

ผลของการใช้โปรแกรมการฝึกที่เน้นกลวิธีการเรียนรู้ที่มีต่อเจตคติ
และพฤติกรรมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเองของนักเรียนมัธยมศึกษาตอนปลาย



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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

EFFECTS OF USING A STRATEGY-BASED TRAINING PROGRAM ON ATTITUDES
AND SELF-ACCESS ENGLISH LANGUAGE LEARNING BEHAVIORS
OF UPPER SECONDARY SCHOOL STUDENTS



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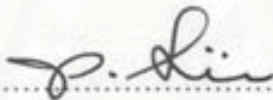
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กระทรวงศึกษาธิการได้ส่งเสริมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง ในการจัดการศึกษาขั้นพื้นฐาน มาตั้งแต่ปี พ.ศ. 2545 โดยมีการจัดตั้งศูนย์การเรียนรู้ภาษาอังกฤษในโรงเรียนมัธยมศึกษาทั่วประเทศไทยจำนวน 80 แห่งเพื่อสนับสนุนการเรียนรู้ด้วยตนเอง แต่การเรียนรู้ด้วยตนเองในศูนย์การเรียนรู้ นั้น นักเรียนจำเป็นต้องได้รับการทำความเข้าใจและการฝึกที่เหมาะสม (เดธาธรรมณีและชาญ, 2542; มิลเลอร์, 2543 และรุจิเกียรติกำจร, 2543) ผู้วิจัยจึงได้พัฒนาโปรแกรมการฝึกที่เน้นกลวิธีการเรียนรู้ขึ้น เพื่อช่วยเตรียมนักเรียนให้สามารถเรียนรู้ภาษาอังกฤษด้วยตนเองอย่างมีประสิทธิภาพ

การวิจัยครั้งนี้มีจุดประสงค์เพื่อศึกษาผลของการใช้โปรแกรมการฝึกที่เน้นกลวิธีการเรียนรู้ที่มีต่อเจตคติและพฤติกรรมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเองของนักเรียนมัธยมศึกษาตอนปลาย โดยเป็นการวิจัยเชิงทดลองแบบกลุ่มเดียว ที่ใช้วิธีจัดเก็บข้อมูลทั้งเชิงปริมาณและคุณภาพ กลุ่มตัวอย่างที่ศึกษา คือ นักเรียนมัธยมศึกษาปีที่ 5 โรงเรียนสระบุรีวิทยาคม ภาคเรียนที่ 1 ปีการศึกษา 2550 จำนวน 37 คน เครื่องมือที่ใช้ในการทดลองคือ โปรแกรมการฝึกที่เน้นกลวิธีการเรียนรู้ ส่วนเครื่องมือที่ใช้เก็บข้อมูล คือ แบบสอบถามและบันทึกการเรียนรู้ สถิติที่ใช้วิเคราะห์ความแตกต่างของเจตคติและพฤติกรรมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเองก่อนและหลังการทดลอง คือ Paired samples t-test ส่วนข้อมูลจากบันทึกการเรียนรู้ใช้การวิเคราะห์เชิงคุณภาพ (Focused coding)

ผลการวิจัยทั้งจากข้อมูลเชิงปริมาณและคุณภาพสรุปได้ว่า โปรแกรมการฝึกที่เน้นกลวิธีการเรียนรู้ส่งผลให้เกิดการเปลี่ยนแปลงเจตคติและพฤติกรรมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง โดยกลุ่มตัวอย่างมีเจตคติที่ดีขึ้นต่อการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง กล่าวคือนักเรียนกลุ่มตัวอย่างตระหนักถึงบทบาทในการเรียนรู้ด้วยตนเองและมีความมั่นใจในความสามารถของตนเองในการเรียนรู้ภาษาอังกฤษมากขึ้น ส่วนข้อมูลเกี่ยวกับพฤติกรรมแสดงว่า กลุ่มตัวอย่างทำกิจกรรมการเรียนรู้ภาษาอังกฤษด้วยตนเองเพิ่มมากขึ้นและมีวิธีการเรียนที่เป็นระบบขึ้น ดังนั้นนักเรียนจึงควรได้รับการฝึกที่เน้นกลวิธีการเรียนรู้เพื่อให้สามารถเรียนรู้ภาษาอังกฤษด้วยตนเองได้อย่างมีประสิทธิภาพ

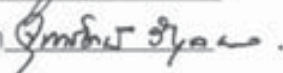
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ลายมือชื่อนิติ



สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

ลายมือชื่ออาจารย์ที่ปรึกษา



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RATREE BOORANASANTI: EFFECTS OF USING A STRATEGY-BASED
 TRAINING PROGRAM ON ATTITUDES AND SELF-ACCESS ENGLISH
 LANGUAGE LEARNING BEHAVIORS OF UPPER SECONDARY SCHOOL
 STUDENTS. THESIS ADVISOR: JUTARAT VIBULPHOL, Ph.D., 207 pp.

The Ministry of Education has promoted self-access English language learning at the basic education level since 2002 and established Student English Access Rooms (SEARs) in 80 secondary schools throughout Thailand to support students' self-access learning. In order to assist students to learn in self-access centers effectively, suitable orientation and training need to be provided (Detaramani and Chan, 1999; Miller, 2000; and Rujikietgumjorn, 2000). The researcher, therefore, developed a strategy-based training program in order to help prepare students to make effective use of self-access English language learning.

The purpose of this present study was to examine the effects of this strategy-based training program on attitudes and self-access English language learning behaviors of upper secondary school students. The study was designed as a single group experimental research study that employed both quantitative and qualitative research methods. The participants were 37 eleventh grade students at Saraburiwitthayakhom School in the first semester of academic year 2007. The treatment used in this study was a strategy-based training program and the research instruments were a questionnaire and learner journals. Paired samples t-test was employed to investigate the differences between the students' attitudes and self-access English language learning behaviors before and after the training program. The data obtained from the learner journals were analyzed using a focused coding.

The findings revealed from both the quantitative and qualitative data supported that the strategy-based training program can enhance attitudes and self-access English language learning behaviors of upper secondary school students. The participants gained more positive attitudes towards self-access English language learning. They realized their roles in self-access English language learning and gained more confidence in their English language capabilities. For the data concerning self-access English language learning behaviors, the participants were found to conduct self-access English language learning more frequently and systematically. Thus, students should receive a strategy-based training program in order to increase effective self-access English language learning.

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CHAPTER I

INTRODUCTION

English is regarded as the language widely used around the world for education, international business and in the international political arena. It is an important tool for communicating, accessing modern technology and acquiring knowledge because knowledge in almost every field is available in English. English is also a learning tool for learners who pursue higher education because most textbooks and learning resources are in English. Moreover, the medium of instruction in a number of higher education programs is English. In addition, English is essential for carrying out international trade in both shaping and strengthening one's own country economy. In the social sphere, English has helped to bring down the walls which separate people of all cultures by providing a conduit for sharing of ideas and knowledge.

In Thailand, English is considered an important tool for education and jobs. For education, it is essential for Thai students to be conversant with the English language because it is not only one of the subjects required in the national admission to the university, but it is also needed for their graduate studies. Most graduate programs in Thailand require students to show a good proficiency of English as a prerequisite for admission to the institutions. Concerning the job market, Darasawang (2000, p. 2) pointed out that 89.5 percent of the jobs advertised required English language skills. So, it goes without question, students with good command of the English language will always have more advantage in the labor market with superior pay scale than students whose English skills are marginal.

Accordingly, innovations for English language teaching and learning as well as information or media in English have been developed continually to help enhance Thai students' English language learning. However, their English capabilities are still not so good. Despite having been learning English at schools for years, Thai students still struggle to communicate with foreigners (Yenprasert, 2007, September 11). In addition, their reading and writing skills in English are substandard at best. As shown in the national university entrance examinations (between 2002 and 2005), secondary school students' average scores of English were never more than 50 percent, especially the average score from March 2005, which was only 40.14 percent (Wongsothorn, 2005, August 10). Also, the students' average scores of English from the 2006 Ordinary National Education Test (O-Net) were quite low (Chobphol, 2007, August 21). Chobphol noted that the students still did not perform well in English because they did not have much time to study in English classrooms. As a result, the Office of the Basic Education Commission (OBEC), Ministry of Education may increase classroom time for English and other core subjects of the national curriculum in the 2008 academic year.

Nonetheless, although classroom time will be increased, it may not be enough to make students master the English language due to its complexity. As Dickinson (1980, p. 1) mentioned, "in language learning, there is far too much to learn and not enough time to learn because it is a complex set of systems, structures, rules and consequently, the process of learning is quite complicated". Consequently, only classroom-based instruction is probably not sufficient to serve students' needs or want. Students need to know "how to learn", so that they can continue the learning outside the classroom or after the end of the course. One possible way to help students to be capable of learning and

self-development at their own pace and to the best of their potentiality as emphasized in the National Education Act B.E 2542 (A.D. 1999) (Ministry of Education, 1999) and in the Basic Education Curriculum B.E 2544 (A.D. 2001) (Ministry of Education, 2001) is to promote self-access language learning as a viable alternative or supplement to classroom-based language teaching and learning.

According to the drive from the current Basic Education Curriculum, there has been a movement towards utilizing self-access in language learning at secondary schools throughout Thailand since 2002. To serve the self-access idea, the Ministry of Education established Student English Access Rooms (SEARs) at 80 secondary schools in 2003. Students are encouraged to take responsibility for planning, work on their own through self-access learning materials, and assessing their learning performance themselves in SEARs which will help promote learner independence and lifelong learning.

However, establishing self-access centers does not mean that students can automatically learn how to work on their own in the center (Miller, 1992). There may be some factors affecting an attempt to promote self-access learning especially to Asian students. As noted by Jones (1995), self-access language learning is sometimes presented as a Western concept which is unsuited to Asian contexts. Littlewood, (1996) expanded that Asian students see knowledge as something transmitted by the teacher rather than discovered by themselves, and they always expect the teacher as the holder of authority and knowledge and also evaluator. Furthermore, language learners in South East Asia are found to be very dependent on their teachers and prefer teachers to guide them to learn English (Detaramani and Chan, 1999). As a result, Asian students may not be

familiar with independent learning and may need a lot of support to assist them to start learning on their own.

Language learning in the Thai context is quite similar to other countries in Asia in that most learners are accustomed to the teacher-centered modes of learning more than student-led modes of learning. This could affect the trial to promote Thai students' self-access language learning in SEAR. As revealed from the SEARs Project (Todd, 2005), most students stated that they were not clear about the purpose of the SEAR. In addition, it was found from the record of SEAR users in some schools that students did not make effective use of SEAR learning materials. This implies that students not only need to be made to realize why they have to continue developing their language skills by making meaningful connections with the world outside classroom but also need to be equipped with the tools for undertaking their own learning.

In order to assist students to self start their learning, a strategy-based training program was designed and developed. The program included an orientation session and a strategy training session. An orientation session was focused on the importance of self-access language learning and how to carry out one's own learning in SEAR. In addition, students were also introduced to all sets of language learning strategies and how they could help them learn English. The orientation stage would help enhance students' acceptance and preparedness for self-access English language learning. The orientation stage or "psychological preparation" was suggested by many educators (Cotterall, 1995b; Dickinson 1987; and Holec, 1980) that can build up students' confidence in their abilities to work independently and adjust to new roles and responsibilities which would help develop their positive attitudes towards learning independently. For the strategy training

session, it was focused on the benefits of strategy use and how to employ different sets and subsets of metacognitive and cognitive strategies to work with self-access learning materials which would encourage independence and enable self-access learning (Oxford, 1990). Thus, this training program was conducted in order to enhance students' attitudes and self access English language learning behaviors.

Research Questions

Two research questions were explored in this study.

1. How does a strategy-based training program affect students' attitudes towards self-access English language learning?
2. How does a strategy-based training program affect students' self-access English language learning behaviors?

Objectives of the Study

This study aimed to:

1. examine the effects of a strategy-based training program on students' attitudes towards self-access English language learning.
2. examine the effects of a strategy-based training program on students' self-access English language learning behaviors.

Statement of Hypotheses

Previous studies have shown that strategy training could enhance the strategies or behaviors students used, and the effective elements involved such as attitudes, motivations and beliefs. Besides, strategy training also helps to encourage greater responsibility and self-directed language learning in learners (Oxford et al., 1990).

Moreover, Chamot and Kupper (1989) and Chamot and O'Malley (1994) also claimed that learning strategy training might help students to become better, independent, and confident learners and then more motivated to continue their learning. Therefore, in this study, the hypotheses were as follows:

1. Students' attitudes towards self-access English language learning after receiving a strategy-based training program would change more positively at the significant level of 0.05.
2. Students' self-access English language learning behaviors after receiving a strategy-based self-access training program would change increasingly at the significant level of 0.05.

Scope of the Study

1. The population of this study was 570 upper secondary school students of Saraburiwitthayakhom School. The participants were 37 eleventh grade students or Mathayom Suksa five students. The school was one of the 80 schools running SEARs to promote self-access language learning in Thailand. The participants had never received any strategy-based training program for self-access English language learning before.
2. A strategy-based training program was developed in order to prepare upper secondary school students to make effective self-access English language learning. This training program focused on listening and reading which are receptive skills mostly used in self-access learning materials and activities. The training program lasted for eleven weeks with two-hour sessions each week from May 24 to August 16, 2007.

3. The variables in this study were as follows:
 - 3.1 The independent variable was a strategy-based training program.
 - 3.2 The dependent variables were
 - 3.2.1 Attitudes towards self-access English language learning
 - 3.2.2 Self-access English language learning behaviors

Definition of Terms

For the purpose of this study, these terms were defined as follows:

1. Self-access English language learning refers to the English learning in SEAR where students conducted the learning by themselves and had freedom to choose the learning tasks and pace.

2. Language learning strategies are specific learning techniques or methods taken to help make students' self-access English language learning easier, faster and more effective. The language learning strategies were the main components which were trained in this study through the use of designed listening and reading materials and activities. The metacognitive and cognitive strategies were selected utilizing Oxford (1990)'s language learning strategy categories for the present study (see chapter 2 for details). These strategies were selected because they were regarded as study skills for successful independent learning (Carson et al., 1992; O'Malley et al., 1985; Oxford et al., 1990; Rubin, 1989; Simpson et al., 1997; Victori, 1992; and Wenden, 1987).

3. Strategy-based training program is an eleven-week training program conducted by the researcher adopting Oxford et al. (1990)'s strategy training model. The training program included a three-week introductory lesson in which students were oriented about the importance of self-access English language learning, together with how

to work on self-access materials and facilities, and an eight-week strategy training session which aimed to train students how to employ metacognitive and cognitive strategies to help facilitate their self access English language learning.

4. Attitudes towards self-access English language learning are opinions, feelings or beliefs that students have about their self-access English language learning. In this study, attitudes were measured in two aspects which were attitudes about students' roles in self-access English language learning and attitudes about their capabilities in self-access English language learning suggested by Wenden (1991). The attitudes were assessed by using the data obtained from the questionnaires before and after the training program and learner journals.

5. Self-access English language learning behaviors are the courses of actions which students carried out while learning in SEAR. Six categories of learning activities were used to indicate learning behaviors that the students conducted when they were learning on their own in SEAR. The categories were analyzing needs, setting objectives, planning a program of work, choosing materials and activities, working without supervision by utilizing appropriate learning strategies to facilitate their learning, and evaluating progress (Dickinson, 1993; and Sheerin, 1997). Students' self-access English language learning behaviors were also assessed by using the data obtained from the questionnaires before and after the training program and learner journals.

6. Upper secondary school students refer to eleventh grade students or Matthayom Suksa five (called in Thai school) at Saraburiwitthayakhom School in the first semester of the 2007 academic year.

Organization of the Thesis

This thesis is organized into five chapters. The first chapter mentioned above serves as an orientation giving the perspective readers need in order to understand the detailed information coming in later chapters. This chapter presents background of the study, research questions, objectives of the study, statement of hypotheses, scope of the study, and definition of terms used in this study. The other chapters are presented as follows:

Chapter two provides a review of the relevant literature and previous work of other researchers. The reviews are about the basic concepts of self-access language learning, the factors affecting the promotion of the self-access mode of learning, and strategy training. This chapter also describes how the researcher applied the theoretical framework and adopted the ideas of the practice to develop the treatment and instruments.

Chapter three describes the research methodology. It covers the research design, setting, participants, research instruments, research procedure, data collection, and data analysis. The steps of development of the research treatment and instruments, how they were piloted, and the results of the instruments validation and reliability are also included in this chapter.

Chapter four reports the results of the research. The data obtained from the quantitative and qualitative study were presented according to the change of the students' attitudes and self-access English language learning behaviors.

The last chapter discusses the conclusions of the findings, limitations of the study, pedagogical implications of the main points arising from this study, and recommendation for further research.

CHAPTER II

REVIEW OF THE LITERATURE

The present study aimed at examining the effects of using the strategy-based training program on attitudes and self-access English language learning behaviors of upper secondary school students. In order to zoom in on the notion of strategy training for self-access English language learning and provide sufficient background of this study, the basic concepts and related documents were explored and reviewed. This chapter presents the ideas about self-access English language learning, the factors affecting the promotion of the self-access mode of learning and how to develop students' self-access language learning skills through strategy training which are the theoretical framework used to develop the research treatment and instruments.

Self-Access Language Learning

The idea of self-access language learning has grown rapidly over the past ten years. In different parts of the world, there have been different focuses in the way the concepts have been implemented. For example, Australia became committed to self-access learning through its development of the Australian Migrant Education Program which caters to the needs of new immigrants to the country which has resulted in the establishment of many self-access centers. In Western Europe the development of self-access centers has resulted from an ongoing debate about autonomous learning. A major influence in the development of self-access centers in Southeast Asia has links with European proponents of self-access through consultants from European universities and through sponsorship and advisory services provided by the British Council (Gardner and Miller, 1999).

Thailand is one of many countries in Southeast Asia where self-access language learning has been adopted. It is spreading to universities, language institutes, schools as well as non-educational institutes. Before going in depth about how self-access language learning is promoted in Thai educational institutes, it is important to have a clear concept of this mode of learning.

Definitions of Self-Access Language Learning

Self-access language learning has been defined by different authors using different terms such as autonomous learning, self-directed learning or self-instruction (see Dickinson, 1987 for a discussion of these terms). To avoid confusion, only the term “self-access language learning” is used in the present study.

Gardner and Miller (1999) saw self-access language learning as an approach to learning language, not an approach to teaching language. It encourages learners to move from teacher dependence to learner autonomy. Sheerin (1989) and Benson (1994) held similar ideas that self-access language learning is the learning that learners study under their own direction rather than under the direction of others. It takes place independently of teaching.

Dickinson (1987), Jones (1995) and Pemberton et al. (1996) viewed self-access learning as the learning that takes place where materials are organized in a self-instructed way that learners can select and work on tasks on their own. Moreover, Sheerin (1991) added that the materials should be designed for learners to be able to get feedback on their performance.

Aston (1993) described that this mode of learning requires learners to be responsible, diligent and motivated because they have to be able to decide effectively

what to learn and how to learn from a very wide choice because learners are free to choose the activities to carry out and pace.

Sheerin (1997) and Dickinson (1993) shared similar ideas that self-access learning is the learning that learners have to take responsibility for the learning process that can lead them to independent learners. Sheerin suggested a model of activities that illustrates gradual change ranging from teacher dependence to learner independence which consist of analyzing needs, setting objectives, planning a program of work, choosing materials and activities, working without supervision and evaluating progress. In addition, Dickinson proposed the characteristics of autonomous learners which appeared to be consistent with Sheerin's model of activities for independent learning in that learners should be able to formulate their own learning objectives, consciously selected implement appropriate learning strategies, monitor their own use of strategies and self-assess their learning.

To summarize from the definitions discussed above, researchers view self-access language learning as language learning approach having the focus on the notion of learners playing important roles in taking responsibility for their own learning, making effective decision for what and how to learn, carrying out their learning using organized self-access materials and facilities by following the learning process that can lead them to autonomous learners. A degree of independent learners can be revealed through the use of six categories of the learning process consisting of analyzing needs, setting objectives, planning a program of work, choosing materials and activities, working without supervision by selecting and implementing appropriate learning strategies to facilitate their learning, and evaluating progress. In other words, if the learners conduct their own

learning utilizing these learning activities more frequently, it illustrates a change of their learning behaviors to be more independent and learn in a more systematic way.

Therefore, these learning categories are items included in the second section of the questionnaire used to assess students' self-access English language learning behaviors.

Importance of Self-Access Language Learning

Language is too complex and varied for learners to learn all they need to in a classroom. So learners need to practice it continually both inside and outside the classroom. Harmer (2003) pointed out that learners will never learn a language or anything else unless they aim to learn outside classroom as well as during class time though they have a very good teacher. Similarly, Nunan (1988) emphasized that not everything learners need to know can be taught in class and Cotterall (1995a) added that a teacher will not always be available to assist when students wish to use the language in real life. Thus, it is crucial to promote self-access language learning as a supplement to classroom-based language learning. As for the reasons in the way that self-access language learning is recommended, Dickinson (1987) stated five main reasons; practical reasons, individual difference among learners, educational aims, motivation, and learning how to learn foreign languages.

For the practical reasons, Dickinson claimed that there is no alternative for learners to learn from a course or in a proper time. For instance, learners on shift work or disabled learners may be unable to attend classes, so self-access learning can serve their need to learn. Besides, the learners' language learning needs may not fit with the available courses. As Sheerin (1989) added, learners may have different purposes in learning. They may learn English for examinations, for future career, for visiting or

surviving in an English-speaking country. The varied demands of learners inevitably involve at least some degree of individualization.

The second reason for advocating self-access learning is that it is a way of coping with the various sorts of learners' differences. Dickinson, as well as Sheerin, pointed out that learners differ in their language learning aptitudes (some learners learn languages more quickly and easily than others), learning styles (learners are different in their preferred ways of language learning), and learning strategies (learners employ different learning techniques to facilitate their language learning). Therefore, self-access learning is a way to release learners from the need for all students to work at the same rate using the same ways of learning or learning strategies.

Third, adopting the self-access mode of learning has also helped to achieve educational aims concerned with learning efficiency, autonomy promotion as well as the facilitation of continuing education. Learning efficiency is related to many different kinds of factors, some of them relatively stable characteristics of individuals and others responsive to changes in the learning mode, attitude and so on. Thus, learners working in a self-access mode of learning are likely to have more opportunities to develop for personal and for language learning efficiency. This will promote learner autonomy as well as provide continuing education.

The fourth reason that self-access learning is recommended is that it makes a positive effect on motivation when learners have freedom in decision making and using preferred learning techniques. As Ellis and Sinclair (1989) emphasized clearly that learning can be more effective when learners take control of their own learning because they learn what they are ready to learn and they can carry on learning outside the

classroom. Previous research indicates the effectiveness of moving towards student decision making rather than teacher decision making (Cotterall, 1995a; Dickinson, 1995; Gremmo and Riley, 1995; Little, 1995; and Victori and Lockhart, 1995). Learners have an opportunity to work in their preferred mode which encourages them to take responsibility for their own learning. Research also suggests that students have distinct learning strategies and learn best when individual differences are taken into consideration (Gremmo and Riley, 1995; O'Malley and Chamot, 1990; Oxford, 1990; and Wenden, 1991).

Finally, self-access language learning has served some learner-centered methods because it gives learners opportunities in learning how to learn a foreign language which is the most basic and important educational objective. Rogers (1969, p. 104) noted that the only man who is educated is the man who has learned how to learn, how to adapt and how to change. Riley (1987) also emphasized that in a self-access approach to learning, teachers act more like facilitators of learning, as their major role is to enable learners to learn how to learn. They do this by providing materials that give learners a lot of choice in the learning method they want to adopt.

In sum, self-access language learning is considered essential because it can serve many reasons such as learning needs, individual differences among learners, opportunity to develop personal language learning efficiency, positive motivation in learning and learner-centered modes of learning. It is not easy to cater to all the needs and differences in the classroom setting because of the limited amount of time or the available courses. Self-access learning, therefore, is an approach to help learners to reach different learning goals. It is a part of the lifelong process of education that stimulates

greater thoughtfulness and promotes the continuing growth of learners' capabilities and powers. Through this approach, learning still continues even after the learners have completed full time education.

Self-Access Centers (SACs) and Student English Access Rooms (SEARs) in Thailand

Though self-access language learning has been promoted in Thailand for many years, it was initially instituted at the tertiary level. Most Thai universities have implemented the self-access centers in accordance with one of the Goals of Language Education in Higher Education (A. D. 1996-2005) which states that “every university creates self-access language learning centers for self-improvement in language uses” (Wongsothorn, 1999). Therefore, the development of self-access learning is growing very fast among universities. For example, Chulalongkorn University Language Institute, Thammasart University Language Institute and School of Liberal Arts, King Mongkut’s University of Technology Thonburi have established self-access learning centers as outside classroom learning resources for students to conduct their own learning and develop their English language skills independently. At present, the self-access idea has spread rapidly to primary and secondary schools.

At the basic education level, there has been a movement towards utilizing self-access in language learning at secondary schools throughout Thailand since 2002. This movement, according to the drive from current Basic Education Curriculum of A.D. 2001 aims to promote learners’ self-development. In order to promote English language development and enable the learners to work on their own through self-access learning, SEARs were established to serve the self-access idea at every secondary school with the ERIC center (English Resources and Instruction Center) in 2003 (Todd, 2005) by the

Office of the Basic Education Commission (OBEC), Ministry of Education with World Bank funding.

A ten-day teacher training workshop run by the British Council, Bangkok was given to two teachers: a manager and a secretary of each SEAR so that they had a clear understanding about self-access learning and knew how to operate the SEARs effectively. Then in March 2004, materials both paper-based and computer-based (e.g. listening activities, speaking activities, reading activities, writing activities and CD-ROMs) designed by King Mongkut's University of Technology Thonburi (Todd, 2005) and equipment such as computers and other audio-visual equipment were supplied to the target schools. However, individual SEARs had to provide their own materials such as newspapers, magazines, reference books, as well as designed grammatical worksheets, SEAR activities and the like to make their SEARs appropriate places where students can select and work on tasks on their own and obtain feedback on their performance (Sheerin, 1991).

Since then the 80 secondary schools including Saraburiwitthayakhom School have been operated SEARs to serve three purposes. The first purpose is to be the model center of the self-access English language learning for secondary schools. The second one is to be the center for developing self-access language learning materials and the last purpose which is the most important one of SEAR establishment is to be a resource center in self-access mode of language learning for the students to conduct their own learning outside the classroom according to their needs and interests.

Studies on Self-Access Language Learning

Since the self-access mode of learning in Thailand has just been promoted at basic education level for not so long, there was still not much research conducted with secondary school students here. On the contrary, a lot of research studies about self-access language learning were done at the tertiary institutions where the self-access learning was first initiated. In order to see the development of self-access learning and how the self-access centers benefits learners more clearly, related research studies both in Thailand and in other countries are presented.

Related research studies at universities

Though self-access language learning and self-access centers were first promoted at the colleges or universities where students seemed to be more independent and ready to conduct their own learning outside the classroom, the previous research showed that students still needed sufficient support and guidance in order to enable them to learn on their own effectively as revealed from the following studies.

In Hong Kong, Determani and Chan (1999) carried out a study to ascertain the needs of language learners and to investigate their attitudes and motivation towards self-access language learning in Hong Kong. In this study, a questionnaire was used to collect the data from 585 learners who were studying in different academic departments at the City University of Hong Kong. After that, five percent of the participants were interviewed using eight questions to elicit more in-depth information regarding their views towards independent learning. The results showed that learners believed that self-access centers not only helped them develop their English language skills independently but also equipped them for their academic studies and future careers. It was also found

out that learners participating in the centers more often than others had stronger desire to improve their English, a higher level of intrinsic motivation, as well as more positive attitudes towards learning English.

Yeung and Hyland (1999) investigated the effectiveness of self-access language learning in Hong Kong. In this study, self-access language learning was integrated as a part of a classroom-taught advanced business communication course. The participants were 111 second-year students majoring in business. Students were asked to work in the SALC one hour per week. At the end of the semester, a questionnaire was distributed to the target group, and the data analysis revealed the findings as follows. First, less than one-quarter of the students indicated that they received sufficient guidance from the teacher on how to use the SALC. Second, students were more positive about SALC for improving their general English rather than helping them to fulfill the specific goals of the business English course. Next, nearly half of the students were not sure whether they wanted to do activities in the SALC in the following semester. Even though students indicated that they viewed working in the SALC helpful to their language development, they found it difficult to continuously carry on the participation and cited lack of time as the most important obstacle. Based on the findings, the researchers concluded that students needed more guidance to make informed choices in SALC, especially guidance provided at the individual level. They also needed assistance in evaluating their own needs before successful participation in the SALC could be anticipated.

Another study was carried out by Wansanasomsithi (2004) to investigate if the self-access learning at the SALC could help enhance the learner autonomy and learning achievement of 513 first-year Chulalongkorn University students. The results showed

that though the course required them to complete a total of ten learning materials accounting 5% of their final grade in the SALC, only one-third of the participants visited the SALC once or twice a week on a regular basis whereas more than half of them used the SALC only a few times during the whole semester and the surprising discovery was that 23 students had never used the center at all. In addition, more than half of them reported that they visited the center only because they were told to go there by their English teachers whereas only around one-third of them indicated that they went to the SALC because they wanted to improve their English. When asked for the reasons why they did not attend the center regularly, one interesting response was that they did not know how to use the SALC well enough to learn effectively on their own. Besides, a number of participants reported that an explanation on how to use the SALC by their English teachers was not helpful for them at all. So some of them had difficulties when they wanted to locate the materials they were looking for in the center. Some participants, therefore, did not find working in the SALC helped in improving their English language skills at all though less than half of them felt that working in the SALC helped improve their English a lot. The researcher then recommended that teachers should make sure that they provide sufficient guidance to their students which can help them work on their own in the center with the least possible trouble. Furthermore, teachers should train learners on how to learn independently in the SALC and one way of doing so is providing them with strategy training.

