>	3	8	2	10
Internet-related problems	<i>-The Internet connection was bad and slow download. -Sometimes, I couldn't connect it with my home Internet. So I couldn't study online.</i>	3	8	3	14
No problem	-	3	8	1	5
3) I solved these difficulties by:					
Read several times	<i>-I read the texts again and tried to understand them.</i>	13	40	4	19
Guess meanings from context	<i>-Read next sentence and contexts and translate the meaning.</i>	8	24	7	33
Use dictionary	<i>-I used a dictionary to find 2-3 words meanings.</i>	6	18	4	19
Guess from context and use dictionary	<i>-Guessed from context and checked with a dictionary.</i>	1	3	1	5
Try to find free time for learning	<i>-I'd try to find more time for learning.</i>	2	6	0	0
Internet-related	<i>-I connected the Internet with the</i>	3	9	2	10

solutions	<i>university's server.</i>				
Use other reading strategies	<i>-I used prefix and suffix and guessed meanings. -I didn't translate every word, but tried to summarise for general text meaning.</i>	0	0	3	14
4) My overall performance from doing this activity is:		Mean	SD	Mean	SD
Rating from 0 (need improvement) -10 (excellent)		7.39	.65	7.30	1.24
Reasons:		Frequency	%	Frequency	%
Get low test scores / text difficulty	<i>-I've got only 60% from both texts, which should be better than this. -Got fewer scores that last time and used more time to do the tests.</i>	7	23	6	30
Understand / good test scores	<i>-Got 100% test scores and understood the texts.</i>	21	68	13	65
Improvement	<i>-I could understand the text I was not familiar with within the fixed time and with fewer mistakes. -I started to understand and know reading techniques better.</i>	2	6	1	5
No time	<i>-I didn't have time.</i>	1	3	0	0
5) Overall, I think this way of learning is:		Mean	SD	Mean	SD
Rating from 0 (not useful) -5 (very useful)		4.19	.51	4.07	.79
Reasons:		Frequency	%	Frequency	%
Advantages of independent learning: -Gain more knowledge -Freedom to learn -Learning improvement	<i>-We can get new knowledge that we may not get from the course book. -I can learn what I want to learn, leading to learning improvement. -I use my thought and everything is totally a freedom. -I can use my own knowledge and can evaluate how much I understood. -It helps improve my reading skills.</i>	27	71	12	55
Learning responsibility	<i>-It's a practice of learning responsibility. -It makes me have learning responsibility.</i>	1	2	3	14
Self-encouragement	<i>-It makes me active to find new knowledge.</i>	2	5	1	4
Web features	<i>-We can choose what we want to learn. -We can study and seek knowledge at all time.</i>	4	11	4	18
Has both advantages and disadvantages	<i>-I practise by myself; no one forces me to do. But it may not be good for me since I'm lazy. -It's useful but it doesn't promote a practice of every language skill, so I don't give a full score.</i>	4	11	2	9
6) What I intend to do next:		Frequency	%	Frequency	%
Continue reading/get better test scores	<i>-Improve my reading skills and succeed. -Do tests and get better scores. -Do exercises and memorise vocabulary.</i>	25	73	12	63

Expand vocabulary	<i>-Memorise a lot of new vocabulary.</i>	2	6	3	16
Try to find more time	<i>-I will try to find more time for the reading tasks.</i>	3	9	3	16
Improve reading speed	<i>-I will do tests and use less time.</i>	2	6	0	0
Find additional learning methods	<i>-Find other additional learning methods because it's necessary to practise every skill. -I'd like to listen to international songs to improve my pronunciation.</i>	2	6	1	5
Reasons:		Frequency	%	Frequency	%
To improve reading skill and vocabulary	<i>-I want to maintain my reading performance like this. -The higher the level is, the harder the vocabulary is. So it's very necessary to learn new vocabulary.</i>	16	64	11	73
Useful for exam	<i>-I can do reading exam. -Main ideas or keywords will be used as reading techniques and they will be useful for the exams.</i>	5	20	2	13
To build confidence for next reading task	<i>-To have more self-confidence for reading tasks.</i>	0	0	1	7
Transfer knowledge	<i>-To use my English in real life.</i>	1	4	1	7
Too rush to do tests (no time)	<i>-I felt I used too little time for the learning. -I will find more time to do the reading.</i>	3	12	0	0

From Table 4.15, vocabulary was the new thing the H/SS students learned the most from their independent learning for both phases (50% and 43%). The second order was the reading text knowledge for Phase 1 (26%), and reading and test taking techniques for Phase 2 (24%).

The difficulty they encountered the most in both phases was text difficulty which caused a problem of reading comprehension (41% and 38%). Likewise, vocabulary and expression was their second-rank problem, which caused difficult text translation and comprehension (35% and 33%).

Students solved their learning difficulties by reading the reading texts many times in order to better understand them (40%) in Phase 1 and guessing word meanings from context as the next popular solution (24%) followed by using a dictionary (18%). For Phase 2, students tried to guess word meanings more frequently and it was the most popular learning solution (33%). They also still read the texts several times and used a dictionary as the second-rank solution (19%).

Students perceived their own performance rather satisfactorily in both phases ($\bar{X} = 7.39$, $SD = 0.65$ in Phase 1, and $\bar{X} = 7.30$, $SD = 1.24$ in Phase 2). The reason that gained the highest responses in both phases (68% and 65%) was that students could read and understand or get good test scores. This appears to be a very positive perception of their own performance. In contrast, the negative reason was mentioned as the second order, i.e. they got low test scores for the texts were difficult to understand (23% and 30%).

This way of learning was viewed useful at the average level of 4.19 ($SD = 0.51$) in Phase 1 and 4.07 ($SD = 0.79$) in Phase 2, which was considered high. Students mentioned the benefits of independent learning as the most important reason for both phases (71% and 55%). They mentioned about the learning freedom, monitoring and evaluation of their own learning, which led to learning improvement. The web features such as freedom in terms of learning time and place were the second order reason in both phases as well (11% and 18%). However, students mentioned disadvantages of this mode of learning besides its advantages (11% for Phase 1 and 9% for Phase 2). The disadvantages lay in the fact that they did not have a chance to practise other language skills besides reading; and this learning mode although it was useful, may not be effective for the lazy students.

Like the H/PS students, the H/SS students intended to continue reading and get better test scores as their next learning plan in both phases (73% and 63%). The second reason from Phase 2 was the expansion of vocabulary and finding of more time to study independently on the web (16%). The main reason of their next learning intention of continuing reading was to improve their reading skill and vocabulary (64% and 73% for Phase 1 and 2 respectively). It is also interesting to see the second reason from both phases that the knowledge they gained from their own independent learning on the web would be useful for the examinations (20% and 13%).

Table 4.16: Learning Monitoring and Evaluation of the High Proficiency Least Support for Learner Independence Group (H/LS)

Category	Quotation	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
		Frequency	%	Frequency	%
1) I have learned something new from this activity, i.e.					
Vocabulary	<i>-I knew vocabulary that I've never known.</i>	21	43	20	46
Reading/test taking technique	<i>-Reading for the gist. -Test taking techniques to get good</i>	12	25	14	32

	<i>scores.</i>				
Practise reading comprehension	<i>-It's a practice of reading comprehension.</i>	7	14	4	9
Good exercises and tests	<i>-I found good tests and more vocabulary.</i>	3	6	1	2
Grammar and sentences	<i>-Use of tenses in each sentence and each event. -Use of different sentence forms.</i>	4	8	4	9
Reading texts knowledge	<i>-Reading contents that can be used in daily life.</i>	2	4	1	2
2) I encountered some difficulties in the process of learning, i.e.		Frequency	%	Frequency	%
Vocabulary and grammar	<i>-There was some vocabulary that I didn't know. -I still used wrong tenses. -I didn't know most of the vocabulary.</i>	26	37	22	57
Text difficulty	<i>-I didn't quite understand the text and couldn't find the gist.</i>	2	5	2	5
Test/exercise difficulty	<i>-My test scores were not good.</i>	5	13	6	15
Wrong guess of vocabulary	<i>-A wrong guess of vocabulary.</i>	4	10	3	8
Internet-related problems	<i>-The access to the web.</i>	0	0	2	5
No problem	<i>-No any difficulties since most reading texts were not long.</i>	2	5	4	10
3) I solved these difficulties by:		Frequency	%	Frequency	%
Guess meanings from context	<i>-I looked at the context to guess unknown words.</i>	17	36	14	30
Use dictionary	<i>-I used a dictionary to learn new vocabulary. -Used online dictionary if I really didn't understand.</i>	19	41	15	32
Read/do tests several times	<i>-I reread and repeatedly read for several times. -Did the exercises and tests again and again. -Did tests several times to get better percentages.</i>	5	11	4	8
Try to read for main ideas/other strategies	<i>-I didn't pay attention to the unknown vocabulary. -I used prediction strategy.</i>	3	6	3	6
Review grammar	<i>-Study and try to understand tenses.</i>	1	2	1	2
Others	<i>-I asked my friends about vocabulary I didn't know. -Tried harder.</i>	1	2	5	11
None	-	1	2	5	11
4) My overall performance from doing this activity is:		Mean	SD	Mean	SD
Rating from 0 (need improvement) -10 (excellent)		7.87	1.8	7.86	1.45
Reasons:		Frequency	%	Frequency	%

Get fair/low test scores (difficult)	<i>-The exercises were at the difficult level. -The exercises and tests were harder.</i>	9	22	8	21
Understand/ good test scores/ Pass criteria	<i>-I could do the test well. -I understood the story and achieved my reading objectives.</i>	17	40	17	46
Get 100% test scores	<i>-I got 100% test scores. -I got the expected score; i.e. 100%.</i>	5	12	1	3
Improvement	<i>-I was improving.</i>	2	5	2	5
Still have an attempt to keep learning	<i>-I could understand the texts more and I still had an attempt and good intention to study.</i>	3	7	3	8
Not answer	-	3	7	5	14
5) Overall, I think this way of learning is:		Mean	SD	Mean	SD
Rating from 0 (not useful) -5 (very useful)		4.78	.44	4.78	.44
Reasons:		Frequency	%	Frequency	%
Advantages of independent learning: -Self-dependence -Monitoring -Evaluation -Improvement -Affective factors	<i>-It's a practice of self-dependence and exertion. -It helps increase vocabulary for learners who can memorise and use it effectively. -It helps me know my weak points. -It's the best way to practise English by yourself. -It helps me love to learn English. -My reading is improving. -I learned that the mistakes were from me, myself.</i>	23	62	17	61
Learning responsibility	<i>-It establishes learning responsibility.</i>	3	8	1	4
Fun and self-encouragement	<i>-I can learn by myself, which creates more learning enthusiasm.</i>	3	8	1	4
Web-related advantages	<i>-I can study at home, very convenient. This makes me improve my reading skills. -I can choose to study what I'm interested in. -Convenient, and can know main ideas and new vocabulary. -Reading texts are various and close to you life.</i>	7	19	6	21
Useful for exams	<i>-I can use the reading skills I have practised with the tests outside classroom.</i>	1	3	3	10
6) What I intend to do next:		Frequency	%	Frequency	%
Continue reading/doing test	<i>-I have to try to read and understand better. -I'll try to continuously do exercises to be self-confident. -I'll increase a difficulty level. Study the next level. -I'll do tests better than this. I need to improve.</i>	21	55	23	59

	<i>-I'll try to continue practising reading and improve.</i>				
Expand vocabulary	<i>-Memorise a lot of vocabulary.</i>	4	11	2	5
Improve every English skill	<i>-I'll continuously improve English. -Improve listening, reading and speaking skills because they're important for communication.</i>	4	11	6	15
Correct own weakness	<i>-To improve my guessing techniques.</i>	3	8	0	0
Study grammar	<i>-Study and understand tenses since they're a grammatical foundation for our better speaking, writing, and reading.</i>	1	2	1	3
Improve speed reading	<i>-Read and understand the passage fast, easy when doing the exercises. -Practise to read faster.</i>	1	2	2	5
Not answer	-	4	11	5	13
Reasons:		Frequency	%	Frequency	%
To improve reading and test taking ability	<i>-Practicing helps me improve myself. -Vocabulary facilitates better reading comprehension. -I want to do it better than this though it's harder. -I wasn't happy with my test score, so I think next time it has to be improved.</i>	20	56	11	32
Useful for exam and English learning	<i>-It's useful for my English studying. -It's useful for the exam.</i>	2	6	3	9
To improve English	<i>-My listening skill is not good. -Diligence will make me good at English and happy.</i>	3	8	5	15
Transfer knowledge	<i>-English is important for the future work. -Reading can be used in daily life.</i>	4	11	3	9
To build confidence for next reading task	<i>- Doing exercises continuously will create self-confidence and experience. -Vocabulary and frequent reading help to build reading confidence for the next reading task.</i>	0	0	3	9
Not answer	-	7	19	9	26

Table 4.16 indicates that vocabulary was the new thing the H/LS students learned the most from the independent learning in both phases (43% and 46%). The next thing they learned was reading or test taking technique such as reading for gist (25% and 32%).

