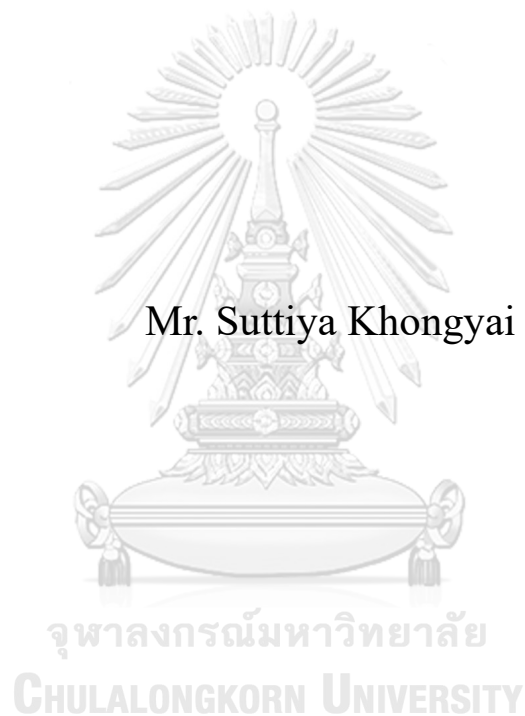


A Study of Self-directed Learning in Online English Reading of  
Secondary School Students Attending CALL Learner Training



Mr. Suttiya Khongyai

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in Teaching English as a  
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การศึกษาการเรียนรู้ด้วยตนเองในการอ่านภาษาอังกฤษออนไลน์ของนักเรียนมัธยมศึกษาที่เข้าร่วม  
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สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน  
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Reading of Secondary School Students Attending CALL  
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By                                    Mr. Suttiya Khongyai  
Field of Study                    Teaching English as a Foreign Language  
Thesis Advisor                   Assistant Professor Jutarat Vibulphol, Ph.D.

---

Accepted by the Faculty of Education, Chulalongkorn University in Partial  
Fulfillment of the Requirement for the Master of Education

..... Dean of the Faculty of Education  
(Associate Professor Siridej Sujiva, Ph.D.)

THESIS COMMITTEE

..... Chairman  
(Assistant Professor Ruedeerath Chusanachoti, Ph.D.)  
..... Thesis Advisor  
(Assistant Professor Jutarat Vibulphol, Ph.D.)  
..... External Examiner  
(Assistant Professor Denchai Prabjandee, Ph.D.)



จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

สุทธิญา คงใหญ่ : การศึกษาการเรียนรู้ด้วยตนเองในการอ่านภาษาอังกฤษออนไลน์ของนักเรียนมัธยมศึกษาที่เข้าร่วมการอบรมการใช้โปรแกรมคอมพิวเตอร์ช่วยเรียนภาษา. (A Study of Self-directed Learning in Online English Reading of Secondary School Students Attending CALL Learner Training ) อ.ที่ปรึกษาหลัก : ผศ. ดร.จุฑารัตน์ วัฒนผล

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาการเรียนรู้ด้วยตนเองในการอ่านออนไลน์ภาษาอังกฤษของนักเรียนระดับมัธยมศึกษาหลังจากเข้าร่วมการอบรมการใช้โปรแกรมคอมพิวเตอร์ช่วยเรียนภาษา (Computer-assisted language learning) โดยการศึกษากรอบในระยะเวลาสิบสัปดาห์นี้ถูกออกแบบขึ้นจากกรอบการวิจัยของ Knowles (1975) และ Romeo & Hubbard (2011) ซึ่งประกอบด้วยกิจกรรมทั้งสามประเภท—การเข้าฝึกอบรม, การเข้ารับคำปรึกษา, และกิจกรรมเรียนรู้ด้วยตนเอง การฝึกอบรมได้ถูกสร้างขึ้นโดยใช้หกขั้นตอนของการเรียนรู้ด้วยตนเองและประกอบด้วยสามส่วน: การฝึกอบรมด้านการสอน, การฝึกอบรมด้านกลยุทธ์, และการฝึกอบรมด้านเทคนิค ในการอบรมนี้มีผู้เข้าร่วม 7 คน ลงทะเบียนเข้าร่วมการฝึกอบรมโดยสมัครใจและทั้งหมดได้เข้าร่วมการฝึกอบรมและทำกิจกรรมที่กำหนดไว้ทั้งหมด ผลการวิจัยได้มาจาก 3 แหล่งข้อมูลคุณภาพ ได้แก่ แบบบันทึกการเรียนรู้ของผู้เข้าร่วม, เทปบันทึกการเข้ารับคำปรึกษา, และการสัมภาษณ์ โดยรวมแล้วผลการวิจัยชี้ให้เห็นว่าผู้เข้าร่วมทุกคนสามารถดำเนินการเรียนรู้ด้วยตนเองในการอ่านภาษาอังกฤษออนไลน์ได้หลังจากเข้าร่วมการฝึกอบรม อย่างไรก็ตาม สองขั้นตอนของการเรียนรู้ด้วยตนเองที่ดูเหมือนจะเป็นความท้าทายสำหรับผู้เข้าร่วม คือ การกำหนดเป้าหมายในการเรียนรู้ และการเลือกสื่อในการอ่านออนไลน์ สำหรับการวิจัยในครั้งนี้ได้ไปขอศึกษาการฝึกอบรมการใช้โปรแกรมคอมพิวเตอร์ช่วยเรียนภาษาสำหรับผู้เรียนที่มีพื้นหลังที่หลากหลาย เนื่องจากในการศึกษานี้พบว่าพื้นหลังของผู้เข้าร่วมมีความคล้ายคลึงกันในระดับหนึ่ง

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

สาขาวิชา	การสอนภาษาอังกฤษเป็น ภาษาต่างประเทศ	ลายมือชื่อนิสิต .....
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Suttiya Khongyai : A Study of Self-directed Learning in Online English  
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This study aimed to study the self-directed learning in online English reading of secondary school students after they attended a CALL (Computer-assisted language learning) learner training. The ten-week training was designed based on the framework of Knowles (1975) and Romeo & Hubbard (2011) which included three types of sessions--training, consultation, and self-learning. The training sessions were structured using six steps of self-directed learning and included three parts: pedagogical training, strategic training, and technical training in each session. Seven students voluntarily signed up to attend the training and all of them completed the training and all the required tasks. The findings were drawn from three sources of qualitative data including student's learning logs, consultation recordings, and interviews. Overall, the findings suggested that all participants were able to conduct self-directed learning in online English reading after they attended the training. However, two steps of self-directed learning, i.e., goal setting and material selection, seemed to be challenging for the participants. For further studies, examining how CALL learner training can be implemented with a diverse group of learners is recommended since in this study, the participants' background was quite homogeneous.



Field of Study:	Teaching English as a Foreign Language	Student's Signature .....
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## **Chapter 1**

### **Introduction**

#### **Background of the study**

Unprecedented technological disruptions have transformed the methods through which people access information and knowledge. These changes have impacted individuals worldwide ever since the introduction of smart devices and high-speed internet. Education, too, has felt the effects of this shift, altering the traditional dynamics of classroom learning. In Thailand, schools and universities have encountered significant changes due to these digital disruptions, fundamentally reshaping the landscape of education delivery and English learning (Boonmoh, Jumpakate, & Karpklon, 2021, 2022; Khlaisang et al., 2023).

To compensate for the changes, many schools have accelerated and adopted new teaching methods to cope with the new style of learnings (e.g. Inpeng & Nomnian, 2022; Kanoksilapatham, 2022; Yang, Dibyamandala, & Mangkhang, 2022). These new ways of learning have granted freedom to learners—being less controlled by the teachers. However, freedom in learning can deprive the learning outcomes unless the learners know how to manage their learning (White, 2008). The needs for developing learners' independent learning ability have been promoted as part of the 21<sup>st</sup> education goals for more than a decade and was accentuated by the 'digital disruption' in education.

Hence, it was important for the learners to be prepared with the knowledge and skills of 'how to make informed decisions' in conducting independent learning and also how to use technology for learning effectively and efficiently (Hubbard &

Romeo, 2012; Lai & Morrison, 2013; Romeo & Hubbard, 2011; Stockwell, 2021) For English language learners, the Internet offers a wide range of materials for English practices. However, the students in this era, despite being seen as digital natives (Dingli et al., 2015; Prensky, 2009), not all of them know how to use technology for developing their English skills (Cunningham, Rashid, & Le, 2019; Khan, Ali, & Alourani, 2022; Lai, 2017, 2019; Prensky, 2010; Rashid et al., 2021; Romeo & Hubbard, 2011). Moreover, researchers found that the technology that learners use was quite limited and did not match their needs for English language learning (Hubbard, 2013; Lai, 2017; Romeo & Hubbard, 2011). These findings suggested that the sources that have potential benefits for developing English language learning might not have been properly used as an effective English learning tool (Hubbard, 2013; Hubbard & Romeo, 2012; Lai, 2017, 2019; Lai & Morrison, 2013; Romeo & Hubbard, 2011; Stockwell, 2021).

One possible way to develop self-directed learning ability that helps individuals learn successfully both inside and outside of classroom is through the implementation of CALL learner training (Hubbard, 2013; Lai, 2017; Romeo & Hubbard, 2011; Smith & Craig, 2013). Previous studies have shown that CALL learner trainings can enhance learner's technology competence (Cunningham et al., 2019; Rashid et al., 2021), language proficiency in English (Cunningham et al., 2019; Romeo & Hubbard, 2011), and autonomy and self-directed learning in English classroom (Lai, 2013; Lai et al., 2016; Lai et al., 2022) because the training usually consisted of three parts: technical training, strategy training, and pedagogical training.

Until recently, studies have focused on how CALL learner training could develop English listening of graduate students (e.g., Romeo & Hubbard, 2011), English academic writing of undergraduate students (e.g., Cunningham et al., 2019), and English vocabulary learning (e.g., Enayati & Gilakjani, 2020). Only a few studies have researched students' self-directed learning in online English reading after attending CALL learner training (Lai et al., 2016; Romeo & Hubbard, 2011; Smith & Craig, 2013). Especially in Thailand, even though there were attempts to investigate learner trainings for self-directed learning in self-access (e.g., Boornasanti & Vibulphol, 2008; Kongchan, Chada & Darasawang, 2015) and for learning English skills (e.g., Suwannasi, 2019; Suwanarak, 2019), and by a language counseling program (e.g. Prabjandee & Vipulphol, 2010) few attempts have been made for CALL learner training that prepare learners of English to enhance self-directed learning in online English reading in (Chotipaktanasook, 2020). This study therefore attempted to study self-directed learning in Online English reading of Thai secondary students after attending CALL learner training. The findings aimed to provide insights for English teachers and schools in Thailand and similar contexts on how learner training could be conducted to prepare English language learners for their independent use of online English reading outside of classroom.

## Research question

How did the self-directed learning in online English reading of secondary school students develop after they attended a CALL learner training?

## Research Objectives

The researcher aimed to study the self-directed learning in online English reading of secondary school students attending a CALL learner training.

## Definitions of terms

**CALL learner training** generally refers to a three-part training: pedagogical training, strategic training, technical training which aims to promote language learning with technology. This study used the term CALL learner training that referred to the three-part training that aimed to promote self-directed learning in online English reading. It consisted of three parts of training and six steps of learner training.

The whole training program was conducted over 10 weeks and consisted of three types of activities: the CALL learner 10 training sessions, consultations, and self-learning tasks. Each training session included three parts of training—technical training, strategic training, and pedagogical training. The technical training aimed to train ‘how’ technology such as websites or applications are used. The strategic training aimed to train ‘what’ to do with the technology to gain the most effective use for English language learning. The pedagogical training aimed to train ‘why’ this certain technology and strategies should be used. The training sessions were organized according to six steps of self-directed learning process, which are setting climate, analyzing needs, setting a learning goal towards online reading, choosing



online reading materials, implementing online reading strategies, and evaluating learning outcomes towards online reading.

The consultation sessions included three required sessions and seven voluntary sessions. These consultations were provided periodically after the training session. The required sessions consisted of 1) the review of learning needs and the goal 2) the review of learning plan and 3) the possible revision of the learning plan. The voluntary sessions were open to all participants to get general advice.

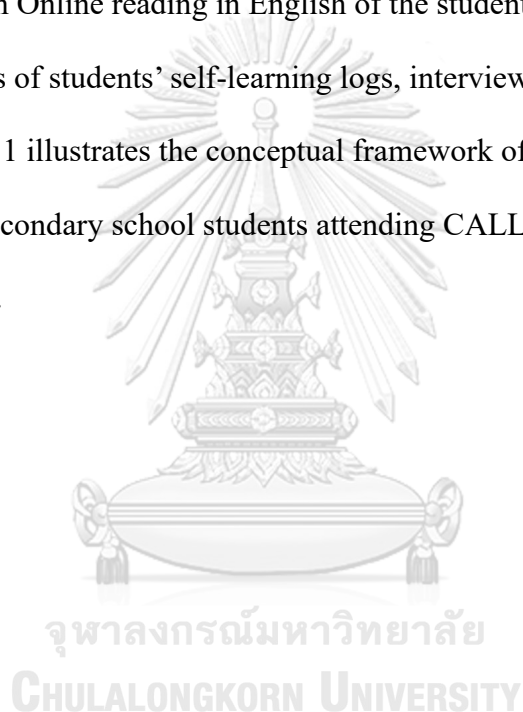
The self-learning tasks were provided four weeks after the training sessions were completed. The participants had the opportunity to participate in their self-learning and read online texts by themselves. They carried out self-directed learning in online English reading from analyzing the needs, setting a goal, choosing online reading materials, implementing strategies, and evaluating learning outcomes.

**Self-directed learning in online English reading** referred to a learner's ability to execute the learning by him/herself regarding reading English texts online. The self-directed learning ability in the focus of this study included the ability to analyze needs, set a learning goal towards online reading, select online reading materials, implement online reading strategies, and evaluate one's own learning. In the present study, the self-directed learning in online English reading was studied qualitatively using learning logs, interviews, and consultation recordings.

**Secondary school students** referred to Thai students studying in grades 10-12 in Thai schools.

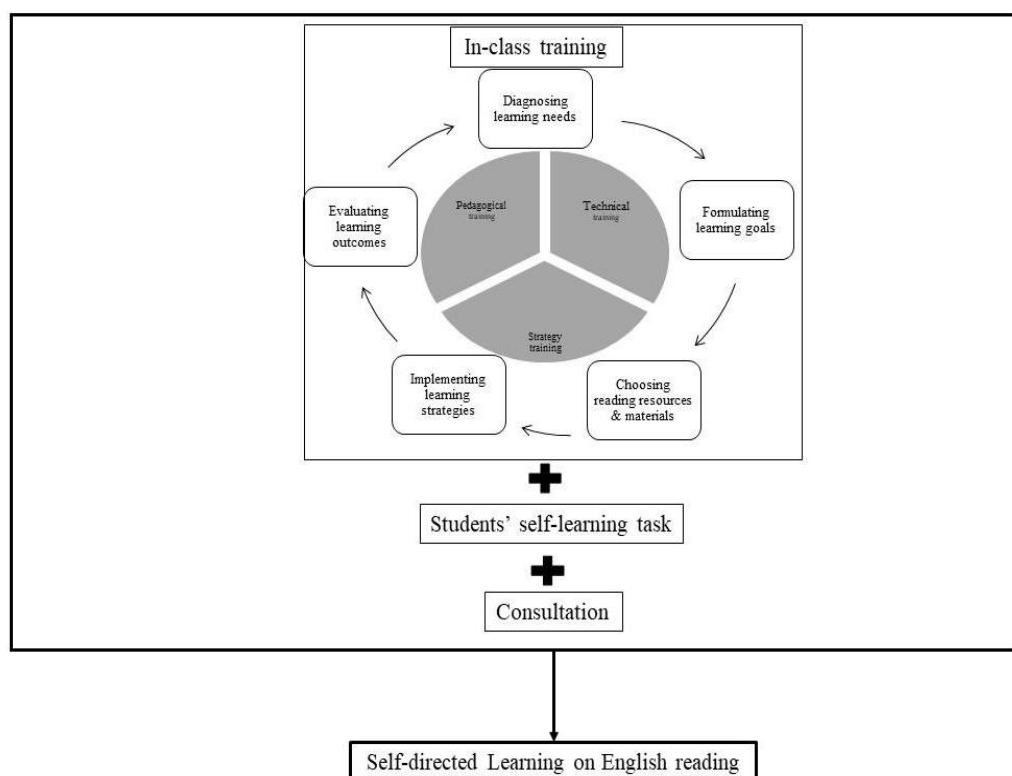
## Conceptual Framework

The conceptual framework of this study was developed based on the literature review. The present study followed six steps of training learners to be self-directed learning (Knowles, 1975) and cooperated with the three-part CALL learner training (Romeo & Hubbard, 2011). The training was presented by three types of activities: Learner training, consultation, self-learning tasks. At the end of the study, self-directed learning in Online reading in English of the students was explored from the qualitative analysis of students' self-learning logs, interview and consultation recordings. Figure 1 illustrates the conceptual framework of A study of self-directed learning of Thai secondary school students attending CALL learner training in Online reading in English.



**Figure 1**

*The conceptual framework of A study of self-directed learning of Thai secondary school students attending CALL learner training on English reading*



## Chapter 2

### Review of the literature

This chapter presented a review of literature that provided the theoretical background of the present study. First, the idea of self-directed learning is presented entailing the definitions, how self-directed learning can be promoted, the structure of self-directed learning and how to assess self-directed learning. Second, the idea of CALL learner training is presented which includes the definitions, principles of CALL learner training, and what and how to implement CALL learner training. Third, online reading is presented which includes the definitions the benefits of online reading, the challenges of online reading, the strategies to overcome challenges of online reading, and the tools and technology for improving online reading. Last, previous research findings related to the effects of CALL learner training on self-directed learning are discussed.

#### **Self-directed learning**

Self-directed learning had its origins from adult education and it is a concept that is closely related to other terms such self-regulated learning and autonomous learning. Self-regulation, autonomous learning, and self-directed learning all converge on the theme of individual control and responsibility in the learning process. Self-regulation emphasizes managing one's emotions and thoughts to control learning progress actively (Baumeister & Vohs, 2007; Peterson, 2006). Autonomous learning accentuates the learner's control over cognitive processes, shifting from a passive recipient to an active participant (Benson, 2007). Self-directed learning, meanwhile, underscores the initiation and determination of personal learning needs, goals,

materials, strategies, and evaluation of outcomes, highlighting learners' full responsibility and control over their learning journey (Knowles, 1975). While self-regulation puts more emphasis on managing emotions and thoughts, autonomous learning emphasizes cognitive control, and self-directed learning centers on the initiation and determination of the entire learning process. Ultimately, all three concepts share the core principle of learners taking charge and accountability for their learning. However, only the term and the concept of 'self-directed learning' was used in this present study.

Researchers worldwide noted that self-directed learning was the ability that was important for people to strive and persist in the fast-changing world. First, Knowles (1975) noted that people were now entering a new world which was full of unknown things. The only stability he marked was the rapid changes, so this explained the reason why being self-directed learning was survival. Furthermore, Guglielmino (2008) noted that self-directed learning comes into play for striving in the world of changes due to the unprecedented increase of information, technology, communication, and competition that occurs numerous times. In addition, Benson and Nunan (2005) argued that self-directed learning was a productive learning mode which helps individuals learn effectively and efficiently in accordance with their personal learning style and interest.

### ***Self-directed Learning's Definitions***

Self-directed learning has been defined in two perspectives. Some researchers see self-directed learning as a learning process (Knowles, 1975; Brookfield, 1985). And some researchers see self-directed learning as a personal characteristic or

behavior (Brockett, Hiemstra, & Penland, 1982; Candy, 1988; Guglielmino, 1977; Hiemstra, 2013).

The first definition of self-directed learning was seen as a *learning process* as described by Knowles (1975) that self-directed learning as a process in which individuals initiate, with or without the assistance from others, in analyzing personal learning needs, determining personal learning goals, identifying materials for their personal learning, selecting, and carrying out suitable learning strategies for their own, and evaluating learning outcomes. These can be said that learners who possess self-directed learning are the one who takes full responsibility for, and controls, their own learning. Similarly, Brockett and Hiemstra (1991) proposed that self-directed learning involves a process that centers on the learners diagnosing learning needs, searching for the relevant learning resources and activities, planning their learning activities and, finally, assessing their learning. In addition, Brookfield (2009) asserted that one consistent component in the definitions of self-directed learning which was widely used was the essential of learner's performance in control over their educational decision. This includes the goals that were consistent with the learning effort, the resources used, the methods that fit the learners, and what the criteria that determine the success of any learning effort. These decisions and judgments were in solely the learners' hands. Lastly, Tough (1989) also outlined a process of self-directed learning which was closely related to Knowles'. He noted that learners moved through a series of steps that entail deciding in the beginning about what to learn, then what resources were needed, where to learn, and how to self-motivate to learn. The steps of Tough also include setting goals and schedule, setting the pace of learning, and assessing the current level of knowledge and skill. Self-directed learners

also evaluate their learning to explore the obstacles of their learning and adjust to be more appropriate accordingly.

The second definition of self-directed learning which places an emphasis on learning behavior was another strand of the investigation in self-directed learning (Guglielmino, 2013, 1977; Garrison, 1997). Students who are self-directed learning need to possess several characteristics or behavior. This includes a love for learning, strong self-confidence, creativity, inquisitiveness, self-discipline, organized action, etc. (Guglielmino, 1977; Tredoux, 2012). In a similar vein, Garrison (1997) proposed dimensions of self-directed learning as a personal characteristics and personal behavior that the self-directed learners were the ones who obtained self-management (control), self-monitoring and learning motivation. Brockett, Hiemstra and Penland (1982) identified self-directed learning as a personality construct. They posited that the heart of self-directed learning was on personal responsibility, for example, learners who believe in their own thoughts and actions. Therefore, numerous attention has been awarded to the idea of readiness of the learners that was related to self-directed learning. For this reason, Guglielmino (1977) developed the Self-Directed Learning Readiness Scale (SDLRS) which was used as a tool to assess the extent to which individuals observe themselves to obtain characteristics and behaviors that associate with the idea of readiness.

In summary, while the first definition of self-directed learning emphasizes learners taking full responsibility for their own learning process that includes learners analyzing their learning needs, setting personal learning goals, selecting suitable learning strategies, and evaluating their learning outcomes, the second definition

places more emphasis on personal attributes, such as self-confidence and creativity, as important factors in self-directed learning. In this current study, the focus is on the first definition that emphasizes the process of self-directed learning.

### ***Perspectives of Self-directed learning***

#### **Self-directed learning as a process of learning**

Self-directed learning was normally viewed as a method of learning and teaching (Percival, 1996). In the current literature, there were numerous models developed to describe the process of self-directed learning. Two well-known approaches to self-directed learning as a process were regarded as linear in nature were Tough's (1971, 1979) and Knowles' (1975) model of self-directed learning.

Tough's examination on 66 people on a learning project in Canadian study provided the first insight description of self-directed learning. Tough explained that the subjects deliberately put an effort to gain skill and knowledge or adjust some of the ways to complete the learning projects. He noted that this learning project involved a series of related processes to the learning which added the hour of working up to at least 7 hours. He found that 70% of all the learning projects were planned beforehand by the learners. At the end, he represented the 13 key decision-making points about self-planned learning. The 13 steps entails;

1. deciding what detailed knowledge and skill to learn;
2. deciding the specific activities, methods, resources or equipment for learning;
3. deciding where to learn;



4. setting specific deadlines or intermediate targets;
5. deciding when to begin a learning episode;
6. deciding the pace at which to proceed during a learning episode;
7. estimating the current level of his knowledge and skill or his progress in gaining the desired knowledge and skill;
8. detecting any factor that has been hindering learning or discovering inefficient aspects of the current procedures;
9. obtaining the desired resources or equipment or reaching the desired place or resource;
10. preparing or adapting a room for learning or arranging certain other physical conditions in preparation for learning;
11. saving or obtaining the money necessary for the use of certain human or nonhuman resources;
12. finding time for the learning; and
13. taking steps to increase the motivation for certain learning episodes. (as cited in Merriam & Caffarella, 1999, p. 294)

Moreover, self-directed learning ability was an effective element for learners to become independent in their learning (Knowles, 1975; O'MALLEY et al., 1985). According to the literature in self-directed learning, learners who were self-directed were the ones who possess the capacity to control their learning throughout the

process. The process includes knowing personal learning nature, formulating goals for personal learning, executing suitable strategies, monitoring one's own learning process, and lastly evaluating personal learning outcomes (Knowles, 1975; Brockett & Hiemstra, 1991; Brookfield, 2009).

First, self-directed learners are those who know their personal learning nature. The learners first and foremost need to identify and reflect what the actual needs of them are. This concerns personal interest, individual expectation, personal learning styles, strength and weakness of themselves. These factors were then taken into account in order for further development and planning their learning more effectively.

Second, self-directed learners are those who formulate learning goals in accordance with their nature. Setting goals and objectives facilitate learners to be on track of what they learn and this helps learners to be focused on their learning. Self-directed learners were normally the one who set challenging but achievable goals and make commitment even though they face obstacles and difficulties (Shanon, 2008).

Third, self-directed learners are those who select and choose learning materials that are appropriate to their own needs, goals, and interests. The materials selected need to be used in a facilitative manner. This means that the materials help the learners to acquire certain skills or knowledge rather than impeding the learning.

Fourth, self-directed learners are able to use proper strategies to achieve the goals and objectives set. Wenden (1991) posited that learning strategies that were used entails both cognitive and metacognitive strategies.

Fifth, self-directed learners are those who can monitor their learning. This concerns the ability to check carefully and thoroughly examine oneself learning. Self-directed learners attempt understand what they have succeeded and what matter that they need to adjust in order to achieve their goals (Knowles, 1975; Victori, 2007)

Finally, self-directed learners are the ones who evaluate their learning. According to Darasawang (2000) learners investigate the learning outcomes of any endeavors to learning. They set the criteria to judge their learning.

### ***Self-directed learning as personal attributes***

Self-directed learners have the following characteristics: They set clear goals for themselves. They shape their learning process in line with goals and plans. They monitor their own learning process. They evaluate the outcomes of their own learning. They were autonomous. They have self-motivation. They were open to learning. They were curious. They were willing to learn. They value learning. They have self-control. They take initiative to learn (Knowles, 1975).

According to Guglielmino (1977), self-directed learners have these following attributes: 1) openness to learning 2) Self-concept as an effective learner 3) initiative and independence in learning 4) informed acceptance of responsibility 5) love of learning 6) creativity 7) positive orientation to the future 8) ability to use basic skills and problem-solving skills.

### ***Self-directed use of technology for English learning***

Self-directed use of technology for English learning was influenced by the theory and research in adult education, cognitive psychology and technological education. It was a developed version of Knowles's (1975) self-directed learning after

the emergence of technology in the 20<sup>th</sup> century. However, there were numerous terms that can refer to self-directed use of technology for English learning which were *autonomous English learning with technology* (Lai, 2017,2020), *self-directed learning with technology* (Gokcearslan, 2017), *self-directed technology use for English learning* (Lai, 2013), *self-directed use of mobile English learning resources* (Zhang & Pérez-Paredes, 2019).

The idea of becoming a self-directed user of technology for English learning has become increasingly important in foreign language education. As it focused on individual needs, it shifted the interest away from a teacher or a classroom and it emphasized the importance of personalized and learner-centered learning. It also provided opportunities for students to make their own decision; self-directed use of technology for English learning was therefore considered to optimize learning opportunities (Lai, 2017).

In addition, self-directed use of technology for English learning became even more popular since people in the 21<sup>st</sup> century engaged more and more with technology and learners also interacted with technology outside the classroom tremendously. Also, it seemed that technology tended to make the most contribution to creating an ideal English learning environment.

Moreover, self-directed use of technology for English learning also took an important role in complementing classroom-based learning as when learners becoming self-directed user of technology for English learning, it could enable them to learn language more efficiently and effectively outside the classroom (Lai, 2017; Romeo & Hubbard, 2010; Rashid et al., 2020).

### *The nature of self-directed learning with technology of English learners*

Learners used technology to interact in self-directed English learning was found to be a common practice for all levels of education from primary level to university level, though the frequency of engaging with technology varies from one to another. For example, Sundqvist and Sylvén (2014) reported that Swedish upper primary students who learned English as a Foreign Language spent their time using technology for English learning related matters for seven hours a week. On the other hand, Lai Zhu and Gong (2015) reported that the students who were at lower secondary level studying English as a Foreign Language in China were found to spend their time using technology for the same reason around 2 and a half hours each week. Moreover, Kuppens (2010) found that 90 percent of Flemish sixth graders studying English as a Foreign Language used their time listening to English songs at least three times a week, and more than 50 percent reported that they watched English TV programs with English subtitles at least three times a week. Therefore, these studies confirmed that even though language learners live in different parts of the world, they all interact with technology to support their English learning.

In addition, many scholars also documented the type of English learning that learners practice in their self-directed use of technology for English learning. For example, Lai (2017) found that learners in Hong Kong, the US, and China were positive on the use of technology for instructional purposes. In this regard, the participants reported positively on the use of technology that helped them memorize vocabulary and grammar points which were presented in the class. However, they responded negatively to the use of technology for entertainment such as watching movies in English. Moreover, the participants reported the least positively on the use

of technology for social connection purposes such as communicating with native speakers.

Researchers also found that self-directed use of technology for English learning was described by being in the early stage, interest-based, largely receptive and a big proportion of incidental learning (Cabot, 2014; Jones, 2015).

### ***Learner interaction with technology outside of classroom***

This term '*learner interaction with technology outside of classroom*' is used to describe how learners experience and use different digital and technology resources during their self-directed use of technology for English learning outside of classroom. In this regard, researchers found that listening to English songs was the most common use of technology for English learning outside of classroom. Olmedo (2015) observed that learners focused more on the meaning of the English songs they played rather than the language form presented. The participants in her study reported that they attempted to understand and interpret the meaning of the songs, though less attention was given to the lyrics. Similarly, Sockett & Toffoli (2012) reported that their learners of English listened to English songs for gist. The participants were only interested in the written lyrics if they really liked the English songs. These findings explained that learners usually interact with technology-mediated resources as a casual activity outside of classroom.

In addition, Sargsyan and Kurghinyan (2016) noted that the majority of Armenian students learning English as a foreign language frequently utilize the technology associated with English learning beyond the classroom. This is notably

evident through their engagement with social media, listening to music, watching films and videos, as well as during travel and internet browsing.

Nugroho and Atmojo (2020) researched on a group of EFL learners of technological experience and English language learning engagement with technology outside of class time during COVID-19 pandemic. They used information gathered through an online survey and group discussions and found that the students had an optimistic view of using digital technology for language learning during the worldwide pandemic. Additionally, it was discovered that learning English outside of the traditional classroom setting could be effectively achieved through various social media platforms like YouTube, WhatsApp, Instagram, Google Classroom, and Facebook.

Ferdous (2013) conducted a study with 60 English learners in an undergraduate school examining technological experience with English learning outside of classroom. Ferdous conducted a survey and interviews and found that that English holds significant importance in the students' lives. They predominantly practice it beyond the classroom. This practice included the uses of different kinds of multimedia such as English from movies, Facebook, online news, and mobile dictionaries. These English learning from the digital tools outside of classroom played a crucial role in the student's English language development. However, there were some students considered teachers as the primary learning source of English and found those digital sources for English learning insufficient.

Regarding the use of social networking sites for students' self-directed use of technology for English learning, researchers found that English learners are not

interested much with using social networking as a mean to learn English language and use the English resources for learning outside of classroom. For example, Li, Snow and White (2015) reported that K-12 students of English have no interest in using Facebook for learning. In a similar vein, Davis and James (2013) found that middle school students in the US perceived Facebook as a tool for communication between peers. For this reason, they showed hesitancy when English learning purposes occur in social networking tools.

In the next section, the researcher describes possible ways that self-directed use of technology for English learning can be promoted.

#### ***Ways to enhance self-directed learning***

Becoming a self-directed learner of technology for English learning was not an easy task and it does not usually happen automatically by the learners. This is because learners usually get used to being the one who receive the knowledge, while self-directed learners are the ones who create learning opportunities in which they become a tutor for their own learning. Considering the role of a language tutor who delivers a language lesson. Anyone would presume that the tutor needs to prepare many things just to create a language learning lesson which may include setting objectives and learning outcomes, selecting appropriate materials for the learners, sequencing the learning, checking understanding with the learners and also giving feedback. Even though it seems to include many steps and was difficult to organize, these elements were essential and needed to be included in one lesson in order to maximize the learning experience and to reach the full potential of self-directed use of technology for English learning. Likewise, in order to enhance self-directed learning,



learners need to be encouraged and nurtured with some special training in which they can manage to direct their learning. Similarly, Lee (1998) suggested that students alone cannot develop the awareness of being a self-directed learner. They need to be accommodated by a teacher. He added that learners can proceed the development of their learning continuously and take more responsibility for their own learning if they were properly promoted through training.

Therefore, many researchers generally agree that one way to enhance self-directed learning was through CALL learner training. This training helps learners develop their expertise in learning as a learner. In this regard, they can learn how to learn (Ellis & Sinclair 1989; Little, 1991; Wenden, 1991) with technology for the purpose of learning language (Lai, 2017). Holec (1979) discussed that learners need some kind of preparation in order to become self-directed learners and this includes the provision of learning strategies and techniques by a teacher. Therefore, learning how to learn has become an increasingly important element of the English learning process and this later makes the idea of learner training and strategy instruction begin (Ellis & Sinclair, 1989; Weaver & Cohen, 1997).

**Learner training.** Some students were ready to direct their learning, while some students were not. According to Lee (1998), students who can direct their learning, know how to learn, and demonstrate some extent of self-directed learning become more successful than those who cannot. However, this doesn't mean that learners who possess less ability in self-directed use of technology for English learning cannot become one. Nunan (1996) and Nunan and Lamb (1996) suggested that every learner can be nurtured and developed self-directed learning regardless of

the innate ability of independent learning they have. Therefore, a learner training program can support and be offered to help learners become more effective in self-directed English learning. A learner training program can be presented through various means, from an integrating part in a course to complement a classroom. Sinclair (1996) noted that a teacher can incorporate learner training systematically in the classroom, which the training can significantly help students become more aware of their learning process, more prepared before they can independently take control of their learning, and they were encouraged to make changes within their own learning. Also, learner training can be presented as solely a treatment outside of a classroom schedule (Knowles, 1975). Gremmo and Riley (1995) further emphasized that throughout the process of learner training, learners were facilitated to understand their strengths and weaknesses in which they can learn a language more effectively and efficiently that also matches with their personalities.

