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การเรียนรู้ด้วยการนำตนเองของนักเรียนมัธยมศึกษาตอนปลาย



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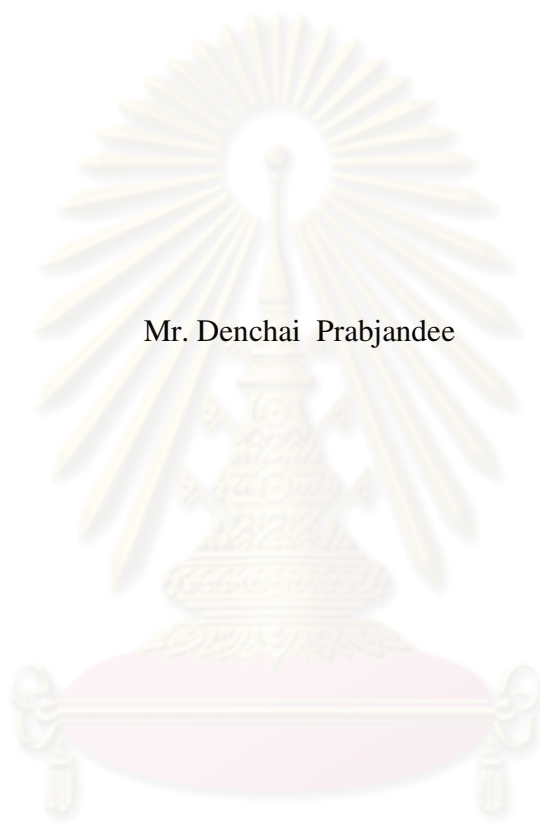
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EFFECTS OF USING AN ENGLISH LANGUAGE COUNSELING PROGRAM ON
SELF-DIRECTED LEARNING OF UPPER SECONDARY SCHOOL STUDENTS



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A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Teaching English as a Foreign Language
Department of Curriculum, Instruction and Educational Technology

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การวิจัยนี้มีจุดประสงค์เพื่อศึกษาผลของการใช้โปรแกรมการให้คำปรึกษาเกี่ยวกับการเรียนภาษาอังกฤษที่มีต่อการเรียนรู้ด้วยการนำตนเอง การวิจัยในครั้งนี้จัดเก็บข้อมูลทั้งเชิงปริมาณและคุณภาพ กลุ่มตัวอย่าง คือ นักเรียนมัธยมศึกษาตอนปลายในโครงการสองภาษา (English Program) โรงเรียนสามเสนวิทยาลัย ภาคเรียนที่ 2 ปีการศึกษา 2552 จำนวน 6 คน เครื่องมือที่ใช้ในการทดลองคือ โปรแกรมการให้คำปรึกษาเกี่ยวกับการเรียนภาษาอังกฤษซึ่งผู้วิจัยได้พัฒนาและเป็นผู้ให้คำปรึกษา ประกอบด้วย 5 ขั้นตอน ได้แก่ การสร้างความเข้าใจเกี่ยวกับผู้เรียน การสร้างความตระหนักต่อตนเอง การวางแผนการเรียนรู้ การให้คำปรึกษา และการประเมินผลการเรียนรู้ เครื่องมือที่ใช้ในการเก็บข้อมูล ประกอบด้วย แบบสอบถาม แบบสัมภาษณ์ และ แบบบันทึกการเรียนรู้ ผลผลิตที่ได้จากการพัฒนาโปรแกรมการให้คำปรึกษา คือ คู่มือการให้คำปรึกษาและแหล่งเรียนรู้สำหรับการเรียนภาษาอังกฤษด้วยตนเอง วิเคราะห์ข้อมูลเชิงปริมาณจากแบบสอบถามโดยใช้ผลรวมของคะแนนที่ได้จากแบบสอบถาม และวิเคราะห์ข้อมูลเชิงคุณภาพจากแบบสัมภาษณ์และแบบบันทึกการเรียนรู้ด้วยวิธีการให้รหัส (Coding)

ผลการวิจัยพบว่าโปรแกรมการให้คำปรึกษาเกี่ยวกับการเรียนภาษาอังกฤษส่งผลให้เกิดการเปลี่ยนแปลงต่อการเรียนรู้ด้วยการนำตนเองของกลุ่มตัวอย่าง ข้อมูลจากแบบสอบถาม แบบสัมภาษณ์ และแบบบันทึกการเรียนรู้แสดงว่า (1) ผู้เรียนมีมโนคติเกี่ยวกับตนเองในด้านการเป็นผู้เรียนที่มีประสิทธิภาพมากขึ้น ได้แก่ มีความเชื่อมั่นว่าตนเองสามารถเรียนรู้ด้วยตนเองได้ มีความสามารถในการบริหารจัดการเวลาสำหรับการเรียนรู้ มีระเบียบวินัย และมีมโนคติด้านการเป็นผู้เรียนที่ใฝ่รู้ใฝ่เรียนมากขึ้น (2) ผู้เรียนมีความคิดริเริ่มที่จะเรียนรู้ด้วยตัวเองมากขึ้นและทิ้งพากรุ่น้อยลง (3) ผู้เรียนมีความรับผิดชอบต่อการเรียนรู้ของตนเอง มีความรักที่จะเรียนรู้ มีการมองอนาคตในแง่ดี และมีความสามารถในการใช้ทักษะพื้นฐานในการเรียนและการแก้ปัญหามากขึ้น อย่างไรก็ตามโปรแกรมการให้คำปรึกษาไม่ได้ส่งผลให้ผู้เรียนเกิดการเปลี่ยนแปลงในด้านการเปิดกว้างต่อการเรียนรู้มากกว่าผู้อื่น และมีความสามารถในการคิดวิธีแก้ปัญหาด้วยวิธีการที่หลากหลายก่อนที่จะเข้าร่วมโปรแกรมการให้คำปรึกษา

จุฬาลงกรณ์มหาวิทยาลัย

ภาควิชา..... หลักสูตร, การสอน และเทคโนโลยีการศึกษา.....ลายมือชื่อนิสิต.....เด่นชัย ปรานจันดี.....
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The present study aimed to investigate the effects of an English language counseling program on self-directed learning. The present study employed both quantitative and qualitative research methods. The participants were 6 upper secondary school students in the English Program at Samsen Wittayalai School who studied in the second semester of the academic year 2009. The treatment used in this study was the English language counseling program developed and conducted by the researcher. The counseling program consisted of 5 phases as follows: understanding the learner, raising learner's awareness, designing a self-study plan, counseling, and evaluating learning. The research instruments consisted of a questionnaire, interviews, and a learner's journals. The products got from developing the counseling program were counseling manual and English language learning resources. The quantitative data obtained from the questionnaire were analyzed by the total scores and the qualitative data obtained from the interview and the learner's journals were analyzed by using coding analysis method.

The results showed that the English language counseling program affected the change of self-directed learning of the participants. The data obtained from the questionnaire, the interview, and the learner's journals revealed that: (1) the participants had more self-concept as an effective learner; they gained more confidence in self-learning, ability to organize time for learning, self-discipline, and self-view as a curious individual. (2) the participants had more initiative and independence in learning. (3) the participants had more informed acceptance of responsibility, love of learning, positive orientation to the future, and ability to use basic study and problem-solving skills. However, the counseling program did not affect the participants' openness to learning and creativity. Before participating in the counseling program, the participants had ability to accept criticisms, greater interest in learning than others, and ability to think of numerous ways to solve a learning problem.

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CHAPTER I

INTRODUCTION

Self-directed learning is a very important ability for people in the information age to possess, since it encompasses the capacity to survive and to cope with constant changes (Muongmee, 2007; Guglielmino, 2008). Individuals nowadays are required to learn throughout their lives because information and knowledge rapidly change and are disseminated worldwide through the Internet, books, and other media. With this high speed of information change, people must direct themselves in acquiring information and knowledge to be able to survive and compete with others.

Apart from its importance for survival and competition in general, self-directed learning is also viewed as an effective mode of learning for language education in particular. This is due to the fact that learning a language requires that learners be self-directed because language is too complicated for them to learn only in a classroom. As Nunan (1988) suggested, “not everything that the learners need to know can be taught in class” (p 3). Language learners need to be active in their own learning and able to conduct such learning at any time and in any place. In addition, self-directed learning is important because it addresses the issue of learners’ differences in a classroom. Since learners are at variance in their needs, interests, beliefs about language learning, aptitudes, learning styles, learning strategies, and so on (Benson and Nunan, 2005), teachers may not be able to design instruction that suits all learners. In the mode of self-

directed learning, learners are able to learn at their own pace and exploit learning activities that match their individual characteristics.

As self-directed learning is vital for learners in today's world, schools and educational institutions are expected to take into consideration learners' individual differences in order to encourage learners to direct their own learning. Several researchers have attempted to develop teaching approaches, principles, and instructional activities to enhance learners' self-directed learning in classroom contexts (Scharle and Szab'o, 2000; Chuk, 2004; Luke, 2006; Little, 2007; Guglielmino, 2008); however, few studies have focused on ways to support learners outside of class.

Mozzon-McPherson (2001) argued that only providing in-class training is not adequate to help learners become self-directed since the majority of the time that learners spend in learning is outside the classroom. Consequently, several researchers (Pemberton, 2001; Reinders, 2006; Karlsson *et al*, 20007; Victori, 2007) have developed language counseling programs as an alternative way to foster self-directed learning. The idea of providing language counseling programs to learners originated in the practice of self-access centers with a view to foster self-directed learning and enhance language learning effectiveness (Reinders, 2005; Rubin, 2007).

Previous research studies (Altshul, 2001; Pemberton *et al*, 2001; Reinders, 2006; Keyuravong and Maneekhao, 2006; Victori, 2007) have provided evidence to support the theory that language counseling programs can enhance self-directed learning. The learners in all these studies were found to direct their own learning more effectively than before they participated in the counseling programs. In addition, Reinders (2006) found

that the learners in his study had positive attitudes towards the counseling programs. The learners reported that they were satisfied because the program helped them learn English by themselves and focus on what they needed to improve.

In Thailand, learners' self-directed learning has also received a lot of attention from English language educators. Studies have been conducted to enhance learners' capacity to control their own learning (Khomsan, 1997; Booranasanti, 2007); yet no study has been conducted to investigate the effectiveness of language counseling programs. The present study therefore attempted to employ a language counseling program to help learners develop the abilities with which to take charge of their own learning and to develop the language skills they want to improve.

The findings for this study will provide concrete evidence of the effectiveness of counseling programs in enhancing learners' self-directed learning. English teachers and self-access center counselors will be able to use the counseling program developed in this study as a guideline to develop their own counseling programs to help their learners during their self-directed learning.

Research Questions

The researcher attempted to find an answer to the following research question: to what extent does the English language counseling program enhance self-directed learning of upper secondary school students?

Research Objectives

The present study aimed to investigate the effects of an English language counseling program on self-directed learning of upper secondary school students.

Scope of the Study

1. The population of this study was upper secondary school students in the English Program in Thailand.
2. The variable in this study was self-directed learning.

Definition of Terms

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

1. English language counseling program

In the present study, the *English language counseling program* refers to a set of sessions that were used to facilitate learners during their out-of-class learning and to help them improve language skills. The program was designed by the researcher. It consisted of five phases as follows: understanding the learner, raising learners' awareness, designing a self-study plan, counseling, and evaluating the program. The program was offered to the learners on a voluntary basis. The counselor and the learner met by appointment in thirty-minute sessions over a period of two months.

2. Self-Directed Learning

In this study, *self-directed learning* was operationalized as the attributes that each learner possessed, i.e., openness to learning opportunities, self-concept as an effective learner, initiative and independence in learning, informed acceptance of responsibility for one's own learning, love of learning, creativity, positive orientation to the future, and ability to use basic study and problem-solving skills. Self-directed learning was measured by a questionnaire, an interview, learner's journals, and counselor's logs.

3. Upper Secondary School Students

Upper secondary school students refers to students who were studying in grades 10 – 12 (Mathayom Suksa 4 - 6) in the English Program.

Organization of the Thesis

This thesis consists of five chapters. The first chapter is the introduction, which presents the rationale for conducting this study, research questions, research objectives, the scope of the study, and definitions of terms used.

The second chapter presents a review of the literature provided for perspective readers to understand underpinning concepts and theories in the present study. This chapter is divided into three main sections including the concepts of self-directed learning, language counseling programs, and counselors.

The third chapter presents the research methodology, covering the research design, context of the study, participants, research instruments, research procedures, data collection procedures, and data analysis. The development of the instruments and how to check validity and reliability is also included in this chapter.

The fourth chapter presents the findings in accordance with the research question, including the effects of the English language counseling program on self-directed learning.

The last chapter presents a discussion of the findings in the present study in relation to previous studies as well as considering the Thai context, limitations of the study, pedagogical implications, and recommendations for future research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter provides a theoretical background for the present study. First, the researcher describes the concepts of self-directed learning including definitions, how to assess, and how to foster. Second, the researcher further discusses the concepts of language counseling including definitions, principles, and language counseling programs. Third, the researcher elaborates the concept of being a counselor including roles, genre of counseling, counseling skills, and how to prepare to be a counselor. Last, the researcher discusses findings of previous research studies related to effects of language counseling on self-directed learning and opinions towards the counseling program.

Self-Directed Learning

Self-directed learning originated in the field of adult education and has been referred to as *self-direction in learning*, *self-instructed learning*, *self-guided learning*, *autonomous learning*, *self-planned learning*, *self-regulated learning*, *self-managed learning*, *self-taught learning*, *self education*, and *independent learning* (Brokett and Hiemstra 1991; Hiemstra, 2004). To avoid confusion, only the term *self-directed learning* is used in the present study.

Many researchers have argued that self-directed learning is an essential ability that people must have for survival in the world of changes. To begin with, Knowles (1975) said that “We are entering to the strange new world in which rapid change will be the only stable characteristics, so the ‘why’ of self-directed learning is survival – your

own survival as an individual, and also the survival of the human race” (p. 15). More recently, Guglielmino (2008) argued that self-directed learning has become prerequisite for living in this world of constant change because of the “unprecedented proliferation of information and technology, instant world wide communication, and intense global competition” (p. 4). Additionally, researchers also viewed self-directed learning as an effective mode of learning because it helps individual learners learn based on their personal characteristics such as learning styles, aptitudes, interests, and so on (Benson and Nunan, 2005).

Before going in depth about self-directed learning, it is important to have a clear idea of its meaning. The next section presents definitions of self-directed learning.

Definitions of Self-Directed Learning

Many researchers have attempted to define self-directed learning and it is evident that they view self-directed learning in various ways. Self-directed learning is generally defined in terms of either *a learning process* or as *a personal attribute* of a learner (Knowles, 1975; Guglielmino, 1977; Caffarella and O'Donnell, 1989; Brockett and Hiemstra 1991, Candy 1991; Hiemstra, 1992; Fisher *et al*, 2001).

To begin with, the most common view of self-directed learning is that described by Knowles (1975) as *a learning process* in which learners take responsibility for their learning. To elaborate, Knowles (1975) said that this responsibility involves the process of diagnosing one's learning needs, setting goals and objectives, identifying resources and materials with which to practice, choosing and implementing appropriate strategies, and evaluating the learning outcomes. Brookfield (1986) noted that this definition

concentrated on “externally observable learning activities or behaviors rather than in terms of internal, mental disposition” (p.40). Additionally, Saha (2006) said that this definition was cited by many researchers to form the basis of other definitions including the view of self-directed learning as a personal attribute.

Second, self-directed learning was defined as *a personal attribute* which cannot be directly observed (Guglielmino, 1977; Kasworm, 1988; Grow, 1991; Brockett and Hiemstra 1991, Candy 1991; Hiemstra, 1992; Fisher *et al*, 2001). According to Kasworm (1988), self-directed learning in this view is an attribute in which learners possess mental, emotional, and intellectual qualities enabling them to take responsibility for their learning. Thus, self-directed learners are those who consciously accept the responsibility to make decisions by themselves rather than taking their cue from external sources or authorities. Grow (1991) maintained that self-directed learning depends upon the level of cognitive control; learners possess self-directed learning when they actively and cognitively get involved in their learning.

The present study operationalizes self-directed learning as the abilities a learner possesses, i.e., openness to learning opportunities, self-concept as an effective learner, initiative and independence in learning, informed acceptance of responsibility for one's own learning, love of learning, creativity, positive orientation to the future, and ability to use basic study and problem-solving skills.

Characteristics of Self-Directed Learners

Several researchers (Guglielmino, 1977; Skager; 1978; Smith, 2000; Shanon, 2008; Lounsbury *et al*, 2009; Nelson, 2009) have identified the characteristics of self-

directed learners. The most widely cited definition of characteristics of self-directed learners comes from Guglielmino (1977):

“A highly self-directed learner, based on the survey results, is one who exhibits initiative independence, and persistence in learning; one who accepts responsibility for his or her own learning and views problems as challenges, not obstacles; one who is capable of self-discipline and has a high degree of curiosity; one who has a strong desire to learn or change and is self-confident; one who is able to use basic study skills, organize his or her time and set an appropriate pace for learning, and to develop a plan for completing work; one who enjoys learning and has a tendency to be goal-oriented.” (p. 73)

Apart from the widely-cited definition provided by Guglielmino (1977), a review of the literature revealed that self-directed learners possess both *self-directed learning attributes* and *self-directed learning abilities*. According to Guglielmino (1977), a self-directed learning attribute is a cognitive quality whereby one takes initiative responsibility for one’s own learning while self-directed learning ability refers to an observable behavior that the learner performs to take initiative responsibility for one’s own learning. These two components are interconnected; without both, learners cannot be called self-directed. Each is presented as follows.

Self-Directed Learning Attributes

Based on several researchers (Guglielmino, 1977; Skager, 1978; Smith, 2000; Shanon, 2008; Lounsbury *et al*, 2009; Nelson, 2009), self-directed learners are those who possess the following attributes: openness to learning, self-concept as an effective

learner, initiative and independence in learning, informed acceptance of responsibility, love of learning, creativity, positive orientation to the future, ability to use basic skills, motivation, goal orientation, self-efficacy, self-regulation, and metacognition. The attributes are summarized in Table 2.1 as follows.

Table 2.1

Summary of self-directed learning attributes.

Attributes	Researchers					
	Guglielmino (1977)	Skager (1978)	Smith (2000)	Shanon (2008)	Lounsbury <i>et al</i> (2009)	Nelson (2009)
Openness to learning	✓	✓			✓	
Self-concept as an effective learner	✓		✓		✓	
Initiative and independence in learning	✓				✓	
Informed acceptance of responsibility	✓				✓	
Love of learning	✓					
Creativity	✓					
Positive orientation to the future	✓	✓				
Ability to use basic skills	✓	✓				
Motivation		✓		✓		✓
Goal orientation			✓	✓		✓
Self-efficacy				✓		✓

Table 2.1(Continued)

Attributes	Researchers					
	Guglielmino (1977)	Skager (1978)	Smith (2000)	Shanon (2008)	Lounsbury <i>et al</i> (2009)	Nelson (2009)
Self-regulation				✓		✓
Metacognition		✓	✓	✓		✓

Openness to learning

Self-directed learners have *openness to learning* (Guglielmino, 1977; Skager, 1978; Lounsbury *et al*, 2009). For example, they have an interest in learning perceived to be greater than that of others, a satisfaction with one's initiative, a love of learning and expectation of continual learning, an attraction to sources of knowledge, tolerance of ambiguity, an ability to accept and use criticism, intellectual responsibility, and a sense of responsibility for one's own learning.

Self-concept as an effective learner

Self-directed learners have *self-concept as an effective learner* (Guglielmino, 1977; Smith, 2000; Lounsbury *et al*, 2009). Confidence in self-learning, ability to organize one's time for learning, self-discipline, knowledge of learning needs and resources, and a self-view as a curious individual are all examples of this attribute.

Initiative and independence in learning

Self-directed learners have *initiative and independence in learning* (Guglielmino, 1977; Lounsbury *et al*, 2009). Criteria for this attribute include an active pursuit of baffling questions, the recognition of desires for learning, a preference for active participation in the shaping of learning experiences, confidence to work well on one's own, a love of learning, satisfaction with reading comprehension skills, knowledge of learning resources, ability to develop a plan for one's work, and initiative in beginning new projects.

Informed acceptance of responsibility

Self-directed learners have *informed acceptance of responsibility* (Guglielmino, 1977; Lounsbury *et al*, 2009). According to Scharle and Szab'o (2000), responsible learners are those who "accept the idea that their own efforts are crucial to progress in learning, and behave accordingly." (p.3). For example, they have a view of themselves as average or above average in intelligence, a willingness to engage in difficult study in areas of interest, a belief in an exploratory function of education, a preference for an active role in shaping their own learning experience, a willingness to accept responsibility for their own learning (or lack of it), and an ability to judge their own learning progress.

Love of learning

Self-directed learners have *love of learning* (Guglielmino, 1977), exemplified by an admiration for "people who are always learning new things," a strong desire to learn, and an enjoyment of inquiry.

Creativity

Self-directed learners have *creativity* (Guglielmino, 1977). They possess a capacity for risk-taking, an ability to think of unusual solutions and numerous approaches to a topic, tolerance for ambiguity, a preference for open learning situations, and curiosity.

Positive orientation to the future

Self-directed learners have *positive orientation to the future* (Guglielmino, 1977; Skager, 1978). For instance, they have a self-view as a lifelong learner, an enjoyment of thinking about the future, and a tendency to view problems as challenges rather than

“stop signs.” ***Ability to use basic study and problem solving skills***

Self-directed learners have *ability to use basic skills* (Guglielmino, 1977; Skager, 1978). This attribute includes reading ability, writing ability, note taking skills, memorizing skills, and problem-solving skills.

Motivation to Learn

Self-directed learners have *motivation to learn* (Skager, 1978; Shanon, 2008; Nelson, 2009). According to Dörnyei (2001), learners who have motivation are those who choose to commit themselves actively in a particular learning activity, have a willingness to sustain the activity, and put efforts to persistence to learning. Recently, Shannon (2008) added that motivated learners also focus on reasons that underlie their involvement or noninvolvement in any activities. Based on previous findings, self-directed learners are those who are highly motivated to engage in activities by their own enjoyment or for the feelings of accomplishment rather than by external factors

(Guglielmino, 1977; Spratt *et al*, 2002). For example, Guglielmino (1977) found that self-directed learners have high motivation, a strong desire to learn, self-confidence and persistence in learning. Additionally, Spratt *et al* (2002) found that motivation is a key factor that influences the extent to which learners are ready to learn independently.

Goal orientation

Self-directed learners are *goal oriented* (Smith, 2000; Shanon, 2008; Nelson, 2009). As defined by Caraway, Tucker, Reinke, and Hall (2003), goal orientation is the individual's ability to make plans and set goals. Self-directed learners are goal-oriented since they have responsibility for learning which involves the process of planning to achieve their goals. According to Nelson (2009), self-directed learners set challenging goals and maintain a high level of commitment even when confronting obstacles.

Self-efficacy

Self-directed learners have *self-efficacy* (Shanon, 2008; Nelson, 2009). Bandura (1994) described self-efficacy as individuals' judgments about their ability to do an activity. According to Shanon (2008), self-directed learners consider themselves effective learners who are capable to learn new things and are able to study independently without any control from others. They have a preference for engaging actively in shaping learning experiences and self-confidence in their capability with regards to completing complicated tasks. They view complex tasks as challenges to be met rather than as chores to be avoided (Shannon, 2008). In addition, when self-directed learners encounter new challenges, they intensify and sustain their efforts to achieve success. They are also able to quickly recover their sense of efficacy after failures. These individuals will assign

failure to inadequate efforts or insufficient knowledge and skills, which can be acquired later if they attempt to do so.

Self-regulation

Self-directed learners are *self-regulated* (Shanon, 2008; Nelson, 2009). As defined by Zimmerman (2001), self-regulation is the capacity of learners to control interests, attitudes, and efforts toward a goal. To elaborate, Shanon (2008) asserted that learners who have self-regulation will monitor their own progress toward the goal, regulating to the goal, and redirect unsuccessful endeavors to success. Nelson (2009) added the key to self-regulation is that the learners have the ability to understand the goal of a task and are able to monitor and adjust their efforts without reminders or deadlines from others such as teachers, peers, or parents. For example, self-directed learners have a clear understanding of the requirements and goals of tasks (e.g. *I have to read three chapters of this novel tonight*), and will employ self-regulation to meet these (e.g. *If I start to read chapter one using strategies I have learnt, I will be able to finish three chapters tonight within 3 hours*).

Metacognition

Self-directed learners have *metacognition* (Skager, 1978; Smith, 2000; Shanon, 2008; Nelson, 2009). According to Nelson (2009), metacognition is the capacity to understand, analyze, and reflect upon their cognitive learning process. To elaborate, learners who have a repertoire of learning strategies and are able to employ them in the right context are using metacognition (Smith, 2000). Studies have shown that self-directed learners are those who have metacognition—they are able to understand their current

circumstances and are capable of identifying learning strategies suitable for varied situations (Nelson, 2009). For example, learners may understand that they have difficulty finding the connection between important concepts within a story. If they have been taught to use a graphic organizer, such as a concept map, to identify the main concepts and link them together using web-like lines rather than other less effective strategies, these learners have used metacognition to complete the task. As Shanon (2008) succinctly put it: “metacognition is like the engine that drives self-directed learning.” (p.18)

As stated above, self-directed learners possess the attributes of openness to learning, self-concept as an effective learner, initiative and independence in learning, informed acceptance of responsibility, love of learning, creativity, positive orientation to the future, ability to use basic skills, motivation, goal orientation, self-efficacy, self-regulation, and metacognition. However, in possessing only these attributes, learners cannot be called self-directed. They need to have self-directed learning abilities as well. The next section presents self-directed learning abilities.

Self-Directed Learning Abilities

The term *self-directed learning abilities* is used interchangeably with self-management abilities, regulatory abilities, and metacognitive strategies (Wenden, 1991). The present study uses only self-directed learning abilities to avoid confusion.

Self-directed learning ability is regarded by many researchers as an effective component with which to help learners conduct learning independently (O'Malley *et al*, 1985, Rubin, 1989, Victori, 1992). Self-directed learners possess the ability to take

responsibility for their own learning process. From a review of the literature, there is a consensus that self-directed learning abilities include understanding one's own nature, setting goals and objectives for learning, implementing appropriate strategies, monitoring learning progress, and evaluating learning outcomes.

First, self-directed learners are able to understand their own nature (Knowles, 1975; Dickinson, 1987; Karlsson *et al*, 2007; Victori, 2007). Karlsson *et al* (2007) stated that self-directed learners are able to reflect upon themselves regarding their needs, interests, expectations, preferences, and learning styles. An understanding of their own nature can help learners plan their learning effectively. For example, learners who know they want to improve their listening ability and are interested in film may improve their listening ability by watching movies. With this understanding of their nature, such learners are able to plan strategies of learning in language areas that they want to improve.

Self-directed learners are also able to set goals and objectives (Knowles, 1975; Dickinson, 1987; Karlsson *et al*, 2007; Victori, 2007). This ability is an observable behavior caused by the attribute of goal-orientation. Setting goals and objectives can help learners to focus and pay attention to their learning pace. According to Shannon (2008), self-directed learners will set challenging goals and maintain a high level of commitment even when encountering obstacles and difficulties.

In addition, self-directed learners are able to implement appropriate strategies to achieve these goals and objectives (Knowles, 1975; Dickinson, 1987; Karlsson *et al*, 2007; Victori, 2007). In the literature, Wenden (1991) pointed out learning strategies that

self-directed learners used including cognitive and metacognitive strategies. *Cognitive strategies* Wenden (1991) defined as mental steps or operations that learners use to process both linguistic and sociolinguistic content; for example, selective attending, elaboration, mnemonic, and practice strategies. *Metacognitive strategies* Wenden (1990) defined as learning strategies used by learners to manage their learning. Wenden proposed three kinds of metacognitive strategies: planning, monitoring, and evaluating.

Wenden (1991) defined *planning strategies* as the strategies with which learners prepare before the time of the account for learning. The term *monitoring strategies* is used to evaluate their learning proficiency in a particular attempt to learn. To monitor learning, self-directed learners check carefully what they have accomplished and what they have to change to achieve their goals during learning. Self-directed learners also redirect unsuccessful endeavors to achieve their goals (Knowles, 1975; Karlsson *et al*, 2007; Victori, 2007). Finally, evaluating strategies involve three mental steps (Darasawang, 2000): learners examine the outcome of an attempt to learn, set the criteria they will use to judge, and apply those criteria to make judgment. Self-directed learners employ those steps to evaluate their learning.

In summary, self-directed learners possess both self-directed learning attributes and abilities as follows. The attributes are openness to learning, self-concept as an effective learner, initiative and independence in learning, informed acceptance of responsibility, love of learning, creativity, positive orientation to the future, ability to use basic skills, motivation, goal orientation, self-efficacy, self-regulation, and metacognition. The abilities are understanding one's own nature, setting goals and

objectives for learning, implementing appropriate strategies, monitoring learning progress, and evaluating learning outcomes.

Assessment of Self-Directed Learning

To examine self-directed learning, researchers have employed several elicitation techniques such as questionnaires, interviews, learner's journals, learning contracts, and portfolios to assess self-directed learning. Table 2.2 summarizes studies that employed these techniques. Only research studies conducted in the language education context no later than the year 2000 were used.

As shown in Table 2.2, three elicitation techniques that were frequently used to assess self-directed learning are questionnaires, interviews, and learner's journals. Owing to the complexity of self-directed learning, most studies employed questionnaires to obtain quantitative data and interviews and learner's journals to obtain qualitative data. The questionnaire most frequently used to assess self-directed learning was called the Self-Directed Learning Readiness Scales (SDLRS) developed by Guglielmino (1977).

Table 2.2.

Summary of elicitation techniques employed to assess self-directed learning.

Researchers		Focus of Study	Questionnaire	Interview	Learner Journal	Learning Contract	Portfolio
Murray	(2004)	Self-directed language learning		✓			
Al-Hazmi	(2008)	Self-directed language learning		✓			

Table 2.2. (Continued)

Researchers		Focus of Study	Questionnaire	Interview	Learner Journal	Learning Contract	Portfolio
Gan	(2004)	Self-directed language learning	✓				
Šliogerienė	(2006)	Self-directed language learning			✓	✓	✓
Bodorano	(2006)	Self-directed language learning		✓			
Braganorte	(2005)	Self-directed language learning		✓	✓		
Booranasanti	(2008)	Self-access language learning	✓	✓	✓		
Total			2	5	3	1	1

The Development of the Self-Directed Learning Readiness Scales

The Self-Directed Learning Readiness Scale (SDLRS), also known as the Learning Preference Assessment (LPA), is a self-report questionnaire which was developed by Dr. Lucy M. Guglielmino in 1977. It was reported that the SDLRS has been widely used in over 150 research projects including more than 50 doctoral dissertations and over 40,000 adults and students' projects. It also was reported that the instrument has been translated into nine languages (Guglielmino, 1977).

Originally, Guglielmino constructed the SDLRS to assess self-directed learning readiness in adult learners. She employed a three-round Delphi technique to obtain a consensus by asking 14 experts on self-directed learning to list characteristics of self-

directed learners including their abilities, attitudes, and personalities. These characteristics then formed the basis for the construction of the original 41-item, Likert-scale questionnaire ranging from “Almost never true of me: I hardly ever feel this way” to “Almost always true of me: there are very few times when I don’t feel this way.”

The questionnaire was used to assess a perception of self-directed learning, not actual performances. It consisted of 8 categories identified by factor analysis as follows: 1) openness to learning opportunity, 2) self-concept of an effective learner, 3) initiative and independence in learning, 4) informed acceptance of responsibility for one’s own learning, 5) love of learning, 6) creativity, 7) future orientation, 8) problem solving skills. Subsequently, Guglielmino administered the first questionnaire to 307 participants to check reliability and later revised the instrument for general adults to its present 58 item Likert-scale type questionnaire in 1978.

Guglielmino reported a Cronbach-alpha reliability coefficient of 0.87 for both the original 41-item version and the revised 58-item version. In addition, a reliability estimate of the SDLRS based on a varied sample of 3,151 participants was 0.94 (Pearson split half and Spearman-Brown correction) (Guglielmino, 1988, cited in McCune et al, 1990). Furthermore, a number of other research studies have consistently reported the reliability of this instrument and it has had content validity supported by a number of studies and the opinions of experts (McCune et al, 1990).

Guglielmino argued that in using the questionnaire, participants should not be informed of its purpose since it is a self-report concerning their personality. According to Guglielmino, the possibility that participants know what is being measured may lead

them not to report on a ‘how well each item describes them’ basis. Instead, it should be described as a questionnaire constructed to gather data about “learning preference and attitude toward learning” (p. 40).