Related research studies at secondary schools

As indicated from previous studies on self-access learning, secondary school students even need more guidance and support to help them start to learn on their own

and especially they need to be equipped with the skill of learning “How to learn” and learner training focusing on language learning strategy or strategy training is mostly suggested to be conducted by many researchers.

Musaw (2000) carried out the study to investigate secondary school students’ attitudes towards self-access learning (SAL) through their use of self-access materials (SAM) which were designed relating to the topics learned in their normal classes. The researcher hoped that the findings would indicate the feasibility of setting up a self-access center (SAC) at a secondary school called the Islamic College of Thailand (ICT). The subjects of this study were 30 Mathayom Suksa four students who took the compulsory English course in the second semester of 1999. Having been introduced to the principle of SAL and their role in it, the subjects had choices to use at least two out of eight sets of the SAM that were put at the back of their classroom. After three weeks of using the materials, the subjects completed two parts of the questionnaire about their attitudes towards SAL in general and towards the SAM they used. The results demonstrated that students’ attitudes towards both SAL and SAM were mostly positive, SAL was feasible for the students at ICT, and it was possible to set up SAC at ICT. The findings, however, show that although some students tended to be satisfied with SAL, they could not be totally independent learners because they were accustomed to teacher dependence and self-access learning seemed to be new to them. Thus, the researcher recommended an important aspect to consider in setting up a SAC which was learner training.

For the SEARs, there was one study conducted by Todd (2005) called Lessons Learnt from the SEARs Project. He made a survey for 80 SEARs to examine the factors which led to different results and how the problems were dealt with. The instruments

used in this survey were the questionnaires, the interviews and the observations. The findings clearly showed that the self-access materials were not the major cause for concern in this project although 14 schools mentioned a desire for more materials. However, the finding concerning the students' willingness and ability to use the SEARs was quite less obviously successful since students from 7 schools reported that they were vague about the purpose of SEARs. In addition, there were also three other aspects stated as problems in setting SEARs. They were the lack of equipment, the integration of SEAR and the classroom, and the classification systems as well as the placement test. Only some of the SEARs could be judged as effective and the aspect of self-access most frequently identified by Todd among with others (Miller, 2000; Rujikietgumjorn, 2000; Yeung and Hyland 1999; and Rost, 2002) as important and needed implementing was learner training on how to learn in SEARs.

In summary, previous research studies on self-access language learning revealed that the factors that seemed to affect an attempt to promote students' self-access English language learning through the use of self-access materials and self-access centers were students' attitudes towards the self-access mode of learning and their skills of how to learn on their own in the self-access learning centers. These factors were recommended by many educators to be considered carrying out in order to enable students to take charge of their learning more effectively such as raising their awareness of benefits of self-access learning through orientation and equipping them with learning tools through training in language learning strategies or strategy training which is presented in the following sections starting from discussing the factors that affected the promotion of self-access English language learning.

Factors Affecting the Promotion of Self-Access English Language Learning

As revealed from previous research studies, the two main factors that clearly affect students' self-access English language learning are their attitudes towards self-access language learning and the skills of how to learn on their own. This section, therefore, discusses these two factors and presents how to help develop learners' attitudes towards self-access learning and their self-access English language learning skills.

Learners' Attitudes towards Self-Access Language Learning

An attitude plays an important role in language learning because it can facilitate or hinder the learners' learning. Savignon (1983, p. 110) mentioned that among various factors in second language learning, the learners' attitudes are the most important. Hatch (1976, cited in Dulay, Burt and Krashen, 1982, p. 71) also held similar ideas that attitudes and feelings are the main factors to help learners succeed in second language learning. Ellis (1994, pp. 198-199) has stated that learners' attitudes have an impact on the level of second language proficiency achieved by individual learners and are themselves influenced by this success. Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success.

Regarding to self-access language learning, Gardner and Miller (1999, p. 11) mentioned that learners' attitudes towards self-access language learning are based on their own incomplete knowledge of self-access and may be conditioned by outside influence. Dickinson (1995, p. 6) suggested three characteristics of a positive attitude towards self-access language learning: accepting learning independence as legitimate, recognizing its feasibility and believing in its desirability. If either learners or teachers

do not have a positive attitude to independent learning, then it is necessary to try and develop this through a program of psychological preparation.

Accordingly, this strategy-based training program included psychological preparation in the orientation stage conducted during the first three weeks. This aimed to prepare the students' readiness to direct their own learning and also help develop their attitudes towards self-access learning in terms of acceptance in this mode of learning. Dickinson also added that if participants have such an attitude, nothing else matter very much. This can help prevent any problem that emerges during the use of self-access language learning. Gardner (1985, p. 8) also noted that if the students' attitudes are favorable, the experience with the language will be pleasant, and the students will be encouraged to continue positively.

With reference to an attitude measurement, Wenden (1991, pp. 52-60) suggested how to measure attitudes towards learner autonomy in two categories which are attitudes about their roles in the language learning process and about their capabilities in learning English. Attitudes the learners hold about their roles in the language learning process refer to their willingness to take the responsibility for their learning in three characteristics which are learning independently, taking initiative and assuming responsibility. The first characteristic focuses on teacher independence. In other words, learners do not have to learn only in the classroom but they can learn by themselves and the learning can be done without the teacher's force. The second one means that learners initiate certain things in order to learn the English language and find their own ways to learn a language independently. The last characteristic means that the learners have willingness to manage their English language learning. As for the attitudes towards their

capabilities of learning English or their confidence in their ability as independent learners, they mean that the learners believe in their ability to learn and to self-direct or manage their own learning which includes two characteristics consisting of ability in English language learning in general and ability in English language learning autonomously. The ability in English language learning in general means the learners are confident in learning a language, know how to learn and are not discouraged due to obstacles in learning. Learners are assumed to be able to plan and set goals in English language learning, select the appropriate learning methods and materials, monitor the learning process, check the progress and do the self-assessment if they have ability in English language learning independently.

In conclusion, learners' attitudes about language learning are very important factors that can affect learners' success in self-access language learning. The learners' attitudes have an impact on the level of their readiness in taking responsibility on their own learning and also have an influence on their learning behavior. As claimed by many authors that if students' attitudes were positive, they would be encouraged to continue their learning or their learning behavior would be changed. So, the main points about learners' attitudes discussed above were included as items in the first section of the questionnaire of this research study. The questionnaire was used to examine opinions, feelings or beliefs, in other words, attitudes that learners have about self-access English language learning. Then, the items in the second section of the questionnaire were designed to check the students' self-access English language learning behaviors.

Learners' Skills in Self-Access English Language Learning

Although the materials or activities in SACs or SEARs are organized in a self-instructed way so that the learners can work on their own, learners still need some guidelines to develop their skills in taking responsibility for their own effective learning. In order to enable the learners to decide what to learn, how to keep track of what they have done and how to evaluate their own learning progress, supportive tools called learner profiles are recommended to be trained so that learners can collect their information in the self-access mode of learning in SACs or SEARs.

Learner profiles

According to Gardner and Miller (1999, pp. 83-85), a learner profile is a collection of information relating to individual learners. The profile can give an accurate picture of what the learners are able to do well and what they need to improve. It can make learners individually more aware of their own learning. Also, teachers can use the information gained from the profile to help develop materials and activities or give advice directly related to the individual learners' requirements. Gardner and Miller also suggested that a learner profile should consist of five important components; needs analysis, learner contracts, study plans, records of learning achievement and reflections or learner journals.

The needs analysis is used to check learners' strengths and weaknesses in learning English, what they need or want to learn, and why so that they can prioritize their needs before they start to work on their own. After learners have identified what areas of English they need to improve from the needs analysis, they can state the goals they aim at during a specific period of time in a learner contract. Then, a study plan is

carried out to indicate the detailed plans learners make to achieve their goals. After having set goals and planned to pursue goals, the learners start to work on self-access materials or facilities. All the progress or achievements they receive from working with self-access materials or activities through the use of tests, self-assessments or peer-assessments is also put into the profile as the records of learning achievement. The last component of the profiles is a learner journal. In the learner journal, students keep track of their self-access English language learning by writing about what they learned in SEAR, how they felt with their learning, and what they are going to learn next time. The students are free to reflect their opinions about the tasks, problems or difficulties they faced while working on the tasks, how they coped with them, and their views of progress while working on their own. In addition, students can indicate their next plan in the learner journal after they self-evaluate their learning progress each time.

Thus, this strategy-based training program also included this training session in an orientation stage so as to help learners know the steps of how to learn on their own. Also, this could help develop their self-access learning skills and encourage them to take more roles in their own learning. However, although the learners were trained how to carry out all components of the learner profiles and encouraged to use them when they worked on their own, only the learner journal was used as a research instrument apart from the questionnaire and the interview.

According to Darasawang (2003), she employed many research instruments to obtain the same data to investigate the effectiveness of the revised learner training program such as pre/ post questionnaires, a questionnaire asking about students' experience of learner autonomy, a checklist of strategies the students used to handle

language tasks, worksheets on planning, monitoring and evaluating, a learning plan, a record sheet of out-of-class activities, a preformed asking about advantages and disadvantages of independent study, a student diary, the researcher's diary, classroom observation, student interviews, and teacher interviews. After conducting the research, she found that a large number of research instruments might have been good for the researcher in that she was confident about the findings, but the data collecting process could be a workload for students to handle and could affect the learners' learning process. So, in this study, only the learner journal was employed. The benefits of keeping the learner journals and the related research on them were then discussed in depth below.

Learner journals

In language learning and teaching, a learner diary or learner journal can be used for pedagogical purposes as well as a platform for research (McDonough and McDonough, 1997, p. 127). For pedagogical use, a learner journal is regarded as a means of communication between teacher and individual learner because some learners do not like to talk about their problems with others but may mention them in the journal. It is usually written in the target language so that it can be used to investigate the students' actual language development. An example of using journals or diaries for pedagogical purposes was from the work by Dam (1995, pp. 40-41), who asked her students to record activities, new words and expressions used, homework, their comments on the day's work. The journals were beneficial to the students in that they helped them to see what they had done, to remember the new words, to improve their writing and so on. The journals were also useful for the teacher to follow the work for an individual student, his or her interests and needs and to communicate with the students. Another example of

using journals for pedagogical purposes in higher education was the work by Cowan (1998, pp. 12-15), who used them with first year students taking Interdisciplinary Studies course in order to help students reflect on their learning. Since the course aimed at developing the students' abilities to be successful in studies in higher education and in professional life, the learning journals were used to help students think about what they had learned or what they thought about their thinking, i.e. thinking reflectively. The learner journals were commented on by Cowan and his colleague without giving any judgment, only questions for clarification if the content was not comprehensible. The students were enthusiastic about and valued this activity and became more involved in writing reflective journals. Cowan and his colleagues were able to identify the problems mentioned by the students and found ways to help them.

With reference to research, learner journals are important tools used in investigations of second language acquisition, teacher-learner interaction, teacher education and other aspects of language learning and use (Nunan, 1992, pp. 119-120). For example, Parkinson and Howell-Richardson (1989) reported two journal studies: one study analyzing informatively, the use of English outside classroom and the learners' anxiety level, the other looking at out-of-class use and learning strategies.

In this research, the learner journal is used as one of the research instruments to determine the change of students' attitudes and self-access English language learning behaviors while they were working on self-access materials. As McDonough and McDonough (1997, p. 124) noted, the data from a journal is rich both quantitatively and qualitatively as there is a great deal of data addressed. The learners' record what

happened, what they felt about it, what might or should have happened, what could change, opinions, anticipation and immediate reactions, as well as a more reflective tone.

Nonetheless, though carrying out the learner profiles help students know steps to conduct their own learning such as analyzing needs, setting the learning goals, planning for their learning, keeping records of learning and also reflecting their opinions about their learning, students still need to know how to deal with self-access materials by employing the language learning strategies through strategy training.

Strategy Training

There are many terms which are called in training of language learning strategies such as strategy training, learner training, learning-to-learn training, learner methodology training, and methodological initiation for learners (Oxford, 1990). The term used in the present study is strategy training to match the main focus of the training program.

Strategy training plays an important role in encouraging learners to learn independently of teacher. Even though education management may have changed for decades, it still cannot be assumed that learners know how to learn independently.

The Need for Strategy Training

Many authors mentioned about the need for strategy training. For instance, Holec (1981), along with others (Riley, 1982; Crookall, 1983; and Prowse, 1983) suggested that learners need to learn how to learn, and teachers need to learn how to facilitate the process. Although learning is certainly part of the human condition, conscious skill in self-access learning and in strategy use must be sharpened through training. Oxford (1990, p. 201) pointed out that though no one knows everything about

how people learn languages, there is strong support for sharing through strategy training. Research shows that learners who receive strategy training generally learn better than those who do not and that certain techniques for such training are more beneficial than others.

Ellis and Sinclair (1989, p. 2) stated that strategy training aims to help learners consider the factors that affect their learning and discover the learning strategies that suit them best, and focuses their attention on the process of learning so that the emphasis is on how to learn rather than on what to learn. Oxford (1990, p. 201) noticed that the aims of strategy training are to make language learning more meaningful; to encourage collaboration and co-operation between teacher and learner; to create awareness of the choices available in language learning and to facilitate learning and practice of strategies that encourage independence and enable self-access learning.

Chamot and Kupper (1989) and Chamot and O'Malley (1994) suggested that learning strategy training may help learners in three ways. First, it can help students to become better learners. Second, skill in using learning strategies assists them in becoming independent and confident learners. Finally, it helps learners to become more motivated as they begin to understand the relationship between their use of strategies and success in learning languages.

In regard to the crucial necessity of training, Holec (1980, pp. 32-34) discussed learner needs, saying that in self-access learning the learner has the choice of knowledge to be acquired, the level of competence aimed for, and the times, places, methodologies and learning techniques used. Sturtridge (1997) together with Holec (1980), Brindley (1989), Miller (1992), Benson and Voller (1997), Ryan (1997), and Sheerin (1997) also

agreed that learners need training to help make these choices by making them aware of what choices are available, guiding them to experience these choices and encouraging them to make these choices independently. In addition, Miller (1992, p. 43) pointed out that establishing self-access center does not automatically create independent learners. Learners need to know what is available in a self-access center through orientation, and how to use the facilities through training. Therefore, it is very important to find a way to enable learners to conduct their own learning effectively.

Sturtridge (1997, p. 67) indicated that it is now accepted that few learners learn well by themselves without language awareness and learning awareness development programs. She believes that one factor which may cause a self-access center to 'fail' is insufficient training. In her analysis of the factors that lead to the 'failure' of self-access centers, she says that the worst kind of training consists purely of orientation, but a successful center will attempt to make learner development an ongoing cycle of action and reflection and to offer a development program that keeps pace with the learners as they work (1997, p. 71). Detaramani and Chan (1999) also suggested that to help learners to become autonomous and use the self-access centers, suitable learner orientation and training needs to be provided.

How to Implement Strategy Training

Literature available on how to implement strategy training focuses on two main techniques. The first one is training it explicitly and the second is implicit training. O'Malley and Chamot (1990, p. 153) pointed out that explicit or direct strategy training informs learners of the value and purpose of learning strategies training and helps learners to use, identify and develop learning strategies in a systematic way as they learn

the target language. Oxford (1996, p. 170) and Wenden (1987, p. 159) agreed that in the direct approach to strategy training, the teacher raises learner awareness of the purpose and rationale for strategy use, identifies the specific strategy being used, and systematically provides opportunities for practice and self-evaluation. In implicit or uninformed strategy training, O'Malley and Chamot (1990, p. 153) explained that learners work through materials and activities designed to elicit the use of specific strategies, but they are not informed of the name, purpose or value of the strategy training.

From previous research on learning strategy training, Brown et al (1986) found that implicit training did not enable learners to transfer much of what they had learned, whereas the explicit one has been helpful in maintaining strategy use over time and in transferring strategies to new tasks. Tudor (1996) also supported informed strategies because it explicitly tells learners when they are being taught strategies, as well as why and when these strategies are used. Wenden (1987, p. 160) noted that students who receive implicit strategy training do not develop independent learning strategies and have little opportunity of becoming autonomous learners.

Components of Strategy Training

In order for strategy training to be successful, Dickinson (1988, pp. 48-49) suggested that it should include three main components. The first, and perhaps most obvious, is training in processes, strategies and activities which can be used for language learning. This includes such things as how to read a text, how to record vocabulary and how to guess the meaning of a phrase. The next component involves raising learners awareness of how the target language operates and in doing so includes metalanguage to

describe the target language. One of the advantages of this is that learners are better able to use reference books such as grammar books and dictionaries. The final component involves focusing on the theory of second language acquisition. If learners have some awareness of how languages are learned, this may influence their own practices in learning.

In addition, Wenden (1991, pp. 69-72) suggested that training should include three chief components: learning strategies, metacognitive knowledge and attitudes towards autonomous learning. The learning strategies are actions or tactics which will help enable learners to deal with the language tasks more effectively. For the metacognitive knowledge, it is very important because once it is brought to the learners' attention, they are given opportunities for reflection and it will enable the learner to reassess and revise their knowledge and gain greater control over the learning program. Learners' attitude is also an important component that should be included in the training because learners should be willing to accept the additional responsibility and believe that they are capable of managing it.

In sum, in order to assist learner to know how to learn independently, only orientation is inadequate to enable learners to be successful in learning because it focuses merely on familiarizing learners with the self-access facilities and how to make use of them. It seems apparent that strategy training needs to be conducted to help students explore ways they can learn the target language more effectively and to self-direct or self-evaluate their learning. Moreover, students can learn the target language at the same time they are learning how to learn it. As a result, students know how to learn systematically and then become more independent and effective language learners through the improved

use of language learning strategies. It is recommended by many researchers to implement the training explicitly in order to help raise the learners awareness about the benefits of the strategies, how, when and why strategies can be used to facilitate language learning and language use activities. In addition, explicit strategy training enables learners to transfer what they have learned to new language tasks and promote independent learning strategies and have more opportunity of becoming autonomous learners. The concepts of language learning strategies and the framework for strategy training are presented in the next section.

Language Learning Strategies

The term language learning strategy has been defined by many researchers. Rubin (1987, p. 19) as well as O'Malley and Chamot (1990, p. 1) defined learning strategies as any set of actions, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information. Richards and Platt (1992, p. 209) also stated that learning strategies are intentional behaviors and thoughts used by learners during learning so as to better help them understand, learn, or remember new information. According to Stern (1992, p. 261), the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques. All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since a language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their teachers, learners' attempts to find the

quickest or easiest way to do what is required, that is, using language learning strategies, is inescapable. Besides, Oxford (1990, p. 8) expanded the definition by saying that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

According to O'Malley et al. (1985, pp. 582-584), learning strategies are divided into three main categories consisting of metacognitive, cognitive and social/affective strategies. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation whereas cognitive strategies include using previous knowledge to help solve new problems. Socio/affective strategies include some activities such as asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Similarly, Rubin (1987, p. 23), who pioneered much of the work in the field of strategies, divided strategies used by learners that contribute directly or indirectly to language learning: learning strategies (metacognitive and cognitive strategies), communication strategies (focusing on the process of participating in a conversation) and social strategies (affording learners opportunities to be exposed to and practice their knowledge).

Additionally, Oxford (1990, pp. 14-17) attempted to classify strategies in a more comprehensive and detailed way. She divided language learning strategies into two main classes: direct and indirect, which are further subdivided into 6 groups. Direct strategies are divided into three subclasses: memory strategies (strategies to store and retrieve aspects of the target language), cognitive strategies (strategies for using the language and for understanding how it works), and compensation strategies (strategies for

using the language despite gaps in knowledge). Indirect strategies include metacognitive strategies (strategies for planning, monitoring and evaluating learning), affective strategies (strategies for approaching the task positively), and social strategies (strategies for working with others to get input and practice).

In regard to self-access language learning, Carson et al. (1992, p. 25) pointed out that cognitive and metacognitive strategies, often referred to as “study skills,” are considered essential to being successful in higher-level thinking and independent learning. Simpson et al. (1997, p. 39) also noted that instruction in these strategies is currently the subject of much interest and research in education. An example of a general approach to teaching learning strategies, labeled “learning-to-learn,” has its basis in informational and generative models of learning, and its emphasis on self-regulated and strategic learning.

Additionally, Wenden (1987), Rubin (1989) and Victori (1992) all agreed that in second language learning and in learner independence, the main focus of learner training should be on metacognitive strategies (the strategies for planning, monitoring, and evaluating) and cognitive strategies (practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output). The importance of metacognitive strategies was also emphasized by O'Malley et al. (1985, p. 561) by stating that students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishment, and future directions. The application of metacognitive strategies is called the executive because these strategies are used to manage or control the learning process (Dickinson, 1992, p. 19)

As shown above, learning strategies are regarded as behaviors, techniques or actions learners employ to help facilitate their learning, and achieve their learning goals. Though learning strategies are divided into different categories by different authors, the two categories that are the same are metacognitive and cognitive strategies which are very important, especially in the self-access mode of learning. Metacognitive and cognitive strategies are considered by most researchers as study skills which will help the learners successful in their independent learning. The two strategies will therefore be mainly focused in this training.

Metacognitive strategies

Metacognitive strategies were regarded by many researchers (Carson et al., 1992; O'Malley et al., 1985; Rubin, 1989; Simpson et al., 1997; Victori, 1992; and Wenden, 1987) as study skills helping learners learn how to learn and conducting their own learning effectively. They played important roles in enabling learners to engage in and take responsibility for self-access language learning process because these strategies included planning for learning before dealing with the task, centering for learning while it is taking place and self-monitoring or evaluating after the task has been done. Though different researchers divided metacognitive strategies into different categories, Oxford's learning strategy categories were employed in this study. The categories were chosen because they had been applied successfully in the Thai academic contexts (Mullins, 1992) and Oxford also provided the Strategy Inventory for Language Learning (SILL) which was used to assess the strategies that the students had used before the training. Generally, there are three sets and eleven subsets of metacognitive strategies. In this

training program, only six important subsets of the four sets were included in the training program as follows:

1. Arranging and planning your learning
 - 1.1 Setting goals and objectives
 - 1.2 Identifying the purpose of a language task
2. Centering your learning
 - 2.1 Overviewing and linking with already known material
 - 2.2 Paying attention
3. Evaluating your learning
 - 3.1 Self-monitoring
 - 3.2 Self-evaluating

Cognitive strategies

Like metacognitive strategies, cognitive strategies are very essential when the learners learn a language on their own because the strategies help facilitate their learning. For example, strategies for practicing are very important but most language learners may not always realize how essential practice is. The more difficult and complex the tasks are, the more practice they need to do. Strategies for receiving and sending messages are also necessary tools such as strategy known as getting the idea quickly, helps learners locate the main idea through skimming or the key points of interest through scanning. This strategy implies that it is not necessary for learners to focus on every single word. Another strategy in this set, using resources, is useful if learners learn how to take advantages a variety of resources such as a dictionary, a grammar book, or an encyclopedia to understand and produce messages in the target language. Besides, analyzing and reasoning strategy are

commonly used by language learners. This process is extremely valuable because learners can analyze unfamiliar words, phrases or sentences by using general rules they have learned. There are four sets and fifteen subsets of cognitive strategies used to facilitate all skills of English language learning but following are six subsets mostly used for listening and reading skills which were included in this training program:

1. Practicing
 - 1.1 Repeating
2. Receiving and sending messages
 - 2.1 Getting the idea quickly
 - 2.2 Using resources for receiving and sending messages
3. Analyzing and reasoning
 - 3.1 Analyzing expressions
4. Creating structure for input and output
 - 4.1 Taking notes
 - 4.2 Summarizing

Frameworks for Strategy Training

There are a number of researchers suggested the scope and sequence of strategy training activities. Though there is no empirical evidence to determine which the best method for conducting strategy training is, Cohen (1998, pp. 71-73) suggested three instructional frameworks containing the necessary components of explicit strategy training. Each has been designed to raise students awareness of the purpose and rationale of strategy use, give students opportunities to practice the strategies they are being taught, and help them how to use the strategies in new learning contexts.

The first framework to strategy training has been proposed by Pearson and Dole (1987) with reference to first language but applicable to the study of second and foreign language as well. This model targets isolated strategies by including explicit modeling and explanation of the benefits of applying a specific strategy, extensive functional practice with the strategy, and an opportunity to transfer the strategy to new learning contexts. Pearson and Dole's sequence includes:

- 1) initial modeling of the strategy by the teacher, with direct explanation of the strategy's use and importance;
- 2) guided practice with the strategy;
- 3) consolidation, where teachers help students identify the strategy and decide when it might be used;
- 4) independent practice with the strategy; and
- 5) application of the strategy to new tasks.

As for the second framework, developed by Chamot and O'Malley (1994), is especially useful after students have already had practiced applying a broad range of strategies in a variety of contexts. Their approach to helping students complete language learning tasks can be described as a four-stage problem-solving process:

- 1) Planning: Students plan ways to approach a learning task.
- 2) Monitoring: Students self-monitor their performance by paying attention to their strategy use and checking comprehension.
- 3) Problem-solving: Students find solutions to problems they encounter.
- 4) Evaluation: Students learn to evaluate the effectiveness of the strategies they used during the learning task.

With regard to the third framework to strategy training, Oxford et al (1990) outline a useful sequence for the introduction of strategies that emphasizes explicit strategy awareness, discussion of the benefits of strategy use, functional and contextualized practice with the strategies, self-evaluation and monitoring of language performance, and suggestions for or demonstrations of the transferability of the strategies to new language tasks. The sequence they suggest is the following:

- 1) Ask learners to do a language activity without any strategy training;
- 2) Have them discuss how they did it, praise any useful strategies and self-directed attitudes that they mention, and ask them to reflect on how the strategies they selected may have facilitated the learning process;
- 3) Suggest and demonstrate other helpful strategies, mentioning the need for greater self-direction and expected benefits such as higher grades, faster progress and greater self-confidence, and making sure that the students are aware of the rationale for strategy use;
- 4) Allow learners plenty of time to practice the new strategies with language tasks;
- 5) Show how the strategies can be transferred to other tasks;
- 6) Provide practice using the techniques with new tasks and allow learners to make choices about the strategies they will use to complete the language learning task and
- 7) Help learners understand how to evaluate the success of their strategy use and to gauge their progress as more responsible as self-directed learners.

To conclude, when including strategy training in language learning, it is important to choose a proper model. The three frameworks mentioned above introduce the strategies to the students and raise awareness of their learning preferences, teach them to identify, practice, evaluate, and transfer strategies to new learning situations, and promote learner autonomy to enable students to continue their learning after they leave the language classroom. The framework outlined by Oxford et al will be employed to train the students in this study in order to match her learning strategy categories which will also be utilized.

Research Studies on Strategy Training

Research on language learning strategy instruction has been interested in verifying the effectiveness of strategy training. Researchers have experimented with instructing language learners to use selected learning strategies as a way to improve language performance as well as to develop affective factors (positive attitudes, motivations and beliefs). This section presents a review of research studies on learners' language learning strategies use, training learners to use strategies and related issues which have been conducted as a part of classroom instruction, and in the self-access mode of language learning.

A number of studies related to language learning strategies have been carried out in recent years. For example, Naiman et al.'s (1978) and Rubin's (1981) studies of good language learners have shown that effective language learners generally use proper learning strategies, and the use of learning strategies does help their learning results. In addition, O'Malley and Chamot (1990), and Oxford (1990) found that the use of learning strategies in classroom instruction is fundamental to successful learning.

Supporting their findings, Oxford et al. (1990, p. 210) in their studies of six situational cases for learning Hebrew, Danish, Spanish, Russian, German, and English found that strategy training can enhance both the process of language learning (the strategies or behaviors learners use and the effective elements involved) and the product of language learning (changes in students' language performance). In addition, students' attitudes towards language learning improved dramatically. Besides, Oxford et al. also claimed that the training has some positive effects on the teachers. Teachers who use strategy training often become enthusiastic about their roles as facilitators of classroom learning and more aware of their students' needs.

Since the self-access language learning approach has just been promoted at the secondary school level recently, there is no research study about strategy training for self-access learning conducted in any SEAR. Nonetheless, there was one interesting strategy training carried out by Ra-ngubtook (1993) with eighty-two upper secondary school students divided into two groups. The purposes of the study were to develop and compare the effectiveness of Direct and Embedded Metacognitive Learning Strategy Training Models in English Reading Comprehension. After training, it was found that the metaconitive learning strategy in English Reading Comprehension awareness and the English Reading Comprehension mean scores of both groups were higher than the criteria which was set. Besides, the English Reading Comprehension mean scores of the group trained by the direct model were significantly higher than those of the group trained by the embedded model.

The learning strategy training for self-access language learning is mostly conducted at a university where the self-access mode of learning was first implemented.

For example, it was found from Darasawang's (2000) case study research on the effectiveness of a learner training program integrated into a compulsory English course at King Mongkut's University of Technology Thonburi that a learner training program increased the students' motivation to learn English; improved their attitudes and confidence to learn by themselves which might encourage them to do the self-study in the self-access center themselves. Besides, the result from the training on how to use metacognitive strategies indicated that the students used metacognitive strategies more often after the training program and they were aware of the usefulness of the strategies, especially planning. Moreover, the findings from this research study indicated the importance of the role of the teacher in the process of helping students to develop learner autonomy. The findings concerning the need of the students for the teacher's reassurance in the learning environment which was new to them indicated the necessity of having the teacher to help students move from the traditional learning environment to a more independent one.

Conclusion

From the literature review, it is obvious that self-access language learning is a feasible supplement to the classroom-based English language learning that can cater students' individual differences and help promote learner independence and facilitate their lifelong learning. However, students cannot be assumed to learn on their own effectively although SACs or SEARs were set up to provide self-access materials and environment for students to practice their learning.

As revealed from previous studies, students needed enough support and guidance in order to start undertaking their own learning and it was suggested by many

researchers that students needed to be raised their awareness of why they should be involved in the language learning outside the classroom and how to carry out their own learning in the self-access centers through orientation. In addition, researchers also recommended that students needed to learn how to learn in order to work on their own successfully and language learning strategies were important learning tools to help them deal with self-access materials faster, more easily and more effectively.

The researcher, therefore, designed the strategy-based training program consisting of two sessions: orientation and strategy training. The orientation session aims to make learners accept this mode of learning and ready to learn. The strategy training session aims to practice students to employ different strategies to facilitate the learning tasks and make them enthusiastic to do more self-access language learning.