The difficulties in the independent learning process they encountered the most for both phases were vocabulary and grammar (37% and 57%). They also

mentioned the difficulty of test and exercises as the next difficulty they faced (13% and 15%).

To solve their main difficulty, i.e. vocabulary, students in this group used dictionary the most in both phases (41% and 32%), followed by guessing word meanings from context (36% and 30%).

Their overall performance rated by themselves was averagely high at almost the same level in both phases ($\bar{X} = 7.87$, $SD = 1.80$ in Phase 1, and $\bar{X} = 7.86$, $SD = 1.45$ in Phase 2). The positive reason for their satisfactory performance was that they understood the texts and obtained good scores which showed that they could pass their learning criteria set in the learner contract (40% in Phase 1 and 46% in Phase 2). However, the reason for their low rating of their performance was because they got fair or low test scores due to difficult test and exercise (22% in Phase 1 and 21% in Phase 2).

On average, students in this group thought that this way of learning was very useful in both phases ($\bar{X} = 4.78$, $SD = 0.44$ in Phase 1, and $\bar{X} = 4.78$, $SD = 0.44$ in Phase 2). The benefit of independent learning that provided them a chance to practise learning by themselves and made them know their mistakes and improve their reading skill was the reason receiving the most responses in both phases (62% and 61%). Moreover, the second order reason was concerning the web related advantages in both phases as well (19% and 21%). Students mentioned convenience of learning and a variety of contents for them to choose to study, for instance.

Students said that they would continue to read the texts and do tests as their next learning plan in both phases (55% and 59%) because it was the way to improve their reading skill and test taking ability, which was stipulated as the major reason in both phases (56% and 32%). A lot of practice would result in their reading improvement, which could be seen from their test scores. This was the reason why they mentioned doing tests. Interestingly, students also said they would improve every English skill besides reading as the second reason in both phases (11% and 15%). Some students said their listening skill was not good. Moreover, a number of responses on 'no answer' category under the intention for the next learning plan was noted as 11% and 13% in Phase 1 and 2 respectively. This was in relation to the number of the responses giving no reasons for the next learning plan, which was ranked the second in both phases (19% and 26%). This indicates that students did not

know what to do for their next learning plan; however, they continued performing the independent learning.

4.2.2.1.1 A Comparison of the Independent Learning of the Three High Proficiency Groups

Based on the information presented in Tables 4.14 to 4.16 above, some major similar and different points were noted and they will be presented as the conclusion of the qualitative findings of the high proficiency groups.

The three groups mentioned that vocabulary and expressions were the new things they learned the most from the independent learning activity. However, the vocabulary was difficult, which definitely caused a learning difficulty for the students. Students mentioned that they could not translate the text because of the difficult vocabulary items, which as a result made the tests or exercises difficult.

In order to solve these problems, the MS and SS students preferred to read the texts several times and guess meanings from context, while the LS students were likely to use a dictionary and guess meanings from context. Interestingly, only the MS students reported the most frequently-used solution of guessing meaning from context and using a dictionary, which implied that they checked their guessing with the dictionary.

In regard to the satisfaction of their overall performance, on average the H/LS students were the group who was satisfied with their independent learning performance the most in both phases. The MS and SS's satisfaction was very similar in Phase 2 at a level only slightly lower than that of the LS group. Similarly, the LS was the group who viewed that this mode of learning as the most useful, followed by the MS and SS groups.

The three groups were prone to report the same thing on their next learning plan, i.e. continue reading or improving their reading skills by studying the next level and doing the tests with the main reason to improve their reading ability and strategies. It is noted that the MS group did not mention anything about the usefulness of their reading skills practised by themselves on the web for the examinations, while the SS and LS students mentioned this. However, the MS and SS groups agreed that they needed to expand their vocabulary, which was the second rank of their learning intention. The reason was clear that vocabulary helped facilitate reading comprehension and their vocabulary repertoire was not large enough for

better text comprehension. This reflects that they were aware of the importance of vocabulary and their problem of limited vocabulary. In contrast, the LS students mentioned that they wanted to improve every English skill, besides reading as the second rank while the vocabulary expansion did not receive much attention.

4.2.2.2 Learning Monitoring and Evaluation of the Low Proficiency Groups

Tables 4.17 to 4.19 present the findings gained from the learning record sheets submitted by the three low proficiency groups.

Table 4.17: Learning Monitoring and Evaluation of the Low Proficiency Most Support for Learner Independence Group (L/MS)

Category	Quotation	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
		Frequency	%	Frequency	%
1) I have learned something new from this activity, i.e.					
Vocabulary	<i>-I knew vocabulary that I have never known.</i>	24	59	16	57
Reading/test taking technique	<i>-I could translate the text correctly as per my prediction. -I could summarise the text, better than when I did not perform the independent learning.</i>	5	12	5	18
Patience and attempt	<i>-I practised to be patient and tried every time.</i>	5	12	2	7
Grammar	<i>-I learned linking words to link sentences. -I learned about a use of sentence.</i>	5	12	2	7
Reading texts knowledge	<i>-Reading the article about working roles of women.</i>	2	5	3	11
2) I encountered some difficulties in the process of learning, i.e.					
Vocabulary and expressions	<i>-I did not understand vocabulary, so the test scores were not good.</i>	24	62	22	32
Test difficulty	<i>-Tests were getting harder and more complex.</i>	6	15	5	16
Read without comprehension	<i>-Still could not understand and translate.</i>	4	10	0	0
Internet-related problems	<i>-I could not access the Internet at my home. -The speed of the Internet was slow.</i>	3	8	1	3
Others	<i>-I lacked learning responsibility. I intended to study when having free time, but I spent time with friends instead.</i>	2	5	4	13
3) I solved these difficulties by:					
Read/do tests several times	<i>-I read and did the tests several times until I could understand the passages.</i>	6	15	3	9
Read for main	<i>-Tried to find main ideas of the passage.</i>	6	15	5	15

ideas					
Guess meanings from context	<i>-I guessed meanings from the sentence.</i>	8	20	4	13
Use dictionary	<i>-Translate a lot of vocabulary and memorise them.</i>	8	20	4	13
Guess from context and use dictionary	<i>-Guesses meaning from context and used a dictionary.</i>	5	12	7	22
Review grammar	<i>-I reviewed grammar or consulted with my friends.</i>	2	4	4	13
Internet-related solutions	<i>-I used the Internet at DPU.</i>	3	7	2	6
None	-	3	7	3	9
4) My overall performance from doing this activity is:		Mean	SD	Mean	SD
Rating from 0 (need improvement) -10 (excellent)		6.07	1.33	6.18	.83
Reasons:		Frequency	%	Frequency	%
Get fair/low test scores (difficulty)	<i>- My test scores did not pass the criteria. -I could get only 50% test scores since the questions were very difficult. -The exercise required fill-in the blank and sometimes it needs grammatical knowledge. I couldn't do it.</i>	11	26	13	46
Not understand texts	<i>-I did not understand texts due to unknown vocabulary.</i>	10	24	10	35
Understand / good test scores	<i>-I understood the texts and did more tests. -I translated and understood every sentence. -I did the tests and got satisfactory scores. Happy!</i>	10	24	3	11
Improvement	<i>-I could get better test scores than last time.</i>	3	7	1	4
Pass criteria	<i>-I achieved my learning objectives.</i>	6	14	0	0
Others	-	2	5	1	4
5) Overall, I think this way of learning is:		Mean	SD	Mean	SD
Rating from 0 (not useful) -5 (very useful)		4.69	.42	4.89	.33
Reasons:		Frequency	%	Frequency	%
Advantages of independent learning: -Problem-solving -Learn new vocabulary -Learning monitoring -Learning improvements	<i>-It trained students to learn independently outside class and to solve problems by themselves. -I believe that if we apply this mode of learning for a long time, it will help us improve a lot. -I know my weaknesses and how to improve myself. -It helps improve our reading skills a lot (if diligent and attentive). -It helps me be able to read not too difficult texts.</i>	31	82	28	97

	<i>-I used to read and hardly understood. Frequent practise can help. I felt I have improved.</i>				
Learning responsibility	<i>It makes me have responsibility and learn by myself outside class.</i>	3	8	0	0
Fun and self-encouragement	<i>- Fun. It made me want to study again, and it was a self-encouragement. -makes us active to find new vocabulary</i>	2	5	1	3
Has advantages and disadvantages	<i>-I think independent learning is good but it's hard to do so.</i>	2	5	0	0
6) What I intend to do next:		Frequency	%	Frequency	%
Continue reading/doing test	<i>-Continue practising reading and translating vocabulary. -Often practising will make us get better.</i>	9	23	13	45
Get better test scores	<i>-Do tests and pass the criteria, or get to the good or very good level.</i>	14	36	3	10
Expand vocabulary	<i>-Note vocabulary to memorise.</i>	11	28	6	21
Spend more learning time	<i>-I'll spare more time to do the tests. -I'll spend more time for the independent learning.</i>	2	5	4	14
Practise for better guessing	<i>-I'd like to guess better so that it'll take less time to read.</i>	3	8	3	10
Reasons:		Frequency	%	Frequency	%
To improve reading ability, vocabulary and get better test scores	<i>-English is my favourite subject. If we know a lot of vocabulary, we'll be happy with learning and it'll be a good sign for our English skill improvement. -I need to memorise new words. -Pass tests criteria, or achieve a good or very good level.</i>	20	58	14	58
Transfer knowledge	<i>-I can use vocabulary in my daily life. -Vocabulary can be used for writing, listening, and speaking.</i>	7	21	6	25
Not answer	-	7	21	4	17

From Table 4.17, it is noted that something new that the L/MS students learned the most from their independent learning was vocabulary which received the highest responses in both phases (59% and 57%). Reading and test taking techniques were also mentioned as the second rank in both phases as well (12% and 18%). Students also reported that they learned to be patient and attempt to read.