The Thai Version of the Self-Directed Learning Readiness Scale

The Thai Version of the SDLRS was first developed by Khomsan in 1997. This SDLRS version has been used in a number of studies conducted in a Thai context. After being granted permission from Guglielmino, Khomsan translated the 58-item version into the Thai language. However, after translation, Khomsan found that there were two items with similar meaning. She asked three experts to determine whether or not to eliminate the two items and the experts agreed on their removal. After revision based on experts’ comments, Khomsan tried out the modified questionnaire with 100 students studying at the high school level. She reported that the modified instrument had a reliability of 0.87 (Pearson split half and Spearman-Brown correction).

Fostering Self-Directed Learning

Since self-directed learning is crucial in the current world, researchers have attempted to find ways to help and support learners in their ability to conduct self-directed learning. To foster self-directed learning, several studies have tried to develop principles, instructional approaches, learner training, and counseling programs. In this section, the researcher discusses the principles for fostering self-directed learning and describes ways to encourage self-directed learning respectively.

Principles for Fostering Self-Directed Learning

Based on a review of the literature, there are four principles proposed by the same number of researchers (Benson, 2003; Chia, 2007; Little, 2007; Nelson, 2009) to foster self-directed learning including engaging learners' involvement, providing learning options and resources, supporting during learning, and encouraging reflection. Each principle is discussed as follows.

First, to foster self-directed learning, teachers should involve learners in designing learning processes (Little, 2007; Nelson, 2009). Unlike in the traditional classroom, teachers who attempt to foster self-directed learning should share responsibility with the learners in deciding what should be taught in the classroom, selecting learning materials, choosing what activities will be employed, and expressing their needs how they prefer to be evaluated, according to Little (2007). Additionally, Nelson (2009) said that the learners' involvement in learning processes requires constant attention from the teachers to gradually transfer their role to learners. For example, at the beginning of the class, the teachers' role is to identify areas in which they want the learners to engage in decision making. Subsequently, teachers must be quick to relinquish control whenever learners are ready to take full control over their learning processes. However, Little (2007) argued that teachers have a responsibility to intervene when learners are off track by providing support such as counseling.

Second, teachers should provide learners with a range of learning options and resources for decision making about their learning (Benson, 2003). Unlike the traditional

classroom, teachers should present options of how to learn, suggest a variety of materials, and allow the learners to make decisions for their own learning.

Third, teachers should support learners during learning (Benson, 2003) by providing strategies for activities or by giving encouragement. For example, to memorize English vocabulary, teachers may provide support by presenting a variety of strategies such as concept mapping or reading aloud and then encouraging the learners to choose which is the best way for them as individual learners to learn vocabulary. Apart from strategies support, the teachers should provide psychological support by showing empathy, expressing respect, encouraging self-efficacy, or motivating them to learn. Finally, giving counseling is another kind of support that teachers could offer to foster self-directed learning. This counseling can be anything related to learning areas in which the learners encounter difficulties.

Last, the teachers should encourage learners' reflection about their own learning (Little, 2007; Chia, 2007). Reflecting on their learning process, Chia (2007) stated, helps learners draw conclusions about effective learning. After learners are able to take responsibility for their learning, teachers may ask the learners to reflect upon their learning; for example, what difficulties did they confront, what challenges did they encounter, or what made them achieve their goals and objectives.

Ways to Foster Self-Directed Learning

Based on the principles discussed above, several researchers (Lee, 1998; Benson, 2001; Scharle and Szabo, 2001; Pemberton *et al*, 2001; Gieve, 2005; Reinders, 2007;

Karlsson et al, 2007; Victori, 2007) have attempted to develop approaches, learner training, and language counseling programs to foster self-directed learning.

Approaches were developed based on a belief in the inborn capacity of learners to take charge of their own learning. According to Guglielmino (2008), self-directed learning is “a naturally innate capacity for human beings which can occur in a variety of situations ranging from a teacher-directed classroom to fully self-directed learning.” (p.1) Therefore, to help learners to become self-directed, teachers must trigger this innate ability. With this belief, these approaches have attempted to find ways to activate self-directed learning. For example, Scharle and Szab’o (2001) proposed three stages of enhancing self-directed learning as follows. The first stage aims to trigger learners’ awareness about their ability to take responsibility for one’s learning. The second stage attempts to activate learners’ attitudes towards self-directed learning. The third stage aims to transfer the teacher’s role as the authority in the class to the learners.

Several researchers (Lee, 1998; Gitsaki, 2005; Mok and Lung, 2005) have developed learner training methods to use in class in order to guide the learners to conduct self-directed learning. For example, Lee (1998) developed a learner training method by providing an environment for the learners to experience their self-directed learning. He suggested lists of activities and materials for the learners and asked them to set goals and objectives for learning, select the content, and decide how much time to learn by themselves. In addition, learners can approach the teachers for advice at any time. They also have to report and share information and progress of their work.

Although there have been endeavors to foster self-directed learning using learner training in class, this is not enough since the majority of time that learners spend is outside the classroom. According to Carter (2001), teachers should take into consideration that supporting learners outside class is as indispensable as equipping learners with skills and strategies in class. Therefore, several researchers (Pemberton *et al*, 2001; Reinders, 2006; Karlsson, 20007; Victori, 2007) have developed the language counseling program as an alternative way to foster self-directed learning. The idea of the language counseling program originated in the practice of self-access centers (Rubin, 2007).

Initially, self-access centers focused on organizing learning materials, providing technology to support learners, and asking the learners to learn on their own. However, Rubin (2007) argued it was mistakenly assumed that only providing these materials and technology and encouraging the learners to learn on their own would automatically lead to an effective mode of learning. It became evident that the learners could not take initiative in learning without being supported.

Therefore, many self-access centers have introduced counselors and designed language counseling programs to train learners to direct and support them during their learning. These counseling programs can help learners become self-directed since they consist of several sessions that are used to facilitate all phases of learning. They also serve individual needs, interests, and potentiality. In addition, the counseling programs also match with diverse learners which can be used to deal with individual differences.

In summary, several researchers have attempted to foster self-directed learning by developing instructional approaches, learner training, and language counseling programs. Counseling programs were found to fill the gap in the research on fostering self-directed learning. The next section presents the concept of language counseling programs.

Language Counseling Programs

As mentioned earlier, language counseling programs are an alternative method of fostering self-directed learning. This section presents the concept of the language counseling program.

The idea of counseling was first developed in the field of psychology. However, counseling in language education has gained considerable attention recently due to the installation of numerous self-access centers (Reinders, 2006) at educational institutions. In language education, the majority of language counseling services have been offered at the university level; for example, The University of Auckland (New Zealand), Helsinki University Language Center (Finland), The Universitat Autònoma de Barcelona (Spain), The University of Hull (UK), The Hong Kong University of Science and Technology (Hong Kong), and King Mongkut's University of Technology Thonburi (Thailand), to name a few.

Typically, these institutions offer language counseling services as a part of support in self-access centers, where counselors have been trained for their professions to help learners. The characteristics of language counseling programs are diverse. Some programs offer online courses, many offer face-to-face, or others integrate language counseling services as a credit-based course. For example, the language counseling

service at The Hong Kong University of Science and Technology offers an online counseling called Virtual English Language Adviser (VELA). It is comprised of systematic steps for giving counseling and recommends learning resources for the learners.

However, in Thailand, very few language counseling services exist even though schools and institutions have had self-access centers for many years. To better understand the concept, this section presents the definition of language counseling, contrasts it with language teaching, and introduces principles for language counseling.

Definition of Language Counseling

In language education, the term *counseling* has been used interchangeably with *advising* and *coaching* (Reinders, 2006; Blake, 2007). Typically, language counseling refers to a process of helping and guiding learners to solve problems about language matters (Riamliw *et al*, 2004). Ngonkum (2001) further explained that the main purposes of language counseling are to help learners solve problems which may have arisen during their self-directed learning and to provide learners with paths for future improvement.

Additionally, Mozzon-MacPherson (2001) stated that the language counselor establishes a trusting and non-threatening relationship by showing respect, attention, empathy, and listening to the learners. The language counselor also assists the learners in reaching practical solutions by suggesting directions, negotiating goals, gaining commitment, anticipating situations, and assessing results.

Reinders (2006) elaborated that the language counseling process typically consists of a meeting between a learner and a language counselor to identify learning needs, elicit

information about aims, establish priorities, develop a learning plan, and discuss approaches to learning. In his view, language counseling involves the language counselor giving feedback to learners, suggesting learning resources, and answering questions when the learners have problems.

Moreover, Riley (1997) attempted to distinguish between language counseling and language teaching. Riley argued that language counseling and language teaching are distinctive in the degrees of power, responsibility, and roles.

In regards to the degree of power, the teacher in a language teaching context has more control over the learning processes than the language counselor does. On the one hand, teachers have an authority to decide predetermined learning objectives, choosing materials, selecting tasks, monitoring students' performances, and evaluating students' learning. Teachers also use different techniques and strategies to exercise this power; for example, rewarding, punishing, testing, and motivating. On the other hand, in a language counseling context, learners have the authority to make decisions and take control over their learning processes. The language counselor is a person who helps the learners during their learning. To elaborate, the language counselor attempts to transfer authority to the learners by helping them to set goals and objectives based on their needs, suggesting learning materials, and helping learners monitor themselves and evaluate their learning outcomes. In order to give counseling, the counselor uses techniques and strategies to control interaction; for example, listening, responding, analyzing, interpreting, supporting, suggesting, and clarifying.

Teachers are regarded as those who impart knowledge to students and therefore their role is to explain ideas, concepts, and information. Teachers are also the ones who manage the classroom environment to be supportive. However, counselors are regarded as people who help, facilitate, and support learners. Therefore, their role is to analyze and elicit information from the learners and use that information to support them during their learning. When learners have problems, counselors offer choices and encourage the learners to make decisions by themselves.

In summary, language counseling emphasizes a self-help process. The key characteristic of language counseling is the attempt to put decision making about learning in the hands of learners. Language counseling also stresses the importance of choice as it helps learners become better decision makers, who choose things that work for their own sake. In addition, language counseling and language teaching are different in terms of power and responsibility to control interactions and in terms of roles. In a language teaching context, teachers have more power and responsibility to control the interaction than counselors. However, in the language counseling context, the learners have more authority to make choices and counselors are regarded as facilitators who help the learners achieve their goals during learning.

Principles for Language Counseling

Several researchers (Carter, 2001; Mozzon-MacPherson, 2001; Pemberton *et al*, 2001; Chia, 2007) have proposed principles for language counseling. In the review of the literature, there are six principles. Each principle is discussed as follows.

Firstly, language counselors should create a non-threatening relationship.

According to Mozzon-MacPherson (2001), *non-threatening relationship* refers to a condition whereby language counselors and learners interact in an “empathy, respect, and genuineness environment”. To express empathy and respect, counselors can use appropriate eye contact, show attentive facial expressions, or listen to the learners’ response. When these conditions are present, learners become more self-aware and self-reliant and the language counselors also get participation from the learners.

Secondly, language counselors should listen to learners’ responses, rather than dominate the conversation. To elaborate, counselors should pay attention to learners’ problems by listening attentively to them. Also, the counselors should make sure to ask learners enough questions in order to elicit learners’ needs or problems. As revealed in the study done by Pemberton *et al* (2001), listening to learners’ responses was found to be particularly effective in giving counseling.

Thirdly, language counselors should use language that creates mutual rapport and makes the learners feel that they have the authority to make decisions. According to Carter (2001), counselors can use language that implies group—rather than individual—meaning, in order to create mutual rapport; for example, by using the word ‘we’, ‘us’, ‘our’. Employing this kind of language can help counselors and learners work together effectively. To elaborate, the learners will feel that counselors are “in the same boat” and they will be willing to tell counselors about their problems. Pemberton *et al* (2001) suggested an approach called *down play counseling* as an example of a way to transfer the authority to make decisions to the learners. To give down play counseling, counselors

can use sentences such as, *I don't know if it works, but we can try* or *I'm not sure if it's useful or not because everyone is different so we will have to try* and so on.

In addition, language counselors should create a learner profile in the initial sessions to understand the learners. According to Gardner and Miller (1999), a learner profile is a collection of information related to individual learners. The information in learners' profiles provides a clear picture of the learners and helps the counselor to design appropriate counseling, inform resources, and provide recommendations which serve learners' needs (Mozzon-McPherson, 2001).

Moreover, language counselors should help learners in the goal setting process. The goal setting process involves finding out skill areas that the learners wish to improve, narrowing down goals and objectives to be realistically achievable in a given timeframe, planning for time, orienting the learners to keep a learning record, and suggesting available resources. In addition, Mozzon-McPherson (2001) stated that the initial session of language counseling focuses on the preliminary needs analysis and the establishment of a self-study plan. Language counselors get learners to start thinking about their learning needs and use this information to help learners formulate a self-study plan for subsequent sessions.

Finally, language counselors should provide enough feedback. The key concept associated with providing feedback in language counseling is reflection. According to Chia (2007), learners' reflection is considered a part of the effective learning process. The language counselors' role is to help learners reflect on what they have done, what

difficulties they have encountered when carrying out self-directed learning, and how they tackled those problems.

In summary, to give counseling effectively, language counselors should do as follows: create a non-threatening relationship between themselves and learners, listen to the learners' responses, use appropriate language, help the learners set goals, and provide enough feedback.

Sessions of Language Counseling Programs

To design the sessions of the English language counseling program in the present study, four research studies (Karlsson et al, 2007, Victori, 2007; Reinders; 2007; Pemberton *et al*, 2001) were reviewed. Table 2.3 summarizes sessions of the four studies.

Table 2.3

Sessions of Language Counseling Programs

Sessions	Research Studies			
	Karlsson <i>et al</i> (2007)	Victori (2007)	Reinders (2007)	Pemberton <i>et al</i> (2001)
Raising learner's awareness	- reflect upon learning. - analyze learning strategies. - analyze needs. - set goals and objectives. - make draft plan.	- analyze metacognitive knowledge. - analyze learning styles. - analyze belief about language learning.	- inform purposes. - analyze needs. - make draft plan. - introduce materials.	- explain the concepts of self-directed learning.

Table 2.3 (Continued)

Sessions	Research Studies			
	Karlsson <i>et al</i> (2007)	Victori (2007)	Reinders (2007)	Pemberton <i>et al</i> (2001)
Planning a self-study	- make firm plans. - sign a contract.	- see the importance of planning. - analyze learning goals. - make firm plan.	- make self-study plan	- make self-study plan
Counseling	- offer individually - discuss progress and share feeling	- record learning. - discuss progress and problems - record comments. - evaluate learning outcomes.	- discuss progress and problems - revise goals - introduce materials.	- record learning. - discuss progress and problems. - submit portfolio.
Evaluating learning	- evaluate learning success.	- evaluate learning success. - report perception of the achievement. - discuss experience of learning.	- discuss learning success via e-mail	- discuss learning success - examine self-directed learning

As shown in Table 2.3, there are generally four main sessions in the language counseling programs organized in ESL contexts. Even though the four counseling programs used different names for each session, what they did can be categorized into

four main sessions using the researcher's own names as follows: raising learners' awareness, planning a self-study, counseling, and evaluating learning.

Raising Learner's Awareness

At the beginning of the counseling program, the counselor attempts to raise learners' awareness about their nature including their learning needs, learning strategies, learning styles, metacognitive knowledge, and beliefs about language learning. Additionally, Reinders (2007) and Pemberton *et al* (2001) stated the purpose of the programs in order to make it clear to learners. This session is for both the counselor and learners. The counselor gets information about the learners' background, while the learners become aware of their current nature and afterwards use it to plan their learning. To raise learners' awareness, Karlsson *et al* (2007) asked the learners to reflect on their learning, examine their own learning strategies, and analyze needs. Similarly, Victori (2007) employed tasks such as completing a questionnaire detailing learning styles and beliefs about language learning, doing a simulation task to analyze learners' metacognitive knowledge, and conducting an interview. Moreover, the language counselor and learners analyze needs by discussing language areas that the learners want to improve. Afterwards, the learners themselves set objectives for learning and draft a plan which will be discussed with the counselor in the next session.

Designing a Self-Study Plan

After the counselor helps the learners to understand their own nature, the learners then design their self-study plan detailing learning goals and objectives, timeframe, activity, materials, and how to assess progression. However, studies have used tasks to

help learners see the importance of planning, set achievable goals and objectives, and choose appropriate strategies and materials before designing a self-study plan. For example, Victori (2007) used a metaphor task to help learners see the importance of planning. To conduct the metaphor task, the learners were presented with a situation requiring them to plan; for example, how to lose a certain amount of weight in two months. Then they had to decide what to do to complete the task and discuss what would happen in case they did not plan. After helping the learners realize the importance of planning, the learners made a firm plan and signed a contract stipulating that they were willing to participate until they completed the program (Karlsson *et al*, 2007).

Counseling

The language counseling programs also include a session whereby counseling is given to the learners. This session has been called various things; for example, Karlsson *et al* (2007) referred to it as “Counseling” while Reinders (2007) called it “Advisory Service”. This session was developed in order to support the learners during their self-directed learning. In the four studies, the counseling session offers counseling to either an individual or a small group depending on the learners’ preference. In the counseling sessions, the learners come to discuss their learning progress (of which they keep records in their portfolio or journals), ask questions for clarification, and express concerns. The discussion also focuses on the problems that the learners encounter during their self-learning. The counselor helps the learners find solutions for the problems by themselves, suggests out-of-class learning resources, and sometimes gives encouragement. If necessary, the learners can revise learning objectives by discussing them with the

counselor. In the last counseling session, Pemberton *et al* (2001), for instance, asked the learners to submit their portfolio detailing learning plans, diaries, samples of learning activities that the learners carried out, and an evaluative report.

Evaluating Learning

The four counseling programs also include a session in which the learners evaluate their learning success in order to investigate the effectiveness of the program. Studies (Karlsson *et al*, 2007; Victori, 2007; Pemberton, 2001) have investigated the effectiveness of the program by examining the level of self-directed learning and learners' opinions towards the program. For example, Victori (2007) examined learners' opinions by interviewing the learners, asking them how much the program helped their learning as well as what should be changed to make the program better.

As discussed above, the English language counseling program in the present study therefore consists of four phases: raising learners' awareness, designing a self-study plan, counseling, and evaluating learning.

Tasks Employed in the Language Counseling Program

According to Victori (2007), there are three types of tasks employed in the language counseling programs including tasks designed to enhance learners' metacognitive knowledge, those to help learners set goals and develop an action plan, and those to help learners monitor and evaluate their learning outcomes. The purpose of these tasks is to support learners in conducting self-directed learning.

Tasks Designed to Enhance Learners' Metacognitive Knowledge

Researchers (Flavell, 1979; Anderson and Krathwohl, 2001) have defined metacognitive knowledge as the knowledge of one's self, knowledge of the nature of a cognitive task in relation to one's own cognitive abilities, and knowledge of how and when to use cognitive strategies to complete a cognitive task effectively. To enhance this knowledge, researchers have employed many tasks; for example, questionnaires, learners' profiles, and strategic training seminars. The time to employ these tasks falls in the beginning of the program. Each task is described as follows.

Questionnaire. The language counseling programs employ questionnaires at the beginning of the program in an attempt to investigate the level of self-directed learning of the learners and to help learners recognize their nature including their current self-directed learning, learning styles, beliefs about language learning, needs and expectations.

Learners' Profiles. To conduct the learners' profile task, Victori (2007) stated, learners are presented with a set of learners' profiles illustrating language problems that those learners want to improve, how they approach learning and their perceptions about language learning, both within and outside the classroom. Afterwards, they are asked to suggest how to improve language learning.

Strategic Training Seminars. Seminars are conducted to train learners to use strategies for learning particular skills; for example, how to memorize vocabulary, how to speak fluently, or how to write academic essays. The focus of the seminars is to help learners find language learning strategies that work best with them. Victori (2007)

argued that the counselor should ask the learners to reflect upon their learning after each seminar.

Tasks Designed to Help Learners Set Goals and Develop an Action Plan

According to Crabbe *et al* (2001), setting goals and selecting adequate learning activities is one of the most difficult tasks that learners encounter. To elaborate, Crabbe *et al* (2001) reported that when learners set goals, these goals are often too general or too ambitious to complete within the limited timeframe. Furthermore, the activities the learners plan are not specific enough to improve language skills or to conduct easily. This is because the learners are not aware of the complexity of setting up realistic goals in learning a language (Victori, 2007). Therefore, researchers (Victori, 2007; Karlsson *et al*, 2007; Reinders; 2007) have developed a set of tasks and materials to train the learners to set achievable goals. These tasks are a *metaphor task*, *learning goals simulations*, and *guidelines for analyzing goals*. Each is described as follows.

Metaphor Task. In the language counseling programs, Victori (2007) explained, a metaphor task is a situation related to the learners' lives requiring them to plan something. To conduct a metaphor task, learners are presented a general situation that requires some planning; for example, a summer trip. They are then asked to think what kinds of decisions they will have to make in order to carry out the task successfully. The learners are then encouraged to discuss what will happen if they do not set up a plan. In addition, the learners have their attention drawn to the importance of planning in learning a language.

Learning Goal Simulations. A learning goals simulation is a learners' situation employed to help learners to make plans (Victori, 2007). To conduct a learning goal simulation, learners are given examples of problematic goals that are too general or too difficult to complete. They are subsequently asked to improve them by splitting them into sub-goals and suggesting activities to achieve the goals. In order to analyze problematic goals, the learners are also shown the guidelines regarding how to analyze them. The guidelines for analyzing goals are presented next.

Guidelines for Analyzing Goals. According to Victori (2007), the main purpose of employing these guidelines is to help learners break learning goals into achievable units and identify types of activities to achieve them. Also the guidelines can help learners consider other aspects of realistic goals that they have to cover such as type of support (oral, written), text (academic, professional) or register (formal, casual).

Tasks Designed to Help Learners Monitor and Evaluate Their Learning

There are several tasks designed to help the learners monitor and evaluate their learning in a language counseling program. Those tasks are a portfolio, peer – and self – revision guidelines, and an evaluation group session.

Portfolio. According to Graves and Sunstein (1992), a portfolio is a collection of learners' works selected to represent their learning experiences. The portfolio usually involves learners selecting and gathering samples of their language use into a folder to show peers, parents, and others. Victori (2007) stated that a portfolio can illustrate the learner's progress and final outcomes and it also allows the learner to assess him or herself. In addition, the counselor also benefits from using the portfolio in that he or she

can see the development of learners' learning. But as Rao (2006: 115) argued, a 'portfolio is not just a collection of materials stuffed into a folder'. Each work presented in the portfolio must be created, collected, and organized in such a way as to demonstrate certain competencies. Examples of work done in the language counseling program are record sheets, diary entries, language summaries, self-recording, self-analysis, exercises, and multiple drafts of texts.

Peer Revision and Self-Revision Guidelines. According to Vitori (2007), the purpose of peer-revision and self-revision guidelines is to foster reflective skills that self-directed learners should possess. The guidelines can be checklists or questions. The guidelines are mainly provided to support learners who wish to master their speaking and writing skills.

Evaluation Group Session. At the end of the language counseling program, a final evaluation group session is held, in which the learners individually evaluate the program as well as their perception of the achievements made by completing a questionnaire. Subsequently, the learners discuss their experiences of learning in the counseling program.

In summary, researchers employed three types of tasks in the language counseling programs; tasks designed to enhance learners' metacognitive knowledge, tasks designed to help learners set goals and objectives, and tasks designed to help learners monitor and evaluate their learning.

The Genre of Language Counseling

Since language counseling and language teaching are distinctive, teachers who attempt to act as counselors will have to change their roles. According to Gardner and Miller (1999), the teacher's role changes from that of a person who manages the classroom to a counselor who stands aside and supports learners' learning. Teachers who want to give counseling might be reluctant because they do not have counseling experience, so it is prerequisite for inexperienced teachers to know what happens in the counseling sessions in order to conduct counseling effectively and successfully.

In the literature, Ngonkum (2001) has attempted to uncover stages and functions occurring in the counseling sessions. She collected and transcribed 22 counseling sessions conducted by experienced counselors in a self-access center at a university context in Thailand. Then the transcriptions were analyzed by segmenting to identify the stages of counseling. The stages were called 'moves' which are described in Table 2.4 as follows.

Table 2.4

Genre of consultation (Ngonkum, 2001)

Moves	Genre of Language Counseling	Example of Scenarios
Move 1	Greeting	Good Morning, teacher/ Hello
Move 2	Reporting on work	I've studied grammar about present simple tense today.
Move 2a (Optional)	Checking learners' understanding	When can we use present simple tense?

Table 2.4 (Continued)

Moves	Genre of Language Counseling	Example of Scenarios
Move 3	Description of problems	What are your problems in studying?
Move 3a (Optional)	Giving explanation/advice	Present simple can be used...
Move 4	Eliciting learners' opinions	How do you feel when I ask you to study grammar by yourself?
Move 4a (Optional)	Guiding self-directed learning	Why don't you start to plan what you are going to do first?
Move 5	Farewell	Thank you for coming. See you on...

According to Ngonkum (2001), there are five compulsory moves and three optional moves (2a, 3a, 4a). At the beginning of the counseling session, the counselor and the learner greet one another. Either the counselor or the learner can initiate the conversation. The learner is then asked to report what activities he or she has done outside of class. It is optional for the counselor to then check the learner's understanding about what he or she has completed. Then, the counselor asks the learner to talk about difficulties that he or she encountered in carrying out the activities. The next step, giving an explanation, is optional, depending on whether the learner asks the counselor to clarify his or her question or not. After that, it is compulsory to ask the learner's opinions towards the counseling in order to help the counselor improve his or her counseling. Next, the counselor optionally guides the learner to study independently by suggesting

appropriate strategies. Finally, both the counselor and learner end the counseling session by saying farewell to each other and making another appointment.

Language Counselors

In language counseling programs, the counselor plays an important role. To explain the concept of being a counselor, this section presents roles of language counselors, genres of language counseling, language counseling skills, and how to prepare to be a language counselor respectively.

Roles of Language Counselors

A number of different terms have been used to describe a person working with learners but the whole role including behaviors and objectives differ from those of the traditional teacher. Riley (1997) stated that the term counselor can be used interchangeably with adviser, facilitator, consultant, helper, and mentor. According to Victori, 2007 and Karlsson *et al* 2007, the role of the language counselor encompasses those of a facilitator, guider, and language modeler. Each role is elaborated as follows.

In the first role, the language counselor is regarded as a facilitator (Victori, 2007; Karlsson *et al*, 2007). A facilitator is a person who helps learners identify their needs, set goals and objectives for learning, analyze whether materials that the learners chose match with the objectives or not, reflect upon learners' progress, and evaluate the learning outcomes. A facilitator also offers support by expressing empathy, sharing feelings, and giving encouragement.

In the second role, the language counselor is regarded as a guider (Victori, 2007), someone who suggests learning resources and ways to learn. The counselor may develop

these resources by suggesting materials that the learners can use to improve their language skills. These materials can be in either electronic or paper form. In addition, the guider suggests how to learn or recommends learning strategies; for example, learners who want to improve their listening skill may be encouraged to watch movies because they are interested in film or they learn best when viewing pictures.

In the third and final role, the language counselor is considered a language modeler. According to Victori (2007), a modeler is someone who learners may follow to understand how to use language properly. Since the language counselor and the learner have to interact with each other in counseling, there is an opportunity for the learner to observe how the counselor uses the language, structures, or vocabulary. Therefore, the counselor can be a language modeler in this sense.

Language Counseling Skills

Since counseling and teaching are different, teachers who attempt to give counseling should be aware of its uniqueness and the differences between the two. To provide counseling, there are a set of specific skills which a counselor must possess. Kelly (1996) proposed two major sets of counseling skills: macro-skills and micro skills. These skills help the counselor give counseling effectively.

Macro-Skills Counseling

In macro-skills counseling, a group of skills are used to manage stages of counseling and facilitate learners' self-management. Macro-skills consist of initiating, goal-setting, guiding, modeling, supporting, giving feedback, evaluating, linking, and concluding. Table 2.5 presents macro-skills as follows.

Table 2.5

Macro-skills for language counseling

Macro - Skills	Purposes
Initiating	To promote learner focus and reduce uncertainty
Goal-setting	To enable the learner to focus on a manageable goal
Guiding	To help learner develop alternative strategies
Modeling	To provide examples of knowledge and skills that the learner desires
Supporting	To help the learner persist; create trust; encourage effort
Giving feedback	To assist the learner's self-awareness and capacity for self appraisal
Evaluating	To acknowledge the significance of the effort and achievement
Linking	To help establish the relevance and value of the learner's project
Concluding	To help the learner establish boundaries and define achievement

As shown in Table 2.5, there are nine macro-skills that the language counselor can employ to give effective counseling. Each is described as follows.

Initiating. Initiating is used when the counselor wants to introduce new directions and options. The purpose of this skill is to help the learners and counselor to focus on the interaction and to reduce uncertainty. In practice, the counselor can employ the initiating skill any time when learners ask for suggestions and the counselor has to present options.

Goal-setting. Goal-setting is used to help learners set specific goals and objectives. The purpose of goal setting is to assist learners in setting realistic goals which

they can manage and map out in their planning. In practice, the counselor can simply ask the learners to reflect about their plans and give them some suggestions.

Guiding. Guiding is used to offer advice, information, direction, ideas, and suggestions to learners. The purpose of guiding is to help the learners develop alternative strategies to complete tasks. As in the practice of the initiating skill, the counselor can employ the guiding skill when learners ask for suggestions. It should be noted that the counselor has to present options for learners to make a decision.

Modeling. Modeling is used to demonstrate target behaviors that the counselor wants learners to adopt in order to provide examples of knowledge and skills that the learners need. For example, the counselor may employ modeling skills when giving examples of how to read quicker. He or she may use scanning techniques or activating oneself schema to demonstrate how to read quicker. However, the counselor should not prescribe the best way to read. It should be noted that the learners are the ones who make the decision.

Supporting. The supporting skill is very important since it involves the process of offering psychological support such as motivating and encouraging learners. The purpose of supporting is to help learners maintain efforts to achieve their goals, create trust between the counselor and the learners, and acknowledge a high degree of commitment.

Giving feedback. Feedback is employed to express a constructive reaction to the learners' efforts with the purpose of assisting the learners' self-awareness and capacity for self appraisal. In practice, the counselor might encourage the learners to reflect upon their learning and help them to draw conclusions regarding what they have learned.

Evaluating. The purpose of evaluating is to acknowledge the significance of the learners' efforts and accomplishments. According to Kelly (1996), evaluating does not mean that the counselor makes judgment about the learners' learning, but is used to appraise the learners' progress and achievement.

Linking. Linking is employed when the counselor wants to connect learners' goals and tasks to wider issues. The purpose of linking is to help the learners establish the relevance and value of the learners' learning projects.

Concluding. Concluding is a very important step within counseling since it helps bring a sequence of work to a close. The purpose of concluding is to help the learners establish boundaries and define achievement. In practice, the counselor can use questions to help the learners conclude.

Micro-Skills Counseling

Kelley (1996) stated that micro-skills counseling, consists of a group of behaviors that a counselor engages in various ways during any interaction with learners. According to Riamliw *et al* (2004), micro-skills are seen as strategies that help the counselor communicate effectively with learners in any stage of giving counseling. Based on Kelly (1996), the micro-skills are comprised of attending, restating, paraphrasing, summarizing, questioning, interpreting, reflecting feeling, emphasizing, and confronting. The micro-skills are summarized in Table 2.6 as follows.

Table 2.6

Micro-skills for language counseling

Skills	Purpose
Attending	To show respect and interest; to focus on the person
Restating	To check your understanding and confirm the learner's meaning
Paraphrasing	To clarify the message and to sort out confused meanings
Summarizing	To create focus and direction
Questioning	To elicit and stimulate learner disclosure and self-definition
Interpreting	To provide new perspectives; to help self-understanding
Reflecting feeling	To show that the whole person has been understood
Empathizing	To create a bond of shared understanding
Confronting	To deepen self-awareness, particularly of self-defeating behavior

As shown in Table 2.6, there are nine micro-skills that the language counselor can employ to give effective counseling. Each is described as follows.

Attending. The attending skill is very important when giving counseling since it makes learners feel that they are listened to and given importance. According to Kelly (1996), attending is a skill in which the language counselor pays attention to the learner. The purpose of using attending is to show respect and interest in the learner. As suggested by Wongbanakhom (2005), the counselor can employ attending skills by looking at the learner but not staring, maintaining comfortable eye contact, and showing

an interested facial expression. In addition, the counselor should keep quiet, pause, avoid interruption, and let the learners speak freely about what they want to.

Restating. Restating is used to help the counselor understand the learner's meaning. As described by Kelly (1996), restating is a skill whereby the counselor repeats what the learner says using his or her own words. This skill is necessary since the learner sometimes may not be able to express, organize, or tell the counselor his or her ideas during the counseling process. The use of this skill can facilitate counseling by helping the counselor understand the learner's message, and making the learner feel confident that the counselor understands his/her problems.