**Teacher counseling or consultation.** According to White (2008), Iverson and Lee (1991), self-directed learning doesn't necessarily mean that teachers were entirely absent from the learning process. On the other hand, a teacher can take a role as an intervention or initiative for self-directed learning. For this reason, consultation sessions for self-directed learning could be conducted as one-on-one or small group meetings between a learner and an expert or mentor, with the goal of providing guidance and support for the learner's self-directed learning process. The consultation sessions aim to help learners identify and clarify their learning needs, set appropriate goals, select suitable learning strategies and resources, and evaluate their learning outcomes. The expert or mentor can provide feedback, offer suggestions for improvement, and help learners overcome any obstacles they encounter during the

learning process. Consultation sessions for self-directed learning can be conducted in various formats, including face-to-face meetings, online communication, or a combination of both. The sessions can be tailored to the individual needs of the learner, and the frequency and duration of the sessions can vary depending on the learner's progress and goals. Hubbard and Siskin (2004), Hubbard (2013) and Lee (1991) suggested that it was important to have counseling sessions from the teacher, though the counseling doesn't need to be systematically arranged. Prabjandee & Vibulpol (2010) and Romeo & Hubbard (2010) further pointed out that students reported positively when receiving feedback and support from the teacher as they can progress and adjust their self-directed learning better. Therefore, the role of a teacher as a counselor needs to be kept in consideration in any learner training program.

Kata & Mynard (2015) proposed three stages in a consultation session. The three stages include opening, midway, and closing.

The opening stage was the initial part of the session where the learner and the expert/mentor establish a rapport and clarify the purpose and objectives of the consultation. The expert/mentor may ask the learner about their current progress, any challenges they were facing, and their expectations from the session. This stage aims to create a comfortable and supportive environment for the learner to share their concerns and goals.

The midway stage was the main part of the session where the expert/mentor provides guidance and support to the learner based on their identified needs and goals. This stage may involve discussing learning strategies, resources, and activities that the learner can use to achieve their objectives. The expert/mentor may also provide

feedback on the learner's progress and suggest ways to overcome any obstacles they encounter.

The closing stage was the final part of the session where the expert/mentor and the learner summarize the key points discussed and set goals for the next steps. The expert/mentor may also provide suggestions for the learner to continue their self-directed learning and offer any follow-up support as needed. This stage aims to ensure that the learner feels motivated and empowered to continue their learning journey independently.

Overall, the three stages of opening, midway, and closing aim to provide a structured and supportive framework for learners to engage in self-directed learning with the guidance of an expert/mentor.

**Providing choices.** In self-directed learning, it is essential for learners to make decisions. The development of self-directed use of technology for English learning also relies on whether learners can exercise their own judgment. Lee (1991) stressed the importance of giving as many alternatives as possible because this can help learners to select the ones that best suit their preferences and learning styles. Luckily, students in the modern day can access numerous resources on the internet. They had the opportunities to make choices on their learning materials for self-directed use of technology for English learning. However, a teacher should prepare them for the selection process.

**Collaborative learning.** Even though self-directed use of technology for English learning may imply that learners learn in isolation and conduct their learning by themselves, learners can gain benefits and become self-directed users of

technology for English learning via social interaction and collaborative learning (Hubbard, 2004; Benson, 2011). Therefore, it was important to have learners share and discuss their experience about their success and failure in using strategies and techniques when they learn by themselves in a private mode. Lee (1991) pointed out that a learner training program should systematically allocate time for learners' discussion. This interaction between learners can later foster student's self-directed use of technology for English learning. In this regard, Lee proposed that a teacher can conduct discussion activities such as peer review, peer teaching, peer negotiations before or after the learner training in each session.

### ***Assessing self-directed learning***

The assessment can also determine the degree to which the participants develop self-directed learning after receiving the treatment from the online CALL learner training. In this section, possible assessment tools that can be used for evaluating the development of self-directed learning were discussed.

In self-directed learning there were numerous tools that can be used to assess such as self-directed learning readiness scales (e.g., Guglielmino, 1977), self-reports (e.g., Ambikairajah et al, 2008; Chu et al, 2009; Holt et al, 2012; Hung et al, 2010; Lai et al, 2011; Malik et al, 2008; Ng, 2008; Quinney et al, 2010; Simmering et al, 2009; Teo et al, 2010), interviews (e.g., Deepwell et al, 2008; Malik et al, 2008; Ng 2008) observation (e.g., Ng, 2008), and student's journals (e.g., Booranasanti, 2007; Prabjandee & Vibulphol, 2010).

**Self-directed learning readiness scales.** In international literature, there were a lot of studies that investigated self-directed learning and there were many scales developed in order for measuring self-directed learning readiness of the learners. This readiness is upon the behaviors and characteristics of the students (Guglielmino, 1977; Oddi, 1984; Fisher et al., 2001; Williamson, 2007; Hendry and Ginns, 2009; Stockdale and Brockett, 2010; Shen et al., 2014; Cadorin et al., 2017; Lopes and Cunha, 2017). The most popular and reliable scale that has been widely used was the SDLR from Guglielmino (1977).

This instrument was widely used in educational research to evaluate self-directed learning readiness of an individual. This tool was first created by Guglielmino in 1977. The tool was a self-report questionnaire whereby an individual indicates their self-directed learning in the form. It was reported that the SDLRS has been used to measure self-directed learning in many countries and it was translated to be available in many languages (Guglielmino, 1977).

The original purpose of SDLRS was to assess self-directed learning readiness in adult learners, though the tool has been used in different levels of learners from high school (Chen et al., 2021) to college students (Prabjandee & Inthachot, 2013) to undergraduate students (Klunklin et al., 2010). The questionnaire was used to measure perceptions of self-directed learning which consist of 8 categories as follow; 1) openness to learning 2) Self-concept as an effective learner 3) initiative and independence in learning 4) informed acceptance of responsibility 5) love of learning 6) creativity 7) positive orientation to the future 8) ability to use basic skills and problem-solving skills.

**Interview.** To understand students' self-directed learning, researchers can cooperate with interview techniques. According to van Hout-Wolters (2000) suggested that interviews can be done after one or more of the student's concrete study task(s). Researchers can ask learners to explain what she/he was doing and thinking of a particular learning task that they encounter. Interviews can also be integrated with stimulated recall techniques such as learners' notes or video-recordings (Garner, 1988; Peterson, Swing, Braverman & Buss, 1982). This stimulates students' memory when doing a learning task. The questions that can be used in the interview can be various and general in character such as learners can be asked how they normally go about when studying (e.g. Marton, Watkins & Tang, 1997; Vermunt, 1992). Even though conducting interviews and analyzing the data may take much more time than using written questionnaires, researchers can "continue to inquire with questions" to elaborate more on their thoughts when learners answer insufficiently. However, the validity of the result may not be comparable to the questionnaire.

**Thinking-aloud method.** This method was an on-line mode where the subjects and the researcher need to be at the same time and at the same place unlike questionnaire and observation. This method requires students to do a task or read and think aloud (say it out) while they were studying (e.g. De Jong, 1992; Royer, Cisero & Carlo, 1993). Learners may not have to perform the think aloud method continuously, but only at specific points in the study that the researchers expect to get the answer in order to explain the researcher questions. Normally, students don't have to give rationale and theory behind what they perform in the learning task, though sometimes this can be a requirement as the researcher might want to know the reasons why they perform a specific activity as when they were describing their study process.

An advantage of this method was that it gives detailed information about the learning task of the student at the moment they take place, so that little can be lost. A disadvantage of the method was that it was possible that learners were disrupted which may consequently delay the learning activities, the time-consuming data collection and analysis and the difficult interpretation of the data.

**Observation.** An observation checklist was a list of things that researchers use while observing the participants' engagement with a certain task. Then, the researchers indicate a mark as per participants' performance. The score and comments need to reflect the participants actual performance.

According to McLeod (2015) an Observation can be done in different methods. First, researchers can observe the participants as a controlled observation. This was when the researcher systematically decides where the observation occur, when the observation takes place, who the participants are. Then, the researcher writes a detailed description of the performance of the participants. The writing should be the words that were easy to code.

Second, naturalistic observation was considered an unstructured observation. The researcher observes the performance of the learners as an outsider in which learners might not be aware that they were being observed. The researcher may record the engagements of the learners if necessary.

Third, participant observation was an observation that the researcher needs to participate and become a member of the group.



**Students' report or journal.** One of the platforms for qualitative research that was widely used to track learner's learning progress while they were not present in the class was a learner diary, a learner journal, or a students' weekly report. The students' weekly report helps researchers to identify learner's learning progress after the time they were trained with the training. This report was also beneficial to the student because it helps students to see what they did in the past and what they were currently doing.

Regarding CALL learner training, there were numerous researchers who adopted students' weekly reports to see if the participants make any change in their self-directed learning. For example, Romeo & Hubbard (2010) assigned the participants to keep a learning journal where they need to identify their engagement with technology alone during the week outside the class time. The researchers then use the report to discuss their performance and recommendation was made if necessary. In addition, Rashid et al. (2020) similarly assigned the students to write their learning practices after the students complete a training session. The participants need to inform their individual learning performance in the personal blog which was later published and everyone in the class can see.

With reference to research, a student's weekly report was an essential element that can be used to investigate students' self-directed learning.

### ***Summary of self-directed learning***

In summary, self-directed learning is closely related to other concepts such as self-regulated learning and autonomous learning, but the main focus of self-directed learning is at the process of learning starting from the very beginning of the learning

like assessing the needs and ending with the assessing of the learning. In addition, with the emergence of technology and digital tools, self-directed learning can be more integrated into the online world where students can practice the same process of learning through the internet world. They can acquire materials, resources and learn by themselves with the technology.

Self-directed learning can be promoted through various modes such as providing learner training, giving consultation, providing choices, and changing roles of the teachers in the classroom.

Self-directed learning can be assessed through various methods using qualitative tools such as interview, learning log, think aloud method, observation. Also, the readiness of self-directed learning can be measured by using the well-known measurement of Guglielmino's.

The current study aimed at self-directed learning because self-directed learning has practical implications. The process of self-directed learning is tangible, and it can be provided in the form of instructions or training. This can provide an insight for other researchers and practitioners to follow and understand how self-directed learning can be introduced to the learners. Also, the process of being a self-directed learner can be applied in other areas of learning and this generally aids individual development. Researching this concept could potentially lead to practical strategies or interventions that facilitate better learning outcomes.

### **CALL Learner Training**

Hubbard (2004) noted that teachers should be responsible and make sure that learners were capable of making informed decisions about how they can use computer resources in an effective manner so that they can eventually reach their learning objectives. He also made an emphasis that learners should not be released to the powerful learning environment, which he refers to the online world unprepared.

Hubbard (2013) argued that learner training was seen “as a process aimed at the construction of a knowledge and skill base that enables language learners to use technology more efficiently and effectively in support of English learning objectives than they would in the absence of such training” (p. 164). In short, CALL (computer assisted English learning) Learner Training was a program or training sessions conducted to facilitate learners to become more efficient in using technology to support their English learning (Hubbard, 2004,2018; Stockwell, 2008,2014,2015). Hubbard (2004) argued that learner training works similarly to any other supplementary programs added to the curriculum. He further pointed out that learner training was not a simple task, but it requires well-preparation from the teacher who wishes to implement the training. The teachers need to take myriad factors into account related to the students and the feasibility of the training before deciding to employ a training session. In this regard, he suggested that the teachers need to consider the confines of the classroom, the objective of the course, the readiness to take control of the students, and the proficiency level of the students.

### ***Definitions of CALL learner training***

CALL (computer assisted English learning) learner training was firstly defined by Hubbard in 2004 and the term was later adopted and used broadly by different researchers in the field of second and foreign English learning and educational technology. Even though different scholars used other terms such as learner training for CALL, learner training in CALL. However, the terms were used interchangeably with the term CALL learner training. Since the objective and the outcomes of the research were mainly to teach learners to know how to learn as the students were taught with strategies and techniques of how they can utilize the technology before they expose to the computer and learn by themselves with the technology (Cunningham et al., 2018; Hubbard, 2004; Tran, 2018, 2019; Romeo and Hubbard, 2010). To avoid confusion, the term “CALL learner training” was only used in the present study.

It should be emphasized here that the term “learner training” in this study was not referred to the term which was used in the study of Oxford (1990) and O’Malley and Chamot’s (1990), though the idea of the learner training was later adopted and used within the framework of Romeo and Hubbard (2010) as one part of the three-part training of CALL learner training. The distinction between the term used by Oxford (1990) and O’Malley & Chamot (1990) was that the focus of the training was on non-CALL environments. On the other hand, the term coined by Romeo and Hubbard (2010) focuses more on the CALL environment where the participants were given three training sessions which were technical training, strategy training, and pedagogical training.

According to Hubbard and Romeo (2012), CALL learner training was a process which aims to develop technology competence specifically for language learners to be knowledgeable in which they can use the strategies and techniques to manipulate technology for English learning purposes. Hubbard (2004) explained that CALL in the sense of this learner training entails both computer software designed specifically for developing language proficiency of learners and it includes unstructured programs, software, and websites that use English as a means to express information. In this study, CALL learner training is accounted for teaching strategies, techniques, and pedagogies of how language learners can exploit information from both structured websites designed for English learning and unstructured websites. The learners were expected to acquire knowledge and strategies to be able to use the technology in developing their English skills. In this study, the training is offered as an online course to provide strategies and techniques in which learners can use for manipulating technology specifically for the purpose of second English learning (Hubbard, 2004).

#### ***A brief History of CALL learner training***

Back in the early years of CALL around 1990, Hubbard (2004) reported that the people at the time were not familiar with computers since computers were only beginning to be introduced to society. This made computers uncommon and only a few people knew how to use them. Moreover, the ownership of computers was very limited. There were only a few places where people could access and use computers. Universities were one of the places that computers were provided. As a result, students and language learners barely experienced computers which consequently made them deficient in computer literacy. Hubbard argued that students could not

perform basic tasks related to computers nor could they use computers to facilitate their English learning. For example, the students were reported that they did not possess any computer ability to make a simple command to operate the system. They were not aware of how the keyboard was used to make an input. Therefore, at the time, the priority of researchers was to develop interventions that made learners become more competent in using computers or at least make them become aware of how computers can be used. For example, Beller-Kenner, 1999 provides a learner training course aiming to improve “computer literacy”. In the study, learners were introduced with very basic computer lessons such as how to type by using a keyboard and how to use word processing efficiently. In this regard, students were trained to understand some general commands of computers which they later developed other skills.

More recently, students have become more knowledgeable, and they were more capable of operating computers and software as some researchers call them digital native (Prensky, 2001). However, they still do not possess the ability to use such technology in an effective way for English learning. Therefore, researchers tried to develop a training where students can improve their foreign language competence through the use of computer programs and applications. For example, O’Neill (2019) attempted to give technological training to students to teach them how they can use online dictionaries and translators in assisting second language writing.

Later, Hubbard (2004) proposed a framework of learner training regarding only pedagogical training. He noted that learners need to understand how a second language was acquired as a way to develop oneself. They noted that language teachers

should give more insights of how a language teacher was trained to language learners. This can help the learners use technology for English learning effectively. The pedagogical aspect concerns language theories and how second or foreign languages were acquired. This pedagogical knowledge was usually offered to language teachers who teach language because they can know which activities were appropriate and can develop student's language skills. This knowledge usually comes from teacher training programs. However, Hubbard (2004) and Romeo & Hubbard (2011) made a firm emphasis on the importance of teaching this knowledge to learners as it can later enable students to be able to make sense of and create learning opportunities by themselves. After students understand some underlying theory, they can recognize the pathway to use the available technological tools for their learning.

More recently, the learner training framework was developed by Hubbard and Romeo (2010). The training of learners which once was only pedagogical training was hence presented along with the other two aspects including "technical training" and "strategic training". They added that "strategies" for *how* to use technology for learning purposes must be included, and the need to understand why they were using the technology.

### ***Three-part CALL learner training***

**Technical training.** Romeo and Hubbard (2010) proposed that this aspect of learner training regards "how" learners use technology for English learning effectively. Teachers should teach skills and knowledge regarding technology used in the classroom in which learners can operate a specific application as well as use general command in a program. Rashid et al. (2018) argued that learners who do not

have technical knowledge and skills to use the digital devices can be frustrated and demotivated when using technology. Consequently, the willingness for English learning with technology of the students can be lower and the learning can be unsuccessful. Even though the students in the 21st century era were normally pre-described as digital natives (Prensky, 2001), they sometimes struggle with the technical commands within the CALL program (Rashid et al., 2018, 2020; Chootipaktanasook, 2020; Romeo & Hubbard, 2010). Romeo and Hubbard (2010) gave an example regarding this aspect as the students do not know how the subtitles can be turned on/off.

Furthermore, there were numerous CALL programs to which learners should be introduced. Hubbard (2004) posited that CALL in this regard refers to structured programs (ones that were designed specifically for language learning purposes) and unstructured programs (ones which were not designed for language learning purposes). He therefore suggested that learners should be trained to be able to use the technology in both natures. According to Liaw & English (2017), they reviewed empirical research articles related to the technology used for teaching and learning second language reading from English language journals in the field of CALL and summed up that technology which can be used for teaching and learning reading was categorized into three types which entails 1) courseware both self-developed and commercial ones 2) online activities with individual tools 3) CMC. Each type of the technology used for learning reading was described in more detail below.

**Courseware.** was a course designed specifically for learning purposes which normally include a combination of lessons, activities, evaluation, simplified resources,



and other related materials. The courseware also provides some guidelines and principles for teacher, researcher, and learners to use accordingly. These following coursewares were examples proved by researchers in the field that it was effective for second language learning of reading. Longman English Interactive (LEI) by Jamieson et al. (2004), Quartet Online (Quartet Scholar) by Dinçer and Parmaksız (2013). Rosetta Stone and Auralog's TELL ME MORE, technology-mediated self-study packages by Nielson (2011).

***Online activities with individual study tools.*** It is smaller-scale independent activities which were not packed and presented as what mentioned above. These online activities were made available and normally used as digital scaffolding tools such as online or program-installed dictionaries, annotation tools, glosses, hypertext, concordances, reading-level classification tools, text-to-speech, speech synthesis and speech recognition software.

**Pedagogical training.** Pedagogical training focuses on language learners' comprehension of the foundation of specific techniques and procedures in which they can later make informed decisions with technology used for English learning in the same way as a professional teacher would do in the classroom (Hubbard, 2004; Romeo and Hubbard, 2010; Hubbard, 2018; Rashid et al., 2018). Hubbard (2004) noted that learners must be well-prepared with some second language theories in which they can understand the procedures of how language was learned before they start using technology for English learning. Learners need to be informed with "why" they use technology and "how" to use them to gain the highest potential for learning English language (Rashid et al., 2018). For example, students can be introduced

explicitly about “pre-listening” as a strategy and it can go further as explaining to students about how schema works and how the background knowledge helps them comprehend the text. More examples can be that apart from reading for comprehension, students should know that reading fluency was important. Therefore, some research findings such as reading fluency which explains the improvement of automaticity when acquiring the skill need to be discussed. The provision of such theories makes learners become aware of the strategies and technology used later on (Hubbard, 2004).

**Strategic training.** Strategy use was very important to the learners, because it makes the learner's learning experience simpler, faster, more favorable, more effective, and more meaningful to the students. According to Kolaitis et al. (2006), Rashid et al., (2018), and Romeo & Hubbard (2010) posited that in the strategic training which was the one element of CALL learner training has a clear connection to the development of autonomy and it was related to the well-known strategies in an ordinary learner training which were proposed by Oxford (1990) that entails direct strategies, indirect strategies. However, CALL learner training adds and puts those strategies on an emphasis of technological perspective.

Kolaitis et al. (2006) specified the strategies that should be taught to the students. They explained that students generally target to get the right answer and to complete the task as quickly as possible when approaching softwares for English learning without concerning much about improving their language competence. From this view, the researchers therefore seek a way to alter this behavior of the students to focus more on the learning process in order to improve their language skills. For this

reason, the development of the strategy aspect emerged. The researcher therefore suggested that the strategy was addressed by first students identifying the language goal, a core element in strategy development, and understanding the language learning principle behind that goal. For example, reading instruction was not seen as only for answering comprehension questions. But there were other goals for reading that also need to be given attention such as reading for main ideas, reading for fluency, and reading for understanding grammar structures and vocabulary. Therefore, these raised some questions such as: “How many times should I read the article for the reading practice?” “When should I read and listen simultaneously?” “When do I move from one goal to the next?”. These questions were then used as a guideline for students to develop the strategies that match with language learning principles.

The problem seems that students alone do not comprehend how certain language learning principles and the various goals were connected . At this point, the learners need to be facilitated in making the connection between the language principles and the learning goals. Once language learning assumptions and goals were connected, strategies for reaching the goals is achieved. With the goal and language principles in mind, the students is able to select strategies that they can take control over their learning process more effectively.

Moreover, Romeo and Hubbard (2010) noted that strategic training regards “what” and “when” learners do to help themselves achieve certain learning objectives. Teachers must teach students strategies and techniques in which learners can adapt into their English learning procedures. According to Rashid et al. (2018) the strategic training within the framework of Romeo and Hubbard (2010) was influenced by

O'Malley and Chamot's (1990) classification of learner strategies which includes cognitive strategies, meta-cognitive strategies, and socio-affective strategies. In this regard, Romeo and Hubbard (2010) gave an example of strategic training in which they introduced a learner training with CALL for improving listening. They gave an example that watching online video can be done in two rounds to build up two different listening skills. In the first round, students were recommended to watch the video clip without seeing subtitles as students can get the main ideas. In the second round, learners can turn on subtitles to get the details of the story.

According to Lai et al. (2016) and Stockwell (2016), useful strategies that would help learners achieve their learning objectives in each task must be presented as they can utilize the strategies in their independent learning mode. Moreover, students need to be aware and know when the right time was to employ a strategy. For instance, if learners want to improve reading fluency, they need to know the technology and the strategy that can help them acquire reading fluency. In this case, teachers can present audio-assisted reading tools such as Read aloud: voice reader (a service available on google chrome) as one way to help students know that they can improve their reading fluency by using the technology. In addition, learners need to be taught to know when the right time was to employ such strategies. In this regard, they should be taught that they should practice reading fluency after they reach the comprehension of the text. Therefore, they shouldn't start from reading the text aloud with the voice reader, but the technology is helpful if they use it at the third or fourth time of the reading. In the end, if the learners employ the strategies correctly, their objective which was to improve reading fluency is achieved.

### ***5 principles of CALL learner training***

This section provides five principles which can be used as a guidance for teachers who want to implement CALL learner training in a language classroom. In these following paragraphs, the researcher discusses the principles which were created in 2004 and then developed in 2018 by Hubbard.

**1) Experience CALL yourself:** Hubbard (2004) suggested that before initiating a CALL tool in the classroom, teachers should get first-hand experience on the CALL tool themselves in learning a foreign language. He further emphasized that this process could increase an understanding of the teacher as a language learner and provide the teacher with more awareness of the tool used.

**2) Give learners teacher training:** Language learners were introduced with some of the basic concepts of teacher training as learners can understand the nature of how a second language was learned and the processes involved in acquiring the language that learners can later use with CALL tools in English learning effectively (Hubbard, 2018). The learners can take more responsibilities of the teacher's role for themselves. Regarding this principle, Hubbard (2004) used the framework of Richards and Rogers' (1982) to demonstrate how learners were given teacher training which was composed of approach, design, and procedure. First, the approach regards language theories and how language learners learn a second language. Second, design covers the role of teachers, learners, and materials which coordinate with the syllabus model and learning objectives. Last, procedure involves techniques and processes which occur in a classroom setting aiming to achieve those learning objectives. He further elaborated that teachers can give general advice for learners to know how a

teacher was trained. This includes setting objectives, planning, recognizing and maintaining motivation. Moreover, teachers can discuss their experience in professional development as well as their background of learning a foreign language.

**3) Use a Cyclical Approach:** Learners cannot successfully complete a complex task nor can they obtain a sophisticated skill from a single-time practice. This also applies to students in learner training in CALL. Hubbard (2004) noted that using a cyclical process to train the students in CALL offers two distinct advantages. First, students can be focused and facilitated to understand new ideas one at a time. Second, students may forget over time and this cyclical approach was used as a reminder for the students. In addition, Hubbard (2004) suggested that learners have to pass a certain comfort level of using a given technology before they can be trained to gain the highest potential for effective use of CALL application. Learners should be allowed to play with the application freely without any condition from the teacher. After that, the teacher starts informing how the application can be used in English learning effectively and appropriately. For example, students may be introduced to a reading application in which they were allowed to “play” with the features within the application. After a while, the teacher then instructs the students about the potentiality and other ways of using the application for English learning purposes.

**4) Use Collaborative Debriefings:** The trend of English learning was now leaning towards collaborative learning (Lai, 2017; Rashid et al., 2020). Educators and researchers argue that social interaction among learners was essential for learner’s motivation, increases the amount of target language uses and also promotes learner autonomy (Reinders, 2010; Lai, 2017; Richards & Nunan, 2015). Hubbard (2004)

pointed out that this collaborative debriefing comes into play after learners individually interact with mobile applications and programs in isolation. He argued that the purpose was to “help learners maintain a balance between the task objectives and language-learning objectives so that the latter do not get mislaid” (P.54). He stated that students may lose track of what they were experiencing and why they were doing. Moreover, teachers can use collaborative debriefings to provide learners with spaces as in the classroom’s activity. This collaborative debriefing can be done in a cyclical training approach where learners can discuss and share one's experience of the use of technology over the training course. In addition, learners can reflect what they have learned and how they achieve their goal in English learning to others. The reflection time can foster students’ autonomy.

**5) Teach General Exploitation Strategies:** Apart from training on a specific application, learners should also be taught about general exploitation strategies, whereby the learners can adapt other tools or implement other techniques to help them learn the language more effectively. Plonsky and Zeigler (2016) argued that teachers should regard “how the affordances of technology might best be exploited to provide learners with optimal English learning opportunities” (p. 17). This principle can occur repeatedly as a cyclical approach appeared in the third principle and students should be reminded frequently about the strategies. Hubbard (2004) proposed three general exploitation strategies as follows.

**Mine language material for other uses.** It was important to show how fruitful one material is. After learners complete the CALL task, the material can be reused for other learning purposes. For example, learners can further review specific

grammatical points within the reading passage once they finish answering questions from the assigned reading task.

**Make difficult material easier.** One of the main concerns for learning a language was that authentic materials were usually sophisticated in structures and vocabulary in the language used which go far beyond the learner's proficiency level. However, the available resources and websites have provided us with some distinct features where these technologies can be used as supplementary tools to help learners to make meaning from the difficult materials. Hubbard (2001) termed "meaning technologies" to explain the nature of the supplement tools in accommodating English learning. Some examples of these technologies were digital dictionaries, glossaries, and accompanying pictures. Teachers should keep in mind how useful these tools were and also introduce them to the class frequently. However, Hubbard (2004) remarked that these tools need to be used with care. Teachers should train the learners to know how and when to use the meaning technologies for succeeding their learning goals rather than using it as a shortcut to complete an assignment.

**Make easy material more difficult.** There were cases where learners perceive the materials to be too easy for them. However, teachers can train the learners to adapt the materials to be more challenging by "changing the way learners approach it" (p.55). Teachers should train learners to alter the focus of the task from just "get the right answer" to "learn something to improve a skill". The given tasks can be more challenging and productive for the learners to enhance their language ability. For instance, learners can disable all the meaning technologies (e.g.



translation, glossary, etc.) and take full control of their learning. In addition, learners can use the scrolling feature in their mobile phone where they can hide a certain part of the website. This scrolling technique can turn multiple-choice questions into open-ended ones and hence challenge students' capability.

## **Online reading**

### ***Definition***

Online reading refers to the act of reading digital content, such as text, images, and multimedia, that was delivered through the internet. This can include a wide range of materials, such as e-books, articles, news stories, academic papers, and more, that were accessible through computers, tablets, smartphones, or other devices. Online reading can provide many benefits, such as convenience, accessibility, and a wealth of information, but it also presents some challenges, such as distractions, information overload, and the need for critical evaluation of sources (Huang et al., 2009). Overall, online reading was a critical skill for the 21st century, as more and more information was being made available in digital form (International Reading Association, 2009).

### ***The benefits of online reading***

Online reading has become an increasingly popular and accessible form of information consumption in recent years. With the rise of technology and the widespread availability of the internet, students can access information from anywhere and at any time. This has led to the growing popularity of online reading and the development of various platforms and applications that make reading online easier and more convenient. In the following paragraphs, different advantages of

online reading that were suggested by scholars such as Macnabb (2013) and Jeong & Gweon (2021) were explored.

**Convenience.** Online reading offers a level of convenience as opposed to traditional print media. With an internet connection, students can access a vast variety of information, including articles, eBooks, and academic journals, from anywhere and at any time. This was especially useful for students who were always on the go and need to access information quickly and easily, without having to physically carry a book or printout. Online reading also eliminates the need to visit a library or bookstore, saving individuals time and effort.

**Wide Range of Information.** Online reading provides access to a vast array of information, which can be found with just a few clicks. The internet provides access to a wealth of knowledge and information that may not be readily available in traditional print media. This makes online reading an ideal resource for students, researchers, and anyone looking to expand their knowledge. With the ability to search for specific keywords or topics, individuals can quickly and easily find the information they need.

**Accessibility.** Online reading also provides access to information for students with disabilities, such as visual or mobility impairments. With text-to-speech software and other assistive technologies, students can still access and understand the information they need. This makes online reading an accessible resource for everyone, regardless of their abilities. Additionally, online reading provides a convenient solution for students who live in rural or remote areas, where access to print media may be limited.

**Cost-effectiveness.** Online reading was often free or significantly cheaper than traditional print media, making it a more cost-effective option for acquiring information. This was especially beneficial for students and schools with limited budgets, as it allows them to save money on resources and materials. With the ability to access a vast array of information for free or at a low cost, online reading provides a cost-effective solution for individuals looking to expand their knowledge.

**Interactivity.** Online reading allows for greater interaction and engagement with the content, through multimedia elements such as videos, images, and interactive quizzes. This can make the reading experience more dynamic and engaging, allowing students to fully immerse themselves in the content and gain a deeper understanding of the information. Additionally, online reading provides the opportunity for individuals to participate in discussion forums and engage with other readers, providing a sense of community and collaboration that was not available in traditional print media.

### ***Challenges of online reading***

Online reading comes with its own set of unique challenges that can impact the reading experience and the ability to retain information (Brun-Mercer, 2019).

Some of the main challenges of online reading are:

**Distractions:** One of the biggest challenges of online reading was distractions. The internet was full of distractions, such as pop-up ads, social media notifications, and emails, which can easily divert attention from the reading material. This can lead to decreased concentration and a fragmented reading experience.

**Information Overload:** Online reading provides access to a vast amount of information, which can lead to information overload. This can make it difficult to sort through the vast amount of content available and choose the most relevant information.

**Quality of information:** Online reading sources can vary greatly in terms of quality, accuracy, and reliability. It was important to critically evaluate the information being read, to ensure that it was trustworthy, relevant, and up-to-date.

**Screen Fatigue:** Spending long periods of time reading from a screen can lead to eye strain, headaches, and other physical discomforts known as screen fatigue. This can make reading online less enjoyable and impact one's ability to retain information.

**Difficulty in retaining information:** Research has shown that people tend to remember information better when they read it in print rather than on a screen. This can be a challenge for those who were looking to learn or retain information through online reading.

To overcome these challenges, it was important to have effective strategies in place, such as setting aside specific times for reading, using tools to block distractions, and critically evaluating the information being read. By addressing these challenges, students can have a more productive and meaningful online reading experience.

### ***Strategies for overcoming the challenges of online reading***

Online reading has become an increasingly important aspect of modern learning and self-directed education. With the widespread availability of digital

content and the convenience of accessing information from any location, online reading offers many benefits. However, it also presents its own set of unique challenges, such as distractions and difficulties in retaining information. To overcome these challenges, it was important to adopt effective strategies (Amer et al., 2010) and use technology and tools that can help to improve the online reading experience (Brun-Mercer, 2019; Anderson, 2004). With the right approach, online reading can be a valuable and enjoyable part of a self-directed learning plan.

**Time Management.** Setting aside dedicated time for reading each day can help to avoid distractions and stay focused on the task at hand.

**Use of Technology.** Tools such as website blockers, reading apps, and e-book readers can help to reduce distractions and improve the reading experience.

**Active Reading.** Engaging with the material by highlighting, summarizing, and taking notes can help to retain information and increase comprehension.

**Selection of Material.** Choosing material that was relevant and interesting can increase motivation and engagement with the material.

**Evaluating the Quality of the Material.** Checking for reliable sources and considering the credibility of the author and publisher can help to ensure that the material was accurate and trustworthy.

**Consistency.** Incorporating reading into a daily routine and making it a habit can help to establish a consistent reading practice and overcome the challenges of online reading.

### ***Tools and technologies for improving online reading***

**Digital highlighting and annotation tools.** Digital highlighting and annotation tools were especially useful for students who need to review and retain large amounts of information quickly. These tools allow readers to easily highlight and make notes on important information as they read. This makes it easier to quickly review and retain the information, as well as to organize and categorize information for later use.

These tools can be used with a variety of digital documents, including PDFs, eBooks, and web pages. Some popular digital highlighting and annotation tools include Microsoft OneNote, Evernote, and Google Keep. Using these tools, readers can highlight text, add notes and comments, and even save images and multimedia to accompany their notes. The information was saved electronically, making it easily searchable and accessible from any device.

**E-reader devices.** An e-reader was a specialized device specifically designed for reading electronic books. They provide a paper-like reading experience and have features such as adjustable text size and built-in lighting.

**Text-to-speech software.** This type of software can help with comprehending the text by reading it aloud. This was especially useful for those who struggle with reading comprehension.

**Readability extension tools.** These tools can be added to your browser and help make reading online content easier by adjusting font size, line spacing, and background color.

**Note-taking apps.** These apps allow you to take notes and highlight important information while reading online. They can also store the information for later review.

**Speed reading software.** This type of software was designed to help you read faster by displaying text in rapid succession. It can be an effective tool for improving reading speed and efficiency.

By utilizing these tools and technologies, individuals can overcome some of the common challenges of online reading and improve their reading experience.