Besides being something new students learned the most, vocabulary was the number one difficulty students encountered in both Phase 1 and 2 (62% and 32% respectively), followed by test difficulty (15% and 16%). Using a dictionary and guessing from context were the first two solutions receiving the same responses in

Phase 1 (20%), while in Phase 2 the most popular solution was guessing from context and use a dictionary (22%), followed by reading for main ideas (15%).

The overall performance was averagely moderate in both phases ($\bar{X} = 6.07$, $SD = 1.33$ in Phase 1 and $\bar{X} = 6.18$, $SD = 0.83$ in Phase 2). The main reason for both phases was that students did tests and got fair to low test scores due to difficulty (26% and 46%), followed by incomprehension of the texts in Phase 1 (24%). Students also gave a positive reason that they could understand the texts and get good scores (24% in Phase 1), which was reduced to 11% in Phase 2. This is due to the more advanced levels they studied on the web. Therefore, there was no surprise to see high responses on text incomprehension due mainly to difficult vocabulary in Phase 2 (35% as the second rank).

This way of learning was viewed very useful in both phases ($\bar{X} = 4.69$, $SD = 0.42$ in Phase 1 and $\bar{X} = 4.89$, $SD = 0.33$ in Phase 2) due to the main reason of the benefits of the independent learning that helped them in terms of practice, problem solving, and improvement as well as a learning of new vocabulary (82% and 97% in Phase 1 and 2 respectively).

The next learning activity plan student reported the most in Phase 1 was to get better test scores (36%) followed by the vocabulary expansion (28%). In contrast to Phase 2, students mentioned the most that they would continue to read and do tests (45%) since continuous practice would help them improve their reading comprehension ability. However, an increase of vocabulary was still the second intention in Phase 2 (21%). Students provided the reason for their intention of next activity that they would like to improve reading ability and vocabulary, and get better test scores which would reflect a result of their reading ability (58% in both phases). Transfer of knowledge especially use of new vocabulary learned for other English skills such as writing was another reason in both phases (21% and 25%).

Table 4.18: Learning Monitoring and Evaluation of the Low Proficiency Semi-Support for Learner Independence Group (L/SS)

Category	Quotation	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
		Frequency	%	Frequency	%
1) I have learned something new from this activity, i.e.					
Vocabulary and expressions	<i>-Vocabulary. -I knew new vocabulary and some important expressions.</i>	12	37	10	43

Reading/test taking technique	-Attempt to guess word meanings. It's not necessary to translate every word. -I learned how to read for better understanding.	13	39	6	26
Practice by myself	-I practised reading by myself. -I learned to help myself.	3	9	1	4
Difficulty of test	-Sometimes Practice is more difficult than Tests. -Difficulty of tests.	1	3	2	9
Grammar	-I could use some sentences from the text with my learning in class. -I could understand grammatical structures better.	2	6	2	9
Reading texts knowledge	-I had knowledge from the reading text.	2	6	2	9
2) I encountered some difficulties in the process of learning, i.e.		Frequency	%	Frequency	%
Vocabulary and expressions	-The most importance is vocabulary since some words were too difficult to guess.	14	48	5	25
Test /text difficulty/ lengthy texts	-Reading text contents started to be more difficult. -When seeing long texts, I don't want to read. -The reading texts were long and hard.	4	14	5	25
Read without comprehension	-I didn't understand the article. -I didn't understand some parts.	7	24	2	10
Internet-related problems	-I had a problem with my computer so I could not study as per the time target I set.	2	7	2	10
No time	-I rushed to read and do tests since I didn't have time.	2	7	1	5
No problem	-I didn't have any problem since I started at Basic 2. -It's not difficult this time. So no problem.	0	0	5	25
3) I solved these difficulties by:		Frequency	%	Frequency	%
Read several times	-I tried harder to read more. -I reread and read several times until I understood. -I concentrated more and didn't give up reading.	9	29	9	41
Guess meanings from context	-I practised guessing vocabulary. -I used my common sense, possibility and guessing to get meaning of unknown words.	7	22	4	18
Use dictionary	-Use dictionary. -I used a talking dictionary.	7	22	6	27
Guess from context and use dictionary	-I tried to guess first, but if I really didn't understand, I used my dictionary to check meaning. -I guessed first, and then checked with a dictionary.	3	10	0	0
Ask friends for unknown word meanings	-I asked my friends for some unknown words.	3	10	2	9

Internet-related solutions	<i>-I couldn't access to the Internet at home so I studied at DPU's computer lab.</i>	2	7	1	5
4) My overall performance from doing this activity is:		Mean	SD	Mean	SD
Rating from 0 (need improvement) -10 (excellent)		6.04	1.25	6.53	.88
Reasons:		Frequency	%	Frequency	%
Get fair/low test scores (difficulty)	<i>-I felt the test scores weren't satisfactory since I didn't concentrate. I was worry about the midterm exam. -The exercises and tests of this unit were harder.</i>	11	42	4	20
Understand / good test scores	<i>-Though this time I could understand and get good test scores, I need to improve more the next time. -I got good scores.</i>	9	35	3	15
Improvement	<i>-More improvement than previous times, i.e. read faster. -I could almost precisely find the main ideas.</i>	1	4	6	30
Pass criteria	<i>-I was happy with my test scores since I could pass the criteria.</i>	4	15	4	20
Pay more attention	<i>-I had more attention to study and do tests. -I had more attention to read the long texts and could do the tests better.</i>	1	4	3	15
5) Overall, I think this way of learning is:		Mean	SD	Mean	SD
Rating from 0 (not useful) -5 (very useful)		4.36	.76	4.44	.73
Reasons:		Frequency	%	Frequency	%
Advantages of independent learning: -Self-practice -Learn how to learn -Increase more English knowledge	<i>-It helps me guess unknown words better. -I practised how to learn by myself. -Classroom knowledge may not be enough. But this mode of learning is another way to help increase more English knowledge. -Very good indeed. I think it's a learning of new things and makes us practise more by ourselves such as vocabulary, sentences, and expressions.</i>	21	55	14	58
Learning responsibility	<i>-It's self-responsibility and I can gain additional knowledge outside a classroom.</i>	2	5	1	4
Fun and self-encouragement	<i>-Fun and no pressure. -It made me want to pass the test.</i>	2	5	2	8
Useful for reading exam	<i>-It will help when doing reading exam. -We can practise reading and doing tests, which can be applied for the exam.</i>	2	5	3	13
Use of spare time	<i>-I can make use of my spare time. -I can do something useful. I don't waste time and money for useless things.</i>	4	11	0	0
Disadvantages of this learning mode	<i>-Sometimes, it may cause boredom to learners and laziness.</i>	0	0	1	4
Advantages of	<i>-I can study by myself everywhere only by</i>	7	19	3	13

Internet and web features	<i>having a computer and I can make use of my time. It's modern too. -I learn by myself and can choose the convenient place and time for my study.</i>				
6) What I intend to do next:		Frequency	%	Frequency	%
Continue reading/improve test scores	<i>-Continue reading and gain more improvement.</i>	18	60	11	52
Expand vocabulary	<i>-I will try to memorise vocabulary.</i>	5	17	5	24
Spend more learning time	<i>-I will find time for studying more.</i>	5	17	0	0
Correct own learning weakness	<i>-I will try to guess better unknown words. -I'll find main ideas because sometimes I couldn't find them.</i>	2	6	5	24
Reasons:		Frequency	%	Frequency	%
To improve reading ability and get better test scores	<i>-I will continue doing tests and increase the level. -I'd like to know how much I could do the tests of the next level, and I will try to get 100% score though I need to redo the tests several times.</i>	18	67	11	74
Benefits of vocabulary	<i>-If we don't know vocabulary or expressions, we'll understand the text wrong. -Vocabulary helps understand reading text better.</i>	4	15	2	13
Transfer knowledge	<i>-Reading knowledge can be used in real life and in exam. -Knowledge from the reading practice and vocabulary can be used in the classroom.</i>	3	11	2	13
To familiarise with reading exam	<i>-To get used to the reading test exams. Doing tests is cool!</i>	2	7	0	0

Table 4.18 indicates that the L/SS students learned reading and test taking techniques the most in Phase 1 (39%), followed by vocabulary and expressions (37%), while in Phase 2 students learned new vocabulary and expressions the most (43%), followed by reading and test taking techniques (26%). Not surprisingly, new and difficult vocabulary was the difficulty they encountered the most in both phases (48% and 25%). Therefore, they said they did not understand the texts as the second difficulty in Phase 1 (24%). In Phase 2, besides vocabulary difficulty, students encountered test and text difficulty and length (25%). Likewise, 25% was the response on 'no problem' since the study level was not beyond their ability like the Basic 1, 2 or 3 levels.

They solved their learning problems by reading several times to understand the texts better, which was the most favourable solution in both phases (29% and 41%), followed by using a dictionary and guessing meanings from context in Phase 1 (22% each) and using a dictionary in Phase 2 (27%), followed by guessing meanings (18%).

On average, they were moderately satisfied with their overall performance ($\bar{X} = 6.04$, $SD = 1.25$) in Phase 1. However, in Phase 2 their satisfaction was slightly increased ($\bar{X} = 6.53$, $SD = 0.88$). In phase 1, students mentioned getting fair or low test scores due to difficulty as the first reason (42%), followed by a positive reason of reading comprehension ability and good test scores (35%). In Phase 2, students stated their learning improvement as the first reason receiving 30%, followed by fair or low test scores (20%), which was reduced from 42% in Phase 1. This seems to confirm their learning improvement obviously seen in Phase 2.

Students in this group rated highly on the usefulness of this learning mode in both phases ($\bar{X} = 4.36$ vs. 4.44 , $SD = 0.76$ vs. 0.73 in Phase 1 and 2 respectively). The major favourable reason for both phases (55% and 58%) was due to the benefits of independent learning such as practice of how to learn by themselves outside class which could increase more knowledge and helped them improve their learning. This reason was followed by the advantages of using the web such as modern, convenient, and various contents as the tool to enhance their independent learning (19% for Phase 1 and 13% for Phase 2).

Their intention for the next learning plan was like other groups mentioned earlier, i.e. continue reading and improve test scores (60% and 52% for Phase 1 and 2 respectively), while the vocabulary expansion was the second intention (17% and 24%). In phase 2, students also said to correct their own learning weaknesses (24%). The most crucial reason for continuing reading was to improve their reading ability and get better test scores which was the evidence of their comprehension and improvement (67% in Phase 1 and 74% in Phase 2). The reason for vocabulary expansion was the benefits of large vocabulary repertoire (15% and 13% as the second rank reason in both phases).