Paraphrasing. Paraphrasing is used when the counselor simplifies the learner's message by focusing on the essence of the message. The purpose of paraphrasing is to clarify conflicting or confused meaning during the counseling process. In the counseling session, the counselor can employ the paraphrasing skill when he or she is not sure about the message of the learner or wants to reassure the learner that the counselor is attempting to understand the learner's thought or feeling.

Summarizing. The purpose of summarizing is to create focus and direction. According to Kelly (1996), when the counselor summarizes, he or she brings out the main elements of the overall message. Learners may talk about many things during the counseling session; therefore, summarizing is needed in order for both learner and counselor to see the focus and direction of the conversation so that they know what is being discussed and which way they are going. In practice, Wongbanakhom (2005)

asserted, the counselor should help the learner summarize the learner's ideas in a way that is concise, clear, and address the essence of the learner's messages.

Questioning. Questioning is a basic skill of counseling sessions, the purpose of which is to elicit information from learners. As recommended by Wongbanakhom (2005), the counselor should not suggest an answer to the learner or use leading questions, and the learner should be given enough time to think and answer after the question is asked. In addition, the counselor should not ask several questions at the same time because the learner may be confused and respond only to the one question that he or she has selected.

Interpreting. During the counseling session, interpreting is used to help learners understand themselves more clearly. According to Kelly (1996), interpreting refers to a skill in which the counselor offers explanations to learners when confusion arises. To elaborate, the counselor has to determine what the learner's information means and encourage him or her to clarify his or her thoughts. The counselor can also help the learner analyze his or her confusing ideas or problems and encourage him or her to look for solutions.

Reflecting feeling. Reflecting feeling involves mental support, its purpose being to show that the learner has been understood. When the learner feels that the counselor understands him or her, he or she will feel at ease and be ready to openly talk about his or her problems. Reflecting feeling can employ both verbal and non-verbal language; for example, nodding or saying 'yes', 'I see' etc.

Empathizing. The purpose of empathizing is to create a bond of shared understanding. According to Suttanu (1999), empathizing concerns the counselor sharing a learner's experiences, feelings, and emotions. When given empathy, the learner feels that he or she is understood and that the counselor is eager to help. Empathizing is important when providing counseling because it creates an atmosphere of reassurance and understanding, helping foster trust by encouraging learners to express feelings comfortably (Kelly 1996).

Confronting. Confronting involves the counselor's attempt to "deepen self-awareness, particularly of self-defeating behavior". According to Wenden (1991), failure in learning may lead the learner to a non-productive belief that learning efforts are hopeless and that he or she is incapable of learning. It is important that the counselor confront such beliefs so that the learner's self-awareness and self-value are increased.

Language Counselor Preparation

Generally, a language counselor is either a teacher or an officer recruited specifically for counseling. The role of the language counselor is different from that of the teacher and giving counseling requires a set of skills that are unique. Therefore, whether a teacher or a newly recruited officer, a prospective counselor must be trained in giving counseling. From the review of the literature (Karlsson *et al*, 2007; Victori, 2007; Reinders, 2007), preparing the counselor consists of three major phases: the preparation phase, the observation phase, and the practicing phase.

In the preparation phase, the new counselor is assigned to read a selection of materials such as journals, reviews, books, publications, and research studies. These

materials are related to the concepts of self-directed learning, autonomous learning, and learner autonomy. According to Victori (2007), reading these materials is a basic step in getting the counselor familiarized with the roles involved in being a counselor.

In the observation phase, after the new counselor has been assigned to read, he or she observes an experienced counselor giving counseling. The new counselor is encouraged to take notes and talk with the experienced counselor. The discussion focuses on various aspects of counseling such as the kind of language the experienced counselor uses, counselor/learners' roles, counseling approach, how to identify needs, and recommendations.

In the practicing phase, when the new counselor is ready to give counseling, counseling practice is conducted. In this phase, the new counselor starts to give counseling and the experienced counselor observes and provides feedback. The new counselor starts to take responsibility for a small number of learners and records counseling sessions by him- or herself. In this phase, the new counselor is also required to attend (a) regular staff meeting(s)?. In the meeting(s), the new counselor shares his or her daily problems and ways of dealing with them.

Previous Studies on The Language Counseling Program

Previous studies on the language counseling program can be categorized into two groups; studies that investigate the role of counselors and studies that investigate the effects of the counseling program on self-directed learning. Each category is described as follows.

Studies that Investigate Roles of Counselors

As evidenced in the literature, studies on the role played by counselors have yielded consistent results, being that there is a disparity between perceptions held by learners and counselors with regards to the counselors' role.

To begin with, Pemberton and Toogood (2001) conducted a two-year action research investigating expectations and assumptions of learners and counselors in the self-directed language-learning program. In the first year, they collected data from tape recording of three counseling sessions, learners' interviews, and counselors' interviews. The findings revealed that learners' expectations and assumptions pertaining to the role of counselors differed from those of the counselors themselves, the former regarding the latter as language teachers to learn from rather than people who helped them during their learning. For example, the learners saw counselors as people they could practice speaking with as well as rely on for evaluating their writing, and in general, learners expected to be directly told what to do by counselors. In the second year, the counselors became aware of this mismatch of assumptions and as a result began to clarify their role to the learners and explain their approach to advising. The learners were then in turn asked to elucidate their expectations from the counseling program. Due to this clarification of roles, counselors reported no further frustrations and the learners were happier to attend the counseling program. The researchers finally concluded that to conduct counseling services, counselors should clearly explain their role to learners and must make sure that the learners are aware of the counselors' expectations.

Similarly, Bartle (2001) found a divergence of perceptions of the roles of learners, teachers, and counselors. To elaborate, Bartle investigated these perceptions by administering a questionnaire concerning opinions, attitudes, and perceptions of counselors among these three groups. It was found that the learners and teachers regarded counselors as resource managers who suggested useful materials, pointed out where to find learning resources available in the self-access center, and promoted independent learning. However, the counselors regarded their role as that of a feedback provider regrading language problems, a supporter who teaches learning strategies, and a coordinator responsible for contacting learners to attend counseling sessions. Bartle notes that these misunderstandings were caused by the roles of counselors being vaguely defined and suggests doing more research to reach a better definition.

Additionally, Wilczynski (2001) examined counselors' roles perceived by learners and counselors. The study was conducted at the University of Newcastle, UK, in the Open Access Centre where counselors are staff members. By having many counselors in the center, Wilczynski introduced a counselor logbook to record learner enquiries and counselor's responses. The logbook functioned as a self-help device, a means by which counselors could learn from each other. Afterwards, Wilczynski analyzed the logbook to identify the roles of counselors as perceived by both learners and counselors themselves. It was revealed that there was an inconsistency in perceptions of the counselors' roles; learners perceived counselors as playing the part of an informant/language expert, a resource navigator, and a learning path finder, while counselors perceived themselves as maintainers of discipline in the center. Based on enquiry analysis in the logbook, learners

approached the counselors asking for clarification about language problems, some even regarded counseling as private tutoring. Learners also approached the counselors to ask for the locations of materials in the center and to ask for recommendations about their learning path. However, the counselors perceived themselves differently. They were not aware of their appropriate roles, as shown by their reflection in the logbook that they were mainly concerned with maintaining discipline in the center; for example, they stopped learners from socializing. Very few comments on counseling techniques were found in the logbook. Wilczynski finally concluded that the true roles of language counselors needed to be established and counselor training should be conducted when recruiting new counselors.

Studies that Investigate Effects of the Counseling Program on Self-directed Learning

Studies of counseling programs aimed at enhancing self-directed learning yielded consistently positive results. Studies have reported that counseling programs have helped learners conduct self-directed learning as well as improve their language and that overall, the learners had positive opinions towards the program.

Firstly, Victori (2007) conducted an evaluation of the development of a self-access center that included a counseling service program in the university context. The counseling services aimed to enhance learners' self-directed learning skills. Victori pointed out that the counseling program was successful in helping learners direct their own learning and to study independently. Learners were less dependent on the counselor and came to counseling knowing what and how to learn rather than asking the counselor

what to do. Learners also reported that the program helped them improve necessary language skills.

Reinders (2006) also conducted a research study on the effectiveness of self-access center counseling services offered in the university context, obtaining learners' and counselors' feedback through questionnaires. The findings revealed that the learners in this study had positive opinions towards the counseling programs. The learners reported that they were satisfied with the program, that it helped them learn English by themselves and focus on what they needed to improve. Reinders (2008) later conducted another study in the university context which yielded similar results; the learners viewed counseling sessions as beneficial in enhancing their language skills.

Additionally, Altshul (2001) investigated the effectiveness of using e-mail to give counseling at the University of Salford. The purpose of using e-mail was to create the opportunity for more lecturer-student contact, with the goal of extending the range of language help and thereby raising the students' language skills. All e-mails messages were recorded and analyzed according to types of usage; for example, *questions about class assignments, requests for correcting students' texts, raising awareness of learning strategies, and general discussion*. It was found that overall there were three main learner uses for email as follows: to ask for follow-up language problems, to request error correction in English homework, and to make appointments with lecturers. The findings demonstrated positive effects when using e-mail to give counseling. As indicated on the questionnaire, the learners liked it for its speed, ease of use, convenience, and helpfulness.

Similarly, Keyuravong and Maneekhao (2006) examined the effectiveness of using e-mail to give counseling in a large class at King Mongkut's University in Thonburi, Thailand. In this study, learners were required to use e-mail to share and discuss problems in learning English and completing their class assignments. To examine its effectiveness, learners' attitudes towards e-mail counseling were measured. The findings revealed that almost all of the learners reported that e-mail counseling was very useful since it helped them improve their English and solved problems in learning.

Summary

As evidenced in the literature, self-directed learning is significant for two reasons: it is an essential ability for learners to develop in order to survive in the current information age, and it can be used to address learners' differences. Since self-directed learning is so essential nowadays, schools and institutions have attempted to enhance learners' self-directed learning and researchers have developed teaching approaches and learner training programs to be used in classrooms. However, very few studies have taken into consideration the fact that out-of-class support is also very important.

To address this disparity, researchers have attempted to develop a counseling program as a way to support learners outside the classroom. Counseling is distinctive from teaching in terms of roles played by their respective practitioners (counselors and teachers) as well as degrees of power and responsibility held. Teachers have more authority in terms of controlling learners' learning than counselors do, while counselors' main goal should be to create a non-threatening environment in which both learner and counselor share empathy and respect. Counselors must listen to learners actively and use

language that makes the learners feel that they have the authority to make their own decisions (as in down play counseling). In addition, it should be noted here that giving counseling is not a matter of prescribing what to do to learners. Moreover, giving counseling requires specific skill sets: macro-skills and micro-skills. New counselors should therefore be trained in how to give counseling. Reading a selection of materials related to self-directed learning, counseling observation, discussion with experienced counselors, and practicing counseling have been found necessary to prepare a new counselor.

As shown in previous studies, a counseling program is comprised of four phases as follows. The first phase aims to understand the learner. The second phase is concerned with helping the learner recognize his or her nature, needs, and expectations while the third phase tries to help the learner plan. The goal of the fourth phase is to for learners to take charge of their learning processes and with the fifth phase to assist learners in evaluating their learning outcomes. Figure 2.1 illustrates the conceptual framework of the English language counseling program used in this study.

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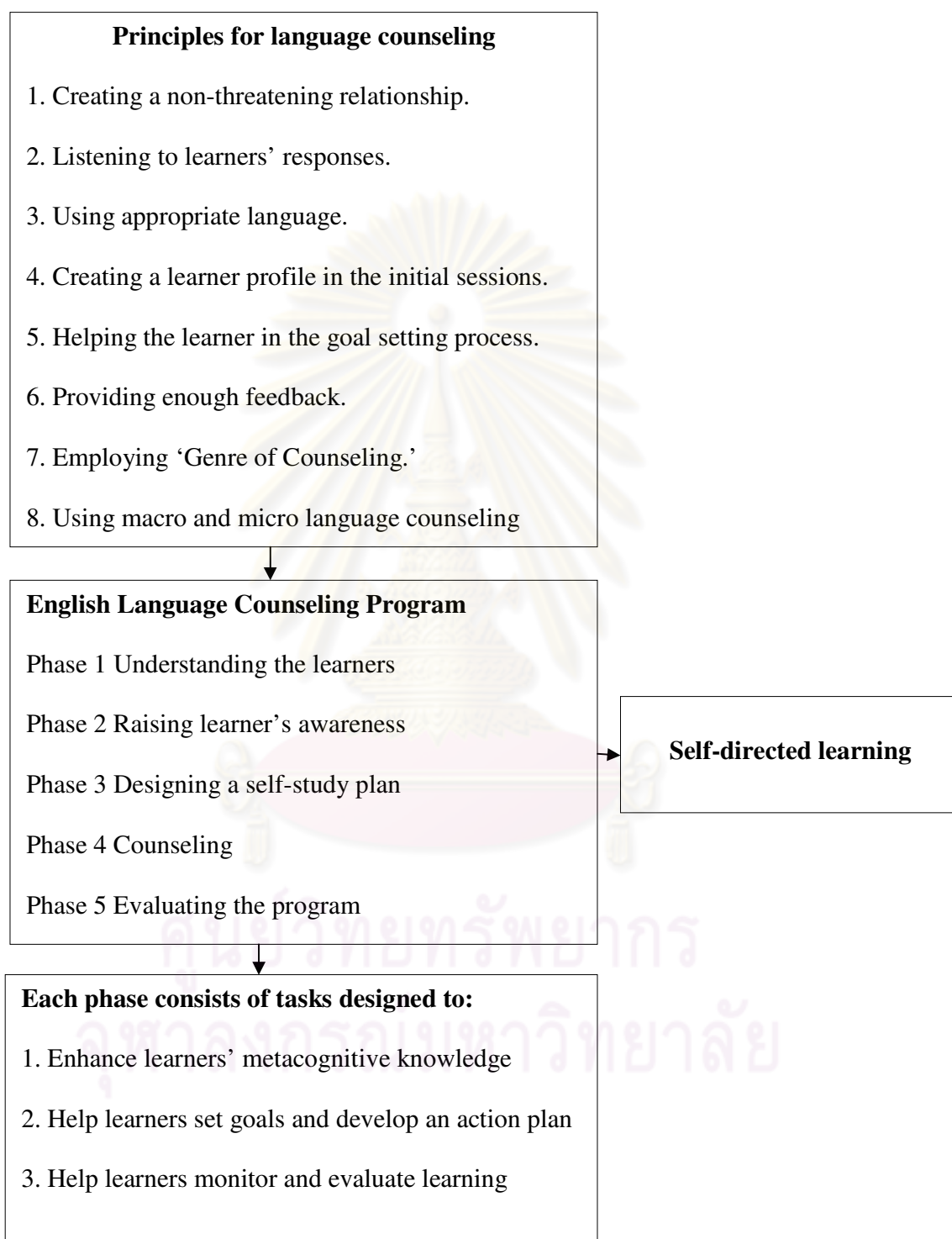


Figure 2.1 Conceptual Framework for the present study

CHAPTER III

RESEARCH METHODOLOGY

In the present study, the researcher attempted to investigate the effects of an English language counseling program on self-directed learning of upper secondary school students. This chapter presents a description of the research methodology including research design, context of the study, population and participants, instruments, research procedures, data collection procedures, and data analysis.

Research Design

The present study employed both quantitative and qualitative research methods and was carried out in the second semester of the academic year 2009 in the English Program at Samsenwittayalai School. To conduct this study, an English language counseling program was developed to facilitate learners during their self-study and to recommend English language learning resources. A questionnaire, interviews, and learner's journals were employed to examine the effects of the counseling program on self-directed learning. Participation was on voluntary basis. The counseling sessions were arranged during the learners' free time such as before school started, during lunch hours, or at the end of the school day.

Context of the study

Samsenwittayalai is a public school that provides lower secondary level (Grade 7 – 9) to upper secondary level (Grade 10 – 12) education. In the upper secondary school level, the school offers four types of educational programs including AP, DPSAT,

Regular, and English programs. All programs provide instruction based on the Basic Education Curriculum B.E. 2544. The AP program emphasizes enhancing computer literacy and it uses both English and Thai as media of instruction. The DPSAT program emphasizes improving learners' mathematics and science ability using Thai as the medium of instruction. The Regular program provides instruction based on the Basic Education Curriculum B.E. 2544 and uses Thai as the medium of instruction in all subjects. However, the English program emphasizes learners' English language ability and uses English as the medium of instruction in all subjects except Thai language.

The English Program is located in Building 8 surrounded by learning facilities such as a library, an e-library, and an ICT room. In the library, which is open to all students, there is a special corner designated for learners from the English Program. This corner provides a variety of materials such as books, encyclopedias, and magazines from all content subjects. English-program learners are allowed to use this corner at any time and can borrow some materials to study at home. Next to the corner is the e-library where learners can access the Internet, for academic purposes only. In addition, the English Program has its own ICT room where the learners can use computers for educational purposes.

Surrounded by school facilities, the learners in the English Program have access to many valuable learning resources of which they can make use. It is convenient for them to find learning resources as long as they are willing to study by themselves.

Population and Participants

The population in this study was upper secondary school students in the English program. According to Reio and Divis (2005), upper secondary school students were the focus of the present study because they are mature and ready to direct their own learning. The researcher selected the English Program at Samsenwittayalai School by using a/the purposive sampling technique. The criteria in choosing this school are as follows.

To begin with, the learners in the English Program of Samsenwittayalai School possess readiness to direct their own learning. They receive support from the school to conduct out-of-class English activities such as English camps, English clubs, English contests, and English activities on special days. Many also receive encouragement from family members to learn English; in fact, some use English with their family at home, and many parents buy English materials for them and send them to further their learning abroad.

In addition, the English Program at Samsenwittayalai School has also provided resources and facilities to support the learners to learn by themselves such as a library, an e-library, computer rooms, and wireless Internet access. The learners are allowed to use them anytime. In addition, the library is open long hours, from 7.00 a.m. to 5.00 p.m. and there is a large collection of materials including text books, encyclopedias, dictionaries, and magazines. The computers rooms are enough for the learners and they are able to use wireless Internet access. Denchai: is this paragraph redundant?

Six participants were selected from those who completed the English language counseling program. Initially, 17 learners volunteered to take part, but owing to time

constraints, only six of them completed the program, and these six were selected to participate.

The participants' real names were changed to keep their identities confidential. The names used throughout the study are Preme, Mac, Noon, Ting Ting, Aim, and Biew. Their demographic information is summarized in Table 3.1 as follows.

Table 3.1

Demographic information of the participants

Name	Gender	Age (Year)	Level of study	Field of study	Level started learning English
Preme	Male	19	M. 6	Science-Math	Kindergarten
Mac	Male	17	M. 6	Science-Math	Kindergarten
Noon	Female	17	M. 6	Math-English	Kindergarten
Ting Ting	Female	18	M. 6	Math-English	Kindergarten
Aim	Female	17	M. 6	Science-Math	Kindergarten
Biew	Female	17	M. 6	Science-Math	Elementary

As shown in Table 3.1, there are two male participants and four female. Their ages range from 17 – 19 year old. All participants were studying in the Mathayom 6 level (Grade 12). Four of them were studying in the field of Science-Math and the other two were studying in the field of Math-English. The participants from both fields learned mathematics five hours per week, but the number of science and English hours that they

learned was different. As the name indicates, the participants from the Science-Math field learned more science hours and the participants from the Math-English field learned more English hours. The participants from the Science-Math learned twelve science hours per week, but those from the Math-English field learned only three science hours per week. In regard to English instruction, the participants from the Math-English field learned eight hours per week, but those from the Science-Math field learned six hours per week. Most of the participants, except Biew, started learning English when they were in kindergarten, while Biew began learning English when she was at the elementary level.

Instruments

In the present study, the instruments were divided into two groups. First, the instrument employed as a treatment was the English language counseling program. Second, the research instruments employed to evaluate self-directed learning consisted of a questionnaire used to collect quantitative data and learner's journals, interviews, and counselor's logs were used to collect qualitative data. (D: is this the correct meaning of this paragraph?)

English Language Counseling Program

To design the English language counseling program in the present study, four research studies (Karlsson *et al*, 2007, Victori, 2007; Reinders; 2007; Pemberton *et al*, 2001) were reviewed since those studies had a clear structure of the program. Based on previous studies, the English language counseling program in the present study is a set of sessions developed by the researcher with attempts to help learners improve language

skills that they wanted to master as well as to facilitate them during their self-study outside the class.

Considering the literature on how to foster self-directed learning, the learners need to be able to decide what they need and wish to learn, set achievable goals and objectives, monitor learning progress, and evaluate learning outcomes. The counseling program used in this study, therefore, consisted of five phases to enhance these abilities. The first phase, *understanding the learner*, was used to collect data about learners' background. The second phase, *raising learners' awareness*, was employed to help learners to understand their own learning preferences. The third phase, *designing a self-study plan*, aimed to help learners set achievable goals and objectives. The fourth phase, *counseling*, aimed to help learners to reflect upon their learning process. The last phase, *evaluating learning*, aimed to help learners evaluate their learning outcomes.

In the present study, the researcher was the language counselor in the counseling program and took the roles of the counselor as a facilitator and a guide. As a facilitator, the researcher helped the learners identify their needs, set goals and objectives for learning, choose appropriate learning resources, reflect upon learning progress, and evaluate learning outcomes. Also, the researcher offered supports in terms of expressing empathy, sharing feelings, and giving encouragement. As a guide, the researcher suggested learning resources and learning strategies.

During all counseling sessions, the *down playing counseling approach* suggested by Pemberton *et al* (2001) was employed. By using this approach, the researcher used language that created mutual rapport and made the learners felt that they had the authority

to make decisions. The following prompts are examples of the down playing statements that the researcher used when giving counseling

- I'm not sure if it's useful or not because everyone is different...
- I don't know if it works. But we can have a try to...

Each session took 25 - 30 minutes to complete. The learners had to sign up to make an appointment before attending the counseling session. The sign-up sheet was posted in front of the counseling room weekly. After each counseling session, the counselor wrote in the counselor's log to record how the counseling session worked. The details about how each phase was conducted are presented in Figure 3.1.

Phase 1: Understanding the Learner

The first phase was to understand the learner. The purpose of this phase was to gauge the learner's background including their level of self-directed learning readiness, social and educational background, and needs and expectations. The understanding of the learner's background helped the counselor give counseling that served individual needs and preferences.

To obtain information about the learner's background, three instruments were used as follows: a questionnaire, an autobiography, and an interview. These three instruments were used in two sessions (session 1.1 – session 1.2).

In session 1.1, the counselor introduced the concepts of the English language counseling program to the learner including its purposes, how many sessions to complete, and the counselor's and learner's roles. For example, the counselor informed the learner that the counseling program is a set of phases and sessions developed to help the learner

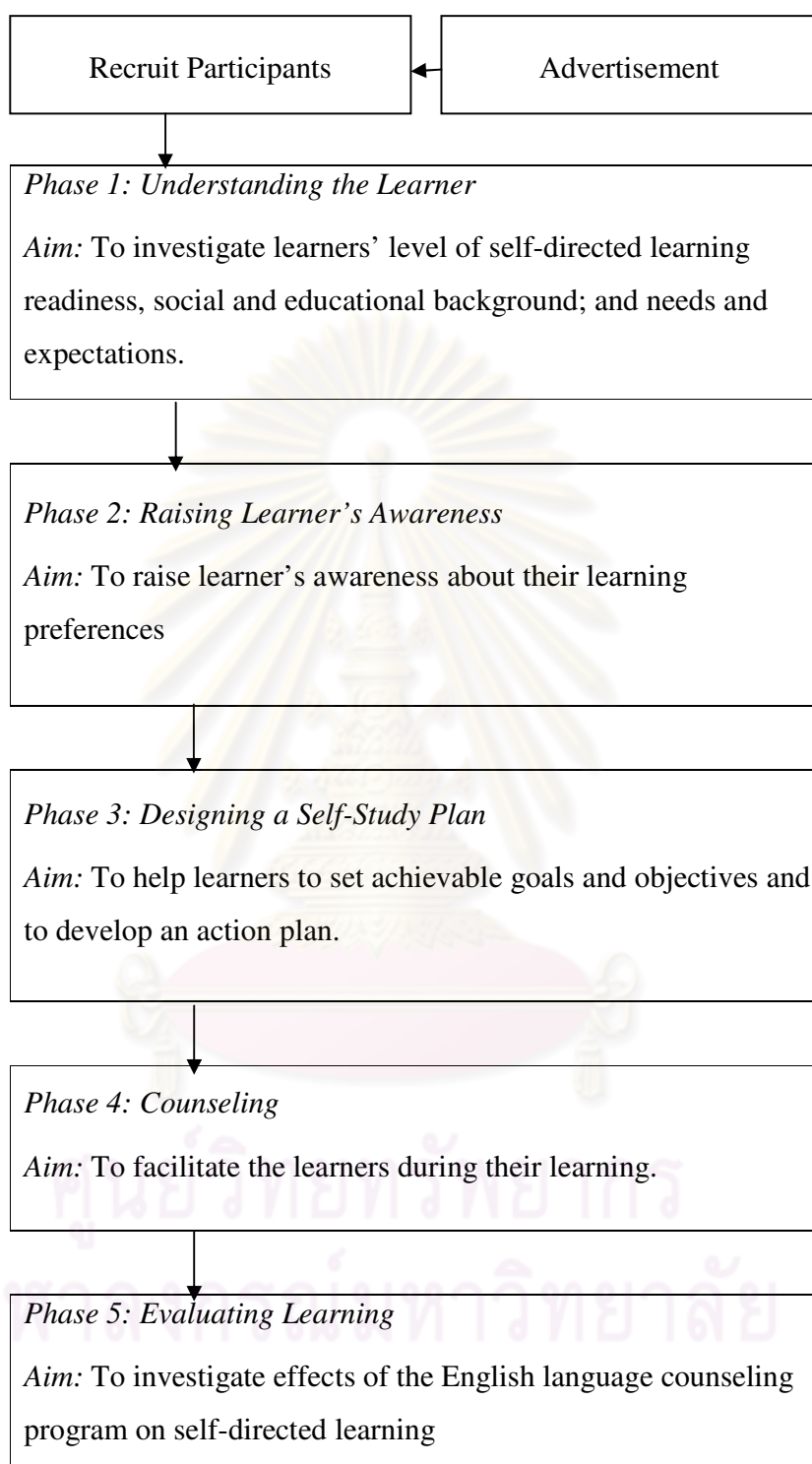


Figure 3.1 Procedures of English language counseling program

to master language skills that he or she wanted to improve. The counseling program consists of 5 phases and 10 sessions (see Figure 3.1). To participate in the counseling program, the learner had to design a self-study plan to practice English language activities and later brought those activities to discuss with the counselor. The counselor's role was to facilitate him or her during a self-study by giving counseling and recommending learning resources.

Afterwards, the learner completed the Self-Directed Learning Readiness Scale (SDLRS), which was used to investigate the level of self-directed learning readiness. The questionnaire was adapted from Khomsan (1997). After completing the questionnaire, the learner was asked to write an autobiography in English describing his or her social and educational background. For the social background, he or she was asked to write about the opportunity to use English with family members and how the family encouraged him or her to do out-of-class English activity. For the educational background, he or she was asked to write about personal English learning experiences including the period at which English learning began, his or her previous English teachers, teachers whom he or she admired, in-class activity preferences, and what kind of English activities that he or she typically did outside of class.

In session 1.2, the learner was interviewed in order to gather in-depth information about self-directed learning. The interview focused on the reasons why the learner decided to participate in the counseling program and the language skills that he or she wanted to improve. This interview was semi-structured. Seventeen questions were prepared beforehand as guidelines for the interview. Also the researcher pursued chances

to ask the learner to clarify the topics that were related to self-directed learning emerging from the interview. The interview questions were developed based on the SDLRS framework (see Appendix B). The data in this interview were used to triangulate with the findings from the questionnaire and provided insights about the learner's background which helped the researcher understand the learner before giving counseling.

By employing those tasks, the counselor was able to understand the learner's background—their self-directed learning readiness, social and educational history, and needs and expectations—and use this knowledge to give counseling.

Phase 2: Raising Learner's Awareness

The second phase was to raise the learner's awareness. The purpose of this phase was to help the learner understand his or her own learning preferences. This phase consisted of one session (session 2.1) as follows.

In session 2.1, a reflective task was employed to raise the learner's awareness about his or her learning preferences. To conduct the reflective task, the learner was asked to think of a memory about English lessons that he or she could recall very well and explain what kinds of activities the teachers used in the class. The activities that the learner described were the ones that helped him or her learn well since those activities matched with his or her learning preferences.

With this task, the learner was made aware of how they learn best or their learning preferences, and used it to plan a self-study in the third phase.

Phase 3: Designing a Self-Study Plan

The third phase was to design a self-study plan. In this phase, the learner had to plan how they were going to master language skills that they wanted to improve. The purpose of this phase was to help the learner see the importance of planning, to help the learner set achievable goals and objectives, to develop an action plan, to introduce English language learning resources, and to show learners how to record their learning. This phase consisted of three sessions (session 3.1 – 3.3) as follows.

In session 3.1, the learner was asked to complete a problem-solving task describing how to make a Thai spicy avocado salad. The purpose of this task was to help the learner recognize the importance of planning. To complete the task, the learner had to do two steps as follows. First, the learner rearranged the steps of how to prepare spicy salad dressing. Second, the learner rearranged the steps of how to prepare the Thai spicy avocado salad. While the learner was doing the task, he or she had to do a concurrent think aloud protocol reflecting upon his or her thinking by saying what he or she was doing. The think aloud protocol was recorded and later replayed to discuss with the learner how he or she completed the task.

In session 3.2, the learner was asked to conduct a learning goal situation to understand what is meant by achievable goals and objectives. The learning goal situation was conducted as follows. First, the learner read a handout describing the learning situation of a learner named Somchai who planned to improve his listening skills. Second, the learner was asked to discuss how Somchai planned to improve his listening and what may help him achieve the goals. In addition, to help the learner see the

relationship of language skills, the framework of ‘General’ and ‘Fundamental’ language proposed by Toogood (2005) was introduced to the learner. Table 3.2 presents the details of the framework.

Table 3.2

Framework of ‘General’ and ‘Fundamental’ Language (Toogood, 2005)

Problems with General Skills	Fundamental Skills
Listening	Vocabulary and Pronunciation
Speaking	Vocabulary, Pronunciation, and Grammar
Reading	Vocabulary and Grammar
Writing	Vocabulary and Grammar

As shown in Table 3.2, the framework shows that the shortage of a ‘general’ skill may be caused by some ‘fundamental’ skills. To identify areas to master, the learner therefore has to carefully choose the skills to practice. For example, a learner who wants to improve his or her speaking skill should plan to increase his or her vocabulary, to practice pronunciation, and to practice grammar. While a learner who wants to improve his or her listening skill will have to focus on practicing vocabulary and pronunciation.

After introducing the framework, the learner was asked to write his or her own self-study plan at home which was used to discuss with the counselor in a later session whether his or her plan was achievable or not.

In session 3.3, the learner together with the counselor first discussed the self-study plan that he or she was assigned to do at home. The learner was then introduced to

English language learning resources that he or she could use during the self-study. The 'English Language Learning Resources' is a collection of learning materials comprising eight skills as follows: listening, speaking, reading, writing, grammar, vocabulary, pronunciation, and miscellaneous. In each skill, there are two categories of materials including printed books and websites.

To introduce the learning resources, the counselor asked the learner to do the manual hunting task. In this task, the learner was given the resources with a worksheet consisting of questions about what he or she could find in the English language learning resources (see Appendix C). The learner had ten minutes to complete this task. Afterwards, the counselor and the learner discussed what learning resources he or she could use to practice language skills and how he or she would use them.

After completing the manual hunting task, the learner was provided with a learning resource that he or she could use during his or her self-study. During the counseling sessions, the counselor suggested appropriate learning resources when the learner did not know where he or she could find resources to improve language skills that he or she wanted to.

Phase 4: Counseling

The fourth phase, counseling was the heart of the program. The main purpose of counseling was to facilitate the learner during his or her self-study. In the present study, the researcher acted as a language counselor. The counseling was offered individually using both English and Thai depending on the learner's preferences in a room that made the learner feel comfortable discussing his or her problems with the counselor. After

planning the self-study, the learner started carrying out English activities as he or she had planned for one month. Every time he or she carried out an English activity, he or she recorded the self-study in a learner's journal. During the plan, the learner came to meet the counselor three times, in the 1st, the 2nd, and the 4th week, by appointment. After meeting the counselor in each session, the learner continued to carry out the activities determined by themselves and recorded all activities in the learner's journals.

During all counseling sessions, the counselor built rapport and created a non-threatening environment by using the words that carry meanings of group. For example, the word 'We' was employed rather than 'I' and 'You', and the counselor mostly listened to the learner rather than dominating the conversation.