### **Related studies**

Numerous studies of CALL learner training for self-directed learning yield similar findings with positive results. The studies reported of learners attending the training gained self-directed learning and different English skills. The related studies can be seen below;

Romeo and Hubbard (2011) created a 10-week training program in a listening class for ESL students, aiming to enhance their independent listening skills using technology. This program centered on utilizing various online tools to improve both general and specific listening abilities, while also suggesting methods to ease the learning journey. The outcome revealed an enhancement in students' self-driven listening practices, shifting from listening solely for entertainment to listening for educational purposes.

Smith and Craig (2013), in their study at a Japanese university, conducted training sessions employing learning strategies, relevant technology-based language learning materials, and tools such as e-learning portfolios and self-reflection diaries.

This systematic and ongoing support aimed to heighten EFL learners' awareness and strategies for independent language learning. The findings indicated that this structured assistance positively influenced learners' perceptions towards self-directed learning and their eagerness to incorporate more technology-based resources for future learning endeavors.

In a similar vein, Lai et al. (2016) developed a 12-week online training program targeting undergraduate students to boost their involvement in self-regulated technology utilization for language acquisition. This initiative equipped participants with the essential pedagogical foundations for independently employing technology in language learning, providing them with requisite knowledge, strategies, and skills to effectively select and utilize online resources and tools. The study's outcomes highlighted the training's efficacy in elevating students' self-directed utilization of technology for language learning purposes and fostering their active engagement, proficiency, and strategic approach in employing technology for language acquisition.

Rashid et al. (2020) examined the impact of a mobile-assisted language learning (MALL) program on undergraduate students in Pakistan. The eight-week learner training program focused on enhancing students' writing skills in English by using smartphones to create blog posts. Participants received the training in technology use, along with technical, pedagogical, and strategic guidance for blog writing. Data from pre- and post-program surveys, interviews, feedback, and blog posts showed that the program effectively increased students' independent use of technology for English practice. Additionally, it sparked their interest in exploring new technologies for language learning. The study suggests a valuable model for



educators worldwide, highlighting the potential of mobile devices in supporting independent language learning.

Cunningham et al. (2019) investigated how CALL learner training helped the students to use computer tools for writing. This study aimed at helping those who might not be as familiar with technology as expected in a New Zealand university. The study focused on learner training which introduced the functions and features in computers that helps with writing by giving feedback and encouraging teamwork. Eight students from China, Japan, Chile, and Brazil took part. They had different experiences with technology. The study reported that the students used Microsoft Office Word's for writing effectively and efficiently. The training also boosted their confidence in using computers for writing.

### **Summary**

The literature review in the present study revealed two major concepts. This includes self-directed learning and CALL learner training.

In the first section, self-directed learning was defined as the ability of an individual that takes initiatives and is responsible for their learning. This includes the ability to analyze oneself needs, set a learning goal, choose appropriate materials, implements strategies, and evaluating outcomes.

In the second section, CALL learner training was defined as the training that aims to improve the ability to use technology for effective language learning. The model consists of three parts trainings. This includes pedagogical training, strategic training, and pedagogical training.

In the third section, online reading was defined as the mode of reading that requires smart devices such as smart phones, tablet, or computers to access into the websites. The information is presented through the monitor's screen and this yields benefits and challenges to the readers.



## **Chapter 3**

### **Methods**

#### **Research Design**

This study was a qualitative research design which aimed to study self-directed learning of secondary school students after attending CALL learner training designed by the researchers. Interviews and learning logs, and consultation recordings were employed as research instruments. The data from the three sources were analyzed by thematic analysis via deductive coding method.

#### **Participants**

The participants of this study were seven students from grade 11 in the participating school. The students in upper secondary education level were the focus of the study because the learners at this age were ready to be taught to self-direct their learning (Jones, 1993, Reio & Divis, 2005). In addition, they had high needs for independent study to prepare for university admission and study.

As shown in Table 1, all participants were female. The age range was between sixteen and seventeen years old. They were all from the same program—science-mathematics.

**Table 1***The participants' demography*

Number	Name	Gender	Age	Grade	Program
1	Yok	Female	16	11	Science-mathematics
2	Jaja	Female	17	11	Science-mathematics
3	Pingpong	Female	17	11	Science-mathematics
4	Gato	Female	16	11	Science-mathematics
5	MyMint	Female	17	11	Science-mathematics
6	Namwan	Female	16	11	Science-mathematics
7	Opal	Female	16	11	Science-mathematics

The participants were recruited on a voluntary basis. The training program was advertised to the upper secondary school students in the participating school, calling for any students in tenth to twelfth grades who were interested in developing self-directed learning to sign up for the training. For the recruitment, criteria were set and the students who met the following criteria were selected to participate in the study: 1) studying in grade tenth, eleventh, or twelve 2) having access to either computer or smartphone with internet 3) volunteering to participate in this experiment. The number of the participants had not been predetermined, but no less than six and no more than thirty. As suggested in Creswell (1998).

Purposive sampling technique was used for the selection of the school and the voluntary sampling technique was used as the recruitment method of the participants. First, a school that could provide technology facilities for individual uses was

selected. In this regard, technology facilities include 1) free access to wireless internet and 2) digital devices such as computers, tablets or mobile devices. The availability of these facilities could ensure that learners who participate in the online CALL learner training had a device to learn the lessons in an online self-learning mode independently.

To recruit participants, advertisements were posted all over the school. First, the training information which included a slogan, learning goals, learning mode, expected outcomes was created as an online poster and a video clip. Second, the online poster and video clip was shared on a social networking site, i.e. the school English department' Facebook page, and was also shared by the English teachers at the school to their students.

In the registration form, the students were informed about the requirements of the online program and the request for them to participate in the study throughout the course; however, they were informed of their rights to withdraw from the study at any time. Moreover, they were ensured that their identities and information obtained for this study was kept confidential and the data derived were erased by the end of the research project.

To ensure that the learners attended the lessons throughout the course of ten weeks, strategies that trigger intrinsic motivation were implemented. First, the training was designed based on the students' interests to sustain their motivation in completing the training. Second, free consultation sessions for the students who needed additional assistance were provided.

## **School context**

The CALL learner training was designed and conducted at a demonstration school in one province in the Central region of Thailand. The school was operated under the administration of one public university. It provided basic education for students from kindergarten to upper secondary education level. At the upper secondary level, the school offered six study programs including Math-Science, Math-English, English-Japanese, English-French, English-Chinese, and arts programs. Every program was based on the Basic Education Curriculum B.E. 2551 and used Thai as the medium of instruction in all subjects except in English subjects. Moreover, most students aimed at continuing study in institutions where most of the English texts concern English for academic purposes.

Apart from the mandatory subjects, the school required all students to attend School's Club hours which were registered as non-credit (pass/fail). The students could choose whether to join an existing club or they could establish one of their own with some other students.

During club hours, students could use the school's facilities including the computer room, the school's library, available classrooms, school's Wi-Fi, and students' internet account for accessing the university databases.

## **The CALL learner training**

### ***Training framework***

To study self-directed learning of secondary school learners, a CALL learner training program was developed to be used in a classroom. The training aimed at enhancing students' ability in performing self-directed learning for English language

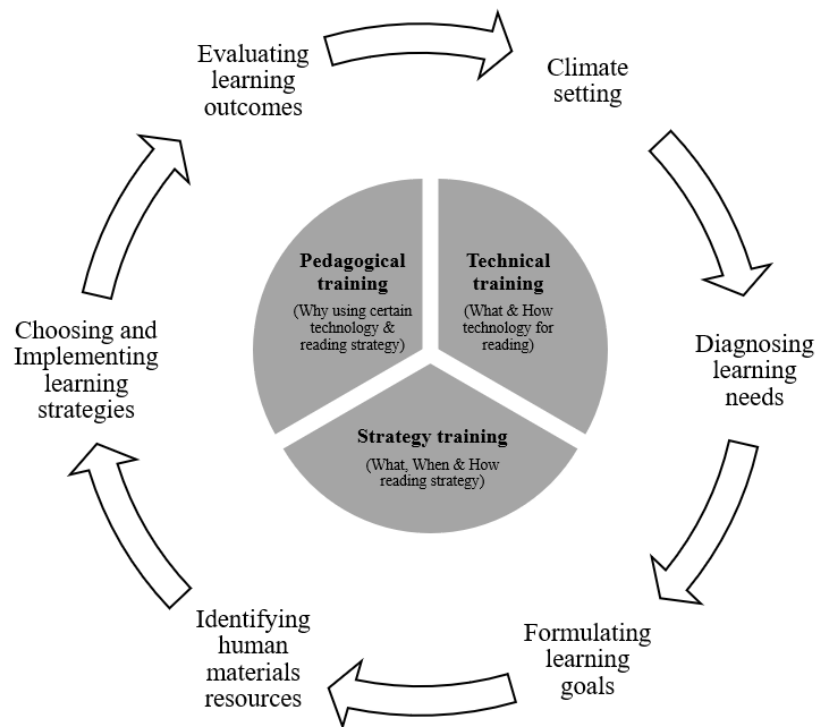
reading. Therefore, the instructional framework was designed specifically for this study. The program was co-constructed from the three concepts between the process of Knowles' self-directed learning (1975) and the three-part CALL learner training by Romeo & Hubbard (2010). First, the training was structured as the six steps training that helped learners to become self-directed learning that are; 1) Climate setting 2) Diagnosing learning needs 3) Formulating learning goals 4) Identifying human and materials resources for learning 5) Choosing and implementing appropriate learning strategies 6) Evaluating learning outcomes. Second, in each element mentioned above was consisted of the three parts of CALL learner training that are; 1) technical training concerns the understanding and the capability of the student in using computers' software and websites for English learning, 2) strategy training concerns the understanding and the ability to use certain reading strategies for English learning and for using technology, and 3) pedagogical training concerns the understanding the rationale of the concepts and theories of English learning with the use of certain strategies and technology. (See figure 2) For example, in the first session, that was exploring needs, the students were trained to be able to analyze their own needs that prepared them to be able to self-directed learning in reading with technology. In this regard, the training that concerns exploring needs, specifically in online English reading was presented in the form of technical training, strategies training, and pedagogical training.

A ten-week training and consultation was designed using this framework. Therefore, in the course, the learners were trained with the CALL learner training for self-directed learning in reading instructions as well as to get advice from the trainer. For this reason, the ultimate goal of this training was to facilitate the learners to be

capable of carrying out their own reading independently outside the classroom and make informed decisions when using technology for online English reading.

**Figure 2**

*Training framework*



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### ***CALL learner training design***

#### *Training description*

In this course, students learned through various activities that helped them to become more self-directed in online English reading. The students took the initiative, with or without the help of others, in analyzing needs, setting a goal towards online reading, choosing online reading materials, implementing online reading strategies,



and evaluating outcomes. Moreover, the course helped the students to be more skillful in using technology and strategies for online reading as they learn 1) ‘what’ technology could be used to facilitate online English reading 2) ‘what to do’ with the technology to make online English reading more effective and efficient 3) ‘why’ the technology and strategies were used. This included discussion on the importance, concept, or theory of using the technology and the strategies.

#### *Training outcomes*

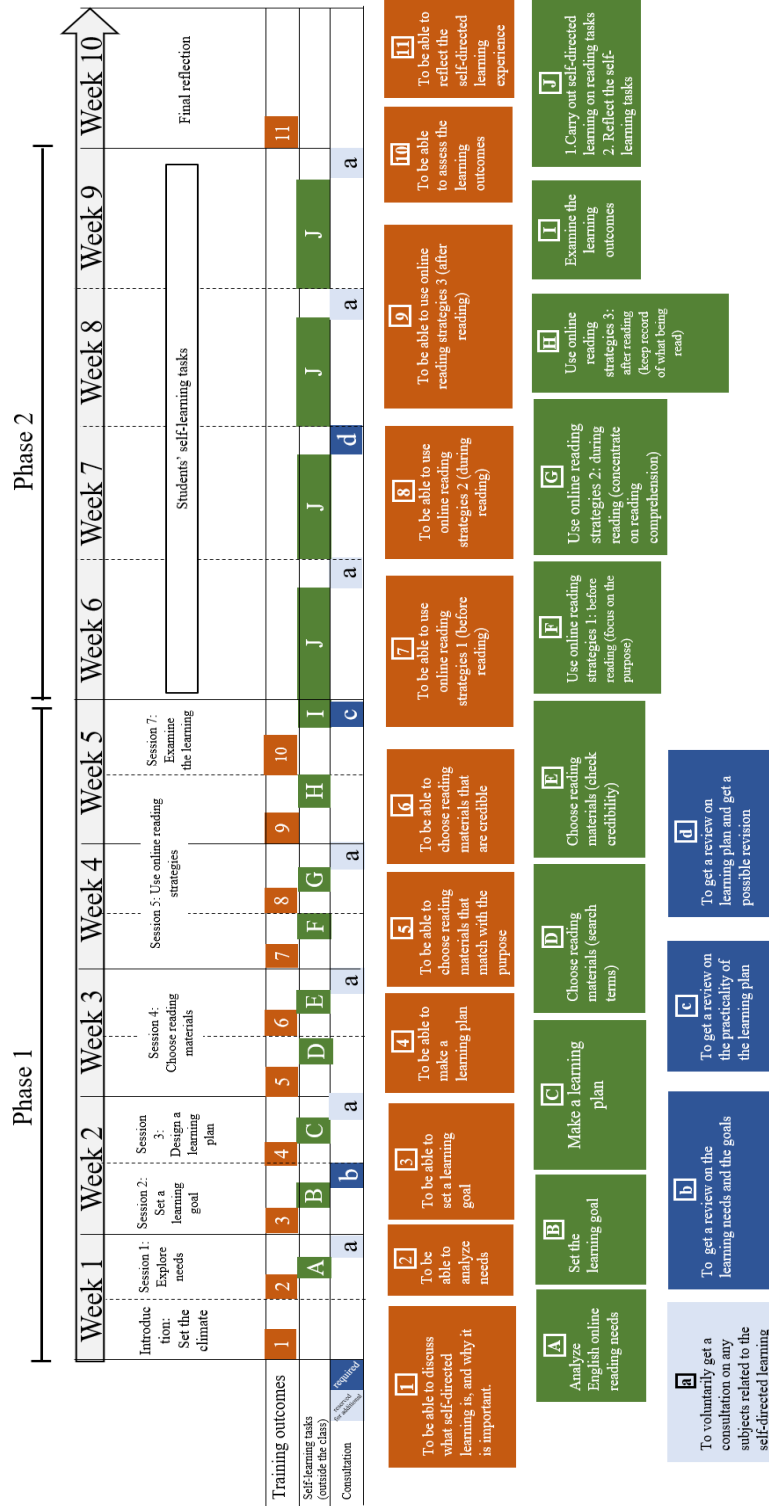
At the end of the course, the students were able to self-direct their own learning in online reading in English that integrates technology and strategies with rationales in an online setting properly.

#### *Length of Training plan*

The CALL learner training was held for 10 weeks. In each week, there were three types of activities which were training, consultations, and self-learning tasks. First, the training; the students meet in class to learn and do the activities with the trainer for 1 hour 40 minutes. Second, after the training sessions, the students can seek advice in the consultation sessions for a maximum of 30 minutes. Three sessions were required for all students. The rest was optional. Third, self-learning tasks that the students were asked to carry out their own self-learning tasks outside the classroom.

Figure 3

The CALL learner training



As shown in figure 3, the training was divided into two phases. Phase 1 focuses on explicit training instructions, while phase 2 focuses on individual learning works of students toward self-directed learning on reading with technology.

In phase 1 from week 1 to week 5, the students receive in-class training. In one week, the students get two sessions of training. Each session consists of technical, strategy, and pedagogical training, but some sessions only provide one or two training from the three training. This depends on the focus of the week because technology only comes to help students in online reading. For example, in the first session: diagnostic learning needs, only pedagogical and strategic training were provided because the students only focus to find the needs and technology that help them read come at later weeks when they start to read.

Also, the sessions constructed of the training were arranged sequentially from the model of self-directed learning. After finishing in-class training each session, the students have two days to carry out the activities concerning the topic discussed from the in-class session. For example, in session 2 in week 1, the students receive training regarding setting the climate with technology in the classroom. Then, they have two days to implement the task about setting the climate for self-directed learning on reading with technology by themselves (letter B in the figure 3)

In phase 2 from week 6 to week 9, the students carry out the self-directed learning tasks on their own. In this phase, the students have to design the learning plan and carry out the tasks by themselves including the goals of the learning, the

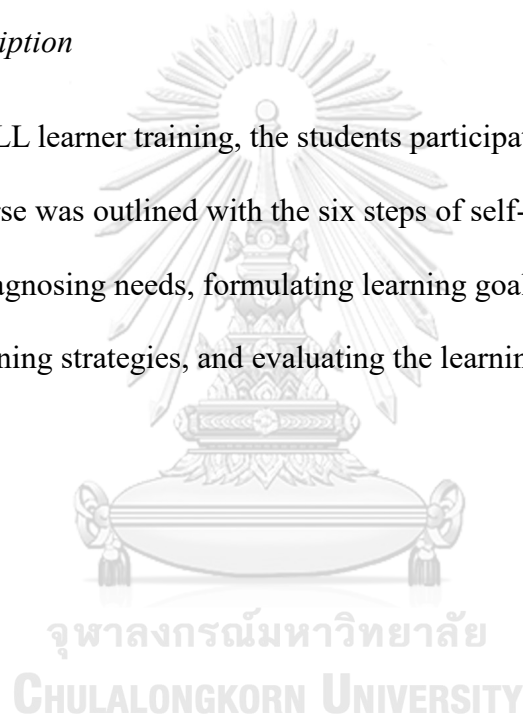
reading materials and reading strategies they were to cover and the way they evaluate their skills. In addition, the students were required to write their reflection.

In weeks 2,5,7, the students were required to join the one-on-one consultation session for 30 minutes each to discuss the activities that they carry out on their own (dark blue). The students, however, can have more consultation if needed (light blue).

### ***Learner training***

#### *The Session Description*

In this CALL learner training, the students participate in the in-class training program. The course was outlined with the six steps of self-directed learning from setting climate, diagnosing needs, formulating learning goals, choosing the materials, implementing learning strategies, and evaluating the learning (see table 1).





**Session 0: Set the climate.** This session first introduced the concept of setting up the climate so that the students were introduced about what self-directed learning was and why it was important. Unlike the other sessions, this session employs only pedagogical training since it was intended to enhance the students' understanding of self-directed learning and get them ready before engaging in the following self-directed learning tasks (see APPENDIX A).

**Session 1: Explore learning needs.** At the end of this session, the students were able to tell their own needs of online reading. First, pedagogical training was presented as the teacher explains a brief concept of diagnosing learning needs. Then, the students discussed the importance and the reasons behind diagnosing needs. For strategic training, the students were guided to self-recognize their online reading needs through hands-on interaction with online texts. At this point, the students were asked to read online texts that prompt them to go through different stages of reading from before-reading, during-reading, and after-reading. This task raises student's awareness of what stage of online reading they need the most. After going through the reading task, they then expressed the experience through student's self-reflection which was used for formulating learning goals in session 2. For technical training, however, was omitted from this session because technical training was regarded specifically to the technology that improves the skills of English. In the end, the students were reminded to constantly monitor their needs because the needs of a person can be changed from time to time. The guidance to self-monitor was suggested

such as revisiting the needs, trying to go through the process of reading and doing a self-reflection again (see APPENDIX B).

**Session 2: Set a learning goal towards online reading.** At the end of this session, the students were able to formulate learning goals that were specific and aligned with the needs. For pedagogical training, the students were explained with the concept of learning goals and then they discussed the reasons why formulating learning goals was needed in self-directed learning. For strategic training, a goal setting strategy was presented. The strategy focuses on how learning goals that were specified to the needs were formulated. In this case, the SMART criteria; the standard measurement for setting proper goals for self-directed learning, were used. In SMART goal setting activity, the students were prompted to set a learning goal that was specific, measurable, achievable, relevant, and time bound. Technical training, however, was not introduced because technical training was regarded specifically as the technology that improves the skills of English. In the end, the students were reminded to monitor the goals in case the needs were changed, the goal has to be changed to align with the new needs too (see APPENDIX C).

**Session 3: Design a learning plan.** At the end of this session, the students were able to identify the components that were involved in the learning plan. For pedagogical training, firstly, the students were informed about the importance and the reasons why a learning plan was needed in self-directed learning. For strategic training, the students were provided the opportunity to overview the learning plan. During this time, the students start from writing the goal in their plan. Next, they looked thoroughly into the rest of the self-directed learning plans and examined each

component in the plan to see what was involved in their self-directed learning. And at the end, the students have to identify the other elements in the plan which includes 1) plans for choosing online texts, 2) plans for using online reading strategies to reach the goal, and 3) plans for evaluation of the goal. Finally, they were asked to keep the learning plan to be used in other sessions in the later weeks (see APPENDIX D).

**Session 4: Choose online reading materials.** At the end of this session, the students were able to select English texts to read from online sources that were reliable and aligned with the goals. First, pedagogical training was informed by the teacher about the availability and accessibility of online texts in these present days. Then, the students discussed the importance of choosing the right reading text that matched the goal for self-directed learning. Then, strategic training was presented as the students were guided through making decisions on online websites that were based on the students' learning goal. They were also reminded to monitor the selection of the materials for the reason that if they decided to change the goal later, the reading material needs to be changed accordingly. Also, learners were guided through the process of evaluating the credibility of online reading material. They learned how to critically analyze online sources, check for bias and accuracy, and consider the author's credentials and reputation. Learners also were reminded to monitor their selection of materials and update them as necessary if their goals change. For technical training, the basic uses of google search such as filtration and word specification were introduced after the students got the purposes of the reading in their mind and used it to generate keywords for the google search (see APPENDIX E).



**Implement online reading strategies (Session 5-7):**. At the end of these sessions, the students were able to use online reading strategies in relation to technology aids for facilitating online reading. The strategies selected regard the reading strategies suggested by Mokhtari & Sheorey (2002) that were in line with the later-adapted online reading strategies by Brun-Mercer (2019). The strategies include 1) before reading: focus on the purpose 2) during reading: concentrating well on reading comprehension and 3) after reading: keep a record of the information (see APPENDIX F).

In the three training sessions, online tools and features from websites were introduced to the students. The students learned three main tools that can help them read online English texts easier and more effectively. The first tool, which was presented in the before-reading session, was text highlighter tool. This tool was helpful for readers to annotate and highlight important parts on the screen. It could also help the readers to identify the emphasis such as the topic, main idea, keywords from the online text. The second tool, which was presented in the during-reading session, was the online click-access dictionary from Longman online dictionary. This tool was to help the reader understand and comprehend the text better in case they did not know some vocabulary in the text. It helped the reader maintain the flow of reading since they did not need to shift to another website page just to look up the meaning of the words. The third tool, online mind-mapping, was presented in the after-reading session. This tool helped the reader to make connections and summary the essence of the article and texts that they read online. They could use different styles of line to show different relationships among the ideas.

**Session 5: Implement online reading strategies (before reading; focus on the purpose).** At the end of this session, the students were able to make a decision whether they should continue reading the text more deeply or find a new text that better matches their purpose of reading. First, pedagogical training was presented as the teacher explains that the internet offers a vast volume of reading sources. Some sources cannot give an answer to the questions that the students have or they can mismatch the purpose of reading. So, it was important to quickly preview the text just to get a basic understanding of the text before deciding to read more deeply. After that the students participate in the discussion of what might be the solution to the problem and what technology that was useful and can help to cope with the problems. For strategic training, the students were prompted to set a purpose for reading and state a question that they want to get an answer from the reading. Then, they were asked to go online to search for a text that can answer their questions. During this time, they were introduced with the skimming strategy such as concentrating on the introduction and conclusion sentences, titles, headings, sub-headings, initial and final sentences, signal words, repeated words. They were also guided to be mindful when scrolling the online pages; such as trying to avoid scrolling too quickly. For technical training, online text highlighters were explicitly presented to the students. The highlighter helps the student to see important elements such as titles, headings, sub-headings, initial and final sentences, signal words, repeated words. These elements help them to make a prediction of the topic that may consequently provide clues to the answer.

**Session 6: Implement online reading strategies (during reading; concentrating well on reading comprehension).** At the end of this session, the students were able to discuss the text they read. First, pedagogical training, the teacher explains that unlike the previous session, this session requires the students to spend more time concentrating on the reading to understand the text more deeply and this helps them discover an answer to the questions. After that the students participate in the discussion of how this session was useful and what technology can help them understand the text better. For strategic training, the students were introduced with context clue strategies which helps them predict the meaning of unknown words using the surrounding words. Also, the students were introduced to use a dictionary more efficiently since sometimes using a dictionary too frequently when reading can make the students lose focus and worsen comprehension. For technical strategy, click-access online dictionaries were introduced since sometimes contexts cannot help to predict the meaning. The reason that click-access online dictionary was presented rather than online dictionaries was because click-access online dictionaries can show instant definitions of the unknown word without shifting to other pages.

**Session 7: Implement online reading strategies (After reading; keep record of the information).** At the end of this session, the students were able to summarize information from different sources. First, pedagogical training, the teacher introduced that after thoroughly reading one text, it was likely the information doesn't provide a full explanation to the questions. For this reason, it was important to keep a record of what was being read and gather data from different sources in order to make connections and find a well-explained answer to the question. For strategic training, the students were presented with summarization strategies. For example, the students

were guided to try to capture the main ideas of the text and select the important details that support the ideas. For technical training, online mapping tools were used in order to organize and draw connections between each summarization from different sources. The online mapping was freely available on the website; <https://www.mindmup.com/>. The technical training would regards the features and command of the tool. For example, the students were trained to click + to add more shapes to the mind map, click two dots between the shapes to draw a line.

**Session 8: Examine the learning.** This session introduces the method that students can use for evaluating learning outcomes after they complete any self-learning tasks. For pedagogical training, the students participate in discussions of what evaluation of learning outcomes was and why such evaluation was needed. For strategic training, the students were guided to monitor their learning by creating a self-made checklist using the goals as the criteria. Then, they have to rationalize the completed mark on the checklist with the reference to their learning experience written in the logbook. Technical training, however, was not introduced because technical training was regarded specifically to the technology that improves the skills of English (see APPENDIX G).

### **The structure and sequence of each training session**

In the pedagogical training, learners were guided through pedagogical discussions on the concepts and theories behind different aspects of self-directed learning including the skills and the related strategies. The pedagogical and strategy training were structured in an interactive manner.

In strategic training, learners were guided to make informed decisions about how to use technology for language learning purposes. During this training, various strategies and techniques to effectively use technology for online reading were suggested, such as selecting appropriate software, websites, or applications, and using these tools to improve their language skills.

In technical training, relevant technological applications and resources that could facilitate the implementation of the discussed strategies were introduced. Learners were guided to develop skills and knowledge related to using technology for online English reading purposes. During the training, learners learned how to use various digital tools and software applications to enhance their language learning experience.

In the reflection and extended activity stage, learners were engaged in an extended language learning activity that involved the attempt and the practice of the utility of the aforementioned technological applications, resources, or websites. Moreover, the reflection stage where the students can express opinions and thoughts toward the use of the topic including strategies and technology were introduced.

### ***Consultation***

As the learners were able to reflect deeply, make connections, and take responsibility for his or her language learning and also raise the awareness to control the learning, the teacher applies reflective dialogue (Kato & Mynard, 2015) and micro- & macro-skill for language consultation (Kelly, 1996) includes basic counseling strategies such as repeating, mirroring, restating, and summarizing; and more advanced counseling strategies such as giving positive feedback, empathizing,

complimenting, using metaphor, using powerful questions, intuiting, challenging, using silence, and accountability. Furthermore, the teacher did not prescribe the course of learning for the students but helped them to reflect and make the decision to plan the learning by themselves. Also, the teacher was only presented to support and facilitate this process.

### **The structure of the consultation**

In voluntary and required consultation sessions, language counseling structure was used (Kato et al., 2021). In every session, counseling went by three phases that were 1) Opening 2) Midway 3) Closing. The detail of each phase was described below;

**Open.** The purpose was to build rapport with the students to create a friendly and supportive atmosphere and to initially find out what the “issue” is. In this phase, the teacher uses the same pattern of questions and dialogue throughout the counseling program regardless of the topic of the week. During this phase, the teacher uses micro-skill for counseling as the teacher listens attentively, asks for the problems using yes/no and simple questions, and raises students’ awareness of the issues. The following were example questions; “What would you like to talk about today?” “What was on your mind?” “What was the problem you see?” “Were you able to carry out the plan?”

**Midway.** The purpose was to help students reflect deeply on the “issue” from various perspectives and have them propose ways to solve the issue. This was the only phase where the questions and dialogue were different from week to week as it depends on the topic of the training (e.g. needs and goals setting, making a learning

plan). During this phase, advanced counseling strategies such as powerful questions, metaphors, positive feedback, empathizing, complimenting were implemented. Moreover, activities and illustrations that encourage students' self-reflection on the topic were used such as Vision Board, The Goal-setting Pyramid, and Viewpoint Switching, etc. The following were example questions: “What was currently happening?” “What was something you could do to make the task easier?” “What makes it difficult for you?” “Why do you think you couldn’t carry out your plan?” “How would you do the task if you were me?”

**Closing.** The purpose was to elicit the decision of future study plans from students and ensure that they take responsibility for the decisions. This phase uses a similar pattern of questions and dialogue throughout the training regardless of the topic. During this phase, an advanced counseling strategy which was accountability was used. The following were example questions; “What will you do next?” “Why do you change them?” “How will you proceed with this?”

*Required consultation* จุฬาลงกรณ์มหาวิทยาลัย

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For the required consultation, three sessions were listed at three different weeks that were 1. needs & goal setting 2. examine the practicality of the learning plan 3. revise the learning plan. These sessions were considered important for learners to have a consultation as suggested by Kelly (1996) and Kato & Mynard (2016). Each consultation was held for 30 minutes. The details of each week were described below.

### **Week 2(needs and goal setting)**

The purpose of this consultation was to check and validate learning needs and the setting of the goals. Therefore, the outcome was that the students would be able to complete outlining the goals.

Prior to the session, the teacher goes through the students' needs and goal setting written on the questionnaire and examines if the needs align with the goals and if they were achievable.

During the Midway, the teacher displays students' needs and goals then questions them with reflective dialogue that encourages students to think 1. if the certain needs translate to the certain goals 2. if the goals were achievable. In some cases, the teacher may ask the students to break down the big goal into short-term goals (what were the small goals they have to achieve to get the big goal). A visual aid activity "goal-setting pyramid" was used to support the reflection and elicit the answers (see Appendix H).

### **Week 5 (examine the practicality of the learning plan)**

The purpose of this consultation was to check and validate the learning plan of the students including the goals, the materials, the reading strategies, the time allocation for reading activities and the methods evaluating outcomes which spans throughout the period of four weeks. Therefore, the outcome of this consultation was that students would be able to describe their prearranged learning plan for out-of-class learning.



Prior to this consultation, the teacher goes through the learning plan and jot down comments and possible questions to be used in the discussion.

During the Midway, the teacher displays the learning plan with comments from the teacher. Then, questions the students with reflective dialogue that encourages them to think if 1) the goals translate to the activities, 2) the activities were practical with the limitations, 3) the resources match with the activities, and 4) the evaluation was proper for assessing the learning. (see APPENDIX I).

### **Week 7 (Revising the plan)**

The purpose of this consultation was to review the original goals and plan to see if they were appropriate and revise them to be more realistic if needed. Therefore, the outcome was that students would be able to tell the revision of the learning plans.

Prior to this consultation, the teacher goes through the learning plan and jot down comments and possible questions to be used in the discussion.

During the Midway, the teacher displays the learning plan with the comments noted. Then, questions the students with reflective dialogue that encourages them to think if 1. they accomplish the tasks as planned 2. any unforeseen situation happens during the plan 3. the original plan works well. By the end of the session, the students write a revised plan that makes it more practical and realistic. (see APPENDIX J).

### *Voluntary consultation*

For the voluntary consultation, the teacher reserves the time from 1-4 pm at week 1, 3, 4, 6, 8, 9 as the students who seek the consultation can make a request by sending a note to the teacher's email on the first day of the week. The session presents

the opportunities for the students who encounter difficulty in learning and seek assistance. The procedures of the voluntary consultation were presented by the same structure (opening, midway, closing). However, the only differences were the question pattern and dialogue in the Midway phase.

During the Midway, the teacher uses the questions depending on students' problems. The teacher uses reflective dialogue that encourages them to think about 1. a deeper insight of the problems 2. a look at future possibilities to solve the problems. The following were example questions: "What was something you could do to make the task easier?" "What makes it difficult for you?" "Why do you think you couldn't carry out your plan?" "How would you perform the task if you were me?" (see APPENDIX K).

### ***Self-learning task***

The students were working on the students' designed plan for out-of-class learning. The learning contract helped the students to organize and elaborate their learning reading more effectively. This made the students become more creative in identifying learning resources and developing learning strategies and evaluating what they accomplished. For this reason, the students were given a space for negotiation with the teacher at the first individual meeting for choosing reading objectives and reading material in line with their needs and interests. For the length of the project, the students were suggested that they carried out self-learning task for 30 minutes for 2 sessions per one week and list the activity done on the weekly reports specifying the objective, learning materials & strategies, time spent, procedures, evidence of accomplishment and criteria & means of validating the accomplishment (Knowles,

1975). The expected accomplishment for the students' self-learning task each week. (see APPENDIX L).

### **Research instrument**

The study employed two research tools to investigate self-directed learning of Thai secondary students using CALL learner training. First, the students' learning log was used to study the students' self-directed learning on reading throughout the course of training. Second, interviews which were used one month after the completion of the training to study student's self-directed learning on reading by obtaining it from students' experience on their self-learning. The results were used to answer the research question.

### ***Learning log***

Learners were asked to write a paragraph in the form of a learner's weekly report describing their self-directed learning experience outside the classroom. Every week, the learners need to describe what, how, and why they execute any English learning activities using learning strategies and technology. They were requested to describe the process in a paragraph(s) length either in Thai or English. In the report, the students were guided to write according to these following points; 1) materials used 2) strategies used 3) date and time 4) the description of the procedure 5) comments on the learning. Learner's learning log was an important tool that helps the researcher to keep track of what the participants do outside the class time. This report showed their performance, ability, and potential problems when they learn on their own. The form can be seen in appendix A.

### ***Interview***

The second research instrument was an interview. This tool was administered one month after the students received the training and already completed the self-learning task. In the interview, the students were asked the same questions which were developed to study students' self-directed learning. The interview questions can be seen in appendix B. The interview was conducted individually, and it took around 20 minutes to finish. The participants were able to choose the language in which they were interviewed either Thai or English. All the interviews were recorded for later word transcription.