From reviewing the basic concepts and related documents, it was found that important factors clearly had an effect on learner independence was students' attitudes towards self-access language learning. There were two aspects of attitudes: attitudes towards their roles and towards their capabilities in self-access language learning that were suggested to be measured. The characteristics relating to two aspects of attitudes and other theoretical framework reviewed were considered when the research instruments were designed.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design, setting, population and participants, procedures of the study, instruments used for collecting data, and the data analysis. The development of a strategy-based training program which was a treatment for this experimental study and the questionnaire about self-access English language learning are described. In addition, the results of the instruments validation and reliability are also included in this chapter.

Research Design

The present study was a single group experimental research study employing quantitative and qualitative research methods. The study was carried out for eleven weeks in the first semester of the academic year 2007 at Saraburiwitthayakhom School. The training program was conducted during the hours allocated for club activities at this school when students were free from normal classes for two hours a week on Thursday afternoon. A strategy-based training program was developed as a component of the research treatment. The research instruments employed to examine the effects of the training program on students' attitudes and self-access English language learning behaviors were questionnaires, and learner journals. The independent variable was the strategy-based training program used in this study and the students' attitudes and self-access English language learning behaviors on these measures were dependent variables.

Setting

This experimental study was conducted at Saraburiwitthayakhom School, a public secondary school in central Thailand. There were approximately 3,800 students. The school offered classes ranging from seventh grade (Mathayom Suksa one) to twelfth grade (Mathayom Suksa six). The school was one of 80 ERICs (English Resources and Instruction Centers) selected to set up SEAR. Like other SEARs in Thailand, this center was operated to serve three purposes since its establishment in 2003. The first one was to be the model center of the self-access English language learning for secondary schools. The second purpose was to be the center for developing self-access language learning materials. The last one which was the most important reason for its establishment was to be a resource center in self-access mode of language learning for the students to conduct their own learning outside the classroom according to their needs and interests.

SEAR of Saraburiwitthayakhom School was located on the third floor of the Chaloeprakiat Building. The opening hours were from Monday to Friday (7.30 am-4.00 pm.). To run the SEAR, two English teachers (In-project teachers) who got the self-access training from the British Council as well as other staff from the Foreign Language Department were appointed as SEAR committee who worked on planning and managing activities in the center. Since the English teachers' teaching responsibilities did not allow them to spend all their time in the SEAR, there were two SEAR staff on duty at the center; a librarian who assisted SEAR users when they had difficulties in locating the materials they needed in SEAR and a technician who helped when the visitors needed some assistance in using all SEAR equipment. When a new school year started,

orientation to SEAR materials and facilities was made to seventh grade students who were new to the school and to the center by the SEAR librarian.

As for the layout and arrangement, the center was organized into six sections in one big room. The first section consisted of reference books such as dictionaries, idiom books, grammar books, and encyclopedias. The second section contained English textbooks divided into different subjects such as mathematic, science, geography, history, and some books in Chinese, Japanese, and French. The third section provided a wide range of magazines, newspapers, short stories, and novels. In the fourth section, 15 computers together with various types of CD-ROMs were provided for students to practice English language skills. Also the learners could access the Internet here in this section. A mini-theater where the learners could watch the films in English was in the fifth section. The last section consisted of the paper-based activities. There were a lot of listening, speaking, reading and writing activities provided with exercises and key answers for learners to assess their own learning progress.

Population and Participants

The population of this study was upper secondary school students at Saraburiwitthayakhom School. Among the three levels of upper secondary school students, eleventh grade students were selected to be the participants in the study because they were stable in learning and also had quite similar previous learning background. For example, they all took the same courses of English and also other core subjects the year before. Tenth grade students were not selected because they had just moved up from the lower secondary school level, and they had to adjust themselves to the upper secondary level learning. In addition, their backgrounds of study from the lower level were quite

varied because some students were from different schools and some were even from other parts of the country. Sixth grade students were not chosen as the participants because they were rather busy for the university entrance preparation. Therefore, the participants in this study were selected purposefully.

There were 570 eleventh grade students enrolled in the first semester of academic year 2007. 37 students were interested in joining this activity and volunteered to participate in this study. They were from all study programs provided at school: 10 students were from a science-math program, 9 students were from a math-English program, and 18 students were from a language program. The participants from the science-math program took two courses of English for five hours a week whereas those from the math-English, and language programs took three courses of English for seven hours a week. The participants were between 16 and 17 years old. Only female students participated in this training program because all the boys were required to join the military training for Thai Army Reserve at the soldier campus during the training time every week.

Research Instruments

The instruments used in this present study were a questionnaire and learner journals. The questionnaire was used as the main research instrument and the learner journals were employed to find supplementary data to support the results obtained from the questionnaire. Besides, an interview was also conducted in order to find additional information such as to find students' opinions about the strategy-based training program and what they thought of self-access language learning, and how they saw their behaviors

concerning self-access English language learning. The description of each instrument and how it is developed is presented below.

A questionnaire

A questionnaire was developed both in Thai and English version. The questionnaire was divided into two sections. The first section was used to examine the students' attitudes towards self-access English language learning and the second section was used to examine students' self-access English language learning behaviors.

The questionnaire items in the attitude section were categorized using Wenden (1991, pp. 52-60)'s ideas to measure attitudes towards autonomous learning as a framework. There are two aspects of the attitudes which are the attitudes about learners' roles in the language learning process and attitudes about their capabilities in learning English. There were 31 items in this section of a questionnaire. 19 items were adapted from Barnett (1989, cited in Wenden, 1991, p. 150)'s attitudes questionnaire for self-access and 12 items were developed by the researcher.

As mentioned earlier, this section of the questionnaire used Wenden's ideas to measure attitudes. Wenden suggested that in order to measure the learners' attitudes towards their roles, three characteristics should be considered which were to learn independently, to take initiative and to assume responsibility. For the attitudes towards their capabilities of learning English, two characteristics consisting of the abilities in English language learning in general and the abilities in English language learning autonomously were the focuses. So to make it easy to examine students' attitudes, the researcher divided the characteristics to examine students' attitudes towards their roles into 3 characteristics and towards their capabilities into 2 characteristics. After that 19

items from Barnett's questionnaire and 12 more items developed by the researcher using 5 characteristics as criteria were categorized into 5 characteristics. So, there are 31 items altogether in the first section: 21 items aimed to examine students' attitudes towards their roles and 12 items aimed to examine students' attitudes towards their capabilities. The questionnaire used five-point Likert's rating scales ranging from 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree).

The questionnaire items concerning self-access language learning behaviors were constructed by utilizing Sheerin (1997, p. 57)'s model of activities involved in independent learning and Dickinson (1993, p. 330)'s four characteristics of autonomous learners as the framework. They shared the idea that these learning activities indicated the gradual change from teacher dependence to learner independence. Dickinson's four characteristics of autonomous learners which were to set their own learning objectives, consciously select appropriate learning strategies, monitor their own use of strategies and self-assess their learning were similar of Sheerin's model activities in dependent learning which were analyzing needs, setting objectives, planning a program of work, choosing materials and activities, working without supervision by selecting and implementing appropriate learning strategies to facilitate their learning, and evaluating progress. The categories suggested by Sheerin and Dickinson were the steps independent learners were encouraged to do and students were trained through the use of learner profiles in the second week of the orientation stage. The researcher constructed 19 items of the questionnaire according to these six categories and categorized them into the six categories. This section of a questionnaire also used a five-point Likert's scale for students to rate how often they engaged in self-access English language learning

activities. The scales ranged from 5-always, 4-usually, 3-sometimes, 2-seldom and 1-hardly or never.

After the first draft of the questionnaire consisting of 50 items (see Appendix A) were developed and translated into Thai, they were checked by three experts (see Appendix B). The first expert was chosen because she specialized in constructing the questionnaire and the other two experts carried out studies and wrote many articles about self-access English language learning and learner training. The experts gave a lot of useful comments presented below.

First, two experts suggested that three characteristics of attitudes towards their roles in self-access learning were quite similar and difficult to categorize each item into each characteristic, so it should be under the main aspect that was the attitudes towards their roles in self-access English language learning. Similarly, the items under the two characteristics of the attitudes towards students' capabilities were also suggested being under the main aspect that was students' attitudes towards their capabilities in self-access English language learning. In addition, one expert suggested combining the items having similar meanings and moving item 10 (*I don't have enough time to study outside the classroom.*) of the first section to the second section of the questionnaire because it revealed the learning behaviors more than the attitudes.

Moreover, some experts suggested improving the language used in some items that would help students understand the conveyed meaning better. Some items were changed the order in order to make it easy for the participants to follow the ideas. Also one expert suggested removing the example of how to check the questionnaire because it might guide the participants in doing the items.

After revising the items in the questionnaire as suggested by the experts, there were only 45 items: 25 items in the attitude section and 20 items in the behavior section. Mostly, the researcher added more information to the language used in some items, especially the items employed from Barnett's questionnaire because the questionnaire were used with college or university students and the language might not be understood by secondary school students. The following are the examples of some items which were suggested to add more details.

Item 1 One problem with studying English is that classes are at fixed hours (Barnett's).

ปัญหาหนึ่งในการเรียนภาษาอังกฤษคือการที่ชั้นเรียนถูกกำหนดเวลาไว้จำเพาะเจาะจง



การเรียนวิชาภาษาอังกฤษในชั้นเรียนถูกกำหนดเวลาไว้จำเพาะเจาะจง ทำให้ผู้เรียนมีเวลาเรียนที่จำกัด และอาจไม่เหมาะสมกับความต้องการและความสนใจ

Item 3 A big problem in most classes is that students have different levels (Barnett's).

ปัญหาใหญ่ในห้องเรียนส่วนมากคือ นักเรียนมีระดับความรู้แตกต่างกัน



การที่ผู้เรียนในห้องเดียวกันมีระดับความรู้แตกต่างกัน แต่ต้องเรียนด้วยกิจกรรมและวิธีการสอนเดียวกัน ทำให้ผู้เรียนไม่สามารถเลือกรูปแบบการเรียนรู้ที่เหมาะสมกับตนเองได้

Item 13 If I did not have to learn English I wouldn't (Barnett's).

ถ้าภาษาอังกฤษไม่ใช่วิชาบังคับที่ต้องเรียน ข้าพเจ้าก็จะไม่เรียน



ถึงแม้ว่าภาษาอังกฤษจะไม่ใช่วิชาบังคับที่ต้องเรียน ข้าพเจ้าก็ยังต้องการที่จะเรียน

Item 18 I cannot learn without teacher supervision (Barnett's).

ข้าพเจ้าไม่ชอบเรียนรู้โดยปราศจากการดูแลแนะนำของครูผู้สอน



ข้าพเจ้าคิดว่า ตนเองไม่สามารถเรียนรู้ภาษาอังกฤษได้ หากขาดการสอนและการให้คำแนะนำของครู

After revising the sentences according to the experts' comments, the Thai version of the questionnaire (see Appendix C) was piloted with 38 eleventh grade students in order to ensure its reliability. The results from the pilot study were analyzed using Cronbach's alpha coefficient method. The analysis yielded the alpha coefficient of 0.90 (see Appendix D) which demonstrated that the questionnaire had high reliability.

A learner journal

In this study, a learner journal was one of the instruments used to examine the students' attitudes and their self-access English language learning behaviors. The data obtained from the learner journals were analyzed and used to support the data from the questionnaire. A learner journal is an essential tool to help reflect on what students did in the self-access center, their success or problems they faced while working on their own which would help them to plan for their future learning more effectively and it would be helpful for the teacher to know the students and find the suitable way to help develop their English skills.

Generally, learner journal forms were provided for SEAR users. The guided questions in the journal helped students evaluate their learning each time, for example, *what they did today, how they felt about the task they did, and what they are going to learn next time*. Though the participants in the present study were not obliged to keep their journals, they were told about the benefits of the journals and encouraged to record

them every time they used SEAR and handed it in every week. Then the researcher read, gave feedback and returned the journals to the learners after having them photo copied.

The learner journal form was also tried out with the sample group when the training program was piloted. After trying out, it was found that the participants did not reveal much about their attitudes and behaviors while working in SEAR according to the guideline items provided in the journal forms. The researcher, therefore, adjusted the form by adding more questions in the learner journals in order to elicit the participants' attitudes and self-access English language learning behaviors which were the major objectives of the study. The five questions asked the participants about *why they came to SEAR each time* (setting objectives), *what activities they did in SEAR* (selecting the materials), *how they did the activities* (utilizing strategies), *how they felt about their learning* (evaluating/ attitudes towards their learning) and *what they wanted to do with their future task* (analyzing and planning for future tasks). The learner journal form (see Appendix E) was administered during the training program was implemented.

Research Procedure

In order to see how a strategy-based training program was developed, implemented, and evaluated, the three steps of the research procedures are presented in this section. The first step involved the preparation of a strategy-base training program. The second step involved its implementation and the last step related to the evaluation of the training program as shown in Figure 3.1 in the next page.

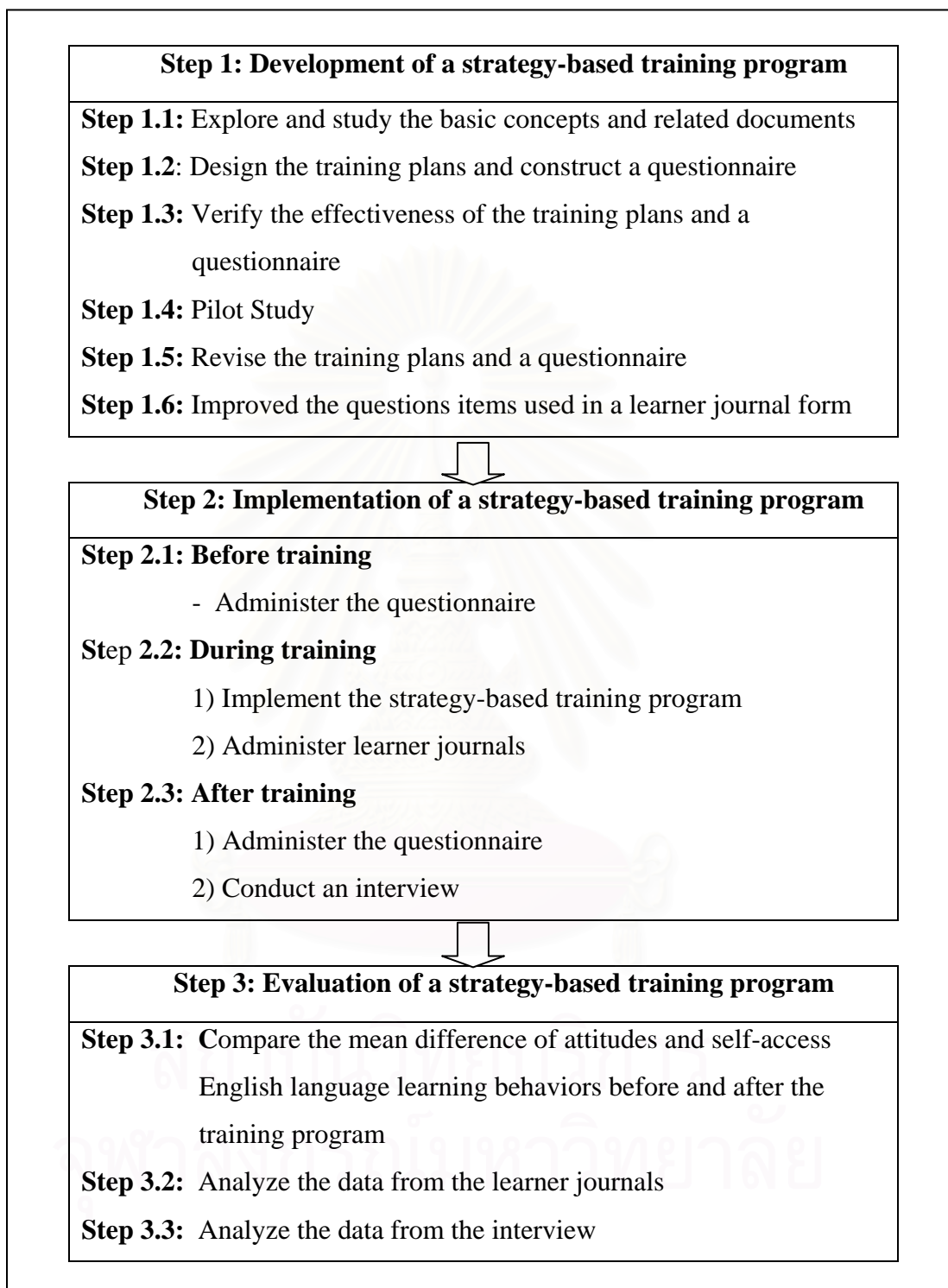


Figure 3.1. Research procedure in development, implementation and evaluation of a strategy-based training program.

Step 1: Development of a strategy-based training program

The researcher developed a strategy-based training program using the following procedures. First, the researcher studied the basic concepts and related documents relating to self-access language learning, language learning strategies and strategy training. The main ideas of the theoretical framework can be summarized as follows:

Self-access language learning has been found to promote learner independence and help facilitate lifelong learning. SACs or SEARs were then set up to provide students opportunities in learning on their own. However, students need appropriate orientation and training to help them to become independent and make effective use of self-access learning materials in the centers. Language learning strategies were recommended to be trained.

As suggested by numerous authors (Carson et al., 1992; O'Malley et al., 1985; Oxford et al., 1990; Rubin, 1989; Simpson et al., 1997; Victori, 1992; and Wenden, 1987), metacognitive and cognitive strategies are study skills useful for learners who learn on their own. Though the language learning strategies were classified by different authors (O'Malley et al., 1985; Oxford, 1990; and Rubin, 1987), the present study utilized Oxford's learning strategy categories because they had been applied successfully in the Thai academic contexts and Oxford also provided the Strategy Inventory for Language Learning (SILL) which could be used to examine the strategies the students had used before the training and made them get familiar to the strategies. In addition, Oxford's learning strategy categories were chosen to match Oxford et al. (1990, pp. 209-210)'s training model used in this study. The sets and subsets of metacognitive and cognitive strategies were selected according to the rational displayed in Figure 3.2.

Language Learning Strategies	The Rational of Selection	
	Listening skill	Reading skill
Metacognitive Strategies		
1) Centering your learning		
- Overviewing and linking with already known material	✓	✓
- Paying attention	✓	✓
- Delay speech of production to focus on listening	-	-
2) Arranging and planning your learning		
- Finding out about language learning	-	-
- Organizing	-	-
- Setting goals and objectives	✓	✓
- Identifying the purpose of a language task	✓	✓
- Planning for a language task	-	-
- Seeking practice opportunities	-	-
3) Evaluating your learning		
- Self-monitoring	✓	✓
- Self-evaluating	✓	✓
Cognitive Strategies		
1) Practicing		
- Repeating	✓	✓
- Formally practicing with sounds and writing system	-	-
- Recognizing and using formulas and patterns	-	-
- Recombining	-	-
- Practicing naturalistically	-	-
2) Receiving and sending messages		
- Getting the idea quickly	✓	✓
- Using resources for receiving and sending messages	✓	✓
3) Analyzing and reasoning		
- Reasoning deductively	-	-
- Analyzing expressions	✓	✓
- Analyzing contrastively	-	-
- Translating	-	-
- Transferring	-	-
4) Creating structure for input and output		
- Taking notes	✓	✓
- Summarizing	✓	✓
- Highlighting	-	-

Figure 3.2. Metacognitive and cognitive strategies and the rationale of selection.

As illustrated from Figure 3.2, the main rationale used for strategy selection for this training program was to consider from the subsets of metacognitive and cognitive strategies that were helpful in listening and reading skills suggested by Oxford (1990) which were the focuses of this study. However, some strategies which could be used for the two skills but might not be appropriate for the participants' English abilities would not be selected. For example "reasoning deductively" was suggested by an expert that it was too difficult for the participants and seemed unclear to be trained, so it was not selected. Besides, some strategies that might be used for listening but not for reading were also not selected because at the fifth stage of all training plans, the strategies would be transferred from listening to reading, and vice versa. So, only six subsets of metacognitive strategies and six subsets of cognitive strategies were employed in this experimental study.

Next, the researcher designed the orientation plans using the main ideas from the reviews of self-access language learning and self-access centers. The plans included an introduction to self-access language learning and SEAR, an introduction to learner profiles and an introduction to language learning strategies. Then the design of strategy training plans was studied by selecting the listening and reading activities to match the strategies selected from three sources consisting of Oxford (1990)'s language activities, SEAR listening and reading activities and existing materials (from textbooks or other materials). For the listening activities such as conversations, passages, or news, the researcher asked the foreigners to help with recording. The basic concepts relating to self-access language learning, language learning strategies and strategy training were compiled and became a theoretical framework for constructing a strategy-based training

program. There were three training steps in the orientation session which were introduction, presentation and conclusion but in the strategy training session, Oxford et al.'s seven-step strategy training model was employed as presented in Figure 3.3.

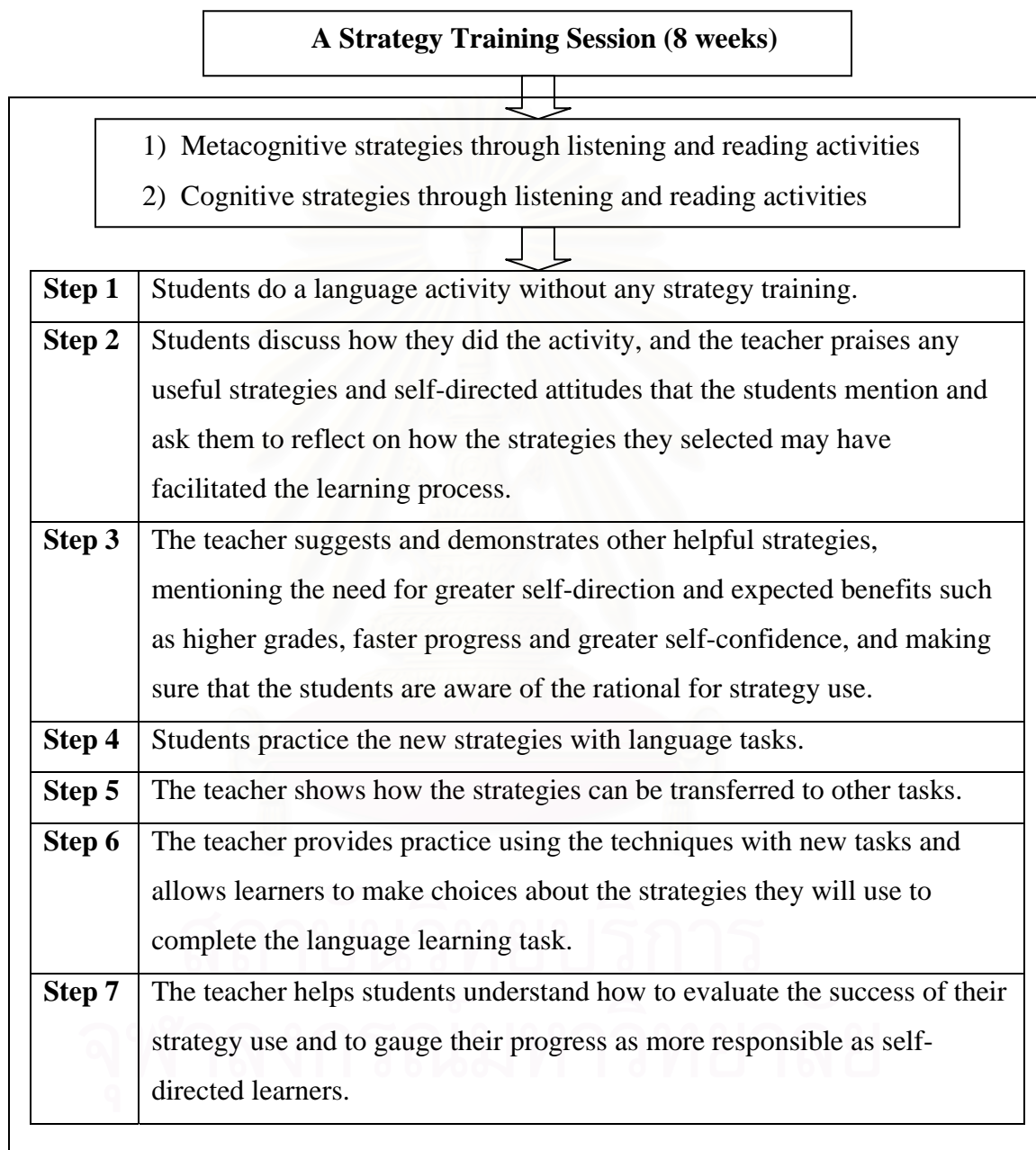


Figure 3.3. The seven-step strategy training model used in strategy training session.

After eleven training plans were constructed, six training plans including the long-range plan for the strategy-based training program (see Appendix H) were examined for content validity by three experts (see Appendix B) who worked in the fields relating to self-access language learning and strategy training. The first two experts were asked to check the training plans because they had carried out many studies concerning how to prepare students for effective self-access English language learning and strategy training. The other expert had carried out implicit and explicit strategy training at a secondary school and also written many books about how to employ language learning strategies to help facilitate reading skills.

The training plans were examined by using an evaluation form (see Appendix F) consisting of six aspects designed to help the experts evaluate the quality of the training plans conveniently and concretely. The six aspects concerned the strategies taught in the training plans, objectives, instructional materials, activities and time, teacher's instructions, and evaluation activities. There were fourteen items asking about the details of the six aspects. The results from the evaluation of the three experts were calculated for mean scores and the scores were interpreted using the following criteria:

3.26 - 4.00 = Excellent

2.51 - 3.25 = Good

1.76 - 2.50 = Marginal

1.00 - 1.75 = Unacceptable

The results from the evaluation form indicated that most of the items evaluated were excellent some were good (see Appendix G). However, the experts also gave some useful suggestion in some aspects for revising the training plans as follows.

For the strategies taught in the training plans, one expert suggested cutting off one subset of the cognitive strategies which was “reasoning deductively” because it was too difficult for the participants and seemed unclear to be trained. So, the researcher removed this strategy from the list. Besides, another expert suggested that affective and social strategies should be often mentioned because they were major factors in language success or failure. The researcher, therefore, focused on these two strategies when introducing all sets of the strategies to the participants at the orientation stage and also mentioned them as supplementary strategies while training metacognitive and cognitive strategies.

Concerning the instructional materials, one expert commented that the activities were good and various but some passages were too detailed. They should be shorter and simpler and more pictures should be added. However, another expert noted that some materials might be too short and they might not provide enough strategy learning. So the researcher adjusted some activities and added more pictures in the reading tasks.

Relating to the teacher’s instructions, all experts agreed that the teacher’s instructions for each activity very clear and helpful for students’ learning but one expert suggested that the teacher should not use some technical terms which seemed difficult for students. So the researcher made them simpler and more understandable.

After the revision of the training plans was done, a pilot study was carried out in order to check if the training plans worked well in the similar context before the main study was undertaken. The participants for the pilot study comprised of 30 eleventh grade students who were studying in the second semester of academic year 2006 at Saraburiwitthayakhom School. The results showed that most training plans work

successfully but the training time in some plans had to be revised because it took longer time than two hours. Besides, some activities were too difficult for the participants.

Finally, the training plans were revised based on the information obtained from the pilot study. Mostly, the revision was about the activities used in some training plans which affected the training hour and the participants' interests. Then eleven training plans were implemented in the training program for eleven weeks.

Step 2: Implementation of a strategy-based training program

The training program was carried out separately from regular English lessons. As found from previous studies, students will learn strategies better if they can focus attention on developing strategies and processing skills rather than trying to learn content at the same time (Jones et al., 1987). In addition, Darasawang (2000) also emphasized that integrating the learner training activities into the normal course might affect the outcome of the training program because the teacher was usually concerned with the first priority which was to prepare students for an examination and couldn't make effective time for the training. This training program contained two stages: an orientation stage and strategy training stage.

Before the training program started, the questionnaire was distributed to the participants in order to check their attitudes and self-access English language learning behaviors. After that an orientation stage which included three training plans (see Appendix I) was conducted during the first three weeks. In the first week, the participants were raised awareness about why they should be involved in SALL, introduced what they could learn in SEAR and how to make effective use of the self-access learning materials and facilities. Then, in the second week, the participants

learned how to carry out their learner profiles which were important tools to help them learn systematically in this mode of learning. The profiles contained needs analysis, learner contracts, study plans, records of learning achievement and learner journals. Information from these documents helped reflect what learners planned for their studies, how they worked on their plans and their reflections about their work. Finally, the participants were introduced to six groups of language learning strategies and their benefits in language learning in the third week.

The strategy training stage was implemented from the fourth week until the end of the program for eight more weeks after an orientation stage. There were eight strategy training plans (see Appendix J) developed for training upper secondary school students to learn how to utilize metacognitive and cognitive strategies to facilitate and enhance their listening and reading comprehension which are receptive skills mostly used in self-access learning materials and activities. In each strategy training plan, the participants were trained how to employ each subset of the strategies to deal with the reading or listening activities and then transferred the strategies to the listening or reading skills. During the strategy training period, the participants were encouraged to voluntarily visit SEAR and work on self-access learning materials using the trained language learning strategies to help facilitate their learning. The participants were not obliged to work in SEAR because the training program aimed to examine the change of their attitudes and self-access English language learning behaviors after they participated in the program. So, they should not be forced or asked to go.

After the training, the same questionnaire was administered to the participants again to check if their attitudes and self-access English language learning behaviors

changed. Additionally, the interviews were also conducted to examine the participants' opinions about the strategy-based training program and how they viewed their self-access English language learning after the training program.

Step 3: Evaluation of a strategy-based training program

The data obtained from the questionnaires were statistically analyzed using paired samples t-test in order to compare the differences of the participants' attitudes and self-access English language learning behaviors before and after the training program. The data were used to determine whether a strategy-based training program could enhance students' attitudes and self-access English language learning behaviors. The data obtained from the learner journals were analyzed using a focused coding. Additionally, opinions gained from the interviews were transcribed and used to support the findings from the questionnaire.