In the counseling sessions, the researcher did not provide definite solutions for the learner, but instead asked the learner to reflect upon his or her learning and triggered an idea for reply and solution, which functioned best on the learner's own terms. Also the counselor used language counseling skills including macro and micro skills proposed by Kelly (1996) to give counseling. The following extract from a counseling session is an example that the counselor employed in order to give counseling. The letter 'L' stands for 'Learner' and 'C' for 'Counselor.' After each interaction, the bracket [] contains the skills that the counselor employed.

- C: Okay! Welcome ... (Name) ... to the counseling session.
 So, can you tell me what you have done so far? *[Questioning]*
- L: I watch TV series with Thai subtitles.
- C: With Thai subtitles? *[Repeating- Mirroring]*

- L: Yeah! Because I think if I watch with English subtitles em...
I will have to read the subtitles and it's the reading practice.
If I watch in Thai subtitles, I actually practice listening.
- C: Does it help you to learn? *[Linking]*
- L: Yeah! I can understand what they said in the movie.
- C: So, what have you learned then? *[Questioning]*
- L: Many things. At first, it's difficult for me to understand because they use big words. But for a while, I see my improvement; I can catch what they said because they use the same words.
- C: Can you give some specific example? *[Eliciting information]*
- L: I have a lot, but I have one word ... bottom line
- C: Bottom line? *[Repeating- Mirroring]*
- L: No meaning in the dictionary, but I can guess from the context in the series that it means important things or main idea.
- C: Are you sure? *[Confronting]*
- L: Of course.

As shown in the above conversation, the counselor helped this learner to reflect upon his self-study by *using questions* to trigger the idea. The counselor did this by using specific counseling skills such as questioning, repeating or mirroring, linking, eliciting information, and confronting.

Moreover, the *genre of language counseling* proposed by Ngonkum (2001) was employed to help the researcher to focus how to give counseling to the learner. The genre

of language counseling is steps of how to start giving counseling, how to carry on, and how to end the counseling sessions.

Phase 5: Evaluating Learning

The last phase is to evaluate the English language counseling program by asking the learner to evaluate his or her learning success. The Self-Directed Learning Readiness Scale (SDLRS) and the interview were employed. This phase consisted of one session (session 4.1).

In session 4.1, the learner was asked to complete the Self-directed Learning Readiness Scale (SDLRS) to examine his or her level of self-directed learning readiness. Then he or she was interviewed to investigate data about self-directed learning in depth and opinions towards the English language counseling program. The interview was semi-structured. For the data about in-depth self-directed learning, the seventeen questions developed by using the SDLRS framework were employed. For the data about opinions towards the English language counseling program, four questions were used as follows.

- What have you learned or improved during the program?
- Have you achieved the goals you set at the beginning of the program?
- Which session helped you the most? How?
- What should be improved in order to help the program become better?

In summary, there were five phases in the English language counseling program; understanding the learner, raising learner's awareness, designing a self-study plan, counseling, and evaluating learning. In these five phases, there are several tasks. Table 3.3 summarizes the description of instruments employed in each phase.

Table 3.3

The instruments employed in the English language counseling program

Phase	Session/ Instruments	Descriptions
Phase 1	1.1. Questionnaire	A questionnaire to investigate level of self-directed learning readiness
	1.1. Autobiography	A written reflection to investigate learner's social and educational background.
	1.2. Interview	An interview to examine in-depth information about self-directed learning
Phase 2	2.1. Reflective Task	A task to raise learner's awareness about his or her learning style.
Phase 3	3.1. Problem-solving Task	A task to help learner recognize the importance of planning
	3.2. Learning Goal Situation	A task to train learner to be able to set achievable self-study plan.
	3.3. English Language Learning Resources	A collection of English language learning resources including books and websites.
Phase 4	4.1. Learner's Journal	A written reflection to help the learner record his or her self-study

Table 3.3 (Continued)

Phase	Session/ Instruments	Descriptions
Phase 5	5.1. Questionnaire	A questionnaire to investigate level of self-directed learning readiness
	5.1. Interview	An interview to examine self-directed learning and opinions towards the program

Manual for Counselors

This manual for counselors presents the procedures of conducting the tasks which were developed by the researcher and employed in the English language counseling program. The researcher developed the manual as a guideline to give counseling in all phases. The manual consists of three sections: introduction, getting ready, and getting started (see Appendix E for sample of the manual for counselor).

The introduction begins with the description of the English language counseling program including its definition, diagrams, and procedures. To elaborate, the first section introduces the concepts of the English language counseling program; how many phases and what activities the learner and the counselor needed to do. The second section, getting ready, introduces essential background that the researcher employed to give counseling including principles for language counseling, skills for language counseling, and genre of language counseling. The third section, getting started, elaborates the procedures of conducting the tasks employed in the counseling program.

English Language Learning Resources

Apart from developing the manual for counselors, the researcher also compiled a collection of English language learning resources that would be recommended to the learner during their self-study. The resources were used specifically in phase 3, designing a self-study plan, to help the learner develop an action plan for their learning.

To develop the English language learning resources, the researcher used the following procedures. First, the researcher surveyed and compiled books related to English language learning from the school library and the ICT room of the English Program at Samsenwittayalai School. Second, the researcher compiled websites by searching with Google using key words and phrases such as *English language learning websites*, *learning English*, and *websites for learning English*. After that, the researcher studied the websites in depth and categorized them into groups based on language skills such as listening, speaking, reading, and writing. However, there were some websites that were developed for learning grammar, vocabulary, or pronunciation, so these websites were grouped separately. There were also many websites that were designed for learning multi-skills, so they were assigned to the miscellaneous group.

In summary, the English language learning resources consisted of appropriate books and websites for the learners to learn with by themselves at home. They were categorized into 8 groups including listening, speaking, reading, writing, pronunciation, vocabulary, grammar, and miscellaneous. The order of the resources was alphabetical. In each material, the learners could see the logo with a short description explaining interesting points in the resources.

Validity check. After developing the counselors' manual and the English language learning resources, they were sent to three experts to check content validity. For the manual, the experts were asked to provide qualitative comments in two aspects including whether the structures of the English language counseling program and the procedures of employing the tasks were appropriate or not. For the resources, the experts were asked to provide feedback about appropriateness. Overall, the three experts remarked that structure of the English language counseling program was well-developed and it could be used to foster self-directed learning. However, the experts provided more comments which were grouped in four categories: language use, counseling principles, tasks, and resources. Table 3.4 summarizes those comments.

Table 3.4

Summary of experts' comments on the English language counseling program

Before Revision	Experts' Comments
<i>Language use</i>	
1. The tense in writing the manual is past tense.	The tense in writing the manual should be present or future tense.
<i>Counseling principles</i>	
2. The learner can meet the counselor by appointment or whenever he or she is free	The learner should make an appointment only.
3. The counseling will be offered either individually or as a small group depending on learners' preferences.	The counseling should be offered individually only because each has a different self-study plan

Table 3.4 (Continued)

Before Revision	Experts' Comments
<i>Tasks</i>	
4. In phase 2 (session 2.1), the objective is “The learner should be able to describe his or her own learning preferences”	The objective should be “The learner should be able to reflect on his or her own learning preferences”
5. In phase 3 (session 3.1), the learner will be asked to performed a problem-solving task to see the importance of planning.	The experts are not sure how this activity will trigger the learner’s idea related to planning.
6. In phase 3 (session 3.3), the learner will be introduced to the English language learning resources only.	The procedures should add the discussion of a self-study plan since the counselor asks the learner to plan at home in the last session.
7. In phase 3 (session 3.3), the manual hunt worksheet consists of questions that ask the learner to find pages of the website.	Those kinds of questions should be omitted because they do not help the learner to think how the resources can be used. They should be replaced by resources that the learner can use to practice language skills that he or she wants to.

Table 3.5 (Continued)

<i>Before Revision</i>	Experts' Comments
<i>Tasks (Continued)</i>	
8. In phase 4 (session 4.1 – 4.3), the counselor only gives counseling.	The step of writing the counselor's log should be added to the procedures.
<i>Resources</i>	
9. The resources only provide descriptions of the websites and printed books	Each website or book should provide difficulty levels such as basic, intermediate, or advanced.

Manual for counselors revision. After receiving the experts' comments, the researcher used those comments to revise the manual. Most of the comments were used to revise accordingly, except the comment in number 5 wherein the experts were not sure how the problem-solving task together with the concurrent think aloud protocol would trigger the learner's ideas related to planning. This suggestion was not used to revise because when the researcher piloted this task with 3 learners who shared the same educational background, the results revealed that they could in fact talk about planning.

English language learning resources revision. All comments were used to revise the English language learning resources accordingly. Since the experts commented that the learning resources should have difficulty levels, the researcher provided levels, making note of whether the website developers provided such information or not. For

websites that indicated difficulty level the researcher employed it accordingly while websites that did not give specific level information were labeled “all levels.”

Research Instruments

In the present study, there were three research instruments employed to evaluate self-directed learning including a questionnaire, interviews, and learner’s journals. Each is elaborated as follows.

Self-Directed Learning Readiness Scale

The first research instrument employed in the present study was the Self-Directed Learning Readiness Scale (SDLRS). The purpose of employing this questionnaire was to gauge the levels of self-directed learning readiness in the learner. The questionnaire was used two times, before and after the learner participated in the English language counseling program.

In the present study, the researcher adapted the self-directed readiness scale questionnaire developed by Khomsan (1997). Originally, Khomsan translated the Self-Directed Learning Readiness Scale (SDLRS) (58-item version) developed by Guglielmino (1977) into the Thai language. However, after translation, Khomson found that there were two items that had similar meanings to another two items, so she asked three experts to validate the translation and determine whether or not said two items could be eliminated and still maintain the original meanings. The experts agreed to eliminate the two items and provided other comments that were used to revise the questionnaire. After revision based on the experts’ comments, Khomsan used the modified questionnaire to try out with 100 students studying in the high school level. She

reported that the modified instrument had a reliability of 0.87 (Pearson split half and Spearman-Brown correction).

First validity check. Since Khomson's questionnaire was designed several years ago, the researcher therefore modified her questionnaire as follows. First, the researcher used the questionnaire with 30 learners in 5/14 B (Grade 11) in the English Program at Samsenwittayalai School who have the same educational background as the participants. They were asked to complete the questionnaire first and make notes on any items they had difficulties with completing or statements they did not understand. Afterwards, they were interviewed using the focus group technique to check how they interpreted the items on the questionnaire. They were also encouraged to give examples of situations that supported their responses in the questionnaire to check their interpretation of the statements.

Overall, the responses from the first try-out learners showed that they had difficulties in comprehending some statements since the translation was not clear, sounded English structures, and contained ambiguous words. In light of these difficulties, the researcher changed some items as follows.

To begin with, item 5, 20, 31, and 49 contained ambiguous words and phrases since they were translated into Thai with a direct interpretation of the English words. Most try-out learners asked for clarification of these statements when completing the questionnaire. As a result, the researcher revised those items below. The revised words or phrases in each statement are in italics. The researcher also provided English translation after the occurrence of each statement.

5. ข้าพเจ้าไม่ชอบเมื่อผู้ที่ทราบว่าคุณกำลังทำอะไรมาชี้ข้อผิดพลาดในสิ่งที่ข้าพเจ้ากำลังทำอยู่
It bothers me when people who really know what they're doing point out mistakes that I am making.
- ข้าพเจ้าไม่ชอบเมื่อผู้ที่รู้ดีกว่าเรามาชี้ข้อผิดพลาดในสิ่งที่ข้าพเจ้ากำลังทำอยู่
It bothers me when people who know better than me point out mistakes that I am making.
20. ข้าพเจ้าเชื่อว่าการคิดว่าตนเป็นใคร อยู่ที่ไหน และจะไปที่ไหน เป็นส่วนสำคัญในการศึกษาของทุกคน
I believe that thinking about who you are and where you are going should be a part of every person's education
- ข้าพเจ้าเชื่อว่าการที่เรารู้สถานภาพและเป้าหมายในชีวิตของตัวเองควรเป็นส่วนหนึ่งในการศึกษาของทุกคน
I believe that knowing your status and life goals should be a part of every person's education
31. ข้าพเจ้าไม่มีปัญหาเกี่ยวกับทักษะพื้นฐานทางการศึกษา
I don't have any problems with basic study skills.
- ข้าพเจ้าไม่มีปัญหาใด ๆ เกี่ยวกับทักษะพื้นฐานทางการเรียน
I don't have any problems with basic learning skills.
49. การเรียนรู้ว่าจะเรียนอย่างไรเป็นสิ่งสำคัญสำหรับข้าพเจ้า
Learning to learn is more important to me.

→ การเรียนรู้วิธีที่ถูกต้องเหมาะสมเป็นสิ่งสำคัญสำหรับข้าพเจ้า

Learning by using appropriate method is more important to me.

In addition, the first try-out learners reported that items 33, 37, 51, and 52 were difficult to understand since they sounded like English language structures. Therefore, the researcher rearranged or added words to make those sentences sound more like Thai.

Each revision is presented below.

33. ข้าพเจ้าตั้งใจคอยที่จะเรียนรู้ตราบเท่าที่ยังมีชีวิตอยู่

I'm looking forward to learning as long as I'm living.

→ ข้าพเจ้าตั้งใจว่าจะเรียนรู้ตลอดชีวิต

I intend to learn as long as I'm living.

37. ไม่มีใครรับผิดชอบในสิ่งที่ข้าพเจ้าเรียนได้อย่างแท้จริงนอกจากตัวข้าพเจ้าเอง

No one but me is truly responsible for what I learn.

→ ข้าพเจ้าคิดว่าไม่มีใครรับผิดชอบการเรียนรู้ของข้าพเจ้าได้นอกจากตัวข้าพเจ้าเอง

I think no one but me is responsible for my own learning.

51. การเรียนรู้อยู่เสมอเป็นสิ่งที่น่าเบื่อ

Constant learning is a bore.

→ ข้าพเจ้าคิดว่าการเรียนรู้อยู่เสมอเป็นสิ่งที่น่าเบื่อ

I think constant learning is boring.

52. การเรียนรู้เป็นเครื่องมือในการดำเนินชีวิต

Learning is a tool for life.

→ ข้าพเจ้าคิดว่าการเรียนรู้เป็นเครื่องมือในการดำเนินชีวิต

I think learning is a tool for life.

Apart from the translation matter, the learners also suggested that the questionnaire should use another meaning for the five Likert's scale. To elaborate, Khomsan's scale was 5 = strongly agree, 4 = mostly agree, 3 = agree, 2 = slightly agree, and 1 = hardly agree. However, the learners provided remarks that they were not familiar with this meaning and suggested that 5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, and 1 = strongly disagree.

Second validity check. After all of the revisions were made, the first-modified questionnaire was sent to three experts with extensive experience in developing questionnaires and the concepts of self-directed learning to check the consistency of the meanings of the translated items.

Predictably, the three experts agreed with the entire first-modified questionnaire including the scale change, and the experts said that there were certain items (item 4, 8, 21, 22, and 42) that needed revision because the translation changed the meanings of the original statements. The revision included the changing and rearrangement of words or phrases, and sometimes whole sentences. Below is the description of the second-modified items.

4. ข้าพเจ้า ไม่ชอบ แก้ปัญหาที่มีคำตอบถูกมากกว่าหนึ่งคำตอบ

I have a hard time dealing with questions where there is not one right.

- ข้าพเจ้า ประสบความยุ่งยาก ในการแก้ปัญหาที่มีคำตอบที่ถูกต้องมากกว่าหนึ่งคำตอบ

8. ข้าพเจ้าสามารถหาเวลาเรียนรู้สิ่งที่ข้าพเจ้าตั้งใจจะเรียนได้เสมอแม้จะมีภารกิจ ยุ่งยาก เพียงใดก็ตาม

If there is something I have decided to learn, I can find time for it, no matter how busy I am.

- ข้าพเจ้าสามารถหาเวลาเรียนรู้สิ่งที่ข้าพเจ้าตั้งใจจะเรียนได้เสมอแม้จะมีภารกิจ มากมาย เพียงใดก็ตาม

21. ข้าพเจ้าชอบชั้นเรียนที่ข้าพเจ้าถูกกระตุ้นให้มีส่วนร่วมในการตัดสินใจว่าจะเรียนอะไร

I prefer classes where I am encouraged to take part in deciding what will be learned and how.

- ข้าพเจ้าชอบชั้นเรียนที่ตัวเองได้รับการส่งเสริมให้มีส่วนร่วมในการกำหนดว่าต้องการเรียนอะไรและอย่างไร

22. ถ้าข้าพเจ้าไม่เรียนก็ไม่ถือว่าเป็นความผิดของข้าพเจ้า

If I don't learn, it's my fault.

- ถ้าข้าพเจ้าเรียนไม่รู้เรื่อง ถือว่าเป็นความผิดของข้าพเจ้า

42. การยึดติดกับวิธีการเรียนที่คุ้นเคยแล้วดีกว่าการที่จะต้องลองวิธีการใหม่ ๆ

It's better to stick with the learning methods *that we know will work* instead of always trying new ones.

→ ข้าพเจ้าคิดว่า การยึดติดกับวิธีการเรียนที่ทำแล้วสำเร็จ ดีกว่าการลองวิธีการใหม่ ๆ

Apart from the translation matter, the three experts also suggested several revisions. First, they recommended that the title of the questionnaire be added. Second, they asked that the questionnaire directions state the number of parts and items contained in the questionnaire. Third, the experts suggested that real names not be used in the demographic information section since the learners may feel uncomfortable completing the questionnaire. Fourth, the experts suggested adding one question about previous-year grade average in the demographic information because such information could be used to triangulate with the English grade. Last, the experts suggested that the amount of items on the questionnaire be reduced since there some items attempted to obtain similar information as others.

Most of the experts' comments were accepted and revised accordingly. However, their remarks about both not using real names and reducing the number of questionnaire items were not heeded in the revision for the following reasons. In regard to the use of real names in the questionnaire, the researcher attempted to investigate each learner's self-directed learning readiness individually, so it was necessary to ask learners to write their real names. In addition, the self-directed learning readiness questionnaire is an instrument that has been employed to evaluate self-directed learning readiness worldwide

and it has been reported to have validity as well as reliability, so reducing the number of questions was not considered.

Reliability check. After the second revision was made, the questionnaire was reliability-tested on 30 learners who had similar characteristics to the participants of the study. The participants in the second try-out group were M. 6/13 A (Grade 12) in the English Program at Samsenwittayalai School. The questionnaire was collected during the English class period and later analyzed for internal consistency using Cronbach's Alpha Coefficient in the SPSS program. The results showed that the questionnaire had high reliability ($\alpha = 0.84$) (see Appendix B). Therefore, no further revision was needed.

Final version of the modified SDLRS . The final version of the questionnaire was presented in both Thai and English. It was comprised of 56 items with five Likert's scale options as follows (see Appendix A).

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

The questionnaire consisted of two sections as presented below.

Section I: Demographic information. In this section, the learners were asked to provide their demographic information including name, age, gender, class, grade average

last year, and grade of English in the previous year. This demographic information was used to understand learners' background.

Section II: Self-directed learning readiness scale. The second section of the questionnaire consisted of 56 items used to examine complex attitudes, skills, and characteristics that comprised an individual's current level of readiness to manage his or her own learning. There were 16 negative or reversed items (1, 2, 3, 4, 5, 6, 13, 14, 15, 16, 18, 35, 43, 47, 51, 54) with the other 40 items being positive. The questionnaire comprised eight categories as follows: 1) openness to learning opportunities, 2) self-concept as an effective learner, 3) initiative and independence in learning, 4) informed acceptance of responsibility for one's own learning, 5) love of learning, 6) creativity, 7) positive orientation to the future, 8) and ability to use basic study skills and problem-solving skills. Table 3.5 presents the questionnaire items from the Self-Directed Learning Readiness (SDLRS).

Table 3.5

Questionnaire items from the Self-Directed Learning Readiness (SDLRS)

1. Openness to learning

- Item 1 I'm not as interested in learning as some other people seem to be.
 - Item 2 I'll be glad when I'm finished learning.
 - Item 3 I think libraries are boring places.
 - Item 4 I have a hard time dealing with questions where there is not one right answer.
 - Item 5 It bothers me when people who really know what they're doing point out mistakes that I am making.
-

Table 3.5 (Continued)

1. Openness to learning (Continued)	
Item 6	If I can understand something well enough to get a good grade on a test, it doesn't bother me if I still have questions about it.
Item 13	When I see something that I don't understand, I stay away from it.
2. Self-concept as an effective learner	
Item 7	I am capable of learning for myself almost anything I might need to know.
Item 8	If there is something I have decided to learn, I can find time for it, no matter how busy I am.
Item 9	I can make myself do what I think I should.
Item 11	If there is something I really want to learn, I can figure out a way to learn it.
Item 12	I have a lot of curiosity about things.
Item 23	I can tell whether I'm learning something well or not
Item 55	I am an effective learner in the classroom and on my own.
Item 56	Learners are leaders.
3. Initiative and independence in learning	
Item 14	I know what I want to learn.
Item 15	In a classroom, I expect the teacher to tell me exactly what I'm supposed to do.
Item 17	If I discover a need for information that I don't have, I know where to get it.
Item 18	Even if I have a great idea, I can't seem to develop a plan for making it work.
Item 19	Difficult study doesn't bother me if I'm really interested in something.
Item 35	I don't work very well on my own.

Table 3.5 (Continued)

3. Initiative and independence in learning (Continued)	
Item 36	I can learn things on my own better than most people.
Item 40	I'm better than most people are at trying to find out the things I need to know.
Item 41	I become a leader in group learning situations.
Item 53	I learn several new things on my own each year.
4. Informed acceptance of responsibility	
Item 10	I know when I need to learn more about something.
Item 20	I believe that thinking about who you are and where you are going should be a part of every person's education.
Item 21	I prefer classes where I am encouraged to take part in deciding what will be learned and how.
Item 22	If I don't learn, it's my fault.
Item 37	No one but me is truly responsible for what I learn.
5. Love of learning	
Item 24	I admire people who are always learning new things.
Item 25	There are so many things I want to learn that I wish that there were more hours in the day.
Item 26	I really enjoy tracking down the answer to a question.
Item 44	I have a strong desire to learn new things.
Item 46	Learning is fun.
Item 48	I want to learn more so that I can keep growing as a person.

Table 3.5 (Continued)

5. Love of learning (Continued)	
Item 50	I will never be too old to learn new things.
Item 51	Constant learning is a bore.
Item 54	Learning doesn't make any difference in my life.
6. Creativity	
Item 27	I'm good at thinking of unusual ways to do things.
Item 28	I can think of many different ways to learn about a new topic.
Item 39	I like to try new things, even if I'm not sure how they will turn out.
Item 43	I don't like challenging learning situations.
Item 47	It's better to stick with the learning methods that we know will work instead of always trying new ones.
7. Positive orientation to the future	
Item 29	I like to think about the future.
Item 30	I think of problems as challenges, not stop signs.
Item 33	I'm looking forward to learning as long as I'm living.
Item 38	I try to relate what I am learning to my long-term goals.
Item 45	The more I learn, the more exciting the world becomes.
Item 52	Learning is a tool for life.

Table 3.5 (Continued)

8. Ability to use basic study and problem-solving skills	
Item 16	Understanding what I read is a problem for me.
Item 31	I don't have any problems with basic study skills.
Item 32	I'm happy with the way I investigate problems.
Item 34	It takes me a while to get started on new projects.
Item 42	I enjoy discussing idea.
Item 49	Learning to learn is more important to me.

Interview

The second research instrument was an interview. In this study, an interview was employed two times. First, it was employed to obtain in-depth information about learners' self-directed learning in the first phase of the English language counseling program. Second, it was employed to obtain information about learners' opinions towards the English language counseling program and self-directed learning in the fifth phase. Each interview took 30 minutes to complete. The participants could choose to be interviewed in either English or in Thai depending on their preferences. Two participants, Mac and Preme, selected to be interviewed in English while the remaining four, Noon, Ting Ting, Aim, and Biew, chose to be interviewed in Thai. All data were audio recorded and later transcribed for analysis.

First-phase interview. The first phase employed a semi-structured interview; seventeen questions were prepared beforehand as a guideline and the researcher pursued chances to ask the learners to clarify topics related to self-directed learning that emerged from the interview. The interview questions were developed based on the Guglielmino's SDLRS framework (see Appendix B).

Fifth-phase Interview. The fifth phase also employed a semi-structured interview. The purpose of the interview in this phase was to examine data about self-directed learning and opinions towards the English language counseling program. The interview questions to elicit data about self-directed learning were similar to those in the first phase and there were four questions to elicit learners' opinions. An example of the four interview questions is presented below.

- What and how much have you learned during the program?
- Did you achieve the goals you set at the beginning of the program? Why?
- What is the session that helps you the most? Why?
- What should be improved in order to help make the program better?

Validity check for first-phase interview. After the interview questions were made, they were sent to three experts to check content validity. Overall, the experts agreed that the interview questions could be used to assess self-directed learning. However, there were some minor changes recommended by the experts. The recommendations were worded as follows.

2. What are the language skills that you are good at and the ones you want to improve?

- Among the 4 language skills; listening, speaking, reading and writing,
which ones do you think you are good at and which ones do you want to improve?
- 1.1. Please describe what you do when you are learning something.
- Please describe the learning steps when you are learning something.
5. How should an effective classroom look like?
- What should an effective classroom look like?
15. How do you study for a test?
- How do you normally prepare for a test?

Validity check for fifth-phase interview. After the formulation of the interview questions, they were sent to three experts to check content validity. The experts agreed that the interview questions could be used to assess learners' opinions towards the English language counseling program and there were no recommendations to revise any parts. As such, no revisions were made.

Accordingly, all experts' comments were used to revise the interview questions. Afterwards, the interview questions were piloted with 3 learners who had the same characteristics as a target group of participants. The three learners, who studied in the upper secondary school level of the English program at Samsenwittayalai School, did not participate in the English language counseling program.

Learner's journals

The third research instrument was learner's journals. The learner's journals were employed to investigate the learners' development of self-directed learning and to

help learners keep track of their out-of-class English activities. The learners were asked to write journals each time they carried out an English activity. In the present study, guided questions designed using the learning process that the self-directed learner possesses were provided; for example, self-directed learners are those who are able to understand their needs, set goals and objectives, identify materials with which to practice, choose appropriate strategies to study, monitor learning, and evaluate learning outcomes. The guided questions were developed to obtain those data. All guided questions are presented below.

- What did you do today?
- Why did you do that activity?
- How did you feel about the task you did?
- What difficulties did you encounter carrying out the task?
- What are you going to do next time to overcome those difficulties?
- What other activities are you going to do next?

Validity check. After the guided questions were made, they were sent to three experts to check content validity. The experts agreed that the questions were appropriate for use in assessing self-directed learning, so no revision was needed.

Training to be a Counselor

Due to lack of counseling experience, the researcher prepared himself for the present study by participating in a counselor training course at the self-access language learning center at King's Mongkut University of Technology, Thonburi (KMUTT). The training consisted of three steps as follows: studying materials, observing, and practicing.

First, the researcher studied a selection of materials such as journals, reviews, books, publications, and research studies related to the concepts of language counseling. This helped the researcher become familiar with the principles of giving counseling, language counseling skills, counselor's roles, and how to give counseling.

Second, the researcher observed how an experienced counselor at the self-access center gave counseling for five sessions. While observing, the researcher took notes by focusing on the counselor's approaches to counseling, the language that the counselor used, the counselor's and learner's roles, and the recommendations the counselor gave. After each observation, the researcher conferred with the counselor about her counseling techniques; for example, how to identify needs, help learners select appropriate resources, give feedback, and help learners monitor their progress by themselves.

Third, the researcher tried giving counseling to three learners who regularly came to the counseling sessions of the aforementioned experienced counselor. This counseling practice was observed by the experienced. The experienced counselor then provided feedback on how well the researcher gave counseling. Again, the comments were used when designing the counseling sessions in this study.

Data Collection Procedures

In the present study, the researcher collected both quantitative and qualitative data. The quantitative data were collected by using a questionnaire, while the qualitative data were collected using interviews and learner's journals. These three sources were used for the purpose of triangulation to ensure the validity of the data. Data collection

was conducted before, during, and after the implementation of the English language counseling program. Figure 3.2 summarizes the steps of the data collection procedures.

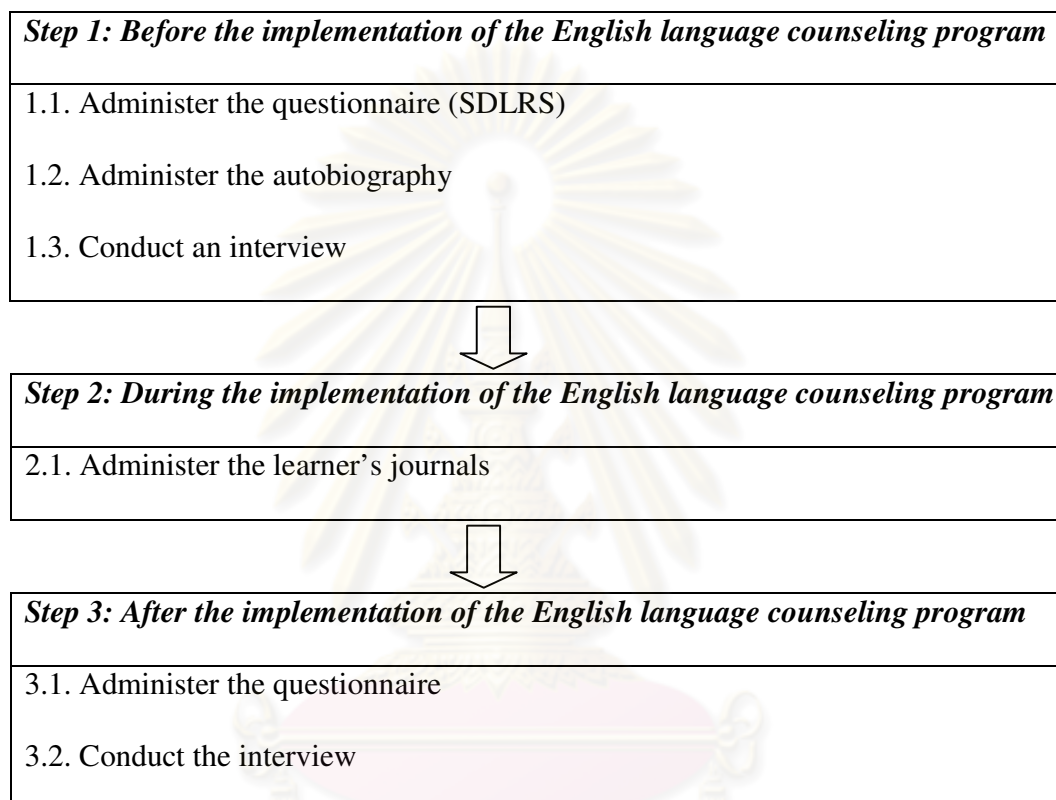


Figure 3.2 Data collection procedures

Step 1: Before implementing the English language counseling program

Before implementing the English language counseling program, the Self-Directed Learning Readiness Scale (SDLRS) questionnaire, an autobiography, and an interview were employed to collect data. All of the learners who volunteered to participate in the program were asked to complete the questionnaire to check their preliminary level of self-directed learning readiness. Then they were asked to write an autobiography to

examine their social and educational background. After that, the learners were interviewed to examine self-directed learning in-depth.

Step 2: During the implementation of the English language counseling program

During the implementation of the program, learner's journals were employed to collect the data. The learners were asked to write journals each time they carried out an English activity. The journals were then analyzed to examine the development of their self-directed learning.

Step 3: After the implementation of the English language counseling program

After the program was implemented, the SDLRS questionnaire was used again to gather data on the learners' level of self-directed learning readiness. In addition, the interview was used to collect data about self-directed learning in-depth, and the learners' opinions towards the English language counseling program.

Data Analysis

In the present study, the data analysis was conducted on the individual basis. To elaborate, the data about self-directed learning of each participant was investigated and analyzed separately.

Quantitative Data Analysis

The quantitative data were analyzed to indicate the level of self-directed learning readiness in each participant. It was analyzed by using the total scores from each category in the questionnaire. The scores were interpreted as follows.

56 – 139	means	participants have “Below Average” readiness for self-directed learning.
140 – 195	means	participants have “Average” readiness for self-directed learning.
196 – 280	means	participants have “Above Average” readiness for self-directed learning.

Qualitative Data Analysis

To analyze the qualitative data from the interview and learner’s journals, coding was employed. According to Charmaz (2006), coding refers to “a method of categorizing segments of data with a short name that simultaneously summarizes and accounts for each piece of data.” (p.43). In the present study, coding was conducted using three steps as follows: opening coding, axial coding, and selective coding.