### ***Recordings from consultation***

The third research instrument was recording tape which were derived from the consultation sessions; both required and voluntary sessions. In the consultation the questions which were created to be part of the consultation were used. Audio-recorder was used to record the responses of the participant who engaged in the consultation.

### **Validity Check**

The instruments were validated by three experts who were in the field of self-directed learning, autonomous learning, learner training or self-access learning center.

For the training sessions, the experts were asked to comment on the quality of the training outcomes, content, instructional materials, in-class activities, time allocation, and out-of-class assigned tasks. For the consultation sessions, the experts reviewed the consultation outcomes, the questions used in each phase of consultation, and the time allocation. Lastly, the interview questions were checked whether they were appropriate to be used in in each phase.

After receiving feedback and recommendations from the experts, the research instruments were revised. The comments were on the outlines, templates, and instructions given in the exercise practice of the training. Also, some teacher's dialog in the training and consultation were suggested. There were no major comments on the structures of the training, consultation, nor the interview.

### **Data Collection Procedures**

In this study, the researcher only collected qualitative data to answer the research questions. Therefore, in order to study self-directed learning of Thai secondary students using the online CALL learner training, the researcher collected the data in three phases throughout the study. In each phase, the data gathered, and tools used were different, which was explained in detail below. (See Table 3)

**Table 3**

*Data collection process*

Phase	Data collection process
1 Before the implementation	-Collect learners' demography through semi-structured interview
2 During the implementation	-Administer students' learning logs
3 After the implementation	-Collect the students' learning logs- Semi-structured interview

Before the implementation phase, the researcher collected background data of the participants which explained the characteristics of the learners and the tendency and motivation of each individual towards self-directed learning. Moreover, learners' demographics were collected which includes genders, ages, and English learning experience, learners' study major, family's support for English learning.

During the implementation, two research tools were employed. First, the researcher administers the student's learning log. The learners were requested to describe their self-reading process outside of the classroom along with English learning experience with technology in their learning log report. The reports were written by the participants after each time they initiated English learning outside the classroom. The writing was guided with questions prompted by the researcher.

In the last phase, after the implementation, the researcher collected the learning logs that the students carried out. In addition, the students participated in a semi-structured interview conducted by the researchers.

### **Data Analysis**

The analysis of the data focused on the changes of the students after the implementation of the training tools which was the online CALL learner training. In this present study, an inductive research approach was used to study self-directed learning of Thai secondary students using CALL learner training. More specifically, the researcher only uses qualitative data analysis to deal with the derived information.

### ***Qualitative data analysis***

In this study, the qualitative data obtained from the three research instruments were analyzed, which were the students' learning log and interviews. The data were

analyzed using an analytic memo and a thematic analysis via content analysis - deductive approach. The details were described as follows;

### **Analytic memo**

Analytic memos were used as the data analysis tool which was employed with 1) the data from the student's learning log that the students record their online reading activity during their self-learning task 2) data from the interview from each student after they complete the training and self-learning task. The details of each analytic memo on each research tool were described in the following paragraphs.

First, the learning logs of every student were acquired once they completed their self-learning task three weeks following the training. There were six logs for each participant. The student's learning logs were read, reviewed and interpreted. One learning log of one student was analyzed at a time. Then, a reflective commentary was written in order to show how the researcher critically reflected the student's experience. Once the first log of the first student was completed, the second log of the same student was read, reviewed and interpreted. The same process repeated itself until the log of the first student was thoroughly examined. At the end of this student's log, the overall experience of the self-directed learning of the student was reflected as a paragraph. Then, the next student's log was read, reviewed and interpreted in the same manner and procedure.

Secondly, the data from the interview of the students after they completed the self-learning task were recorded and then written using an analytic memo. Once the data from the interview of one student was transcribed, the reflection and analytic memo of the students' responses were immediately started. This reflection includes

the summary, comments and reflections on particular aspects of the student's self-directed learning. This reflection was saved for later coding. Also, the transcription of the participants were used in the coding.

Third, the data from consultation recordings during the training program were documented using an analytic memo. The recordings were transcribed, and they reflected on the participants' responses. The reflections were similar to the previous two tools. The first paragraph was the summary of what they responded to in the consultation. The second paragraph was for the reflective commentary on the students' responses in the consultation.

#### **Thematic data analysis: content analysis - deductive approach**

The main conceptual framework of this study has been determined by a well-established scholar on self-directed learning. The codes were already defined. The framework were that an individual with self-directed learning was the one who initiatively assesses one's own needs, sets an appropriate goal to tackle the needs, chooses materials that correspond to the needs, uses strategies to overcome challenges, and assesses oneself whether or not the goal was achieved. The qualitative data analysis method therefore was done through content analysis: deductive approach. This means a codebook was firstly developed with an initial set of codes from the framework of self-directed learning and this codebook was based on the current research question. Then, each individual pre-determined code was used to match the possible content in the data. The designated codes from the data were then grouped together to derive the themes. This content analysis was done with the data



from the learning logs, the responses from the interview, and the responses from consultation recordings.

### **Initial coding**

The general overview of the data was the starting points which it was reviewed by being read quickly to get the sense of the data and the general understanding of the data before analyzing each individual data. This included 1) learning logs, 2)interview, 3)consultation recordings.

### **Code categorization**

Each code, which was developed from the framework was assigned to each highlighting color. For example, the code of ‘analyzing needs’ is assigned to orange color. The code of ‘setting goal’ was assigned to yellow color. Then, the potential sentences or phrases were color coded as the designated color. For example, a statement from the learning log of one participant was that ‘I wanted to read more about carnivore plants’. Therefore, after reading and interpreting the sentence, the pre-determined code of ‘setting goal – yellow color’ was the possible match. At this stage, yellow color was used to highlight the statement to reveal that this certain written sentence from the learning logs of this particular participant was about ‘setting a learning goal’ as suggested by the framework.

This color coding was done throughout each data. Then, the same color-coded sentences were put together to represent the same category.

### Theme

Once the data derived from the coding were categorized and grouped together, the themes were determined. For example, the code ‘The first thing that I do was I looked at the length of the text before selecting and reading the online text in detail.’ This code was highlighted with a color (green) which represented ‘choosing materials’. It was grouped with the same color(green) which represented ‘choosing materials’. For example, there was a similar code that was highlighted with the color (green) such as ‘I tried to look at the words written on the text and consider whether they are too advanced for me before I started to read.’. These two codes were highlighted using the same color(green). Therefore, they were categorized in the same group. Finally, the code was matched with the pre-determined theme that was ‘choosing online reading material’ The sample of coding method can be seen in table 4 below.

**Table 4***Content analysis coding sample*

Data	Codes	Theme
The first thing that I do was I looked at the length of the text before selecting an reading the online text in detail.	length of online texts	Choosing online reading material
I tried to look at the words written on the text and consider whether they are too advanced for me before I started to read.	level of vocabulary of online texts	

***Trustworthiness of the qualitative data analysis***

In this study, the qualitative data analysis was proved by triangulation. In this method, the data from the three qualitative tools were compared to see the similarities and differences of the data. A comparison was drawn between 1) writing in the learning logs, 2) responses from interviews, and 3) responses from consultation recordings. This means the trustworthiness of the findings were confirmed and verified once the data were repeated in different research tools. For example, one participant reported of considering the level of English within the online text before reading it on their learning log. If the data were similarly repeated in the interview and the consultation recordings saying that this person looked at the level of vocabulary of

English before deciding to read an online text, it can be confirmed that this person indeed choosing online English reading after considering level of English. This triangulation is done throughout the process before findings and conclusions were drawn.

### ***Ethical considerations***

This study aimed to maintain the utmost ethic of qualitative research. The study was done through rigorous practice from research on human subjects' ethical considerations. First, before the participants registered for the CALL learner training, they were informed that this participation is one part of the thesis study. Then, formal letters for parental endorsement were given to the guardians. The participants needed to get approval from their parents before they could join the training. Next, the participants were informed that the participation or the performance in the training was not in any way related to the grade in their school. Next, the participants were rightfully able to withdraw from the training if intended. Lastly, they were also informed that the information provided would be kept confidential and destroyed after the completion of the thesis.

## **Chapter 4**

### **Research Findings**

This chapter presents the findings of the study, which were the students' self-directed learning in online English reading after they attended the CALL learner training. Qualitative data from three sources: learning logs, consultation session recordings, and interviews, was obtained at different periods of time. First, six learning logs were collected from each student in the self-learning session. Second, the consultation sessions with each student were recorded. Lastly, the students were interviewed one month after they completed the training and their self-learning tasks.

The data from the three sources was analyzed by using the thematic deductive analysis approach and was triangulated to ensure trustworthiness. Excerpts from the learning logs and the scripts from the interviews and the consultations were provided to illustrate the findings. For the parts of data that were originally in Thai, English translation was provided in italics.

Before presenting the findings, the first section describes the background information of the participants.

#### **The background of the participants**

In this CALL learner training, seven female eleventh grade students signed up to attend the training voluntarily. All of them were in science and mathematics at a demonstration school in Thailand. The participants were preparing themselves for the university admission. For the admission examination, they would have to take some English standardized tests. Every participant usually experienced online reading in English as they needed to research information for their school projects and

assignments. Also, they reported that they heavily used their smart devices to read texts online because it was easier to access than books in the library.

Since every participant came from the same program: sciences & mathematics, they shared a similar interest and goal pointed to science-related topics. The topics covered biology, astronomy, medicine, psychology. Three participants from the seven aimed at improving English reading ability for the upcoming national exam and the future study in the university. One participant of the seven aimed at improving English reading ability to complement the knowledge and skills needed for the current classes at her school. Three participants of the seven aimed at exploring and fulfilling the topics after their hobbies. Only one participant aimed at practicing reading strategies and skills needed for any future given reading tasks that required English reading. The specific background and the information regarding participants' motivation to join CALL learner training for self-directed learning is provided below. The names of the participants were fabricated to ensure confidentiality and anonymity.

**Yok.** Yok was interested in reading biology-related subjects in English because she planned to study either in pharmacy or veterinary when she graduated from high school. Her goal in the training was therefore to be able to summarize biology-related texts such as about plants and animals without using a dictionary. She reported that she wanted to be able to read without using a dictionary because this could help her build foundations for the future study in the university.

**Jaja.** Jaja was interested in reading about astronomy in English because she liked it since she was a child. However, at the moment of the training, she studied

biology at her school extensively and this required her to read biology-related texts. Also, the content in her biology class were in English and this motivated her to practice English and joined the training. Her goal in training was to summarize the knowledge about biology in English reading for the school and for her future admission to a medical school.

**Pingpong.** Pingpong was interested in reading about biology. The main motivation of her joining the training was because she wanted to be a medical student. The future admission exams of the field required her to complete English reading tasks. In addition, she wanted to read biology in English to complement her knowledge and skills needed in the biology class at her school. For this reason, her goal in the training was to be able to tell facts and information related to the human body.

**Gato.** Gato was interested in mental health, psychology, and psychological conditions because she normally read Japanese comics in English and she experienced unknown and unexplained physiological terms and disorders in the comics. Her goal in the training was to be able to explain English psychology terms and conditions.

**MyMint.** MyMint was interested in reading physics about radiation at first but after a few attempts she reflected that it was not related to her current life and that was the reason why she steered her interest and goal towards child psychology. She never had an experience reading child psychology online in English ever before, but she always wanted to try reading it in English. She was usually exposed to child psychology around herself such as friends and her as a child. Sometimes, those events were unexplainable to her. This motivates her to join the training program. For this

reason, her goal in the training was to be able to tell the factors, reasons, or causes that affect children's psychology.

**Namwan.** Namwan was interested in reading news in English. She realized that reading English was difficult for her and she wanted to improve her English reading through reading English news online because it is the easiest source to access. Her goal in the training was to be able to summarize online English news without using any aids such as an online dictionary or google translation. Also, she was motivated to acquire online reading strategies that would help her do university admission exams in the future.

**Opal.** Opal had been interested in astronomy since she was young. She used to read astronomy texts in Thai, but the content was limited. Instead, she found a variety of astronomy texts in English. This pushed her to read and practice English reading online so that she could read them. Her goal in the training was to be able to tell astronomy facts from reading astronomy texts in English.



## **The summary of each participant's self-directed learning in online English reading**

Overall, the participants enhanced to some extent the ability to self-directed learning in online reading. They could analyze the needs, set a learning goal, choose online reading material, implement online reading strategies, and evaluating learning outcomes. However, there are some of the areas that the participants couldn't fully enhance. This included the ability to set an effective goal and the ability to strategically choose online reading materials.

The followings are the summary of each participant's self-directed learning in online reading in English after attending CALL learner training. The detail of each participant can be observed below.

**Yok.** First, Yok gained the ability to analyze her needs towards online reading. Second, her goal was not effective because it lacked measurability and time-bound. Third, she was not able to choose reliable online reading texts. Forth, she was able to employ online reading strategies in before, during, and after reading. Fifth, she was able to evaluate her learning upon the completion of the task.

**Jaja.** Firstly, Jaja acquired the ability to analyze her online reading needs. Secondly, her goal was not effective because it lacked measurability and a time-bound aspect. Thirdly, she was able to choose online reading material effectively. Fourthly, she was able to employ online reading strategies in before, during, and after reading. Fifth, she was able to evaluate her learning considering the goal.

**Pingpong.** Firstly, Pingpong sometimes did not assess her online reading needs. Secondly, her goal was ineffective because it lacked both specificity and a clear

timeframe. Thirdly, she was not able to choose online reading texts that matched her goal sometimes and was not able to choose reliable texts. Fourthly, she was able to employ online reading strategies in before, during, and after reading. Fifthly, she was able to evaluate learning outcomes.

**Gato.** Firstly, Gato was able to assess her needs for online reading. Secondly, her goal was not effective because it lacked measurability and a defined timeline. Third, she was not able to choose reliable online reading texts. Fourthly, she was able to employ online reading strategies in before, during, but she was not be able to employ strategies after reading. Lastly, she assessed her own progress after completing the reading tasks.

**MyMint.** Firstly, MyMint acquired the ability to assess her needs. Secondly, her goal was not effective because it lacked specific details and a clear timeline. Third, she was able to choose online reading text effectively. Third, she was not able to choose reliable online reading texts. Fourth, she was able to employ online reading strategies in before, during, and after reading. Finally, she was able to evaluate her learning.

**Namwan.** At first, Namwan enhanced the ability to assess her needs. Secondly, her goal was not effective because it lacked measurability and a clear timeline. Third, she was not able to choose reliable online reading texts. Fourthly, she was not able to employ online reading strategies in before and after reading. Fifthly, upon completing the reading tasks, she assessed her own progress.

**Opal.** Opal enhanced the skill to assess her needs for online English reading. First, she was not set effective goal because it was not measurable and time-bound.

Third, she was not able to choose reliable online reading texts. Fourthly, she was able to employ online reading strategies in before, during, and after reading. Fourthly, she adeptly employed various online reading strategies. Finally, she was able to evaluate her learning.

### **The self-directed learning after attending CALL learner training**

Overall, the findings from the three sources showed the same trend. The participants seemed to be able to direct themselves in reading English online better after attending the CALL learner training. However, when focusing on each step of the self-directed learning process, not a clear trend was shown in some participants' data. Specifically, their ability to set goals in online reading and the ability to choose online reading materials. The absence of these two makes self-directed leaning in online reading less effective. Table 5 shows the overview of the findings of each step of self-directed learning.

**Table 5**

*The overview findings of each step of self-learning*

<b>Steps</b>	<b>The participants' ability in each step</b>
Analysis needs	Six participants were able to analyze needs, one participant sometimes lacked the ability to analyze needs
Setting goal in online reading	Seven participants were able to set a goal in online reading, but it was not effective. Two participants lacked only time bound criteria in the goal. Five participants lacked both measurability and time bound criteria in the goal.
Choosing online reading material	Seven participants were able to choose online reading material that match goal, interest, and level of English. Only one participant was able to choose materials that are reliable.
Implementing online reading strategies	Six participants implemented online reading strategies before. Seven participants implement online reading strategies during reading. Five participants implemented online reading strategies after reading.
Evaluating learning outcomes	Seven participants were able to evaluate learning outcomes.

The following sections report the findings about the participants' self-directed learning in online reading in the five steps.

### ***Analyzing needs***

For the first step, six students seemed to develop the ability to analyze their needs before conducting online English reading while the data of one participant did not show a clear trend. Considering the data from the learning logs and consultation

recordings, at the beginning of the training, all participants did not pay much attention to their specific needs, but in later logs and consultation sessions, six of them reported conducting their self-directed learning in online reading based on some sort of perceived lack of competence. The interview data supported this. The six participants seemed to be well aware of the gap in their knowledge and skills of English reading.

Among all participants, Yok, MyMint, and Gato showed the most obvious ability of the needs analysis. They always explicitly identified the gap between their existing knowledge and needs for online English reading. As shown in Excerpt 1, Yok identified her lack of knowledge about plants and decided to ‘search’ about it more. Similarly, in the first consultation (see Excerpt 2), she mentioned her need to be able to read biology texts—to prepare herself for the undergraduate study in health science. She also specified her lack of comprehension and biology vocabulary as challenges when reading.

#### Excerpt 1

Yok: รู้จักพืชที่กินเนื้อแค่ 3 อย่าง (จากในห้องเรียน) เลยลองเสิร์ชเพิ่มจะได้รู้จักมากขึ้น

*(I) Know only three kinds of carnivores plants (from the class)  
so I searched to learn more about them.*

(Yok, Learning Log 3)

#### Excerpt 2

Counsellor: นักเรียนนำสิ่งที่ต้องการพัฒนามาให้ครูดูแล้ว ช่วยอธิบายให้ครูที่ว่าความต้องการนี้ได้มาอย่างไร

*You have written your needs in your note. Will you explain how you derived these needs?*

Yok: คือหนูอยากเรียนพวกสายสุขภาพ ไม่เกสซก็สัตวะ เเลยรู้ว่าในอนาคตต้องได้อ่านแน่ๆ แล้วยุก็  
รู้สึกว่ามีคำศัพท์ที่เกี่ยวกับชีวะหลายๆคำที่ไม่รู้ แล้วยังอ่านบทความ(ที่เกี่ยวกับชีวะ)ไม่ค่อยเข้าใจ  
ด้วย

*I want to study in the health science field either in pharmacy or veterinary. I knew that in the future I would definitely read these topics. I felt that there were many biology-related words that I didn't know. I don't quite understand when I read the article (about biology).*

(Yok, Consultation 1, lines 13-16)

The data from the interview (see excerpt 3) showed consistent findings. Yok was aware of the reading tasks that would be required by the field she was interested in applying to and how she needed to improve her vocabulary knowledge.

### Excerpt 3

Interviewer: หยกได้อ่านอะไรเพิ่มหลังจากเสร็จจากการอบรมไปแล้วบ้าง

*What did you read more after completing the training?*

Yok: ก็อ่านพวกสัตว์กับไบโอ(biology)เป็นภาษาอังกฤษจากหลายๆเว็บนั้นแหละ เพราะมันเป็นทาง  
ที่เราต้องไปด้วยเพราะว่าเลือกไว้สองอย่าง สัตวแพทย์กับเภสัช ก็เลยอ่านเนวนั้นดีกว่า เพราะว่า  
มันใช้อังกฤษเยอะ แล้วยชอบเจอคำศัพท์ยากเกิน ไม่รู้คำศัพท์

*I read about animals and biology in English from many websites. These are the topics that I need because I want to be either a veterinarian or a pharmacist, so it's better to read those topics. I have to read a lot of English and I found those words too difficult. I don't know much of the vocabulary.*

(Yok, Interview 1, lines 16-17)

However, there was inconsistency of the data revealing that one participant of the seven sometimes lacked the ability to analyze needs. Even though the participant reported analyzing needs in the interview and consultation, it was clearly an absence of analyzing needs in some of her learning logs. This was Pingpong. When she carried out self-learning tasks, she sometimes did not identify the gap in her knowledge or think deeply about what skills she needed to improve. For example, Pingpong randomly selected English idioms to read because she didn't know what to read (see excerpt 4) though her need should have been to read about biology-related texts in English as she stated in the consultation. This absence of needs analysis occurred two times in the later learning logs during the self-learning task.

Excerpt 4

Pingpong: ไม่รู้จะอ่านอะไรดีก็เลยอ่านเรื่องนี้(English idiom) ทำให้รู้จัก idiom ใหม่ ๆ

*I didn't know what to read so I read this (English idiom). It made me learn new idioms.*

(Pingpong, Learning Log 6)

However, the data shown in her interview and consultation were different showing that she analyzed her needs by identifying the gaps in knowledge. This may explain that she sometimes did not analyze her needs. From the interview (see excerpt 5), she explicitly stated about the needs of reading hormone injection online because she was learning about hormones in her school. Also, in the consultation (see excerpt 6), she specified her needs about reading biology content in English since she studied the subject in school and needed the knowledge for the future exam.

#### Excerpt 5

Interviewer: (ชื่อผู้ให้สัมภาษณ์) มีวิธีเลือกเรื่องอย่างไร

*(Name of interviewee) How do you choose a topic?*

Pingpong: (หนู)เลือกอ่านเรื่องที่เรียน(ชีวะ)ในช่วงนั้น หรือเรื่องที่สนใจในช่วงนั้น ตอนนั้นเรียนเรื่อง

hormone อยู่ก็เลยเลือกอ่านเรื่องเกี่ยวกับคิด hormone

*(I) chose to read the subject I studied (biology) during that time*

*or matters of interest. At that time, I was studying hormones, so*

*I chose to read about hormone injections.*

(Pinpong, Interview 1, Line 6-7)

#### Excerpt 6

Counselor: ตอนนี้(ชื่อผู้เข้ารับการศึกษา) ต้องการฝึกอ่านอะไร

*Now, what does (name) want to practice reading?*



Pingpong: คือหนูเรียนชีวะที่โรงเรียนแล้วหนูก็อยากฝึกอ่านชีวะภาษาอังกฤษด้วย เวลาไปเจอในข้อสอบจะ  
ได้ทำได้

*Well, I study Biology at school and I want to practice reading  
Biology in English as well. When I find these in the exam, I will  
be able to do it.*

(Pingpong, Consultation 1, line 15-16)

The inconsistency between the sources of this participant may have occurred when she lost focus while working alone in the self-learning task. She might have been reluctant on the needs analysis that she had made prior. The data from the learning log seems more valid since the participants had to actually carry out the learning and the absence of analyzing needs for online reading can clearly demonstrate that she didn't keep the need analysis practice throughout. Also, she might only be aware and shows the evidence of needs analysis with the presence of the counselor or the trainer.

To summarize, the evidence from the three sources pointed out that the majority of the participants enhanced the ability to analyze needs for online reading, but only one participant sometimes lacked the ability of needs analysis.

### ***Setting a learning goal in online reading***

The second step, the participants enhanced to some extent their goal setting ability in online reading, though they did not always set effective goals. The ability of effective goal setting in this sense refers to goal setting which is in accordance with

SMART criteria which were introduced in the training. This included a goal that is specific, measurable, achievable, relevant, and time-bound.

Setting learning goals was reported by all participants in every source of data; learning logs, interview, and consultation recordings. They formulated a learning goal which they later used to direct what and how they read English online texts. The summary of the goal setting of each participant and the alignment with the SMART criteria is displayed in the table 6 below.

**Table 6**

*The alignment of participant's goal with the SMART criteria*

The participant	Goal of the participants	SAMRT goal setting criteria				
		Specific	Measurable	Achievable	Relevant	Time-bound
Yok	To be able learn <u>biology-related</u> information from the web such as <u>the human body, plants, and animals, without using an online dictionary.</u>	✓	X	✓	✓	X
Jaja	To be able to <u>summarize</u> the knowledge about <u>biology</u> in English reading for the school and for the future admission to a medical school.	✓	✓	✓	✓	X
Pingpong	To be able to <u>summarize biology facts</u> from online websites to my teacher, my friend, and myself.	✓	✓	✓	✓	X

Gato	To be able to know <u>English psychology terms</u> and <u>psychological conditions</u> .	✓	X	✓	✓	X
MyMint	To be able to read about the <u>factors, reasons, or causes that affect children's psychology</u> .	✓	X	✓	✓	X
Namwan	To be able to read online English essays <u>without</u> using <u>Google translation</u> .	✓	X	✓	✓	X
Opal	To be able to read <u>astronomy facts</u> from English websites.	✓	X	✓	✓	X

As seen in table 6, even if all participants set a learning goal in online reading, every goal was considered less effective. According to SMART criteria, two participants set learning goals that were almost effective because their goals were specific, measurable, achievable, and relevant, but it only lacked time bound. Five participants set a learning goal that was less effective because their goals were specific, achievable, relevant, but it lacked both measurability and time bound.

Two participants that almost set effective goals were Jaja and Pingpong. Each of them set a learning goal that was specific, measurable, achievable, and relevant but lacked the time bound criteria from the statement. For example, Pingpong noted in the learning log that her goal was to summarize biology facts from online websites to her teacher, her friend, and herself (see excerpt 7). She confirmed again in the interview that her goal was to summarize texts related to health science because she liked biology and she had read the topic before (see excerpt 8).

## Excerpt 7

Pinpong: My goal: I will be able to summarize biology facts to the teacher, my friend, and myself.

(Pingpong, Learning log)

## Excerpt 8

Interviewer: ในอนาคตวางแผนว่าจะอ่านอะไรเพิ่ม?

*What do you plan to read in the future?*

Pingping: อาจจะทำสรุปเกี่ยวกับบทความเกี่ยวกับ สุขภาพก่อน เพราะหนูชอบชีวะ แล้วยังเป็นเรื่องที่หนูอ่านมาก่อนหน้านี้

*I might summarize articles about health because I like biology, and it's a topic I've read about before.*

(Pingpong, Interview 1, Line 18-19)

To clarify, Pingpong's goal was specific because it pointed directly to certain areas: biology facts and health science. It was measurable because she used 'to summarize'. She could measure her success when she summarized biology facts to someone. It was achievable because she mentioned that she had read some of the contents before. It was relevant because she was currently learning biology and she liked biology. However, there was only one criterion that made her goal ineffective. The goal was not time-bound. There was *no specific time* mentioned of what she expected to accomplish the goal.

Also, the other five participants were able to set a goal, but it was less effective. They were Yok, Gato, Mymint, Namwan, and Opal. Each of them set a learning goal that was specific, achievable, relevant but lacked two criteria that were measurability and time bound. For example, In Yok's learning log, she set her goal that she would learn information about biology from online websites such as the human body, plants, and animals without using an online dictionary (see excerpt 9).

Excerpt 9

Yok:

ฉันมีเป้าหมายว่าจะเรียนรู้ข้อมูลเกี่ยวกับชีววิทยาจากเว็บต่างๆ เช่น เรื่องร่างกายมนุษย์ พืช และสัตว์โดยจะไม่ใช้พจนานุกรมออนไลน์

*My goal is to learn biology-related information from the web, such as the human body, plants, and animals, without using an online dictionary.*

(Yok, learning log)

The data from the interview also supported that the five participants were able to set a learning goal that was less effective. Measurability and time bound were absent from their responses in the interview. For example, Yok responded in the interview that she *wanted to continue to read animals and plants* because they were *her goal in the future* (see excerpt 10).

## Excerpt 10

Interviewer: ในอนาคตคิดว่าจะอ่านหรือฝึกอ่านอะไรเพิ่ม

*In the future, what do you think you'll read or practice reading more?*

Yok: อยากอ่านสัตว์ และ bio ต่อเพราะเป็นเป้าหมายของเราในอนาคต

*I want to continue reading about animals and bio because that is my goal in the future.*

(Interview 1, line 20-21)

From Yok's goal sample, she clearly missed two criteria from SMART goal setting. This made her goal ineffective. First, the goal was not measurable. There were no measurements or an observable action that she could use to check if she succeeded in the task towards the goal. She cannot verify if she *already learned* about biology-related information. Second, the goal was not time-bound. There was *no specific time* mentioned of what she expected to accomplish the goal.

This consistency of the two sources between learning log and interview explaining the ineffectiveness of the goal setting for online reading about measurability and time bound may have occurred because of the following reasons. First, the concept of measurability is quite abstract and the participants might not be able to identify whether the goal they set was measurable or not. The participants might not be aware that using 'to learn' or 'to know' or 'to read' were not measurable. On the other hand, they might not know that words such as 'to explain' or 'to summarize' can be used instead to signify measurability and they could see progress

or the evidence if they accomplished their learning after the tasks. Second, the participants might not realize the importance of identifying the timeframe upon which the goal would be accomplished. They might be reluctant to set a certain point of time worrying that they might not be able to accomplish within the time set. Third, the training and consultation may have allocated too little time to introduce the concept of setting effective goals. More time should be allocated for examples and students' practice on these two criteria: measurability and time bound.

**Influence of consultation on goal setting effectiveness.** There was a significant finding during consultation which is the only source of data that opposes the two sources of data mentioned earlier. This might be used to exemplify the importance of having consultations in the training. Effective goal setting in online reading of every participant was only reported in the consultation. For example, at the end of the consultation, Yok said that she aimed at summarizing the information about biology such as animals and plants by the end of this month (excerpt 11). This goal was indeed SMART: Specific, Measurable, Achievable, Relevant and Time-bound. The participants set more effective goals in the consultation because they were asked questions that helped them think deeply into forming a better and effective goal. Therefore, providing more consultations can be done to ensure the most effective goal setting of the participant.

Excerpt 11

Counselor: นักเรียนตั้งเป้าหมายในการอ่านบทความออนไลน์ไว้อย่างไรบ้าง

*How do you set goals for reading online articles?*

Yok: หนูอยากอ่านชีวะเป็นภาษาอังกฤษ เพราะมีเรื่องที่เรียนไปแล้วอยากทบทวนด้วย อยากฝึกภาษา  
(อังกฤษ)ด้วย เลยคิดว่าเป้าหมายคือต้องอ่านทบทวนเนื้อหาชีวะ...แบบใช้บทความที่เป็น  
ภาษาอังกฤษ

*I want to read biology in English because there are topics I've studied before and I want to review them. I also want to practice the (English) language, so I thought my goal should involve reviewing biology content... using English articles.*

Counselor: จากสิ่งที่หยกบอกมา จะมีวิธีไหนที่รู้ว่าหยกอ่านได้แล้ว

*Based on what you've said, is there a way to know when you've succeeded in reading?*

Yok: อ่อ...ก็น่าจะต้องทำสรุปได้ไหมคะ ถึงจะรู้ว่าอ่านได้แล้ว

*Um... I guess summarizing would work to know if I've read it.*

Counselor: แล้วที่หยกบอกว่าจะสรุปได้ คิดไว้ว่าใช้เวลานานแค่ไหน

*And when you mentioned summarizing, how long do you think it might take?*

Yok: คิดว่าไม่นานมากคะ เพราะรู้เรื่องอยู่บ้างแล้ว หยกน่าจะใช้เวลาถึงสิ้นเดือน

*I don't think it'll take too long because I already know some things. I think it might take until the end of the month.*

Counselor: หยกช่วยสรุปเป้าหมายที่ตั้งไว้ในការอ่านบทความออนไลน์อีกทีหน่อยได้ไหม



*Can you help summarize the goal you've set for reading online articles again?*

Yok: เป้าหมายหน้าจะเป็น หนูจะต้องทำสรุปเกี่ยวกับการอ่านชีวะภาษาอังกฤษโดยใช้เวลาถึงสิ้นเดือนนี้ค่ะ

*My goal is probably to summarize English biology readings by the end of this month.*

(Yok, consultation 1, line 27-35)

In summary, even though the data from both learning logs and interviews suggested that the participants enhanced to some extent the ability to set a learning goal in online reading, they couldn't set the goal effectively. The only effective goal setting happened only with the presence of the counselor in the consultation sessions. This was when questions were used to help the participants think deeply towards the SMART goal setting criteria. All in all, while the participants were able to set a learning goal by themselves, the goal was not set effectively as it often lacked measurability and time bound.

### ***Choosing online reading materials***

The third step, the participants to some extent enhanced the ability to choose online reading texts effectively. The ability of online reading materials selection in this sense refers to the ability to choose online reading material that corresponds to the goal, interest, level of English, and texts that are reliable. The details of how this is considered appropriately are discussed with examples in the following paragraphs.

The overview of the ability to choose online reading material of each participants considering the criteria of choosing online reading material effectively were described in the table below (see table 7)

**Table 7**

*The overview of participants' selection criteria of online reading*

Participants	Select online reading texts that			
	match goal	match interest	match level of English	are reliable
Yok	✓	✓	✓	X
Jaja	✓	✓	✓	✓
Pingpong	somewhat	✓	✓	X
Gato	✓	✓	✓	X
MyMint	✓	✓	✓	✓
Namwan	✓	✓	✓	X
Opal	✓	✓	✓	X

At the beginning, every participant was less strategic when choosing online reading material. This was reported in the first few learning logs and the second consultation recording. The participants only considered choosing a text that matched the goal and the interest, but they did not consider the level of English and the reliability of the text. For example, Pingpong reported in her first learning log (excerpt 12) saying that an online text about Embryology which was consistent with

her goal and interest stated in the previously. Nonetheless the website contained too many technical terms and difficult vocabulary. She couldn't understand the texts and she took too much time on the reading. Also, she did not check the reliability of the website such as the domain of the website, the publisher, or the author. The response from Pingpong in the second consultation also confirmed that she didn't pay much attention to the website she was going to use. She just chose the very first website that appeared after the search and she ended up not finishing the whole text because it was too lengthy (excerpt 13).

Excerpt 12



### Learning report

Goal: I will be able to summarize to Aj Toey				
Date/month	Reading Time	Materials	Strategies used	Procedure of reading
9/9/23	~ 20 min	<ul style="list-style-type: none"> <li>- ส่องดูวิดีโอ</li> <li>- ส่องดูคำว่</li> <li>- ส่องดูคำว่</li> <li>- ส่องกระบวนการ</li> <li>- ในจาสว่างคือ</li> </ul>	<ul style="list-style-type: none"> <li>• google translate</li> </ul>	<ul style="list-style-type: none"> <li>- ได้รู้ชื่อจากอะไร</li> <li>- หมายของ Embryo</li> <li>- อักเกิดทรทัศน์</li> <li>- อย่างไรบ้าง, หรือ</li> <li>- จากจุดอื่นซึ่งเวลา</li> </ul>
		Embryology		เท่านั้น คือ ส่องดูจีนขงใจ
<b>Reflection / comments</b> <ul style="list-style-type: none"> <li>- ศัพท์เฉพาะเยอะเกินไป อ่านไม่เข้าใจ จึงไม่มีความรู้เกี่ยวกับตัวอสุจิ</li> </ul>				

(Pingpong, Learning log 1)

## Excerpt 13

Counselor: นักเรียนอ่านอะไรไปบ้าง

Pinpong: เน้นอ่านเกี่ยวกับระบบเซลล์กับสิ่งมีชีวิตค่ะ ตอนเลือกบทความอ่านไม่ค่อยได้ดูอะไร กดเลือกจากอัน  
แรกว่าที่เสรีจอ พออ่านจริงก็อ่านไม่จบเพราะมันยาวเกินไป

(Pingpong, consultation 2, line 19-20)

On the contrary to the data at the beginning phase, when compared to the later learning log together with the third consultation, most participant became more strategic and considered more aspects when selecting an online text to read. They strategically selected online texts that matched their goal, interest, level of English but only two participants considered the reliability of the text.