Data Collection

To examine the effects of a strategy-based training program on attitudes and self-access English language learning behaviors of upper secondary school students, data were collected using a questionnaire, and a learner journal. The data were collected in three phases: before, during and after the strategy training was implemented.

First, before the experiment, the participants were asked to rate the questionnaires in order to check their attitudes and self-access English language learning behaviors. Then, they received an eleven-week strategy-based training program.

During the training program of eleven weeks, the participants were encouraged to work on their own and keep their journals every time they used SEAR. While working in SEAR, the participants were persuaded to keep the learner journals reflecting on their

learning experience, the difficulties they encountered or their self-access English language learning progress.

After the training program had finished, the participants were asked to complete the same questionnaire again to check their attitudes and self-access English language learning behaviors. Then, the data obtained from the learner journals written by six students were analyzed. Three participants were selected from the group having a great improvement in attitudes towards self-access language learning after the training program (GIPs) and the other three participants were selected from the group having a little improvement in attitudes after the training program (LIPs). Finally, an interview was conducted with the same six participants whose journals were analyzed to examine their opinions towards the training program and also towards self-access English language learning and their learning behaviors after receiving the training program. The additional findings found from the interviews were described to support the findings obtained from the questionnaires and learner journals.

Data Analysis

The analysis of the data focused on the change in students' attitudes and self-access English language learning behaviors after they received the strategy-based training program.

The data obtained from the questionnaires before and after the training program were statistically analyzed by means of arithmetic mean, standard deviation, and paired sample t-test in order to compare the mean differences of the students' attitudes and self-access English language learning behaviors prior to and after the training program.

Apart from the questionnaire, the data from the learner journals were also analyzed to examine students' attitudes and self-access English language learning behaviors using a focused coding which was defined by Emerson, Fretz, and Shaw (1995) as an analysis of qualitative data that has a certain focus. Since the present study aimed to investigate two aspects of attitudes which were students' attitudes towards their roles and towards their capabilities in self-access English language learning, three characteristics comprising learning independently, taking initiative, and assuming responsibility were the focuses of the analysis when examining the attitudes towards the roles. As for the attitudes towards capabilities in self-access English language learning, two characteristics which were the ability in English language learning in general, and the ability in English language learning autonomously were the focuses. Besides, this study also examined students' self-access English language learning behaviors on six categories which were analyzing needs, setting objectives, planning a program of work, choosing materials and activities, working without supervision by selecting and implementing appropriate learning strategies to facilitate their learning, and evaluating progress. So, six categories of the learning activities were also the focuses of the analysis.

To analyze the data, the researcher read each participant's journals many times, paid attention to the themes concerning each category of both attitude and behavior section and then emerging themes were made coding. Each code was then merged with other similar codes in the same categories and a memo for each participant was written from the emerged themes. The memos from all journals of six participants were compared to find the similarities and differences in the themes that emerged in the data and used to describe the participants' attitudes and self-access English language learning

behaviors after they received the training program.

For example, to examine students' roles in self-access English language learning, the researcher read the information written in the journals of each participant repeatedly and found the excerpts that showed if they could learn by themselves without teacher's force (learning independently), initiate certain things or find their own ways to learn (taking initiative) and be willing to manage their English language learning. For example, the following excerpt shows that the participant initiated or found the ways to learn and could learn on her own (assuming responsibility).

GIP 2/ Journal 4/ Week 5

กลับบ้าน ค้นลองหาหนังสือที่เป็นภาษาอังกฤษมาอ่านด้วย และอ่านบ่อยๆ เลยอ่าน
แล้วเข้าใจขึ้นกว่าเก่า

I tried to find English books to read at home and read more often. So, I could understand better now than before.

From the example above, the underlined sentences or a part of the sentence were highlighted while the researcher was reading the journal and made coding as GIP 2 (participant 2 from the group having a great improvement in attitudes after training) started to do certain things to learn on their own.

Similarly, when examining the attitudes towards their capabilities, the researcher read the journals of the participants and paid attention to the excerpts that revealed two characteristics: students believed in their abilities in learning English in general (know how to learn and were not discouraged due to obstacles) and their abilities in English language learning independently (were assumed to be able to plan and set goals in learning, select the appropriate learning methods and materials, monitor the

learning process, check the progress and do the self-assessment). For instance, the next excerpt shows that LIP (participant 1 of the group having a little improvement in attitudes after training) felt discouraged because she thought she could not do it, in other words, she still hold bad attitudes towards her capabilities in learning as displayed in the following excerpt.

LIP 1/ Journal 1/ Week 1

ฉันรู้สึกแย่ บอกตรง ๆ เลยว่า ฉันคิดอะไรไม่ออกเลย มันงงมาก ฉันทำกิจกรรมที่ 1 ฉันทำไม่ได้ ก็เลยมาทำกิจกรรมที่ 2 ก็ทำไม่ได้อีก มันทำให้ฉันท้อ และไม่ยอมทำซ้ำซ้ำ ๆ

Honestly, I would say that I felt really bad. I could not think of any answer. It was very confusing. When I started to do the first activity, I found that I could not do it. Then I moved to the second activity, I still could not do it. It quite discouraged me and I don't feel like doing it.

As for the students' self-access English language learning behaviors, six categories of learning activities assumed to be done by independent learners were the focuses for the analysis. The journals of the participants were read many times by the researcher and the excerpts showing that the participants conducted the six categories systematically, regularly or more frequently were made coding. For example, two excerpts reveal that this participant's goals were different. The first goal showed she was not aware of her needs but the second goal clearly showed her concern about her needs.

GIP 2/ Journal 1 / Week 1

ต่อไปฉันจะฝึกการอ่านและการฟัง

(Next, I will practice reading and listening.)

GIP 2/ Journal 8/ Week 9

ฉันจะฝึกฟังอีก คือจะฟังอย่างเดียวแล้วตอนนี้ เพราะรู้สึกว่าคุณฟังมาก

Next, I will practice reading and listening. I will practice listening again and will do only listening tasks from now on because I think I am very weak at listening.

In order to check the reliability of the data analysis from the learner journals, the journals were also read and analyzed by a research assistant (inter-coder). Similar patterns of coding were obtained. Then the information obtained from the interviews of six participants were transcribed and reported as additional information. Then, all data were used to determine if the strategy-based training program had effects on students' attitudes and self-access English language learning behaviors.

Conclusion

This study aims to examine whether a strategy-based training program can enhance students' attitudes and self-access English language learning behaviors. The study was designed as a single group experimental research study employing both quantitative and qualitative research methods. It was conducted with 37 eleventh grade students for 11 weeks at Saraburiwitthayakhom School in 2007. The main instruments used in this study were a questionnaire and learner journals. An interview was used as a supplementary instrument to find additional information from the experiment. The data obtained from the questionnaire were analyzed using paired samples t-test and the qualitative data from the learner journals were analyzed using a focused coding. The research results and additional findings for each research question are presented in Chapter IV.

CHAPTER IV

FINDINGS

This chapter presents the results obtained in the present study. The study addressed the questions of how a strategy-based training program affected students' attitudes and self-access English language learning behaviors. The data were collected using questionnaires, and learner journals. The presentation and interpretation of the data is divided into two main sections which are students' attitudes and self-access English language learning behaviors.

Students' Attitudes towards Self-Access English Language Learning before and after Receiving the Training Program

In this section, the data from the questionnaires conducted prior to and after the training program were analyzed using paired samples t-test. For the qualitative data from the learner journals, the researcher analyzed the data from six participants: three were selected from the group having a great improvement in attitudes after receiving the training program (GIP) and the other three participants were selected from the group having a little improvement in attitudes (LIP) by using a focused coding. The findings are, then, presented quantitatively and qualitatively as follows.

The findings from the questionnaires

To study the effect of a strategy-based training program, the researcher examined students' attitudes towards two aspects which were attitudes towards their roles and attitudes towards their capabilities in self-access English language learning using a questionnaire which consists of twenty-five items. Seventeen items in the questionnaire

were used to examine the participants' opinions towards their roles in self-access English language learning and eight items were used to examine their opinions towards their capabilities in self-access English language learning. The questionnaire was administered two times, before and after the participants received the training program. The questionnaire used five-point Likert's rating scale ranging from 5 (strongly agree) to 1 (strongly disagree) and the results are demonstrated below.

Table 4.1

A Comparison of Students' Attitudes towards Self-Access English Language Learning before and after Receiving the Training Program (n= 37)

Aspects	Mean		Mean differences	S.D.	t	Sig.
	Before	After				
1. Students' attitudes towards their roles in self-access English language learning	3.62	4.04	-0.42	0.338	7.605	0.000*
2. Students' attitudes towards their capabilities in self-access English language learning	3.13	3.70	-0.57	0.615	5.622	0.000*
Overall attitudes	3.46	3.93	-0.47	0.352	8.142	0.000*

*p < .05

Overall, the participants gained more positive attitudes after receiving the strategy-based training program. As shown in Table 4.1, the mean score of the overall attitudes changed significantly from 3.46 to 3.93. The first hypothesis which stated that

students' attitudes towards self-access English language learning would significantly change was accepted. In other words, the participants had more positive attitudes towards self-access English language learning after they received the strategy-based training program. Similarly, when examining the two aspects of attitudes separately, the results also showed positive effects on both aspects.

For the first aspect, attitudes towards their roles in self-access English language learning, the mean score obtained from seventeen questionnaire items changed significantly from 3.62 to 4.04 ($p < .05$). This can be inferred that the strategy-based training program helped make the participants realize that they should get more involved or take more roles in their own English language learning.

The mean scores of the individual items concerning the students' attitudes towards their roles in self-access English language learning also support the overall results (see Appendix K). Eleven out of seventeen items (1, 3, 4, 5, 7, 10, 11, 12, 13, 15 and 16) of this aspect of the attitudes significantly changed at the level of 0.05 after the participants received the strategy-based training program. However, only the scores from three items (10, 11, and 12) in this part of the questionnaire that clearly showed that the participants' attitudes towards their roles improved greatly are discussed. The mean scores of these three items after the participants received the training program are much higher than the mean scores of these items before they were trained (the mean difference is greater than 0.8). After receiving the training program, it is apparent that the participants were more teacher-independent. For example, the results from item 10 revealed that the participants' expectations for the teacher to explain everything in English classroom were much less than before they received the training program. The

mean score changed significantly from 1.89 to 3.62 ($p < .05$). In addition, the participants were also found to have more willingness to manage their own English language learning than they did before. As indicated by the results from item 11, the participants realized that it should be their responsibilities to decide on what they were going to learn. The mean score of this item significantly changed from 3.41 to 4.38. Moreover, the findings also showed that the participants had more realization of their roles in initiating or organizing themselves to learn a language independently after receiving the training program. As we can see from item 12, the participants agreed that some English skills such as grammar could be done without a teacher. The mean score of this item changed significantly from 2.30 to 3.11. However, when considering the six items (2, 6, 8, 9, 14, and 17) which were not significant, the mean scores of these items also changed after the training program but the t-test results do not exceed the given value for the 0.05 level. This means that the students' attitudes towards their roles in these items changed after receiving the training program but they were not statistically significant at the .05 level.

For the second aspect, attitudes towards their capabilities in self-access English language learning, the mean score obtained from the questionnaire items examining this aspect of attitudes also changed significantly from 3.13 to 3.70 ($p < .05$). It implies that the strategy-based training program also helped increase the participants' confidence in their abilities as independent learners.

The mean scores of the individual items relating to the students' attitudes towards their capabilities also support the overall attitudes (see Appendix L). Seven out of eight items (18, 19, 20, 22, 23, 24, and 25) of this aspect of students' attitudes significantly changed after they received the training program. Nonetheless, only three

items (23, 22, 19) from this part of the questionnaire that showed a great improvement in the participants' attitudes towards their capabilities after they received the training program (the mean difference is greater than 0.8) are discussed as follows. After the training program, it became apparent that the participants believed in their abilities to learn and to manage their own English language learning more than they did before. As indicated by the results from item 23, the participants believed that they could study on their own because they knew how to start their learning. The mean score before and after the training program changed significantly from 2.89 to 4.05. Also, the results from item 22 show that the participants thought they could learn without teacher supervision. The mean score of this item significantly changed from 2.73 to 3.86. Furthermore, the participants were found to believe in their English abilities more after training as revealed in item 19, the participants thought that they could speak more properly after they participated in the training program. The mean score before and after the training changed significantly from 2.03 to 3.86.

According to the significant increase in the scores after the training program, it can be concluded that the strategy-based training program helped develop students' positive attitudes both towards their roles and towards their capabilities in self-access English language learning. It is apparent that after participating in the training program, the participants realized that they should be more independent and responsible for their learning or take more roles in their own English language learning. Moreover, the participants gained more confidence in their capabilities to learn or to self-direct their English language learning. In order to confirm the results from the questionnaires, the findings obtained from the learner journal is also demonstrated in the following section.

The findings from the learner journals

To study in depth about the participants' opinions about self-access English language learning, five questions were provided in the learner journals to elicit the participants' reflections on their self-access learning in SEAR during the training program. The data from the journals of six participants and their interviews were analyzed. The results obtained from the journals support the findings from the questionnaires that the strategy-based training program helped enhance students' positive attitudes towards self-access English language learning.

Like the findings from the questionnaires, the results from the learner journals are also discussed focusing on two aspects of attitudes: attitudes towards their roles and attitudes towards their capabilities in self-access English language learning.

Overall, the data from the learner journals showed that the six participants' attitudes towards their roles in self-access English language learning changed after participating in the training program. They seemed to take initiative and assume responsibility in their own learning more actively after receiving the training program. As shown in their later journals, the participants initiated their own self-access English learning. For example, they started to borrow SEAR materials to work at home even though generally, the materials were not allowed to borrow from SEAR (see excerpt 1). Besides, some participants sought a chance to learn English not only in SEAR but also at home or from other learning resources (see excerpt 2). In addition, although this study focused on listening and reading skills, it was found that some participants also practiced speaking skill in SEAR (see excerpt 3). Moreover, the data also showed that the

participants seemed to assume responsibility or had more willingness to manage their own English language learning after receiving the training program (see excerpts 4-5).

Excerpt 1 (GIP 1/ Journal 4/ Week 5)

วันนี้ฉันยืมกิจกรรมการอ่านและพจนานุกรมอังกฤษ-อังกฤษจากห้อง SEAR มาทำที่บ้าน
ได้สำเร็จ (Today I was successful in borrowing a reading material and an
English-English dictionary from SEAR to work at home.)

Excerpt 2 (GIP 2/ Journal 4/ Week 5)

ปกติฉันไม่เก่งคำศัพท์ แต่วันนี้มาอ่านอีกที่เข้าใจขึ้นเยอะ อาจเป็นเพราะว่า กลับไปบ้าน ฉัน
ลองหาหนังสือที่เป็นภาษาอังกฤษมาอ่านด้วย พยายามอ่านบ่อย ๆ เลยอ่านแล้วเข้าใจขึ้น
กว่าเก่า (Normally, I was not good at vocabulary but today I understood the task
a lot better. It might be because I tried to find English books to read at home,
and read more often. So, I could understand better now than before.)

Excerpt 3 (GIP 3/ Journal 3/ Week 5)

วันนี้ฉันฝึกทักษะการพูดภาษาอังกฤษเกี่ยวกับการซื้อของและอยากไปลองพูดกับอาจารย์
ชาวต่างชาติจัง (Today I practiced how to speak English when shopping and
wanted to practice more with foreign teachers.)

Excerpt 4 (LIP 1/ Journal 4/ Week 5)

ฉันต้องเปลี่ยน กิจกรรมการเรียนรู้ซะแล้ว อาจเปลี่ยนเป็นการฟัง แทนการอ่าน เพราะฉัน
รู้สึกว่าฉันถนัดฟังมากกว่า หรือบางที่อาจต้องลดระดับการอ่านให้ง่ายลงมาหน่อย
(I have to change to listening instead of reading because I thought I did better

in listening or I may change the reading task to the easier level.)

Excerpt 5 (GIP 2/ Journal 8/ Week 9)

ฉันจะฝึกฟังอีก คือจะฟังอย่างเดียวแล้วตอนนี้ เพราะรู้สึกว่ามันฟังยาก ฉันจะพยายามฟังมากขึ้นจากแหล่งการเรียนรู้ต่าง ๆ และจะหาหนังสืออ่านมากขึ้น

(I will practice listening again and will do only listening tasks from now on because I think I am very weak at listening. I will listen to English more often from different learning resources and will find more books to read.)

For the attitudes towards their capabilities, the data from the learner journals also showed that the participants' attitudes towards their capabilities in self-access English language learning changed after they participated in the training program. They had more confidence in their English learning ability as seen from the data in their later journals compared with the data in their early journals. In the first few weeks, the participants could not do the English tasks in the SEAR and felt discouraged to learn English on their own. After they were trained a few strategies, they started to feel more confident to conduct their own English language learning. Excerpts from journals of two participants are used to illustrate that the participants had more positive attitudes towards their capabilities in learning English (see excerpts 6-7).

As shown in Excerpts 6 and 7, LIP 1's attitudes towards her capabilities in learning English changed significantly after receiving the training program. In the first week, her journal showed that she did not have confidence to learn English on her own at all. She did not seem to believe that she would be able to do English activities by herself and she thought all the activities she did were too difficult for her. This first journal showed clearly her negative attitude toward her capability to learn English on her own.

Differently, in week 8, LIP 1's journal showed several signs of enthusiasm in learning English on her own. LIP 1 stated that she enjoyed learning English and wanted to learn more. Her journal showed signs of self-confidence in learning English and wanted to do more challenging activities.

Excerpts 6 (LIP 1/ Journal 1/ Week 1)

ฉันรู้สึกแย่ บอกตรง ๆ เลยว่า ฉันคิดอะไรไม่ออกเลย มันงงมาก ฉันเริ่มทำกิจกรรมที่ 1
 ฉันทำไม่ได้ ก็เลยมาทำกิจกรรมที่ 2 ก็ทำไม่ได้อีก มันทำให้ฉันท้อและไม่อยากทำซะด้วย (๗)
(Honestly, I would say that I felt really bad. I could not think of any answer. It was confusing. When I started to do the first activity, I could not do it. Then I moved to the second activity, I still could not do it. It quite discouraged me and I don't feel like doing it.)

Excerpt 7 (LIP 1/ Journal 5/ Week 8)

ฉันรู้สึกสนุกและอยากเรียนเรื่องอื่น ๆ อีก ฉันอยากจะลองเปลี่ยนไปทำในระดับที่สูงขึ้นบ้าง
 หวังสูงเกินไปหรือเปล่าเนี่ย *(I had lots of fun and wanted to learn more. I wanted to change to a higher level. Am I too ambitious?)*

When comparing the attitudes towards their roles and capabilities in self-access English language learning between GIP group and LIP group, they changed in the same trends. In the first few weeks, most participants felt confused because they did not know how to deal with the task and felt terrible with the learning tasks they did. Some did not even know how to start and were not interested in doing the reading tasks because there were too many words they did not know the meaning. The others made lots of mistakes in the tasks even though the learning tasks were not too difficult. Besides, there was one

student saying that she felt discouraged to learn when she had to read a long text. However, after the participants received the strategy training, they gradually gained more positive attitudes. The participants from both groups mentioned that they felt happy because they could understand the tasks faster and learned more vocabulary and gain more knowledge from working on their own.

The findings from the interviews

After the training program had finished, the interviews were conducted to obtain supplementary data to support the questionnaire and learner journal data. The findings from the interviews showed consistent findings with the two data sources that the participants were more active in their English language learning and had more positive attitudes toward self-access English language learning after the training program. In the interviews, the participants reported that they were more confident to learn without teacher's supervision and felt that learning English was easier after participating in the training program.

The following three excerpts illustrate how three participants reported their positive attitudes towards English learning in general and towards their own capabilities to learn English on their own. As shown in Excerpt 1, LIP 1 noted that she had never learned English on her own and had thought she could not do it but the strategy training made her realize that she was able to learn English independently. Another participant said that she liked English more than in the past and felt like learning English language all the time after practice learning on her own (see excerpt 2). Moreover, one participant even mentioned that her learning behaviors changed dramatically until her parents were surprised (see excerpt 3).

Excerpt 1 (GIP 1: 13 September 07)

เคยแต่ได้รับความรู้จากครูที่คอยป้อนให้มาโดยตลอด ไม่เคยเรียนด้วยตนเอง เลยคิดว่าคงจะเรียนด้วยตนเองไม่ได้ง่ายนัก ภายหลังจากได้เข้าร่วมโปรแกรมการฝึก เริ่มทดลองเรียนด้วยตนเอง ก็รู้ว่าหนูเรียนรู้ด้วยตนเองได้เหมือนกัน

(I used to gain knowledge transferred by my teachers. I never learn on my own, so I think learning on my own is not easy. However, after receiving the training program, I tried learning on my own and I found that I could learn on my own.)

Excerpt 2 (LIP 1: 13 September 07)

อาจจะยากในตอนแรก แต่จะง่ายขึ้นเมื่อฝึกฝนบ่อย ๆ หลังจากฝึกแล้ว ทำให้รู้สึกชอบภาษาอังกฤษมากขึ้นและอยากเรียนรู้อยู่ตลอดเวลา *(It might be difficult to start to learn English on one's own but it will become easier when practice more often. It made me like English and wanted to learn it all the time.)*

Excerpt 3 (GIP 2: 13 September 07)

อย่างหนูเนี่ย แต่ก่อนไม่ค่อยรู้เรื่องรู้อะไร ความรู้ภาษาอังกฤษมีเท่าหัวแม่มือ แต่ตอนนี้จากที่ไม่เคยค้นคว้าก็กลายเป็นใฝ่เรียนใฝ่รู้ไปแล้ว ขนาดพ่อกับแม่ยังแปลกใจ *(For me, I did not know much before. I had only a little English knowledge. But now even my parents are so surprised because I change from the one who never searched for information to the one who is curious to learn.)*

The interviews also revealed that the participants had positive attitudes towards their capabilities in self-access English language learning after they received the training

program. They believed in their abilities to learn and to manage their own learning. For instance, one participant believed that learning on her own helped improve her English skills all the time from the materials and the media around her, and also helped facilitate her learning in regular English classroom (see excerpt 4). The other participant mentioned that her English capabilities in regular English classroom also improved and that self-access English language learning had a good effect not only on her English learning but also on her learning in other subjects (see excerpt 5).

Excerpt 4 (LIP 2: 13 September 07)

การเรียนด้วยตัวเองทำให้หนูได้ศัพท์ใหม่ ๆ เยอะ และรู้ข้อมูลจากแหล่งต่าง ๆ มากมาย พอมาเรียนภาษาอังกฤษในห้องเรียนปกติ รู้สึกว่าสบาย ๆ เพราะบางทีก็รู้ล่วงหน้ามาก่อนแล้ว (*Learning on my own helped me learn a lot of new English words and knew more information from different resources. When I learned English in regular classroom, I feel more comfortable because sometimes I have learned before.*)

Excerpt 5 (GIP 2: 13 September 07)

พยายามศึกษาด้วยตนเองมากขึ้น ดูหนัง ฟังเพลง ที่เป็นภาษาอังกฤษโดยไม่มี sub Thai พยายามหาหนังสือที่เป็น เรื่องสั้น มาอ่าน แต่ก่อนอ่านภาษาอังกฤษไม่ค่อยรู้เรื่อง ตอนนี้ก็รู้มากขึ้นแล้ว ขนาดสอบวิชาภาษาอังกฤษ ตอนแรกคิดว่าทำไม่ได้แน่ ๆ พอคะแนนออกมาดีกว่าที่คาดไว้มาก นอกจากนี้วิธีการเรียนรู้ภาษาอังกฤษด้วยตนเอง ยังมีผลต่อการเรียนรู้ของวิชาอื่นอีกด้วย เช่น ตอนนี้นำมาเรียนภาษาจีนอยู่ ก็พยายามหาหนังสือนิตยสารภาษาจีนมาอ่าน (*Now I learn on my own more than before. I watch movies*

without Thai sub titles, listen to English songs and try to read English short stories. It helps me a lot. I can understand more English and I even did a lot better in my English test though before the test I thought I could not do it. In addition, self-access learning also has an effect on other subjects. I am studying Chinese now and I try to find Chinese magazines to read.)

In conclusion, the findings from all three sources of data consistently showed that the strategy-based training program enhanced the participants' attitudes towards their roles and their capabilities in self-access English language learning. The participants seemed to be independent and sought more opportunities to learn on their own. In addition, the participants gained more confidence in their abilities to learn English on their own.

Students' Self-Access English Language Learning Behaviors before and after Receiving the Training Program

Similarly to the data about attitudes, the data about the participants' behaviors were collected from two sources: questionnaires and learner journals. The data from the questionnaires were analyzed using paired samples t-test and the qualitative data from the learner journals were analyzed using a focused coding. The findings are presented as follows.

The findings from the questionnaires

In order to examine whether the strategy-based training program can enhance students' self-access English language learning behaviors, the researcher used a questionnaire consisting of twenty items. There are six categories of learning activities which are analyzing needs, setting objectives, planning a program of work, choosing materials and activities, working without supervision by utilizing appropriate learning

strategies, and evaluating progress. Each category includes two to five items used to indicate learning behaviors the participants conducted when they learned in SEAR. This section also used five-point Likert's rating scale ranging from 5 (always or almost always did) to 1 (never or almost never did) to show the frequency of each activity the participants did. The findings are displayed in Table 4.2 below.

Table 4.2

A Comparison of Students' Self-Access English Language Learning Behaviors before and after Receiving the Training Program (n= 37)

Categories	Mean		Mean differences	S.D.	t	Sig.
	Before	After				
1. Analyzing needs	3.13	3.39	-0.26	0.599	2.605	0.007*
2. Setting objectives	2.89	3.47	-0.58	0.954	3.705	0.001*
3. Planning a program of work	2.86	3.23	-0.37	0.851	2.665	0.006*
4. Choosing learning materials and activities	3.33	3.78	-0.45	0.756	3.625	0.001*
5. Working without supervision by utilizing appropriate learning strategies	3.23	3.91	-0.68	0.995	4.133	0.000*
6. Evaluating progress	2.88	3.55	-0.67	0.793	5.132	0.000*
Overall behaviors	3.03	3.50	-0.47	0.615	4.666	0.000*

*p < .05

Overall, the participants' self-access English language learning behaviors increased at a significant level of 0.05 after they received the training program. As shown in Table 4.2, the mean score of the overall behaviors changed significantly from 3.03 to 3.50. Therefore, the second hypothesis which stated that students' self-access English language learning behaviors would significantly change was accepted. In other words, the participants perceived themselves as conducting their own English language learning more frequently after receiving the strategy-based training program.

Likewise, when examining the six categories of learning behaviors separately, the findings also showed significant increases in all categories. This implies that the participants carried out all categories of learning activities in self-access English language learning more frequently after receiving a strategy-based training program.

The mean scores of the individual items also support the overall behaviors (see Appendix M). Fourteen out of twenty items of students' self-access English language learning behaviors changed significantly at the 0.05 level after the training program. However, only three items (16, 19, and 14) from this part of the questionnaire of which the score of mean differences is greater than 0.7 are discussed in details from the category having the most change to the least one.

To start with the fifth category which had the biggest score of mean difference, it clearly showed that after the participants participated in the training program, they learned how to learn on their own, had more awareness of strategy benefits and then employed various learning strategies to help facilitate their learning more frequently than they did before as indicated by the results from item 16. The mean score before and after the training program was significantly changed from 3.19 to 3.92. Moreover, the results

from item 19 revealed that the participants realized the benefits of evaluating their learning progress by keeping a record about their learning and used the reflections to help them plan to improve their future learning. The mean score of this item changed significantly from 2.27 to 3.22. In addition, it also revealed that after receiving the training program, the participants concerned more about the learning materials and selected the materials appropriately to their language level as indicated by the findings from item 14. The mean score of this item changed significantly from 3.51 to 4.22.

According to the results, it can be inferred that after participating in the strategy-based training program, the participants' self-access English language learning behaviors changed increasingly at the significant level of 0.05. The participants perceived themselves as conducting the learning activities in each category more frequently and systematically after training especially selecting appropriate learning materials, utilizing the learning strategies to facilitate their learning, and evaluating their learning progress. In other words, the participants perceived themselves as learning how to learn on their own such as how to start their own learning, how to employ useful learning strategies when working on their own and how to evaluate their learning progress which was the key concept of self-access language learning after participating in the training program. Apart from the findings found from the questionnaire, the data obtained from the learner journals are also presented below.

The finding from the learner journals

The data obtained from the journals were used to confirm the findings from the questionnaires whether the strategy-based training program enhanced the participants' self-access English language learning behaviors. The data from the journals of six

participants are discussed here again but focused only on self-access English language learning behaviors the participants conducted throughout the period of the training program.

Like the findings from the questionnaires, the results from the learner journals are discussed focusing on six categories of the learning activities in self-access English language learning which are analyzing needs, setting objectives, planning a program of work, choosing materials and activities, working without supervision by utilizing appropriate learning strategies, and evaluating progress.

First, analyzing needs, the data showed that the participants were more aware of their learning needs and what they needed to learn and why they should learn after they received the training program. As seen from the data in their early journals, most participants only mentioned about the learning activities or skills they wanted to do but did not state the reasons why they should learn in the first few weeks. This can imply that they did not analyze their needs exactly as shown from excerpts 1-2.

Excerpt 1 (LIP 1/ Journal 3 / Week 1)

ต่อไปฉันจะทำกิจกรรมอะไรก็ตามที่อยู่ใน SEAR (*Next, I will do any task in SEAR.*)

Excerpt 2 (GIP 2/ Journal 1 / Week 1)

ต่อไปฉันจะฝึกการอ่านและการฟัง (*Next, I will practice reading and listening.*)

When comparing with the data found from their later journals, the same participants mentioned more about the future tasks and why they wanted to do each task which revealed that they learned how to analyze their learning needs after training as displayed from excerpts 3-4.

Excerpt 3 (LIP 1/ Journal 4/ Week 5)

ฉันต้องเปลี่ยน กิจกรรมการเรียนรู้ อาจต้องลดระดับการอ่านให้ง่ายลงมาน้อย

(I have to change learning activities. I may change the reading task to the easier level.)