Table 4.19: Learning Monitoring and Evaluation of the Low Proficiency Least Support for Learner Independence Group (L/LS)

Category	Quotation	Phase 1 (weeks 5-9)		Phase 2 (weeks 10-14)	
		Frequency	%	Frequency	%
1) I have learned something new from this activity, i.e.					
Vocabulary	<i>-I knew a lot of new vocabulary, which can be used further. -I learned more difficult vocabulary and it's fun. -I knew new vocabulary and could guess better.</i>	14	40	28	62
Reading/test taking technique	<i>-I learned about the event order. -I tried to ask myself what I knew from the text. -I tried to understand vocabulary from its prefix and suffix and from the context.</i>	12	34	4	9
Know own ability and improvement	<i>-I understood the reading text. -I could read and understand more, and do exercises better.</i>	6	17	6	13
Patience and attempt	<i>-Because there was a lot of difficult and unknown vocabulary, I trained myself to attempt to read.</i>	1	3	3	6
Grammar	<i>-The linking of sentences.</i>	0	0	2	5
Reading texts knowledge	<i>-Fun from reading this text.</i>	2	6	2	5
2) I encountered some difficulties in the process of learning:		Frequency	%	Frequency	%
Vocabulary and grammar	<i>-Vocabulary was more difficult. -Vocabulary was difficult to guess. -I didn't know part of speech.</i>	21	58	25	64
Not understand texts	<i>-I didn't understand the story. -Each text was very difficult. We therefore couldn't understand something.</i>	10	8	8	21
Test difficulty	<i>-I couldn't do well on some tests.</i>	0	0	2	5
Lengthy texts causing laziness	<i>-The long text made me lazy to read.</i>	0	0	2	5
No problem	-	5	14	2	5
3) I solved these difficulties by:		Frequency	%	Frequency	%
Guess meanings from context	<i>-Translated from the context.</i>	12	31	13	33
Use dictionary	<i>-I opened my dictionary to check unknown word meanings.</i>	7	18	14	36
Read several times	<i>-I read several times.</i>	6	15	3	8
Use other reading strategies	<i>-I tried to understand from the pictures and see the text.</i>	6	15	2	5
Guess from context and use dictionary	<i>-First, I practised guessing. If it's wrong, I used my dictionary.</i>	3	8	2	5

Ask friends for unknown word meanings	<i>-I asked my friends about the unknown vocabulary and story. -I asked my friends and we helped translate unknown words.</i>	5	13	3	8
Internet-related solutions	<i>-I couldn't have access to the Web.</i>	0	0	2	5
4) My overall performance from doing this activity is:		Mean	SD	Mean	SD
Rating from 0 (need improvement) -10 (excellent)		6.83	1.21	6.81	1.42
Reasons:		Frequency	%	Frequency	%
Get fair/low test scores (difficult)	<i>-My test scores were still low. Not achieve the goal. -I needed to improve. I couldn't achieve my goal.</i>	10	34	10	27
Not understand texts	<i>-I didn't understand the text much so my test scores were not good. -I didn't know vocabulary so I couldn't understand the text that much.</i>	3	10	13	36
Understand / good test scores	<i>-I could read and understand the passage, and mostly got good test scores.</i>	9	30	6	17
Improvement	<i>-I could do the exercises better and next time I'll do it better than this time. -I tried harder and this made me improve. -My learning was improving more than last time.</i>	4	13	5	14
Cannot guess unknown words	<i>-I found that I couldn't guess meanings (of unknown words).</i>	4	13	2	6
5) Overall, I think this way of learning is:		Mean	SD	Mean	SD
Rating from 0 (not useful) -5 (very useful)		4.48	.52	4.59	.54
Reasons:		Frequency	%	Frequency	%
Advantages of independent learning -Gain more knowledge -Problem-solving -Freedom to learn -Affective factors	<i>-I could gain more knowledge besides from the classroom. -Good! I can learn by myself and solve problems without asking the teacher. -It gives freedom to think and solve problems by myself. -I can learn by myself, making me active and try harder.</i>	25	73	29	69
Test scores improvement	<i>-I could do the test better. -I started to improve and could learn by myself better and better.</i>	1	3	4	10
Learning responsibility	<i>-It trained us to hold learning responsibility.</i>	0	0	2	5
Fun and self-encouragement	<i>-I like it. It's fun and I gained more knowledge.</i>	3	9	2	5
Advantages of web features	<i>-It's the independent learning and I can check answers.</i>	2	6	3	7
Has advantage and disadvantage	<i>-Both good and not good since when having problems, I don't know who I should consult. However, it's a self-</i>	3	9	2	5

<i>dependence.</i>					
6) What I intend to do next:		Frequency	%	Frequency	%
Continue reading/doing test	<i>-I'll try to read more. -Continue practising reading and doing tests. -Study the next level.</i>	16	44	13	36
Expand vocabulary	<i>-I'll try to study more especially vocabulary. -I'll try to memorise vocabulary.</i>	10	28	9	25
Pay more attention	<i>-I'll pay more attention and try harder to read.</i>	4	11	4	11
Read text before doing test	<i>-I'll read the text before doing test since this will help when I do the test.</i>	2	6	4	11
Get 100% test scores	<i>-I'll do the tests and get 100% scores.</i>	1	3	1	3
Review grammar	<i>-Try to understand grammatical structure.</i>	0	0	2	6
Don't know/not answer	-	3	8	3	8
Reasons:		Frequency	%	Frequency	%
To improve reading ability	<i>-To improve my reading ability. -Vocabulary helps better comprehension.</i>	12	42	8	25
Not answer	-	5	17	9	28
To get good test scores	<i>-I want to get 100% test score.</i>	5	17	8	25
Limited vocabulary	<i>-I know very little vocabulary.</i>	4	14	4	13
Transfer knowledge	<i>-I can use the new knowledge for writing.</i>	1	3	1	3
Others	<i>-Fun. -I used little time for studying.</i>	2	7	2	6

From Table 4.19, students learned new vocabulary the most from the independent learning activity in both phases (40% and 62%). Reading and test taking techniques were the second order of the new thing they learned in Phase 1 (34%) which was reduced to 9% in Phase 2 as the third rank, following the second rank (13%), i.e. students said they knew their own ability and had some improvements.

Like any other groups no matter high or low proficiency, vocabulary and grammar were the first important difficulty that students encountered in both phases (58% and 64%), followed by reading incomprehension reported in Phase 2 (21%). Their learning problem solution was guessing meanings from context (31%) followed by using a dictionary (18%) in Phase 1. In Phase 2, they solved their difficulty by using a dictionary more (36%), followed by guessing meanings of unknown words (33%).

Overall performance perceived by students themselves was that they were moderately satisfied with the mean of 6.83 (SD = 1.21) in Phase 1 and 6.81 (SD = 1.42) in Phase 2. The first reason for their performance rating was because they got fair or low test scores and they could not achieve their learning goals (34% in Phase 1 and 27% in Phase 2). Regarding the text comprehension, in Phase 1 it was the second rank (30%) which was decreased to 17% in Phase 2. Meanwhile, the reason for text incomprehension was 10% in Phase 1 but 36% in Phase 2 as the first mentioned reason.

On average, this mode of learning was very useful (\bar{X} = 4.48 vs. 4.59, SD= 0.52 vs. 0.54 in Phase 1 and 2 respectively). Again, the positive reason was from the benefits of independent learning that students were aware of. They had freedom to learn and solve their own problems, which made them active and try harder for better improvement (73% in Phase 1 and 69% in Phase 2).

Their most frequently mentioned next learning plan was to continue reading and doing tests in further levels (44% and 36% in Phase 1 and 2 respectively). The increase of vocabulary by memorisation followed the first learning intention in both phases (28% and 25%). The reason in relation to these two learning plans was obviously to try to improve their reading ability by practising more and more and they could improve if they had a large repertoire of vocabulary (42% in Phase 1 and 25% in Phase 2).

4.2.2.2.1 A Comparison of the Independent Learning of the Three Low Proficiency Groups

Like the case of the high proficiency students, some similar or different findings from the learning record sheets filled in by the low proficiency students were described as follows.

Noticeably, the three groups mentioned new vocabulary as something they learned the most from the independent learning activity, followed by the reading or test taking techniques. Vocabulary was also the difficulty they encountered the most frequently, which caused texts and tests difficult for them.

Popular learning solutions seemed different among these three low proficiency groups. The MS students were prone to use guessing strategy for

unknown word meanings and verify their guessing with a dictionary, while the SS and LS groups tended to either use a dictionary or guess meanings.

The LS group was satisfied the most among the three low proficiency groups with their self-perceived overall learning performance. However, the usefulness of this independent learning mode was viewed the most highly by the MS group, closely followed by the LS and SS groups.

Students in the three groups indicated the same as their first priority of their intention for the next learning plan that they would continue practising reading and doing tests. The reason was that practice would improve their reading comprehension ability. The next frequently mentioned learning plan was to increase their vocabulary. Many times they said they would take note of new vocabulary and memorise it.

4.2.3 A Comparison of Reading Strategies Used by the Students

This section explores use of reading strategies by the three high and low proficiency groups in order to note differences or similarities among the three groups. The information was gathered from the 'reading strategy checklist', which was not equal in number since the checklist was submitted according to the period of the learner contract. Not every student in the SS and LS submitted 10 checklists since they had some two-week learner contracts or longer term contracts. Only the MS group submitted the checklist every week according to the degree of learner independence they were exposed to. Therefore, the percentages were calculated based on the frequencies and employed for the data description.

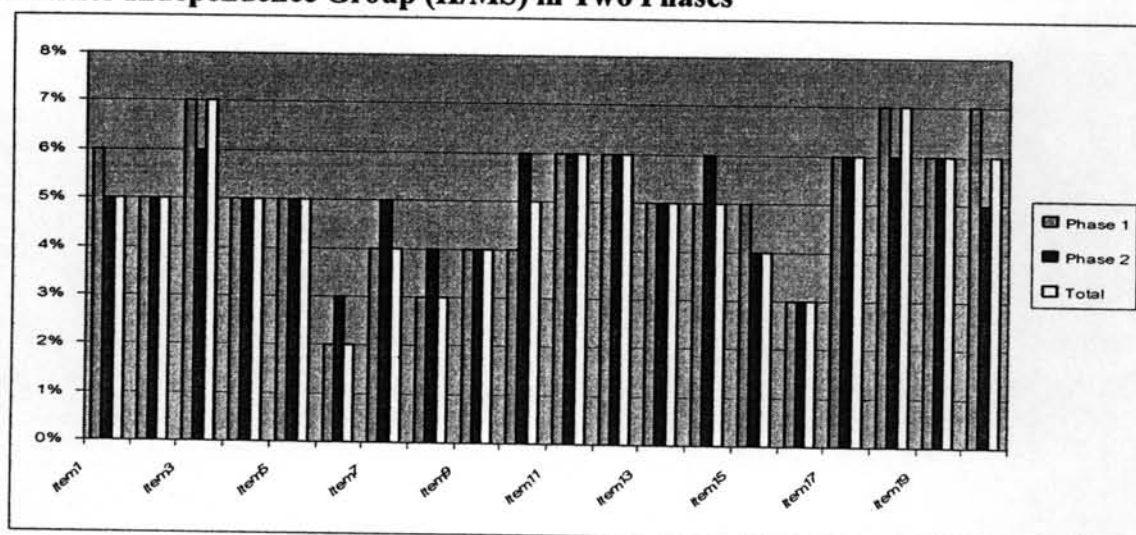
Tables 4.20 - 4.22 present frequencies and percentages of the reading strategies employed in two phases by each high proficiency group. Each table is followed by the figure.