**Match the goal.** Six participants were able to choose online reading material that matched their goal. For example, Yok responded in the interview that she selected texts from online sources that provided information about biology and animals just like what she stated in her goal (excerpt 14).

## Excerpt 14

Yok: ก็อันไหนน่าสนใจก็จิ้ม ไม่ก็ลอง อาจจะเข้าไปก่อนแล้วก็ลองอ่านสักแป๊บหนึ่งถ้าไม่สนใจก็ออก  
แล้วก็หาใหม่ ก็คือความน่าสนใจใช่ปะแล้วนอกจากน่าสนใจในบทความที่พูดถึงเรื่อง  
Bio(logy) ใช่ปะ โบบอกกับสัตว์ แล้วก็คือรูปภาพประกอบ

*Click on whatever seems interesting. If not, I would try it. I might read it a bit first; if it's not interesting, I just find a new text. I will look at the interestingness. Besides the interest in*

*articles I will read about biology - Biology and animals, yeah?*

*Also, check out the images.*

(Yok, Interview 1, Line 24-26)

Choosing online reading material that matched the goal of each individual was confirmed by the data from learning log and consultation. For example, in the learning log, Yok reported choosing online texts about carnivore plants because she had learned three types of carnivore plants and wished to learn more (excerpt 15). Similarly, she responded in the third consultation that she would always look through the websites quickly once by glancing at repeated words, pictures, and the heading to see if the websites matched her goal of reading (excerpt 16).

Excerpt 15

Yok: เลือก(อ่านบทความที่เกี่ยวกับ)พืชกินเนื้อเพราะอยากเรียนรู้มากกว่านี้ (ตอนนี้รู้จักแค่ 3 อย่างจึง  
อยากรู้เพิ่ม

*I choose to read articles about carnivorous plants because I  
want to learn more. Currently, I only know about three of them  
and I want to know more.*

(Yok, Learning log 3)

Excerpt 16

Counsellor: ช่วงที่ผ่านมานักเรียนเลือกอ่านอะไรไปแล้วบ้าง

*During the past period, what did you choose to read?*

Yok: หนูก็พยายามอ่านเรื่องที่หนูสนใจเกี่ยวกับพวกสัตว์ ต้นไม้ ดอกไม้นี่แหละค่ะ แต่จะเป็นข้อมูลเชิงวิทยาศาสตร์นะคะ เพราะว่าตอนนี้เรียนชีวะหนักมาก แล้วก็พยายามเลือกเรื่องประมาณนี้ให้ตรงกับ goal

*I try to read about things I'm interested in, like animals, trees, and flowers. But it's usually scientific information because I'm currently studying biology intensely. I try to choose topics like this that align with my goals.*

Counsellor: แล้วมีวิธีเลือกอย่างไร

Yok: ก็ต้องดูคร่าวๆก่อนค่ะ แบบหนูจะดูรูปก่อนเลย จากนั้นก็ดูพวก Heading อะค่ะ แล้วก็ดูผ่านๆ ค่ะแบบเร็วๆ มันจะมีพวกคำศัพท์ที่ซ้ำกันเยอะๆ ก็จะพอรู้ว่าเรื่องนี้เกี่ยวกับอะไร ดูว่ามันตรงกับเป้าหมายของหนูไหม แล้วมันน่าสนใจที่จะอ่านต่อ หรือคำศัพท์ยากไปหรือเปล่า

*Always start with a quick glance, like checking the pictures first. Then, look at the headings. After that, skim through quickly. There might be a lot of repeating words that give an idea of what it's about. See if it aligns with what I'm aiming for; if it's interesting enough to read more, or if there are too many difficult words*

(Yok, Consultation 3, Line 27-31)

There was only one participant that did not consistently choose online reading materials that matched the goal. This was Pingpong. Sometimes, she reported in the later learning log that she didn't know what to read. She randomly chose English

idioms from a website to read even if English idioms were not the goal of hers (excerpt 17).

Excerpt 17

Pingpong: ไม่รู้จะอ่านอะไรดีก็เลยอ่านเรื่องนี้(English idiom) ทำให้รู้จัก idiom ใหม่ๆ

*I didn't know what to read so I read this (English idiom). It made me learn new idioms.*

(Pingpong, Learning Log 6)

**Match interest.** Every participant was able to choose online reading materials that matched their interest. The participants explicitly provided comments that showed the ability of online reading material selection that aligned with their interest. For example, Gato made a remark in the interview at the end of the training that she would only read the topics and articles that she was interested in. Choosing an interesting article also motivated her to continue reading (excerpt 18).

Excerpt 18

Interviewer: (ชื่อผู้ให้สัมภาษณ์)มีวิธีเลือกบทความอย่างไรบ้าง

*(Interviewee's name), how do you choose articles?*

Gato: (หนูเลือก)บทความที่หนูสนใจ หนูถึงจะอยากอ่าน หนูดูระดับภาษาด้วย เช่นหนูอยากอ่าน

เกี่ยวกับสุขภาพจิต ตอนแรกกดเข้าไปมันยากเกิน หนูอ่านไม่ออกก็เลย ย้ายบทความ มันมีคำศัพท์

ที่ยากๆที่หนูไม่รู้เยอะเกิน แล้วหนูก็จับใจความมันไม่ได้เลย หนูก็เลยเปลี่ยนบทความ แล้วหนูก็

เลือกอ่าน topic มีเขามิมาให้ในบทความ

*I choose articles I'm interested in, ones I really want to read. I also consider the language level. For example, I wanted to read about mental health. Initially, when I clicked on it, it was too difficult. I couldn't understand it, so I switched to another article. There were too many difficult words that I didn't know, and I couldn't grasp the meaning. That's why I changed the article and chose a topic that was easier to understand.*

(Interview 4, Line 22-25)

This is consistent with other sources of data both from the later learning logs and the third consultation suggesting that the participants choose online reading material that matched the individual interest. For example, in the third consultation, Gato responded that she selected to read about perfectionism that was the topic that she was interested in after she found the term in a comic book. She strategically chose the text after she read the overview and examined the first few sentences of each paragraph to check if it matched her interest (excerpt 19). Later learning logs also confirmed this. Gato detailed the procedure of choosing an online reading that she chose the website that was interesting to her to read about borderline personality disorder (excerpt 20).

Excerpt 19

Counsellor: ช่วงที่ผ่านมานักเรียนเลือกอ่านอะไรไปบ้าง

*During the recent period, what have the students chosen to read?*



Gato: หนูอ่านเรื่องเกี่ยวกับจิตวิทยาอย่างเดียวเลยล่ะ มันเป็นเรื่องที่น่าสนใจแล้วก็เป็นเป้าหมายอยู่แล้ว  
 ด้วย ก็วันก่อนอ่านการ์ตูนแล้วเจอคำว่า **perfectionism** มันเป็นคำศัพท์จิตวิทยาที่อยู่ใน  
 การ์ตูนที่หนูชอบเลยอยาการู้ให้ลึกเกี่ยวกับคนที่บุคลิกแบบนี้อะคะ

*I only read about psychology. It's a subject I'm interested in,  
 and it's also my goal. Just the other day, while reading a comic,  
 I came across the word 'perfectionism.' It's a psychological  
 term in the comic I like, and I wanted to know more about  
 people with this personality trait.*

Counsellor: แล้ว(ชื่อ)มีวิธีการเลือกบทความที่เกี่ยวกับ **perfectionism** ยังไงบ้าง

*And how does (name) choose articles related to perfectionism?*

Gato: คิดว่าหนูคงจะดูคร่าวๆก่อนแบบบางเว็บมันก็มี **overview** ถ้ามีก็อาจจะลองอ่านก่อนอันนี้  
 ก่อนจะได้รู้ว่าเรื่องนี้ใช่เรื่อง **perfectionism** ที่ตรงกับที่เราสนใจอยากจะอ่านจริงๆหรือ  
 เปล่า บางทีก็ดูประโยคแรกๆของแต่ละย่อหน้าอะคะ

*I think I'll probably take a quick look first, as some websites  
 have an overview. If there is one, I might try reading it to see if  
 it's really about perfectionism, something I'm genuinely  
interested in reading. Sometimes, I also check the first few  
 sentences of each paragraph.*

## Excerpt 20

**Learning report**

Goal: know about borderline personality disorder				
Date/month	Reading Time	Materials	Strategies used	Procedure of reading
13/9	1 hour	www.my.clevelandclinic.org	- Guess from context - google translate	- คัดลอกบท แปลทีละ - อ่านทีละประโยค - ดูคำศัพท์ที่ ที่เจอใหม่

**Reflection / comments**

สิ่งที่ได้จากการอ่าน คือ ความรู้เกี่ยวกับ โรคบุคลิกภาพผิดปกติ ขั้วตรงข้าม คำ 11 ข้อ ซึ่ง สรร  
 อยู่แล้ว ไม่สามารถเข้าใจได้จนจบประโยค/ประโยค

(Gato, learning log 6)

**Level of English.** All participants were able to choose online reading material that matched the level of English. At the end, they were more careful when choosing reading texts that they would examine the texts quickly before they actually spent time reading in detail. They described that the text they selected should not be too hard to complete. Also, they considered the length of the text and the vocabulary. For example, Namwan documented choosing a graded news website that offer simplified English version of the news and she could select the level of the text that correlated to her level of English (excerpt 21).

## Excerpt 21

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**Learning report** ๓

Goal: **อ่านง่าย Easy ง่ายๆ**

Date/ month	Reading Time	Materials	Strategies used	Procedure of reading
20/9/2022	16.25	news in Levels	อ่านเร็ว (เร็ว)	1) อ่านคำที่รู้ความหมายก่อน 2) แล้วย่อคำที่ใจไม่เข้าใจ ความหมาย

Reflection / comments

- News in Levels = เป็นเว็บไซต์ที่ง่ายและได้สาระด้วย  
- อ่านเร็ว (เร็ว) = เพราะขอคำที่ใจไม่เข้าใจความหมาย  
จับใจความก่อน  
ก) อ่านคำที่เข้าใจ เพื่อจับใจความ  
ข) พยายามหาคำที่ใจไม่เข้าใจความหมาย  
โดยที่แปลความหมาย

(Namwan, learning log 3)

  
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This is confirmed by the responses of every participant from the interview and the third consultation. For example, Namwan stated that she frequently used this graded news website because it offered simplified and easy-to-understand English so that she could develop her reading skill. She also mentioned that if the news that she wanted to read was too hard in other website, she would instead read from this graded news website that offered comparatively easier version of the news. In addition, she

reported that the website offered short and concise texts. This motivates her to continue her reading practice (see excerpt 22). Similarly, Namwan expressed in the third consultation that she would only select online text that were short and simplified so that she could practice reading without using google translation or dictionary.

#### Excerpt 22

Namwan: ใช้ News in Levels เป็นเว็บที่สามารถเลือกระดับความยากง่ายได้ อ่านจากระดับง่ายไปยาก ตัดสินใจฝึกอ่านจาก news in level เพราะมันเลือกระดับภาษาแล้วมันช่วยหนูในการอ่าน เช่น มันอาจจะมีคำนี้ในระดับง่าย พอคัดเลือกเพิ่ม level ที่มันยากขึ้นก็จะได้เรียนรู้คำศัพท์ใหม่ๆเพิ่มขึ้นด้วย ถ้าเรื่องที่หนูอยากอ่านมันยากเกินไปก็จะมาอ่านในเว็บไซต์นี้ News in level แล้วในเว็บไซต์นี้บทความก็สั้นด้วย หนูก็เลยอ่านยาว ชอบอ่านบทความสั้นๆ หนูรู้สึกว่าการอ่านเยอะๆ แล้วท้อ

*I use News in Levels, a website where I can choose the difficulty level from easy to hard. I decided to practice reading from News in Levels because it selects the English level, which helps me read. For example, it might have certain words at an easy level, and when I choose a higher level, it introduces new vocabulary. If what I want to read is too difficult, I come to this website, as the articles here are short. I'm too lazy to read long articles; I prefer short ones. After reading a lot, I start feeling tired of it.*

(Namwan, Interview 1, Line 7-11)

## Excerpt 23

Counsellor: นักเรียนอ่านบทความภาษาอังกฤษมาหรือ? มีวิธีการเลือกเรื่องที่จะอ่านนี่อย่างไร?

*Did you read English news articles? How did they choose the articles they read?*

Pingpong: อ้อ หนูอยากฝึกอ่านแบบไม่ใช้ dict หรือ google translate อะ เลขเน้นเอาบทความที่มันง่าย ๆ ที่หนูพออ่านได้ไว้ก่อน...ก็จะใช้บทความจาก news in level ฝึกอะค่ะ อันนี้ดีนะ ถึงมันจะมีคำศัพท์ยากแต่ก็ไม่เยอะ แล้วเขาก็ให้ความหมายมาตรงข้างล่างของเว็บอะค่ะ

*Well, I want to practice reading without using a dictionary or Google Translate. So, I focus on starting with articles that are easy for me to read... I use articles from News in Levels for practice. It's good because even though it might have some difficult words, they're not many, and they provide the meanings right below the website.*

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(Namwan, consultation 3, line 15-19)

**Reliable online texts.** Only two participants were able to choose online reading material that was reliable. Jaja and Mymint took reliability of the text into consideration when choosing an online text to read as they would read from well-recognized publishers and credible authors. For example, Mymint explicitly stated during the interview about considering news from reliable sources and she would read the arguments and reasoning given in the text to prove its reliability (see excerpt 24).

## Excerpt 24

Interviewer: นักเรียนมีการเลือกเรื่องี่อ่านอย่างไรบ้าง

How did you choose the text you read?

Mymint: ก็ถ้าเกิดว่าบทความที่มันเป็นพวกข่าวก็จะดูเรื่องความน่าเชื่อถือจากแหล่งที่มาด้วย ถ้าบทความอื่น ๆ มันมีเหตุผลหรือมีอะไรที่ **support** ตัวมันเองก็ หนูก็มองว่ามันน่าเชื่อถือแล้ว

*If it's a news article, I'll consider its credibility based on its source. For other articles, if they have reasons or support their claims, I'll find them more credible.*

(MyMint, Interview 1, Line 32-33)

In addition, the two participants consistently documented in the learning logs showing that they read online text from well-recognized publishers, and they looked up the published date to ensure the utmost recent information. They also used the domain that offered more reliability such as .edu. For example, MyMint documented in the log that she chose online texts that were published by recognized publishers before they actually read the text in detail (excerpt 22).

Excerpt 22

Learning report (6)

Goal: shopping mall shooting				
Date/month	Reading Time	Materials	Strategies used	Procedure of reading
03/10/2023	15 min	bangpost.com	- gg trans late - อ่านศัพท์ ในเน็ตแล้วพอ ทบทวน	- ได้พินอิน - คัดหน้าและคิด จากแหล่งข่าวที่ เชื่อถือได้

Reflection / comments

เป็นเหตุการณ์ที่น่าตกใจมาก เพราะ ช่วงก่อนเหตุการณ์  
 14 ปี นิด 14 ปี!!!  
 ที่เกิดขึ้นมันน่าทึ่งขนาดที่เหตุการณ์ที่ก่อเหตุ  
 บทความว่าน่ากลัว เพราะพอจับเห็นหน้าข่าวมาบางช่วงก็



(Learning log's MyMint, Log 6)

However, the other five participants did not show any evidence of the ability to choose online reading texts that were reliable. Some participants read texts from blogposts while some read texts from fan club websites or Wikipedia which offered less reliable. As seen in excerpt 23, Gato chose to read 'Imposter syndrome' from Wikipedia.

## Excerpt 23

**Learning report**

Goal:	Know about 'Imposter syndrome'			
Date/month	Reading Time	Materials	Strategies used	Procedure of reading
29/1	40 min	www.en.m.wikipedia.org	- google translate - ดูความหมาย - พจนานุกรม	1. เลือกหัวข้อ 2. เลือกฉบับที่พออ่านได้ 3. จับใจความ

**Reflection**

เรื่องนี้อ่านยาก ทำความเข้าใจยากมากกก  
แต่ก็งงจากอ่านอยู่ ต่ ดีที่หัดเขียน ทักษะอ่านดีแล้ว  
แต่แปลออกไม่ค่อยได้ เพราะไม่ค่อยฟัง  
คำศัพท์รอบ นิดๆ

(Gato, learning log 2)

In summary, there were only two participants who enhanced the ability to select online reading text strategically and effectively meaning that they considered choosing online texts that matched the goal, interest, level of English and texts that were reliable. However, the other five participants were less strategic when choosing online reading material since they lacked consideration of the reliability of the sources.

**Implementing online reading strategies**

The fourth step, the participants improved to some extent the ability to implement online reading strategies when they read English texts online. The strategies implementation refers to the ability to implement strategies at different time



of online reading. This includes implementation of strategies before reading, during reading and after reading. The following paragraph describes the online strategies implementation of the participants in the learning logs and the description from the interview and consultation recordings.

In the beginning, the data from the first few learning logs and consultation pointed out that every participant did not implement any online reading strategy to cope with the reading challenges. They just reported not knowing the meaning of the words without providing the solutions or what they did to make them know the meaning. Some of the participants only used an online dictionary to solve the reading problems. However, the every participants enhance to some extent the ability to implement online reading strategies at the of the training.

The overview of the ability to implement online reading strategies of each participants considering different types of online reading strategies at the end of the training was described in the table below (see table 8)

**Table 8***The implementation of online reading strategies in each phase*

Participants	Implementation of online reading strategies		
	Before reading strategies	During reading strategies	After reading strategies
Yok	✓	✓	✓
Jaja	✓	✓	✓
Pingpong	✓	✓	✓
Gato	✓	✓	X
MyMint	✓	✓	✓
Namwan	X	✓	X
Opal	✓	✓	✓

**Implementation of online reading strategies before reading.** It was reported that six participants implemented online reading strategies before they started to read an online text. They reported using skimming by looking throughout the online text quickly. They looked quickly at the pictures, keywords, bold words, and the headings in order to get a basic and general understanding of what they were going to read. For example, MyMint noted in her later learning logs that she skimmed the texts and read the text roughly once before she read the text thoroughly. She also added that she searched some unknown words from the text before she started reading (excerpt 24).



## Excerpt 25

Interviewer: นักเรียนเริ่มอ่านบทความอย่างไรบ้าง

*How do the students start reading articles?*

MyMint: หนุกก็แสกนดู แบบเลื่อนๆดูเร็วๆ ยังไม่อ่านละเอียด จะได้ให้รู้เรื่องคร่าวๆก่อน

*I just scan through, like scrolling quickly, without reading in detail. It's to get a general idea first.*

(Mymint, Interview 1, Line 31)

## Excerpt 26

Counselor: ตอนที่อ่านเรื่อง stress relief techniques for kids อ่านอย่างไรบ้าง

*When reading about 'stress relief techniques for kids,' how do you read it?*

MyMint: หนูอ่านคร่าวๆก่อนรอบแรก พยายามจับประเด็นให้ได้ว่าแต่ละส่วนของบทความเขาพูดประเด็นอะไรบ้าง

*I read briefly at first, trying to grasp the main points, understanding what each part of the article talks about.*

(MyMint, Consultation 3, line 14-16)

However, one participant that was Namwan didn't show clear evidence on implementing online reading strategies before reading. The absences of implementing online reading strategies before reading was always displayed in her learning log

throughout the time of her self-learning task. It seemed that she went straight to read the text (see excerpt 27).

Excerpt 27

18

Learning report translate

Goal: อ่าน essay Eng แล้ว ทำใบความรู้				
Date/ month	Reading Time	Materials	Strategies used	Procedure of reading
27/1/2023	16.25	news in Levels	อ่านคำศัพท์ เขียน ความหมาย	1) อ่านคำที่เจอใหม่ ก่อน 2) ดูคำที่เจอใหม่ ความหมาย
Reflection / comments				
- News in Levels เป็นเว็บไซต์ที่จัดทำมา ไว้สำหรับอ่านข่าวภาษาอังกฤษ				
- อ่านข่าวที่เจอคำศัพท์ใหม่แล้วค้นหาความหมาย				

(Namwan, Learning log 6)

**Implementation of online reading strategies while reading.** Every participant showed evidence towards the end of their learning in the learning log and third consultation that they implemented online reading strategies while they read. This is confirmed by the responses from the interview. The participants frequently reported that they employed wide ranges of online reading strategies including context clues, scanning, using a click-access dictionary, looking for overall ideas, rereading, and adjusting reading speed. For example, Jaja reported that while she read Google deepmind AI in BBC.com, she adjusted reading speed, context clue, skipping, pause to think (excerpt 27)

Excerpt 27

## Learning report

Goal:				
Date/ month	Reading Time	Materials	Strategies used	Procedure of reading
22 <sup>th</sup> Sep	10 mins ..	- BBC.com - Google deepmind AI speeds up search for disease genes	- Preview text - adjust reading speed - context clue - skipping - pausing to think	- New word - I learn to slow down my speed.
Reflection / comments				
- This article matches with my goal.				
- It's about Google Deepmind has used AI to identify mutation DNA ( wrong order of bases in DNA can lead to disease )				
- New word!				
pinpoint = เจาะ				
diagnosis = ตรวจวินิจฉัย				
prioritise = จัดลำดับความสำคัญ				

(Jaja, Learning log 4)

This finding of participants that they implemented online reading strategies while reading was confirmed by the interview. For example, Jaja reported that if she happened to read a lengthy text, she would skip most of the part because she did not aim to get all the details of the text. She only aimed to get the general idea. She also implemented context clues when she discovered unknown vocabulary in the text (see excerpt 28).

Excerpt 28

Interviewer: นอกจากเรื่องปัญหาเรื่องคำศัพท์ที่มีปัญหาในการอ่านเรื่องอื่นๆบ้างไหม

*Other than issues with vocabulary, do you face any problems while reading other articles?*

Jaja: มันทยาว หนูก็จะอ่านแค่ข้างบนๆ หรือปลายๆ แล้วก็ skip บางส่วนไปบางส่วน จริงๆก็หลายส่วน

หนูไม่ค่อยใส่ใจเรื่อง detail เท่าไร ส่วนมากอ่านแต่เข้าใจหลักๆ มีใช้ context clue

*It's long, so I tend to read just the beginning or the end, then skip some parts. Actually, many parts. I don't pay much attention to details; mostly, I read to grasp the main ideas. I rely on context clues.*

(Interview 2, Line 28-30)

Moreover, during the reading, every participant frequently cooperated with technology aids such as dictionary and google translation in a way that helped them read. The participants reported using technology effectively at the right moment, not at every moment. They reported that they didn't jump right into the online dictionary every time they encountered unknown words when reading online. For example, Gato reported that when she encountered unknown vocabulary while reading about 'borderline personality', she implemented context clues to guess the meaning first. If context clues did not help, she would proceed using google translation to explore the definition (excerpt 29).

## Excerpt 29

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### Learning report

Goal: know about borderline personality disorder				
Date/month	Reading Time	Materials	Strategies used	Procedure of reading
13/9	1 hour	www.my.clevelandclinic.org	- Guess from context - google translate	- คลิกดูคำแปล - อ่านไป/จดความ - ดูรายชื่อเรื่องที่น่าสนใจ

**Reflection / comments**

มีความพยายามทำความเข้าใจในประเด็นนี้บ้าง แต่ยังไม่ค่อยเข้าใจ  
 อย่างไรก็ตาม ไม่สามารถเข้าใจได้ทั้งหมด/ไปเลย

(Gato, Learning log 6)

It was confirmed from the interview that the participants used technology aids during the reading to facilitate the used of online reading strategies. For example, Gato responded in the interview that she guessed the meaning of unknown words from the context before she used click-access online dictionary to define the meaning (see excerpt 30).

## Excerpt 30

Interviewer: (ชื่อผู้สัมภาษณ์) มีเทคนิคการอ่านอย่างไรบ้าง

(Interviewee's name), what reading techniques do you use?



Gato: มันก็มีส่วนที่แปลได้ แล้วก็ส่วนที่แปลไม่ได้ก็ลองเดาจากบริบทก่อน ถ้าไม่ได้หนูใช้วิธีการแตะดู-แตะแปล สมมุติตอนที่หนูอ่านประโยคแล้วมีคำที่ไม่รู้หนูก็กดคำนั้นค้างไว้ แล้วกดแปลภาษาเขียนว่า define แล้วมันก็จะดึงความหมายขึ้นมา หนูว่าวิธีนี้ง่ายกว่า

*Some parts, I can translate, and for those that I can't, I try to guess from the context first. If that doesn't work, I use the touch-and-translate method. Suppose I encounter a word I don't know while reading a sentence. I tap and hold that word, then tap 'Define' in the pop-up that appears, and it shows me the meaning. I find this method easier.*

(Gato, Interview 1, Line 26-28)

**Implementation of online reading strategies after reading.** It was reported that five participants implemented online reading strategies after finished reading. The participants reported using a summarization strategy that helped them write up a summary at the end of their reading. For example, Jaja wrote a summary about heart disease symptom. She made a short summary that heart disease can cause by different factors. This summary can be seen in Jaja's sixth learning log (excerpt 31). Responses from the interview also supported this finding. For example, Jaja said that she usually made a summary of what she read, so that she could later reviewed the information that she has learned (see excerpt 32).

## Excerpt 31

**Learning report**

Goal:				
Date/ month	Reading Time	Materials	Strategies used	Procedure of reading
10 <sup>th</sup> Sep	30 min.	Heart disease symptom mayoclinic.com	-skipping -context clues -dictionary	-learn new words -try to skip when read

**Reflection / comments**

This article matches with my goal but it is not interesting.

I read quickly to get the idea in the first time. In the second time I read slowly but I skip some part that I don't understand.

It tells that there are many heart symptoms (Ex 1. in the blood vessels 2.caused by irregular heartbeats 3.by congenital heart defect etc.) different heart symptoms have different effects to body.

**New vocab!**

1. symptoms - ill
2. defect - a fault
3. infection - a disease affect body.

(Jaja, Learning log 6)

## Excerpt 32

Interviewer: ตอนที่(ชื่อ) อ่านเองเจออุปสรรคอะไรบ้าง แล้วแก้ปัญหาอย่างไร

*When (name) reads by yourself, what obstacles do they encounter and how do you solve them?*

Jaja: ก็มีปัญหารื่องคำศัพท์ที่มันยากแล้วเป็นศัพท์เฉพาะ แล้วพออ่านเสร็จหนูก็จะชอบลืมนื่องที่อ่าน

ไป ก็เลยทำสรุปแบบย่อๆไว้ จะได้รู้ว่าแต่ละเรื่งที่อ่านมามีอะไรบ้าง

*There are difficulties with technical terms. Also, after finishing reading, I tend to forget what I've read. So, I summarize briefly to remember the key points in each article.*

(Jaja, interview 1, Line 24-27)

In summary, the report from learning logs and interview suggested that most of the participants after attending the training enhance the ability to implement online reading strategies which includes online reading strategies implemented before reading, during reading, and after reading. However, there were a few participants that did not show evidence of using online reading strategies in some phases of reading.

### ***Evaluating outcomes***

The fifth step, the participants enhanced the ability to evaluate their learning. This evidence of evaluating outcomes was derived from the three sources of data: learning logs, interviews and consultation. The ability to evaluate outcomes refers to the ability to reflect on one's performance or accomplishments to measure effectiveness, success, or areas for improvement, specifically in online English reading. It involves critically analyzing the results of one's actions against the predetermined goals.

The evidence of participants' self-assessment can be seen through the learning log. At the end of the training, every participant showed evidence of assessing their achievement or identifying their incomplete goal. They also added more detail about what exactly they couldn't do. For example, Pingpong reported in the learning logs that she did not know enough vocabulary and she couldn't understand the text that she

read about biology as stated in her goal (excerpt 33). This is the evidence that they identified their unsuccess of their learning.

Excerpt 32

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### Learning report

Goal: I will be able to summarize to A) Toey				
Date/month	Reading Time	Materials	Strategies used	Procedure of reading
9/9/25	~ 20 min	- สื่อของตัวอ่อน ระยะต่างๆ - ระยะต่างๆ - สื่อกระบวนการ ในทรานส์คริปชัน	google translate	ได้รู้ชื่อจากระยะ ต่างๆ ของ Embryo อันเกิดการพัฒนา ของตัวอ่อน, หรือ จากคำค้นชื่อเวลา เท่านั้น หรืออ่านจับใจ
Embryology				
<b>Reflection / comments</b>				
- คณิตเฉพาะเจาะจงเกินไป อ่านไปเดาใจ จับใจความได้ยาก ใช้เวลานาน				

(Pingpong, Learning log 1)



The participants' responses from the interview and consultation also supported that everyone assessed the learning of themselves after finishing executing a reading task. For example, in the interview, Pingpong evaluated her learning towards the goal saying that she gained a better understand of biology she read after implementing skipping strategies. She also assessed herself that she read faster than before (excerpt 33).

## Excerpt 33

Interview: คิดว่าบทความเกี่ยวกับชีววิทยาที่เป็นภาษาอังกฤษที่อ่านมาแล้วเป็นอย่างไรบ้าง?

*How do you feel about the articles related to biology that you've read in English?*

Pingpong: ตอนแรกคือแบบเหมือนเราดูทุกคำเลยมันทำให้เราไม่เข้าใจ หลังๆ ก็อ่านแบบข้ามๆไปบ้าง แต่ก็

เข้าใจ แล้วก็เลยใช้เวลาน้อยกว่าเดิม ตอนแรกอ่านทุกคำก็จะใช้เวลามากเกินไปทำให้ลืม แต่พอ

อ่านเร็วๆทำให้เราอ่านสรุปไปเลย

*At first, it was like trying to understand every single word, which made it difficult to comprehend. Later on, I started skipping some parts while reading, but I still understood. So, it took me less time than before. Initially, reading every word took too long and led to forgetting, but reading faster allowed me to grasp the summary.*

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

(Pinpong, Interview 1, Line 22-24)

In the same trend, the participants responded in the consultation that they measured their reading ability towards the goal they set. For example, Naaman expressed that she could now read news in English and gained better reading comprehension without using google translation, though the news article needs to be at easy level from a certain graded news website. She mentioned that she still couldn't read news such as BBC which is authentic material (see excerpt 34).

## Excerpt 34

Counsellor: อ่านครั้งล่าสุดได้อ่านข่าวเหมือนเดิมหรือเปล่า แล้วอ่านมาอย่างไรบ้าง?

*Did you read the latest news as usual, and how was the reading experience?*

Namwan: ช่วงนี้หนูก็ยังฝึกอ่านข่าวจากเว็บเดิมค่ะ ตอนนี่คิดว่าตัวเองอ่านเองได้โดยไม่ต้องใช้(google)ทรานเสลดแล้วค่ะ หนูว่าหนูอ่านเข้าใจมากขึ้นกว่าเดิมด้วย แต่มันจะต้องเป็นข่าวจากเว็บ newsinlevel อะค่ะ ที่เป็นเลเวล 1 (ง่ายสุด)ที่มันใช้คำง่ายๆแล้วกับทความไม่ยาวมาก ถ้าเป็นข่าวจาก bbc ก็จบล่ะ เคยลองอ่านแล้วอ่านไม่เข้าใจเลยล่ะ

*Recently, I've still been practicing reading news from the same website. I feel like I can read on my own now without needing to use Google Translate. I believe I understand much better than before. However, it has to be news from the News in Levels website, at level 1 (the easiest level) that uses simple words and isn't too long. If it's news from BBC, I usually can't understand it. I've tried reading it before, but it didn't make sense to me.*

(Namwan, Consultation 4, Line 17-22)

Counselor: ที่วันก่อนอ่านเรื่อง why people drink alcohol ไปเป็นอย่างไรบ้าง

*You noted that you read 'Why People Drink Alcohol'. How was it?*

Pingpong: รู้สึกว่าอ่านได้ดีกว่าบทความที่ผ่านมาค่ะ ตอนใช้เทคนิคที่เรียนไปเช่น skipping มันทำให้หนูอ่านเร็วขึ้นแล้วก็เข้าใจดีกว่าค่ะ เราไม่จำเป็นต้องรู้ทุกคำที่อ่านก็ทำให้เราเข้าใจได้ค่ะ เคยทำแบบพยายามเข้าใจทุกคำในประโยค สุดท้ายหมดสมาธิ แล้วก็อ่านไม่รู้เรื่องค่ะ

*Feels like I read better than the previous articles. Using techniques I've learned, like skipping, has made me read faster and understand better. We don't need to know every single word to understand. I used to try understanding every word in a sentence, ended up losing focus, and didn't understand anything.*

(Pingpong, consultation 2, line 23-27)

In summary, every participant enhanced the ability to evaluate learning outcomes for online reading in English. The evidence from the learning logs, interviews, and the consultation recordings revealed that they monitored their own reading when they read online English text towards the goal they set in the beginning.

To summarize the findings showed that after attending the CALL learner training, all the participants gained a certain level of ability to direct themselves in online English reading. The abilities that most participants showed were the ability to analyze needs, implement online reading strategies and evaluate learning outcomes.

The key areas that most participants did not seem to develop were setting an effective goal and choosing online reading material strategically.

Among seven participants, Jaja was able to self-direct her online English reading the most effectively while Pinpong did not develop much.

## Chapter 5

### Discussions and recommendations

This chapter represents discussions of the findings. A study of self-directed learning of Thai secondary school students attending CALL learner training in Online reading in English was discussed and compared with the findings from the prior related research and studies. The limitations of the study, pedagogical implication, and some recommendations were presented for further investigations.

#### Summary of the study

This current study was conducted in a qualitative research method with a single group experimental study. The objective of the study was to investigate the self-directed learning in Online reading in English of the participants after attending the CALL learner training program. The participants were seven upper secondary school students in a demonstration school in Thailand. The participants signed up for the program on a voluntary basis. The participants attended the CALL learner training from early July, 2023 and completed in early September, 2023. The training was conducted during the club hours of the school.