During open coding, the researcher read a transcript of each learner’s interview and learner’s journals, attempting to identify meanings of learner’s responses by examining the data closely. The researcher then coded any parts of the data that revealed information about self-directed learning. Afterwards, the researcher wrote a memo reflecting initial conclusions about the data. Writing the memo kept the researcher involved in the data analysis process and helped to increase the level abstraction of ideas because certain codes will stand out. Figure 3.3 presents an example of how the open coding was conducted.

1 ผู้สัมภาษณ์: คำถามต่อไปก็คือ อยากจะให้นักเรียนลองบรรยายตัวเองซิว่า ตัวเองเป็นผู้เรียนแบบไหน

Interviewer: Next question is “How would you describe yourself as a learner?”

2 นุ่น: ก็...ถ้าเกิดว่าเรียนอะไรแล้ว ทำได้ สนใจก็จะคือแบบจะทุ่มเทไปทางนั้น ก็คือ ถ้าสนใจแล้วทำอะไร อย่างเงี้ย

3 ค่ะ และที่ ก็ค่อนข้างมีระเบียบนะค่ะ

Commit to interesting activities

Noon: Well...if I learn something and I can do it, I'll be interested and I'll will commit myself. It's like if I'm interested something. And I'm pretty self-disciplined

4 ผู้สัมภาษณ์: เป็นคนที่มีระเบียบ เป็นคนที่สนใจ ถ้าสนใจอะไร ก็คือ ทุ่มเท

Self-discipline

Interviewer: You are self-disciplined. You're interested in doing things. If you're interested, you'll make an effort.

5 นุ่น: ก็ทุ่มเท ค่ะ ใช่ และก็ให้เวลากับการเรียน

Find time to learn

Noon: I'll make an effort. Yes. And I spend time to learn

Figure 3.3 An example of how to conduct open coding

As seen in this transcript, the researcher coded any parts of the data that show the characteristics of this learner. For example, the researcher coded line 2 as “commit to interesting activities”, line 3 as “self-discipline”, and line 5 as “find time to learn”. These codes were then merged with other similar codes in the transcripts of the same learner. Then the researcher wrote a memo to identify a hypothesis or initial conclusion. Figure 3.4 presents an example of such a memo.

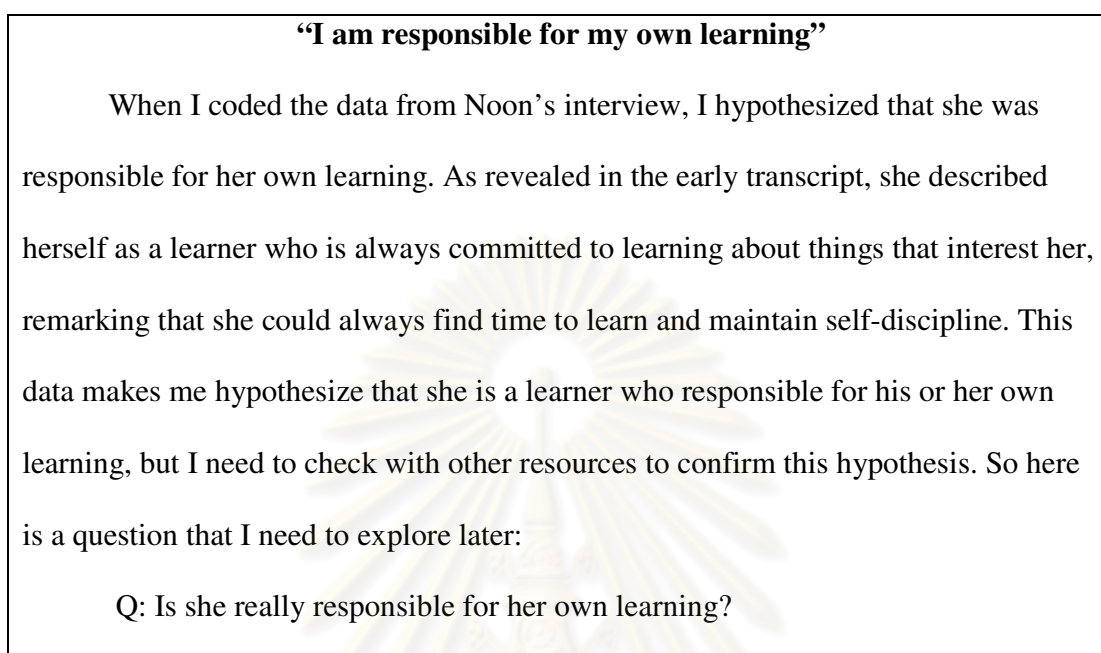


Figure 3.4 An example of writing a memo

Second, during axial coding, the researcher attempted to find behaviors that emerged from the coding. Figure 3.5 presents an example of how to conduct axial coding.

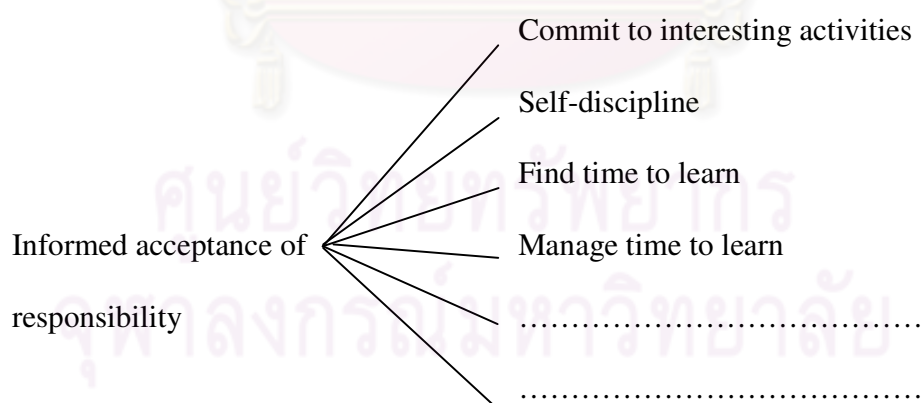


Figure 3.5 An example of how to conduct axial coding

In the last stage, selective coding, the researcher analyzed the data once again and referring to the previous coding that had been carried out. The behaviors emerged from the coding were used to support the category in the questionnaire. All main codes are presented below.

Table 3.6

Description of themes and the description

Themes	Description
Openness to learning	Ability to accept criticism, perception that learning can occur everywhere, greater interest in learning than others, and positive attitudes towards openness to learning.
Self-concept as an effective learner	Ability to organize time for learning, self-discipline, knowledge of learning needs and resources, and self-view as a curious individual
Initiative and independence in learning	Preferences of active roles in learning, independence in learning, knowing how to learn
Informed acceptance of responsibility	Self-commitment, finding time to learn no matter how busy they are, monitoring one's learning progress, blaming oneself as a part of learning problems
Love of learning	Strong desire to learn, enjoyment of inquiry, interest in learning, self-initiation to learn, searching for more information if things are not clear, preference for learning something challenging.

Table 3.6 (Continued)

Themes	Description
Creativity	Ability to think of various techniques to learn
Ability to use basic study and problem-solving skills	Reading, planning, problem-solving

Validity of the Qualitative Data Analysis

In order to check the validity of the qualitative data analysis, the present study employed two techniques as follows. First, a research assistant or an inter coder was used to analyze the data from the interviews and the learner's journals in order to check for consistency with the researcher's analysis. The inter coder was selected based on the qualification that she had experiences in doing research on ESL education. She was trained by the researcher to analyze the data using the coding technique. Then she was assigned to analyze the data separately and later brought the analysis to check for consistency with the researcher. Similar patterns of coding were found.

Second, an intra coder was employed to ensure the validity of the qualitative data analysis. The researcher himself read and coded the data several times without making an immediate conclusion. Also, he used memos to reflect his ideas several times.

Summary

The present study attempted to investigate the effects of the English language counseling program on self-directed learning. The study employed both quantitative and qualitative research methods. The present study was conducted at the English Program at

Samsenwittayalai School. Participation was on voluntary basis. The treatment in the present study was the English language counseling program comprised of five phases: understanding the learner, raising learner's awareness, designing a self-study, counseling, and evaluating learning. All of the counseling sessions were conducted on an appointment basis during the participants' free time at school. The research instruments were the Self-Directed Learning Readiness Scale (SDLRS) questionnaire, interviews, and learner's journals. The data from all sources were used to triangulate with each other to increase the validity of the data.



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CHAPTER IV

RESULTS

This chapter presents the findings of the present study concerning the effects of the English language counseling program developed by the researcher on self-directed learning. The data were collected by using four types of data elicitation techniques including a questionnaire, interviews, learner's journals, and counselor's logs.

In the present study, the counseling program consisted of five phases as follows: understanding the learner, raising learner's awareness, designing a self-study plan, counseling, and evaluating learning. The data obtained from the first three phases were used to report on the participants' background. The data obtained from the fourth and the fifth phases were used to present findings on the effects of the counseling program on self-directed learning.

This chapter is divided into three sections as follows. The first section presents the results of the counseling program and task outcomes. The second section presents the participants' background information. The last section reports on the effects of the English language counseling program on self-directed learning.

Excerpts from the interviews and learner's journals are also given in some sections to illustrate the points (see symbols used in the transcription in Appendix F). Since some raw data are in the Thai language, English translations are provided in italics and the key points are underlined in each excerpt.

The English Language Counseling Program and Task Outcomes

This section presents the task outcomes obtained from each phase of the English language counseling program. The data are presented in each phase as follows.

Phase 1: Understanding the learner

This phase consisted of two sessions (sessions 1.1 – 1.2) in order to obtain information about the participants' background including self-directed learning readiness and social and educational background.

In session 1.1, the participants were asked to complete a questionnaire and to write an autobiography. The questionnaire was employed to investigate self-directed learning readiness and the autobiography was used to obtain information about participants' social and educational background. In the session, the participants were interviewed to obtain in-depth information about self-directed learning.

For self-directed learning readiness, the data obtained from the questionnaire which were confirmed by the data from the interview revealed that the six participants possessed self-directed learning readiness. Regarding their level of self-directed learning readiness, the participants could be categorized into three groups as follows.

The first group included two participants, Ting Ting and Biew. The questionnaire revealed that these two participants had self-directed learning readiness at the "Below Average" level. In the interview, they expressed a strong preference for classroom learning; they felt that they could learn better in class because of the pressure to learn. They also mentioned that they could not learn by themselves because they did not have the self-discipline to carry out self-study. The second group, Preme and Aim, reported on

the questionnaire that they had self-directed learning readiness at the “Average” level. The data obtained from the interview supported that both of them typically conducted self-study such as watching movies or TV series; however, they still needed others to support them during their self-learning. The last two participants, Mac and Noon, reported having self-directed learning readiness at the “Above Average” level on the questionnaire. In the interview, both of them also reported a strong preference for initiating learning project by identifying their needs and planning to carry out English activities outside of class. They said that they like to learn English by themselves by listening to songs or watching English movies. Also they typically found enjoyment in inquiry and possessed a high level of curiosity to learn.

As for social background, the data obtained from the autobiography yielded that all six participants got support from their families to do out-of-class English activities; for example, their parents frequently bought them English learning materials such as self-study books, movies, or songs and enrolled them in extra English classes. In addition, some families also supported them in using English at home.

In regards to educational background, the data from the autobiography revealed that the participants had started learning English when they were young and had had positive experiences in learning English; however, two participants, Preme and Biew, had not had exclusively positive English learning experiences from the beginning.

To summarize, the researcher learned that the six participants had different levels of self-directed learning readiness. All of them got support from their family members to do out-of-class English activities. In addition, all six participants had positive experiences

in learning English at the time although some of them had not enjoyed studying English when they were young.

Phase 2: Raising Learner's Awareness

This phase consisted of one session (session 2.1) to raise learners' awareness about their learning preferences. In session 2.1, the participants were asked to conduct a reflective task by recalling memories about English lessons that they could remember very well and explaining what kinds of activities the teachers had used in the class.

The data from the interview as well as the counselor's logs revealed that all six participants were more aware of their learning preferences after they conducted the reflective task. To elaborate, the six participants reported that they had just realized their learning preferences when they did this activity in this phase.

Phase 3: Designing a Self-Study Plan

This phase consisted of three sessions (sessions 3.1 – 3.3) to help the participants develop a self-study plan.

In session 3.1, the participants were asked to complete a problem-solving task to help them recognize the importance of planning. The participants were given ten minutes to complete the task. All of them were able to finish the task within the time limit, with times ranging from five to eight minutes. While they were performing the task, they had to do a concurrent think aloud protocol in order to use their reflections to raise awareness about the importance of planning. The data obtained from discussion after the concurrent think aloud protocol revealed that the six participants were able to talk about the

importance of planning. All of them were aware that if they did not plan, they would not be able to complete the task within the time limit.

In session 3.2, the participants were asked to conduct a learning goal situation to understand the component of achievable goals. The data obtained from the counselor's logs revealed that all six participants could describe the components of achievable goals. They reported that an achievable goal consisted of formulating a specific purpose, indentifying the timeframe, specifying necessary language skills to improve, and planning to monitor learning progress.

Afterwards, the participants were asked to write their own self-study plans at home which were used in later sessions to discuss with the counselor whether the plans were achievable or not. The data from the counselor's logs revealed that each of the six participants was able to plan an achievable self-study. They set clear goals that could be completed within the timeframe, the activities and materials they chose were suitable to help them improve the language skills that they wanted to, and they identified appropriate self-assessment method that could be used to evaluate their learning outcomes.

In session 3.3, the participants were introduced to English language learning resources that they could use during self-study. The data from the counselor's logs revealed that only Ting Ting used a resource from the list, a website teaching pronunciation. The others used learning resources already in their possession such as TV series or films to practice language skills of their choosing.

In conclusion, the six participants realized the importance of planning and they were able to plan a self-study that was achievable.

Phase 4: Counseling

This phase consisted of three sessions (sessions 4.1 – 4.3) to facilitate the learners during their self-study. After planning the self-study, the learners started carrying out English activities as planned for one month and recorded their self-study in the learner's journals. During the plan, they came to meet the counselor at least three times by appointment. After giving counseling, the counselor recorded the counseling sessions in the counselor's logs.

The data obtained from the counselor's logs revealed that all six participants attended the counseling sessions three times as required by the program. None of the participants made extra appointments, and all chose to converse with the counselor using English. The data from the counselor's logs revealed that the six participants were comfortable discussing what they had done and their problems during the self-study. They were not reluctant to talk about their self-study.

The counseling sessions' time ranged from twenty two to twenty eight minutes. The number of journals entries that the participants wrote and brought to the counseling sessions varied, ranging from three to sixteen. Aim recorded sixteen journal entries, Noon twelve, Mac and Ting Ting nine each, Biew eight, and Preme three.

In addition, the data obtained from the analysis of transcription revealed that the counselor also used language counseling skills as well as genre of language counseling in all counseling sessions. As for the language counseling skills, the data from analysis of the transcription revealed that the counselor used questioning, eliciting information, and repeating or mirroring most frequently. The counselor used genre of language counseling

as a guideline to give counseling. Even though there was evidence that the counselor used these techniques to provide counseling, there was no evidence pertaining to how the six participants responded to the use of the language counseling skills and genre of language counseling.

Phase 5: Evaluating Learning

This phase consisted of one session (session 4.1) to help the participants evaluate their learning outcomes. In session 4.1, the participants completed the questionnaire again to examine their self-directed learning readiness after participating in the counseling program. The participants were then interviewed to investigate in-depth information about self-directed learning.

The data from the questionnaire showed that the participants' self-directed learning readiness after they completed the counseling program was higher than before. Considering individual participants, the self-directed learning readiness of Ting Ting and Biew changed from the "Below Average" to the "Average" level. The other participants' self-directed learning readiness changed only with regard to their scores, not their actual level of self-directed learning readiness. Preme and Aim were still in the "Average" level while Mac and Noon stayed in the "Above Average" level.

The data obtained from the interview also revealed that the participants reported changes in their self-concept as an effective learner, initiative and independence in learning, informed acceptance of responsibility, and love of learning (see details in the second section).

When the participants were asked to evaluate their own learning, all of them reported in the interview that they could achieve the goals that they had set before entering the program. All said that the language skills that they had attempted to foster had improved significantly. Apart from language skills, some participants said that they gained confidence in self-learning as well as self-discipline.

In conclusion, at the end of the counseling program, the participants possessed more self-directed learning readiness and were able to evaluate their own learning outcomes. In addition, all said that the language skills that they had wanted to master had improved after they completed the counseling program.

Background of the Six Participants

This section presents general background information about the six participants who completed the English language counseling program. The data were presented individually and were obtained from four different sources including an autobiography, an interview, a reflective task, and a self-study plan. The researcher used this background information to discuss the findings about each participant.

As mentioned in Chapter III, the participants' real names were changed to keep their identities confidential. The six participants are referred to as Preme, Mac, Noon, Ting Ting, Aim, and Biew. The background of the six participants consists of two topics as follows. The first topic presents data about their social and educational backgrounds. The second topic presents the participants' interest in participating in the counseling program. Each is presented below.

Social and Educational Background

The participants' social and educational background consists of the participants' learning support from family, English learning experiences, and out-of-class English activities. Those topics are presented individually below.

Preme. Preme is a male student who studied in the Science-Math Program of grade twelve. At home, he never used English with his family. However, his parents supported him to do out-of-class English activities by taking him to extra English classes and buying self-study English books for him.

In regard to English learning experiences, Preme did not enjoy learning English when he was young but later on his interest increased. He reported negative experiences because he only learned to memorize vocabulary and grammar for examinations in his English classes. This made him feel bored and think that English was very difficult. Later on, Preme was interested in learning English because of his English teachers. He reported that English classes in the secondary school were not only about grammar, but also included speaking, listening, and writing. Since then, it made him love studying English because he studied a variety of skills and content.

For out-of-class English exposure, Preme typically engaged in such activities as watching movies, TV series, or soccer games.

Mac. Mac is a male student who studied in the Science-Math Program of grade twelve. He sometimes used English with his family member; for example, he regularly chatted with his sister via mobile phone in English. His parents supported him to do out-

of-class English activities by sending him to extra English classes and buying English learning materials including books, movies, and TV series for him.

Unlike Preme, Mac reported in his autobiography that he had had positive English learning experiences since he started learning the language and continued to love learning English. He said that learning English was very exciting and fun because he did a variety of activities in classes such as practicing speaking, reading, and writing.

Mac also regularly learned English outside of class. He said that he always watched TV series in English with subtitles to learn vocabulary, slang, and pronunciation.

Noon. Noon is a female student who studied in the Math-English Program of grade twelve. At home, she never used English with her family members. However, her family supported her to do out-of-class English activities by creating an English environment at home. Her family took her to extra English classes, bought English newspapers, played English songs in the car, and watched movies together at home.

With regard to English learning experiences, Noon started learning English when she was young and had had positive experiences in learning English. She always got good English grades and was proud of herself because she was the only one who was outstanding in this subject. Later, she continued to love learning English and she prioritized English as an important subject.

Noon was very curious to learn English outside of class. She enjoyed consuming media in English; for example, she regularly watched English movies, listened to English songs, read English magazines about celebrities, and chatted with friends in English.

Additionally, Noon always searched online or in the dictionary when she had inquiries about unfamiliar English around her such as text on billboards or in announcements.

Ting Ting. Ting Ting is a female student who studied in the Math-English Program of grade twelve. Like Preme and Noon, she never used English with her family members, but she did receive support from her family. She was enrolled in extra English classes as well as given English learning materials such as books and novels.

Similar to Mac and Noon, Ting Ting had had positive experiences in learning English from when she was young and continued to love learning English at the time of this study. She said that she loved English because it was very exciting and fun. She did a variety of activities in classes such as singing English songs and playing English games.

Regarding out-of-class English activities, prior to this study, she did not learn English outside of class very much; however, she had started to learn English by herself at that time. She created an English environment for herself by setting mobile phone functions in English and chatting in English with friends.

Aim. Aim is a female student who studied in the Science-Math Program of grade twelve. Like Mac, she sometimes used English at home with her sister by talking to each other in English. Like the other participants, Aim's family also supported her out-of-class English learning by enrolling her in supplemental English classes.

Aim had positive experiences in learning English when she was young and continued to love learning English. She mentioned in her autobiography that it was had been very exciting when she first learned English. Later on, she continued to love English because it was very fun to learn.

Similar to others, Aim enjoyed learning English outside of class by watching English movies and listening to English songs.

Biew. Biew is a female student who studied in the Science-Math Program of grade twelve. At home, she never used English with her family members. However, her family supported her extracurricular English activities by buying her English learning materials such as books and movies.

Like Preme, Biew had not enjoyed learning English when she was young but subsequently she had begun to enjoy learning it. She reported negative experiences in her early English learning because she had only learned to pronounce words and memorize their meaning. Later on, Biew became more interested in learning English because of her teachers. She reported that her teachers in grade ten brought English games to class and encouraged her to practice writing. From then on, she said that her English had improved and she had started to like learning English.

For out-of-class English activities, Biew said that she usually practiced learning English by watching movies as well as playing English games on the Internet in order to learn vocabulary, idioms, and grammar.

In summary, the researcher learned that all of the six participants got support from family members in conducting out-of-class English activity. In addition, all of them got support in studying extracurricular English classes. Some of them were given learning materials to do self-study such as books, movies, and TV series. In addition, the data revealed that the six participants had begun learning English when they were young and

had had positive experiences in learning English; however, two participants, Preme and Biew, had not had exclusively positive English learning experiences from the beginning.

Interests in Participating in the English Language Counseling Program

This section presents the data of the six participants during their involvement in the English language counseling program including reasons to participate in the program, language skills that they wanted to improve, activities to improve their language skills, and their learning preferences. The data were obtained from the tasks conducted in each phase of the counseling program.

The reasons to attend the program and the language skills that the six participants wanted to improve were obtained from the interview in the first phase. Their learning preferences were obtained from the reflective task conducted in the second phase and the activities to improve language skills were obtained from the self-study plan that the participants conducted in the third phase. These data are presented individually below.

Preme. In the interview, Preme reported that he wanted to improve his writing skills because it was very hard for him to express ideas in writing write fluently, and he had decided to participate in the English language counseling program to improve this ability.

In regard to learning preferences, the data obtained from the reflective task revealed that Preme had a learning preference for watching films. This was confirmed by the data obtained from his autobiography as well as the interview. Preme reported that he typically practiced learning English by watching movies because he could get a lot of knowledge as well as have fun simultaneously.

The class that he could remember very well was a class where the teacher brought a movie into the lesson. The teacher had informed the learners that after watching the movie, they would have to take a test the next period. Then he had let the students watch the movie throughout the lesson. Preme could remember the lesson very clearly because he had liked watching the movie and it helped him learn a lot of vocabulary, idioms, and even grammar.

Based on the information about his learning preferences, Preme planned to improve his writing skills by watching movies and writing a reflection because he learned best when he watched movies. By writing reflections about the movies, he thought it might help him improve his writing ability.

Mac. In the interview, Mac said that he wanted to improve his speaking because he could not speak fluently and he had difficulties using the right words to express ideas when he spoke. He reported that this could be due to the fact that he knew very little vocabulary, so he had decided to participate in the English language counseling program to improve his speaking ability.

In regard to learning preferences, the data obtained from the reflective task revealed that Mac had learning a preference for learning that requires inquiry. This was confirmed by the data from the interview. He reported that he typically enjoyed searching for information on the Internet.

In the class that he could remember clearly he had had to do a problem-solving task. The teacher had presented problems and Mac had had to come up with solutions by discussing the problems with his group members using English. The teacher had then

walked around and taken notes on how Mac's group had completed the task. Later, the teacher had asked the group to present their solutions in front of the class. Afterwards, the teacher had discussed language mistakes that he had found during the observation. That class had helped him learn about a lot of things such as grammar that had always been problematic for him.

His learning preferences were then used to plan a self-study plan to improve his speaking by watching movies and taking notes to catch vocabulary.

Noon. Similar to Mac, Noon said that she wanted to improve her speaking because she had difficulties using the right words to express her ideas, and had decided to participate in the English language counseling program. Noon set as her goal being able to handle daily conversation by using words or sentences that English speakers really use.

With respect to her learning preferences, the data from the reflective task revealed that Noon had learning a preference for experiential learning. This was confirmed by the data from the interview. Noon mentioned that she liked to learn by herself by watching movies and listening to songs.

The class that she could remember well was one in which she had been assigned to make a presentation. After she was taught how to make an effective presentation, she had had to pick a topic based on her interests and plan to deliver the presentation within ten minutes. She said that this assignment had helped her improve her speaking skills because she had had to make a presentation and had gotten feedback from the teacher about common mistakes that she made during her presentation.

Her learning preferences were then used to plan a self-study regimen to improve her speaking involving watching movies and taking note of catchy vocabulary. Later, Noon changed her plan to include listening to songs as well, and then looking up for meaning and composed sentences using the vocabulary she learned.

Ting Ting. Ting Ting said that she wanted to improve her pronunciation because she had difficulties pronouncing words correctly, and she had decided to participate in the counseling program to develop this skill.

In regard to her learning preferences, the data obtained from the reflective task revealed that she had a learning preference for structured learning options such as classroom learning in which the teacher had the authority to manage learning and learning was presented in a systematic manner. This is confirmed by the data from the interview. She mentioned that she preferred to learn in the classroom context because she could follow the lessons easily.

In the discussion after conducting the reflective task, she described her memorable class as follows: the teacher had first introduced a dialogue and taught her how to use some of the vocabulary it contained. Then the teacher had asked her to take a role in the dialogue to practice with peers and present it in front of the class. Finally, the teacher had let her play games related to the content she had learned, such as answering questions or playing hang man. She said that she could remember that class because she had learned a lot and that it had made her love English since then.

Her learning preferences were then used to plan a self-study plan to improve her pronunciation by watching video clips teaching how to pronounce words correctly.

Aim and Biew. In their interviews, both Aim and Biew reported that they wanted to improve their speaking skills because they did not have confidence and could not recall vocabulary fast enough when speaking, so they had decided to participate in the English language counseling program.

Both Aim and Biew had similar learning preferences. The data obtained from the reflective task revealed that they preferred learning in group. They a class in which the teacher asked them to form a group of five was the most memorable. The teacher had then asked questions related to geographical knowledge such as which continent is the biggest. Whichever group had been able to answer the question first had gotten scores written on the back of the questions. She said that she could remember that class because it had been very fun and she had gained a lot of knowledge from that lesson.

Aim and Biew's learning preferences were then used to plan a self-study to improve their speaking by watching TV series and taking note of vocabulary.

In summary, the researcher learned that all six participants reported being interested in participation in this counseling program because they wanted to improve their English. Some of them had areas in which they wanted to improve. For example, Preme wanted to further develop his writing skills, Ting Ting wanted to improve her pronunciation, and the other four participants, Mac, Noon, Aim, and Biew, wanted to improve their speaking skills. Additionally, they possessed learning preferences differently which later on, they used to plan a self-study.

Effects of the English Language Counseling Program on Self-Directed Learning

This section presents the findings on learners' self-directed learning before and after participating in the English language counseling program. The data are used to answer the research question, "To what extent does the English language counseling program enhance self-directed learning of upper secondary school students?"

The data were obtained from both quantitative and qualitative data collection techniques. For the quantitative data, a questionnaire was employed to investigate the self-directed learning readiness. For the qualitative data, interviews, learner's journals, and counselor's logs were employed to elicit information about self-directed learning in depth and these were used to triangulate with the findings from the questionnaire. Each type of data is presented below.

The findings from the quantitative data analysis

The quantitative data were obtained from a questionnaire called Self-Directed Learning Readiness Scales (SDLRS). The SDLRS was used to assess participants' self-directed learning readiness two times: in the first phase, *understanding the learners*, and in the fifth phase, *evaluating learning*. The questionnaire was constructed using both the English and Thai languages consisting of 56 items with five-point Likert's scale responses ranging from 5 (strongly agree) to 1 (strongly disagree). The participants were asked to report their opinions regarding the questionnaire items. Then the data were analyzed using the total scores of responses. The findings were presented in Table 4.1.

Table 4.1

Comparison of self-directed learning readiness before and after participating in the English language counseling program

Category of Self-Directed Learning Readiness Scale	Participants											
	Preme		Mac		Noon		Ting Ting		Aim		Biew	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Openness to learning	14	17	26	27	24	25	22	23	23	24	19	22
Self-concept as an effective learner	27	32	33	37	34	36	24	27	28	34	23	28
Initiative and independence in learning	32	33	41	42	42	43	27	33	36	38	29	33
Informed acceptance of responsibility	15	19	23	25	21	23	15	17	18	22	21	23
Love of learning	36	38	44	45	40	43	36	38	36	39	38	40
Creativity	16	19	20	21	17	18	13	15	14	16	14	15
Positive orientation to the future	22	24	29	30	26	27	24	28	24	25	24	25
Ability to use study and problem-solving skills	20	21	24	27	22	24	18	20	20	24	22	24
Total	186	203	240	254	226	239	180	201	200	222	188	209

As shown in Table 4.1, the total scores of self-directed learning readiness after the six participants completed the English language counseling program were higher than they had been before. The change ranged from fourteen to twenty two points.

Considering self-directed learning readiness at the individual level, Ting Ting changed her self-directed learning readiness from “Below Average” to “Average” level while that of the others did not change. Mac and Noon reported having self-directed learning readiness at the “Above Average” level. Preme and Aim were at the “Average” level.

However, there were no significant changes in each category of the SDLRS. Three categories that the participants reported the most change *were self-concept as an effective learner, initiative and independence in learning, and informed acceptance of responsibility.*

Beginning with the category of openness to learning, the six participants’ self-directed learning readiness after they completed the counseling program were higher than before; however, there were no major differences. The total score in this category is thirty five, and the participants’ scores in openness to learning ranged from fourteen to twenty seven points. Among the six participants, Mac had the most openness to learning and Preme had the least. In all, the participants changed their openness to learning ranging from one to three points. To elaborate, two participants—Preme and Biew—changed their openness to learning three points while the other four reported changing one point.

For the category of self-concept as an effective learner, the total score is forty. Among the six participants, Mac possessed the highest self-concept as an effective learner the most while Biew had the lowest. When examining the change after the

participants attended the program, the participants changed their self-directed learning readiness in this category more than any other category in SDLRS, with a range of two to six points. The participants who changed their views towards themselves the most were Aim, Preme, and Biew; Aim changed six points and the other two participants, Preme and Biew, changed five points. Additionally, Mac and Ting Ting changed their self-concepts similarly with three points each, and Noon changed the least with two points.

the total score in the category of initiative and independence in learning, is fifty. The participants' self-directed learning readiness scores in this category ranged from twenty seven to forty three. Compared to the other participants, Noon scored of the highest in initiative and independence in learning and Ting Ting scored the lowest. Considering the change after the participants attended the counseling program, the participants changed their scores in this category with a range of one to six points. Ting Ting changed her scores in this category the most with six points, Biew changed four points, Aim two points, and the others, Preme, Mac, and Noon changed one point each.

In the informed acceptance of responsibility category , the total is twenty five. The six participants' scores in this category ranged from fifteen to twenty five. Among the six participants, Mac had the highest score in the informed acceptance of responsibility category and Preme had the least. Participants' scores of informed acceptance of responsibility changed with a range from two to four. Two of them including Preme and Aim changed their scores in this category the most with a score of four while the other four, Mac, Noon, Ting Ting, and Biew changed by two.

Regarding the category of love of learning, the six participants' self-directed learning readiness scores after they completed the counseling program were higher than before; however, there were no significant changes. The total score is forty five. The participants' scores of love of learning ranged from thirty six to forty five points. Considering individual participants' scores, Mac had the highest with forty five and Ting Ting had the least with thirty six. When considering the change in this category after the participants completed the counseling program, Noon and Aim changed their scores the most with three points each. Three participants including Preme, Ting Ting, and Biew changed their love of learning two points and Mac changed one point.

For the category of creativity, the six participants' self-directed learning readiness after they completed the counseling program were higher than before; however, there were no significant changes. The total score in this category is twenty five. The six participants' creativity scores ranged from thirteen to twenty one. Mac had the highest creativity score, while Ting Ting had the least. Considering the change after the participants attended the counseling program, their scores changed ranged from one to three points. Among the six participants, Preme changed his creativity the most.

In regard to the category of positive orientation to the future, the six participants' self-directed learning readiness scores after they completed the counseling program were higher than before; however, there were no significant changes. The total score in this category is thirty. The participants' scores in this category ranged from twenty two to thirty. Among the six participants, Mac had the most positive orientation and Preme had the least. Considering the change after the six participants attended the counseling

program, their scores of positive orientation to the future changed ranging from one to four points. Ting Ting changed her score in this category the most by four points, Preme changed his future orientation two points, and other four participants, Mac, Noon, Ting Ting, and Biew changed one point each.