Excerpt 4 (GIP 2/ Journal 8/ Week 9)

ฉันจะฝึกฟังอีก คือจะฟังอย่างเดียวแล้วตอนนี้ เพราะรู้สึกที่ตัวเองโง่การฟังมาก

(I will practice listening again and will do only listening tasks from now on because I think I am very weak at listening.)

Second, setting objectives, the data gained from the journals revealed that the participants' behaviors concerning setting objectives changed after they received the training program. As shown from the early journals, the participants set quite broad goal. For example, *I want to improve my English skills (LIP 1), I want to do the materials in SEAR (GIP 1), or I want to improve my reading and listening comprehension (GIP 2).* Consequently, they were not successful much in doing the task because they did not know what they wanted to achieve. However, the data in most participants' later journals clearly showed that the participants' learning behaviors changed. They were found to set more specific goals. For instance, *I want to practice skimming for main ideas (LIP 1), I want to listen for key words (GIP 1), or I want to scan for specific information (GIP 2).* As a result, the participants could select appropriate tasks to their goal and could achieve their goals more than they did in the first few weeks of training.

For the third category, it is apparent from the journals that after participating in the training program, the participants decided on what to learn, how to learn and studied

the steps to do a learning activity more frequently than they did before as illustrated from excerpt 5.

Excerpt 5 (GIP 1/ Journal 9/ Week 7)

เริ่มแรกฉันศึกษาคำสั่งในกิจกรรมที่ 1 เพื่อจะรู้ว่าทำอะไรและศึกษาเนื้อหาโดยภาพรวมก่อน แล้วก็ศึกษาความรู้เกี่ยวกับเรื่องการซื้อเชิญแบบไม่เป็นทางการจากนั้นฉันก็อ่านคำสั่งกิจกรรมที่ 2 แล้วก็ฟังเพื่อหาใจความสำคัญของบทสนทนาและตอบคำถาม ฉันรู้สึกมีความสุขมาก ที่ทำกิจกรรมการฟังได้คะแนนดี

(I studied the instructions in activity one and it told me how to do the task and then I overviewed the task and learned about informal invitations after that I read the instruction in activity two and listened to the conversation for main ideas and do the tasks. I felt very happy because I got very good scores in my listening task.)

Fourth, choosing material and activities, the data from the journals also revealed that the participants regularly chose learning materials appropriate to their language level. Generally, the participants selected the materials according to their level classified from the SEAR placement test they did at the orientation stage. However, after they did the tasks and found that it might be too easy or difficult, they changed the level which was more appropriate to their language level as shown by the following excerpts.

Excerpt 6 (GIP 2/ Journal 6/ Week 7)

ฉันตอบคำถามไม่ค่อยได้เลย มันงง ๆ ใจไม่รู้ นี้ขนาดอ่านเรื่องง่าย ๆ นะเนี่ย ต่อไปจะอ่านระดับที่ง่าย ๆ กว่านี้ก่อน *(I could not answer the questions. I was so confused though the task was easy. I will read something easier than this next time.)*

Excerpt 7 (GIP 2/ Journal 9/ Week 9)

รู้สึกว่าการอ่านเข้าใจมากขึ้น สงสัยอ่านได้แล้ว แอบดีใจ ต่อไปจะอ่านเรื่องที่ยากขึ้น

(Today I understand what I read more than before. Maybe my reading improved. I was so glad. I will read something more difficult next time.)

Fifth, working without supervision by utilizing appropriate learning strategies, it clearly showed from the data in the journal that the participants employed various learning strategies or techniques to help facilitate their learning more frequently after they participated in the training program than they did before. As shown from most participants' later journals, they conducted their own learning more often after they were trained from the program and they also mentioned about the strategies they used and the benefits they gained from using the strategies.

Excerpt 8 (GIP 3/ Journal 5/Week 7)

ฉันรู้สึกดีใจที่เข้าใจเรื่องที่ยาก ฉันได้เทคนิคที่จะอ่านได้เร็วขึ้น

(I felt really good that I understood the story. I got some techniques to read it faster.)

Excerpt 9 (GIP 1/ Journal 15/ Week 8)

ฉันศึกษาคำสั่งและเนื้อหากิจกรรมโดยภาพรวมก่อนแล้วใช้พจนานุกรมช่วยในการหา

ความหมายศัพท์ยาก ฉันรู้สึกดีมากเพราะทำกิจกรรมได้ดีและเรียนรู้คำศัพท์ยาก ๆ หลายคำ

(I overviewed the task, read the instructions, and used the dictionary to help me do this task when I found difficult words. I felt really good because I could do the material well and learned a lot of difficult vocabulary.)

Excerpt 10 (GIP 2/ Journal 4/ Week 5)

วันนี้อ่านแล้วเข้าใจขึ้นมากเลย เพราะว่าวันนี้ก่อนจะมาห้อง SEAR เราได้เรียนเรื่องคำเชื่อม
จากโปรแกรมการฝึกมาเมื่อก็นี้เอง

*(Today, I felt that I better understood the reading task because I just studied
about transitional words from the training program before I came to SEAR.)*

As for the sixth category, evaluating progress, the participants were found from the journals that they checked their learning progress and monitor themselves while learning more frequently than they did before. Moreover, the data also illustrated that the participants recorded their thoughts about their learning and used the reflections to help improve their future tasks as shown from excerpt 11.

Excerpt 11 (GIP 1/ Journal 4/ Week 5)

เมื่อฉันทำกิจกรรมถัดมา ฉันอ่านเร็วขึ้นแต่เมื่อตรวจคำตอบปรากฏว่าถูกแค่ครึ่งเดียว ฉัน
ควรจะตั้งใจมากกว่านี้เวลาอ่าน ฉันจะฝึกใหม่ *(When I did the next exercise, I read it
faster but when I checked the answer, only half of them were correct. I should
have paid more attention when reading. I will practice again.)*

Overall, the findings obtained from early journals comparing to later journals of six participants clearly showed the same trends that the participants' self-access English language learning behaviors gradually changed positively. However, when studying more in-depth from the data in the journals, it was obvious that the LIP group seemed to set only broad learning objectives whereas the GIP group set more specific objectives after they were trained. Accordingly, the participants setting more specific objectives seemed to achieve their goals more than the participants setting broad objectives.

Besides, the LIP group rarely showed their awareness of strategy use and hardly

mentioned them in their learner journals even in their later journals whereas the GIP group usually mentioned their strategy use and the benefits they gained from using the strategies. Besides, the GIP group often tried to use more strategies they were trained and even tried using new strategies which were not trained while learning on their own. As a result, this could make the GIP group conduct more tasks (10-16 tasks) than the LIP group do (5-9 tasks) though the data in their later journals showed that they conducted more self-access tasks and worked more systematically after receiving the training program.

In order to see how the participants improved their self-access English language learning behaviors during the training program and how differently the LIP group and GIP group performed when they worked on their own in SEAR, the summaries of early journals (weeks 1-3) and later journals (weeks 4-8) of one GIP and one LIP are presented in Figures 4.1 and 4.2 respectively. Four learning activities used to indicate the students' improvement of self-access English language learning behaviors were selected from the four categories which gained a great improvement after the participants received the training program which were setting objectives, choosing learning materials, working without supervision by utilizing appropriate activities learning strategies and evaluating progress (see Table 4.2).

Figure 4.1 displayed the learning activities GIP 1 did in the first few weeks using the data from her journals 1, 2, and 3 compared with the activities she did in later weeks using her journals 4, 6, and 8. Similarly, the activities LIP 1 did in early weeks and later weeks of training using all her all journals (6 journals) were presented in Figure 4.2.

Early Journals (weeks 1- 3)	Later Journals (weeks 4-8)
<p>Journal 1</p> <ol style="list-style-type: none"> 1. Set broad goal (<i>want to do SEAR tasks</i>) 2. Use own techniques to do the task and ask friends for help 3. Work with the SEAR materials (<i>work only in SEAR</i>) 4. Evaluate and roughly plan for the future (<i>I will do SEAR tasks again</i>) 	<p>Journal 4</p> <ol style="list-style-type: none"> 1. Set clear goal (<i>want to skim for main idea</i>) 2. Use various strategies being trained to deal with the task (<i>overviewing, skimming, using background knowledge</i>). 3. Attempt to learn more (<i>borrow self-access materials to practice at home</i>) 4. Evaluate and has an exact plan for future task (<i>want to find main idea again</i>)
<p>Journal 2</p> <ol style="list-style-type: none"> 1. Set broad goal (<i>want to improve reading</i>) 2. Use strategies being trained to do the task (<i>previewing & scanning</i>) 3. Work with SEAR materials (<i>wish to borrow the materials back home</i>) 4. Evaluate but not plan for future tasks 	<p>Journal 6</p> <ol style="list-style-type: none"> 1. Set clear goal (<i>want to skim for main idea</i>) 2. Try to employ the strategies being trained to deal with the task (<i>overviewing, using a dictionary, scanning, skimming</i>) 3. Wish to do more about main idea but more difficult (<i>can't find more materials</i>) 4. Evaluate and plan to employ more strategies (<i>listening for main idea</i>)
<p>Journal 3</p> <ol style="list-style-type: none"> 1. Set more specific goal (<i>taking notes</i>) 2. Try new strategies not being trained to do the tasks (<i>using symbol to take notes</i>) 3. Show attempt to learn (<i>difficult and unfamiliar task</i>) but want to try out 4. Evaluate and replan for the future task (<i>change the task to what being trained</i>) 	<p>Journal 8</p> <ol style="list-style-type: none"> 1. Set clear goal (<i>listen for main ideal</i>) 2. Try more strategies being trained and not yet being trained to do the task (<i>overviewing, using keywords, using transitional words, predicting skills</i>) 3. Work in SEAR and work at home 4. Evaluate & plan for the future (<i>want to listen for specific purpose</i>)

Figure 4.1. A comparison of early journals and later journals of GIP 1.

Early Journals (weeks 1- 3)	Later Journals (weeks 4-8)
<p>Journal 1</p> <ol style="list-style-type: none"> 1. Set broad goal (<i>want to improve my English skills</i>) 2. Use strategies not being trained (<i>using context clues</i>) 3. Show attempt to practice (<i>follow the step according to the suggestions from first to last in an activity</i>) 4. Evaluate & plan for the future (<i>can't do the task and will do easier task next time</i>) 	<p>Journal 4</p> <ol style="list-style-type: none"> 1. Set clear goal (<i>scanning for specific information</i>) 2. Use the strategies being trained to do the task 3. Show attempt to practice (<i>Read from first to last activities and do them</i>) 4. Evaluate & plan for the future (<i>will do main idea again next time</i>)
<p>Journal 2</p> <ol style="list-style-type: none"> 1. Set broad goal (<i>want to read</i>) 2. Use strategies not being trained (<i>analyzing text structure</i>) 3. Do the task of the same level (<i>not change as planned</i>) 4. Evaluate & plan for the future (<i>will read for main idea next time</i>) 	<p>Journal 5</p> <ol style="list-style-type: none"> 1. Set broad goal (<i>want to listen-not do as planned before</i>) 2. Do all activities (<i>not mention the strategy use</i>) 3. Not select proper task (<i>because of board goal</i>) 4. Evaluate & plan for the future (<i>not mention about future task</i>)
<p>Journal 3</p> <ol style="list-style-type: none"> 1. Set more specific goal (<i>find main idea</i>) 2. Use strategies being trained but not mention about it 3. Select materials as planned 4. Evaluate & not plan for the future task 	<p>Journal 6</p> <ol style="list-style-type: none"> 1. Set broad goal (<i>want to learn any task in SEAR</i>) 2. Use some strategies not being trained (<i>analyzing text structure</i>) 3. Select too difficult materials 4. Evaluate & but not plan for the future

Figure 4.2. A comparison of early journals and later journals of LIP 1.

The findings from the interview

The data from the interviews also showed that the strategy-based training program helped enhance students' self-access English language learning behaviors. All participants shared similar ideas that their learning behaviors changed after receiving the training program. For example, they started to set their learning goals, plan for their studies, conduct their own learning from various media, take notes on what they were interested in, find the answer of something they wanted to know immediately, revise what they learned in regular classes. Besides, they said they learned on their own both in SEAR and from other learning resources more than they did before and had a more organized way in learning. The following excerpts illustrate the improvement of the participants' self-access English language learning behaviors.

Excerpt 1 (LIP 2: 13 September 2007)

เปลี่ยนไปจากเดิม หนูเริ่มสนใจภาษาอังกฤษอย่างจริงจัง ซื้ภาษาอังกฤษที่เป็นนิตยสาร มาอ่านมากขึ้น เริ่มฟังข่าวจากโทรทัศน์ที่เป็นภาษาอังกฤษทุกวัน และมักจะพูดตามบ่อยๆ คิดว่าหนูเปลี่ยนไปมากขึ้นกับการเรียนภาษาอังกฤษ

(Change, I changed from before. I am interested in English seriously.

I buy more English magazines, watch English news from TV every day and imitate what they said. I think I change a lot in learning English.)

Excerpt 2 (GIP 2: 13 September 2007)

คิดว่าตนเองมีการปรับเปลี่ยนมากขึ้น การเรียนก็ดีขึ้น จากการศึกษาแล้วไม่เคยทวน ตอนนี้ก็ทวนมากขึ้น มีการวางแผนในการเรียนว่า วันนี้ฉันต้องทำอย่างนี้นะก็คือมีเป้าหมาย วางแผน ทำตามเป้าหมาย และรอดูผล เมื่อผลออกมาไม่ดีก็ปรับปรุงอะไรทำนองนี้)

(I think I change more. My learning results are also good. Before I never revised after my learning but now I revise more. I plan what I want to do each day. I have goals, plan for my goal, do as I plan, check the result and improve.)

Excerpt 3 (GIP 3: 13 September 2007)

เปลี่ยนไปจากเดิมค่อนข้างมาก คือมีขั้นตอนวิธีการคิดที่เป็นแบบแผน หลังจากฝึกฝนเรียนรู้ด้วยตนเองกับโปรแกรมนี้ ทำให้รู้ว่าอะไรคือ อุปสรรคในการเรียนภาษาอังกฤษอะไรคือข้อบกพร่องในการเรียนภาษา จากนั้นก็มุ่งฝึกฝนการเรียน ด้วยตนเอง โดยใช้วิธีการจากโปรแกรมที่ได้ฝึกมาช่วยเหลือ

(I think I change quite a lot. I have more organized step and way of thinking. After participating in this training program, I found out what are my weaknesses in my language learning. Then, I practice learning on my own using the strategy trained from the program.)

The findings from the learner journals and interviews support the finding obtained from the questionnaire in that the strategy-based training program helped improve students' self-access English language learning behaviors. The participants changed the way of learning to a more systematic way and conducted their self-access learning activities more frequently after participating in the program. They learned how to learn as independent learners such as they learned to set the learning goals before studying, how to deal with the materials by employing appropriate strategies to handle the tasks and how to check their learning progress and how to plan for their future tasks.

Conclusion

This chapter reported the findings in response to two research questions which deals with how a strategy-based training program affected students' attitudes towards self-access English language learning and how it affected students' self-access English language learning behaviors. The results answered the first research question in that the strategy-based training program developed students' positive attitudes both towards their roles and towards their capabilities in self-access English language learning. After receiving the training program, the participants seemed to be more teacher-independent, more involved in their own learning, and willing to manage to learn on their own. Also, the participants gained more confidence in their capabilities to learn English language. For the second research question, the results showed that the participants conducted their own learning more frequently and systematically after the training program. They knew how to learn on their own such as how to start their own learning, how to employ learning strategies to facilitate their learning and how to evaluate progress. Thus, it can be concluded that the strategy-based training program helped enhance students' attitudes and self-access English language learning behaviors.

CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a discussion of the findings. The effects of the strategy-based training program on students' attitudes and self-access English language learning behaviors are discussed compared with the findings of previous research studies. Then, the limitations of the study, pedagogical implications and recommendations for further research are proposed.

Summary

The present study is a single group experimental research study with the objective of examining the effects of using a strategy-based training program on attitudes and self-access English language learning behaviors of upper secondary school students. The researcher developed a strategy-based training program which was the research treatment, the questionnaire and learner journals which were research instruments.

After the strategy-based training program and the questionnaire were constructed, they were checked by six experts: three experts checked the training plans and the others checked the questionnaire. The training program and the questionnaire were then pilot tested for reliability. After that the strategy-based training program was carried out from May to August 2007.

The participants were eleventh grade students in the first semester of academic year 2007 from Saraburiwitthayakhom School which was one of the eighty schools in Thailand that SEARs were established. The training program was conducted separately

from the normal class during the hours allocated for club activities at this school which there were 37 students voluntarily participating in the program.

Prior to the training period, the questionnaire was distributed to the participants in order to measure the level of their attitudes towards self-access English language learning and the frequency of self-access English language learning behaviors the participants conducted. Then the training program was carried out for 11 weeks. In the first three weeks, the orientation was conducted to prepare the participants for self-access mode of learning. After that the strategy training was conducted from the fourth week until the end of the program. During this time, the participants were encouraged to learn on their own in SEAR utilizing the language learning strategies to deal with the tasks and recorded their learning in learner journals. At the end of the training program, the questionnaire was again completed by the participants in order to examine the effects of the strategy-based training program on their attitudes and self-access English language learning behaviors. After that the data obtained from the questionnaire were analyzed using paired samples t-test and the data from the learner journals written by six students were analyzed using a focused coding. Additionally, the findings emerged from the interviews were also used as supplementary data to triangulate with data from the two sources.

It was found from the study that the strategy-based training program could enhance students' attitudes and self-access English language learning behaviors. For the attitudes, the findings showed that students' attitudes improved significantly both towards their roles and towards their capabilities in self-access English language learning. They seemed to be more teacher-independent, willing to initiate or manage their own learning

and more confident in their abilities to learn English. Relating to learning behaviors, it was revealed that students' self-access English language learning behaviors also changed significantly. After receiving the strategy-based training program, the participants were found to carry out their own learning more frequently and in a more systematic way. They knew how to start their own learning, how to use the language learning strategies to deal with the learning tasks and how to evaluate their progress.

Discussions

The purpose of this present study was to examine the effects of using the strategy-based training program on attitudes and self-access English language learning behaviors of upper secondary school students. The findings on students' attitudes towards self-access English language learning and their self-access English language learning behaviors can be discussed in relation to the findings of previous research studies as follows.

Students' Attitudes towards Self-Access English Language Learning

The findings from the questionnaire which were confirmed by the data from the learner journals and also supported by additional information emerged from the interview clearly indicated that the participants gained more positive attitudes towards self-access English language learning after receiving the training program. The first hypothesis which stated that students' attitudes towards self-access English language learning after receiving a strategy-based training program would change more positively at the significant level of 0.05 was accepted.

Since the strategy-based training program also included the orientation session for three weeks in order to prepare the participants for self-access language learning and

encourage them to accept this mode of learning, this could help raise the participants' awareness and improve their attitudes towards self-access learning which confirmed the suggestions made by Cotterall (1995b), Dickinson (1987) and Holec (1980) in that psychological preparation needed to be implemented so as to help enhance students' acceptance and preparedness for self-access English language learning which could build up students' confidence to work independently and develop their positive attitudes towards independent learning.

In addition, the strategy training session also helped improve the participants' attitudes towards self-access English language learning because the participants were trained how to employ different language learning strategies to help facilitate their learning. This could make their learning easier, faster and more effective. Consequently, the participants' attitudes towards their own learning improved after they were trained as illustrated by the data obtained from their learner journals and interviews. This finding appears to be consistent with Oxford et al. (1990) in that strategy training could enhance students' attitudes.

When considering the two aspects of students' attitudes which are the attitudes towards students' roles and capabilities in self-access English language learning, the strategy-based training program helped improve both aspects as discussed below.

The training program helped develop students' attitudes towards their roles in self-access English language learning starting from an orientation stage which helped raise students' awareness why they should conduct their own learning through a lot of activities such as SALL Quiz, SEAR Hunting, FAQs about SALL (see Appendix J). The participants had to make a lot of discussion about the concepts and benefits of self-access

learning in SEARs. Furthermore, during the strategy training steps, the students had to carry out many learning activities by utilizing different learning strategies. This, therefore, might have made students to take more roles. For example, they had to try using their own strategies to do the tasks before particular strategies were presented, then they had to use the suggested strategies with similar tasks and transfer them to different kinds of tasks and check if the strategies used can facilitate their learning. The findings from the questionnaire items displayed that after the training program, the participants were more teacher-independent, willing to manage their own learning and initiate or organize themselves to learn a language independently. The findings were supported with the data in the learner journals and interviews that the participants borrowed the materials from SEAR to learn more at home, bought some English magazines to read at home and watched English TV news, and English movies more often which were consistent with the characteristics of independent learners which were learning independently, taking initiative and assuming responsibility suggested by Wenden (1991).

For the attitudes towards students' capabilities in self-access English language learning, students also gained more confidence both from the training sessions and from conducting their own learning in SEAR. The second week of an orientation session provided the steps to make effective self-access learning and how to make effective use of SEAR using the learner profiles as learning tools for helping students to know how to learn on their own starting from need analysis which helped them check themselves and realized what they needed to learn. Then, the participants learned how to set their learning goal and plan for their learning. After that they learned how to select the

learning materials which were appropriate to their English level through the English placement test conducted at this stage of training. In addition, the strategy training session helped them learn how to deal with each learning task by employing particular strategies. So, the participants gained more confidence to learn on their own as they knew how to start learning and also how to deal with it. Besides, the knowledge the students gained during the strategy training session helped improve their English knowledge in general as revealed from an interview that the participants applied what they learned from the program to use with their regular English classroom and their English learning achievements also improved after they participated in the training program. Consistent with the findings in this study, Chamot and Kupper (1989), and Chamot and O'Malley (1994) claimed that learning strategy instruction might help students to become better, independent, confident and more motivated to continue their learning.

Moreover, the feedback in the journals the students received from the trainer each week also assisted them in developing how to learn on their own and made them feel that they were not left alone especially when they first started to conduct their own learning. This could make the participants more confident to learn on their own. So, this training program helped enhance both students' attitudes towards their roles and capabilities in self-access English language learning.

Students' Self-Access English Language Learning Behaviors

The results obtained from the three sources mentioned earlier all revealed that students' self-access English language learning behaviors change increasingly. The participants perceived themselves as conducting their own English language learning

more frequently and in a more organized way after receiving the strategy-based training program. So, the second hypothesis which stated that students' self-access English language learning behaviors would significantly change was accepted.

This strategy-based training program was designed in order to prepare students to make effective self-access English language learning. As mentioned earlier, apart from being raised awareness about the importance of self-access language learning at the orientation session, the participants were also trained how to carry out their own learning and then at the strategy training stage, the participants were trained how to employ learning strategies to handle with self-access tasks more effectively. The participants in this study gained more positive attitudes towards self-access English language learning after they participated in the training program and they then conducted more self-access English language learning tasks and in a more effective way of learning. In other words, students' self-access English language learning behaviors obviously changed after they were trained which was consistent with Detaramani and Chan (1999)'s study in that students who had positive attitudes toward learning English participated in self-access center more than others. This also displayed that the strategy-based training program can improve both students' attitudes and self-access English language learning behaviors which supported Cotterall (1995b)'s claim in that students' language attitudes in self-access mode of learning will affect their learning behaviors.

In summary, the findings obtained from this study confirmed the ideas proposed by Detaramani and Chan (1999); Miller (2000); and Rujikietgumjorn (2000) in that to assist learners to become autonomous and make effective use of self-access centers, suitable orientation and training need to be implemented and teachers need to

provide support in order to help learners to know how to learn. In addition, in order to equip learners with leaning tools, the language learning strategies needed to be included in the training (Dickinson, 1988 and Wenden, 1991). Besides, the results were also consistent with previous studies in that strategy training could enhance students' attitudes, confidence, and then could encourage greater responsibility and enable self-access language learning (Chamot and Kupper, 1989; Chamot and O'Malley, 1994; Oxford et al., 1990; and Wansanasomsithi, 2004).

Conclusion

The results of the present study indicated that the strategy-based training program helped students gain more positive attitudes towards their roles and also their capabilities in self-access English language learning. The participants were found to realize that they should seek more chances to learn and manage to learn independently. Also, they gained more confidence in their abilities to learn English on their own. In addition, the findings also revealed that the strategy-based training program helped enhance students' self-access English language learning behaviors. The participants perceived themselves as conducting self-access English language learning more frequently and systematically after they received the training program. Thus, the strategy-based training program should be implemented to help increase students' effective self-access English language learning.

Limitations of the Study

There are some limitations found from this present study. First, the data obtained from other self-access language learning the participants did outside SEAR were limited. Since, the participants were encouraged to keep their learner journals every time

they used SEAR, their learning from other learning resources were not revealed in this study. For example, one participant from the group having a great improvement in attitudes after training did not write the journals for a few weeks (noticed from the missing journals during training), but it was found out later from interviewing that she often read some English books or did some English exercises at home but she did not keep a journal, she just wrote only when she worked in SEAR. So if the interview was not conducted, her self-access English language learning behaviors outside SEAR might not have been discovered.

The other limitation is time constraints. As Saraburiwitthayakhom School is a big provincial school where many activities and events were held all year long such as, different festivals, campaigns, or academic exhibitions. The participants had so many activities to participate in and it interfered the training hours and also the participants' time to visit SEAR. For instance, some participants had to join some events as class or school representatives and they missed a few training hours which was quite difficult to arrange the time for two-hour training later. This affected the participants' continuation in receiving strategy training and consequently, it could affect their self-access English language learning. In addition, it also affected their time to learn in SEAR which mostly was conducted after school when they had to take part in other activities too. Even though some participants tried to manage their time for SEAR, it was found that sometimes, they had less time in SAER and might not keep the journals regularly.

Pedagogical Implications

As the goals of the strategy-based training program was to help prepare students for effective self-access language learning in SEAR. Some suggestions can be made on the basis of the findings gained from the study as follows.

First, since the strategy-based training program was found to help enhance the participants' positive attitudes and self-access English language learning behaviors in the present study, it should also be implemented with students in other schools that have SEARs in order to encourage students to conduct their own learning in SEARs. To make the training program beneficial to students, schools should provide such a strategy-based training program for their students early such as in the first semester that students start at the school so that they can start using SEAR with the knowledge how to conduct their own learning from the beginning.

Second, in order to encourage students to conduct more self-access English language learning in SEAR, English teachers should take more roles in helping SEAR staff design and construct more self-access learning materials relating to the English courses they teach. This could help enhance not only students' self-access English language learning behaviors but also their learning achievements as revealed from the present study.

Third, sufficient self-access language learning materials, equipment and facilities should be provided to serve different learners' needs and interests. Besides, persuasive activities such as finding the best reader of the month or finding the students who conducted the most paper-based self-access learning materials to motivate more students to visit SEAR and then increase self-access English language learning.

Finally, in order to promote students' effective self-access English language learning in SEAR, office hours of SEAR should be extended. As revealed from the present study, the participants complained about time to study in SEAR because SEAR was closed early. So, SEAR should be closed at least an hour or two after the last class at school ends so that students have enough time to work in SEAR if they want after school. Also, though students are welcome to visit SEAR any time, timetables for using SEAR should be arranged for all class levels in order to avoid overcrowded users and thus ensuring the provision of insufficient learning materials and facilities.

Recommendations for Further Research

According to the results discussed earlier, some suggestions are proposed here for further studies.

First, as revealed from the present study, the data obtained from other self-access English language learning the participants did outside SEAR were limited since the participants were encouraged to keep their learner journals only when they used SEAR. So, if any further research is conducted, the learner journals should include all activities students conducted both in SEAR and from other learning resources in order to provide more data to confirm students' attitudes and self-access English language learning behaviors.

Second, it was found from the study that the participants did not seem to have time to work regularly in SEAR because they had classroom work or school activities to deal with or participate in. In order to obtain better data on students' self-access English language learning behaviors after they received the strategy-based training program, the

researchers should make sure that students have enough time to work in SEAR such as providing time for them to work at least once or twice a week on regular basis.

Finally, the strategy-based training program can be conducted with lower secondary school students because they are not working too hard for a university like upper secondary school students. Besides, they have more free time during the day at school. In addition, if students received the training program earlier, it would enable them to increase effective use of self-access learning materials for more years and can utilize their self-access English language learning skills more beneficially.