Table 4.20: Frequencies and Percentages of Reading Strategies Reported by the High Proficiency Most Support for Learner Independence Group (H/MS)

Reading Strategies	Phase 1		Phase 2		Total	
	Frequency	%	Frequency	%	Frequency	%
Pre-reading strategies						
1. I decided in advance what my reading purpose is, and I read with that goal in mind.	27	6	25	5	52	5
2. Before I read I thought of what I already know about the topic.	24	5	23	5	47	5

3. I tried to predict what the text would be about.	32	7	30	6	62	7
4. I looked at the title and illustrations and predict what the passage might be about.	26	5	24	5	50	5
5. I imagined what the text would be about.	24	5	24	5	48	5
While-reading strategies						
6. I made oral or written summaries of the gist or main ideas.	10	2	12	3	22	2
7. I took notes of key words or main idea of each paragraph.	18	4	23	5	41	4
8. I verified my predictions of the text through summarising.	13	3	17	4	30	3
9. I used my grammatical knowledge to understand tenses and types of vocabulary.	18	4	17	4	35	4
10. I tried to understand unknown words from the prefix and suffix and context clues.	18	4	26	6	44	5
11. I made guesses based on previous information, knowledge, or experiences.	30	6	27	6	57	6
12. I told myself not to stop reading when I encounter any reading difficulties.	31	6	29	6	60	6
13. I used a dictionary only when I really did not know the meanings of key words.	25	5	23	5	48	5
14. While reading, I periodically checked whether I understood the text.	26	5	26	6	52	5
15. I focused on specific information to achieve my reading objectives.	22	5	18	4	40	4
16. I decided in advance specific aspects of information to look for, and I focused on that information when I read.	13	3	13	3	26	3
Post-reading strategies						
17. After reading, I decided whether the reading strategies I used helped me understand, and I thought of other strategies that could have helped.	27	6	30	6	57	6
18. After reading, I checked whether my predictions were correct.	33	7	30	6	63	7
19. I rated my comprehension by reflecting on how much I understood what I read.	28	6	27	6	55	6
20. I checked whether I accomplished my goal for reading.	33	7	25	5	58	6
Total	478	100	469	100	947	100

Figure 4.1: Reading Strategies Used by the High Proficiency Most Support for Learner Independence Group (H/MS) in Two Phases



As shown in Table 4.20 and Figure 4.1, the most frequently employed reading strategies in Phase 1 were prediction of the text before reading (Item 3, 7%), check the prediction (Item 18, 7%), and check whether their reading goal was accomplished (Item 20, 7%). All of these strategies belonged to the 'metacognitive strategies' group. In Phase 2, students still employed text prediction prior to reading (7%) and prediction check (7%) the most. In both phases, making oral or written summary of the gist (the cognitive strategy) was the least strategy used (Item 5, 2% and 3%) followed by Item 16: focus on specific information decided in advance (3%).

Table 4.21: Frequencies and Percentages of Reading Strategies Reported by the High Proficiency Semi-Support for Learner Independence Group (H/SS)

Reading Strategies	Phase 1		Phase 2		Total	
	Frequency	%	Frequency	%	Frequency	%
Pre-reading strategies						
1. I decided in advance what my reading purpose is, and I read with that goal in mind.	15	5	14	5	29	5
2. Before I read I thought of what I already know about the topic.	18	6	16	5	34	6
3. I tried to predict what the text would be about.	23	7	20	7	43	7
4. I looked at the title and illustrations and predict what the passage might be about.	22	7	21	7	43	7
5. I imagined what the text would be about.	14	4	14	5	28	5
While-reading strategies						
6. I made oral or written summaries of the gist or main ideas.	6	2	12	4	18	3
7. I took notes of key words or main idea of each paragraph.	8	3	8	3	16	3

8. I verified my predictions of the text through summarising.	11	3	10	3	21	3
9. I used my grammatical knowledge to understand tenses and types of vocabulary.	13	4	9	3	22	4
10. I tried to understand unknown words from the prefix and suffix and context clues.	7	2	12	4	19	3
11. I made guesses based on previous information, knowledge, or experiences.	22	7	17	6	39	6
12. I told myself not to stop reading when I encounter any reading difficulties.	21	7	19	7	40	7
13. I used a dictionary only when I really did not know the meanings of key words.	11	3	11	4	22	4
14. While reading, I periodically checked whether I understood the text.	21	7	15	5	36	6
15. I focused on specific information to achieve my reading objectives.	18	6	14	5	32	5
16. I decided in advance specific aspects of information to look for, and I focused on that information when I read.	12	4	12	4	24	4
Post-reading strategies						
17. After reading, I decided whether the reading strategies I used helped me understand, and I thought of other strategies that could have helped.	21	7	14	5	35	6
18. After reading, I checked whether my predictions were correct.	21	7	19	7	40	7
19. I rated my comprehension by reflecting on how much I understood what I read.	16	5	17	6	33	5
20. I checked whether I accomplished my goal for reading.	19	6	18	6	37	6
Total	319	100	292	100	611	100

Figure 4.2: Reading Strategies Used by the High Proficiency Semi-Support for Learner Independence Group (H/SS) in Two Phases

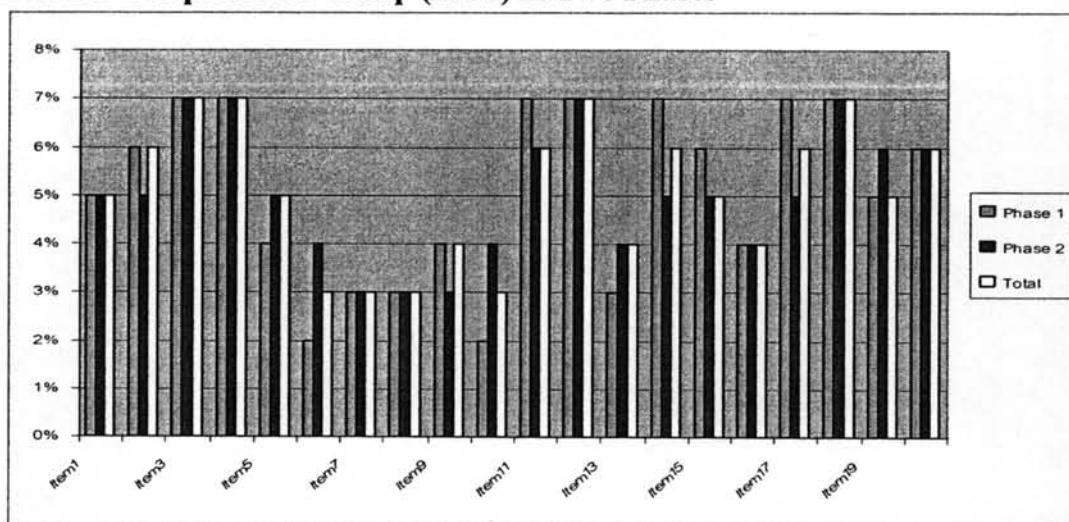


Table 4.21 and Figure 4.2 illustrate that in both phases students reported a use of text prediction (7%), pictures or illustration (7%), self-talk (7%), and prediction

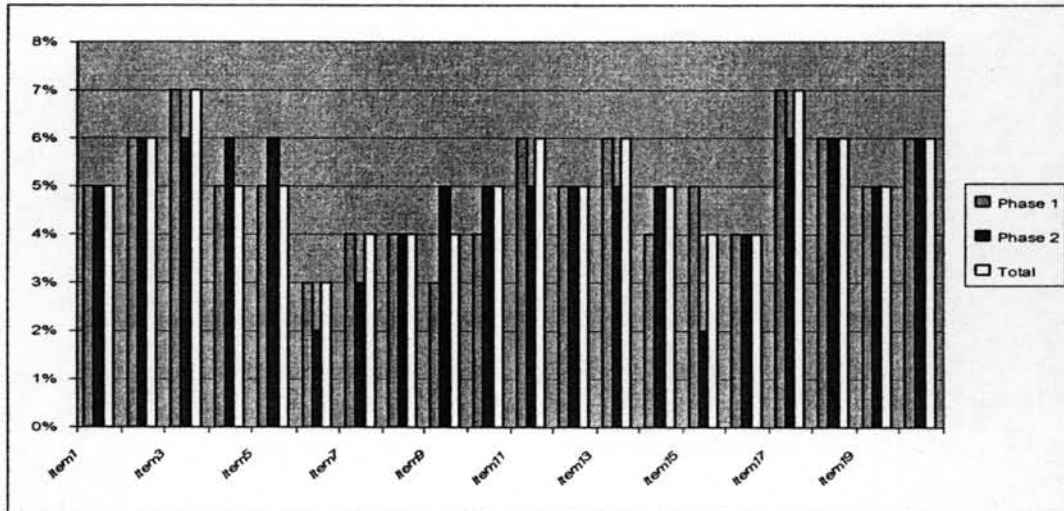
check after reading (7%). All of them were the metacognitive strategies. Interestingly, in Phase 1 the summary of gist (2%) and seeking unknown words from prefix, suffix or context clues (2%) were used the least, but in Phase 2 their use was increased to 4%.

Table 4.22: Frequencies and Percentages of Reading Strategies Reported by the High Proficiency Least Support for Learner Independence Group (H/LS)

Reading Strategies	Phase 1		Phase 2 -		Total	
	Frequency	%	Frequency	%	Frequency	%
Pre-reading strategies						
1. I decided in advance what my reading purpose is, and I read with that goal in mind.	24	5	24	5	48	5
2. Before I read I thought of what I already know about the topic.	27	6	29	6	56	6
3. I tried to predict what the text would be about.	35	7	26	6	61	7
4. I looked at the title and illustrations and predict what the passage might be about.	22	5	27	6	49	5
5. I imagined what the text would be about.	24	3	26	6	50	5
While-reading strategies						
6. I made oral or written summaries of the gist or main ideas.	16	3	11	2	27	3
7. I took notes of key words or main idea of each paragraph.	20	4	14	3	34	4
8. I verified my predictions of the text through summarising.	21	4	20	4	41	4
9. I used my grammatical knowledge to understand tenses and types of vocabulary.	15	3	22	5	37	4
10. I tried to understand unknown words from the prefix and suffix and context clues.	21	4	22	5	43	5
11. I made guesses based on previous information, knowledge, or experiences.	29	6	24	5	53	6
12. I told myself not to stop reading when I encounter any reading difficulties.	26	5	23	5	49	5
13. I used a dictionary only when I really did not know the meanings of key words.	28	6	24	5	52	6
14. While reading, I periodically checked whether I understood the text.	21	4	24	5	45	5
15. I focused on specific information to achieve my reading objectives.	24	5	9	2	33	4
16. I decided in advance specific aspects of information to look for, and I focused on that information when I read.	18	4	19	4	37	4
Post-reading strategies						
17. After reading, I decided whether the reading strategies I used helped me understand, and I thought of other strategies that could have helped.	34	7	27	6	61	7
18. After reading, I checked whether my predictions were correct.	31	6	27	6	58	6
19. I rated my comprehension by reflecting on how much I understood what I read.	24	5	22	5	46	5

20. I checked whether I accomplished my goal for reading.	28	6	29	6	57	6
Total	488	100	449	100	937	100

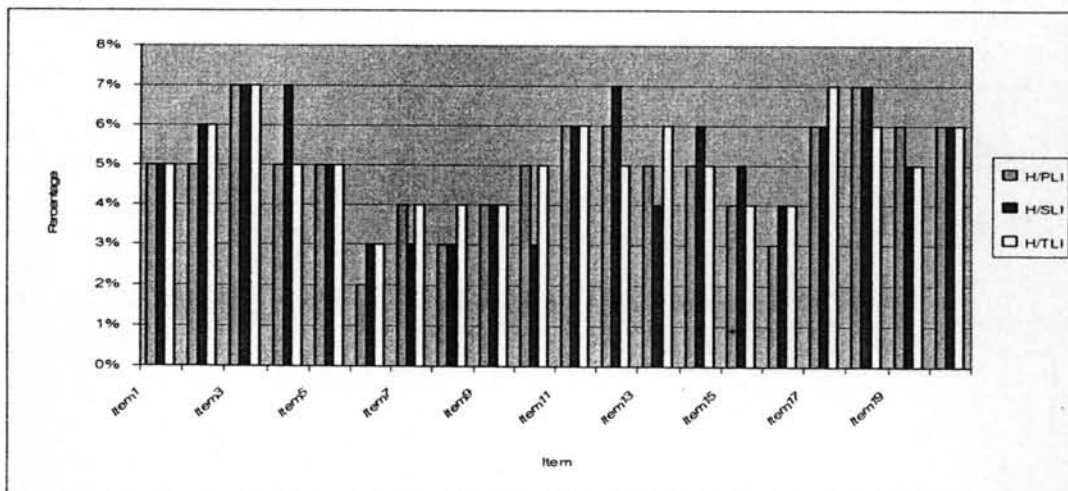
Figure 4.3: Reading Strategies Used by the High Proficiency Least Support for Learner Independence Group (H/LS) in Two Phases



As shown in Table 4.22 and Figure 4.3, the text prediction and strategy evaluation were the equally frequently used strategies (7%) in both phases. In Phase 2, a summary of gist and a focus on specific information to read were the least strategies use (2% equally). Another interesting finding was use of grammatical knowledge to understand the text (Item 9), which increased from 3% in Phase 1 to 5% in Phase 2.