In one CALL learner training program, three types of activity were presented. First, the CALL learner training was presented for nine sessions and it was sequenced and driven by the concept from Knowles (1975). This included setting climate, exploring needs, setting a learning goal, designing a learning plan, choosing reading material, using online reading strategies for three different sessions, and examining the learning. In the training, the three-part CALL training was constructed which was based on Romeo & Hubbard (2010). They were pedagogical training, strategic



training, and technical training. Second, consultations were provided. This included three required consultations with the purpose of facilitating the participants to check needs and goals, review the learning plan, revise the learning plan. Also, six voluntary consultations were offered for any participants who felt the need to get general consultation or recommendations for their self-study. Third, the self-learning tasks were required for the participants. They participated in online reading tasks on their own outside of the classroom for thirty minutes each for three weeks; six times in total. In this task, the participants needed to document in their learning log about what and how they read English online texts. This included reports on the techniques and strategies they used when reading an online reading material. Spaces for comments and reflections were also provided.

Once the program was completed the participants were asked to submit the evidence of self-directed learning for further qualitative analysis. This includes the learning logs registering their self-directed learning in English online reading. In addition, the participants were also asked to participate in an interview aiming to derive qualitative data from each individuals' practice and ability of self-directed learning in English online reading.

In order to affirm the validity of the training and the tools for data collection, they were sent for review to two experts in the field of self-directed learning and autonomous learning studies. The training plans, consultations plan, self-learning tasks and interview questions were then adjusted as the comments before an actual use.

## Summary of the Results

The qualitative data obtained from student's learning logs, interview and consultation recordings suggested that every participant possessed the ability to self-directed learning after attending CALL learner training. However, the ability to set a learning goal and choosing online reading material were less effective.

First, the qualitative data from learning logs pointed out that the participants were able to self-directed in Online reading in English. The ability of self-directed learning can be seen as a gradual improvement when comparing the logs in the beginning and towards the end. In the beginning, it was likely that the participants were not considering the goal of what they wanted to improve. They selected reading text in a random manner and only chose texts they liked. They didn't employ any strategies to cope with the task. They used some technology aids in helping the reading, yet it was not a strategic use. However, in the later weeks, the participants became more self-directed as the participants were more aware of their own needs and set a goal on which they wanted to improve. They were more meticulous when selecting online reading materials as they had to match with their needs, interest, the level of English and some participants considered the reliability of the sources. They were also able to employ a wide array of online reading strategies to cope with the challenges at hand. They use more technology aids in more advanced and strategic ways. At the end, they were able to assess their reading ability toward the tasks they were encountering and used the feedback for the later reading tasks.

Second, the qualitative data from the interview showed a similar pattern of the participants toward self-directed learning in Online reading in English. The

participants possessed the ability of self-directed learning since they normally realized and explicitly stated what they currently needed to practice or read and for what reasons made them believe that. They then set a mark towards what they wanted to improve or study. From this stance, they selected reading materials that aligned with the pointed stated and the material would help them accomplish the goal. They were also strategic to online material selections that served the needs and goal and were considering the difference between individuals such as the level of English proficiency and interest. They reported implementing different strategies for different encounters. They reported using technology aids to facilitate reading and learning. They monitored what achievements they made and identified the gaps as they later were trying to adjust themselves to finally complete the goal.

Third, the qualitative data from consultation recordings confirmed the findings about self-directed learning in online reading in English of the participants. The participants reported the process of how they became aware of and analyzed each individuals' needs. They also set a learning goal after the needs. Unlike the data from the learning log and the interview, the goal reported here was well-formulated and effective. The participants were also able to choose online reading materials that responded to each individual goal, interest, level of English and texts that were reliable. The online reading strategies implementations of the participants were reported variously and they were used purposefully to overcome the challenges. The evaluating the learning outcomes were clearly evident as the participants reflected and examined how well they performed the online reading tasks considering the goal previously set. They also monitored the learning and proposed possible adjustments after the review.

In summary, the data from the learning logs, interviews, and consultation recordings revealed the findings that the participants indeed became self-directed learners in online reading in English with the ability to analyze needs, set a goal towards online reading, choose online reading materials, implement online reading strategies, and evaluating the outcomes. However, the data from learning logs and interviews pointed out self-directed learning in online reading in English of some participants were less effective. First, even if they were able to set a goal, they didn't make the goal measurable and time-bound. This is especially difficult for them to monitor their accomplishment. Second, even if they were able to choose online reading texts strategically, most participants were reluctant and didn't pay attention to reliability when selecting online texts to read.

### **Discussions**

The discussions provided below were based on the key findings from the current study.

The current research study self-directed learning in online English reading and found that learner training enhanced the ability of self-directed learning. This was consistent with the previous studies and literatures (e.g. Lai et al., 2016; Rashid et al., 2018; Lai, 2017; Romeo & Hubbard, 2010; Cunningham et al., 2019) which suggested that CALL learner training can enhance students' self-directed learning and autonomous learning together with English language skills. This was because in the training, students normally go through the three-part training laid out by Romeo & Hubbard (2011). First, the learners know how technology should be used to facilitate their online reading from technical training. Second, the learners know *what to do*

*with* the technology to gain the most efficient practice of English language learning from strategic training. Third, the learners know the reasons *why* certain technology should be used with certain strategies from pedagogical training.

In addition, the learners gained the ability to self-directed learning in online reading because the CALL learner training involves important skills and steps in becoming a self-directed learner as suggested by Knowles (1975). The findings from this study is closely related to the findings of the previous studies (e.g. Loeng, 2020; Robinson & Persky, 2020) suggesting that providing such trainings may positively developed students' self-directed learning in online reading because students have to go through processes includes analyzing oneself's needs, setting a goal for online reading, choosing appropriate online reading materials, implementing online reading strategies, and evaluating one's learning. Considering the sessions available in the training, the students had the opportunity to be exposed to each step of self-directed learning in online reading, these sessions gradually facilitate the learners to take initiatives and gain control of their learning towards online reading.

Also, as the training offers required and voluntary consultations that aids students in setting goals, planning their learning, and providing more spaces for learners to get general advice on online English reading, the participants enhance the ability to self-directed their learning in online English reading at the end of the training. This providing consultation was in line with Kato and Mynard (2015) and consistent with other recent studies (e.g. Mitchell, 2023; Olivier & Trivedi, 2021; Stewart, 2021) suggesting that having consultation helped guiding and prompting the learners to be more effective strategies planners. These unique characteristic of

providing consultation in the training can be the part that contributed to the enhancement of self-directed learning in online English reading at the end.

Moreover, in the training, the students have chances to employ what they had learned from the session as they went through self-learning tasks requiring them to be independent and reading online English text by themselves in their free time outside of the classroom. This findings were consistent with the previous studies (e.g. Mirza et al., 2021; Tyagi, Gaur, & Sharma, 2020) revealing that the students gained control over their own learning once sufficient training is provided and enough time is allocated for students to carry out the self-practice by themselves.

Motivation in learners can also be a major part of the success in the enhancement of self-directed learning in online English reading of this study. This was evidently found in other research about the role of motivation on self-directed learning (Bodkyn & Stevens, 2015; Deci & Ryan, 1981; Wong, Tang, & Cheng, 2021; Zhu, Bonk, & Doo, 2020). Since this training in the study was optional and on a voluntary basis. Anyone who was interested in developing self-directed learning may join and it can be said that those who joined were likely to be more motivated than the other groups of students in the same school. Therefore, the current participants should have already possessed to some degree of motivation that they decided to participate and thrived in the training for the 10 whole weeks. Not only did they have to complete sessions in the training, but they also had to go through consultations and self-learning tasks which required them to learn by themselves and write learning logs describing their learning process. The commitment on attending the training, joining the consultations, and working on the self-learning tasks may be explained by the level of

motivation in learning English of the current participants. This motivation therefore can take a big role in the enhancement of self-directed learning in online English reading of this current study.

In addition, the role of the teachers or the trainers was confirmed to be considerably important for a self-directed learning classroom. The role of the teacher that helped promoted self-directed learning was proved by previous studies (Morris, 2020; Thornton, 2013). The finding of the current study suggested that teacher's role greatly contributed to the enhancement of self-directed learning in online English reading. This is because the supportive teachers who play the role as a guide, facilitator, and motivator rather than a directive teacher during the training and the consultation times foster the students to gain more control and make decision on their own terms about their individual learning. Supportive teachers as in this training provided an environment and opportunities for the students to explore, questions, and discover knowledge and skills on their own. Also, the training offered a space for learning to get the guidance after which they used and implemented them in their self-learning outside of classroom.

Lastly, the findings of this study also confirmed that the integration of two models from Knowles's (1975) self-directed learning framework and Romeo & Hubbard's (2010) CALL learner training framework can provide an effective model for learners as a training in order to promote and facilitate effective uses of technology towards English reading in a self-directed learning mode outside of classroom setting. This model yields values for other Thai school contexts where technology such as computers, smartphones, high speed internet was vastly available,

but still most of the students going to school rely on traditional classrooms and have limited skills and awareness of how technology can be used for educational purposes.

### **The limitations of the study**

The results of this study can be limited due to the following limitations.

First, the training that focused on introducing the technology was quite limited and this should be given more attention. The current study only provided four sessions for technology that helped online reading including annotation tool, click-access online dictionary, online mind mapping, and readability checker. Also, more time should be allocated for these individual tools so that the students spend more time using and interact with the technology more effectively. Also, more useful technology can be introduced to emphasize the important of technology for online English reading. By following these suggestions, the underlining theory of CALL learner training should be strengthened.

Second, since the qualitative data only derived from self-report including learning logs, interviews and consultation recordings, the finding can be somewhat biased. Other research tools that involved other individuals' perspectives were not taken into account in the current study.

### **Pedagogical implications**

Two pedagogical implications can be drawn from the findings of this current study as follows.

Since this study proved that CALL learner training developed self-directed learning of the students who attend, schools can adopt such programs or training as a part of a yearly training in an extracurricular activity event or during a club hour. This



can increase the chance of students being exposed to the training and greater developing self-directed learning once they finish the program.

In a similar vein, the training can be adapted and integrated as a part of an English course where the teacher introduces the elements of the training in the course. For example, in an English reading and writing course for high school, the teacher teaches a variety of texts from different topics. At this stage, the teacher may take a few minutes to introduce the needs analysis where the students think of what topic they can read and what topic they feel the needs of practicing more. Then, the later elements of the training can gradually be introduced in the later periods of the course.

### **Recommendations for further research**

In order to understand and fulfill the rigor in research on self-directed learning, further research can explore different areas and the following recommendation should be considered.

The current participants' background were quite homogenous and this may contribute to the enhancement of self-directed learning. Therefore, other sampling methods such as random sampling that may address different and various types of participants can be used. This can be used to understand the differences between different groups of participants who have different levels of motivation.

This research is only aimed at studying students' self-directed learning after attending the training without considering the improvement of the language skill or students' reading ability. Future study may further explore this variable.

Throughout this study, the study of self-directed learning has illuminated the method of enhancing students' abilities to take charge of their learning process, especially in an online environment. The exploration of CALL learner training has provided significant implications for educators and curriculum designers seeking to enhance students' self-directed learning skills within digital language learning contexts.

By analyzing the students' experiences in self-directed online English reading, this thesis has contributed to a deeper understanding of the self-directed learning. Moreover, it has shed light on the crucial role of CALL learner training in fostering self-directed learning in online English reading among secondary school students.

In conclusion, the findings of this thesis underscore the importance of enhancing self-directed learning skills among secondary school students engaged in online English reading, particularly within the framework of CALL learner training. These insights serve as a foundation for educators, policymakers, and stakeholders to develop more effective strategies and resources that empower students to become proactive, autonomous learners in their language acquisition journey.

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## APPENDIX A

### Training Plan 0: Set climate

**Session 0:** Set climate

**Time:** 50 minutes

#### Learning outcomes

At the end of the session,

1. students will be able to discuss what self-directed learning is.
2. students will be able to discuss why self-directed learning is important to them.

#### 2. contents

This session includes the explanation of self-directed learning and the discussion on why self-directed learning is important and beneficial to the students. In addition, the students will be introduced with the key characteristics of self-directed learners, such as being proactive, self-motivated, and able to set and achieve goals.

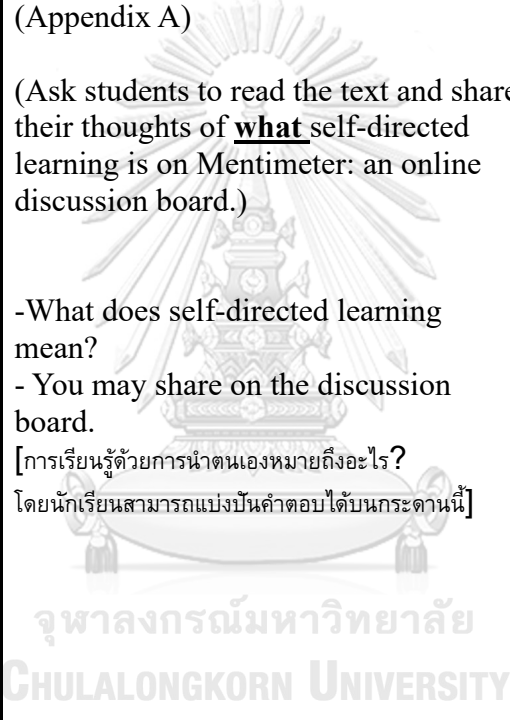
#### 3. Materials

Self-directed Learning: A guide for classroom teachers, teacher aides and students (<https://www.itac.edu.au/blog/teaching-strategies/self-directed-learning>)

#### 4. In-class activities (50 minutes)

Description	Teacher	Students
(3 minutes)	(greetings)	(greetings)
	(Making a small talk and build rapport)	(Small talk)
<b>Course introduction (3 minutes)</b>	<p>(Overview the training program) [นำเสนอการอบรมนี้โดยย่อ เช่น สิ่งที่นักเรียนต้องปฏิบัติเมื่อเข้าร่วมการอบรม]</p> <p>- This course will train you to be responsible for your learning, which is called self-directed learning. In addition, we will focus on the use of technology that helps improve English reading.</p> <p>[หลักสูตรนี้จะฝึกให้นักเรียนมีความรับผิดชอบต่อการเรียนรู้ ซึ่งเรียกว่าการเรียนรู้ด้วยตนเอง นอกจากนี้เราจะเน้นการใช้เทคโนโลยีที่ช่วยพัฒนาการอ่านภาษาอังกฤษ]</p> <p>-For the details of the training, I will</p>	(Listen)

	<p>inform you later on after we finish the activity of this session.</p> <p>[สำหรับรายละเอียดการอบรมจะแจ้งให้ทราบภายหลังเมื่อจบกิจกรรมของการอบรมครั้งนี้]</p>	
<p><b>objectives (5 minutes)</b></p>	<p>(Overview and introduce the objectives of the session)</p> <p>[อธิบายผลคาดหวังที่คิดว่านักเรียนจะได้รับจากกิจกรรมครั้งนี้ และนำเข้าสู่กิจกรรมที่ทำให้นักเรียนรู้จักการเรียนรู้ด้วยตนเอง]</p> <p>-Today, we will explore a concept that helps you be responsible for your learning, which is a very useful concept in English learning, especially during these days that we have more digital tools such as the internet and computers!</p> <p>[วันนี้เราจะมาศึกษาแนวคิดที่ช่วยให้นักเรียนมีความรับผิดชอบต่อการเรียนรู้ของนักเรียน ซึ่งเป็นแนวคิดที่มีประโยชน์มากในการเรียนภาษาอังกฤษ โดยเฉพาะในยุคปัจจุบันที่เรามีเครื่องมือดิจิทัลมากขึ้น เช่น อินเทอร์เน็ตและคอมพิวเตอร์!]</p> <p>-Today's activities will help you to explore two things: first, what self-directed learning is and second, why self-directed learning is important to you.</p> <p>[กิจกรรมวันนี้จะช่วยให้นักเรียนทราบถึงสองสิ่ง: สิ่งแรกคือนักเรียนจะทราบการเรียนรู้แบบชี้นำตนเองว่าคืออะไร และสิ่งที่สอง เหตุใดการเรียนรู้ด้วยตนเองจึงมีความสำคัญต่อนักเรียน]</p>	<p>(Listen)</p>
<p><b>Self-directed learning discussion (20 minutes)</b></p>	<p>(Elicit students' idea about self-directed learning)</p> <p>-Does anyone know anything about self-directed learning?</p> <p>[มีใครบ้างเกี่ยวกับการเรียนรู้แบบชี้นำตนเองบ้าง?]</p> <p>[นำเสนอกิจกรรมที่ให้นักเรียนรู้จักว่าการเรียนรู้ด้วยตนเองคืออะไร]</p>	<p>(various answer)</p>

	<p>-Now, we are going to explore more deeply into the definition of self-directed learning. [ตอนนี้ เราจะมาเจาะลึกความหมายของการเรียนรู้แบบชี้นำตนเองมากขึ้นโดยใช้เว็บไซต์นี้] (Direct students to the website: Self-directed learning A guide for classroom teachers, teacher aides and students) (<a href="https://www.itac.edu.au/blog/teaching-strategies/self-directed-learning">https://www.itac.edu.au/blog/teaching-strategies/self-directed-learning</a>) (Appendix A)</p> <p>(Ask students to read the text and share their thoughts of <b>what</b> self-directed learning is on Mentimeter: an online discussion board.)</p> <p>-What does self-directed learning mean? - You may share on the discussion board. [การเรียนรู้ด้วยการนำตนเองหมายถึงอะไร? โดยนักเรียนสามารถแบ่งปันคำตอบได้บนกระดานนี้]</p>  <p>จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY</p>	<p>(Study the material)</p> <p>(Analyze the key points from the material and post the ideas of “what” self-directed learning. is on the discussion board.)</p> <p>(expected answer) -Self-directed learning means that a student takes responsibility for their own learning, including making decisions on what, when, where and how they will learn. -Self-directed learners do not rely on teachers. They rely on themselves when learning.</p>
	<p>(Show the diagram of the training plan that illustrates the process of self-directed learning) [แสดงแผนการเรียนรู้และขั้นตอนของการนำการเรียนรู้ด้วยตนเอง]</p> <p>-First, I will let you look at the diagram of the training and we will explore the</p>	<p>(look at the diagram of the training plan)</p>



	<p>concept of self-directed learning. [ก่อนอื่น ครูจะให้นักเรียนดูแผนภูมิของการฝึกอบรมและเราจะเริ่มศึกษานแนวคิดของการเรียนรู้ด้วยตนเอง]</p> <p>- Based on the diagram, what does a self-directed learner do?</p> <p>[จากแผนภาพ ผู้เรียนสามารถนำการเรียนรู้ด้วยตนเองได้ เขาทำอะไรบ้าง?]</p>	<p>(expected answer on the discussion board)</p> <p>-be able to analyze needs, set a goal, choose material, use strategies, and assess the outcomes.</p>
	<p>-So, do you think that the teacher does these (analyze needs, set goals, choose material, use strategies, and assess the outcomes for students or do the students do these by himself? [แล้วนักเรียนคิดว่าใครเป็นผู้ตัดสินใจกระทำเหล่านี้ ระหว่างครูหรือนักเรียน ?]</p>	<p>(expected answer) The students do by themselves</p>
	<p>(Ask the students to read the same text again, but focus on <b>why</b> self-directed is important) [นำเสนอกิจกรรมที่ให้นักเรียนทราบว่า เหตุใดจึงจำเป็นต้องพัฒนาการเรียนรู้ด้วยตนเอง]</p> <p>จุฬาลงกรณ์มหาวิทยาลัย</p> <p>-Now, we should examine thoroughly <b>why</b> self-directed learning is important to you as an English learner. [ตอนนี้ เราควรตรวจสอบอย่างละเอียดว่าเหตุใดการเรียนรู้ด้วยตนเองจึงมีความสำคัญต่อนักเรียนในฐานะผู้เรียนภาษาอังกฤษ]</p>	<p>(Analyze the key points from the material and post the ideas of “why” self-directed learning. is important onto the same discussion board.)</p> <p>(expected answer) -it helps us to be better at English language. -we can learn by ourselves anywhere and anytime. -we can discover new things that might not be taught in a classroom.</p>

<p><b>Relationship- building</b></p> <p><b>(15 minutes)</b></p>	<p>(Make a transition to the next activity.) -Now after we have some initial ideas of self-directed learning, it is important that we adjust ourselves to the environment of the self-directed learning classroom. [นำเข้าสู่กิจกรรมสร้างความสัมพันธ์และบทบาทใหม่ระหว่างครูและนักเรียนในฐานะผู้นำการเรียนรู้ด้วยตนเอง]</p> <p>-Is a self-directed learning classroom similar or different from a traditional classroom ? [ห้องเรียนการเรียนรู้ด้วยตนเองเหมือนหรือแตกต่างจากห้องเรียนแบบเดิมที่เราเคยเรียน ?]</p> <p>-What are the differences then? [แล้วอะไรที่ต่างกันบ้างล่ะ]</p> <p>(provide the answer) -The role of the teacher and the roles of the students are different from a traditional classroom. [บทบาทของครูและบทบาทของนักเรียนแตกต่างจากห้องเรียนแบบเดิม]</p>	<p>(Listen attentively)</p> <p>(expected answer) -I believe that a self-directed learning classroom is <u>different</u> from a teacher-directed classroom.</p> <p>(various answer)</p>
	<p>(State the objective of the activity)</p> <p>“This activity is to help learners adjust themselves to the new roles in a self-directed environment.” [กิจกรรมต่อไปนี้จะช่วยให้นักเรียนปรับตัวเข้ากับบทบาทใหม่ของนักเรียนเพื่อให้เหมาะกับสภาพแวดล้อมในเวลาทีนักเรียนเรียนรู้ด้วยการนำตนเอง]</p>	<p>(Listen attentively)</p>
	<p>(Ask the students to form groups of five and take five minutes to think about the following information.) [ให้นักเรียนจับกลุ่มละ 5 คนและใช้เวลาในการนำเสนอข้อมูลส่วนตัวตามคำถามที่ตั้งไว้]</p> <p>1. What are you?-students status,</p>	<p>Form groups and think about what to share</p> <p>(answer the question in the</p>

	<p>English learning experience, what about learning English that interests you, knowledge, or relevant learning experience on reading.</p> <p>2. Who are you?- one thing about you that makes you different from others.</p> <p>[1. คุณคืออะไร - สถานะนักเรียน, ประสบการณ์การเรียนภาษาอังกฤษ, สิ่งเกี่ยวกับการเรียนภาษาอังกฤษที่คุณสนใจ, ความรู้หรือประสบการณ์การเรียนรู้ที่เกี่ยวข้องกับการอ่าน</p> <p>2. คุณเป็นใคร - สิ่งหนึ่งเกี่ยวกับตัวคุณที่ทำให้คุณแตกต่างจากคนอื่น ๆ]</p>	group)
	<p>Before the groups begin to share the information, the teacher gives the information to himself.</p> <p>[ก่อนที่แต่ละกลุ่มจะเริ่มนำเสนอ ครูแสดงให้เห็นตัวอย่างจากประสบการณ์จริงของครู]</p> <p>1. “I am an English teacher but before this I was an English learner like yourself. I became attracted to English because I like to watch English entertainment. Until recently, I discovered that reading English books is super fun. Not only can I learn new English through reading, but I also gain wonderful facts and knowledge from the books.”</p> <p>[1. ขณะนี้ครูสอนภาษาอังกฤษ แต่ก่อนหน้านี้ฉันก็เป็นผู้เรียนภาษาอังกฤษเหมือนคุณ ฉันเริ่มสนใจภาษาอังกฤษเพราะฉันชอบดูรายการบันเทิงภาษาอังกฤษ จนกระทั่งเมื่อเร็ว ๆ นี้ฉันค้นพบว่าการอ่านหนังสือภาษาอังกฤษนั้นสนุกสุด ๆ ไม่เพียงแต่ฉันสามารถเรียนรู้ภาษาอังกฤษใหม่ๆ ผ่านการอ่านเท่านั้น แต่ฉันยังได้ข้อเท็จจริงและความรู้ที่ยอดเยี่ยมจากหนังสืออีกด้วย]</p> <p>2. “One thing that makes me different from others is that if I happen to like something, I really invest my time into it. For</p>	(Listen to the teacher’s model attentively.)

	<p>example, I started fixing my computer. Despite having no computer degree, I started to learn things by myself at a very first stage. I started to adapt the process of self-directed learning into it. In the end, I was able to assemble a whole new computer and install some essential programs by myself alone.”</p> <p>[2. สิ่งหนึ่งที่ทำให้ฉันแตกต่างจากคนอื่น ๆ คือ ถ้าฉันชอบอะไร ฉันจะทุ่มเทเวลาให้กับมันจริงๆ ตัวอย่างเช่น ฉันเริ่มซ่อมคอมพิวเตอร์ แม้จะไม่มีปริญญาด้านคอมพิวเตอร์แต่ฉันก็เริ่มเรียนรู้สิ่งต่าง ๆ ด้วยตนเองในระยะแรก ฉันเริ่มนำกระบวนการเรียนรู้แบบชี้หน้าตนเองเข้ามาปรับใช้ ในที่สุด ผมก็สามารถประกอบคอมพิวเตอร์เครื่องใหม่ทั้งเครื่องและติดตั้งโปรแกรมที่จำเป็นบางอย่างได้ด้วยตัวคนเดียว]</p>	
	(Ask students to share the students' knowledge of 1.what you are and 2.who are you in the group.)	(Each student takes 1 minute to share the knowledge or information.)
	<p>(Conclude the role of the teacher and the learners in a self-directed environment.)</p> <p>[สรุปบทบาทของครู และนักเรียน]</p> <p>-What do you think our role should be like in this environment?</p> <p>[คุณคิดว่าบทบาทของเราควรเป็นอย่างไรในสภาพแวดล้อมนี้?]</p>	<p>(Listen attentively)</p> <p>(expected answer)</p> <p>- Teacher is now a facilitator who does not plan the learning, but helps me plan my own learning. Moreover, I will not wait for the teacher to input new knowledge, but he will guide me.</p> <p>-Also, my new role is to take more responsibility in my learning. I will see my friends as my company. We won't be competitive and</p>

		fight over each other, but be cooperative and provide help to the others.
<b>Course overview (2 minutes)</b>	<p>[สรุปโดยย่อเกี่ยวกับกิจกรรมที่นักเรียนจะได้ทำให้แต่ละสัปดาห์]</p> <p>(Overview the plans in detail and show the table of the long-ranged plan.)</p> <p>- For the first four weeks, you are going to participate in activities such as finding your own reading challenges, setting your goals, selecting reading materials, using strategies, and checking your achievement.</p> <p>[ในช่วงสี่สัปดาห์แรก คุณจะได้มีส่วนร่วมในกิจกรรมต่างๆ เช่น ค้นหาความต้องการในการอ่านของคุณเอง ตั้งเป้าหมาย เลือกสื่อการอ่าน ใช้กลยุทธ์ และตรวจสอบความสำเร็จของคุณ]</p> <p>-For the last four weeks, we will set goals for what we want to achieve in their learning, and establish a plan to get there. Then, we are going to gather the resources we need to achieve these goals, including online news, websites, reading articles and other materials.</p> <p>[ในช่วงสี่สัปดาห์หลัง นักเรียนจะเป็นผู้ตั้งเป้าหมายสำหรับสิ่งที่นักเรียนต้องการพัฒนา และวางแผนในการเรียนรู้ จากนั้น นักเรียนจะรวบรวมทรัพยากรที่จำเป็นเพื่อให้บรรลุเป้าหมายเหล่านี้ เช่น ข่าวออนไลน์ เว็บไซต์ บทความสำหรับอ่าน และเนื้อหาอื่นๆ]</p> <p>-In the self-directed learning task, you must take control of your progress and check your performance regularly.</p> <p>[ในงานการเรียนรู้แบบกำกับตนเอง คุณต้องควบคุมความก้าวหน้าและตรวจสอบประสิทธิภาพของคุณเป็นประจำ]</p> <p>- we will seek feedback from the consultation that I provide and reflect</p>	(Listen)

	<p>on their progress and areas for improvement. We will make some adjustments to our learning plans.</p> <p>[และเราจะได้รับคำปรึกษาที่ครูจัดไว้ และสะท้อนถึงความคืบหน้าและประเด็นที่ต้องปรับปรุง จากนั้นเราจะทำการปรับเปลี่ยนแผนการเรียนรู้ตามความเหมาะสม]</p>	
<p><b>Wrap-up</b> <b>(2 minutes)</b></p>	<p>[สรุปกิจกรรมวันนี้] (Conclude the point of today's class) -Today in the training, we learned more about self-directed learning as we went through 1)Building a new role to have the relationship for a self-directed learning environment. 2)Why and What is self-directed learning</p> <p>[ในการฝึกอบรมวันนี้ เราได้เรียนรู้เพิ่มเติมเกี่ยวกับการเรียนรู้ด้วยการนำตนเองผ่าน 1) การสร้างบทบาทใหม่เพื่อให้มีความสัมพันธ์สำหรับสภาพแวดล้อมการเรียนรู้ด้วยการนำตนเอง 2)ทำไมและอะไรคือการเรียนรู้แบบชี้นำตนเอง]</p>	(Listen attentively)
	(farewell)	(farewell)

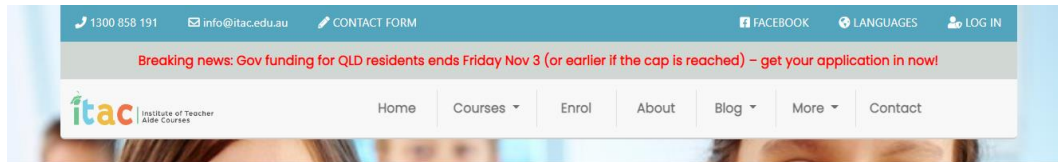
1. Out-of-class learning task

There is no out-of-class learning task given after this session.

2. Consultation

There is no consultation for this week.

## Self-directed learning: A guide for classroom teachers, teacher aides and students



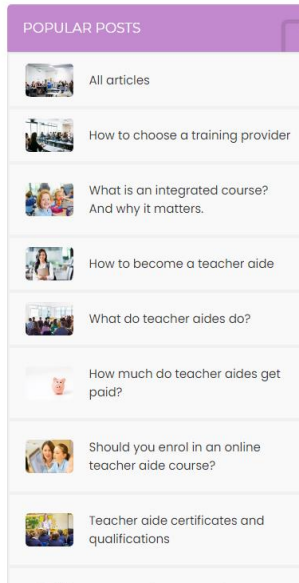
### Self-directed learning

A guide for classroom teachers, teacher aides and students

Self-directed learning – a student directs their own learning (including setting goals, finding resources and seeking support).



Self-directed learning happens when a student takes responsibility for all aspects of their own learning, including making decisions on what, when, where and how they will learn. Self-directed



source: Itac, A. G. (n.d.). *Self-directed learning*.

<https://www.itac.edu.au/blog/teaching-strategies/self-directed-learning>

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

## APPENDIX B

### Training plan 1: Explore needs

#### Session 1: Explore needs

**Time:** 50 minutes

#### 1. Learning outcome

At the end of the session, students will be able to tell the challenges they have in online reading.

#### 2. Content

In this session, the students will be guided to conduct a self-analysis to explore the needs of online reading in regards to academic articles. In the self-analysis, the students are prompted to include assessing their current reading challenges.