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APPENDICES

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Appendix A

Self-Access English Language Learning Questionnaire

(First Draft)

ชื่อ _____ นามสกุล _____ ชั้น _____ เลขที่ _____

แบบสอบถามเกี่ยวกับการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง

คำชี้แจง

แบบสอบถามนี้ จัดทำขึ้นโดยมีวัตถุประสงค์เพื่อศึกษาและพัฒนาการจัดการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง ไม่มีผลใด ๆ ต่อผลการเรียนของนักเรียน คำตอบของนักเรียนจะถือเป็นความลับเฉพาะ และคำตอบทุกข้อไม่มีถูกหรือผิด เพราะเป็นการแสดงความคิดเห็นส่วนตัว จึงขอความร่วมมือให้นักเรียนตอบอย่างตรงไปตรงมาและโปรดตอบให้ครบทุกข้อ

แบบสอบถามชุดนี้แบ่งออกเป็น 2 ตอน คือตอนที่ 1 เจตคติต่อการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง จำนวน 31 ข้อ และตอนที่ 2 พฤติกรรมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง จำนวน 19 ข้อ

คำว่า “การเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง” ที่ใช้ในแบบสอบถามนี้ หมายถึง การเรียนภาษาอังกฤษนอกเหนือจากเวลาเรียนตามปกติในห้องเรียน ซึ่งนักเรียนอาจจะเรียนด้วยตนเองที่บ้าน ในห้องสมุด ในห้องศูนย์การเรียนรู้แบบพึ่งตนเอง (SEAR) หรือจากแหล่งการเรียนรู้อื่น ๆ ในชุมชน เป็นต้น ในการเรียนแบบนี้ นักเรียนมีอิสระในการวางแผนการเรียนรู้ เลือกรูปแบบการเรียนรู้อตามความสนใจ และเรียนตามศักยภาพของตนเอง

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

ตอนที่1 เจตคติต่อการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง

คำชี้แจง โปรดอ่านข้อความต่อไปนี้ ที่เป็นความคิดเห็น ความรู้สึกหรือความเชื่อของนักเรียนที่มีต่อการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง แล้วทำเครื่องหมาย ลงในช่องคำตอบที่ตรงกับระดับความคิดเห็นที่แท้จริงของนักเรียนที่มีต่อข้อความนั้น ๆ แต่ละข้อมีคำตอบให้เลือก 5 ระดับ คือ

- 1 – ไม่เห็นด้วยอย่างยิ่ง
- 2 – ไม่เห็นด้วย
- 3 – ไม่แน่ใจ
- 4 – เห็นด้วย
- 5 – เห็นด้วยอย่างยิ่ง

ตัวอย่าง 1 หากนักเรียน “ไม่เห็นด้วยอย่างยิ่ง” กับข้อความที่อ่าน

ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
ครูผู้สอนเท่านั้นที่สามารถทำให้การเรียนรู้ภาษาอังกฤษของนักเรียนดีขึ้น	<input type="checkbox"/>				

ตัวอย่าง 2 หากนักเรียน “เห็นด้วยอย่างยิ่ง” กับข้อความที่อ่าน

ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
ครูผู้สอนเท่านั้น ที่สามารถทำให้การเรียนรู้ภาษาอังกฤษของนักเรียนดีขึ้น					<input type="checkbox"/>

ตัวอย่าง 3 หากนักเรียน “ไม่แน่ใจ” กับข้อความที่อ่าน

ข้อความ	ระดับความคิดเห็น				
	1	2	3	4	5
ครูผู้สอนเท่านั้น ที่สามารถทำให้การเรียนรู้ภาษาอังกฤษของนักเรียนดีขึ้น			<input type="checkbox"/>		

ข้อที่	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
เจตคติต่อบทบาทของตนเองในกระบวนการเรียนรู้						
1) ความคิดเห็นต่อบทบาทของตนเองในการเรียนรู้อย่างอิสระ						
1	ปัญหาหนึ่งในการเรียนภาษาอังกฤษคือการที่ชั้นเรียนถูกกำหนดเวลาไว้จำเพาะเจาะจง (Barnett's item 2: One problem with studying English is that classes are at fixed hours.)					
2	แถบบันทึกเสียง วีดีโอและคอมพิวเตอร์ เป็นสื่อที่สนองตอบการเรียนรู้ด้วยตนเองได้ดี (Barnett's item 3: Cassettes, videos and computers can be used by individual students.)					
3	ปัญหาใหญ่ในห้องเรียนส่วนมากคือ นักเรียนมีระดับความรู้แตกต่างกัน (Barnett's item 4: A big problem in most classes is that students have different levels.)					
4	การเรียนกับครูผู้สอนควรจะทำเมื่อต้องการฝึกพูดเท่านั้น (Barnett's item 8: Contact with teachers should be used mainly for speaking practice.)					
5	วิธีที่ดีที่สุดในการเรียนภาษาอังกฤษคือการฟังคำอธิบายจากครูผู้สอน (Barnett's item 9: The best way to learn a language is through teacher explanations.)					
6	บางครั้งครูผู้สอนก็ไม่ได้สอนในสิ่งที่ผู้เรียนอยากเรียน (Barnett's item 11: Teachers sometimes don't teach what students need to learn.)					
7	เวลาในห้องเรียน มีไม่เพียงพอที่จะซึมซับข้อมูลได้ครบถ้วนทุกประเด็น (Barnett's item 13: There isn't enough time in the classroom to assimilate all the information.)					

ข้อที่	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
8	ผู้เรียนไม่ค่อยมีทางเลือกว่าจะเรียนอะไรและเรียนอย่างไร (Barnett's item 15: Students usually don't have enough choice about what and how they study.)					
9	หลักโครงสร้างไวยากรณ์หลายเรื่อง ผู้เรียนเรียนรู้เองได้โดยไม่ต้องมีครูเป็นผู้สอน (Barnett's item 19: A lot of grammar can be done without teacher.)					
10	ข้าพเจ้าไม่มีเวลาเพียงพอที่จะเรียนรู้นอกห้องเรียน (Barnett's item 20: I haven't got enough time outside class to study.)					
2) ความคิดเห็นต่อบทบาทของตนเองเกี่ยวกับการริเริ่มในการเรียนรู้						
11	เมื่อข้าพเจ้าสนใจเรื่องใดเกี่ยวกับภาษาอังกฤษ ข้าพเจ้าจะลงมือค้นคว้าหรือสอบถามเพื่อเรียนรู้เกี่ยวกับเรื่องนั้นทันที (Barnett's item 1: I need to learn English immediately.)					
12	ถ้ามีวัสดุหรือสื่อที่เหมาะสม ข้าพเจ้าชอบที่จะใช้เวลาเรียนด้วยตนเองโดยลำพัง (Barnett's item 6: If I had the right materials, I'd prefer to spend some time studying alone.)					
13	ถ้าภาษาอังกฤษไม่ใช่วิชาบังคับที่ต้องเรียน ข้าพเจ้าก็จะไม่เรียน (Barnett's item 16: If I didn't have to learn English I wouldn't.)					
14	ข้าพเจ้าจะเรียนรู้ด้วยตนเอง ต่อเมื่อมีงานที่ได้รับมอบหมายจากครูผู้สอนให้ค้นคว้าหรือเมื่อต้องเตรียมตัวสอบ (Developed by the researcher)					

ข้อที่	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
15	ข้าพเจ้าพยายามฝึกทักษะการใช้ภาษาอังกฤษด้วยตนเองโดยการดูภาพยนตร์ ฟังเพลง อ่านหนังสือพิมพ์ อ่านป้ายประกาศ และโฆษณาต่าง ๆ หรือเขียนบันทึกประจำวันเป็นภาษาอังกฤษ (Developed by the researcher)					
16	ข้าพเจ้าพยายามหาโอกาสในการใช้ภาษาอังกฤษในชีวิตประจำวัน เช่น การสนทนาทางอินเทอร์เน็ต การเขียนจดหมายอิเล็กทรอนิกส์ (e-mail) หรือการฝึกพูดคุยกับชาวต่างประเทศ (Developed by the researcher)					
3) ความคิดเห็นต่อบทบาทของตนเองเกี่ยวกับความรับผิดชอบในการเรียนรู้						
17	ผู้เรียนไม่จำเป็นต้องร่วมรับผิดชอบในการตัดสินใจเลือกเนื้อหาของวิชาที่เรียน (Barnett's item 17: It's not the student's responsibility to decide on the course content.)					
18	ข้าพเจ้าไม่ชอบเรียนรู้โดยปราศจากการดูแลแนะนำของครูผู้สอน (Barnett's item 22: I cannot learn without teacher supervision.)					
19	ในการเรียนภาษาอังกฤษ ข้าพเจ้าคาดหวังให้ครูผู้สอนบอกทุกสิ่งทุกอย่างแก่ข้าพเจ้า (Developed by the researcher)					
20	ข้าพเจ้าพยายามทบทวนสิ่งที่ได้เรียนรู้ไปแล้วด้วยตนเอง แม้ว่าครูจะไม่ได้สั่งก็ตาม (Developed by the researcher)					
21	ผู้เรียนควรเป็นผู้ประเมินความก้าวหน้าในการเรียนรู้ของตนเอง (Developed by the researcher)					

ข้อที่	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
เจตคติต่อความสามารถของตนเองในการเรียนรู้ภาษาอังกฤษ						
1) ความคิดเห็นต่อความสามารถของตนเองในการเรียนรู้ภาษาอังกฤษโดยทั่วไป						
22	ข้าพเจ้าจำเป็นต้องพัฒนาความเข้าใจในการฟังของตนเอง (Barnett's item 18: I need to improve my listening comprehension.)					
23	เมื่อพูดภาษาอังกฤษ ข้าพเจ้าคิดว่าตนเองไม่สามารถใช้ภาษาอังกฤษได้ถูกต้องตามหลักโครงสร้างไวยากรณ์ (Developed by the researcher)					
24	ข้าพเจ้าไม่มีปัญหามากนักในการอ่านภาษาอังกฤษ (Barnett 23: I have no serious problems in reading and writing in English.)					
25	ข้าพเจ้าไม่มีปัญหามากนักในการเขียนภาษาอังกฤษ (Barnett 23: I have no serious problems in reading and writing in English.)					
26	ข้าพเจ้าคิดว่า ตนเองเป็นนักเรียนที่มีสมรรถนะพร้อมที่จะเรียนและมีนิสัยการเรียนรู้ที่ดี (Barnett's item 24: I think I am a competent student with good study habits.)					
2) ความคิดเห็นต่อความสามารถของตนเองในการเรียนรู้ภาษาอังกฤษด้วยตนเอง						
27	ข้าพเจ้ารู้สึกไม่ค่อยมั่นใจ เมื่อต้องเรียนรู้ภาษาอังกฤษโดยปราศจากครูผู้สอนคอยดูแลแนะนำ (Developed by the researcher)					

ข้อที่	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
28	ข้าพเจ้าไม่สามารถเรียนรู้ภาษาอังกฤษด้วยตนเอง เพราะไม่รู้ จะเริ่มต้นอย่างไร (Developed by the researcher)					
29	ถ้าต้องการข้อมูลบางอย่างเกี่ยวกับภาษาอังกฤษ ข้าพเจ้า สามารถหาแหล่งข้อมูลได้ด้วยตนเอง (Developed by the researcher)					
30	ข้าพเจ้ามีวิธีเรียนรู้ภาษาอังกฤษด้วยตนเองในทุกเรื่องที่สนใจ (Developed by the researcher)					
31	ข้าพเจ้าคิดว่า สามารถเรียนรู้ภาษาอังกฤษด้วยตนเองได้ ตลอดเวลา โดยไม่มีข้อจำกัดด้านเวลาและสถานที่ (Developed by the researcher)					

ความคิดเห็นเพิ่มเติม

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

ตอนที่ 2 พฤติกรรมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง

คำชี้แจง โปรดอ่านข้อความที่แสดงถึงกิจกรรมหรือพฤติกรรมที่เกิดขึ้นได้ในการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง แล้วทำเครื่องหมาย ลงในช่องคำตอบที่ตรงกับระดับของการปฏิบัติของนักเรียนเอง ซึ่งแต่ละข้อมีระดับของการปฏิบัติให้เลือก 5 ระดับ คือ

- 1 – ปฏิบัติน้อยที่สุด (ปฏิบัติ 0 – 2 ครั้งใน 10 ครั้ง เมื่อเรียนรู้ด้วยตนเอง)
- 2 – ปฏิบัติน้อย (ปฏิบัติ 3 – 4 ครั้งใน 10 ครั้ง เมื่อเรียนรู้ด้วยตนเอง)
- 3 – ปฏิบัติปานกลาง (ปฏิบัติ 5 – 6 ครั้งใน 10 ครั้ง เมื่อเรียนรู้ด้วยตนเอง)
- 4 – ปฏิบัติมาก (ปฏิบัติ 7 – 8 ครั้งใน 10 ครั้ง เมื่อเรียนรู้ด้วยตนเอง)
- 5 – ปฏิบัติมากที่สุด (ปฏิบัติ 9 – 10 ครั้งใน 10 ครั้ง เมื่อเรียนรู้ด้วยตนเอง)

ตัวอย่าง 1 หากนักเรียน “ปฏิบัติน้อยที่สุด” กับกิจกรรมการเรียนรู้ด้วยตนเอง

ข้อความ	ระดับของการปฏิบัติ				
	1	2	3	4	5
ข้าพเจ้าใช้เทคนิคต่าง ๆ ในการเรียนภาษาอังกฤษด้วยตนเอง	<input type="checkbox"/>				

ตัวอย่าง 2 หากนักเรียน “ปฏิบัติมากที่สุด” กับกิจกรรมการเรียนรู้ด้วยตนเอง

ข้อความ	ระดับของการปฏิบัติ				
	1	2	3	4	5
ข้าพเจ้าใช้เทคนิคต่าง ๆ ในการเรียนภาษาอังกฤษด้วยตนเอง					<input type="checkbox"/>

ตัวอย่าง 3 หากนักเรียน “ปฏิบัติปานกลาง” กับกิจกรรมการเรียนรู้ด้วยตนเอง

ข้อความ	ระดับของการปฏิบัติ				
	1	2	3	4	5
ข้าพเจ้าใช้เทคนิคต่าง ๆ ในการเรียนภาษาอังกฤษด้วยตนเอง			<input type="checkbox"/>		

ข้อที่	ข้อความ	ระดับของการปฏิบัติ				
		1	2	3	4	5
1) การวิเคราะห์ความต้องการในการเรียนรู้						
1	ข้าพเจ้าสำรวจหาข้อดีและข้อบกพร่องของตนเองในการเรียนภาษาอังกฤษอยู่เสมอ					
2	ก่อนลงมือเรียนข้าพเจ้าจะคิดเสมอว่าควรต้องเรียนเรื่องอะไรเพิ่มเติม					
3	ข้าพเจ้าจัดลำดับว่าควรเรียนเรื่องอะไรก่อนหลัง ตามความจำเป็นหรือความต้องการของตนเอง					
2) การตั้งเป้าหมาย						
4	ข้าพเจ้าตั้งเป้าหมายที่ชัดเจนในการพัฒนาทักษะการเรียนรู้ภาษาอังกฤษก่อนที่จะเริ่มต้นเรียน					
5	ข้าพเจ้าศึกษาจุดมุ่งหมายเฉพาะของแต่ละกิจกรรม เพื่อจะได้ทราบผลการเรียนรู้ที่คาดหวังภายหลังการเรียน					
3) การวางแผนในการเรียนรู้						
6	ข้าพเจ้าตัดสินใจเลือกเนื้อหา วิธีการเรียนหรือกิจกรรม การเรียนรู้ด้วยตนเอง					
7	ข้าพเจ้ากำหนดวันและเวลาอย่างชัดเจนสำหรับการเรียนรู้ภาษาอังกฤษด้วยตนเอง					
8	ก่อนที่จะเริ่มเรียนเรื่องใด ข้าพเจ้าจะศึกษาขั้นตอนในการทำกิจกรรมการเรียนรู้นั้น ๆ ก่อน					
9	ข้าพเจ้าปฏิบัติกิจกรรมการเรียนรู้ ตามที่วางแผนไว้อย่างเคร่งครัด					
10	ข้าพเจ้ามักวางแผนการเรียนรู้ใหม่ ถ้าไม่สามารถบรรลุเป้าหมายของการเรียนรู้ในเรื่องที่ต้องการได้					
4) การเลือกกิจกรรมการเรียนรู้						
11	ข้าพเจ้าสำรวจสื่อ กิจกรรมการเรียนรู้ และอุปกรณ์ต่าง ๆ ที่อยู่ในแหล่งการเรียนรู้ทุกแหล่ง					
12	ข้าพเจ้าเลือกสื่อ หรือกิจกรรมการเรียนรู้ต่าง ๆ ที่มีความเหมาะสมกับเป้าหมายการเรียนที่ต้องการ					

ข้อที่	ข้อความ	ระดับของการปฏิบัติ				
		1	2	3	4	5
13	ข้าพเจ้าเลือกกิจกรรมการเรียนรู้ที่เหมาะสมกับระดับความรู้ความสามารถทางภาษาของตนเอง					
5) การเรียนรู้ด้วยตนเองโดยใช้กลวิธีการเรียนรู้ที่เหมาะสม						
14	ข้าพเจ้าค้นหารูปแบบการเรียนรู้ที่เหมาะสมกับตนเอง					
15	ข้าพเจ้าพยายามเลือกใช้เทคนิคและกลวิธีการเรียนรู้ต่าง ๆ ในการเรียนภาษาอังกฤษที่เหมาะสมกับกิจกรรมการเรียนรู้ที่เลือก					
16	ข้าพเจ้าปรับเปลี่ยนวิธีการเรียนรู้ใหม่ถ้าวิธีเดิมไม่ช่วยให้ผลการเรียนรู้บรรลุตามเป้าหมายที่ตั้งไว้					
6) การประเมินความก้าวหน้าในการเรียนรู้						
17	ข้าพเจ้าตรวจสอบความก้าวหน้าในการเรียนรู้ของตนเองอยู่เสมอ					
18	ข้าพเจ้าพยายามแก้ไขข้อผิดพลาดที่เกิดขึ้น ขณะที่ทำกิจกรรมการเรียนรู้ต่าง ๆ ด้วยตนเอง					
19	ข้าพเจ้าบันทึกความคิดเห็น ความรู้สึก และวิธีการเรียนรู้ภาษาอังกฤษของตนเอง ทุกครั้งที่เสร็จสิ้นแต่ละกิจกรรมการเรียนรู้ เพื่อใช้เป็นข้อมูลปรับปรุงตนเองในการเรียนรู้ครั้งต่อไป					

ความคิดเห็นเพิ่มเติม

ขอขอบคุณในความร่วมมืออย่างดียิ่ง

Appendix B

List of Experts Validating the Research Instruments

A: Experts Validating the Strategy-Based Training Plans

1. Associate Professor Dr. Boonsiri Anantaset
Chulalongkorn University Language Institute
2. Assistant Professor Dr. Wareesiri Singhasiri
Faculty of Liberal Arts, King Mongkut's University of Technology,
Thonburi
3. Dr. Watanaporn Ra-ngubtook
English Language Institute, Office of the Basic Education Commission,
Ministry of Education

B: Experts Validating the Questionnaire

1. Assistant Professor Dr. Nattaporn Laowtong
Faculty of Education, Chulalongkorn University
2. Assistant Professor Dr. Pornapit Darasawang
Faculty of Liberal Arts, King Mongkut's University of Technology
Thonburi
3. Assistant Professor Nopporn Sarobon
Thammasart University Language Institute

Appendix C

Self-Access English Language Learning Questionnaire

(Thai version)

แบบสอบถามเกี่ยวกับการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง

คำชี้แจง

แบบสอบถามนี้ จัดทำขึ้นโดยมีวัตถุประสงค์เพื่อศึกษาและพัฒนาการจัดการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง ไม่มีผลใด ๆ ต่อผลการเรียนของนักเรียน คำตอบของนักเรียนจะถือเป็นความลับเฉพาะ และคำตอบทุกข้อไม่มีถูกหรือผิด เพราะเป็นการแสดงความคิดเห็นส่วนตัว จึงขอความร่วมมือให้นักเรียนตอบอย่างตรงไปตรงมาและโปรดตอบให้ครบทุกข้อ

แบบสอบถามชุดนี้แบ่งออกเป็น 2 ตอน รวม 6 หน้า คือ **ตอนที่ 1** เจตคติด้านบทบาทและความสามารถของนักเรียนที่มีต่อการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง จำนวน 25 ข้อ และ **ตอนที่ 2** พฤติกรรมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง จำนวน 20 ข้อ

คำว่า “การเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง” ที่ใช้ในแบบสอบถามนี้ หมายถึง การเรียนภาษาอังกฤษนอกเหนือจากเวลาเรียนตามปกติในห้องเรียน ซึ่งนักเรียนอาจจะเรียนด้วยตนเองที่บ้าน ในห้องสมุด ในห้องศูนย์การเรียนรู้แบบพึ่งตนเอง (SEAR) หรือจากแหล่งการเรียนรู้อื่น ๆ ในชุมชน เป็นต้น ในการเรียนแบบนี้ นักเรียนมีอิสระในการวางแผนการเรียนรู้ เลือกกิจกรรมการเรียนรู้ตามความสนใจ ความพร้อม และเรียนตามศักยภาพของตนเอง

ตอนที่ 1 เจตคติด้านบทบาทและความสามารถของนักเรียนที่มีต่อการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง

คำชี้แจง โปรดอ่านข้อความต่อไปนี้ ที่เป็นประเด็นเกี่ยวกับความคิด ความเชื่อ หรือความรู้สึกของนักเรียนที่มีต่อบทบาทและความสามารถของนักเรียนในกระบวนการการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง แล้วทำเครื่องหมาย ✓ ลงในช่องคำตอบ ช่องใดช่องหนึ่ง ที่ตรงกับระดับความคิดเห็นที่แท้จริงของนักเรียนที่มีต่อข้อความนั้น ๆ ในแต่ละข้อ โดยมีช่องระดับความคิดเห็นให้เลือก 5 ระดับ คือ

- 1 – ไม่เห็นด้วยอย่างยิ่ง
- 2 – ไม่เห็นด้วย
- 3 – ไม่แน่ใจ
- 4 – เห็นด้วย
- 5 – เห็นด้วยอย่างยิ่ง

ข้อที่	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
1) เจตคติต่อบทบาทของนักเรียนในการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง						
1	การเรียนวิชาภาษาอังกฤษในชั้นเรียนถูกกำหนดเวลาไว้จำเพาะเจาะจง ทำให้ผู้เรียนมีเวลาเรียนที่จำกัด และอาจไม่เหมาะสมกับความต้องการและความสนใจ					
2	การที่ผู้เรียนในห้องเดียวกันมีระดับความรู้แตกต่างกัน แต่ต้องเรียนด้วยกิจกรรมและวิธีการสอนเดียวกัน ทำให้ผู้เรียนไม่สามารถเลือกรูปแบบการเรียนรู้ที่เหมาะสมกับตนเองได้					
3	การเรียนภาษาอังกฤษกับครูผู้สอน ควรเน้นการฝึกทักษะการพูดเป็นหลัก					
4	วิธีที่ดีที่สุดในการเรียนภาษาอังกฤษ คือ การฟังคำอธิบายจากครูผู้สอน					
5	บางครั้งครูผู้สอนภาษาอังกฤษก็ไม่ได้สอนในสิ่งที่ผู้เรียนอยากเรียน					
6	เวลาในห้องเรียนวิชาภาษาอังกฤษ มีไม่เพียงพอที่ผู้เรียนจะซึมซับข้อมูลได้ครบถ้วนทุกประเด็น					
7	เมื่อข้าพเจ้าต้องการเรียนรู้เกี่ยวกับภาษาอังกฤษเรื่องใดข้าพเจ้า จะลงมือค้นคว้าหรือสอบถามเพื่อเรียนรู้เกี่ยวกับเรื่องนั้นทันที					
8	ข้าพเจ้าชอบที่จะใช้เวลาเรียนรู้ภาษาอังกฤษด้วยตนเอง ถ้ามีวัสดุหรือสื่อที่เหมาะสม					
9	ถึงแม้ว่าภาษาอังกฤษจะไม่ใช่วิชาบังคับที่ต้องเรียน ข้าพเจ้าก็ยังต้องการที่จะเรียน					
10	ในการเรียนภาษาอังกฤษ ข้าพเจ้าคาดหวังให้ครูผู้สอนอธิบายเนื้อหาทุกอย่างในห้องเรียน					

ข้อที่	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
11	ในการเรียนภาษาอังกฤษ ผู้เรียนไม่จำเป็นต้องมีส่วนร่วมในการตัดสินใจเลือกเนื้อหาของวิชาที่เรียน					
12	หลักโครงสร้างไวยากรณ์ภาษาอังกฤษหลายเรื่อง เป็นเรื่อง que ผู้เรียนสามารถเรียนรู้ด้วยตนเองได้ โดยไม่ต้องมีครูเป็นผู้สอน					
13	แถบบันทึกเสียง วีดีโอและคอมพิวเตอร์ เป็นสื่อที่ผู้เรียนสามารถใช้ในการเรียนภาษาอังกฤษด้วยตนเองได้					
14	การดูภาพยนตร์หรือฟังเพลง การพูดคุยกับชาวต่างประเทศ การอ่านหนังสือพิมพ์ หรือการเขียนบันทึกประจำวันเป็นภาษาอังกฤษ เป็นกิจกรรมที่ผู้เรียนสามารถใช้ เพื่อพัฒนาทักษะภาษาอังกฤษด้วยตนเองได้					
15	ในการเรียนภาษาอังกฤษ ข้าพเจ้ามีหน้าที่ทบทวนสิ่งที่ได้เรียนรู้ไปแล้วด้วยตนเอง แม้ว่าครูจะไม่ได้สั่งก็ตาม					
16	ข้าพเจ้ามีหน้าที่ประเมินความก้าวหน้าในการเรียนรู้ภาษาอังกฤษด้วยตนเอง					
17	ข้าพเจ้าคิดว่า ตนเองมีความพร้อมที่จะเรียนรู้อยู่ตลอดเวลา โดยไม่มีข้อจำกัดด้านเวลาหรือสถานที่					
2) เจตคติต่อความสามารถของนักเรียนในการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง						
18	ข้าพเจ้าต้องการพัฒนาความเข้าใจในการฟังภาษาอังกฤษของตนเอง (เพื่อช่วยพัฒนาทักษะการใช้ภาษาอังกฤษได้ด้วยตนเองอย่างต่อเนื่อง)					
19	ข้าพเจ้าคิดว่าตนเองไม่สามารถพูดภาษาอังกฤษได้ถูกต้องตามหลักโครงสร้างไวยากรณ์					
20	ข้าพเจ้าไม่มีปัญหามากนักในการอ่านภาษาอังกฤษ					

ข้อที่	ข้อความ	ระดับความคิดเห็น				
		1	2	3	4	5
21	ข้าพเจ้าไม่มีปัญหามากนักในการเขียนภาษาอังกฤษ					
22	ข้าพเจ้าคิดว่า ตนเองไม่สามารถเรียนรู้ภาษาอังกฤษได้ หากขาดการสอนและการให้คำแนะนำของครู					
23	ข้าพเจ้าไม่สามารถเรียนรู้ภาษาอังกฤษแบบพึ่งตนเองได้ เพราะไม่รู้จะเริ่มต้นอย่างไร					
24	ถ้าต้องการข้อมูลบางอย่างเกี่ยวกับภาษาอังกฤษ ข้าพเจ้าสามารถหาแหล่งข้อมูลได้ด้วยตนเอง					
25	ข้าพเจ้าสามารถเลือกวิธีเรียนรู้ภาษาอังกฤษด้วยตนเองในทุกเรื่องที่น่าสนใจ					

ความคิดเห็นเพิ่มเติม

ตอนที่ 2 พฤติกรรมการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง

คำชี้แจง โปรดอ่านข้อความต่อไปนี้ที่แสดงถึงการทำกิจกรรมหรือพฤติกรรมในการเรียนรู้ภาษาอังกฤษแบบพึ่งตนเอง แล้วทำเครื่องหมาย ✓ ลงในช่องคำตอบข้อใดช่องหนึ่งตรงกับระดับของการปฏิบัติของนักเรียนเอง โดยแต่ละข้อมีระดับของการปฏิบัติให้เลือก 5 ระดับ คือ

- | | |
|-----------------------|---|
| 1 – ปฏิบัติน้อยที่สุด | (ปฏิบัติ 0 – 2 ครั้ง ในการเรียนรู้ 10 ครั้ง) |
| 2 – ปฏิบัติน้อย | (ปฏิบัติ 3 – 4 ครั้ง ในการเรียนรู้ 10 ครั้ง) |
| 3 – ปฏิบัติปานกลาง | (ปฏิบัติ 5 – 6 ครั้ง ในการเรียนรู้ 10 ครั้ง) |
| 4 – ปฏิบัติมาก | (ปฏิบัติ 7 – 8 ครั้ง ในการเรียนรู้ 10 ครั้ง) |
| 5 – ปฏิบัติมากที่สุด | (ปฏิบัติ 9 – 10 ครั้ง ในการเรียนรู้ 10 ครั้ง) |

ข้อที่	ข้อความ	ระดับของการปฏิบัติ				
		1	2	3	4	5
1) การวิเคราะห์ความต้องการในการเรียนรู้						
1	ข้าพเจ้าสำรวจหาข้อดีและข้อบกพร่องของตนเองในการเรียนภาษาอังกฤษ อยู่เสมอ					
2	ก่อนลงมือเรียนข้าพเจ้าจะคิดเสมอว่าควรต้องเรียนเรื่องอะไรเพิ่มเติม					
3	ข้าพเจ้ามีเวลาไม่เพียงพอที่จะจัดแจงการเรียนรู้ภาษาอังกฤษนอกห้องเรียน					
4	ข้าพเจ้าจัดลำดับว่าควรเรียนเรื่องอะไรก่อนหลัง ตามความจำเป็นหรือความต้องการของตนเอง					
2) การตั้งเป้าหมาย						
5	ข้าพเจ้าตั้งเป้าหมายที่ชัดเจนในการพัฒนาทักษะการเรียนรู้ภาษาอังกฤษ ก่อนที่จะเริ่มต้นเรียน					
6	ข้าพเจ้าศึกษาจุดมุ่งหมายเฉพาะของแต่ละกิจกรรม เพื่อจะได้ทราบผลการเรียนรู้ที่คาดหวังภายหลังการเรียน					
3) การวางแผนในการเรียนรู้						
7	ข้าพเจ้าตัดสินใจเลือกเนื้อหา วิธีการเรียนหรือกิจกรรมในการเรียนรู้ด้วยตนเอง					
8	ข้าพเจ้ากำหนดวันและเวลาอย่างชัดเจนสำหรับการเรียนรู้ภาษาอังกฤษด้วยตนเอง					
9	ก่อนที่จะเริ่มเรียนเรื่องใด ข้าพเจ้าจะศึกษาขั้นตอนในการทำกิจกรรมการเรียนรู้ นั้น ๆ					
10	ข้าพเจ้าปฏิบัติตามกิจกรรมการเรียนรู้ ตามที่วางแผนไว้อย่างเคร่งครัด					
11	ข้าพเจ้ามักวางแผนการเรียนรู้ใหม่ ถ้าไม่สามารถบรรลุเป้าหมายของการเรียนรู้ตามที่กำหนดไว้					

ข้อที่	ข้อความ	ระดับของการปฏิบัติ				
		1	2	3	4	5
4) การเลือกสื่อและกิจกรรมการเรียนรู้						
12	ข้าพเจ้าสำรวจสื่อ กิจกรรมการเรียนรู้ และอุปกรณ์ต่าง ๆ ที่อยู่ในแหล่งการเรียนรู้ทุกแห่งที่ใช้					
13	ข้าพเจ้าเลือกสื่อ หรือกิจกรรมการเรียนรู้ต่าง ๆ ที่มีความเหมาะสมกับเป้าหมายของการเรียนของตนเอง					
14	ข้าพเจ้าเลือกกิจกรรมการเรียนรู้ที่เหมาะสมกับระดับความรู้ความสามารถทางภาษาของตนเอง					
5) การเรียนรู้ด้วยตนเองโดยใช้กลวิธีการเรียนรู้ที่เหมาะสม						
15	ข้าพเจ้าค้นหารูปแบบการเรียนรู้ที่เหมาะสมกับตนเอง					
16	ข้าพเจ้าพยายามเลือกใช้เทคนิคและกลวิธีการเรียนรู้ต่าง ๆ ในการเรียนภาษาอังกฤษที่เหมาะสมกับกิจกรรมการเรียนรู้ที่เลือก					
6) การประเมินความก้าวหน้าในการเรียนรู้(Evaluating progress)						
17	ข้าพเจ้าตรวจสอบความก้าวหน้าในการเรียนรู้ของตนเองอยู่เสมอ					
18	ข้าพเจ้าพยายามแก้ไขข้อผิดพลาดที่เกิดขึ้น ขณะที่ทำกิจกรรมการเรียนรู้ต่าง ๆ ด้วยตนเอง					
19	ข้าพเจ้าบันทึกความคิดเห็น ความรู้สึก และวิธีการเรียนรู้ภาษาอังกฤษของตนเอง ทุกครั้งที่เสร็จสิ้นแต่ละกิจกรรมการเรียนรู้ เพื่อใช้เป็นข้อมูลปรับปรุงตนเองในการเรียนรู้ครั้งต่อไป					
20	ข้าพเจ้าปรับเปลี่ยนวิธีการเรียนรู้ใหม่ถ้าวิธีเดิมไม่ช่วยให้ผล การเรียนรู้บรรลุตามเป้าหมายที่ตั้งไว้					

ความคิดเห็นเพิ่มเติม _____

Self-Access English Language Learning Questionnaire
(English version)

Instructions:

The purpose of this questionnaire is to study and develop self-access English language learning. Your response will be kept confidentially and anonymously and there will be no effect on your grades in any subject you are enrolling in. There is no exact answer to the question since you are allowed to give out your opinions freely. So please answer every single question frankly.