The overall use of reading strategies based on the total use in the first and second phases by each high proficiency group is presented in Figure 4.4.

Figure 4.4: Overall Reading Strategies Used by the Three High Proficiency Group



As shown by Figure 4.4, the text prediction before reading was the most frequently used strategy by the three high proficiency groups (7%), followed by guessing based on prior knowledge or experiences (6%) and goal achievement check (6%). It is obvious that students tended to use the cognitive strategies (Items 6, 7, 8, 9 and 10) less than the metacognitive strategies. The only exception was a use of dictionary (Item 13), which triangulated the finding in this aspect from the learning record sheets.

Tables 4.23-4.25 and figures 4.5-4.7 present frequencies and percentages of the reading strategies used by each low proficiency group in two phases. Figure 4.8 illustrates the overall reading strategies utilised by the three low proficiency groups.

Table 4.23: Frequencies and Percentages of Reading Strategies Reported by the Low Proficiency Most Support for Learner Independence Group (L/MS)

Reading Strategies	Phase 1		Phase 2		Total	
	Frequency	%	Frequency	%	Frequency	%
Pre-reading strategies						
1. I decided in advance what my reading purpose is, and I read with that goal in mind.	25	5	22	6	47	6
2. Before I read I thought of what I already know about the topic.	20	4	19	5	39	5
3. I tried to predict what the text would be about.	35	7	27	7	62	7
4. I looked at the title and illustrations and predict what the passage might be about.	26	6	18	5	44	5
5. I imagined what the text would be about.	16	3	14	4	30	4
While-reading strategies						
6. I made oral or written summaries of the gist or main ideas.	13	3	11	3	24	3
7. I took notes of key words or main idea of each paragraph.	17	4	9	2	26	3
8. I verified my predictions of the text through summarising.	23	5	17	5	40	5
9. I used my grammatical knowledge to understand tenses and types of vocabulary.	16	3	16	4	32	4
10. I tried to understand unknown words from the prefix and suffix and context clues.	14	3	10	3	24	3
11. I made guesses based on previous information, knowledge, or experiences.	27	6	25	7	52	6
12. I told myself not to stop reading when I encounter any reading difficulties.	31	7	22	6	53	6
13. I used a dictionary only when I really did not know the meanings of key words.	26	6	18	5	44	5
14. While reading, I periodically checked whether I understood the text.	23	5	20	5	43	5
15. I focused on specific information to achieve my reading objectives.	22	5	20	5	42	5
16. I decided in advance specific aspects of information to look for, and I focused on that	9	2	13	4	22	3

information when I read.						
Post-reading strategies						
17. After reading, I decided whether the reading strategies I used helped me understand, and I thought of other strategies that could have helped.	33	7	22	6	55	7
18. After reading, I checked whether my predictions were correct.	33	7	21	6	54	6
19. I rated my comprehension by reflecting on how much I understood what I read.	28	6	18	5	46	5
20. I checked whether I accomplished my goal for reading.	35	7	26	7	61	7
Total	472	100	368	100	840	100

Figure 4.5: Reading Strategies Used by the Low Proficiency Most Support for Learner Independence Group (L/MS) in Two Phases

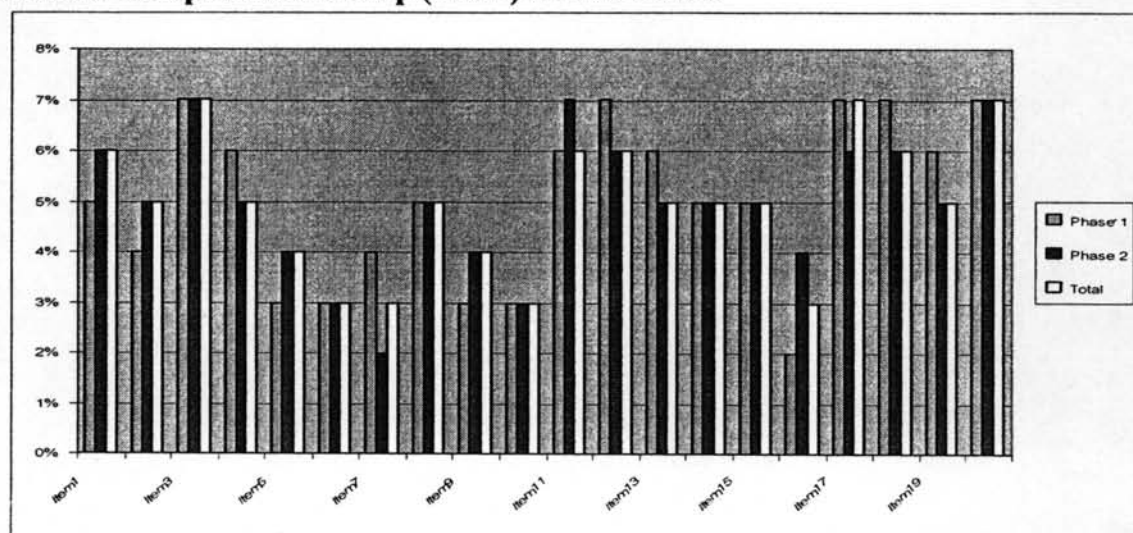
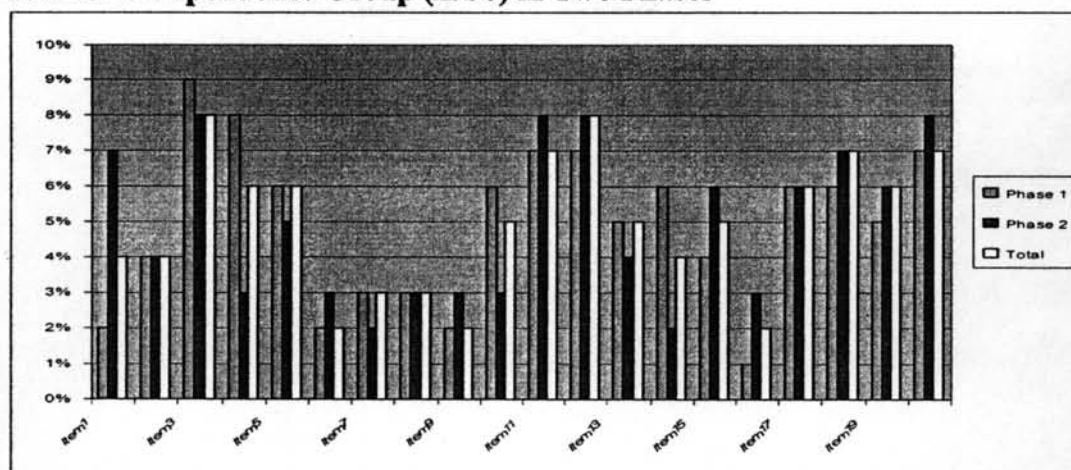


Table 4.23 and Figure 4.5 show that the most frequently used strategies in both phases were text prediction (7%) and check of learning goal accomplishment (7%). Moreover, the while-reading strategies that were the most frequently employed were guessing based on previous information or experience in Phase 2 (7%) and self-talking not to stop reading when encountering reading difficulties (7%) in Phase 1. Noticeably, students reported a rise of the strategy on deciding in advance specific information and focusing on that information (Item 16, 2% to 4%). This shows their selective attention strategy use improvement, that is to say, they knew which parts were important and which part they should skip.

Table 4.24: Frequencies and Percentages of Reading Strategies Reported by the Low Proficiency Semi-Support for Learner Independence Group (L/SS)

Reading Strategies	Phase 1		Phase 2		Total	
	Frequency	%	Frequency	%	Frequency	%
Pre-reading strategies						
1. I decided in advance what my reading purpose is, and I read with that goal in mind.	4	2	10	7	14	4
2. Before I read I thought of what I already know about the topic.	9	4	6	4	15	4
3. I tried to predict what the text would be about.	19	9	11	8	30	8
4. I looked at the title and illustrations and predict what the passage might be about.	17	8	5	3	22	6
5. I imagined what the text would be about.	13	6	7	5	20	6
While-reading strategies						
6. I made oral or written summaries of the gist or main ideas.	4	2	4	3	8	2
7. I took notes of key words or main idea of each paragraph.	7	3	3	2	10	3
8. I verified my predictions of the text through summarising.	6	3	4	3	10	3
9. I used my grammatical knowledge to understand tenses and types of vocabulary.	4	2	4	3	8	2
10. I tried to understand unknown words from the prefix and suffix and context clues.	13	6	5	3	18	5
11. I made guesses based on previous information, knowledge, or experiences.	15	7	12	8	27	7
12. I told myself not to stop reading when I encounter any reading difficulties.	16	7	12	8	28	8
13. I used a dictionary only when I really did not know the meanings of key words.	12	5	6	4	18	5
14. While reading, I periodically checked whether I understood the text.	13	6	3	2	16	4
15. I focused on specific information to achieve my reading objectives.	9	4	9	6	18	5
16. I decided in advance specific aspects of information to look for, and I focused on that information when I read.	3	1	5	3	8	2
Post-reading strategies						
17. After reading, I decided whether the reading strategies I used helped me understand, and I thought of other strategies that could have helped.	13	6	8	6	21	6
18. After reading, I checked whether my predictions were correct.	14	6	10	7	24	7
19. I rated my comprehension by reflecting on how much I understood what I read.	12	5	8	6	20	6
20. I checked whether I accomplished my goal for reading.	16	7	11	8	27	7
Total	219	100	143	100	362	100

Figure 4.6: Reading Strategies Used by the Low Proficiency Semi-Support for Learner Independence Group (L/SS) in Two Phases



As shown in Table 4.24 and Figure 4.6, the most frequently used strategy was text prediction in Phase 1 (9%). However, in Phase 2 the sharp rise of the metacognitive strategy on decision of reading goal to read with that goal in mind was noted (from 2% to 7%). This reflects their planning awareness improvement. In contrast, there were some sharp decreases of strategy use on looking at the title and illustrations and predicting what the passage might be about in phase 2 (Item 4, from 8% to 3%), followed by Item 14: periodically check their text comprehension (from 6% to 2%).