For the category of ability to use basic study and problem-solving skills, the six participants' self-directed learning readiness after they completed the counseling program was higher than before; however, there were no significant changes. The total score in this category is thirty. The participants' scores in this category ranged from eighteen to twenty seven. Among the six participants, Mac had the most ability to use basic study and problem-solving skills and Preme had the least. Considering the change after completing the program, Aim changed her scores the most with four points, Mac changed three points, Noon, Ting Ting, and Biew changed two points each, and Preme changed one point.

The findings from the qualitative data analysis

The qualitative data were obtained from three types of data elicitation techniques including the interviews, the learner's journals, and the counselor's logs. For the interview, the participants were interviewed two times in the first phase and in the fifth phase. The interview was semi-structured. For learner's journals, the participants wrote them every time they conducted a self-study detailing what activity they did, how they felt about that activity, what difficulties they encountered, and what they planned to do next in order to overcome those difficulties.

In general, the findings from the four sources yielded consistent results that the English language counseling program could enhance self-directed learning. The findings in the present study were resulted of the themes emerging from the coding analysis and presented under the eight categories in the questionnaire as follows: openness to learning, self-concept as an effective learner, initiative and independence in learning, acceptance of responsibility, love of learning, creativity, positive orientation to the future, and ability to use basic study and problem-solving skills.

Openness to learning

The data from the questionnaire as well as the interview revealed consistent findings that there were no clear differences about the six participants' openness to learning after they attended the counseling program. However, the data from the learner's journals provided no evidence to support.

As shown in Table 4.1, the data obtained from the questionnaire showed that the six participants' scores in this category did not show significant changes after they completed the counseling program. The change ranged from one to three points. The interview data also supported this finding. Before participating in the counseling program, the participants reported that they possessed ability to accept criticisms, greater interest in learning than others, and positive attitudes towards openness to learning. After completing the program, they also mentioned that they had those characteristics.

Firstly, all of them reported in the interview that they had ability to accept criticism. In the interview, they were asked what they would do if they expressed their opinions in a seminar and other participants started making comments on their ideas. The

participants reported that they would listen to others' comments because it is important to accept different opinions. The following excerpts show how Noon, Biew, and Ting Ting expressed the ability to accept criticisms.

(1)

Counselor: โอ เค แล้วพอในสัมมนา ถ้าสมมติแสดงความคิดเห็นไปแล้วอะ แล้วคนอื่นเริ่มคอมเมนต์
ความคิดเห็นของเรา จะทำยังไง

Okay. In a seminar, what would you do if you expressed your opinions and other participants started making comments on your ideas?

Noon: ก็... ต้องรับฟังอะค่ะ เพราะว่า คือ ถ้าทำตัวเป็นน้ำเต็มแก้วอะ ไรอย่างเงี้ยมันก็ไม่มีใครเพอร์เฟค
ถ้าเค้าหาเหตุผลมาหักล้าง ในความคิดของเรา เราก็คิดว่าเออ มันก็จริง ก็ไม่เป็นไร

Well... I have to listen to it because if I were like a glass which filled of water, nobody is perfect. If the participants had reasons to comment on my ideas and I think it's true, that would be okay.

(Interview 5, 198 – 200)

(2)

Biew: ก็ ก็ ฟังไว้เป็น... แล้วก็มาคิดของเรา มันถูกหรือเปล่า อะ ไรเนี่ยค่ะ ก็เอามาพิจารณา

Well, I would listen...and later consider whether my idea is correct or not, something like that.

(Interview 11, 164 – 165)

(3)

Ting Ting: ของหนูหรือ ถ้าเป็นหนู ถ้าเค้า comment เรายังฟังไป ว่าถูกผิด ถ้าของเราผิด เรายังโอเคยอมรับ

ผิด แต่ถ้ามันไม่ใช่ประเด็นนี้เหมือนเค้าเข้าใจเราผิดประเด็นเราก็จะอธิบายให้เค้าใหม่อะคะ

For me, if the participants comment on my idea, I will listen to it.

If my idea is not true, I will accept that. If they misunderstand, I will explain to them.

(Interview 7, 199 – 203)

In addition, among the six participants, Biew and Ting Ting were the only two participants who reported that they had greater interest in learning than others. In the questionnaire, they *disagreed* with the reversed statement “*I’m not as interested in learning as some other people seem to be.*” This means that they reported having interests in learning than others. The data from the interview confirmed this finding. As shown in the following excerpts, Biew reported that she had more interest in learning than others because she paid more attention to the class while Ting Ting felt that she had more concentration as well as basic knowledge than others.

(4)

Counselor: แล้วคิดว่าตัวเองมีความฉลาดหรือว่าความสนใจมากน้อยเพียงใด เมื่อเทียบกับเพื่อน ๆ

หรือว่าคนรุ่นราวคราวเดียวกัน

How would you compare yourself with your friends or people at your age in terms of intelligences or interests in learning?

Biew: สนใจหรือคะ หนูคิดว่า มากกว่า คนอื่น ๆ อะ เพราะว่า... เพราะหนูสังเกตดู หนูจะตั้งใจเรียน

Interest in learning? I think I'm more interested than others because...

I observed that I always pay attention to the class.

(Interview 11, 61 – 62)

(5)

Ting Ting: อืม...หนูคิดว่าหนูอาจจะโดดเด่นกว่า ก็คือว่า เหมือนกับว่าหนูอาจจะเวลาเรียนอย่างเนี่ยมีสมาธิ

มากกว่าเค้าแล้วพื้นฐานส่วนตัวหนูจะแน่นกว่าเค้านิดหน่อย

Um... I think I may be more dominant about interest in learning than

others. It's like I have more concentration and I have more basic

knowledge than others.

(Interview 7, 63 – 65)

Apart from ability to accept criticisms as well as greater interest in learning than others, the participants also reported that they had positive attitudes towards openness to learning. The data from the first interview revealed that when they were asked to give a definition of learning, they said that learning is to know something new and it can take place every where. The following excerpts show how Noon, Ting Ting, and Aim had positive attitudes towards openness to learning.

(6)

Counselor: นักเรียนคิดว่าการเรียนรู้ หมายถึง อะไร

What is learning in your opinion?

Noon: การที่รับสิ่งใหม่ ๆ เข้าไป และก็เอาไปปรับใช้ให้เป็นประโยชน์กับตนเอง การเรียนรู้เกิดขึ้นที่ไหนก็ได้ เพราะว่าทุกที่มีสิ่งใหม่ ๆ สำหรับเรา

Learning is to take something new and apply it to use for one's sake.

Learning can take place everywhere because there is always something new for us.

(Interview 5, 56 – 57)

(7)

Ting Ting: การเรียนรู้คือการเรียนรู้สิ่งใหม่ ๆ ซึ่งมันเกิดได้ทั้งนั้น มันเกิดขึ้นที่ไหนก็ได้ บางทีอยู่ป้ายรถเมล์เราอาจเรียนรู้ใหม่ ๆ ก็ได้

Learning is to learn something new and it can take place everywhere.

When we were at the bus stop, we might learn something new.

(Interview 7, 78 – 79)

(8)

Aim: การเรียนรู้... หมายถึง การที่เราเนียเออ ได้ศึกษาหรือได้ไปประสบกับเหตุการณ์ต่าง ๆ หรือไม่ก็จากบทเรียนอะไรที่เราได้พบมาหรือที่เราได้รำเรียนมาก็ตาม คือทุกอย่างมันคือการเรียนรู้ได้หมดนะคะ สำหรับหนูมันเกิดได้ทุกที่ ในห้องเรียนก็จะเป็นกับบทเรียน แต่ถ้าเป็นนอกห้องเรียนเนียก็จะเป็นประสบการณ์ชีวิตต่าง ๆ เห็นสิ่งต่าง ๆ ที่เราได้ประสบ

Learning is to study or to experience with various events or lessons.

Everything could be learning. For me, it can take place everywhere. In the classroom, learning is the lessons. Out of class, it is life experience.

(Interview 9, 63 – 66)

Considering the other characteristics of openness to learning, there was no evidences about participants' satisfaction with one's initiative, expectation of continual learning, intellectual responsibility, and sense of responsibility for one's learning as they reported in the questionnaire.

In summary, the data from the questionnaire together with the data from the interview revealed that there were no clear differences about openness to learning after the six participants completed the counseling program. They reported that they had ability to accept criticisms, greater interest in learning than others, and positive attitudes towards openness to learning.

Self-concept as an effective learner

Overall, the findings obtained from the three research instruments showed that the six participants reported changing their self-concept as an effective learner after they attended the counseling program. To begin with, the data from the questionnaire revealed that the participants changed their responses in this category the most comparing to other categories. The change ranged from two to six points. The data from the interview also supported that all six participants gained more confidence in self-learning and some of them possessed ability to organize time for learning, self-discipline, knowledge of

learning needs and resources, and self-view as a curious individual after completed the program.

In regard to confidence in self-learning, before participating in the counseling program, the data from the questionnaire revealed that the participants did not have confidence in self-learning. In the questionnaire, they “*disagree*” with the statement that “I am capable of learning for myself almost anything I might need to know.” The interview data confirmed this finding. The participants felt that they could learn better in classroom context. As shown in the following excerpt, Mac mentioned that if they learned by himself, he would be lazy to learn and might stop learning.

(9)

Counselor: *Do you learn a lot from the teacher and class activities or do you learn better on your own?*

Mac: *If... For me, I prefer to learn in the class because... there are um... the pressure to make me study to learn. But if I learn by myself, sometimes I may like lazy so I don't learn. But if in a class, I mean it's more effective.*

(Interview 3, 63 – 66)

Consistently, Preme did not have confidence in self-learning. He reported in the interview that he could learn better in the class because the teachers would know what kind of skills he needed to improve and he did not have self-determination as shown in the following excerpt.

(10)

Counselor: *Do you learn a lot from the teacher and class activities or do you learn better on your own?*

Preme: *Um... I think I can learn better with teachers. I mean...you know... the teachers... they know that what kind of skills that I have to improve something like that. For some reasons, I don't know when I learn by myself, I usually... okay now, I don't have time, I don't want to learn this. I'm busy now. But when I learn in class, it's a class so I have time to learn it. I don't play something like that.*

(Interview 1, 33 – 37)

However, after completing the program, it was found that the six participants possessed more confidence in self-learning. In the questionnaire, all of them changed their responses from “disagree” to “agree” or “strongly agree” with the statement “I am capable of learning for myself almost anything I might need to know.” In the interview, they reported that they started to have confidence in self-learning. As shown in the following excerpts, Mac reported confidently that he could study by himself.

(11)

Counselor: *Okay, finally, do you think you can study by yourself?*

Mac: *I think I can because it's no...disadvantage to learning. I just watching and learning. It's good and it's great.*

(Interview 5, 313 – 314)

Consistently, Ting Ting mentioned that she could learn by herself because she was aware of her learning preferences and she was more careful to learn.

(12)

Counselor: หลังจากที่เข้าร่วม counseling program ละ ได้เรียนรู้อะไรใหม่บ้างหลัก ๆ หรือ ได้เรียนรู้

อะไรอย่างน้อยแค่ไหน

After participating in the counseling program, what and how much have you learned?

Ting Ting: อืม... คิดว่าก็ได้ประโยชน์นะ แต่อาจจะได้ไม่ร้อยเปอร์เซ็นต์ ได้มาเยอะเหมือนกัน ก็คือ

เราก็จับแนวตัวเอง แล้วก็ระมัดระวังตัวเองมากขึ้น มีบางครั้งหนุกคิดว่าเรียนด้วยตัวเองได้

Well... I think I gained benefits, but it is not a hundred percent. I know about my learning preferences and I'm more careful. Sometimes I think I can conduct self-directed learning.

(Interview 8, 43 – 44)

As per the ability to organize time for learning, the data from the interview revealed that the participants changed to have time for learning no matter how busy they are. Take an example of Biew who reported before she attended the counseling program that she would take a break to conduct her self-study in case she were busy with her mid term examination or school works.

(15)

Counselor: สมมุติว่าเรียนภาษาต่างประเทศด้วยตนเองอยู่เป็นประจำทุกวัน แล้วมีช่วงหนึ่งที่แบบว่าสอบ

กลางภาคหรือไม่ก็ ช่วงอะไร งานเยอะๆ ที่ต้องส่งจะทำยังไง

Suppose you were learning a foreign language on your own as a regular schedule, what would you do during the mid term week or a week that there are a lot of assignments waiting to be done?

Biew: อาจจะหยุดไปเป็นนึ่งคะ เกลียร์ทีละอย่าง แล้วค่อยกลับมาเรียนใหม่

May be I will break my self-study and later back to do it again.

(Interview 7, 130 – 131)

After participating in the counseling program, Biew changed her responses that she would not take a break to learn by herself, but she would continue learning or keep practicing what she had learned.

(16)

Biew: ก็ฝึกต่อไปคะ อาจจะไม่ได้หยุด แต่ก็ไม่คืบหน้า แบบว่า ยังไงดีหละ แพร็คทิส (practice)

แต่ไม่เรียนเรื่องใหม่ อะไรอย่างนี้คะ

Well, I will continue practicing. I may not stop but I will not make progress. I don't know how to call it. I will only practice but I will not learn something new something like that.

(Interview 8, 145 – 146)

In regard to self-discipline, two participants including Noon and Aim were found to have more self-discipline after they participated in the counseling program. First, the data from the interview revealed that Noon gained more self-discipline because of her study plan. The data from the counselor's logs confirmed this finding. The counselor recorded in the counselor's logs that Noon came to the counseling session with regular journals. In addition, the data from the learner's journals as well as the counselor's logs revealed that Aim developed self-discipline over time. In early journals, Aim conducted her self-study irregular. After she was recommended to organize time for learning, it was found in later journals that Aim conducted a self-study regularly no matter how busy she was. She used the planning strategy to divide episodes of the series into a shorter period, so she could manage to follow her study plan. To elaborate, as shown in the following excerpt from the learner's journals, Aim watched an episode of a series only thirty minutes a day and watched the other half the next day.

(13)

Aim: *Today, I have watched movie again 'Prison Break 4'. I watched part two now, but I don't have enough time to watch until the end of part two. I will watch only half of it.*

(Aim: Learner's Journal 3)

(14)

Aim: *Today, I don't think that I will have more time, so I continue to finish watch "Prison Break 4" part two.*

(Aim: Learner's Journal 4)

Regarding to knowledge of learning needs and resources, all six participants were found to know their needs and learning resources both before and after they participated in the counseling program. The data from the interview and the learner's journals revealed that the participants appeared to know what they wanted to learn. They reported extensively in the interviews that they knew what language skills that they needed to improve. In the learner's journals, they always specified what they wanted to do next. Additionally, the six participants were also found to know the learning resources. When being asked how they typically find information that they wanted to learn, they could list learning resources including English websites, books, and resource persons and so on.

Finally, there was only Noon who reported having a self-view as a curious individual. The data from the interview revealed that Noon is a kind of learner who always wanted to learn. As shown in the following excerpt, she said that if she got stuck with questions that she needed to know, she would try to find answers immediately.

(17)

Counselor: โอ เค ครับ ต่อไป อยากจะให้ให้นักเรียนลองบรรยายตัวเองซิว่า ตัวเองเป็นผู้เรียนแบบไหน

Okay, Next question is could you describe yourself as a learner?

Noon: ก็...ถ้าคิดว่าเรียนอะไรแล้ว สนใจก็จะคือแบบจะทุ่มเทไปทางนั้น บางคนเนี่ยเค้าคือ เรียนก็จะเรียนแค่นั้นห้องละก็จบ แต่ถ้าอย่างนู่นเนี่ย ถ้าสมมติว่าอย่าง เออ ถ้าอยากรู้ก็คือ ต้องรู้อะคะ ก็คือเหมือนแบบ ถ้าสมมติแบบคิดเรื่องนี้ขึ้นมาหนึ่ง ต่อให้มันจะไม่ได้มีผล effects อะไรมาก แต่แบบว่า อาจจะเป็นประโยชน์กับเรา อาจจะเอามาทำงานให้มันดีขึ้นอะไรอย่างเงี้ย ก็คือไปค้นต่อ

Well...if I want to learn something interesting, I will commit myself to it. Some people may learn only in class and that's it. But for me, if I want to know something, I have to know it. If I got stuck, I will search more information even though it does not affect much. I think it may help me improve my work better.

(Interview 5, 43 – 48)

In summary, after the six participants completed the counseling program, they reported having more confidence in self-learning, ability to organize time for learning, knowledge of learning needs and resources, self-discipline, and a self-view as a curious individual.

Initiative and independence in learning

In general, the findings obtained from the four research instruments including the questionnaire, the interview, the learner's journals, and the counselor's logs revealed that the six participants reported changing their initiative and independence in learning. All six participants were found to be less dependent on the teacher after they participated in the counseling program.

Before participating in the counseling program, the data from the questionnaire and the interview revealed that the six participants were found to have a strong dependence on the teachers. In the questionnaire, all of them "agreed" with the statement "In a classroom, I expect the teacher to tell me exactly what I'm supposed to do." The data from the interview confirmed this finding. In the first interview, the participants regarded the teacher as an authority to make all decisions for their learning.

Among the six participants, Noon and Ting Ting expressed their dependence on the teacher extensively during the interviews. They reported that they learned better with the teachers. As shown in the following excerpt, Noon said that she could learn better in class because of the pressure to learn.

(18)

Counselor: ระหว่างเรียนกับครูกับเรียนรู้ด้วยตนเองเนี่ย สามารถเรียนรู้ได้มากด้วยวิธีไหน

Do you learn better with teachers or by yourself?

Noon: เอ่อ... วิธีที่เรียนกับอาจารย์ค่ะเพราะมันมีคน force เราในตัว แต่ถ้าคิดว่าแบบ เรียนรู้ด้วยตนเอง

คือ ถ้าไม่อยากจะเรียนก็เลิก ก็ไปทำอย่างอื่นซะ (หัวเราะ) คือ มันไม่มีคน force เรา ถ้าเหมือนแบบว่า

เรียนรู้ด้วยตนเองเหมือนเราต้องมีแบบความ effort เป็นของตัวเอง คือแบบอยากเรียนอะไรอย่างงี้

Um... I learn better with teacher because he will force us to learn. If I learn by myself and I don't want to learn, I will do something else (laugh). It's like nobody forces me. If I learn by myself, I will have my own effort to carry out learning some thing like that.

(Interview 5, 80 – 84)

Apart from preferences on classroom learning, the participants also expressed dependence on the teacher. They described their perceptions of an effective classroom in which the teacher had an authority to make all decisions about their learning. As shown in the following excerpts, Ting Ting thought that the teachers in an effective classroom should understand all learners. For the learners, they should pay respect to the teachers.

(19)

Counselor: นักเรียนคิดว่าห้องเรียนที่มีประสิทธิภาพควรมีลักษณะอย่างไร

What should an effective classroom be like?

Ting Ting: ต้องเงียบ (หัวเราะ)

It should be quiet (laugh)

Counselor: ต้องเงียบ คุณครูควรจะทำอะไร นักเรียนควรจะทำอะไร

Quiet? And what should the teacher and the students do?

Ting Ting: อืม ถ้าครูเหวอคะ ก็อยากให้นักเรียนเข้าใจเด็ก ดูเด็กได้ทุก ๆ คนว่าเค้าต้องการอะไร แล้วก็อยาก

ให้ครูแบบให้ความรู้แบบไม่กั๊กอะ ให้แบบเต็ม ๆ แล้วก็อยากให้นักเรียนเรียกอะไรอะความเป็นครูด้วย

แล้วก็อืม...ถ้าในแง่เรียนก็อยากให้นักเรียนเหมือนกับว่าให้ความเคารพครูคนนึงแล้วก็ เวลา

เรียนคุณก็ควรจะเงียบจะได้มีสมาธิ [อืม] แล้วก็ แล้วก็เรียน

Um...for teachers, I think he or she should understand every student about

what they want. Also the teacher should transfer all knowledge to students

and he or she should have teacher personality. And...for students, they

should pay respect to the teacher. When it's time to learn, they should be

quiet in order to concentrate on learning.

(Interview 7, 167 – 171)

However, after completing the counseling program, the data from the questionnaire revealed that all six participants were less dependent on the teacher. In the questionnaire, all of them changed their responses from “agree” to “disagree” or

“*strongly disagree*” with the statement “In a classroom, I expect the teacher to tell me exactly what I’m supposed to do.” The data from the interview as well as the counselor’s logs supported this finding. Noon changed their views towards an effective classroom during the interview that the teachers should allow that students to learn by themselves along with regular teaching as shown in the following excerpts.

(20)

Counselor: โอเค อ่า ที่นี้อยากจะให้คิดถึงห้องเรียนทั่ว ๆ ไปนะ นักเรียนคิดว่าห้องเรียนที่มีประสิทธิภาพควรมีลักษณะแบบไหน

Okay... um... I would like you to think of a general classroom. What should an effective classroom look like?

Noon: นุ่นว่าแบบว่า เอ่อ... การเรียนสมัยนี้ควรจะให้ให้นักเรียนแบบว่า อย่าง เหมือนเค้าเรียกว่าอะไร คือ ให้

นักเรียนเรียนรู้ด้วยตนเองด้วยส่วนหนึ่ง แล้วก็อาจารย์ป้อนส่วนหนึ่ง คืออาจารย์อาจจะ intro

เกี่ยวกับ topic นั้น ๆ ว่า เออสิ่งที่ต้องเรียนคืออะไรบ้าง อะไรอย่างไรจะคะ แล้วก็อาจจะมีการ

ให้นักเรียนหะ คือ สามารถทำด้วยตัวเองด้วย คือ ไม่งั้นเค้าก็จะนั่งฟังอย่างเดียว แล้วเราก็ไม่

สามารถวัดได้ว่าเค้าแบบเข้าใจในบทเรียนมากน้อยแค่ไหน อะไรอย่างเงี้ยคะ

I think um... learning nowadays should be like...how to call it. It's like the teacher should allow students to learn by themselves along with regular teaching. I mean the teacher can give the introduction of that topic. What are we going to learn in that topic? The teachers may have some learning activity in which the students an do by themselves otherwise they will just

listen passively. The teachers may not know how much their students learn, something like that.

(Interview 6, 154 – 160)

Similarly, Ting Ting changed her views towards an effective classroom that teachers should let students participate in the lessons as much as possible. Also the teachers should ask what the students wanted to learn.

(21)

Ting Ting: หนูว่าห้องเรียนควรจะให้นักเรียนมีส่วนร่วมให้มากที่สุดค่ะ [เช่น...] ก็อย่างเช่น

ถามนักเรียนนิดนึงว่าอยากเรียนอะไร เพราะว่าแบบว่า... ถ้าเราเรียนตามที่เราชอบ มันจะทำได้ดี

I think the class should let the students participate as much as possible [Can you give example?] For example, the teacher should ask what the students wanted to learn because...it's like if we study what we want to, we will do well.

(Interview 8, 154 – 160)

Apart from the findings from the questionnaire and the interview, the data obtained from learner's journals as well as the counselor's logs also provided evidence to support that the six participants developed independence in learning over time. In the first counseling session, Ting Ting mentioned that she was reluctant to conduct a self-study. She did not know how to start learning by herself. She approached the counselor to seek help what she should do. To elaborate, as shown the learner's journals that she brought to

discuss with the counselor, Ting Ting chose words to practice pronunciation without setting goals.

(22)

Ting Ting: *Today, I learnt about English pronunciation by watching the video clips. I learnt three words that are vulnerable, achieve, and advantage.*

(Ting Ting: Learner's Journal 1)

As a result, she could not learn how to pronounce successfully as shown in the following excerpt from the learner's journals.

(23)

Ting Ting: *I tried to follow the instructor. I can do follow it slowly but sometimes I can't pronounce it correctly.*

(Ting Ting: Learner's Journal 1)

However, after Ting Ting was given counseling that she might formulate a goal when she chose vocabulary to practice; she started to realize how to pronounce the words correctly.

(24)

Ting Ting: *This time, I started to see more details about the stress and the accent in both only vocabularies and when the vocabularies are in the sentence.*
For example, in the word "understandable" will stress at the word stand.
In the website, it'll separate the word like un-der-stand-a-ble. The example of the word "understandable" in the sentence is "It's

understandable why she got so upset when he yelled at her.” I noticed that the instructor will say “yelled at” like “yell-dat.”

(Ting Ting: Learner’s Journal 2)

In later counseling sessions, Ting Ting came to the counseling sessions with the ideas of how to learn rather than ask what to do. She always chose words to practice pronunciation with criteria and she tried to evaluate herself how much she learned.

Considering other characteristics of initiative and independence in learning, active pursuit of baffling questions, ability to initiate new learning projects, and satisfaction with reading comprehension skills were not found from the analysis of the interviews, learner’s journals, and counselor’s logs.

Informed acceptance of responsibility

Overall, the data obtained from the questionnaire and the interview revealed that the six participants reported changing their responsibility after they completed the counseling program. However, the data from the learner’s journals and the counselor’s logs provided no evidence about participants’ responsibility.

In the questionnaire, the participants changed their responses in this category ranging from two to four scores. The data from the interview also supported this finding. The participants were found to gain more sense of responsibility and blame oneself as a part of learning problems.

Among the six participants, Preme changed to accept his own responsibility the most. Before attending the counseling program, the data from the questionnaire revealed that Preme reported “*not sure*” with the two statements including “No one but me is truly

responsible for what I learn.” and “If I don’t learn, it’s my fault.” The data from the questionnaire confirmed this finding. As shown in the following excerpt, Preme reported that he would blame the teacher if he did not learn in the class.

(25)

Counselor: *Have you ever had any experiences going to a class and felt that you didn’t learn much from that class? [Yes] What do you think might have caused the problem?*

Preme: *Waste the time. Also I shouldn’t take this class may be you know... I don’t have to pay that much attention to it.*

Counselor: *Who do you think might be responsible for that problem?*

Preme: *Teachers for sure. Their job is teaching me. If they teach something I don’t learn... um... anything from that class, it’s their fault.*

(Interview 1, 272 – 273)

However, after Preme completed the counseling program, he changed his responses in the questionnaire from “not sure” to “strongly agree” in the above statements. The interview data also confirmed this finding. As shown in the following excerpt, Preme changed his answer that it was his responsibility if he did not learn.

(26)

Counselor: *Have you ever had any experiences going to a class and felt that you didn’t learn much from that class? [Yes] Who do you think might be responsible for that problem?*

Preme: *I think it's me who should um... responsible for this problem. I'm the only person who learns, so if I don't learn, it's my fault.*

(Interview 2, 261 – 262)

The other five participants were found to have responsibility for their learning since the beginning of the counseling program. In the questionnaire, some of them “agree” and other “strongly agree” with the statements “No one but me is truly responsible for what I learn.” and “If I don't learn, it's my fault.” The data obtained from the interview also supported the data from the questionnaire. In the interview, they participants reported that they have self-commitment to their own learning. As shown in the following excerpts, Noon described herself as a learner who commit to interesting activity as well as she had self-discipline in learning.

(27)

Counselor: คำถามต่อไปก็คือ อยากจะให้ให้นักเรียนลองบรรยายตัวเองซิว่า ตัวเองเป็นผู้เรียนแบบไหน

Next question is can you describe yourself as a learner?

Noon: ก็ ถ้าเกิดว่าเรียนอะไรแล้ว ทำได้ สนใจก็จะคือแบบจะทุ่มเทไปทางนั้น ก็คือ ถ้าสนใจแล้วทำได้ ะไรอย่างเงี้ยละ และที่ ก็ค่อนข้างมีระเบียบนะคะ

Well...if I learn something and I could do it, I will commit myself to it.

It's like if I'm interested in any activities, I will devote myself to do it. And I also have self-discipline.

(Interview 5, 32 – 33)

Additionally, when Noon was asked who should be responsible if she did not learn anything for that class, she said that it's her fault as shown in the following excerpt.

(28)

Counselor: นักเรียนเคยไปเรียนในชั้นเรียนหนึ่งทีรู้สึกว่าจะไม่ได้เรียนอะไรไหม [ค่ะ] นักเรียนคิดว่าใคร

ควรจะเป็นผู้รับผิดชอบปัญหาที่นักเรียนเรียนไม่รู้เรื่อง

Have you ever had any experiences going to a class and felt that you didn't learn much from that class? [Yes] Who do you think might be responsible for that problem?

Noon: ส่วนใหญ่แล้วก็หนูนี่แหละค่ะ วันไหนที่คุยกันไม่สนใจเรียน ก็จะหลุดเลย ไม่รู้เรื่องเลย

Most of the time, it's me. If I talk with my friend without paying attention, I cannot learn anything.

(Interview 5, 265 – 266)

Considering other characteristics of acceptance of responsibility, there were no evidences about a view of oneself as average or above average in intelligence, belief in an exploratory function of education, and ability to judge one's own learning progress.

Love of learning

In general, the data from the questionnaire revealed that there were no clear differences about participants' love of learning. However, the other three research instruments including the interview, learner's journals, and the counselor's logs yield that the six participants developed love of learning over time during their participation in the counseling program.

To begin with, the data from the questionnaire revealed that there were no clear differences of the participants' love of learning. The change ranged from one to three scores. However, the findings from the interview did not support the findings from the questionnaire. In the interview, the participants were found to have willingness for difficult study, enjoyment of inquiry, and interest in learning.

Among the six participants, Noon reported changing about her love of love of learning. She changed to have willingness for difficult study. To elaborate, before attending the program, Noon reported that she had willingness for easy study as shown in the following excerpt.

(29)

Counselor: โอ เค ถ้าหากให้นักเรียนเลือกวิชาเรียนระหว่าง ตอบจริง ๆ นะ วิชาที่ง่ายแต่ไม่น่าสนใจ กับ วิชาที่ยากแต่น่าสนใจ นักเรียนจะเลือกเรียนวิชาใด เพราะเหตุใด

Okay. Please answer this question frankly. If there were two subjects for you to choose to study between “easy, but not interesting” and “difficult, but interesting”, Which subject would you choose? Why?

Noon: อืม... ก็ วิชาที่ง่ายแต่ไม่น่าสนใจ (หัวเราะ) [เพราะ...] เพราะว่า... อืม หนูสังเกตตัวเองว่า เวลาง่าย ๆ จำ ๆ อะทำได้ดีอะ หนูไม่ชอบเรียนแบบยาก ๆ อะค่ะ

Well... I choose easy subjects (laugh) [Why?] because I observe myself that I learn best when I learn something easy and I don't want to study something difficult.

(Interview 5, 210 – 211)

However, Noon changed her answers in the fifth-phase interview that she wanted to study a difficult subject because she realized that it would be challenging to do so.

(30)

Noon: หนูว่าเรียนแบบยากดีกว่านะ ทำท่ายดี

I think I would learn something difficult. It's challenging.

(Interview 6, 195)

Moreover, the findings from the learner's journals revealed the all six participants reported having enjoyment of inquiry. They mentioned extensively throughout the learner's journals that they were happy and enjoyed to learn by themselves. Take an example of Aim who expressed her love of learning extensively. As shown in the following excerpts, Aim felt happy to conduct a self-study and she thought that watching movies would help her improve language skills that she wanted to.

(31)

Aim: *I felt happy and fun to do this. I think this is the best way for me to improve my speaking skill listen to the native foreigners speak can help me to pronounce the word correctly.*

(Aim: Learner's Journal 2)

(32)

Aim: *Today, I still watch the movie called "Prison Break 4." Every time when I do this activity, I always feel happy, fun, and ready to learn new things from the movie.*

(Aim: Learner's Journal 4)

Even though Aim encountered problems during the self-study, she still wanted to study more. As shown in the following excerpt, Aim still felt happy and fun to learn by herself and she started to consider self-learning is challenging.

(33)

Aim: *In my opinion, I think watching movie made me feel excited, happy, and fun because I love to watch movie and I think it is more challenge than before too.*

(Aim: Learner's Journal 7)

Besides, after Aim completed the program, she expressed the love of learning. She said that she would continue doing the self-study because she realized that they could learn a lot form that.

(34)

Aim: *This is the last time that I'm going to record this in paper, but I will continue watch series and movies. So, I can improve my speaking skill because I can use many words that I have learnt from this activity in speaking in my daily life now.*

(Aim: Learner's Journal 15)

Apart from the findings from the interview and the learner's journals, the data from the counselor's logs also revealed that the participants had love of learning during their participations in the counseling program. The data from the counselor's logs yielded that they expressed enjoyment for self-learning when they were asked how they felt during the self-study period. Also when asking what they planned to do in the next

counseling sessions, they said that they would continue doing the self-study. They said that they enjoyed learning and they thought that it would help them improve language skills that they wanted to.

Creativity

Overall, the data obtained from the four research instruments revealed that there were no clear differences about creativity after the six participants attended the counseling program. The data revealed that all of them already had creativity including ability to think of various techniques to learn before they attended the counseling program, but the counseling sessions made them more aware of it.

To begin with, the data from the interview revealed that the six participants possessed ability to think various techniques to learn before and after participating in the counseling program. As shown in the following excerpt, Preme could come up with several techniques to learn a new language that he wanted to such as buying self-study books, studying in an extra class, or living in a country that use the language that he wanted to learn.