This questionnaire consists of 2 sections for 5 pages.

Section 1: Attitudes towards students' roles and capabilities in self-access English language learning (25 questions)

Section 2: Self-access English language learning behaviors (20 questions)

Self-access English language learning in this questionnaire refers to any English language learning activity apart from school hour. This may refer to self-study both at home and in Student English Access Room (SEAR). Self-access learning allows students to have freedom in planning and choosing learning activities based on their interests and capabilities.

Section 1: Attitudes towards students' roles and capabilities in self-access English language learning.

In this section, please tick ✓ in the box which best describes your opinion towards each statement.

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

No	Items	Level of opinion				
		1	2	3	4	5
1) Attitudes towards students' roles in self-access English language learning						
1	One problem with studying English is that classes are at fixed hours.					
2	A big problem in most classes is that students have different levels.					
3	Contact with teachers should be used mainly for speaking practice.					
4	The best way to learn a language is through teacher explanations.					
5	Teachers sometimes don't teach what students need to learn.					
6	There isn't enough time in the classroom to assimilate all the information.					
7	I need to learn English immediately.					
8	If I had the right materials, I'd prefer to spend some time studying alone.					
9	Even though English is not a compulsory subject, I still need to learn it.					
10	I expect the teacher to explain everything in English classroom.					
11	It's not the student's responsibility to decide on the course content.					
12	A lot of grammar can be done without teacher					
13	Cassettes, videos and computers can be used by individual students.					
14	Watching English movies, listening to English songs, talking with native speakers, reading English newspapers or writing a diary are activities students can do to help improve their self-access learning.					

No	Items	Level of opinion				
		1	2	3	4	5
15	I should revise what I have learned although the teacher doesn't assign me to do so.					
16	I should evaluate my progress in self-access learning.					
17	I think I am a competent student with good study habits.					
2) Attitudes towards students' capabilities in self-access English language learning						
18	I need to improve my listening comprehension.					
19	I don't think I can speak properly according to the English structure.					
20	I have no serious problems in reading and writing in English.					
21	I have no serious problems in reading and writing in English.					
22	I cannot learn without teacher supervision.					
23	I can't study on my own because I don't know how to start					
24	If I need any information about English, I can find the learning resources by myself.					
25	I can select an appropriate way of learning on my own in every topic I am interested in.					

Comments: _____

Section 2: Self-access English language learning behaviors

In this section, please tick ✓ in the box which describes the frequency of each activity in self-access English language learning method. Please read each statement carefully and indicate how often you carry out the following activities out of 10 self-access learning experiences.

- 1 (Never) means I do this activity 0-2 times
- 2 (Hardly) means I do this activity 3-4 times
- 3 (Sometimes) means I do this activity 5-6 times
- 4 (Often) means I do this activity 7-8 times
- 5 (Always) means I do this activity 9-10 times



No	Items	Frequency				
		1	2	3	4	5
1) Analyzing needs						
1	I usually check my strengths and weaknesses in learning English.					
2	Before starting to learn, I always think about what I need to learn more.					
3	I don't have enough time to study outside the classroom.					
4	I usually prioritize my learning according to my necessity or need.					
2) Setting objectives						
5	I set realistic goals before starting to learn English.					
6	I study the purpose of each activity before dealing with it in order to know what to do to reach an expected learning outcome.					
3) Planning a program of work						
7	I decide what to learn, how to learn and the activities in learning on my own.					
8	I set definite day and time for my own learning.					
9	I study the steps to do a learning activity before doing it.					
10	I do the learning activities according to my plan seriously.					
11	I usually reset the learning plan if I can't achieve what I planned before.					
4) Choosing materials & activities						
12	I explore the learning materials, activities, or equipments in all learning resources I use.					
13	I choose different learning materials or activities according to my learning goals.					
14	I choose learning materials appropriate with my language level.					

No	Items	Frequency				
		1	2	3	4	5
5) Working without supervision by utilizing appropriate learning strategies						
15	I seek an appropriate learning style for myself.					
16	I try to use various learning strategies or techniques to help facilitate the learning activities I selected.					
6) Evaluating progress						
17	I always check my learning progress.					
18	I try to correct my errors occurring while learning on my own.					
19	I keep a record of my opinions, feelings and learning techniques I use after doing each learning activity and then use the record to help improve my future learning.					
20	I change my learning method if the first method doesn't help me achieve my learning goals.					

Comments:

สถาบันวิทยบริการ
จุฬาลงกรณ์มหาวิทยาลัย

Appendix D

Questionnaire Reliability Analysis Scale

Reliability Analysis - Scale (Alpha)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
Attitude item 01	141.31	375.51	.22	.90
Attitude item 02	141.89	388.90	-.15	.91
Attitude item 03	141.89	381.01	.02	.91
Attitude item 04	143.31	373.62	.21	.91
Attitude item 05	142.07	382.50	-.00	.91
Attitude item 06	141.60	373.00	.26	.90
Attitude item 07	142.21	355.57	.65	.90
Attitude item 08	141.97	361.32	.60	.90
Attitude item 09	141.36	375.80	.20	.90
Attitude item 10	143.84	379.37	.12	.91
Attitude item 11	142.02	375.53	.17	.91
Attitude item 12	143.28	382.42	.00	.91
Attitude item 13	141.60	368.13	.39	.90
Attitude item 14	141.02	376.72	.32	.90
Attitude item 15	141.92	365.42	.51	.90
Attitude item 16	141.97	370.35	.48	.90
Attitude item 17	141.89	358.85	.67	.90
Attitude item 18	141.02	376.83	.28	.90
Attitude item 19	143.44	383.60	-.03	.91
Attitude item 20	142.71	376.31	.19	.90
Attitude item 21	142.89	373.66	.24	.90
Attitude item 22	143.13	380.44	.04	.91
Attitude item 23	142.94	381.45	.02	.91
Attitude item 24	142.13	366.60	.52	.90
Attitude item 25	142.18	366.42	.51	.90

Appendix D (continued)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
Behavior item 01	142.50	368.90	.33	.90
Behavior item 02	142.89	364.74	.51	.90
Behavior item 03	142.50	407.28	-.53	.92
Behavior item 04	142.89	353.93	.72	.90
Behavior item 05	142.63	355.21	.71	.90
Behavior item 06	142.52	356.09	.69	.90
Behavior item 07	142.63	353.32	.77	.90
Behavior item 08	142.84	353.75	.63	.90
Behavior item 09	142.73	350.30	.68	.90
Behavior item 10	142.84	362.19	.54	.90
Behavior item 11	142.78	354.92	.64	.90
Behavior item 12	142.44	348.52	.77	.90
Behavior item 13	142.26	359.33	.69	.90
Behavior item 14	142.18	361.61	.57	.90
Behavior item 15	142.23	362.23	.56	.90
Behavior item 16	142.13	351.46	.79	.90
Behavior item 17	142.55	356.52	.63	.90
Behavior item 18	142.10	355.34	.75	.90
Behavior item 19	142.97	346.45	.76	.90
Behavior item 20	142.23	351.42	.76	.90

Reliability Coefficients

N of Cases = 38.0 N of Items = 45 Alpha = .90

Appendix E

A Sample of the Learner Journal Form

Name _____ Class _____ Date ____ / ____ / ____ Time _____
Why I came to SEAR today:

What I learned in SEAR:

How I did the activities in SEAR:

How I felt about my learning today:

What I want to do next:

Appendix F

Evaluation Form For Strategy-Based Training Plans

Instructions: Please give your comments for the training plans by circling the number that corresponds with your opinion about each aspect. Please add your suggestions in the space provided and don't hesitate to write specific comments on the training plans.

The numbers indicate your opinions as follows:

4 = Excellent 3 = Good 2 = Marginal 1 = Unacceptable

1. Strategies taught in the training plans

1.1 Are the strategy sets and subsets selected useful for self-access language learning?	4	3	2	1
Comments/ Suggestions				
1.2 Are the strategy sets and subsets selected useful for listening and reading tasks?	4	3	2	1
Comments/ Suggestions				

/2. Objectives

2. Objectives

2.1 Are the objectives clear and achievable?	4	3	2	1
Comments/ Suggestions				
2.2 Are the objectives consistent and relevant to the strategies taught?	4	3	2	1
Comments/ Suggestions				

3. Instructional materials

3.1 Are the materials appropriate with the students' level?	4	3	2	1
Comments/ Suggestions				

/3. Instructional

3. Instructional materials (continued)

3.2 Are the materials appropriate with the strategies taught?	4	3	2	1
Comments/ Suggestions				

4. Activities and time

4.1 Are the training steps sequenced properly in each training plan?	4	3	2	1
Comments/ Suggestions				
4.2 Are the activities varied in each training plan?	4	3	2	1
Comments/ Suggestions				

4. Activities and time (continued)

4.3 Are the activities appropriate with the students' level?	4	3	2	1
Comments/ Suggestions				
4.4 Are the activities appropriate with the strategies taught?	4	3	2	1
Comments/ Suggestions				
4.5 Is the time allotted for each activity appropriate?	4	3	2	1
Comments/ Suggestions				

/5. Teacher's

5. Teacher's instructions

5.1 Are the teacher's instructions for each activity clear?	4	3	2	1
Comments/ Suggestions				
5.2 Are the teacher's explanations helpful for students' learning?	4	3	2	1
Comments/ Suggestions				

6. Evaluation activities

6.1 Are the evaluation activities consistent with the objectives?	4	3	2	1
Comments/ Suggestions				

.....
 (.....)

Specialist

Appendix H
A Long-Range Plan for
The Strategy-Based Training Program

Week	Period	Topics	Contents	Remarks
1	1-2	Training Plan 1: An introduction to Self-Access Language Learning (SALL) Self-Access (SA) Materials and Facilities	<ul style="list-style-type: none"> • Definition and importance of Self-Access Language Learning • Learning resources students can learn outside the classroom • Getting to know SA materials and facilities • Level of SA activities in SEAR <ol style="list-style-type: none"> 1) Elementary level 2) Pre-intermediate level 3) Intermediate level <p><u>Terminal objectives:</u> Students will be able to find materials that match their language improvement needs.</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. SALL Quiz 2. SEAR Hunting game 3. Needs Analysis 	
2	3-4	Training Plan 2: An introduction to Learner Profiles	<ul style="list-style-type: none"> • The components of the learner profiles and how to carry them. <ol style="list-style-type: none"> 1) Needs analysis 2) Learner contracts 3) Study plans 	

Week	Period	Topics	Contents	Remarks
			<p>4) Records of learning achievement</p> <p>5) Learner journals</p> <p><u>Terminal objectives:</u> Students will be able to carry out the learner profiles while working in self-access mode of learning.</p> <p><u>Activities:</u> Practicing carrying out;</p> <ol style="list-style-type: none"> 1) Learner Contract 2) Study plan 3) Placement Tests 4) Learner Journals. 	
3	5-6	<p>Training Plan 3:</p> <p>An introduction to Language Learning Strategies</p>	<ul style="list-style-type: none"> • Definition of language learning strategies, and their benefits in language learning. • Oxford's six groups of language learning strategies <ol style="list-style-type: none"> 1) Memory strategies 2) Cognitive strategies 3) Compensation strategies 4) Metacognitive strategies 5) Affective strategies 6) Social strategies 	

Week	Period	Topics	Contents	Remarks
			<p><u>Terminal objectives:</u> Students will be able to select the language learning strategies appropriately to certain language activities.</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1) SILL questionnaire 2) Embedded Strategies Game 	
4	7-8	<p>Training Plan 4:</p> <p>How to Read Effectively</p>	<ul style="list-style-type: none"> • Strategy group used: Metacognitive Strategies • Strategy sets and subsets used: <ol style="list-style-type: none"> 1) Arranging and planning your learning <ul style="list-style-type: none"> - Setting goals and objectives - Identifying the purpose of a language task. 2) Centering your learning <ul style="list-style-type: none"> - Overviewing and linking with already known materials - Paying attention 3) Evaluating your learning <ul style="list-style-type: none"> - Self-monitoring - Self-evaluating 	

Week	Period	Topics	Contents	Remarks
			<p><u>Terminal objectives:</u> Students will be able to employ metacognitive strategies to manage, facilitate and evaluate their learning.</p> <p><u>Activities:</u> Practice reading and listening for details</p>	
5	9-10	<p>Training Plan 5:</p> <p>Scanning for Specific Information</p>	<ul style="list-style-type: none"> • Strategy group used: Cognitive Strategies • Strategies set and subset used: Receiving and sending messages - Getting the idea quickly (Scanning) <p><u>Terminal objectives</u> Students will be able to find specific information from a listening task by using scanning strategy to facilitate their listening.</p> <p><u>Activities:</u> Practice scanning</p>	
6	11-12	<p>Training Plan 6:</p> <p>Skimming for Main Ideas</p>	<ul style="list-style-type: none"> • Strategy group used: Cognitive Strategies • Strategies set and subset used: Receiving and sending messages - Getting the idea quickly (Skimming) 	

Week	Period	Topics	Contents	Remarks
			<p><u>Terminal objectives:</u> Students will be able to find main ideas from a reading task by employing a particular set of cognitive strategies (skimming) to facilitate their reading.</p> <p><u>Activities:</u> Practice skimming</p>	
7	13-14	<p>Training Plan 7:</p> <p>Using English</p> <p>Dictionaries</p>	<ul style="list-style-type: none"> • Strategies group used: Cognitive strategies • Strategies set and subset used: Receiving and sending messages <ul style="list-style-type: none"> - Using resources for receiving and sending messages <p><u>Terminal objectives:</u> Students will be able to use a dictionary to learn vocabulary when reading a passage.</p> <p><u>Activities:</u> Practice how to use dictionaries.</p>	
8	15-16	<p>Training Plan 8:</p> <p>Analyzing</p> <p>Sentences</p>	<ul style="list-style-type: none"> • Strategies group used: Cognitive strategies:- • Strategies set and subset used: Analyzing and reasoning <ul style="list-style-type: none"> - Analyzing expressions 	

Week	Period	Topics	Contents	Remarks
			<p><u>Terminal objectives:</u> Students will be able to analyze the structure of unfamiliar phrases or sentences by using transition signals to help understand them.</p> <p><u>Activities:</u> Practice analyzing sentences by using transition signals.</p>	
9	17-18	<p>Training Plan 9: Rereading</p>	<ul style="list-style-type: none"> • Strategy group used: Cognitive strategies • Strategies set and subset used: Practicing - Repeating <p><u>Terminal objectives:</u> Students will be able to find details they want from a reading task by repeatedly reading.</p> <p><u>Activities:</u> Practice rereading</p>	
10	19-20	<p>Training Plan 10: Note-taking</p>	<ul style="list-style-type: none"> • Strategy group used: Cognitive strategies • Strategies set and subset used: Creating structure for input and output - Taking notes 	

Week	Period	Topics	Contents	Remarks
			<p><u>Terminal objectives:</u> Students will be able to take notes from a listening task and use the notes to write a description effectively.</p> <p><u>Activities:</u> Practice taking notes</p>	
11	21-22	<p>Training Plan 11:</p> <p>Summarizing the Text</p>	<ul style="list-style-type: none"> • Strategy group used: Cognitive strategies • Strategies set and subset used: Creating structure for input and output - Summarizing <p><u>Terminal objectives:</u> Students will be able to make a short version of the original passage or story by summarizing the text.</p> <p><u>Activities:</u> Practice summarizing</p>	

Appendix I

A Sample Plan for Orientation

Topic : An introduction to Self-Access Language Learning (SALL), and Self-Access (SA) materials and facilities

Students : M. 5

Time : 2 hours

Terminal objective:

Students will be able to find materials that match with their language improvement needs.

Enabling objectives:

1. Students will be able to identify the concept of SALL.
2. Students will be able to state why they should be involved in SALL.
3. Students will be able to indicate where they can do SALL.
4. Students will be able to indicate what materials and facilities are in SEAR.

Materials:

1. Worksheet 1 - SALL Quiz
2. Worksheet 2 - SEAR Hunting
3. Handout - FAQs about SALL
4. Worksheet 3 - Needs Analysis
5. An example of a learning task from “SEAR”

Evaluation:

Students do the needs analysis and select SA materials according to their needs.

Procedures	
Teacher	Students
<p><u>Introduction</u> (15 minutes)</p> <ul style="list-style-type: none"> - Hi, class. I think you all have experience in learning English, right? - Tell me when you learn English. - How do you learn it? - Can anyone tell me what you learned outside the classroom and how you learned it? - How do you feel about learning on your own outside the classroom? <p><u>Presentation</u> (90 minutes)</p> <ul style="list-style-type: none"> - Well, some of you may feel good to learn on your own, but I'm sure that most of you may find it difficult to do so. Therefore, it is necessary to conduct this learning strategy- based training program to help you learn how to learn without direct assistance of the teacher. - However, in order to learn in this mode of learning successfully, you have to understand the concept of self-access language learning (SALL), 	<ul style="list-style-type: none"> - Yes. - In class/ outside of class. - With teachers/ with friends/ by myself. <p>(Answers may vary, e.g. I went to the library; I visited SEAR; I listened to English songs and sang along; I watched English movies; I read English articles; or I did some English exercises from the Internet.)</p> <p>(Varied answers, e.g. It is difficult for me to understand English by myself; I feel good because I can learn what I want to learn; or I am not confident when I have to learn alone.)</p>

Procedures	
Teacher	Students
<p>realize why you should be involved in it, know where you can learn and with what learning materials.</p> <ul style="list-style-type: none"> - First of all, let's take a look at the SALL Quiz and check if you know anything about each statement by writing true or false in front of each item. - Now, can you tell me how many statements are true? - O.k., before checking the answers, I would like you to take a look at some questions people frequently ask about SALL with provided answers. (Distribute the first handout to all students and lead a discussion.) - Well, now I think you all have some ideas about SALL, please check your answers in the quiz again and tell me how many items are true or false and what they are. - Good. From the statements in the SALL quiz as well as the FAQs in the handout you have just read, can you tell me the concept of SALL? - Right. Do you think whether a teacher still has any role when you learn in this mode of learning? 	<p>(Read the quiz and select if it's true or false.)</p> <p>(Answers may be varied, e.g. three, four, five, or six.)</p> <p>(Read the given questions and answers.)</p> <ul style="list-style-type: none"> - Four items; 1, 2, 4 and 8 are true and six items; 3, 5, 6, 7, 9 and 10 are false. - It is a way to learn a language outside the classroom that learners can choose what to learn, where to learn, and how to learn according to their needs and interests. - Yes/ Maybe/ No.

Procedures	
Teacher	Students
<ul style="list-style-type: none"> - In SA mode of learning, even though you will make a decision in learning and take responsibility for your own learning, the teacher still has a role, but as a facilitator to help you learn how to learn by yourself. - What can a teacher do to help you in self-access learning? - Right. Does the teacher have to correct all the work you did in SALL? - Well, basically, SA materials provide activities or tests with keys for you to assess your progress. However, some activities such as free writing may need the teacher's views or comments. - O.k., next, tell me why you and other learners are encouraged to do SALL. Is it because the classroom learning is not good? - Yes, and SALL also promotes lifelong learning because you can still continue your learning even when you finish the program in schools or universities. - Now, you know what SALL is and why you should be involved in it. Then, let's discuss where and how you can learn on your own. 	<ul style="list-style-type: none"> - Provide and organize materials, give advice or support when we need, - Maybe/ No. - No, it is because there is limited time in a classroom to learn everything about English and classroom learning can't serve learners' different needs and interests in learning.

Procedures	
Teacher	Students
<ul style="list-style-type: none"> - Must SALL be done only in SEAR? - Where else can you learn on your own? - Right. Self-access language learning can take place anywhere and anytime but SEAR is a very good place for you to start practicing your SALL because there is a wide range of SA materials, activities and facilities provided here for you to learn on your own. - Have you ever visited SEAR? - Is SEAR exactly like a library or a language laboratory? - Well, SEAR is similar to a library and a language laboratory in some ways. - Can you tell me in what way it is similar to a library and a language laboratory? - However, materials and facilities in SEAR are systematically organized to enable learners to practice learning by themselves whereas a library or a language laboratory are not. - Well, the next thing you should do before you can work effectively on your own in SEAR is to get familiar 	<ul style="list-style-type: none"> - No. - In the library, at home or from the Internet. - Yes/ No. - Yes. / Maybe. / No. - SEAR provides lots of books, magazines, newspapers, reference books for students to read like a library and it also provides audio-visual equipment like a language laboratory. .

Procedures	
Teacher	Students
<p>to SEAR. You should know what are in SEAR and where the materials and facilities are. This will help you make use of SA materials and facilities effectively.</p> <ul style="list-style-type: none"> - Well, class, now form a group of seven and work together to explore SEAR by finding the answers for the questions in the “SEAR Hunting” worksheet. I will give you ten minutes to finish this activity. (Distribute the “SEAR Hunting” worksheet to all students.) - O.k., let’s compare what you found from the hunting with other groups and discuss if the answers are different except item six which the answers can be varied. - To make sure that you found the correct answers, we will go through the ten questions quickly now. - What does the word “SEAR” stand for? - But some of you may have heard that generally, at university it is called Self-Access Center (SAC) or Self-Access Language Center (SALC). - Then, can you find what time SEAR opens and closes? 	<p>(Read the questions in the “SEAR Hunting” worksheet and help their groups explore SEAR.)</p> <p>(Compare the answers with other groups and discuss the different answers in order to find correct answers.)</p> <ul style="list-style-type: none"> - Student English Access Room. - It opens at 7.30 a.m. and closes at 4.30 p.m.

Procedures	
Teacher	Students
<ul style="list-style-type: none"> - How many sections are there in SEAR and what they are? - You may notice that there are three colors of SA materials, can you tell me what they are for? - Right. The SA materials in SEAR are classified into three levels according to the learners' language ability. - How many kinds of paper-based materials are there in SEAR and what they are? - Yes, there are four kinds of SA materials but in this training program, we will practice how to deal with only two kinds of them which are listening and reading materials. - Tell me five English exercises you can learn from SEAR CD-ROMs through computers? - If you want to find the meaning of the word "access (n.)", what can you do in SEAR? - What does it mean? 	<ul style="list-style-type: none"> - Seven sections; listening-speaking, mini theater, SA materials, computer, reference books, textbooks, and journals. - Yellow is for elementary learners, green is for pre-intermediate ones, and red is for intermediate learners. - There are four kinds which are listening, speaking, reading and writing materials. - Varied answers, e.g. articles, parts of speech, question words, non-finite verbs or tenses. - Find the meaning from a dictionary. - It means "obtain" or "succeed in finding" something.

Procedures	
Teacher	Students
<p>- O.k., next I will ask you to do the needs analysis. In this worksheet, there will be only two language focuses which are listening and reading tasks. You have to consider what kind(s) of each language task you need to improve and also indicate which you want to do first or later. In addition, you can specify the tasks which are not provided in the need analysis if you need to learn or improve them sooner. You don't need to select every item, choose only some items for listening skill and some for reading skill that you need most for improvement.</p> <p>(Distribute the Needs Analysis worksheet to all students.)</p> <p>- Did you all find out what you want to improve most?</p> <p>- Then, I will ask you to select either a listening task or a reading task from SA materials according to your needs and what you want to improve first.</p> <p>- For example, if I need to improve listening to conversations. First of all, I will take a look at all listening materials and then focus only on the conversations and decide what kind of conversation I need to practice</p>	<p>(Read the language focuses in the needs analysis and select what area of English they need to do and then prioritize their needs.)</p> <p>- Yes.</p>

Procedures	
Teacher	Students
<p>most which is listening for specific information. Finally, I pick a task about “Summer Holiday”. (Show an example of a listening task.)</p> <ul style="list-style-type: none"> - Now, I will give you 15 minutes to find one task in SEAR that matches your language improvement needs. - Is it easy for you to select a proper task for your needs ? And why (not)? - How did you select it? <p>- Well, the needs analysis only helps you find out what areas of English you want to improve most but it does not exactly help you find the proper task in SEAR. As you know that there are three levels of materials. So, you are required to go to SEAR and do a placement test to check your level of language ability in your free time any day before the next lesson starts next week. This will help you select appropriate tasks not only to your language needs but also to your language ability.</p> <p><u>Conclusion</u> (15 minutes)</p> <ul style="list-style-type: none"> - Well, I hope our discussion about SALL and SEAR exploration today can make you realize the importance 	<p>(Find a task in SEAR that matches their needs and priorities.)</p> <ul style="list-style-type: none"> - No, it is not because there are too many similar tasks. <p>(Answer may vary, e.g. I chose the task I liked most; I chose the task that was not too difficult or I just picked one.)</p>

Procedures	
Teacher	Students
<p>of why you have to do more learning outside the classroom. You also know now what materials or facilities are provided for you to practice learning on your own.</p> <ul style="list-style-type: none"> - In addition, you also did the first step for the learning process of SALL that is doing a needs analysis. As a result, you now find out what aspects of English you need to improve and also choose a task that matches your needs. - Next, I would like you to think about what you are going to do with the task you have in hands by using the guided questions below as a clue. <ol style="list-style-type: none"> 1) What do you hope to gain from doing this task (learning goal or objective)? 2) When will you start your learning and when you think you will finish it? 3) How many hours do you plan to work on your own each week? - Write your plan and bring it to class for a discussion next week, ok? - In the next lesson, you will be trained how to deal with the other steps of SALL which will help you work on your own systematically. 	<ul style="list-style-type: none"> - Yes.

Worksheet 1**SALL Quiz**

Name.....Class.....No.....Date...../...../.....

Instructions: This short quiz aims to check your understanding about Self-Access Language Learning (SALL) and Student English Access Room (SEAR). Put True (T) or False (F) for the following statements.

No.	Statements	T/F
1	SALL is a way of learning language without the direct control of a teacher.	
2	You can choose to study the materials that fit your interests and needs when you do SALL.	
3	All the work you have done in SALL will be corrected by a teacher.	
4	You still need some assistance from a teacher in SALL.	
5	The classroom-based learning and teaching can't improve your English language proficiency, so you are encouraged to do SALL.	
6	You don't need to plan your study before doing SALL.	
7	SEAR is a place you should visit only when you have English assignments to finish.	
8	You should keep a record of the work you have done in SEAR	
9	SEAR is exactly like a library or language laboratory.	
10	SALL must all be done only in SEAR or Self-Access Center.	

Adapted from Or, W. W. F. (1994, cited in Gardner, and Miller p. 51)

Worksheet 2

SEAR Hunting

Name _____ Class _____ No _____ Date ____/____/____

Instructions: Read the following questions and find the answers by making a quick survey in SEAR to find where things are and what they are for.

1. What does the word "SEAR" stand for? S= _____ E= _____
A= _____ R= _____
2. What time does SEAR open and close?
It opens at _____ a.m. and closes at _____ p.m.
3. How many sections are there in SEAR and what they are? _____

4. What are the meanings of the colors of SEAR materials?
Yellow = _____ Green = _____ Red = _____
5. How many kinds of paper-based materials are there in SEAR and what they are?

6. What are English exercises you can learn from SEAR CD-ROMs in computers?
Please state 5 topics.
1. _____ 2. _____
3. _____ 4. _____
5. _____
7. If you want to find the meaning of the word "access (n)", what can you do in SEAR?

8. From item 7, find its meaning and write down it here.

9. If you want to find facts about people, plants, animals, diseases, or festivals,
where can you find them? _____
10. What English newspapers are provided in SEAR? _____

Handout**FAQs about SALL!**

The following are some questions people often ask about SALL.

Read what Shizuka is asking Doraemon about !



Can you tell me something, Doraemon?

Sure, what do you want to know?



My teacher often talks about self- access language learning at school. Do you know what it is?

It is one way for you or other learners to learn what you like or need on your own outside the classroom.



What's wrong with classroom teaching?

There is nothing wrong with it. Both classroom learning and self-access learning help improve your language ability.



Why do we need self-access language learning?