Table 4.25: Frequencies and Percentages of Reading Strategies Reported by the Low Proficiency Least Support for Learner Independence Group (L/LS)

Reading Strategies	Phase 1		Phase 2		Total	
	Frequency	%	Frequency	%	Frequency	%
Pre-reading strategies						
1. I decided in advance what my reading purpose is, and I read with that goal in mind.	10	4	12	4	22	3
2. Before I read I thought of what I already know about the topic.	18	5	20	6	38	6
3. I tried to predict what the text would be about.	26	9	23	7	49	8
4. I looked at the title and illustrations and predict what the passage might be about.	20	7	16	5	36	6
5. I imagined what the text would be about.	17	6	20	6	37	6
While-reading strategies						
6. I made oral or written summaries of the gist or main ideas.	8	3	11	3	19	3
7. I took notes of key words or main idea of each paragraph.	10	3	13	4	23	4
8. I verified my predictions of the text	13	4	19	6	32	5

through summarising.						
9. I used my grammatical knowledge to understand tenses and types of vocabulary.	7	2	8	2	15	2
10. I tried to understand unknown words from the prefix and suffix and context clues.	13	4	12	4	25	4
11. I made guesses based on previous information, knowledge, or experiences.	27	9	21	6	48	7
12. I told myself not to stop reading when I encounter any reading difficulties.	24	8	22	7	46	7
13. I used a dictionary only when I really did not know the meanings of key words.	16	5	17	5	33	5
14. While reading, I periodically checked whether I understood the text.	14	4	22	7	36	6
15. I focused on specific information to achieve my reading objectives.	12	4	9	3	21	3
16. I decided in advance specific aspects of information to look for, and I focused on that information when I read.	6	2	15	5	21	3
Post-reading strategies						
17. After reading, I decided whether the reading strategies I used helped me understand, and I thought of other strategies that could have helped.	7	2	6	2	13	2
18. After reading, I checked whether my predictions were correct.	24	8	25	8	49	8
19. I rated my comprehension by reflecting on how much I understood what I read.	22	7	20	6	42	6
20. I checked whether I accomplished my goal for reading.	23	7	21	6	44	7
Total	317	100	332	100	649	100

Figure 4.7: Reading Strategies Used by the Low Proficiency Least Support for Learner Independence Group (L/LS) in Two Phases

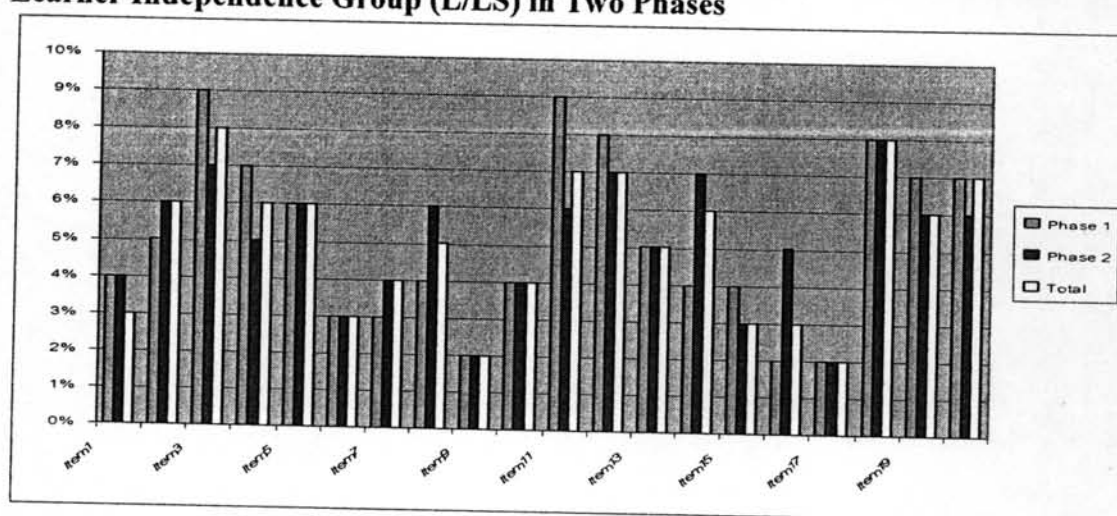
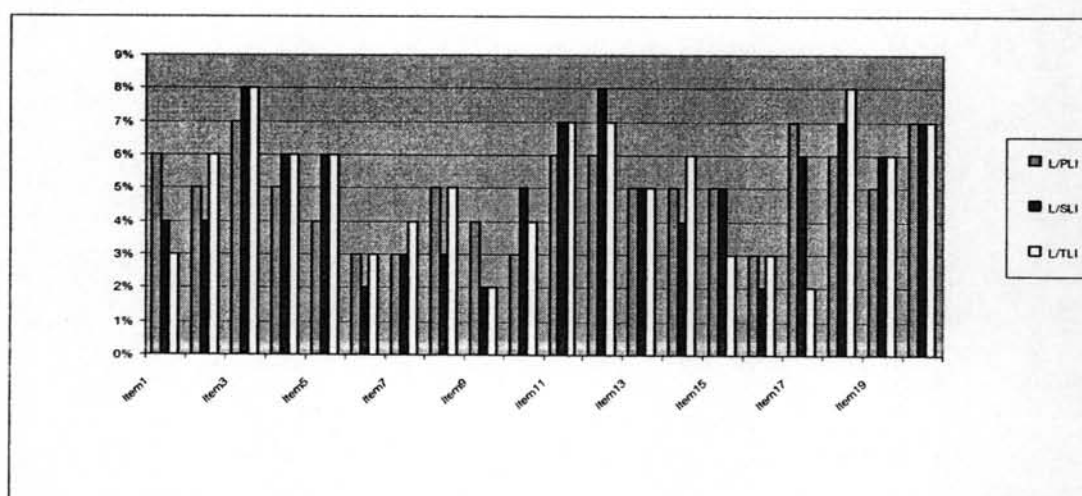


Table 4.25 and Figure 4.7 show that text prediction before reading (Item 3) was the most frequently utilised strategy especially in Phase 1 (9%) although it was reduced to 7% in Phase 2. Besides that, checking predictions whether they were

correct or not was the strategy that was used frequently in both phases (8%). This finding reveals that students put an emphasis on prediction and prediction evaluation. Moreover, students used more frequently the strategy of periodically checking text comprehension (Item 14, from 4% to 7%), and the strategy of focus on specific information decided in advance (Item 16, from 2% to 5%). The least frequently used strategies in both phases were using grammatical knowledge to understand tenses and types of vocabulary (Item 9, 2%), and deciding whether the strategies used helped their reading comprehension and thinking of other useful strategies (Item 17, 2%).

A comparison of the overall reading strategies used by the three low proficiency groups was presented in Figure 4.8.

Figure 4.8: Overall Reading Strategies Used by the Three Low Proficiency Group



According to Figure 4.8, students were likely to use most strategies at the different degree of frequency such as deciding the reading purpose in advance (Item 1), and deciding whether reading strategies used helped the reading comprehension and thinking of other useful reading strategies (Item 17), which was used the least by the L/LS group. However, the text prediction (Item 3) was the strategy that was used frequently by the three groups. Likewise, checking of goal accomplishment (Item 20) was used at the same frequency by the three groups. It is noted that the cognitive strategies (Items 6, 7, 8, 9, and 10) were used less frequently than the metacognitive strategies. However, a use of dictionary was the exception (Item 13). The three groups reported the same frequency of use in both phases. The finding corresponds to

the finding from the learning record sheets that students tended to use a dictionary to find meaning of unknown vocabulary to solve their reading comprehension difficulty in this aspect.

4.2.4 Counselling Data

The nine high proficiency MS and SS students' answers to the question whether they enjoyed performing independent learning on the Web are presented in Table 4.26, and Table 4.27 for the two low proficiency groups.

Table 4.26: Learning Enjoyment Reported By the Two High Proficiency Groups

Group	Answer	Number of Responses	Reasons
H/MS	Enjoyed	9	<p><i>Benefits of independent learning:</i></p> <ul style="list-style-type: none"> - Monitor their learning and know strengths or weaknesses - Improve their reading techniques - Practise to hold learning responsibility - Match with their self-study preferred learning style-enjoyed a lot and increase knowledge <p><i>Advantages of the Web (EDO):</i></p> <ul style="list-style-type: none"> - Study at their pace - Provide immediate feedback: the Web telling test performance percentages - Interesting and attractive web <p><i>Change attitude towards independent learning</i></p> <ul style="list-style-type: none"> - Unlike past independent learning which gave no learning benefits
H/SS	Enjoyed	7	<p><i>Benefits of independent learning:</i></p> <ul style="list-style-type: none"> - Use reading and learning strategies taught by the teacher - Learn to think and improve learning ability - Value learning responsibility (to get new knowledge) <p><i>Change attitude towards independent learning</i></p> <ul style="list-style-type: none"> - Unlike past independent learning which gave no learning benefits <p><i>Advantages of the Web (EDO):</i></p> <ul style="list-style-type: none"> - Convenient - Several levels to start from Basic to Advanced (remedy their English) <p><i>Dealing with affective factor:</i></p> <ul style="list-style-type: none"> - Fun with collaborative learning with friends
	Not enjoyed much	2	<p><i>Time:</i></p> <ul style="list-style-type: none"> - Not have enough time for the independent learning due to workload from other subjects <p><i>Negative attitude towards English:</i></p> <ul style="list-style-type: none"> - Do not like English, so study or not study independently does not matter much (though it is beneficial)

As shown in Table 4.26, the nine MS and seven SS students mentioned that they enjoyed studying independently on the web. The major reasons were categorised as follows. Firstly, students valued the benefits of independent learning which enhanced their metacognitive strategies and could improve their reading and leaning ability. Also, it was mentioned that the independent learning was enjoyable since it matched with the students' learning expectation, i.e. self-study. This reflects that if there is a balance between students' independence expectation and the opportunity to exercise the learner independence, there will be a positive effect on the learning (Brockett and Hiemstra, 1993).

Secondly, the learning enjoyment was because of the advantages of the web. The web created conveniences in learning like time and pace. In addition, the attractive features of the EDO that provided immediate feedback to the tests in terms of correct answers and performance percentages, and encouragement phrase such as 'excellent' could motivate students to do it better and easily monitor their performance based on the test performance percentages.

A change of attitude towards independent learning was also mentioned. Students compared their new experience of the independent learning with their previous one which was not beneficial to them. They were asked to write correct answers after doing the assigned tasks, or write down everything they were assigned to study on the web for submission for grade assignment. Students were told exactly about the websites and lessons or any other learning materials in the Self-Access Language Learning Centre (SALLC) at DPU in order to exercise their self-study. This was the reason why many students mentioned that they did not like what they had done for their self-access language learning. They usually copied the answers without studying or even copied their friends' work for submission without studying in the SALLC.

Affective factor was also mentioned by the students. Even though they studied on the web, they still could perform collaborative learning with their friends since they studied on the web together at the computer laboratory at DPU. To illustrate, some students mentioned that it was fun to perform independent learning on the web since they had their learning objectives such as finding the main idea and they did the task together with their friends to achieve the learning objective. This finding reinforces that independent learning does not mean learning in isolation.

The unfavourable answer about the learning enjoyment was noted from the two SS students who pointed out that the insufficient time due to workload of other faculty subjects could not make them enjoy this mode of learning although they said that it was in fact beneficial for their learning. Another reason was due to their negative attitude towards English, which hindered their appreciation of English learning in general, and not just independent learning.

Table 4.27: Learning Enjoyment Reported By the Two Low Proficiency Groups.