#### 3. Materials

Writing reflection

#### 4. In-class activities

Description	Teacher	Students
(State session's objective and lead-in the activity) <b>(3 minutes)</b>	(greetings)	(greetings)
	(Reviewing the previous session) [ถามนักเรียนว่านักเรียนได้เรียนรู้อะไรไปในสัปดาห์ก่อน] -Can you tell me what we learned last time? [เราได้เรียนรู้อะไรไปในคาบเรียนที่ผ่านมา]	(expected answers) -we learn some concepts about self-directed learning and we adjust the roles to adapt ourselves to a self-



		directed learning environment.
	<p>(Overview and introduce the objectives of the session)          [นำเสนอสิ่งที่คาดหวังของกิจกรรมในวันนี้          คือนักเรียนจะต้องวิเคราะห์และทราบความต้องการในการอ่านของตนเอง]</p> <p>-Today, we are going to find the needs. We will see how we can understand ourselves more in online reading.          [วันนี้เราจะเริ่มตรวจสอบถึงความต้องการและปัญหาในการอ่านภาษาอังกฤษของเรา เราจะเข้าใจตัวเองมากขึ้นในการอ่านออนไลน์]</p>	(Listen)
(Introduce Pedagogical training) (15 minutes)	-Why do we need to understand our needs? [ทำไมเราต้องเข้าใจความต้องการของเรา?]	(various answers)
	<p>(provide the answer to why)          -This will later help you to set up certain and accurate goals for your learning.          [สิ่งนี้จะช่วยให้นักเรียนกำหนดเป้าหมายที่แน่นอนและแม่นยำสำหรับการเรียนรู้ในภายหลัง]</p> <p>-So, in this session, we will find online reading needs that can be a part of your self-directed learning journey.          [ดังนั้น ในคาบนี้ เราจะศึกษาความต้องการในการอ่านออนไลน์ที่จะนำไปเป็นส่วนหนึ่งของการเรียนรู้ด้วยตนเองของนักเรียนได้]</p>	(listen)
	<p>[ให้นักเรียนลองนึกถึงปัญหาที่พบได้จากการอ่านบทความภาษาอังกฤษ]</p> <p>-After we know that finding needs is useful, we will start from guessing what <b>the reading challenges</b> or sometimes we call <b>the needs</b> that people generally have when they read academic text online.          [หลังจากที่เรารู้ว่าการค้นหาความต้องการนั้นมีประโยชน์]</p>	(Various answers-post on the discussion board)

	<p>เราจะเริ่มจากการเดาว่าความท้าทายในการอ่านคืออะไรหรือบางครั้งเราเรียกว่าความต้องการที่คนทั่วไปมีเมื่ออ่านข้อความทางวิชาการออนไลน์]</p> <p>(Use Mentimeter: an electronic discussion board to get the thoughts posted.)</p>	
	<p>[นำเสนอปัญหาการอ่านที่มักพบบ่อยสำหรับผู้เรียนภาษาอังกฤษประเทศ]</p> <p>- You suggested some challenges from online reading. Now, we are going to see what real needs that people have when reading online. This is from researchers such as Anderson (2004), Romeo &amp; Hubbard (2011) and Brun-Mercer (2019)</p> <p>[นักเรียนได้ลองแบ่งปันความท้าทายจากการอ่านออนไลน์ ตอนนี้เราจะมาดูกันว่าผู้คนที่มีความต้องการที่แท้จริงอะไรบ้างเมื่ออ่านหนังสือออนไลน์ สิ่งที่ได้จากนักวิจัยเช่น Anderson (2004), Romeo &amp; Hubbard (2013) และ Brun-Mercer (2019)]</p> <p>(Identify areas of the needs of Online English reading)</p> <p>-In English reading and online reading, there are some areas that emerge from English learners when reading English text either online or printed.</p> <p>[ในการอ่านภาษาอังกฤษและการอ่านออนไลน์ มีบางประเด็นที่ผู้เรียนภาษาอังกฤษสามารถอ่านได้เมื่ออ่านข้อความภาษาอังกฤษทางออนไลน์หรือสิ่งพิมพ์]</p> <p>(Write these challenging areas of reading on the board)</p> <ol style="list-style-type: none"> <li>1.Slow reading speed</li> <li>2.Insufficient vocabulary</li> <li>3.Distractions &amp; non-linear nature of online texts</li> <li>4.Low motivation in reading English texts</li> <li>5.Use aids tools such as dictionaries and translations too often</li> <li>6.Overwhelmed with data from the</li> </ol>	(Listen)

	<p>internet 7. Cannot identify facts from opinions 8. Scrolling too fast and miss some detail or ideas</p>	
	<p>-Now, we know what reading needs are, and as we discussed in the beginning, finding the needs will be useful in learning. Next, we will identify what our reading needs are.</p> <p>[เริ่มกิจกรรมวิเคราะห์ความต้องการในการอ่านของผู้เรียน โดยเริ่มจากการจำลองสถานการณ์ที่นักเรียนคุ้นเคยคือเรื่องเกรดและคะแนนที่โรงเรียน]</p> <p>(introduce the way to diagnose reading needs by using an analogy)</p> <p>-Let's look at some sample situation -Let's use a sample from your study at school.</p> <p><b>“At mattayom 4 I got grade 4 in English conversation but I got grade 2 in English reading and writing.”</b></p> <p>[- มาดูสถานการณ์ตัวอย่างกัน - ลองใช้ตัวอย่างจากการศึกษาของนักเรียนที่โรงเรียน “ตอนอยู่ชั้นมัธยมศึกษาปีที่ 4 ฉันได้เกรด 4 ในวิชาสนทนาภาษาอังกฤษ แต่ได้เกรด 2 ในวิชาอ่านและเขียนภาษาอังกฤษ”]</p> <p>จุฬาลงกรณ์มหาวิทยาลัย</p> <p>-From this situation, How do I know my weakness and the areas that need to be improved? [จากสถานการณ์นี้ ฉันจะรู้จุดอ่อนของตัวเองและจุดที่ต้องปรับปรุงได้อย่างไร? ]</p>	<p>(expected answer) -I look at the grade.</p>
	<p>-Yes, you look at the grade and that is your evidence of learning, right? [ใช่ นักเรียนดูที่เกรดและนั่นคือหลักฐานการเรียนรู้ของนักเรียนในใช่ไหม?]</p> <p>-What if we don't have the grade, what do we know if we need to improve this subject?</p>	<p>(expected answer) -we can notice from the performance in the subject. For example, I know that I need to improve when I cannot answer</p>

	<p>[ถ้าเราไม่มีเกรดเราจะรู้ได้อย่างไรว่าต้องปรับปรุงวิชานี้?]</p> <p>(lead to reflections of online reading) [นำเข้าสู่กิจกรรมที่สามารถทำให้นักเรียนวิเคราะห์และรับรู้ความต้องการด้านการอ่านของตน]</p> <p>-Right, and that is called self-reflection. -So, today we will self-reflect on online reading in order to find what we need.</p> <p>[เราสามารถทำได้ผ่านการวิเคราะห์ตนเองโดยเขียนสะท้อนประสบการณ์]</p> <p>[ดังนั้น วันนี้เราจะทบทวนตัวเองในการอ่านออนไลน์เพื่อค้นหาสิ่งที่เราต้องการ]</p>	<p>the questions.</p> <p>(listen)</p>
<p>(Introduce strategic training) <b>(15 minutes)</b></p>	<p>(Using these guided questions to help students reflect their thoughts and experience reading English texts) [มอบหมายคำถามให้นักเรียนคิด วิเคราะห์ตนเอง จากประสบการณ์การอ่านบทความภาษาอังกฤษ]</p> <p>-Please think about the times that you read English texts outside the classroom, then try to answer these following questions. [โปรดนึกถึงเวลาที่นักเรียนอ่านข้อความภาษาอังกฤษนอกห้องเรียน แล้วลองตอบคำถามต่อไปนี้]</p> <p>-If you don't ever read English outside the classroom, please think about the time when you read English texts in English courses or English tests. [หากนักเรียนไม่เคยอ่านภาษาอังกฤษนอกห้องเรียน โปรดนึกถึงเวลาที่นักเรียนอ่านข้อความภาษาอังกฤษในวิชาภาษาอังกฤษที่โรงเรียนหรือในการทดสอบภาษาอังกฤษ]</p> <p>(Provide these guided questions on the handout) -How much time did you spend to complete a text, a chapter, or an article? -What points of academic English</p>	<p>(Think about the experience of English reading)</p>

	<p>reading do you feel you need to work on the most?</p> <p>-What topic of reading are you currently working on?</p> <p>-How do you use aid tools such as dictionaries and translation to help you understand the text?</p>	
	<p>(Ask students to reflect their thoughts, feelings, and experience of online reading in a self-reflection in the booklet.)</p> <p>[มอบหมายให้นักเรียนเขียนอธิบายประสบการณ์การอ่านของตนเองผ่านสมุดสะท้อนความคิด]</p> <p>-After this, we are going to write about our experiences on the self-reflection sheet.</p> <p>[หลังจากนี้ เราจะเขียนเกี่ยวกับประสบการณ์ของเราในช่องสะท้อนประสบการณ์ของตนเอง]</p>	<p>(Students spend time writing the reflections)</p>
	<p>[แนะนำให้นักเรียนลองวิเคราะห์ความต้องการของตนเองสำหรับการอ่านในเวลานอื่นบ้างเพื่อความเที่ยงตรง]</p> <p>(Recommend the students to <b>reassess</b> their online reading challenges at other times.)</p> <p>-Is it enough to only explore the need in this classroom? Why?</p> <p>[นักเรียนคิดว่า เราสำรวจความต้องการแค่ในห้องเรียนนี้เพียงพอหรือไม่ทำไม]</p>	<p>(expected answer)</p> <p>-No, because I may perform differently when it is in different places and times.</p>
	<p>-How can we make sure? that this is your actual reading challenge?</p> <p>[นักเรียนจะแน่ใจได้อย่างไร?]</p> <p>ว่านี่คือความท้าทายในการอ่านที่แท้จริงของนักเรียน?]</p>	<p>-To make sure that this is my reading challenge, it is better that we read online at different places and</p>

		times, try to notice the challenges.”
	<p>-That’s right. Once you finish this session, you should recheck yourself as you can read online more to find what your actual reading challenges are.</p> <p>[ถูกต้อง. เมื่อนักเรียนอบรมในคาบแล้ว นักเรียนสามารถตรวจสอบตัวเองอีกครั้งเมื่อนักเรียนอ่านเพิ่มเติมทางออนไลน์ และนำประสบการณ์นั้นมาวิเคราะห์ความต้องการในการอ่านของนักเรียน]</p>	(listen)
(Reflection) (15 minutes)	<p>(Set the students in groups and ask the students to share their thoughts about finding the reading area that needs improvement; Online reading challenges.)</p> <p>[แบ่งกลุ่มนักเรียนเพื่อให้นักเรียนบอกเล่าความต้องการในการอ่านแก่นักเรียนคนอื่นๆในกลุ่ม]</p> <p>-What do you think about this method to find your reading area that needs improvement?</p> <p>[นักเรียนคิดอย่างไรเกี่ยวกับวิธีการนี้ในการตรวจสอบความต้องการในการอ่านบทความวิชาการออนไลน์]</p>	(Participate in the group discussion and share the answer in the online discussion board.)
	<p>(Assign the students to have an agreement on the needs before meeting in the first consultation.)</p> <p>[มอบหมายให้นักเรียนเลือกความต้องการเกี่ยวกับการอ่าน 1 สิ่งเพื่อใช้ในการพูดคุยในชั่วโมงให้คำปรึกษา]</p> <p>-Everyone, after you know how to diagnose your needs, what you need to be sure of before meeting me at the consultation?</p> <p>[ทุกคน หลังจากที่นักเรียนรู้วิธีวินิจฉัยความต้องการของคุณแล้ว คุณต้องแน่ใจอะไรบ้างก่อนที่จะพบฉันที่คำปรึกษา?]</p>	<p>(Listen attentively)</p> <p>-After today’s training, I will monitor and make sure that I find the actual needs before the consultation. Because this will help me decide other plans in the learning such as goals, materials, strategies, and evaluations to be used.</p>

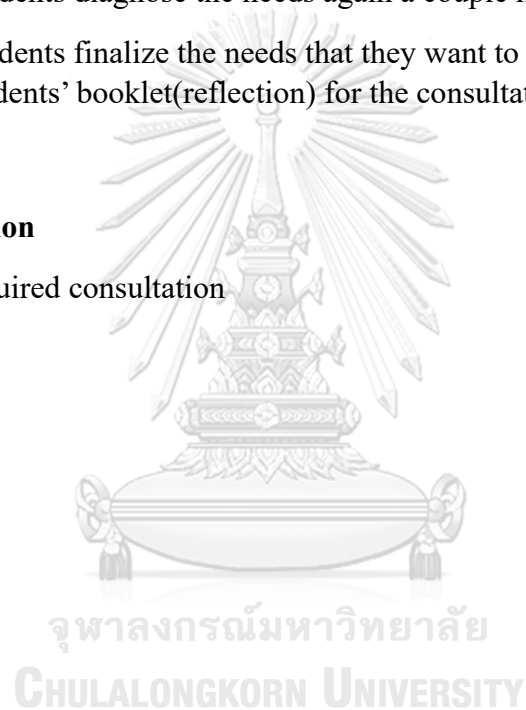
<b>Wrap-up (2 minutes)</b>	(Conclude the point of today's class Script) -Today in the training, we learned the ways to diagnose the learning needs regarding reading skill. Also please make sure that you have the right needs because we will be focusing on improving the area.	(Listen attentively)
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### 1. Assignment

- 1) Students diagnose the needs again a couple more times.
- 2) Students finalize the needs that they want to improve and write the students' booklet(reflection) for the consultation.

### 2. Consultation

No required consultation







## APPENDIX C

### Training plan 2: Set a learning goal

**Session 2:** set a learning goal

**Time:** 50 minutes

#### 1. Learning outcome

At the end of the session, students will be able to set learning goals for online reading in self-directed learning.

#### 2. Content

In this session, the students will be introduced to setting learning goals for self-directed learning. The students will firstly be explained the importance of creating specific, measurable, achievable, relevant, and time-bound (SMART) goals. And then, they are prompt to set a goal that is based on the individual's needs and interests, and should be aligned with a clear purpose.


#### Materials

- 1) Setting goals with SMART Goal  
([https://www.youtube.com/watch?v=FY4xrNW6gs&ab\\_channel=CollegeofNursesofOntarioCNO](https://www.youtube.com/watch?v=FY4xrNW6gs&ab_channel=CollegeofNursesofOntarioCNO) )
- 2) SMART goal setting form

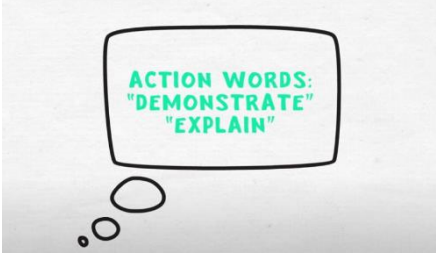
#### 3. In-class activities

Description	Teacher	Students
(State session's objective and lead-in the activity) (5 minutes)	(greetings)	(greetings)
	(Review the previous training) -Can you remind me what we learned from the session last time? [คุณช่วยบอกครูได้ไหมว่าเราได้เรียนรู้อะไรบ้างจากคาบอบรมครั้งที่ผ่านมา]	(answer the questions) -we learn to analyze our online reading needs

	<p>(Overview and introduce the objective of the session)</p> <p>[นำเสนอสิ่งที่คาดหวังของกิจกรรมในวันนี้ คือนักเรียนจะต้องตั้งเป้าหมายในการเรียนรู้ได้]</p> <p>-In the previous period, we learned how to find our online reading needs.</p> <p>[ในช่วงก่อนหน้านี้นี้ เราได้เรียนรู้วิธีการค้นหาความต้องการในการอ่านออนไลน์ของเรา]</p> <p>-So, today, we will use the online reading needs to create our goal for your learning.</p> <p>[ตั้งแต่วันนี้เราจะใช้ความต้องการในการอ่านออนไลน์เพื่อสร้างเป้าหมายการเรียนรู้ของคุณ]</p>	<p>(listen to the objective)</p>
<p>(Introduce pedagogical training) (15 minutes)</p>	<p>[มอบหมายให้นักเรียนศึกษาจากวิดีโอเพื่อความเข้าใจเบื้องต้นเกี่ยวกับการตั้งเป้าหมายการเรียนรู้]</p> <p>-You may now have different views of goal setting. Now, we will look at the video together and explore what the learning goal is.</p> <p>[ตอนนี้คุณอาจมีมุมมองที่ต่างกันใน การตั้งเป้าหมาย ตอนนี้เราจะดูวิดีโอร่วมกันและมาเรียนรู้เกี่ยวกับเป้าหมายในการเรียนรู้]</p> <p>(Give students the link to the material and ask them to watch the video)</p> <p><a href="https://youtu.be/_FY4xrNW6gs">https://youtu.be/_FY4xrNW6gs</a></p> <p>- Now, we are going to watch this video about setting learning goals for our learning. We are going to find me the answers to the two questions First, <b>what</b> is setting goals? and second, <b>why</b> do we need to set goals?</p> <p>[และนี่คือวิดีโอนี้เกี่ยวกับการกำหนดเป้าหมายการเรียนรู้สำหรับการเรียนรู้ของเรา เราจะหาคำตอบสำหรับสองคำถามนี้ให้ฉัน ข้อที่ 1 การตั้งเป้าหมายคืออะไร? ข้อที่ 2 ทำไมเราต้องตั้งเป้าหมาย?]</p>	<p>(listen to the instruction)</p> <p>(study from the video)</p>

	<p>(encourage the students to share the answers of what and why)          [ถามนักเรียนสองคำถาม 1.อะไรคือเป้าหมายการเรียนรู้          2.ทำไมเราต้องมีเป้าหมายการเรียนรู้]</p> <p><b>-what</b> is the learning goal?          [การตั้งเป้าหมายคืออะไร?]</p> <p><b>-why</b> do we need to set goals?          [ทำไมเราต้องตั้งเป้าหมาย?]</p> 	<p>(expected answer from the students)</p> <p>-Learning goal is the learning that we want to achieve. It reflects from the needs.</p> <p>-Having clear learning goals is important for us as this will guide us to organize the learning</p> <p>-It can make the learning be effective because we focus at the right point</p> <p>-With clear learning goals, we can plan strategies that will help us to achieve the goals</p> <p>-we will also monitor their progress towards achieving these goals.</p> <p>-In setting goals, it makes the direction of learning clear to us.</p> <p>-It can increase our motivation because we learn the way that we want.</p>
	<p>[บอกคำตอบที่ถูกต้อง]          (provide the answer to what the</p>	<p>(listen to the answer)</p>

	<p>learning goal is)          -Learning goal is an aim that we set for ourselves with the intention to gain knowledge or skills. This is usually a statement that we set.          [เป้าหมายการเรียนรู้ คือ จุดมุ่งหมายที่เราตั้งขึ้นเองด้วยความตั้งใจที่จะได้รับความรู้หรือทักษะ โดยปกติจะเป็นคำสิ่งที่เราตั้งไว้]</p> <p>(why we need to set goals)          -It sets us a direction of what we learn and this helps us to have a clear purpose for our learning and this will guide us to organize our learning in the future.          [มันกำหนดทิศทางของสิ่งที่เราเรียนรู้และสิ่งนี้ช่วยให้เรามีจุดประสงค์ที่ชัดเจนสำหรับการเรียนรู้ของเราและสิ่งนี้จะเป็นแนวทางในการจัดการเรียนรู้ของเราในอนาคต]</p>	
	<p>(Direct the students to the previous website and ask them to study the SMART goals)          [มอบหมายให้นักเรียนดูคลิปวิดีโอเดิมเพื่อศึกษารายละเอียดเกี่ยวกับการตั้งเป้าหมายโดยใช้เกณฑ์ SMART]  <a href="https://youtu.be/FY4xrNW6gs">https://youtu.be/FY4xrNW6gs</a></p> <p>- Now, go back to the same video again, but this time we are going to study how you can set your learning goals.          [กลับไปดูวิดีโอเดิมอีกครั้ง แต่คราวนี้เราจะศึกษาวิธีที่คุณสามารถกำหนดเป้าหมายการเรียนรู้ของคุณ]</p> <p>- After you study you may post some thoughts into the discussion board.          [หลังจากที่คุณศึกษาแล้ว ขอให้คุณโพสต์ความคิดบางเกี่ยวกับการตั้งเป้าหมายในกระดานสนทนา]</p>	<p>(study the website again, but focus on how learning goals can be set)</p> <p>(share thought into the online discussion board)          (expected answer)          -Specific          -Measurable          -Attainable          -Relevant          -Time-bound</p>

		
<p>(Introduce strategic training) (25 minutes)</p>	<p>-As you begin to see how SMART goals is used, we are going to use this as an example of learning goals using SMART criteria</p> <p>[เมื่อคุณเริ่มเห็นว่ามีการใช้เป้าหมาย SMART อย่างไร เราจะใช้สิ่งนี้เป็นตัวอย่างของเป้าหมายการเรียนรู้โดยใช้เกณฑ์ SMART]</p> <p>(Show a goal statement examples and ask the students to identify if the statement is appropriate)</p> <p><b><u>-I will be able to summarize the information that I read about the components of a tree for biology class to my friends without using a dictionary within September 1.</u></b></p> <p>[ฉันจะสามารถสรุปข้อมูลที่อ่านเกี่ยวกับส่วนประกอบของต้นไม้สำหรับชั้นเรียนชีววิทยาให้เพื่อนๆ ได้โดยไม่ต้องใช้พจนานุกรม ภายในวันที่ 1 กันยายน]</p>	<p>(give opinions)</p>
	<p>(Put the statement on the screen and ask the following questions)</p> <p><b><u>-I will be able to retell the information that I read about the components of a tree for biology class to my friends within September 1.</u></b></p> <p>-First, is this goal Specific enough? -Tip* use specific topics or terms to show the specificity. [ประการแรก เป้าหมายนี้เฉพาะเจาะจงเพียงพอหรือไม่ เคล็ดลับ* ใช้หัวข้อหรือคำศัพท์เฉพาะเพื่อแสดงความเฉพาะเจาะจง]</p> <p>-Second, is this goal Measurable? -Tip* use an action verb(s) so that you</p>	<p>(analyze the statement) (expected answer)</p> <p>- First, it is very specific. I can tell the topic of what you want to read.</p>

	<p>can see your achievement of what you want to learn.          [ประการที่สอง เป้าหมายนี้สามารถวัดได้หรือไม่?          เคล็ดลับ*          ใช้กริยาแสดงการกระทำเพื่อให้คุณเห็นความสำเร็จของสิ่งที่คุณต้องการเรียนรู้]</p> <p>-Third, is this goal Attainable?          -Tip* think of the resources you can get and the difficulty of the tasks. Neither too easy nor too hard.          [ประการที่สาม เป้าหมายนี้บรรลุได้หรือไม่?          เคล็ดลับ* นึกถึงทรัพยากรที่คุณมีและความยากของงานไม่ยุ่งเกินไปหรือยากเกินไป]</p> <p>-Fourth, is this goal relevant?          -Tip* how is this relevant considering your position or you as a learner?          [ประการที่สี่ เป้าหมายนี้เกี่ยวข้องกับหรือไม่?          เคล็ดลับ*          สิ่งนี้เกี่ยวข้องกับอย่างไรเมื่อพิจารณาจากบริบทของคุณในฐานะนักเรียน]</p> <p>-Fifth, is this goal time-bound?          -Tip* set a specific time.          [ประการที่ห้า เป้าหมายนี้มีขอบเขตเวลาหรือไม่?          เคล็ดลับ* ตั้งเวลาเฉพาะ]</p>	<p>-Second, I believe it is measurable. When I can summarize the information, it means I finish my goal.</p> <p>-Third, it can be attainable because I have the resources to attain this data.</p> <p>-Fourth, it is relevant because this semester I learn this topic in biology class.</p> <p>-Fifth, it is time-bound because it tells the exact date.</p>
	<p>-As you have analyzed a goal from an example, now you are going to look back at your online reading needs and think about your goal in learning by</p>	<p>(Think about the needs analysis and try to formulate goals by SMART</p>

	<p>following SMART criteria.          [ให้นักเรียนดูความต้องการการอ่านที่นักเรียนวิเคราะห์มาในครั้งก่อนเพื่อใช้ในการตั้งเป้าหมายการเรียนรู้โดยใช้เกณฑ์ SMART]</p> <p>(Ask the students to analyze the needs from the previous class)</p> <p>- In the next five minutes, we are going to set our learning goals</p>	<p>criteria)</p>
	<p>-You have tried to set your own goal from SMART criteria. Now, we are going to share your goals and we are going to check together.          [ให้นักเรียนแต่ละคนแลกเปลี่ยนเป้าหมายที่ได้และให้นักเรียนแต่ละคนช่วยตรวจสอบ]</p> <p>(Random a student to share their stated goal)</p>	<p>(share a goal)</p>
	<p>[สุ่มตัวอย่างเป้าหมายบางข้อที่นักเรียนตั้งเพื่อเป็นตัวอย่างในการแก้ไขให้ดีขึ้น]</p> <p>-Everyone, please look at the statement and tell if it is SMART or not. If it isn't, what should we adjust?          [ทุกคนโปรดดูคำชี้แจงและบอกว่าเป็น SMART หรือไม่ ถ้าไม่ใช่ เราควรปรับอะไร?]</p> <p>(Ask students to look at the goal and analyze)</p>	<p>(Analyze the goal of a friend)          (example dialog)          -I think that is not specific enough.          -I think you need to check the time.</p>
	<p>(Assign the students to try to monitor the goal.)          [มอบหมายให้นักเรียนสังเกตและตรวจสอบเป้าหมายของนักเรียนเนื่องจากเป้าหมายอาจเปลี่ยนไปหากนักเรียนสามารถบรรลุเป้าหมายเดิมที่ตั้งไว้ได้แล้ว]</p> <p>-Everyone, after you learn the SMART goals setting, you might consider checking your goals once again before meeting me at the consultation.          [ทุกคน หลังจากที่คุณเรียนรู้การตั้งเป้าหมาย SMART แล้ว          คุณอาจพิจารณาตรวจสอบเป้าหมายของคุณอีกครั้งก่อนที่จะพบฉันที่คำปรึกษา]</p>	<p>(listen attentively)</p> <p>(expected answer)          -because sometimes we change what we need.          -Sometimes, we have already achieved it and we can move to the next goal.</p>

	-Why do we need to monitor the goal? [ทำไมเราคอยตรวจสอบเป้าหมาย?]	
	(Set the student in groups and ask the students to share the way to monitor their goal.) -What can we do to monitor our goal? [เราจะทำอะไรเพื่อตรวจสอบเป้าหมายของเรา"]	(participate in the group discussion and share the answer in the online discussion board.) -we can look at ourselves and notice if we can complete the task easily or not. -If we complete the tasks easily, it means that this might not be the goal anymore.
	(provide an answer to monitoring the goal) -That's right! We try to notice ourselves if we can complete the task easily, it means that we can overcome these needs. [ถูกต้อง! เราพยายามสังเกตตัวเองว่าเราสามารถทำงานให้เสร็จได้ง่ายหรือไม่ นั่นแสดงว่าเราสามารถเอาชนะความต้องการเหล่านี้ได้]	(listen to the answer)
<b>Wrap-up (5minutes)</b>	(Conclude the point of today's class) -Today in the training, we learned the ways to set goals regarding reading skill. As we used the SMART goal setting, you can now better set the goal that is specific to the area of reading that you want to improve. [ในการอบรมวันนี้ได้เรียนรู้วิธีการตั้งเป้าหมายเกี่ยวกับทักษะการอ่าน เนื่องจากเราใช้การตั้งเป้าหมายแบบ SMART ตอนนี้คุณสามารถกำหนดเป้าหมายเฉพาะด้านการอ่านที่คุณต้องการปรับปรุงได้ดีขึ้น]	(listen attentively)

#### 4. Out-of-class learning task

- 1) Students prepare the goal according to the SMART goal setting



- 2) Students finalize the goal that they want to achieve for the self-directed learning task.

## 5. Consultation

At the end of the week, students are appointed to meet at the required consultation to check the needs analysis and the goals setting. For details of the plan, see consultation plan- required session 1.

### Setting goals with SMART Goal



จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

[https://www.youtube.com/watch?v=\\_FY4xrNW6gs&ab\\_channel=CollegeofNursesofOntarioCNO](https://www.youtube.com/watch?v=_FY4xrNW6gs&ab_channel=CollegeofNursesofOntarioCNO)

Source: College of Nurses of Ontario CNO. (2015, March 5). *Are your Learning Goals SMART?* [Video]. YouTube.

[https://www.youtube.com/watch?v=\\_FY4xrNW6gs](https://www.youtube.com/watch?v=_FY4xrNW6gs)

## SMART Goal setting form

# Setting Goals

### Instructions:

1. Study the description of SMART goal setting and example in order to set up your goal accordingly.
2. Look back at the online reading needs you have.
3. Set a goal that reflect your online reading needs

SMART Goal setting		
Criteria	Description	Tips
S=Specific	The goal should be clear and specific	*don't write general statement
M=Measurable	The goal should be trackable and quantifiable using action verb	*use action verbs – to tell, to summarize, to write
A=Attainable	The goal should be at your level- not too hard or too easy	*understand yourself and limitations such as time limitation, English proficiency
R=Relevant	The goal should be relatable to the big goal which is online reading	*how is this relevant considering your position or you as a learner
T=Time-bound	The goal should have a defined start and end date.	*set exact date

**Sample learning goal:** I will be able to summarize the information that I read about the components of a tree for biology class to my friends without using a dictionary within September 1.

**ตัวอย่างเป้าหมายการเรียนรู้:** ฉันจะสามารถสรุปข้อมูลที่ฉันอ่านเกี่ยวกับส่วนประกอบของต้นไม้สำหรับวิชาชีววิทยาได้โดยไม่ต้องใช้พจนานุกรมภายในวันที่ 1 กันยายน

**Instructions:** please see SMART goal setting and the sample learning goal, then create your own learning goal

\*\*My learning goal is that

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## APPENDIX D

### Training plan 3: Design a learning plan

#### Session 3: Design a learning plan

##### 1. Learning outcome

At the end of the session, students will be able to create a learning plan.

##### 2. Content

The content focuses on the importance of goal setting, using a variety of learning strategies, and regularly reflecting on progress. And, it presents how a learning plan is created which includes specific goals, reading materials, learning strategies, schedules and assessment methods. At the end, the need for flexibility and adjustment of the learning plan is presented.

##### 3. materials

The learning plan form

##### 4. In-class activities ( 50 minutes)

Stages	Teacher	Students
State the objective and lead-in (5 minutes)	(greetings)	(greetings)
	(recheck the last activity) -Can you tell me what we learned last time? [นักเรียนได้เรียนรู้อะไรไปในสัปดาห์ก่อน]	-We set the goals for our learning
	-Yes, after we have the goal, we can plan our learning from the goal. [ใช่ หลังจากที่เรามีเป้าหมายแล้ว]	(Listen)

	<p>เราสามารถวางแผนการเรียนรู้ของเราจากเป้าหมายได้]</p> <p>(Overview and introduce the objective of the session)</p> <p>[นำเสนอสิ่งที่คาดหวังของกิจกรรมในวันนี้ คือนักเรียนจะสามารถเขียนวางแผนการเรียนรู้ของตนเองได้]</p> <p>-Today, we are going to learn the steps to create a learning plan. So, at the end of the session, you will create a learning plan for yourself.</p> <p>[วันนี้เราจะมาเรียนรู้ขั้นตอนการจัดทำแผนการเรียนรู้ ดังนั้น ในตอนท้ายของคาบนี้ นักเรียนจะต้องสร้างแผนการเรียนรู้สำหรับตัวนักเรียนเอง]</p>	
<p>Pedagogical training (10 minutes)</p>	<p>(Divide the students into groups to share their experience related to the concept of planning)</p> <p>[แบ่งนักเรียนเป็นกลุ่มเพื่อแลกเปลี่ยนประสบการณ์ของนักเรียนที่ได้วางแผนสำหรับทำบางสิ่งบางอย่าง เช่นวางแผนการไปเที่ยวต่างจังหวัดกับครอบครัว]</p> <p>-What was the last plan you had? -please share your last plan with the members in the group.</p> <p>[- แผนสุดท้ายที่นักเรียนมีคืออะไร? - ช่วยเล่าแผนล่าสุดของนักเรียนกับสมาชิกในกลุ่มให้ฟังได้ไหม]</p>	<p>(Various answers) -example answer - I planned a trip to Ratchaburi.</p>
	<p>-So, when you planned, what did you do? -Did you write things you would do before you took action?</p> <p>[- เมื่อนักเรียนวางแผน นักเรียนทำอะไร? - นักเรียนเขียนสิ่งที่นักเรียนจะทำก่อนที่จะลงมือทำหรือไม่? ]</p>	<p>(Various answers) -example answer -Before I went to Rachaburi, I had written down some restaurants and temples I wanted to visit.</p>
	<p>(Draw a connection between the students' experience and the concept of a learning plan.)</p> <p>[ประติดประต่อการวางแผนที่นักเรียนเคยทำกับการสร้างแ</p>	<p>(Listen)</p>

	<p>แผนการเรียนรู้สำหรับการอ่านภาษาอังกฤษ]</p> <p>-When we write things down, that is called the plan.          -Today, we will make a plan that focuses on English learning, specifically online reading.          -So, can you assume what a learning plan in this training looks like?</p> <p>[-เมื่อเราจดสิ่งต่างๆ ลงไป นั้นเรียกว่าแผน          -          วันนี้เราจะจัดทำแผนที่เน้นการเรียนรู้ภาษาอังกฤษโดยเฉพาะการอ่านออนไลน์          -          นักเรียนพอทาบได้ไหมว่าแผนการเรียนรู้ในการฝึกอบรมนี้เป็นอย่างไร]</p>	<p>(expected answer)          -It can be a plan that we set before we take actions in English learning.</p>
	<p>(Take the students back to the same group and focus on WHY a learning plan is needed)          [ให้นักเรียนแสดงความคิดเห็นว่าทำไมเราจึงจำเป็นต้องเขียนแผนการเรียนรู้]</p> <p>- After you know what the learning plan is, now let's discuss the other questions.          [หลังจากที่นักเรียนทราบแผนการเรียนรู้แล้ว ตอนนี้เรามาทูตถึงคำถามอื่นๆ กัน]</p> <p>-Why did you make a plan?          -For example, why did you make a plan before you went to Ratchaburi?          [- ทำไมนักเรียนถึงวางแผน          -อย่างเช่น ทำไมถึงวางแผนก่อนไปราชบุรี?]</p>	<p>(Various answer)          (Sample answer)          -because it made me know where to go and what to do. And I could read the review if this place was worth visiting.</p>

	<p>(Draw a connection between the student's experience and the learning plan of this training)</p> <p>-So, why do we have to make a learning plan in this training? [แล้วทำไมเราต้องทำแผนการเรียนรู้ในการอบรมครั้งนี้?]</p> <p>-Yes, when you plan learning, you will know what to do. [ใช่ เมื่อนักเรียนวางแผนการเรียนรู้ นักเรียนจะรู้ว่าต้องทำอะไร]</p>	<p>(Expected answer)</p> <p>-because we can know what to do in the learning. We can follow a thoughtful plan.</p>
<p>(Introduce strategic training) (25 minutes)</p>	<p>[เริ่มการเขียนแผนตามขั้นตอนที่ 1 ถึง ขั้นตอนี่ 4 โดยศึกษาจากตัวอย่างที่มีให้]</p> <p>-Now, first we will try to plan (<i>sample of the plan can be observed in Appendix K</i>)</p>	<p>(Listen to the instruction and look at the learning plan)</p>
	<p>(Give the handout appendix K)</p> <p>-Now, we are going to study the guideline step-by-step of making a learning plan.</p> <p>-Then, we will go step-by-step together. -Write what you plan in the appendix L [ตอนนี้เราจะมาศึกษาวิธีการทำแผนการเรียนรู้ที่ละขั้นตอนกัน]</p> <p>- เราจะไปที่ละขั้นตอนด้วยกัน - เขียนสิ่งที่นักเรียนวางแผนในภาคผนวก L]</p>	<p>(study the handout)</p>
	<p>(Step 1: Understanding your goals)</p> <p>-The first step to creating a learning plan is to understand your goals.</p> <p>-Every plan starts with a goal, so I will give you one minute to write your goal that we set last time.</p> <p>[ขั้นตอนแรกในการสร้างแผนการเรียนรู้คือการเข้าใจเป้าหมายของนักเรียน]</p> <p>- ทุกแผนเริ่มต้นด้วยเป้าหมาย ดังนั้นฉันจะให้เวลานักเรียนหนึ่งนาทีในการเขียนเป้าหมายของนักเรียนที่เราตั้งไว้ในครั้งล่าสุด]</p>	<p>(write down the goal)</p>

	<p>(Step 2: Setting a timeframe and the schedule)</p> <p>-The next step is to set a timeframe and the schedule.</p> <p>-How long do you think that you will take to achieve your goals?</p> <p>-When will you do it?</p> <p>[- ขั้นตอนต่อไปคือการกำหนดกรอบเวลาและตารางเวลา</p> <p>-</p> <p>นักเรียนคิดว่าจะใช้เวลานานแค่ไหนในการบรรลุเป้าหมาย?</p> <p>- นักเรียนจะทำเมื่อไหร่?]</p>	<p>(various answer)</p> <p>(write down the timeframe and the schedule)</p> <p>(example answer)</p> <p>-I will do it for 2 weeks and 30 minutes after school.</p>
	<p>(Step 3: Identifying resources/materials)</p> <p>-the third step is to identify resources. -</p> <p>What resources or materials do you need to achieve your goals?</p> <p>[ขั้นตอนที่สามคือการระบุแหล่งข้อมูล หรือบทความ</p> <p>-</p> <p>นักเรียนต้องการแหล่งข้อมูลจากเว็บไหนบ้างเพื่อให้บรรลุเป้าหมาย]</p>	<p>(various answer)</p> <p>(example answer)</p> <p>-online news, online articles</p>
	<p>(Step 4: Assessment)</p> <p>-the last step is the assessment or the progress review.</p> <p>-How would you review your progress whether you have achieved your goal?</p> <p>[-</p> <p>ขั้นตอนสุดท้ายคือการประเมินหรือการทบทวนความก้าวหน้า</p> <p>-</p> <p>นักเรียนจะทบทวนความคืบหน้าของนักเรียนอย่างไรว่าบรรลุเป้าหมายหรือไม่?]</p>	<p>(various answer)</p>
	<p>(Look at the students' plan and give comments)</p>	<p>(revise the plan from the comments)</p>
	<p>(assign the student to keep the learning plan with themselves every time they join the training session)</p> <p>-As you know, today we wrote the plan for our learning. However, the plan can be adjusted if things don't go as planned.</p> <p>[อย่างที่ทราบกันดีว่าวันนี้เราเขียนแผนการเรียนรู้ของเรา</p>	<p>(listen)</p>

	อย่างไรก็ตาม แผนสามารถปรับเปลี่ยนได้หากสิ่งต่างๆไม่เป็นไปตามแผน]	
Reflection (5 minutes)	<p>(Set the students in groups and ask the students to share their thoughts about making the learning plan)</p> <p>[จับกลุ่มให้นักเรียนและให้นักเรียนแสดงความคิดเห็นเกี่ยวกับการวางแผนการเรียนรู้ ตามคำถามดังต่อไปนี้</p> <p>1. นักเรียนเรียนรู้อะไรจากการสร้างแผนการเรียนรู้</p> <p>2. เราสามารถแก้ไขแผนที่วางไปได้หรือไม่]</p> <p>-What did you learn when making a learning plan?</p> <p>- Can we adjust the plan or do we keep it this way for the rest of the time?</p> <p>[นักเรียนเรียนรู้อะไรเมื่อทำแผนการเรียนรู้? เราปรับแผนได้ไหม?]</p>	(various answer)
Wrap-up (5 minutes)	<p>(Conclude the point of today's class)</p> <p>-Today in the training, we learned the ways to make a learning plan. As we make a careful plan before we take actions in our learning, it can help us to follow the guideline and also help us reach our expected goals.</p> <p>[วันนี้ในการอบรมได้เรียนรู้แนวทางการจัดทำแผนการเรียนรู้ การที่เราวางแผนอย่างรอบคอบก่อนที่จะลงมือปฏิบัติในการเรียนรู้ของเรา มันสามารถช่วยให้เราปฏิบัติตามแนวทางและยังช่วยให้เราบรรลุเป้าหมายที่คาดหวังอีกด้วย"]</p>	Listen attentively

### 1. Out-of-class learning task

Students revise or add more detail or adjust the learning plan as needed.