There is limited time in a classroom and not everything learners need to know is taught there. Besides, learners have different language needs, aptitudes, preferred ways of learning, and purposes in learning. So SALL can serve learners' needs and also promote lifelong learning because learners can continue their learning though they finish schools or universities.



Oh, I see. It's a very good way of learning but I am not a good language learner. How can I learn on my own?



You can plan your learning by following the steps below:-

- 1) Analyzing needs
- 2) Setting objectives
- 3) Planning a program of work
- 4) Choosing materials and activities
- 5) Working without supervision
- 6) Evaluating your progress.



Oh, it's not easy to do all these things. Can a teacher still help me in learning?

Yes, you are not left alone in your own learning. A teacher will be there to support you. He/ she can provide and organize materials, or give advice when you need some.

And where can I learn on my own outside the classroom?
Can I learn only in the self-access center?



You can learn on your own anywhere even at home. You can watch English TV program, listen to radio, read English newspaper, or surf the Internet for what you want. But a self-access center is a very good place for you to start to practice learning on your own because there are a lot of materials and facilities and the materials are usually accompanied by answer



Thank you so much, Doraemon for giving me the right concept of SALL.

Worksheet 3**Needs Analysis**

Name _____ Class _____ No _____ Date ____/____/____

Before you start any learning activities, it is a good idea to think carefully about your own language needs or what you hope to achieve by learning on your own in SEAR. Below are some language focuses you need to improve during 8 weeks. Please tick **only** the item (s) that you need for improvement. Then, rate your priority by putting down a number in the last column starting from 1 for what you need to improve most.

Language Focus	Need to Be Improved	Priority Rating
Listening tasks		
1. Listening to situational dialogues		
2. Listening to advertisements		
3. Listening to announcements		
4. Listening to stories		
5. Listening to lectures		
6. Listening to songs		
7. Listening to movies		
8. Others (please state) _____		
Reading tasks		
1. Reading short paragraphs		
2. Reading stories		
3. Reading advertisements		
4. Reading announcements		
5. Reading instructions		
6. Reading newspapers		
7. Reading magazines		
8. Others (please state) _____		

Note: The training program will mainly focus on two skills by using SA materials in SEAR but students can transfer the strategies to other skills or other tasks as required.

Appendix J

A Sample Plan for Cognitive Strategy Training

Topic : Analyzing sentences

Strategy : Cognitive Strategies: Analyzing and reasoning --analyzing expressions

Students : M. 5

Time : 2 hours

Terminal objective:

Students will be able to analyze the structure of unfamiliar phrases or sentences by using transition signals to help understand them.

Enabling objectives:

1. Students will be able to identify the types of transition signals.
2. Students will be able to indicate the meanings of transition signals.
3. Students will be able to use transition signals to understand the relation between unfamiliar phrases, or sentences.

Background Knowledge: Cognitive strategies

- 1) Using resources for receiving and sending messages
 - Using a dictionary

Materials: 1) Reading activity worksheet - Sentence Analysis 1

(The Story behind Heavenly Hats)

- Sentence Analysis 2

(American Pet Dogs)

2) Listening activity worksheet - What Parents Can Do with TV!

3) Handouts- How to analyze sentences

4) PowerPoint presentation - Examples of Transition signals

Evaluation:

Students identify correct transition signals in the paragraph and find the correct and quick answers from the passage.

Procedures	
Teacher	Students
<p><u>Introduction:</u> (5 minutes)</p> <ul style="list-style-type: none"> - Hi, class, last time we practiced how to use reference books to help facilitate your learning especially a dictionary. However, I also showed you what other kinds of reference books you could find in SEAR and when you could use them. So, I hope you can consult with them when necessary. For example, you can use a dictionary when you come across unfamiliar words, find the meaning of idioms in idiom books or you can look up in an encyclopedia if you need to know some facts about famous people, festivals, culture, plants, animals, diseases, and so on. - Well, do you still have any problems in reading a passage after using many strategies you have been trained? 	<ul style="list-style-type: none"> - Yes.

Procedures	
Teacher	Students
<p><u>Step 2:</u> Students discuss how they did the activity, the teacher then praises any useful strategies and self-directed attitudes that the students mention (15 minutes).</p> <ul style="list-style-type: none"> - Ok, now, let's discuss how you did the activity and what techniques you used in dealing with this task. - Could you select an appropriate word to combine the sentences and why? - Could you answer all the questions? - What made you unable to understand the passage? - Did anyone use a dictionary? - Did it help you to understand the whole meaning of the passage? - Did anyone use any other ways to understand the sentences in the passage? Tell me what you did. <ul style="list-style-type: none"> - Yes, we can find the meanings of the words we don't know the meanings from a dictionary. Anyway, using a dictionary all the time takes more time to deal with a task and we may not be able to find a dictionary every time we need it. So we should find another way to help us determine the 	<ul style="list-style-type: none"> - Yes, I could do some. / No, I couldn't because I don't know the meaning of the given words. - No. - I couldn't do the first activity and then I didn't understand the passage well. - Yes. - Yes, sometimes/ No. <p>(Answers may vary, e.g. I looked for the usage of the words in the brackets from a grammar book; I looked for the meaning of these words from a dictionary and then try to understand how they were used in the sentences.)</p>

Procedures	
Teacher	Students
<p>meaning of each expression.</p> <p>Step 3: Teacher suggests and demonstrates other helpful strategies, mentioning the need for self-direction and other benefits, such as higher grades, faster progress, and self-confidence (30 minutes).</p> <p>- Well, class, from our discussion, you will see that sometimes knowing only the meaning of unfamiliar words can't help you understand the whole passage well or answer the questions quickly and correctly because you may come across other types of unfamiliar expressions such as phrases, sentences or paragraph. So you have to employ another set of cognitive strategies called "analyzing expressions" by breaking down the words, phrases, or sentences into their components. For instance, we can use word formation, parts of speech or transition signals to help understand the meaning of the whole expression. However, this training will focus only on sentence analysis by using transition signals to help you understand the relation between the sentences and then better understand the whole meaning of what you read.</p>	<p>(Listen to the teacher's explanation and discuss how to analyze the sentence structure by using transition signals.)</p>

Procedures	
Teacher	Students
<ul style="list-style-type: none"> - Ok, let's discuss the meaning of these transition signals and how they are used in different sentences. (Give each student a handout about how to use transition signals to analyze the sentence structure by using PowerPoint presentation.) - From the handout, you will see that transitional words can serve several purposes. They can introduce additional information, contrast, cause, result, time order, example or conclusion. So, knowing how to use these words in the sentences will help you understand what you read much better. - Now, please take a look at the following examples showing how these words are used. (Show the PowerPoint presentation) - Look at the first example, which word is a transitional word? And when will we use it? - Right. When you see "however" or other words in this group, you will know that the following sentence will give a contrasting idea with the sentence coming previously. 	<p>(Look at the PowerPoint presentation and then identify the transition signals and also discuss their meanings.)</p> <p>(Read examples of the sentences having transition signals to link the sentences.)</p> <p>- However/ It is used when the sentence following it has a contrasting idea with the sentence coming before it.</p>

Procedures	
Teacher	Students
<ul style="list-style-type: none"> - Right. Transition signals are words used to show directions where a writer's thoughts will go. They also tell us the relation between the sentences. - O.k., now, get back to the first activity of the reading task and try to find a proper transition signals for each pair of the sentences together. - Well, before we can choose a proper transition words to link the sentences, what should we do first? - O.k., how the two sentences of the first item relate and what the answer should be? - Good. How about the second one? - What about the third one? - What is the answer of the fourth item, and why you choose that one? - What is the transition signal of the last item and what it is used for? 	<p>#5.2 And- To give additional information.</p> <p>#5.3 So - To give a result.</p> <ul style="list-style-type: none"> - Check the meanings of the sentences coming before and after that words and how the two sentences relate. - The second clause is the cause of the first one so we need the word that gives the cause or reason which is "because". - I choose "As a result" because the clause after it shows a result of the clause coming before it. - Due to / It gives the cause of the clause coming before. - And/ The clause coming later gives additional information of the one coming before. - Also/ It is used to give additional information from the clause coming before.

Procedures	
Teacher	Students
<ul style="list-style-type: none"> - Good. You will see that you can do the first activity more easily and correctly than you previously did after you know how to use these transition signals, right? - Then, check if these words help you understand the passage better by answering the given questions. - Why did Anthony spend a lot of time in local hospitals when he was young? - Right. When asked with “why”, we have to find the cause or reason by noticing clause having the transitional words in the cause group. - What did he decide to do then? - Which word helps you find the answer of this item quickly? - Good. How about the next question? Why have cancer patients lost their hair? - Which word helps you find the answer? - Good. And how many ways did Anthony do to promote this program and what they were? 	<ul style="list-style-type: none"> - Yes. - He spent a lot of time there because his grandmother was undergoing treatment for breast cancer. - He decided to find a way to help the patients in the hospitals who had lost their hair. - As a result. - The patients have lost their hair because chemotherapy treatments. - Due to. - Three ways; 1) making posters, 2) went to different businesses in Wisconsin, and 3) emailed hundreds of businesses all over the world asking for hat donations.

Procedures	
Teacher	Students
<ul style="list-style-type: none"> - Now, let's do the task, using the strategy you have practiced to help you understand the passage. - Ok, please check the answers now. (Give the answers to all students.) - And also check how well you did this task comparing to how well you could do before. - I think you are familiar with how to analyze the sentence now. Next, we will discuss how to transfer them to other tasks. <p><u>Step 5:</u> Teacher shows how the strategies can be transferred to other tasks (15 minutes)</p> <ul style="list-style-type: none"> - Well, class, we can use this strategy to deal with all kinds of reading selections because generally the passage consists of transition signals to combine the sentences together. Therefore, analyzing the components of the sentences is very useful. It can help us save time in doing a task and understand the meaning of the whole passage more quickly because sometimes we can't find a dictionary when necessary or even we can but only a dictionary may not help much when we come across unfamiliar sentences. So you have to use 	<p>(Do the task.)</p> <p>(Check the answers.)</p>

Procedures	
Teacher	Students
<p>analyzing expression which is a supportive strategy, together with other specific strategies in doing the tasks more effectively.</p> <ul style="list-style-type: none"> - Do you think this strategy also useful to a listening task? - Yes. While listening, you can use some transition signals to help you find some additional information, contrasting ideas, causes, results, time order or examples of what you hear and then get the ideas quickly. - For example, the words “although or however, signal the presentation of two contrasting ideas; the words “first, next, or finally” show the sequence of the events. - Let’s listen to one listening task and see how transition signals help you better understand the passage and then find the correct answers. (Distribute the listening task to all students) - Let’s check the answers and discuss how we did the task. - How many transition signals did you hear from the listening task and what they were? - Good. Which word helped you find the answer of the first question? 	<ul style="list-style-type: none"> - Yes. <p>(Listen to the listening task, using transitional words to help find the answers of the questions.)</p> <ul style="list-style-type: none"> - Six words -- for example, and, such as, otherwise, besides, but. - <i>For example, and and.</i>

Procedures	
Teacher	Students
<ul style="list-style-type: none"> - Right. You can focus your listening on the information coming after these two words. - So, what did these words tell you? - Which word showed us examples of violent programs in question 2? - What are they? - And we can also use information coming after the word “such as” to answer question 3, right? - Tell me what parents should do when children watch violent programs? - Good. And what will happen if parents don’t give any advice? - What showed you a possible result? - Very good. - What presented the answers of the last question? - What alternatives should parents try to offer their children? - Well, can you see how useful the strategy is. It can help improve both your listening and reading skills. 	<ul style="list-style-type: none"> - There are two things parents should do; let the children watch TV no more than 2 hours a day, and let them watch TV more than 2 hours a day but sit beside them. - Such as. - A kidnapping and murder on the news. - Yes. - Give some advice or explanations. - The children may believe that the world is scary and that something bad will happen to them. - Otherwise. - Such as. - Reading and dancing, playing outside, and working on crafts. - Yes.

Procedures	
Teacher	Students
<p>However, you should employ other specific strategies to help you deal with the tasks more effectively.</p> <p><u>Step 6:</u> Teacher provides practice using the techniques with new tasks. (5 minutes).</p> <ul style="list-style-type: none"> - Well, class, in order to make sure that you can apply this strategy to other tasks; please choose at least one task in SEAR to practice using this strategy. Don't forget that you can also use other strategies with the task. After finishing doing the task, please record what you have learned from using the strategies which we are going to discuss now. <p><u>Step 7:</u> Teacher helps students to understand how to evaluate the success of their strategy use (10 minutes).</p> <ul style="list-style-type: none"> - Class, please tell me again what you should do after you finish working on each task. - Right. After you work on your own, each time, you are supposed to report your learning progress, the strategies you used or didn't use while doing the task. Besides, you 	<p>(Practice using the strategy in doing a selected task in SEAR.)</p> <p>(Answers may vary, e.g. record what strategies I use or do not use, record how well the strategy work, record how well I do the task or record the difficulties I find while working.)</p>

Procedures	
Teacher	Students
<p>can reflect your thoughts, feeling, problems, and achievements while employing the strategies to deal with the tasks. In addition, you can use all the information you record to help you decide what task you are going to do next and what strategies or techniques you are going to employ to help facilitate your future learning.</p> <p>- So don't forget to keep your journals!</p>	

Handout / Training Plan 8

How to Analyze Sentences

Transition signals are words or phrases that connect the idea in one sentence with the idea in another sentence and make the movement between sentences in a paragraph smooth. These expressions show directions where a writer's thoughts will go, so the reader does not have problems understanding the writer's ideas. They can also tell us the relation between the sentences.

Common transition signals often used

Usage		Conjunctions	
		Coordinating	Subordinating
To list ideas in time order or order of importance	first (second, etc) first of all, then, next, after that, finally, eventually		
To add an additional idea or information	furthermore, besides in addition, moreover,	and	
To add an opposite idea	on the other hand, however, nonetheless, nevertheless	but	though, although, even though, yet, despite, in spite of
To add a similar idea	similarly, likewise, also	and	
To give an example	for example, for instance	such as	
To give a cause or reason		for	because, since, as, because of, on account of, owing to, due to,
To give an effect or result	therefore, thus, consequently, accordingly, as a result	so	
To add a conclusion	in brief, in short, in summary, in conclusion, all in all, in the end, in other words		

Example of Use

1. To list ideas in **time order** or **order of importance**:
There are many ways to stay healthy. **First**, you have to eat healthy food.
Then, you have to do exercise regularly. **Finally**, you have to take enough rest.
2. To add **an additional idea**:
The Vietnamese consume a lot of rice; **in addition** they eat more vegetables than meat.
3. To add **an opposite idea**:
Although he studies very hard, he doesn't get good grades.
4. To add **a similar idea**:
Cars must stop at red traffic lights; **similarly**, bicycles should stop too.
5. To give **an example**:
That restaurant specializes in seafood **such as** fresh lobster and salmon.
That restaurant specializes in seafood. **For example**, it serves fresh lobster and salmon.
6. To give **a cause or reason**:
Because my children were sick, I was up all night.
7. To give **an effect or result**:
We forgot to bring our tent; **so** we had to sleep in the open.
8. To give **a conclusion**:
She had written her all lecture notes, participated in a group review, and reread all assigned reading; **in short**, she had prepared for her final exam.

Slide 1 / Training Plan 8

How to Use Transition Signals

Instructions: The Following are compound sentences. Find the transitional signal(s) of each sentence and circle the right meaning of each.

Example 1: I have studied English for twelve years; however, I still cannot communicate in English fluently.

Transition signal: _____

- Meaning:**
- a. giving a reason of sentence 1.
 - b. giving a result of sentence 1.
 - c. giving a contrasting idea with sentence 1.

Be careful!!!

“I have to go to school *although* I am sick”.

“I have to go to school *in spite of (despite)* my sickness”.

Example 2: I love drinking coffee because it keeps me awake at night.

Transition signal: _____

- Meaning:**
- a. giving a contrasting idea from sentence 1
 - b. giving a reason of sentence 1
 - c. giving a result of sentence 1

Be careful!!!

“I couldn’t sleep well last night *because* the weather was very hot”

“I couldn’t sleep well last night *because of* the hot weather”.

Example 3: Tom has studied Spanish for seven years; therefore, he can speak Spanish very well.

Transition signal: _____

- Meaning:**
- a. giving a contrasting idea from sentence 1.
 - b. giving a reason of sentence 1.
 - c. giving a result of sentence 1.

Example 4: The restaurant specializes in sea food; for instance, it serves fresh lobster and salmon.

Transition signal: _____

- Meaning:**
- a. giving a contrasting idea from sentence 1.
 - b. giving an example of sentence 1.
 - c. giving a reason of sentence 1.

Example 5: Junk food is bad for health; furthermore, it contains no vitamins, and it damages your stomach; so, people shouldn't eat it.

Transition signals: 1) _____ 2) _____ 3) _____

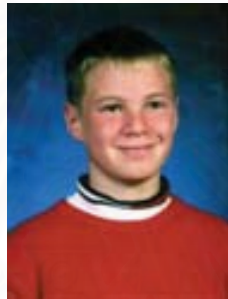
- Meaning:**
- a. 1) giving a contrasting idea
 - 2) giving additional information
 - 3) giving a reason
 - b. 1) giving additional information
 - 2) giving a choice
 - 3) giving a result
 - c. 1) giving additional information
 - 2) giving an example
 - 3) giving a result

Worksheet 1/ Training Plan 8

Name.....No..... Class.....Date...../...../.....

Sentence Analysis I (Training Plan 8)**Activity I: Identifying transition signals**

Instructions: Read the following passage carefully and then select an appropriate transition signal in each bracket by underlining it. After that check if you understand the passage better by using transition signals to help you answer the questions below.

The Story Behind Heavenly Hats**Amazing Anthony's 6th grade portrait**

When Anthony Leanna was 10 years old, he found himself spending a lot of time in local hospitals 1. (because, and, but) his grandmother was undergoing treatment for breast cancer. He became concerned when he discovered that a lot of patients in the hospitals had lost their hair. 2. (As a result, However, Besides) Anthony decided he wanted to find a way to help them by starting asking a lot of questions according to his mum, Mrs. Leanna's advice.

A few months later he sat down at his computer and came up with the idea for a community service program called "Heavenly Hats." The program collects brand-new hats for cancer patients who have lost their hair 3. (for example, and, due to) the chemotherapy treatments they received.

Anthony immediately got to work making posters 4. (and, however, therefore) went to different businesses in Wisconsin, where he lives. He 5. (first, also, finally) emailed hundreds of businesses all over the world asking for hat donations.

Amazingly, Anthony's program has received over 6,000 brand-new hats. He has been able to deliver and send the hats to more than 50 hospitals and clinics across the United States.

Answer the questions

Instructions: Use transition signals to help you answer the questions correctly and quickly.

1. Why did Anthony spend a lot of time in local hospital when he was young?

2. What did he decide to do when he discovered that a lot of patients in the hospitals had lost their hair. _____
3. Anthony created the program collecting brand-new hats for cancer patients who have lost their hair. Why have cancer patients lost their hair?

4. How many ways did Anthony do to promote this program and what they were?

5. What was the result of his promotion?

Worksheet 2 / Training Plan 8

Name.....No..... Class.....Date...../...../.....

Sentence Analysis 2 (Training Plan 8)**Activity II: Identifying transition signals**

Instructions: Read the passage carefully, using transition words to analyze the sentences and then check your understanding by deciding if the following statements true (T) or false (F) according to the passage.

Americans Pet Dogs

Americans love their pet dogs, 1. (*because, so, however*) they do many things for them. 2. (*First of all, however, furthermore*) they treat their pets like human beings. They like to talk to their dogs and treat them like children. 3. (*For example, Such as, In addition*) my neighbor Mrs. Green talks to her dog Ruffy all the time. 4. (*On the other hand, After that, Also*), she takes him for a walk twice a day and will not leave him when he is sick. 5. (*Therefore, Moreover, Despite*) Americans send their dogs to training school to learn to be good and to listen to commands. 6. (*Second, Later, Finally*), Americans spend a lot of money on their pets. 7. (*As a result, For instance, Then*) they feed them expensive dog food with flavors that people like such as beef, chicken, liver, and cheese. 8. (*In addition, Thus, Because*) their pets have brightly colored balls, rubber bones, and other toys to play with. Some dogs even wear collars with colorful, sparkling stones that look like diamonds or rubies. Some owners bathe their dogs in the bathtub, while others take their pets to a dog beauty shop. First, their toenails are clipped. Then their fur is brushed and trimmed. Finally, they are given a bath with special dog shampoo. This beauty treatment costs about forty dollars. 9. (*So, In brief, Nevertheless*), because Americans love their pet dogs a lot, they are willing to spend both time and money on them. They believe that “a dog is man’s best friend” 10. (*because, although, due to*) dogs are loyal and dependable and are wonderful companions.

Instructions: Read the passage above carefully, using transition words to analyze the sentences and then check your understanding by deciding if the following statements true (T) or false (F) according to the passage.

- ___ 1. Americans spend a lot of time and money on their dogs because they love them.
- ___ 2. There are three ways mentioned in this passage to show how Americans treat their pets like human beings.
- ___ 3. Sending their dogs to training school is one way to show that Americans spend a lot of money on their pets.
- ___ 4. There are three steps dogs are treated at a dog beauty shop; clipping their toenails, brushing and trimming their fur, and bathing with special shampoo.
- ___ 5. American love their pet dogs because they believe that the dogs are loyal and dependable, and also wonderful friends.

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Tape script: What Parents Can Do with TV
(Training Plan 8)



Activity III: Analyzing the sentences from listening

Instructions: Listen to the following passage carefully, using the transitional words to help you understand the passage and then answer the questions.

As parents, you should monitor the content of TV programs and set viewing limits for your child. **For example**, two-year-old children should watch TV no more than 2 hours a day, **and** they may do so with parents sitting beside them. When children view violent episodes **such as** a kidnapping or murder on the news, you should give some advice or explanations. Parents should do these **otherwise** children are more likely to believe that the world is scary and that something bad will happen to them. **Besides**, if your child wants to watch TV, **but** you don't want her to do that, try offering fun alternatives to television **such as** playing outside, reading, working on crafts, and dancing. Doing these activities provides as much or more entertainment than watching TV does.

Worksheet 3 / Training Plan 8

Name.....No..... Class.....Date...../...../.....

**What Parents Can Do with TV
(Training Plan 8)****Activity III: Analyzing the sentences from listening**

Instructions: Listen to the following passage carefully, using the transitional words to help you understand the passage and choose the correct questions. You can choose more than one answers for each item.

1. What should parents do if they have two-year-old children?
 - Let them watch TV more than 2 hours a day.
 - Let them watch TV no more than 2 hours a day.
 - Let them watch TV more than 2 hours a day but sit beside them.

2. What are examples of violent programs from TV?
 - An accident
 - A kidnapping
 - Murder on the news

3. What should parents do when children watch violent programs?
 - Give some advice
 - Give some explanations
 - Watch the programs with them

4. From item 3, what will happen if the parents don't do so?
 - The children may believe that the world is scary.
 - The children may feel that parents don't love them
 - The children may believe that something bad will happen to them

5. What alternatives should parents try to offer to their children if they don't want them to watch TV?
 - Reading & dancing
 - Playing outside
 - Working on crafts

Appendix K

A Comparison of Students' Attitudes towards Their Roles in Self-Access
English Language Learning before and after Receiving the Training Program (n= 37)

Pair No.	Items	Mean		Mean differences	S.D.	t	Sig.
		Before	After				
1.	One problem with studying English is that classes are at fixed hours.	3.65	4.16	-0.51	1.146	2.727	0.005*
2.	A big problem in most classes is that students are at different levels.	4.03	4.19	-0.16	0.986	1.000	0.162
3.	Contact with teachers should be used mainly for speaking practice.	3.46	3.89	-0.430	1.114	2.300	0.014*
4.	The best way to learn is through teacher explanations.	3.22	3.65	-0.430	1.214	2.166	0.019*
5.	Teachers sometimes don't teach what students need to learn.	3.46	3.81	-0.350	1.033	2.068	0.023*
6.	There isn't enough time in the classroom to assimilate all the information.	4.03	4.14	-0.110	1.022	0.644	0.262

*p < .05

Pair No.	Items	Mean		Mean differences	S.D.	t	Sig.
		Before	After				
7.	I need to learn English immediately.	3.76	4.00	-0.240	0.830	1.782	0.042*
8.	If I had the right materials, I'd prefer to spend some time studying alone.	3.78	4.08	-0.300	1.102	1.641	0.055
9.	Even though English is not a compulsory subject, I still need to learn it.	4.54	4.41	0.130	0.673	-1.221	0.115
10.	I expect the teacher to explain everything in English classroom.	1.89	3.62	-1.730	1.239	8.489	0.000*
11.	It's not the student's responsibility to decide on the course content.	3.41	4.38	-0.970	1.067	5.548	0.000*
12.	A lot of grammar can be done without a teacher.	2.30	3.11	-0.810	1.431	3.448	0.001*
13.	Cassettes, videos and computers can be used by individual students.	4.11	4.46	-0.350	0.716	2.987	0.003*

*p < .05

Pair No.	Items	Mean		Mean differences	S.D.	t	Sig.
		Before	After				
14.	English movies, English songs, native speakers, English newspapers or a diary can help improve students' self-access English language learning.	4.78	4.81	-0.030	0.552	0.298	0.384
15.	I should revise what I have learned though the teacher doesn't assign me to do so.	3.73	4.14	-0.410	0.686	3.597	0.001*
16.	I should evaluate my progress in self-access learning.	3.65	4.08	-0.430	0.835	3.151	0.002*
17.	I think I am competent students with good study habits.	3.73	3.78	-0.050	0.848	0.388	0.351

*p < .05

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Appendix L

A Comparison of Students' Attitudes towards Their Capabilities in Self-Access
English Language Learning before and after Receiving the Training Program (n= 37)

Pair No.	Items	Mean		Mean differences	S.D.	t	Sig.
		Before	After				
18.	I need to improve my listening comprehension.	4.54	4.73	-0.190	0.518	2.220	0.017*
19.	I don't think I can speak properly according to the English structure	2.03	2.84	-0.810	1.309	3.768	0.001*
20.	I have no serious problems in reading English.	3.03	3.43	-0.400	1.142	2.160	0.019*
21.	I have no serious problems in writing in English.	2.76	2.73	0.030	0.957	-0.172	0.433
22.	I cannot learn without teacher supervision.	2.73	3.86	-1.130	1.206	5.727	0.000*
23.	I can't study on my own because I don't know how to start.	2.89	4.05	-1.160	1.365	5.181	0.000*
24.	If I need any information about English, I can find the learning resources by myself.	3.43	4.03	-0.600	0.985	3.672	0.001*
25.	I can select an appropriate way of learning on my own in every topic I am interested in.	3.65	3.97	-0.320	1.082	1.824	0.038*

*p < .05

Appendix M

A Comparison of Students' Self-Access English Language Learning Behaviors before and after Receiving the Training Program (n= 37)

Pair No.	Items	Mean		Mean differences	S.D.	t	Sig.
		Before	After				
1.	I usually check my strengths and weaknesses in learning English.	3.19	3.51	-0.32	0.884	2.233	0.016*
2.	Before starting to learn, I always think about what I need to learn more.	2.76	3.27	-0.51	1.017	3.071	0.002*
3.	I don't have enough time to study outside the classroom.	3.38	3.38	-0.00	1.333	0.000	0.500
4.	I usually prioritize my learning according to my necessity or need.	3.19	3.38	-0.19	1.266	0.909	0.185
5.	I set realistic goals before starting to learn English.	3.03	3.49	-0.46	1.216	2.299	0.014*
6.	I study the purpose of each activity before dealing with it in order to know what to do to reach an expected learning outcome.	2.76	3.46	-0.70	1.127	3.792	0.001*
7.	I decide what to learn, how to learn and the activities in learning on my own.	3.03	3.65	-0.62	1.163	3.251	0.001*

*p < .05

Pair No.	Items	Mean		differences	S.D.	t	Sig.
		Before	After				
8.	I set definite day and time for my own learning	2.81	2.89	-0.08	1.278	0.386	0.351
9.	I study the steps to do a learning activity before doing it.	2.62	3.27	-0.65	1.399	2.821	0.004*
10.	I do the learning activities according to my plan seriously.	2.89	3.16	-0.27	1.217	1.351	0.093
11.	I usually reset the learning plan if I can't achieve what I planned before.	2.95	3.19	-0.24	1.211	1.222	0.115
12.	I explore the learning materials, activities, or equipments in all learning resources I use.	3.00	3.24	-0.24	1.188	1.245	0.111
13.	I choose different learning materials or activities according to my learning goals.	3.49	3.89	-0.40	0.985	2.504	0.009*
14.	I choose learning materials appropriate to my language level.	3.51	4.22	-0.71	1.024	4.175	0.000*
15.	I seek an appropriate learning style for myself	3.27	3.89	-0.62	1.010	3.745	0.001*

*p < .05

Pair No.	Items	Mean		differences	S.D.	t	Sig.
		Before	After				
16.	I try to use various learning strategies or techniques to help facilitate the learning activities I selected.	3.19	3.92	-0.73	1.170	3.793	0.001*
17.	I always check my learning progress.	2.92	3.51	-0.59	0.927	3.903	0.000*
18.	I try to correct my errors occurring while learning on my own.	3.32	3.84	-0.52	1.017	3.071	0.002*
19.	I keep a record of my opinions, feelings and learning techniques I use after doing each learning activity and then use the record to help improve my future learning.	2.27	3.22	-0.95	1.246	4.618	0.00*
20.	I change my learning method if the first method doesn't help me achieve my learning goals.	3.00	3.62	-0.62	1.114	3.393	0.001*

*p < .05

BIOGRAPHY

Ratree Booranasanti was born on the 30th July 1963 in Chachoengsao Province. She obtained her Bachelor's Degree of Education majoring in English from Chiangmai University in 1984. Since graduation, she has been working as a secondary school English teacher for 20 years before she continued her Master's Degree in Teaching English as a Foreign Language at the Faculty of Education, Chulalongkorn University in 2004. She currently teaches English at Saraburiwitthayakhom School, Saraburi Province.



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