(35)

Counselor: *Are you interested in learning another foreign language?*

Preme: *A lot...but for majority language, I want to learn Spanish.*

Counselor: *Okay. Suppose that you were to learn Spanish, how would you learn?*

Preme: *Um...it's kinda hard to learn Spanish in Thailand because not many Thai*

people can't speak Spanish, so I might have to buy books or have to find place to learn Spanish. Or maybe I can go to um... the foreign country to learn this language.

(Interview 1, 132 – 135)

Similarly, Noon was found to have ability to think of numerous ways to learn. As shown in the following excerpt, she could list several ways that she could do to learn a new language that she wanted to learn.

(36)

Counselor: นักเรียนมีความสนใจอยากจะทำเรียนภาษาต่างประเทศอีกภาษาหนึ่งไหม

Are you interested in learning another foreign language?

Noon: ญี่ปุ่นค่ะ

Japanese

Counselor: ถ้าหากเรียนญี่ปุ่นเนี่ยจะเรียนยังไง

Suppose that you were to learn Japanese, how would you learn?

Noon: อ้อ... เบื้องต้นแล้วถ้าสนใจก็จะไปหาเองก่อน คือแบบ เหมือนอย่างที่หนูบอก ถ้าแบบสนใจแล้ว

จะไปหาเองเลย ก็แบบไปหา พยายามทำทุกอย่าง พยายามรับสื่อมาให้ได้มากที่สุด ชั้นแรกคือ

แบบ อ่านด้วย แล้วก็ฟังเพลงด้วย แล้วก็ดูหนังด้วย แล้วก็แบบถ้าเกิดมีเพื่อนที่เป็นแบบคนญี่ปุ่นที่

พูดภาษาอังกฤษได้อย่างเจ๋ง ก็คือคุยกับเค้า เพราะว่าเค้าก็อ่อนภาษาอังกฤษก็แลกเปลี่ยนอะไรอย่างเจ๋งค่ะ

Well...like I said, if I'm interested in learning something, I will find information to learn by myself first. I will try to use variety of materials. I will read, listen to music, and watch movies. Also if I have Japanese friends who can speak English, I will chat to them because they are not good at English. We can take turn learning languages something like that.

(Interview 5, 98 – 103)

Even though the participants possessed the ability to come up with several techniques to learn, they were not aware of it. The participants started to realize that they had this ability when they attended the first counseling session. The data obtained from the counselor's logs revealed that there were discussions of approaches in learning if they encountered problems during the self-study. For example, in the first counseling session, Mac came to the counseling session with questions about how to overcome learning problems that he encountered when he watched a TV series. At first, Mac watched TV series with English subtitles and he said that he could not understand some key ideas in the series. However, after the discussions of techniques to overcome those difficulties, Mac changed the approach to learning; he could think of other techniques to help him learn better. As shown in the following excerpts from the learner's journals, Mac changed to watch movies with Thai subtitles and he could learn some words that people use in daily life.

(37)

Mac: *In this episode, I learned a few interesting words and phrases. I have to say that I watched this episode with Thai subtitle. The first word is “stodgy.” I could catch this word clearly with Thai translation that it means “not modern.” So, I wow!, another big word I found in this series and they actually use it.*

(Mac: Learner’s Journal 2)

In later journals, Mac started to realize that watching movies with Thai subtitles help him learn and it may help improve language skills that he wanted to as shown in the following excerpts.

(38)

Mac: *This is the fourth journal with the third episode of “Lipstic Jungle.” I said in the previous journals that I’ve changed to watch the series with Thai subtitle and I think it’s more working for improving my speaking skills.*

(Mac: Learner’s Journal 4)

Positive orientation to the future

Generally, the data from the four research instruments revealed that the six participants reported changing their positive orientation to the future after they completed the counseling program. They were found to develop goal orientation over time during their participation in the counseling program.

To begin with, the data from the questionnaire revealed that the participants' positive orientation to the future after participated in the counseling program were higher than before. The data from the interview also confirmed this finding as follows.

Among the six participants, Ting Ting expressed goal orientation the most after she completed the counseling program. Before attending the counseling program, she always studied something immediately without setting a goal and it usually turned out that it did not work. However, after completing the counseling program, Ting Ting reported that it helped her focus on planning. She said that she could set goals before doing things.

(39)

Counselor: หลังจากเข้าร่วมโปรแกรมการให้คำปรึกษาแล้ว นักเรียนได้เรียนรู้อะไรบ้าง

After participating in the counseling program, what did you learn?

Ting Ting: หนูก็ได้อะไรเยอะเลยนะ คือ หนูรู้สึกว่าหนูขยันขึ้นแล้วก็ มีเป้าหมายมากขึ้น แต่ก่อนอยาก

เรียนอะไรก็เรียน ไม่เคยคิดที่จะตั้งเป้าหมาย แต่หลังจากเข้า counseling แล้วหนูรู้สึกว่า ก่อนจะ

ทำอะไร หนูจะตั้งเป้าหมายมากขึ้น

I got a lot of things that is I feel that I'm more diligent and I have more goals. Before that I will learn immediately if I want to learn. I never set the goals. But after completing the counseling program, I feel that before doing any thing, I have to goals first.

(Interview 8, 56 – 58)

In summary, the participants were found to develop ability to set goals for learning during their participation in the counseling program.

Ability to use basic study and problem-solving skills

In general, the data from the four sources yield that the six participants changed their ability to use basic study and problem-solving skills after the six participants attended the counseling program. For ability to use basic study skills, the participants were found to develop planning ability. For problem-solving skills, they could solve problems by themselves using various techniques.

For ability to use basic study skills, among the six participants, Noon was found to change her basic study skills the most. Before attending the counseling program, Noon “disagree” with the reversed statement “I don’t have any problems with basic study skills.” This means that she had problems with her basic study skills. In the interview, she also expressed that she typically did not plan when she learn something. As shown in the following excerpt, Noon attempted to learn a new language, Japanese, by practicing from various resources without having a systematic plan.

(40)

Counselor: ถ้าหากเรียนภาษาญี่ปุ่นนี้จะเรียนยังไง

Suppose that you were to learn Japanese, how would you learn?

Noon: อ้อ... เบื้องต้นแล้วถ้าสนใจก็จะไปหาเองก่อน คือแบบ เหมือนอย่างที่หนูบอก ถ้าแบบสนใจแล้ว

จะไปหาเองเลย ก็แบบไปหา พยายามทำทุกอย่าง พยายามรับสื่อมาให้ได้มากที่สุด ชั้นแรกคือแบบ อ่านด้วย แล้วก็ฟังเพลงด้วย แล้วก็ดูหนังด้วย แล้วก็แบบถ้าเกิดมีเพื่อนที่เป็นแบบคนญี่ปุ่นที่พูดภาษาอังกฤษได้อย่างเจี๊ย ก็คือคุยกับเค้า เพราะเค้าก็อ่อนภาษาอังกฤษก็แตกต่างกันอะไรอย่างเจี๊ยวะ

Well...like I said, if I'm interested in learning something, I will find information to learn by myself first. I will try to use variety of materials. I will read, listen to music, and watch movies. Also if I have Japanese friends who can speak English, I will chat to them because they are not good at English. We can take turn learning languages something like that.

(Interview 5, 98 – 103)

However, after she completed the counseling program, the data from the questionnaire revealed that she changed her responses from “disagree” to “agree” the reversed statement “I don’t have any problems with basic study skills.” This means that she did not have problems with her basic study skills. After she was trained to see the importance of planning and to plan an achievable self-study in the third phase, designing a self-study plan, she changed her responses to the above question. As shown in the following excerpt, Noon reported that if she were to learn a new language, she would break a new language into small entity and started learning each entity respectively.

(41)

Counselor: ถ้าหากนักเรียนจะเรียนภาษาต่างประเทศอีกภาษาหนึ่งเนี่ย นักเรียนจะเริ่มเรียนยังไง

Suppose that you were to learn a new language, how would you learn?

Noon: ก่อนอื่นเลย ก็ค้นหาข้อมูลภาษานั้นก่อนค่ะ แล้วก็แบ่งเป็นเซ็คชั่น (section) แล้วก็เริ่มเรียนตามที
แบ่งไว้ ค่ะ [เช่น] ก็อย่างเช่น แบ่งเป็นโวเค็บ (Vocabulary) แกรมม่า (Grammar) แล้วก็เรียนทีละ
ส่วน อะไรอย่างเงี้ยค่ะ

First, I will search more information about that language and divide it up
into small sections. Then I'll start learning in each section. [Can you give
example?] For example, I'll divide it up into like vocabulary or grammar
and learn each section respectively something like that.

(Interview 6, 121 – 124)

In regard to problem-solving skills, the participants were found to have these skills before they attended the counseling program. When they were asked how they typically solved problems about learning, all six participants could come up with solutions to solve their learning problems. As shown in the following excerpt, Biew typically asked friends or teachers if she did not understand lessons.

(42)

Counselor: เวลานั้นก็เรียนประสบปัญหาด้านการเรียนอะ นักเรียนมักจะทำยังไง

If you encountered learning problems, how do you typically do?

Biew: ถ้าไม่เข้าใจก็ถามเพื่อนให้ห้องที่เก่ง ๆ ค่ะ อย่างเช่น ด้านเลขก็ถามคนที่เก่งเลขค่ะ

If I don't understand something, I will ask my friends who are good at it; for
example, I will ask my friends who are good at Math.

(Interview 11, 227 – 228)

Additionally, the participants also analyzed learning problems and tried to solve the problems they themselves. As shown in the following excerpt, when having problems, Noon reported that she typically analyzed the cause of problems and tried to solve problems as soon as possible.

(43)

Counselor: เวลานั้นนักเรียนประสบปัญหาด้านการเรียนอะ นักเรียนมักจะทำยังไง

If you encountered learning problems, how do you typically do?

Noon: ก็คิดว่าปัญหาอะไร เกี่ยวกับอะไร แล้วก็คือทำไมเราถึงมีปัญหา นั่น แล้วก็พยายามแก้ไขให้เร็วที่สุดค่ะ

เพราะว่า เหมือน ถ้าเรียนส่วนใหญ่มันจะเป็นพื้นฐานกัน ถ้าไม่เข้าใจแล้วเนี่ย ไปอีกก็จะไม่เข้าใจ

อีก เพราะฉะนั้นก็ควรจะแก้ตรงเนี้ยก่อน ปัญหา ส่วนใหญ่ก็จะหาหนังสือมาอ่านเพิ่ม ค่ะ

Well, I will have what kind of problems and why do I have that problem.

Then I will try to solve that problem as soon as possible because if I don't understand something, I may not understand other parts. So, I have to solve this problem first and move on later. If I have problems, I mostly read for more information something like that.

(Interview 5, 247 – 251)

In summary, the data revealed that the six participants changed their ability to use basic study and problem-solving skills. They started to have more planning ability.

Conclusion

This chapter reports on the findings in response to the following research questions that “To what extent does the English language counseling program enhance self-directed learning?” The data revealed that the English could enhance self-directed learning. The data from the questionnaire revealed that the participant’s self-directed learning readiness after completing the counseling program were higher than before.

The data obtained from the interview and learner’s journals confirmed this finding. It was found that the participants changed their self-concept as an effective learner; they gained more confidence in self-learning, ability to organize time for learning, knowledge of learning needs and resources, and self-view as a curious individual. Also, all six participants were found to be less dependent on the teacher as well as they gain more sense of responsibility, blame oneself as a part of learning problems, and monitor one’s learning progress. Moreover, the participants developed love of learning over time during their participations in the counseling program.

CHAPTER V

DISCUSSIONS

This chapter presents a summary of the study, summary of the results, and a discussion of the results. The effects of the English language counseling program on self-directed learning are discussed in comparison with the results from previous studies as well as considering Thai contexts. Then, the limitations of the study, pedagogical implications, and recommendation for future research are also presented in this chapter.

Summary of the Study

The present study employed both quantitative and qualitative research methods to investigate the effects of an English language counseling program on self-directed learning. The participants were six upper secondary school learners who studied in the English Program at Samsenwittayalai School. They were randomly selected from the participants who volunteered to participate in and completed the counseling program.

The English language counseling program comprised of five phases as follows: understanding the learner, raising learner's awareness, designing a self-study, counseling, evaluating learning. In the first phase, understanding the learner, the researcher employed a questionnaire, an autobiography, and an interview to examine learner's background information. These backgrounds were used to understand the learner in order to give effective counseling based on the learner's expectations. In the second phase, raising learner's awareness, the researcher employed a reflective task to help the learner to be aware of his or her learning preferences. Later, the learner used his or her learning

preferences to plan a self-study in the next phase. In the third phase, designing a self-study plan, the learner planned a self-study to improve his or her language skills that he or she wanted to. Before that, the researcher used a problem-solving to help the learner see the importance of planning and a learning goal situation to help the learner plan an achievable self-study. After the learner planned the self-study, he or she started doing activities and wrote learner's journals detailing what he or she did, how they felt, what difficulties they encountered, what they planned to overcome those difficulties. In the fourth phase, counseling, the learner brought learner's journals to discuss with the researcher regarding to their learning progress. The learner was required to attend this phase three times in the first, second, and fourth weeks. Also, they could approach to seek for extra help by making appointment. In the last phase, evaluating learning, the researcher discuss with the learner about their learning success and his or her suggestions for future program improvement.

The counseling program was conducted during the participants' free time on voluntary and appointment basis. The research instruments to assess self-directed learning consisted of a questionnaire, an interview, a learner's journal, and a counselor's log. The data obtained from those instruments were analyzed by using coding technique to answer the following research question: "To what extent does the English language counseling program enhance self-directed learning of upper secondary school students?"

Summary of the Results

The quantitative and qualitative data revealed that the English language counseling program could enhance self-directed learning. First, the quantitative data

obtained from the questionnaire showed that the participants' self-directed learning readiness after they completed the counseling program were higher than before.

Second, the qualitative data obtained from other three research instruments including interview, learner's journals, and counselor's logs also supported the finding from the questionnaire. The participants changed their self-directed learning readiness which were grouped based on the combination between the themes emerged from coding analysis as well as the categories in the questionnaire. The findings from the qualitative data are summarized as follows.

Openness to learning

The data revealed that there were no clear differences about openness to learning after the participants attended the counseling program. All participants were found to have ability to accept criticisms; they mentioned that listening to others' comments is very important because it created the opportunity to learn. Some of them reported having greater interest in learning than others; they said that it was because they had more attention and concentration in class than others. Also some participants had positive attitudes towards openness to learning; they reported that they would know something new and it can take place every where.

Self-concept as an effective learner

The data showed that the six participants changed their self-concept as an effective learner after they completed the counseling program. Before the six participants attended the counseling program, they reported in the interview that they did not have confidence in self-learning. They said that they could learn better in class with teachers.

After they completed the counseling program, all of them gained more confidence in self-learning. They reported that they could learn by themselves. In addition, some of them possessed ability to organize time for learning, self-discipline, knowledge of learning needs and resources, and self-view as a curious individual.

Initiative and independence in learning

All six participants were found to be less dependent on the teacher after they participated in the counseling program. They came to the counseling sessions with the idea of what and how to learn rather than ask for a prescription what they should do. Some of them changed their perceptions of an effective classroom in which the teacher had an authority to make all decisions about their learning to a class that integrate regular classroom teaching with self-learning.

Acceptance of responsibility

The data obtained from the four research instruments revealed the six participants reported changing their acceptance of responsibility after they completed the counseling program. The participants were found to gain more sense of responsibility and blame oneself as a part of learning problems.

Love of learning

The data from the questionnaire revealed that there were no clear differences about participants' love of learning. However, the other three research instruments including the interview, learner's journals, and the counselor's logs yield that the six participants developed love of learning over time during their participation in the counseling program. They had willingness to study in a more difficult subject since it was

challenging. Also they enjoyed to conduct a self-study even though they encountered problems during the self-study periods.

Creativity

The data obtained from the four research instruments revealed that there were no clear differences about creativity after the six participants attended the counseling program. The data revealed that all of them already had creativity including ability to think of various techniques to learn before they attended the counseling program, but the counseling sessions made them more aware of it.

Positive orientation to the future

The data from the four research instruments revealed that the six participants reported changing their positive orientation to the future after they completed the counseling program. They were found to develop goal orientation over time during their participations in the counseling program.

Ability to use basic study and problem-solving skills

The data from the four sources yield that the six participants changed their ability to use basic study and problem-solving skills after the six participants attended the counseling program. For ability to use basic study skills, the participants were found to develop planning ability. For problem-solving skills, they could solve problems by themselves using various techniques.

Discussions

In the present study, the data revealed that the English language counseling program could enhance self-directed learning. The findings in the present study were

consistent with previous studies including Altshul (2001), Reinders (2006), Keyuravong and Maneekhao (2006), and Victori (2007). The participants in all studies were found to direct their own learning more effectively after they attended the counseling programs. This section presents the discussions of the findings in the present study in relation to previous studies together with consideration to the Thai context as follows.

Openness to learning

In the present study, the data showed that all six participants were found to have openness to learning; they reported that they had ability to accept criticisms, greater interest in learning than others, and positive attitudes towards openness to learning. The data were consistent with previous studies (Guglielmino, 1977; Skager, 1978; Lounsbury et al, 2009). However, when comparing before and after the counseling program, the data revealed that there were no significant change about openness to learning.

The possible explanation why their openness to learning did not change clearly may be they have already possessed high degree of openness to learning. When they volunteered to participate in the English language counseling program, it might be they were open to learn. The data from the questionnaire confirmed this claim. In the questionnaire, the participants reported having openness to learning before they attended the counseling program ranging from fourteen to twenty seven points.

Self-concept as an effective learner

The data showed that the six participants changed their self-concept as an effective learner after they completed the counseling program. All of them gained more confidence in self-learning, ability to organize time for learning, self-discipline,

knowledge of learning needs and resources, and self-view as a curious individual. The findings in the present study were consistent with previous studies (Guglielmino, 1977; Smith, 2000; Lounsbury et al, 2009).

The possible explanation why the participants changed their views towards themselves may be the counseling program in the present study consisted of sessions that were designed to help the participants aware of themselves as a learner. Before attending the counseling program, the participants did not believe that they could learn by themselves. After raising awareness about how they learned best in the second phase, the participants started to believe in themselves. The reflection during the counseling session may also help the participants gain confidence in self-learning. In the counseling session, the participants had to reflect about what and how much they learned during the self-study. By doing this, it created a sense of accomplishment and may lead the participants to believe in themselves that they could conduct the self-study.

Initiative and independence in learning

In the present study, the data revealed that the participants were found to be less dependent on the teacher after they participated in the counseling program. The findings were consistent with previous studies (Guglielmino, 1977; Victrori, 2007; Lounsbury et al, 2009). To elaborate, Victori (2007) pointed out that the counseling program was successful in helping the participants to study independently; they were less dependent on the counselor as well as they came to the counseling sessions with what and how to learn rather than asked the counselor to tell them what to do.

The possible explanation why the participants were found to be less dependent on the teacher may be the counselor encouraged the participants to take active roles during the counseling program. The participants were the ones who make their decisions about their own learning. They had to design a self-study plan and implemented learning by themselves. During the counseling sessions, the participants were the one who come up with solutions if they encountered learning problems. The counselor's role was just a facilitator who asked questions to trigger an idea that functioned best on the participants' terms. Therefore, for the sake of helping the participants to become independence in learning, down playing counseling approach (Pemberton et al, 2001) may help.

Acceptance of responsibility

The data obtained from the four research instruments revealed the six participants reported changing their acceptance of responsibility after they completed the counseling program. The participants were found to gain more sense of responsibility and blame oneself as a part of learning problems. The findings obtained from the present study were consistent with previous studies (Guglielmino, 1977; Lounsbury et al, 2009).

The possible explanation why the participants started to accept their responsibility may be the preparation that the counselor helped the participants to prepare themselves before they conducted the self-study. First, the present study allowed the participants to design their own learning with providing support during the period. Before designing the self-study plan, reflective task was employed to help them aware of how they learn best and learning goal situation was used to help them see the importance of planning. Last, before they plan a self-study, they were raised awareness of the components of an

achievable goal. The above process implicitly implied that the participants must be responsible for their own learning.

In addition, during the counseling sessions, the participants had to do a lot of reflection about their own learning; for example, what difficulties they confront, what challenges they encounter, or what make them achieve the goals and objectives. Little

(2007) and Chia (2007) said that learners' reflection about their own learning may help the learners take responsibility for their learning.

Love of learning

The data revealed that the participants developed love of learning over time during their participation in the counseling program. They had willingness to study in a more difficult subject and enjoyment of inquiry. The findings were consistent with previous study (Guglielmino, 1977).

The possible explanation why the participants had more love of learning may be because the English language counseling program allowed them to plan to improve language skills that he wanted to based on his own learning preferences. Benson (2003) said that providing learning options may contribute to the love of learning. More importantly, when the participants encountered problems, the researcher provided support by encouraging them to learn and raised awareness about the benefits of the self-directed learning. They mentioned in the fifth-phase interview that the counseling phase helped them learn the most and they started to enjoy learning because of that phase.

Creativity

The data obtained from the four research instruments revealed that there were no clear differences about creativity after the six participants attended the counseling program. The data revealed that all of them already had creativity including ability to think of various techniques to learn before they attended the counseling program. The findings were consistent with previous study (Guglielmino, 1977).

The possible explanation why there were no clear differences about creativity may be the participants already had high degree of creativity before they attended the counseling program.

Positive orientation to the future

The data from the four research instruments revealed that the six participants reported changing their positive orientation to the future after they completed the counseling program. They were found to develop goal orientation over time during their participation in the counseling program. The findings were consistent with previous studies (Guglielmino, 1977; Skager, 1978).

The possible explanation why the participants have goal orientation may be because the English language counseling program consists of sessions that were developed to enhance the goal-setting ability. In the third phase, designing a self-study plan, the researcher employed several tasks to develop goal-setting ability. In the first session, the problem-solving task was used to help the learner recognize the importance of planning. In the second session, the learning goal situation was employed to help the participants plan their own self-study.

Apart from sessions developed to train the participants to set goal, the counselor also raise participants' awareness about goal setting process. During counseling sessions, the participants had to do a lot of reflection about their goals. If they encountered problems or they seemed to be lost, the counselor asked them to go back to the goals. Moreover, guided questions in the learner's journals may help them aware that they have to plan before learning something. To elaborate, in the learner's journals, the participants had to record that they planned to do in the next self-study.

Ability to use basic study and problem-solving skills

The data from the four sources yield that the six participants changed their ability to use basic study and problem-solving skills after the six participants attended the counseling program. For ability to use basic study skills, the participants were found to develop planning ability. For problem-solving skills, they could solve problems by themselves using various techniques. The findings were consistent with previous studies (Guglielmino, 1977; Skager, 1978).

The possible explanation why the participants had more planning and problem-solving ability may be the discussion during the counseling sessions. The participants had to reflect about their problems and how they solved those problems a lot. Some times, the counselor asked them to refer back to the goal setting process if they seemed to be reluctant to learn.

Conclusion

The findings of the present study indicated that the English language counseling program could enhance self-directed learning. It was found that they were the

participants' self-directed learning after they completed the counseling program were higher than before.

There were many features that contributed to the increase of self-directed learning. First, the participants were encouraged to take active roles in shaping their learning during the counseling program. This helped the participants to have initiative and independence in learning. Second, the counselor provided a preparation before the participants conducted the self-study. The supports consisted of raising their awareness about learning preferences, the importance of planning, and the components of achievable goals. This helped the participants to accept their responsibility. Last, the reflection during the counseling sessions helped the participants to have self-concept as an effective learner, acceptance of responsibility, love of learning, and ability to use basic study and problem-solving skills.

Limitation of the Study

The present study contains some limitations which might affect the implication of the findings as follows. First, the data obtained from the research instruments were mainly self-reported. Therefore, some findings did not have concrete evidence. Learner's works during the program were not collected.

Second, the time during the counseling phase was also limited. The data were collected over the period of two months in the second semester of the academic year. In that semester, the participants had to participate in extra-curricular activities including sports days, festivals, campaigns, and academic competitions at the same time. This made

them write only a few journals because they were busy with the preparation for those activities. It also seemed to affect the continuation of attending the counseling program.

Pedagogical Implications

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

First, the findings revealed that the English language counseling program could enhance self-directed learning, thus English teachers and self-access center counselors could use the counseling program developed in this study as a guideline to develop their own counseling programs to help their learners during their self-directed learning.

To develop the counseling program, the teachers and self-access center counselor should encourage the participants to take active roles, prepare the participants to conduct a self-study, and encourage reflection.

Recommendations for Future Research

As mentioned in the introduction that no study has been conducted to investigate the effectiveness of language counseling programs in Thailand context, the results of the present study have provided preliminary findings for future research in the fields. Some recommendations are proposed for further research studies as follows.

First, the learners' works should also be included as another research instrument to provide concrete evidence about the learner's self-study.

Second, the time to conduct the research should be longer than in the present study. As revealed in the limitations that the participants had other extra-curricular

activities to participate as well, more time for the participants to make appointments would increase the opportunities for the participants to conduct the self-study.

Last, the future research could be conducted with lower secondary school learners because they had more free time than the upper secondary school learners. Additionally, if they participated in the English language counseling program earlier, it might help promote the independent learning which serves the goals of the Basic Education Curriculum.



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APPENDICES

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix A

Self-directed learning readiness scales

แบบสอบถามเกี่ยวกับการเรียนรู้และทัศนคติต่อการเรียนรู้

แบบสอบถามนี้สร้างขึ้นมีจุดประสงค์เพื่อศึกษาความชอบเกี่ยวกับการเรียนรู้และทัศนคติต่อการเรียนรู้ หลังจากอ่านข้อคำถามแล้ว โปรดระบุความคิดเห็นที่ตรงกับความเป็นจริงมากที่สุด

แบบสอบถามชุดนี้แบ่งเป็น 2 ตอน รวม 7 หน้า คือ ตอนที่ 1 ข้อมูลส่วนตัวของนักเรียน และ ตอนที่ 2 ข้อมูลเกี่ยวกับการเรียนรู้และทัศนคติต่อการเรียนรู้ จำนวน 56 ข้อ

ตอนที่ 1: ข้อมูลส่วนตัวของนักเรียน

คำชี้แจง: โปรดกรอกข้อความ หรือเลือกตอบข้อที่ตรงกับข้อมูลส่วนตัวของนักเรียน

1. ชื่อ นามสกุล.....
2. อายุปี
3. เพศ ชาย หญิง
4. นักเรียนกำลังศึกษาอยู่ในระดับชั้นมัธยมศึกษาปีที่.....
5. สาขาวิชาที่กำลังศึกษา
 วิทยาศาสตร์ ศิลป์ คำนวณ
 ศิลป์ ภาษา อื่น ๆ (โปรดระบุ)
6. ผลการเรียนเฉลี่ยทุกรายวิชา ในปีการศึกษาที่แล้ว
7. ผลการเรียนเฉลี่ยรายวิชาภาษาอังกฤษหลัก ในปีการศึกษาที่แล้ว.....

กรุณาเปิดหน้าถัดไป



ตอนที่ 2: ข้อมูลเกี่ยวกับการเรียนรู้และทัศนคติต่อการเรียนรู้

คำชี้แจง: ขอความร่วมมือนักเรียนตอบแบบสอบถามทุกข้อโดยอ่านทำความเข้าใจข้อความอย่างรอบคอบและทำเครื่องหมาย ✓ ลงในช่องคำตอบข้อใดข้อหนึ่ง ขอให้ทำทุกข้อให้แล้วเสร็จต่อเนื่องกัน ไม่ใช่เวลากับข้อใดข้อหนึ่งนานเกินไป เพราะความคิดแรกที่นักเรียนมีต่อข้อความที่อ่านนั้นมักจะอธิบายความรู้สึกที่แท้จริงของนักเรียนได้ดีที่สุด ตัวเลขในแบบสอบถาม มีความหมาย ดังนี้

- 1 หมายถึง นักเรียนไม่เห็นด้วยอย่างยิ่งกับข้อความนั้น
- 2 หมายถึง นักเรียนไม่เห็นด้วยกับข้อความนั้น
- 3 หมายถึง นักเรียนไม่แน่ใจกับข้อความนั้น
- 4 หมายถึง นักเรียนเห็นด้วยกับข้อความนั้น
- 5 หมายถึง นักเรียนเห็นด้วยอย่างยิ่งกับข้อความนั้น

ตัวอย่าง หากนักเรียน ไม่เห็นด้วยอย่างยิ่งกับข้อความนั้น

ข้อความ		ระดับความคิดเห็น				
		1	2	3	4	5
1	I'm not as interested in learning as some other people seem to be. (ข้าพเจ้าไม่สนใจการเรียนรู้เท่ากับที่คนอื่น ๆ สนใจ)	✓				

หากนักเรียน เห็นด้วยอย่างยิ่งกับข้อความนั้น

ข้อความ		ระดับความคิดเห็น				
		1	2	3	4	5
1	I'm not as interested in learning as some other people seem to be. (ข้าพเจ้าไม่สนใจการเรียนรู้เท่ากับที่คนอื่น ๆ สนใจ)					✓

	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
1	I'm not as interested in learning as some other people seem to be. (ข้าพเจ้าไม่สนใจการเรียนรู้เท่ากับที่คนอื่น ๆ สนใจ)					
2	I'll be glad when I'm finished learning. (ข้าพเจ้าจะรู้สึกดีใจเมื่อข้าพเจ้าสามารถเรียนเสร็จ)					
3	I think libraries are boring places. (ข้าพเจ้าคิดว่าห้องสมุดเป็นสถานที่ที่น่าเบื่อ)					
4	I have a hard time dealing with questions where there is not one right answer. (ข้าพเจ้าประสบความยุ่งยากในการแก้ปัญหาที่มีคำตอบที่ถูกต้องมากกว่าหนึ่งคำตอบ)					
5	It bothers me when people who really know what they're doing point out mistakes that I am making. (ข้าพเจ้าไม่ชอบเมื่อผู้ที่รู้ดีกว่าเรามาชี้ข้อผิดพลาดในสิ่งที่ข้าพเจ้ากำลังทำ)					
6	If I can understand something well enough to get a good grade on a test, it doesn't bother me if I still have questions about it. (ข้าพเจ้าจะไม่กังวล ถ้าข้าพเจ้าสามารถเข้าใจบทเรียนพอที่จะทำคะแนนได้ดี แม้ยังมีบางส่วนที่สงสัยอยู่)					
7	I am capable of learning for myself almost anything I might need to know. (ข้าพเจ้าเรียนรู้ด้วยตนเองได้เกือบทุกเรื่องที่ต้องการรู้)					
8	If there is something I have decided to learn, I can find time for it, no matter how busy I am. (ข้าพเจ้าสามารถหาเวลาเรียนรู้สิ่งที่ข้าพเจ้าตั้งใจจะเรียนได้เสมอแม้จะมีภารกิจมากมายเพียงใดก็ตาม)					
9	I can make myself do what I think I should. (ข้าพเจ้าสามารถบังคับตนเองให้ทำสิ่งที่คิดว่าควรทำ)					

ข้อความ		ระดับความคิดเห็น				
		1	2	3	4	5
10	I know when I need to learn more about something. (ข้าพเจ้าทราบดีว่า เมื่อใดต้องเรียนรู้เรื่องใดให้มากขึ้น)					
11	If there is something I really want to learn, I can figure out a way to learn it. (ถ้าข้าพเจ้าต้องการเรียนเรื่องใดก็ตาม ข้าพเจ้าสามารถหาวิธีการเรียนสิ่งนั้นได้)					
12	I have a lot of curiosity about things. (ข้าพเจ้ามีความอยากรู้อยากเห็นสิ่งต่าง ๆ มาก)					
13	When I see something that I don't understand, I stay away from it. (เมื่อพบเห็นสิ่งที่ไม่เข้าใจ ข้าพเจ้าจะอยู่ให้ห่างจากสิ่งนั้น)					
14	I know what I want to learn. (ข้าพเจ้าทราบดีว่าข้าพเจ้าต้องการจะเรียนอะไร)					
15	In a classroom, I expect the teacher to tell me exactly what I'm supposed to do. (ข้าพเจ้าคาดหวังให้ครูบอกทุกอย่างแก่ข้าพเจ้าว่าต้องทำอะไรบ้าง)					
16	Understanding what I read is a problem for me. (ข้าพเจ้ามีปัญหากับการทำความเข้าใจสิ่งที่ข้าพเจ้าอ่าน)					
17	If I discover a need for information that I don't have, I know where to get it. (ถ้าข้าพเจ้าพบว่าต้องการข้อมูลใดที่ยังไม่มี ข้าพเจ้าทราบว่าหาข้อมูลนั้นได้จาก ที่ใด)					
18	Even if I have a great idea, I can't seem to develop a plan for making it work. (แม้ข้าพเจ้ามีความคิดที่ดีเกิดขึ้น แต่ข้าพเจ้าก็ไม่สามารถนำมาพัฒนาเป็นแผนปฏิบัติการให้เกิดผลได้)					