Group	Answer	Number of Responses	Reasons
L/MS	Enjoyed	9	<p><i>Benefits of independent learning:</i></p> <ul style="list-style-type: none"> - Learn to think by themselves - Improve problem-solving ability <p><i>Advantages of web (EDO):</i></p> <ul style="list-style-type: none"> - Quality of the EDO—interesting - Convenient – study at home, practise as much as they want - Tests with immediate feedback: telling test performance percentages and encouragement phrases <p><i>Teacher's roles:</i></p> <ul style="list-style-type: none"> - Encourage students to think by themselves - Approachable and have good rapport with students in and out of class - Monitor student's learning (from feedback) <p><i>Change attitude towards independent learning</i></p> <ul style="list-style-type: none"> - Unlike past independent learning which gave no learning benefits
L/SS	Enjoyed	8	<p><i>Benefits of independent learning:</i></p> <ul style="list-style-type: none"> - Value the independent learning leading to learning improvement - Learning freedom: no one forces them to learn <p><i>Advantages of web (EDO):</i></p> <ul style="list-style-type: none"> - Convenient: time and place - A variety of topics for own selection <p><i>Teacher's roles:</i></p> <ul style="list-style-type: none"> - Attentive and kind - Deliver good teaching <p><i>Change attitude towards independent learning</i></p> <ul style="list-style-type: none"> - Unlike past independent learning which gave no learning benefit <p><i>Dealing with affective factor:</i></p> <ul style="list-style-type: none"> - Fun with collaborative learning with friends
	Not enjoyed much	1	<p><i>Negative attitude towards English:</i></p> <ul style="list-style-type: none"> - Do not like English

From Table 4.27, it is noted that nine and eight students from the MS and SS groups respectively reported their learning enjoyment and the reasons given were categorised into four same factors for both groups. First, they perceived that the

independent learning was beneficial for thinking, problem-solving, and learning freedom, which resulted in their learning improvement, which in turn made some students mentioned that they like English more. Second, advantages of the web gave rise to their learning enjoyment and the reasons given were similar to those given the high proficiency students, i.e. it was time and place convenient. Student could study at home and they could concentrate more than in the computer lab at DPU because they were not distracted by friends. Quality of the web in terms of a variety of interesting contents for reading and immediate feedback was also favourably mentioned. One student pointed out she really liked the feedback and in particular the encouragement phrases like 'well done' or 'excellent', which made her impetuous and want to do it better. The good quality of the web made some students like English more as well.

Third, the low proficiency students in both groups mentioned the role of teacher who was kind, attentive, approachable, had good rapport with students both in and out of class and delivered a good teaching as a further cause of their learning enjoyment. For instance, the teacher/researcher was attentive to their learning by monitoring their learning which could be seen from the feedback. One student said she liked to read the teacher's feedback. The fourth reason dealt with the change of their attitude towards independent learning. Like the high proficiency students, they mentioned about their unfavourable past independent learning experience in comparison with the current one.

In conclusion, most high and low proficiency students in the MS and SS groups enjoyed the independent learning on the web or the EDO. The benefits of the independent learning fostered by using the web which contains several advantages for learner independence enhancement were the important reasons that also led to positive attitudes towards independent learning. Besides that, it is interesting to find the low proficiency students in both groups perceived the teacher's roles as one factor for their independent learning enjoyment. The vital factor that prevented the learning enjoyment was the negative attitude towards English.

4.2.5 Teacher's Feedback

The information on students' response to the teacher's feedback given in the learner contract and learning record sheets was gathered from the post-questionnaire administered at the end of the course or at the same time of the post-test. Every MS

and SS student was asked to give their opinion whether the teacher's feedback was 'useful', 'not useful', or 'not sure' and reason. It should be noted that not every student or 18 students in each group gave their response. The reason might be because students had to do the post-test and post-questionnaire in one session, so time might not be enough for some of them to fully complete the additional part of the questionnaire. Some students ticked the option of 'useful' but did not write their reason.

The responses and reasons of the high proficiency MS and SS groups were translated into English and presented in Table 4.28 and the low proficiency MS and SS groups in Table 4.29. Again, there was every attempt to translate the Thai responses into English in such a manner to maintain the tone and structure of the original as much as possible.

Table 4.28: The High Proficiency Students' Responses to the Teacher's Feedback

Group	Response	Reason	Number of Responses
H/MS	Useful - metacognitive strategies: problem-solving, learning evaluation - learning scaffolding - affective factor: motivation	- <i>The teacher had given us several advices every time so that we would be able to solve the problems and improve ourselves.</i> - <i>We knew our mistakes and received the suggestions from the teacher.</i> - <i>We knew how to improve our reading.</i> - <i>The teacher helped by giving advice on what we couldn't do.</i> - <i>The teacher helped advise on additional things we should learn.</i> - <i>We knew our weaknesses and strengths. We could use them for improvement, and sometimes we received encouragements from the teacher, which made us want to do SALLC (self-access language learning centre or independent learning) more.</i>	9
H/SS	Useful - metacognitive strategies: learning monitoring and evaluation, problem solving - affective factor: attempt - reading strategies	- <i>It enabled me to know my weaknesses and how to improve, and practise myself in terms of attempt to read more.</i> - <i>It made me know my mistakes and solutions.</i> - <i>We would know what aspects we should improve and we could use what the teacher said good or useful as the reading strategies for the next task performance.</i> - <i>We would know what we should improve and it would be a guideline for further study.</i>	9

As shown in Table 4.28, 9 students out of 18 in both the MS and SS groups responded that the feedback they received from the teacher/researcher was 'useful'. The similar reasons were mentioned, i.e. because they were helped improve their metacognitive strategies on learning monitoring and evaluation. They could correct their mistakes or improve themselves. The teacher enhanced their learning by scaffolding them. In addition, the affective factors such as encouragement which led to learning motivation, and effort were mentioned.

Table 4.29: The Low Proficiency Students' Responses to the Teacher's Feedback

Group	Response	Reason	Number of Responses
L/MS	Useful - metacognitive strategies: learning monitoring, and evaluation, problem-solving, - affective factor - reading strategies	<ul style="list-style-type: none"> - <i>(The feedback) could help us improve ourselves.</i> - <i>The teacher usually suggested the ways to improve our own learning and we could ask the teacher whenever we didn't understand.</i> - <i>We knew our weaknesses, but sometimes we couldn't correct them. The teacher's advice helped us find the method or way to solve the problems. So, we could correct our weaknesses.</i> - <i>The teacher helped suggest several learning methods that we had never used.</i> - <i>(It) enabled us to know the strategies to do exercises, i.e. we had to look at pictures, practise guessing vocabulary and read several times.</i> - <i>We could know our weaknesses, in any aspects.</i> - <i>The teacher gave the guidance for improvement so that we could improve.</i> 	10
L/SS	Useful - metacognitive strategies: learning monitoring, problem solving - affective factors: motivation, attempt - learning scaffolding	<ul style="list-style-type: none"> - <i>I knew my weaknesses. The teacher usually encouraged me, which led me to try harder.</i> - <i>We would know what we already knew and didn't know.</i> - <i>(It) helped us know how much we have improved or still have had no progress.</i> - <i>We would improve ourselves.</i> - <i>If I have a problem, the teacher would help solve it and she was like a mirror reflecting me myself (Very nice!). Also, sometimes she was like a consultant (this is true, indeed).</i> - <i>It helped us monitor our learning whether it was improved or not.</i> - <i>It enabled me to know what I should improve or make it correct.</i> 	10

According to Table 4.29, 10 out of 18 students in each low proficiency group responded to the questionnaires and all of them indicated that the teacher's feedback was 'useful'. Their reasons were rather similar to those given by the high proficiency students. The feedback was useful related to the metacognitive strategies, affective factors and learning scaffolding.

The teacher/researcher's feedback given to the MS and SS groups were analysed and categorised into three major domains, i.e. cognitive, affective, and attribution domains. It should be noted that the affective domain consists of two sub domains, i.e. persuasion and reinforcement. Some examples of the feedback are quoted and presented in Table 4.30.

Table 4.30: Examples of the Teacher's Feedback Given to the MS and SS Groups

Cognitive Domain	Affective Domain	Attribution Domain
<ul style="list-style-type: none"> - 'Try to practise guessing unknown words because it's very useful and try to monitor if strategies used help your comprehension.' - 'Try to use the reading strategies that you learned.' - 'After you know meanings of new words, you should take notes and memorise to increase your vocabulary which will facilitate your reading (including writing, listening and speaking too).' - 'Try to practise speed reading next time.' - 'Did context clues help?' - 'Monitor whether your reading skills and vocabulary have been improving.' - 'Your improvement is resulted from a regular practice. Also, monitor whether you can read and understand better and can use strategies more effectively.' - 'Try to specially pay attention to the main ideas. ... Try to understand them 	<p><i>Persuasion</i></p> <ul style="list-style-type: none"> - 'If you didn't pass the 50% test score, next time set it at 40% to make it not too difficult to achieve. Let's see if you will be able to do it. Practice and gradual improvement will help you improve your reading skills. ...' - 'You didn't have time this week. It's OK. You can study next week.' - 'You can review the previous units to see if you can do better.' - 'Keep trying. It's good for yourself.' - 'You seem to spend too little time on your study. Work harder after the mid-term exam, OK?' - 'Don't give up. It seems you're down-hearted and feel bored because of the unfavourable test scores. This is normal. It can happen.' - 'You should select to read only the texts that are of your interest or you like to read.' 	<ul style="list-style-type: none"> - 'You've worked hard. I believe you must have a lot of progress.' - 'You're very active and trying more. Keep at it.' - '...it shows that you had effectively monitored and evaluated your own performance.' - 'You have high self-motivation. I hope you'll improve a lot.' - 'You're a good independent learner who can monitor your learning well.' - 'You're very determined.' - 'Keep at it. You're trying to <u>translate</u>. This means that you must understand all the minor details, which will require more effort and determination to read than just do the tests. I think.' - 'I like this sentence!' (<i>I did try my best</i>). - 'Keep trying. Upon the course completion, you'll feel learning progress that is made by you yourself.' - 'From your learning

<p>and see if that will help your better reading comprehension.'</p> <ul style="list-style-type: none"> - 'You must try to use various reading strategies such as guessing, using pictures or imagination while reading etc.' - 'Try to practise on pronoun references.' - 'Did you pass your criteria? Why did you do it wrong? You didn't understand the questions or couldn't find the answers or what?' - 'Now you know your problem, i.e. grammar. So study or review grammar.' - 'Now you know how to correct your mistakes. Next week, see whether you can do better.' 	<p>Reinforcement</p> <ul style="list-style-type: none"> - 'Well done.' - 'Thank you for your attention and responsibility.' - 'You're improving.' - 'It's good that you find ways not to make your reading boring.' - 'It (study time) is important because the concept of the independent learning is to know the <i>spare time</i> and <i>study time</i>. I'm proud of you.' 	<p>evaluation, you know you're improving and know what you should do next and why. This is so impressive! Great!.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------

BIOGRAPHY

Rosukhon Swatevacharkul received her BA in English from Thammasat University in 1991. In 1997, she graduated from The University of Lancaster, UK with an MA in Education. In 2002, she was awarded an MA in Teaching English as a Foreign Language (TEFL) from Thammasat University.

After her graduation from the University of Lancaster, she worked in the business sector for five years. Then, she changed her career path and started her English teaching career at the Language Institute, Dhurakit Pundit University in December 2002, and has been a full time instructor there until the present. She was awarded a scholarship from Dhurakit Pundit University to do her PhD at Chulalongkorn University.

Her research interests are learner autonomy, learning strategies, teacher autonomy, and English reading.