ข้อความ		ระดับความคิดเห็น				
		1	2	3	4	5
19	Difficult study doesn't bother me if I'm really interested in something. (ข้าพเจ้าไม่เบื่อกับที่จะเรียนเรื่องที่ยาก ถ้าเรื่องนั้นเป็นเรื่องที่ข้าพเจ้าสนใจ)					
20	I believe that thinking about who you are and where you are going should be a part of every person's education. (ข้าพเจ้าเชื่อว่าการที่เราารู้สถานภาพและเป้าหมายในชีวิตของตัวเองควรเป็นส่วนหนึ่งในการศึกษาของทุกคน)					
21	I prefer classes where I am encouraged to take part in deciding what will be learned and how. (ข้าพเจ้าชอบชั้นเรียนที่ตัวเองได้รับการส่งเสริมให้มีส่วนร่วมในการกำหนดว่าต้องการเรียนอะไรและเรียนอย่างไร)					
22	If I don't learn, it's my fault. (ถ้าข้าพเจ้าเรียนไม่รู้เรื่อง ถือว่าเป็นความผิดของข้าพเจ้าเอง)					
23	I can tell whether I'm learning something well or not (ข้าพเจ้าสามารถประเมินตนเองได้ว่าเรียนได้ดีหรือไม่)					
24	I admire people who are always learning new things. (ข้าพเจ้าชื่นชมผู้ที่เรียนรู้สิ่งใหม่ ๆ อยู่เสมอ)					
25	There are so many things I want to learn that I wish that there were more hours in a day. (ข้าพเจ้าอยากมีเวลามากขึ้นในแต่ละวัน เพื่อที่จะได้เรียนรู้ในหลายเรื่องที่ข้าพเจ้าต้องการเรียน)					
26	I really enjoy tracking down the answer to a question. (ข้าพเจ้ารู้สึกสนุกกับการค้นหาคำตอบของข้อคำถามต่าง ๆ)					
27	I'm good at thinking of unusual ways to do things. (ข้าพเจ้าสามารถคิดวิธีการแปลก ๆ ใหม่ ๆ ในการทำสิ่งต่าง ๆ)					

ข้อความ		ระดับความคิดเห็น				
		1	2	3	4	5
28	I can think of many different ways to learn about a new topic. (ข้าพเจ้าสามารถคิดวิธีการเรียนเรื่องใหม่ๆ ได้หลายวิธี)					
29	I like to think about the future. (ข้าพเจ้าชอบคิดถึงอนาคต)					
30	I think of problems as challenges, not stop signs. (ข้าพเจ้าเห็นว่าปัญหาเป็นสิ่งที่ท้าทายไม่ใช่สิ่งที่จะทำให้หยุดทำ)					
31	I don't have any problems with basic study skills. (ข้าพเจ้าไม่มีปัญหาใดๆ เกี่ยวกับทักษะพื้นฐานทางการเรียน)					
32	I'm happy with the way I investigate problems. (ข้าพเจ้ามีความสุขกับวิธีการที่ข้าพเจ้าสืบค้นคำตอบของปัญหาต่าง ๆ)					
33	I'm looking forward to learning as long as I'm living (ข้าพเจ้าตั้งใจว่าจะเรียนรู้ตลอดชีวิต)					
34	It takes me a while to get started on new projects. (ข้าพเจ้าต้องใช้เวลาระยะหนึ่งก่อนเริ่มเรียนเรื่องใหม่)					
35	I don't work very well on my own. (ข้าพเจ้าทำงานด้วยตนเองได้ไม่ดีนัก)					
36	I can learn things on my own better than most people. (ข้าพเจ้าสามารถเรียนสิ่งต่าง ๆ ด้วยตนเองได้ดีกว่าคนส่วนใหญ่)					
37	No one but me is truly responsible for what I learn. (ข้าพเจ้าคิดว่าไม่มีผู้ใดรับผิดชอบการเรียนของข้าพเจ้าได้นอกจากตัวข้าพเจ้าเอง)					
38	I try to relate what I am learning to my long-term goals. (ข้าพเจ้าพยายามเชื่อมโยงสิ่งที่กำลังเรียนกับเป้าหมายระยะยาวของข้าพเจ้า)					
39	I like to try new things, even if I'm not sure how they will turn out. (ข้าพเจ้าชอบลองสิ่งใหม่ ๆ แม้ว่าข้าพเจ้าไม่แน่ใจว่าผลที่เกิดขึ้น)					

ข้อความ		ระดับความคิดเห็น				
		1	2	3	4	5
40	I'm better than most people are at trying to find out the things I need to know. (ข้าพเจ้ามีความพยายามในการค้นคว้าสิ่งที่ข้าพเจ้าต้องการรู้ได้ดีกว่าคนส่วนใหญ่)					
41	I become a leader in group learning situations. (ข้าพเจ้าเป็นผู้นำในสถานการณ์การเรียนรู้แบบกลุ่ม)					
42	I enjoy discussing idea. (ข้าพเจ้าสนุกกับการอภิปรายแลกเปลี่ยนความคิดเห็น)					
43	I don't like challenging learning situations. (ข้าพเจ้าไม่ชอบสถานการณ์การเรียนรู้ที่ท้าทาย)					
44	I have a strong desire to learn new things. (ข้าพเจ้ามีความปรารถนาอย่างแรงกล้าในการเรียนรู้สิ่งใหม่ ๆ)					
45	The more I learn, the more exciting the world becomes. (ข้าพเจ้ารู้สึกว่ายิ่งเรียนรู้มาก สิ่งต่าง ๆ ในโลกยิ่งน่าตื่นเต้น)					
46	Learning is fun. (การเรียนรู้เป็นสิ่งสนุก)					
47	It's better to stick with the learning methods that we know will work instead of always trying new ones. (ข้าพเจ้าคิดว่าการยึดติดกับวิธีการเรียนที่ทำแล้วสำเร็จดีกว่าการลองวิธีการใหม่ ๆ)					
48	I want to learn more so that I can keep growing as a person. (ข้าพเจ้าต้องการเรียนรู้ให้มากยิ่งขึ้นเพื่อที่จะได้เติบโตเป็นบุคคลที่สมบูรณ์)					
49	Learning to learn is more important to me. (การเรียนรู้วิธีการเรียนที่ถูกต้องเหมาะสมเป็นสิ่งสำคัญสำหรับข้าพเจ้า)					
50	I will never be too old to learn new things. (ข้าพเจ้าไม่มีวันแก่เกินที่จะเรียนรู้เรื่องใหม่ ๆ)					

ข้อความ		ระดับความคิดเห็น				
		1	2	3	4	5
51	Constant learning is a bore. (ข้าพเจ้าคิดว่าการเรียนรู้ยู่เสมอเป็นสิ่งที่น่าเบื่อ)					
52	Learning is a tool for life. (ข้าพเจ้าคิดว่าการเรียนรู้เป็นเครื่องมือในการดำเนินชีวิต)					
53	I learn several new things on my own each year. (ในแต่ละปี ข้าพเจ้าได้เรียนรู้สิ่งใหม่ ๆ หลายอย่างด้วยตนเอง)					
54	Learning doesn't make any difference in my life. การเรียนรู้ไม่ทำให้เกิดการเปลี่ยนแปลงใด ๆ ต่อชีวิตข้าพเจ้า					
55	I am an effective learner in the classroom and on my own. (ข้าพเจ้าเป็นผู้เรียนที่มีประสิทธิภาพทั้งในชั้นเรียนและเมื่อเรียนรู้ด้วยตนเอง)					
56	Learners are leaders. (ข้าพเจ้าคิดว่าผู้เรียนรู้คือผู้นำ)					

ขอบคุณสำหรับการตอบแบบสอบถาม

ศูนย์วิจัยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Appendix B

Interview Questions

Introduction Questions

1. Why did you choose to participate in the English language counseling program?
2. Among the 4 language skills; listening, speaking, reading and writing skills, which ones do you think you are good at and which you want to improve?

Self-directed Learning Readiness Questions

1. How would you describe yourself as a learner (lazy, diligent etc.)?
 - 1.1. Please describe the learning steps when you are learning something.
2. How would you compare yourself with your classmates or other people in the same age in terms of intelligence or interest in learning?
3. What is learning?
 - 3.1. Where and when should learning take place?
 - 3.2. What do you think about your learning in a class and on your own?
 - 3.3. Do you learn a lot from the teacher and class activities or do you learn better on your own?
4. Are you interested in learning another foreign language?
 - 4.1. Suppose you were to learn that language, how would you learn it?
 - 4.2. How do you evaluate the success of your own learning?
 - 4.3. What would you do if you encounter problems during learning?
 - 4.4. What would you do after you finish learning that language?
5. What should an effective classroom look like?
 - 5.1. What should the teacher do in class?
 - 5.2. What can the students do in class?
6. Suppose you were learning a foreign language on your own as a regular schedule, what would you do during the mid term week or a week that there are a lot of assignments waiting to be done?

- 6.1. Would you still continue to study regularly or wait until you have more free time?
7. Suppose that you attended a seminar and a lot of participants were talking repeatedly about a terminology that you didn't understand or had never heard of before, what would you do?
8. What would you do if you express your opinions in a seminar and the other participants start making comments on your ideas?
9. If there are two classes for you to take (easy but not interesting or difficult but interesting), which one would you choose to study? Why?
10. Typically, how do you find information about something you want to learn?
11. Typically, what would you do if you had to answer questions that there were more than one possible answer?
 - 11.1. How would you feel to answer that kind of question?
12. How do you solve a problem in learning?
 - 12.1. Please describe what you normally do when you are solving a problem.
13. What do you normally do after you finish learning something inside the English classroom?
14. Have you ever had any experiences going to a class and felt that you didn't learn much from the class?
 - 14.1. What do you think might have caused the problem?
 - 14.2. What might have happened?
 - 14.3. Who do you think might be responsible for the problem?
15. How do you normally prepare for a test?
 - 15.1. How much time do you spend before the test date?
 - 15.2. What would you do if you couldn't finish studying before the test?
16. What do you think about people who always read or learn something new?
17. Do you read?
 - 17.1. What do you normally read?
 - 17.2. Do you have any difficulties when you read?

Appendix C
Questionnaire Reliability Analysis: Cronbach's Alpha Coefficient

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	215.2000	126.028	.404	.832
Item 2	218.1333	126.947	.587	.832
Item 3	216.0000	129.586	.153	.837
Item 4	215.9000	122.990	.563	.828
Item 5	216.2667	121.030	.446	.830
Item 6	217.2333	123.357	.466	.830
Item 7	215.9000	127.059	.152	.841
Item 8	215.6333	123.275	.527	.829
Item 9	216.0000	123.793	.487	.830
Item 10	215.9333	125.513	.410	.832
Item 11	216.1333	130.189	.205	.836
Item 12	216.0333	121.551	.380	.833
Item 13	216.3000	126.769	.473	.832
Item 14	215.3667	125.137	.326	.834
Item 15	217.1000	127.472	.230	.836
Item 16	216.1000	129.197	.230	.836
Item 17	215.8000	130.234	.086	.839
Item 18	216.8333	130.075	.131	.838
Item 19	215.2667	131.375	.048	.839
Item 20	215.3000	128.355	.324	.834
Item 21	215.3667	132.861	-.088	.841
Item 22	215.3000	126.493	.348	.833
Item 23	215.8333	130.902	.067	.839
Item 24	215.3000	131.390	.044	.839
Item 25	215.2000	130.510	.143	.837
Item 26	216.0667	124.892	.421	.832
Item 27	215.8333	127.730	.254	.835
Item 28	216.5333	132.257	-.038	.841
Item 29	215.5333	128.602	.219	.836
Item 30	216.6000	127.352	.261	.835
Item 31	216.1000	129.748	.284	.836
Item 32	215.6000	123.007	.538	.829

Appendix (Continued)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 33	215.6333	128.930	.270	.835
Item 34	217.2000	132.924	-.081	.843
Item 35	216.8000	129.683	.177	.837
Item 36	217.2333	129.357	.181	.837
Item 37	215.8667	129.844	.080	.840
Item 38	215.7000	130.079	.177	.837
Item 39	216.1000	126.645	.399	.833
Item 40	216.4667	122.257	.576	.828
Item 41	216.9333	130.340	.060	.841
Item 42	216.5000	129.224	.227	.836
Item 43	215.5333	123.637	.405	.832
Item 44	216.1333	128.051	.368	.834
Item 45	215.9333	126.340	.436	.832
Item 46	215.7333	131.513	.020	.840
Item 47	216.1000	128.231	.244	.836
Item 48	215.7667	128.116	.262	.835
Item 49	215.7333	130.823	.089	.838
Item 50	215.7333	130.892	.083	.838
Item 51	215.7333	124.202	.492	.830
Item 52	215.1667	130.902	.111	.837
Item 53	215.9333	121.720	.673	.826
Item 54	215.1000	132.369	-.049	.839
Item 55	217.0667	128.133	.262	.835
Item 56	216.3667	127.068	.332	.834

Reliability Coefficients

Number of cases = 30

Number of items = 56

Alpha = 0.84

Appendix D
Sample of English Language Learning Resources

	<p>URL: http://www.cdlponline.org/</p> <p>Level: All</p> <p>Topics: Working, law and government, family, school, health and safety, housing, money, science and technology, services, going places, nature.</p>
<p>Description:</p> <p>There are many topics that you can <i>listen along with the reading passage</i> such as family, school, nature etc. Some topics provide video clips to help you understand better.</p>	<p>Speakers: Native speakers</p> <p>Types of file: Audio/ Video</p> <p>Transcript: Available</p>
	<p>URL: http://www.cdlponline.org/</p> <p>Level: All</p> <p>Topics: Weather, family, animals, technology, health, sports</p>
<p>Description:</p> <p>There are many topics that you can <i>listen along with the reading passage</i> such as family, school, nature etc. Some topics provide video clips to help you understand better.</p>	<p>Speakers: Native speakers</p> <p>Types of file: Audio/ Video</p> <p>Transcript: N/A</p>

Appendix E
Samples of counseling manual

Phase 1: Understanding the learner
Session 1.1: Questionnaire and Autobiography
Time: 30 minutes

1. Objective:

1. The learner will be able to complete the questionnaire and write the autobiography.

2. Materials:

- ❖ Self-directed Learning Readiness Questionnaire (see Appendix A)
- ❖ Autobiography Questions

3. Procedures:

- The counselor greets the learner.
- The counselor informs the purpose of the program that it aims to help the learner to master his or her language skills that he or she wants to improve. The counselor makes it clear to the learner that the purpose of this program is not for tutoring, but to facilitate him or her during learning by giving counseling and recommending English language learning resources.



- The counselor asks the learner to complete the questionnaire and write the autobiography. Before that, the counselor informs the purpose of completing the questionnaire that it aims to gauge “learning preference and attitude toward learning” and the purpose of writing autobiography is to obtain learner’s background which will be used in later sessions.
- The counselor reviews what the learner has completed and clarifies every part in the autobiography that is not clear.
- The counselor makes an appointment for the next session.

4. Appendix: Autobiography Questions

1. When do you use English with your family members?
2. How do your parents support to do English out-of-class activity?
3. When did you start studying English?
4. How did you feel when you first studied English?
5. Who will be your last language teacher? Please explain how he or she taught.
6. Describe language teachers whom you admire. Why do you admire them?
7. What did you like or dislike about the way you were taught in the language classes?
8. How often do you practice learning English outside?
9. What kinds of English activities do you do out of classroom?

Phase 1: Understanding the learner
Session 1.2: Interview
Time: 30 minutes



1. Objective:

2. The learner will be able to report on his or her self-directed learning.

2. Materials:

3. Questions for the interview (see Appendix B)

3. Procedures:

- The counselor greets the learner and reviews what the learner did in the last session
- The counselor informs the learner that he or she will be interviewed asking questions about “learning preference and attitudes towards learning”
- The counselor interviews the learner using guided questions (Appendix C). The interview will be recorded and later transcribed to analyze insight data about learner’s self-directed learning.
- The counselor reviews what the learner has completed.
- The counselor makes an appointment for next session.



Phase 2: Raising Learner's Awareness
Session 2.1: Reflective Task
Time: 30 minutes

1. Objective:

- ⊕ The learner will be able to reflect his or her own learning process.

2. Materials:

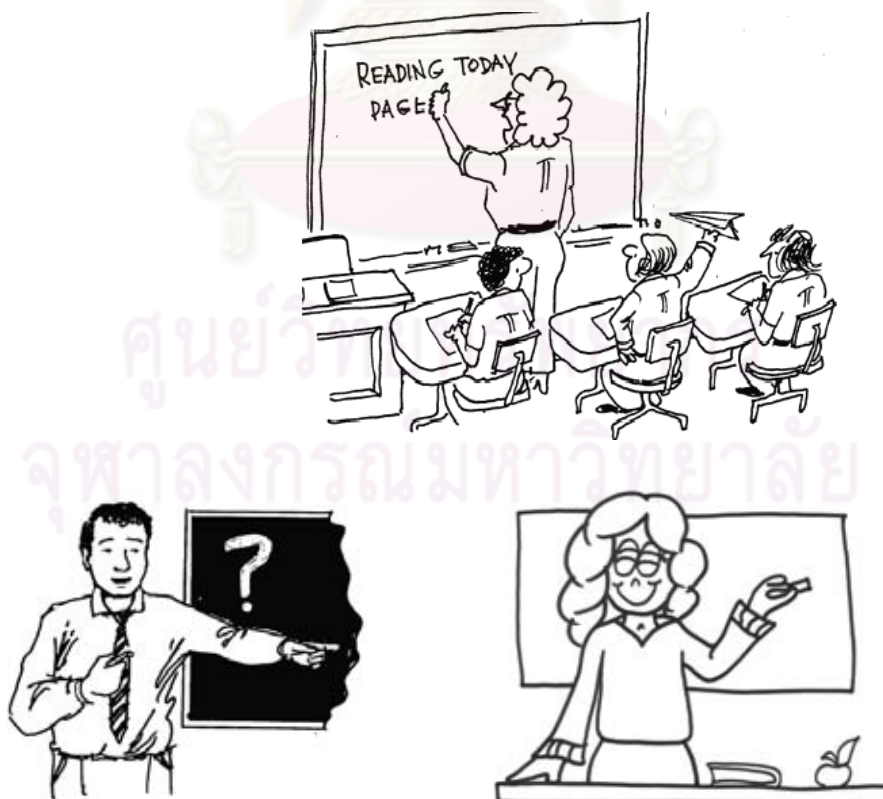
- ❖ Reflective Task



3. Procedures:

- The counselor greets the learner and reviews what the learner did.
- The counselor tells the learner that today they are going to conduct a reflective task to discuss his or her previous learning experiences in English lessons.
- The counselor asks the learner to recall his or her memory about English lessons that he or she can remember very well and try to explain why he or she can remember those lessons. The following questions will be employed to elicit the learner's answers.
 - What is an English lesson that you can remember very well?
 - Why can you still remember that lesson?
 - What kind of activities did you do in that lesson?
 - What do you think might have helped you learn that lesson well?

- The counselor points out that the activities the learner did in the lesson he or she described are the ones that help him or her learn well since those activities matched with his or her learning styles.
- The counselor shows the learning styles taxonomy for the L2 classroom proposed by Christison (2001) (see Appendix D) to the learner and then discusses with the learner what his or her learning styles are.
- The counselor debriefs the session that learner should be aware of his or her own learning styles during his or her learning.
- The counselor makes an appointment for the next session.



Phase 3: Planning a Self-Study
Session 3.1: Problem-Solving Task
Time: 30 minutes



1. Objective:

- ⊕ The learner will be able to discuss the importance of planning for his or her learning.

2. Materials and Equipments:

- ❖ Problem-Solving Task

3. Procedures:

- The counselor greets the learner and reviews what the learner did last session
- The counselor asks the learner to perform a problem-solving task describing how to cook a Thai spicy avocado salad. The counselor gives the task to the learner by explaining that he or she has ten minutes to complete this task. To complete the task, the learner will have to complete two steps as follows. First, the learner will have to rearrange the steps of how to cook spicy salad dressing. Second, the learner will have to rearrange the steps of how to cook the Thai spicy avocado salad. While the learner is doing the task, he or she will have to do a concurrent think aloud protocol reflecting his or her thinking and what he or she is

doing the task. The think aloud will be audiotaped and later used to discuss with the learner how he or she completes the task.

- The counselor and the learner together discuss how the learner completed the tasks by replaying the audiotape and asking the following questions.
 - How did you do the task?
 - What did you think during carrying out the task?
 - What would happen if you do not set up the plan?
- The counselor asks the learner what he or she has learned.
- The counselor debriefs the session that planning is important for doing any kinds of task. To elaborate, it can be seen that if the learner plans before doing the task, it will help him or her complete the task within the timeframe and it helps him or her to keep on track of learning. However, if he or she does not plan, it is hard to complete the task. Therefore, to master language skills that the learner wants to improve, it is important to plan how he or she is going to improve.
- The counselor makes an appointment for the next session.

4. Appendix: Problem-Solving Task Adopted from Thong-lam (2009)

Directions:

Look at the picture “Thai Spicy Avocado Salad”.
And complete two steps of cooking this dish.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Ingredients

Avocado
Shrimp
Red onion
Hot chili
Lime juice
Coriander
Water
Cooking oil
Sugar
Fish sauce
Egg
Lemongrass

★ ★ ★ ★ ★ ★ ★ ★ ★ ★



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Step 1: Cooking "Spicy Dressing"

Look at the picture of spicy dressing and read the unarranged instructions of cooking spicy dressing. Then rearrange them into correct order.



- Mix chili and red onion in the bowl.
- Stir the dressing well.
- Cut chili and red onion into small pieces.
- Add sugar, fish sauce, lime juice and water.
- 1 Wash the chili and red onion in water.

Step 2: It's time to cook you spicy salad

Rearrange the instructions of cooking into correct order.



- Deep-fry shrimps in hot cooking oil until golden and crisp.
- 1 Will beh avocado, lemongrass and shrimps.
- Mix cut avocado and lemongrass in the bowl.
- Boil an egg in boiling water.
- Cut avocado and lemongrass into pieces.
- Pour the "spicy dressing".
- Add coriander leaves and boiled egg before serving.

Answer

Step 1: Cooking “Spicy Dressing”

Will be the chili and red onion in water.

Cut chili and red onion into small pieces.

Mix chili and red onion in the bowl.

Add sugar, fish sauce, lime juice and water.

Stir the dressing well.

Step 2: Cooking “Thai Spicy Avocado Salad”

Will be avocado, lemongrass and shrimps.

Cut avocado and lemongrass into pieces.

Boil an egg in boiling water.

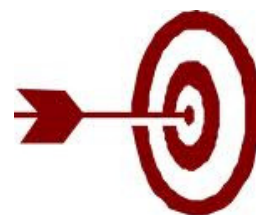
Deep-fry shrimps in hot cooking oil until golden and crisp.

Mix cut avocado and lemongrass in the bowl.

Pour the “spicy dressing”.

Add coriander leaves and boiled egg before serving.

Phase 3: Planning a Self-Study
Session 3.2: Learning Goal Situation
Time: 30 minutes



1. Objectives:

- ⊕ The learner will be able to describe the components of achievable goals.

2. Materials and Equipments:

- ❖ Learning Goal Situation
- ❖ Framework of 'General' and 'Fundamental' Skills

3. Procedures:

- The counselor greets the learner and reviews what the learner did last session.
- The counselor asks the learner to conduct a learning goal situation task. To complete the task, the learner will have to do two things as follows. First, he or she will have to read a handout that describes a learning situation named Somchai who plans to improve his listening skills. Second, after reading, the learner will be asked to following questions.
 - What is Somchai's language problem?
 (Ans: He has problems understanding lectures in the class)
 - How is he trying to improve his language problem?
 (Ans: He plan to practice vocabulary and listening two hours a day)

- What do you think may make him achieve the goal?

(Ans: He sets a clear goal, He plans to improve skills that are able to enhance listening, He records his learning, He monitors his progress)

- The counselor debriefs the session to point out that the plan of Somchai is effective to improve his listening skill because it is achievable. For example, he has a clear purpose, he identifies the timeframe, he identifies necessary language skills to improve, and he has a plan to monitor his progress. Therefore, to plan an achievable self-study, the learner should keep in mind of those components especially the language skills that he or she is planning to practice.
- Then, the counselor introduces framework of 'General' and 'Fundamental' Skills to help learner identify language skills to improve.

Problems with General Skills	Fundamental Skills
Listening	Vocabulary and Pronunciation
Speaking	Vocabulary, Pronunciation, and Grammar
Reading	Vocabulary and Grammar
Writing	Vocabulary and Grammar

- This is the framework of 'general' and 'fundamental' skills. You can see that it shows the relationship between how the lack of a 'general' skill may be caused by some 'fundamental' skills. For

example, the lack of 'general' speaking skills may be caused by the lack of 'fundamental' skills of vocabulary, pronunciation, grammar

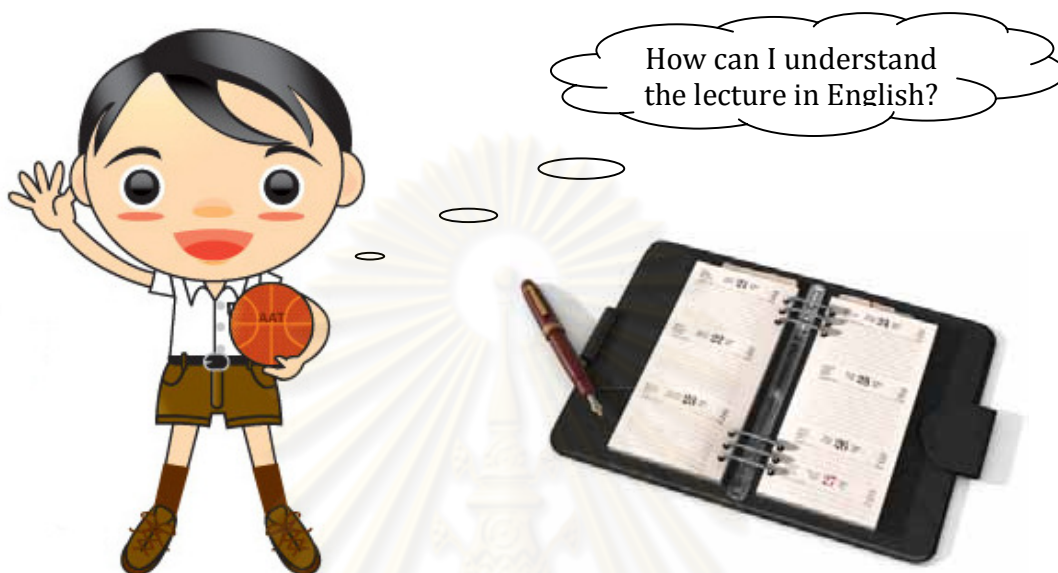
- How about the lack of 'general' writing skill? What are the 'fundamental' skills that can cause the lack of the 'general' writing skill? (*Ans. vocabulary and grammar*)

- The counselor asks the learner to plan a self-study at home by filling in the following table including goals, timeframe, suggested activities, materials, and self-assessment method. The self-study plan will be submitted to the counselor in the later session.
- The counselor makes an appointment for the next session.

Possible plans of the learner

<i>Goals</i>	<i>Timeframe</i>	<i>Activities</i>	<i>Materials</i>	<i>Self-assessment Method</i>
listening	- 4 months	- Practice	- Websites	- Write journals
	- 2 hours a day	- Practice pronunciation	- Video clips	reflecting how much I have learned.
		- Practice vocabulary		
		- Listen to examples of lectures		

4. Appendix: Learning Goal Situation



Here is My Plan!! From February – March

08.00 – 16.00	Go to School
16.00 - 18.00	Rest & Dinner
18.00 – 20.00	Do homework
20.00 – 22. 00	Practice vocabulary & Listen to English programs on the websites

I started practice right away and I always recorded what I have studied, how I felt when I do activities, what difficulties I encountered during learning, how I overcome those difficulties, and what activities that I plan to do next. Also I always checked how much I have learned during the learning.

Phase 3: Planning a Self-Study
Session 3.3: Working with Resources
Time: 30 minutes



1. Objective:

- ⊕ The learner will be able to use English Language Learning Resources.

2. Materials and Equipments:

- ❖ English Language Learning Resources



3. Procedures:

- The counselor greets the learner.
- The counselor and the learner discuss the self-study plan that the learner will be assigned to do at home.
- The counselor tells the purpose of this session that it aims to introduce English language learning resources.
- The counselor reviews what the learner has learned from this phase.
 - As you completed several tasks in previous sessions, what have you learned?
 - In the first session, you learned your learning styles. In the second session, you learned the importance of planning. In the third session, you learned how to achieve the goals and objectives.

- The counselor then asks the learner to do the hunting task. In this task, the learner will have to answer questions about what he or she can find in the English language learning resources within ten minutes. The questions are as follows.
 - How many types of materials in the English language learning resource?
 - What are the categories in the English language learning resource?
 - How is the materials ordered?
 - What can you see in each material?
- The counselor debriefs that the English language learning resource is a collection of suggested materials that the learner can use to practice their language skills that they plan to improve. The resources cover eight skills including listening, reading, writing, speaking, grammar, vocabulary, pronunciation, and test taking. It is alphabetically ordered. In each category, the learner will see the name of the book and website with a short description.
- The counselor makes an appointment for the next session.

4. Appendix : Manual Hunt Worksheet



1. How many types of materials in the English language learning resource?

2. What are the categories in the English language learning resource?

3. How is the materials ordered?

4. What can you see in each material?

5. What are learning resources that you can use to practice language skills you want to improve? How are you going to use them?



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Phase 4: Counseling
Session 4.1, 4.2, 4.3: Counseling
Time: 30 minutes

1. Objective:

- ⊕ The learner will be able to reflect his or her own learning.

2. Materials and Equipments:

- ❖ Learner journals



3. Procedures:

- *Move 1* The counselor greets the learner.
- *Move 2* The counselor asks the learner to report on work.
 - e.g. What English activities have you done so far?
- *Move 2a (Optional)* The counselor check the learner's understanding about the content that he or she has done out of class.
 - e.g. When can you use present simple tense?
- *Move 3* The counselor then asks the learner to state his or her problems when carry out the out-of-class activities.
 - e.g. What are your problems in doing out-of-class English activities?
- *Move 3a (Optional)* The counselor gives explanation about the language use in case the learner asks for.
 - e.g. Present simple tense can be used....

- *Move 4* The counselor tries to elicit learner's opinions about self-directed learning.
 - e.g. How do you feel when I ask you to study by yourself?
- *Move 4a (Optional)* The counselor guides learner to the process of self-directed learning in case the learner ask him what he or she should do.
 - e.g. Why don't you start to plan what you are going to do first?
- *Move 5* The counselor and the learner summarize and make an appointment for the next session.

After the counseling session, the counselor records the counselor's log describing what the learner has done, what problems he or she has, how the counselor gives counseling, and whether the counseling session works well or not.

4. Appendix: Example of Journal Guided Questions

1. What activities did you do today?
2. How did you feel when you carry out the activities?
3. What difficulties did you encounter during carried out the activities?
4. What are you going to do next time in order to overcome those difficulties?
5. What activities do you want to do next? Why?

Phase 5: Evaluating Learning
Session 5.1: Questionnaire and Interview
Time: 30 minutes

1. Objective:

- ✦ To investigate effectiveness of the English language counseling program

2. Materials and Equipments:

- ❖ Self-Directed Learning Questionnaire (see Appendix A)
- ❖ Interview Questions (see Appendix B)

3. Procedures:

- The counselor informs the purpose of this session that it aims to investigate the effectiveness of the counseling program.
- The counselor asks the learner to complete the questionnaire.
- The counselor interview the learner.
- The counselor informs the learner that he or she has completed the program.

4. Appendix H: Guided Interview Questions

1. What and how much have you learned during the program?
2. Do you achieve the goals you have set at the beginning of the program?
3. What is the session that helps you the most? Why?
4. What should be improved in order to help the program better?

Appendix F

Symbols used in the transcription

xxx	marks	inaudible
...	marks	a pause
(laugh)	marks	laugh
[]	marks	The interviewer's intervention during the response



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BIOGRAPHY

Denchai Prabjandee was born in Ubonratchathani. He obtained his B.Ed. in English (First Class Honors) from the Faculty of Education, Burapha University in 2006. In 2007, he continued his Master Degree in Teaching English as a Foreign Language (TEFL) at the Faculty of Education, Chulalongkorn University. Currently, he got the scholarship to pursue his doctoral study in the Educational Studies Program (Ed.D.) with a cognate of Bilingual, Multicultural, and ESL Education, University of Northern Colorado, USA.



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