### 2. Consultation

At the end of the week, students are appointed to meet at the required consultation to check the practicality of the learning plan. For details of the plan, see consultation plan- required session 2.



## Designing a Learning Plan: A Step-by-Step Guide

### Step 1: Understanding Your Goals

What do you want to learn? Why do you want to learn it? What do you hope to achieve through your learning? Clarifying your goals is an essential first step in creating an effective learning plan. Take some time to reflect on what you want to accomplish and how you want to grow through your learning.

### Step 2: Setting a Timeframe and Schedule

When do you want to achieve your learning goals? Setting a timeframe and schedule can help you stay focused and on track. Consider how much time you have available for learning, and break your goals down into smaller, manageable steps that you can work on consistently over time. You can use a planner or calendar to map out your learning schedule.

### Step 3: Identifying Resources/Materials

What online resources can you use to support your learning? The internet offers so many learning resources, including online texts, blogs, news articles, and more. Identify the online resources that will be most helpful in achieving your goals, and make a list of them.

### Step 4: Assessment

How will you know when you have achieved your learning goals? Assessment can help you evaluate your progress and identify areas for improvement. This might involve self-assessment, feedback from others, or formal testing. Consider how you will assess your learning throughout the process and at the end.

### Additional Tips:

Stay motivated and focused by regularly reviewing your goals and progress. Be open to adjusting your plan as needed based on feedback and new information. Seek support and resources from teachers, mentors, or peers as needed. Remember, a well-designed learning plan can help you stay on track, learn more effectively, and achieve your goals. Good luck!

### The model plan setting: a sample learning plan

**Goal:** I will be able to summarize the information that I read about the components of a tree for biology class to my friends without using a dictionary within September 1.

Week	Days	Reading Time	Materials	Assessment
1	Mon, Wed	30 min after school (around 6 -6.30 p.m.)	<a href="https://www.sciencefacts.net/parts-of-a-tree.html">https://www.sciencefacts.net/parts-of-a-tree.html</a>	summarize the information and tell that to my friends.

### Learning plan template

Goal:				
Week	Days	Reading Time	Materials	Assessment
1				
2				

## APPENDIX E

### Training plan 4: Choose the materials

**Session 4:** Choose the materials

**Time:** 50 minutes

#### 1. Learning outcome

At the end of the session, students will be able to choose an English reading text that matches their goal.

#### 2. Content

In this lesson on choosing online reading material for self-directed learning, students will learn about the importance of selecting appropriate reading materials. This includes choosing reading text that matches 1) goal 2) interest 3) level. Also, they will use the criteria to evaluate online reading materials that are reliable.

#### 3. Materials

- 1) Handout 1: criteria for choosing online reading material
- 2) Handout 2 Credibility checklist
- 3) handout 3: tools for selecting text (readability checker)

#### 4. In-class activities

Description	Teacher	Students
(State session's objective and lead-in the activity) (5 minutes)	(greetings)	(greetings)
	[ถามนักเรียนว่านักเรียนได้เรียนรู้อะไรไปในสัปดาห์ก่อน] (Review the previous training) -Can you tell me what we learned last time?	(expected answer) - we learned to make a learning plan.
	( Relate back to the previous session) - Last time, we made a learning plan.	(listen attentively)

	<p>Now, we are going to find online reading materials</p> <p>[นำเสนอสิ่งที่คาดหวังของกิจกรรมในวันนี้ คือนักเรียนจะสามารถเลือกบทความที่ตรงกับเป้าหมายการเรียนรู้ของตนเอง]</p> <p>(Introduce the objectives of the session) -Today, we are going to “choose reading materials and at the end of this session, you will be able to choose reading material that matches your goal.</p> <p>[วันนี้เราจะมา “เลือกสื่อหรือแหล่งข้อมูลที่ใช้สำหรับการอ่าน และเมื่อจบคาบนี้ คุณสามารถเลือกสื่อการอ่านเพื่อให้บรรลุเป้าหมายของคุณ]</p>	
<p>(Introduce pedagogical training) 10 minutes</p>	<p>(Introduce the activity and inform the goal of this activity)</p> <p>[นำเสนอกิจกรรมโดยที่ลองให้นักเรียนอ่านบทความ 1 บทความภาษาอังกฤษที่ครูเตรียมให้]</p> <p>-In this session, you will first select any text to read and then tell me how you feel.</p> <p>[ในคาบนี้ คุณจะต้องเลือกบทความที่ต้องการอ่าน จากนั้นให้อธิบายว่าคุณรู้สึกอย่างไร]</p> <p>(use this task to illustrate the importance of choosing the right material that matches the goal.)</p>	<p>(listen to the instruction)</p>
	<p>(Ask the questions to reflect the experience from choosing the text)</p> <p>-1.Now, how do you feel about the text? -2.Did the article match what you want to improve or your goal?</p> <p>[เมื่อได้อ่านบทความเมื่อสักครู่ 1.รู้สึกอย่างไร 2.บทความตรงกับเป้าหมายในการอ่านของเราไหม]</p>	<p>(various answers)</p>
	<p>-If now you can choose any text to read next time, what would you choose to read? Why?</p> <p>[ถ้าในครั้งต่อไปเลือกได้นักเรียนจะเลือกอะไร? ทำไม?]</p>	<p>(expected answer) -The text that I like to read. Or at least a text that helps me finish something.</p>

		[such as my learning goal]
	<p>-From the activity, can anyone think of the reason WHY we need to choose the right reading materials for ourselves when learning outside the classroom? [จากกิจกรรมนี้นักเรียนคิดว่า ทำไมเราถึงจะต้องให้ความสำคัญเกี่ยวกับการเลือกบทความที่เราอ่าน?]</p>	<p>(expected answer) -Sometimes, reading is too hard to read. -I like to read only if I read the text that I like.</p>
	<p>(Inform the reason WHY we need to choose appropriate reading text.) -We have a lot of reading available online. We cannot read them all. -When you read the text that you like, it keeps your motivation up. -Reading English text that is at your level helps you learn English. -Choose reading that matches your goal can help you to learn too.  [เรามีบทความให้อ่านมากมายบนโลกอินเทอร์เน็ต เราไม่สามารถอ่านได้ทั้งหมด - เมื่อคุณอ่านข้อความที่คุณชอบ มันทำให้คุณมีแรงจูงใจ - การอ่านข้อความภาษาอังกฤษที่อยู่ในระดับของคุณช่วยให้คุณเรียนรู้ภาษาอังกฤษได้ - เลือกการอ่านที่ตรงกับเป้าหมายของคุณสามารถช่วยให้คุณเรียนรู้ได้เช่นกัน]</p>	(Listen)
(Introduce strategic training) 30 minutes	<p>[เริ่มเรียนรู้ขั้นตอน และวิธีการเลือกบทความออนไลน์]  -Now, we will know how we can select online reading material that [ตอนนี้เราจะเริ่มการเลือกเนื้อหาการอ่านออนไลน์]</p>	(listen)
	<p>(give the handout 1) -We are going to read from this text for 5 minutes. -Then, you will tell me what we keep in</p>	(read the handout for 5 minutes)

	<p>mind when we select a reading text.</p> <p>[เราจะอ่านจากข้อความนี้เป็นเวลา 5 นาที จากนั้น นักเรียนจะบอกครูว่าเราจะทำอะไรได้บ้างเมื่อเราต้องการเลือกบทความสำหรับการอ่าน]</p>	
	<p>(Elicit the answer from the handout) -What should we keep in mind if we want to select an online reading text? [เราควรคำนึงถึงอะไรบ้างหากต้องการเลือกข้อความสำหรับอ่านออนไลน์]</p>	<p>(tell the answer that they get from reading the handout) -Choose reading material that -match goal -match interest -match ability And we have to -check credibility</p>
	<p>(Introduce choosing material that matches the goal)</p> <p>-Now, we will start from choosing material that matches the goal. -Take this goal as an example. <b>I will be able to summarize science texts about plants.</b> -From this goal, how can you choose reading articles? [-เราจะเริ่มจากการเลือกบทความที่ตรงกับเป้าหมาย -เราจะใช้ตัวอย่างนี้ในการหาบทความ ฉันจะสามารถสรุปบทความทางวิทยาศาสตร์ที่เกี่ยวข้องกับพืช -จากเป้าหมายนี้ คุณจะเลือกอ่านบทความได้อย่างไร?]</p>	<p>(Various answers)</p>
	<p>(Teach how to choose a material that matches the goal) -The answer is that, we start from finding keywords that can give the result to articles about plants. This should be about plants in science subject. Not about plants in the house and decorations. [คำตอบคือ เราเริ่มจากการหาคีย์เวิร์ดที่สามารถนำไปสู่บทความที่เกี่ยวข้องกับพืช ในเชิงวิทยาศาสตร์ ไม่ใช่เกี่ยวกับพืชในหมวดของตกแต่งบ้านและสวน]</p>	<p>(Listen)</p>

	<p>(Introduce choosing material that matches the interest)</p> <p>-From what you read, how can we choose material that matches our interests?</p> <p>-Don't forget to think about your goal too.</p> <p>[จากที่อ่านมา เราจะเลือกเนื้อหาที่ตรงกับความสนใจของเราได้อย่างไร? -อย่าลืมนึกถึงเป้าหมายของคุณด้วย]</p>	(Various answers)
	<p>(Teach choosing material that matches interest)</p> <p>-Assume that I like flowers, so I might start looking for articles that discuss flowers under the topic of plants in scientific manners.</p> <p>-Now, take 2 minutes to find one article that matches your goal and interest.</p> <p>[-ลองสมมุติว่าครูชอบดอกไม้ ครูจึงเริ่มหาบทความเกี่ยวกับดอกไม้ ในเชิงวิทยาศาสตร์]</p> <p>[-นักเรียนลองใช้เวลา 2 นาทีเพื่อค้นหาคำว่าที่ตรงกับเป้าหมายและความสนใจ องนักเรียนดูซิ]</p>	(Listen)  (find one reading article that matches the goal)
	<p>(Introduce choosing material that matches the ability)</p> <p>-For the reading that matches your ability, we will learn this after I introduce the technology that helps us in the next 10 minutes.</p> <p>[สำหรับอีกสิ่งหนึ่งคือ การเลือกบทความที่ตรงกับความสามารถของคุณ ครูจะนำเสนอเมื่อเราได้เรียนรู้เทคโนโลยีที่ช่วยเราในการเลือกบทความ]</p>	(Listen)



	<p>(Introduce choosing material that is credible.)</p> <p>-The last thing we need to think about is whether the text is credible or reliable. Can we trust this author(s)? or Can we trust the information in the text?</p> <p>-Now, let's find out from handout 2. What do we look at to check if a website is credible?</p> <p>[-          สิ่งสุดท้ายที่เราต้องพิจารณาคือข้อความนั้นน่าเชื่อถือหรือเชื่อถือได้หรือไม่?          -ตอนนี้ครูให้เราไปศึกษาเอกสารประกอบคำบรรยาย 2          -เราตรวจสอบอะไรเพื่อดูว่าเว็บไซต์นี้น่าเชื่อถือหรือไม่?]</p>	<p>(Consider the credibility of the website by using the criteria suggested in the handout such as)</p> <p>(we look at the date, domain, publisher, author)</p>
	<p>(Provide three websites about flowers/plants from different sources)          (Let the students discuss which one should they choose)</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.trees.com/gardenin-g-and-landscaping/flowers">https://www.trees.com/gardenin-g-and-landscaping/flowers</a></li> <li>2. <a href="https://byjus.com/biology/flower/">https://byjus.com/biology/flower/</a></li> <li>3. <a href="https://web.extension.illinois.edu/gpe/case1/c1facts2d.html">https://web.extension.illinois.edu/gpe/case1/c1facts2d.html</a></li> </ol>	<p>(Expected answer)</p> <p>-I think that this website is not very credible because it doesn't give the name of the writer, the domain is .com which is for commercial, but the article is updated.</p>
	<p>[ให้นักเรียนลองเลือกบทความอ่านด้วยตนเอง]          (Let the students find the material that matches their goal)</p> <p>-Now, it is time for you to find reading material on your own for your self-reading task.</p> <p>-Don't forget that we have the considerations to keep in mind while choosing your reading material.</p> <p>[- ถึงเวลาแล้วที่นักเรียนจะได้ลองเลือกบทความ          -          อย่าลืมว่าเรามีสิ่งที่ต้องคำนึงถึงในขณะที่เลือกบทความด้วย]</p>	<p>(Choose one online reading text that explains the four concepts discussed earlier)</p>
	<p>(observe each students and ask questions that reflect the thought of</p>	<p>(choose one online text and explain why</p>

	<p>choosing a text; the following are the possible questions)</p> <p>-How do you think this matches your goal? -Is it because you like....., so you chose.....? -Why do you think this website is credible?</p> <p>[คุณคิดว่าสิ่งนี้ตรงกับเป้าหมายของคุณอย่างไร? -เพราะชอบ.....เลยเลือก.....? -ทำไมคุณถึงคิดว่าเว็บไซต์นี้น่าเชื่อถือ]</p>	<p>they chose this one)</p>
	<p>(remind the students about the possible changes of the goal) -Now, let assume that you decide to change your goal, do we use the same reading material or resources? [ตอนนี้ สมมติว่าคุณตัดสินใจเปลี่ยนเป้าหมายในการเรียนรู้ เราจำเป็นต้องเปลี่ยนบทความด้วยหรือไม่]</p>	<p>(expected answer) -No, we change how we choose reading material too.</p>
<p>Technological training (10 minutes)</p>	<p>(Introduce Readability checker) [แนะนำอีก 1 เทคโนโลยีที่ช่วยในการหาบทความที่เหมาะสมกับระดับความสามารถของนักเรียน]  -Please study handout B about the readability checker. [โปรดศึกษาเอกสารประกอบ B เกี่ยวกับตัวตรวจสอบความสามารถในการอ่าน]</p>	<p>(study the handout about a readability checker website)</p>
	<p>(Introduce choosing material that matches the ability) -You found that some texts are very formal and advanced in the language they use. This can be difficult for beginner English learners. -So, we are going to use this to help us decide which text is easy and which text is hard. This can help you practice your English. [นักเรียนจะพบว่าข้อความบางข้อความ เป็นภาษาทางการและยากเกินไปสำหรับบางคน เช่นผู้เรียนภาษาอังกฤษที่เพิ่งเริ่มต้น]</p>	

	<p>- ดังนั้น เราจะใช้เทคโนโลยีนี้เพื่อช่วยตัดสินใจว่าข้อความใดง่ายและข้อความใดยาก สิ่งนี้สามารถช่วยนักเรียนในการฝึกฝนภาษาอังกฤษได้]</p>	
	<p>-Now, go to the website and read the instructions. <a href="https://readabilityformulas.com/free-readability-formula-tests.php">https://readabilityformulas.com/free-readability-formula-tests.php</a></p> <p>-How does it work?</p> <p>[-ตอนนี้ นักเรียนทุกคนไปที่เว็บไซต์และอ่านวิธีการใช้ - มันทำงานอย่างไร?]</p>	(Various answers)
	<p>(Teach how readability checker works)</p> <p>-This website was designed for checking the complexity of writing. However, we can adapt this to check the difficulty of the text whether it's too hard or too easy for you. [เว็บไซต์นี้ออกแบบมาเพื่อตรวจสอบความยาก-ง่ายของภาษาที่ใช้ในการเขียน อย่างไรก็ตาม เราสามารถประยุกต์ใช้เว็บไซต์นี้เพื่อตรวจสอบความยากของข้อความว่ายากหรือง่ายเกินไปสำหรับการอ่านของนักเรียนได้]</p> <p>-You can copy a sample of your text, maybe one paragraph, and post it into the box on the website. It reads the text and tells us how hard the text is. Then, we can consider whether we should practice reading that text or should we find a new one. [-นักเรียนสามารถคัดลอกตัวอย่างข้อความของคุณ อาจจะหนึ่งย่อหน้า แล้วโพสต์ลงในช่องบนเว็บไซต์ โดยที่เว็บนั้นจะอ่านข้อความและบอกนักเรียนว่าข้อความนั้นยากแค่ไหน จากนั้นเราค่อยพิจารณาว่าควรฝึกอ่านข้อความนั้นหรือควรหาอ่านใหม่]</p> <p>-One thing you need to be careful of, this website gives you the result of your American English level. If it shows grade 7-8, it means grade 7-8 at American's school. This is equivalent to</p>	(listen)

	<p>grade 10-12 of Thai school.</p> <p>[สิ่งที่ต้องระวังคือเว็บนี้จะบอกเป็นระดับภาษาตามชั้นเรียน แต่จะเป็นชั้นเรียนของประเทศอเมริกา เพราะฉะนั้นถ้าเว็บวิเคราะห์บทความได้ระดับ ป.6 ให้เราเข้าใจว่าเป็น ป.6 ของอเมริกา ซึ่งเขาใช้ภาษาอังกฤษเป็นภาษาแม่ ซึ่งอาจจะเทียบได้กับมัธยม 3-4 ของประเทศไทยเลย]</p>	
	<p>-Now, you may go to that website and find one text that you want to know the level of the text.</p> <p>[คุณสามารถไปที่เว็บไซต์นั้นและค้นหาข้อความหนึ่งที่คุณต้องการทราบระดับความยากง่ายของข้อความ]</p>	<p>(use the readability checker website to check the difficulty of an online text)</p>
<p>Reflection (5 minutes)</p>	<p>(Set the students in groups and ask the students to share their thoughts about choosing online reading material)</p> <p>-What did you learn when choosing materials?</p> <p>[ให้นักเรียนนั่งเป็นกลุ่มเพื่อแลกเปลี่ยนความคิดเห็นเกี่ยวกับการเลือกบทความสำหรับการฝึกการอ่าน]</p> <p>- What do we think about when we choose an online reading material?</p> <p>[เราคิดอย่างไรเมื่อเราเลือกสื่อการอ่านออนไลน์]</p>	<p>(various answer)</p>
<p>Wrap-up (5 minutes)</p>	<p>(Conclude the point of today's class)</p> <p>-Today in the training, we learned the ways to select our reading materials to learn outside the classroom. As we know that we have 4 things to think about. 1)goal 2)interest 3)level of English 4)reliability. Now, we can be informed and choose the reading materials that are appropriate and serve your needs to motivate you to read outside the classroom.</p> <p>[ในการอบรมวันนี้ เราได้เรียนรู้วิธีการเลือกสื่อการอ่านเพื่อเรียนรู้นอกห้องเรียน อย่างที่เราทราบกันดีว่า เรามี 4 เรื่องที่ต้องคิด 1)เป้าหมาย 2)ความสนใจ 3)ระดับภาษาอังกฤษ 4)ความน่าเชื่อถือ ตอนนีเราสามารถรับทราบและเลือกสื่อการอ่านที่เหมาะสม และตอบสนองความต้องการของคุณเพื่อกระตุ้นให้คุณอ่าน</p>	<p>(Listen attentively)</p>

	หนังสือนอกห้องเรียน]	
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**5. Out-of-class learning task**

Students find reading materials using the strategies and the program from the training session.

**6. Consultation**

no required consultation



**Handout 1: criteria for choosing online reading material**

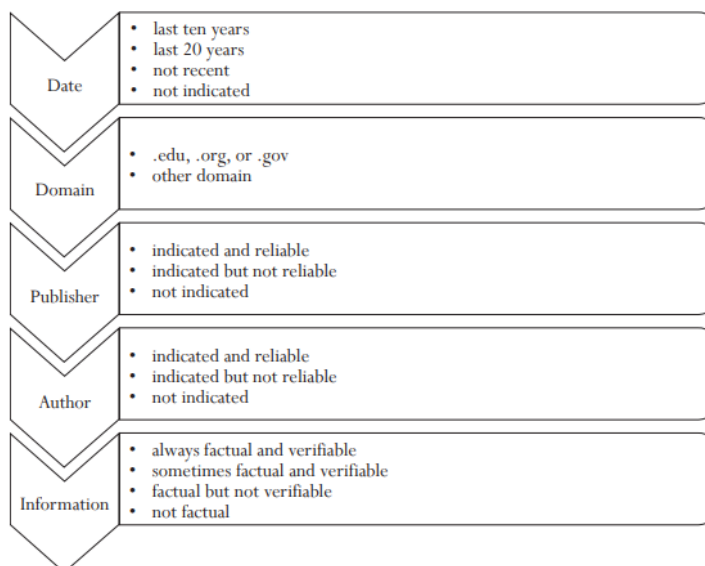
<b>Aspects</b>	<b>The description</b>	<b>Examples</b>
<b>Your Goal in English reading</b>	Find reading texts that match what you want to improve when reading English. The goal that you set translates into the reading material that you choose and it should contain relevant content such as vocabulary and information.	My goal is to be able to summarize English texts about scientific experiments. Therefore, I should aim at finding English articles that put the discussion on science in English.
<b>Your Topic of Interest</b>	Keep in mind what you are passionate about or topics that you find interesting. This can help you engage with the text more meaningfully and this enjoyment can motivate you to read.	I like science, so I may find texts that explain science theories, famous achievements, innovations, or scientists.
<b>Your English Level</b>	*Not too hard...Not too easy* Think about your English skill, then find English texts that are at your level of English. When English texts are too hard, you may not understand the text. When English texts are too easy, you will	My English level is B1. I choose reading materials that contain B1 or B2 elements such as B1-B2 vocabulary and simple sentence structures. This is

	find it unchallenging. These can make you feel bored and you don't want to spend time reading.	challenging but still understandable.
<b>*Reliable Text</b>	<p>Online texts are not fact-checked. This means some texts are unreliable such as fake news, opinions, false claims, unverified data. For these reasons, you should always check the credentials of the text you are about to read. This includes</p> <ol style="list-style-type: none"> <li>1)Date</li> <li>2)Domain</li> <li>3)Publisher</li> <li>4)Author</li> <li>5)Information</li> </ol> <p>(read more in handout 2)</p>	I read an online text that talks about scientific discovery. I check the date whether it is updated or out-dated. I look at the domain to see if it is .com / .gov / .edu.

**source:**

- In their Own Words: A Study of Suburban Middle School Students Using a Self-selection Reading Program* (Mercurio, 2005)
- Online Reading Strategies for the Classroom* (Brun-Mercer, 2019)
- Selecting Reading Materials Wisely* (Arias, 2007)

## Handout 2 Credibility checklist



<p><b>Date</b></p>	<p>The date of publication is important because it indicates the timeliness and relevance of the information. New developments or changes in a particular field may render older information obsolete or inaccurate. By checking the publication date, you can ensure that the website or article you are relying on provides the most up-to-date and reliable information available.</p>
<p><b>Domain</b></p>	<p>The domain of a website refers to its web address or URL. Different domain extensions serve different purposes and can provide insight into the credibility of a website. For example:</p> <ul style="list-style-type: none"> <li>• Government websites often use the .gov extension. These sites are typically reliable sources of information as they represent official entities.</li> <li>• Educational institutions use the .edu extension. Websites with this extension are associated with universities, colleges, and educational organizations, indicating a higher likelihood of reliable and authoritative information.</li> <li>• Non-profit organizations often use the .org extension. While this extension does not guarantee</li> </ul>



	<p>credibility, it suggests that the website represents a registered non-profit organization, which may have a specific mission or cause.</p> <ul style="list-style-type: none"> <li>● It's important to note that domain extensions alone do not determine credibility, and websites with other extensions (.com, .net, etc.) can still provide accurate information. It's always a good idea to consider other factors in conjunction with the domain.</li> </ul>
<b>Publisher</b>	<p>Assessing the publisher or organization behind a website helps check credibility. Well-established publishers often have a reputation for providing accurate and reliable information. They may have editorial processes in place to ensure quality content. Conducting a quick search on the publisher's history, reputation, and expertise can give valuable understanding of the website's credibility. Look for publishers that are known for their expertise in the field, have a long-standing presence, or have a good track record of producing reliable content.</p>
<b>Author</b>	<p>Considering the credibility of the author contributes to the overall assessment of a website's reliability. Take note of the author's qualifications, expertise, and experience in the relevant field. Authors who have relevant credentials, advanced degrees, or affiliations with reputable organizations are more likely to provide accurate and trustworthy information. Conducting a search on the author's background and reputation can help determine their credibility. However, it's important to acknowledge that not all articles or web pages may explicitly state the author's identity or qualifications. In such cases, it becomes more challenging to assess the credibility based on the author alone.</p>





**source**

*Online Reading Strategies for the Classroom* (Brun-Mercer, 2019)

### Handout 3: tools for selecting text (readability checker)

Tool for selecting texts for online reading	access
<p><b>Readability checker:</b> An online readability checker is a website that tells you how difficult a text is and categorizes it into different English language levels such as grade 1. (Be careful, this is an American grade system). It analyzes factors like sentence structure, vocabulary, and word length to find out the text's readability. Users can input their text into the checker to get insights into its difficulty level. This tool is useful for educators, writers, and language learners as it helps them understand if the content is appropriate. By using the readability checker, readers can make sure that they choose the right level of difficulty for their reading practice.</p> <p><b>How to use:</b> You can just simply copy the text you are about to read and paste onto the readability checker website. Then, it analyzes the complexity of the text within a few seconds.</p>	<p><a href="https://readabilityformulas.com/free-readability-formula-tests.php">https://readabilityformulas.com/free-readability-formula-tests.php</a></p>

#### Automatic Readability Checker (Our Free Text Readability Consensus Calculator)

10k  Share  Tweet  Share  Email

Our **Automatic Readability Checker** takes a sample of your writing and calculates the number of sentences, words, syllables, and characters in your sample. Our program takes the output of these numbers and plugs them into seven popular readability formulas. These readability formulas (see below) will let you know the reading level and grade level of your text and help you determine if your audience can read your writing.

(**Note:** We also have separate readability tools to calculate grade levels using the Fry Graph, Raygor Estimate Graph, Spache Formula, and New Dale-Chall Formula, located here: [Free Readability Calculators and Text Tools](#)).

**Directions:** Paste in a sample of text and click "CHECK TEXT READABILITY." A sufficient sample size consists of 4-5 full sentences; approximately 200 - 600 words total. For larger texts, such as books, manuals, or dissertations, pull 1-2 sample sizes from each chapter. (Note: We limit the sample size to 3000 words. Sample sizes over 3K words are truncated.)

Paste a sample of plain text in the box. Your sample can be between 150-3000 words. We do not store or reuse your text in any way.

**source:** *Readability formulas: Cautions and criteria* (Meade & Smith,1991)

## APPENDIX F

### **Training plan 5-7: Use online reading strategies (Before, During, After reading)**

**Session 5:** Use online reading strategies (Before reading; quickly locate a useful site that matches the goal)

**Time:** 50 minutes

#### **1. Learning outcome**

At the end of the session, students will be able to use an online reading strategy (skim & previewing) with technology tools (text highlighter) to quickly locate a useful text that matches the goal.

#### **2. Materials**

- 1) Handout: The strategy 1: before reading - quickly choose a useful site that matches the goal.
- 2) Handout: Technology for strategy 1
- 3) Online highlighter  
([https://www.youtube.com/watch?v=ISM3HZLBWQE&ab\\_channel=Weava](https://www.youtube.com/watch?v=ISM3HZLBWQE&ab_channel=Weava) )


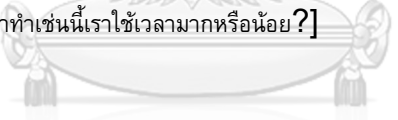
#### **3. Content**

This session presents the strategies associate with the technology that help the students evaluate the text and decide what to read. Before reading, the students are prompted to set a clear purpose for their search and choose sources that can provide the information they need. Once they can identify a potential website, skim the text quickly to determine its usefulness, focusing on headings, subheadings, and keywords. They are taught to take brief notes on the key points or ideas to help them remember important information and serve as a quick reference later on.

#### **4. In-class activities**

Description	Teacher	Students
(objective and lead-in) <b>(3 minutes)</b>	(greetings)	(greetings)
	(Review the previous training) -Can you tell me what we learned last time? [นักเรียนได้เรียนรู้อะไรไปในสัปดาห์ก่อน]  -Yes, we use the guideline to find reading materials that are credible. [ใช่ เราใช้แนวทางเพื่อค้นหาสื่อการอ่านที่น่าเชื่อถือ]	(expected answer) -We learned how to find credible sources.
	(Overview and introduce the objectives of the unit) [นำเสนอสิ่งที่คาดหวังของกิจกรรมในวันนี้]  -Today, we are going to learn the ‘use reading strategies’. Today, we focus on before reading. [วันนี้เราจะมาเรียนรู้การ ‘ใช้กลยุทธ์การอ่าน’ โดยเน้นก่อนอ่าน]	(listen)
Pedagogical training <b>(5 minutes)</b>	(Use an analogy of sports as an example to make the students aware of strategies.) [ใช้ตัวอย่างจากกีฬาเพื่อให้นักเรียนเห็นภาพการใช้กลยุทธ์บางอย่างเพื่อให้สำเร็จตามเป้าหมาย]  - Does anyone here compete in sports days at school? What sports do you play? [มีใครแข่งกีฬาที่โรงเรียนไหม? คุณเล่นกีฬาอะไร?]	(Expected answers)  (various answer)
	-When you compete, your goal is to win or to lose the game? [เมื่อคุณแข่งขัน เป้าหมายของคุณคือชนะหรือแพ้ในเกม?]	(expected answer) -I want to win the game.
	-During the game, is there anything you do to help you win the game? [ในระหว่างเกม มีอะไรที่คุณทำเพื่อช่วยให้คุณชนะเกมหรือไม่?]	(various answer)

	<p>(Connect the analogy to the focus “strategy”) [เชื่อมโยงตัวอย่างกีฬากับการอ่านภาษาอังกฤษ]</p> <p>-Yes, someone may use techniques, someone may do some particular things to help you win the game. This is called <b>strategy</b>. [ใช่ บางคนอาจใช้เทคนิค บางคนอาจทำบางอย่างเพื่อช่วยให้คุณชนะเกม สิ่งนี้เรียกว่ากลยุทธ์]</p>	(listen)
	<p>-Online reading is similar to sports. So can anyone tell me why we need strategies when we read online? [การอ่านออนไลน์คล้ายกับกีฬา ดังนั้นนักเรียนช่วยบอกครูที่ว่าทำไมเราต้องมีกลยุทธ์เมื่อเราอ่านออนไลน์]</p>	(expected answer) -strategies can help us meet the goal when we read online.
	<p>(conclude the point) -that’s right, when we have strategies we can complete our goals easier. [ถูกต้อง เมื่อเรามีกลยุทธ์ เราก็สามารถบรรลุเป้าหมายได้ง่ายขึ้น]</p>	
strategic training (15 minutes)	<p>(Introduce online reading strategy 1 before reading: quickly choose a source that is useful) [นำเสนอกลยุทธ์การอ่านประเภทที่ 1 ก่อนเริ่มอ่านบทความ]</p> <p>(giving the handout) see appendix A [ให้เวลานักเรียนในการศึกษากลยุทธ์การอ่านจากแผนความรู้ appendix A]</p> <p>-Now, here are the strategies to help you meet your goal of quickly choosing a source that is useful. [ต่อไปนี้เป็นกลยุทธ์ที่จะช่วยให้คุณบรรลุเป้าหมายในการเลือกแหล่งข้อมูลที่มีประโยชน์ได้อย่างรวดเร็ว]</p> <p>-We now have 5 minutes to study the handout. [นักเรียนมีเวลา 5 นาทีในการศึกษาเอกสารแจก]</p>	(study the handout A).

	<p>(Ask the question related to the handout)</p> <p>[ถามคำถามเพื่อให้ นักเรียนตอบเกี่ยวกับการใช้กลยุทธ์ว่าสามารถใช้อย่างไรได้บ้าง]</p> <p>- Now, let's imagine that you read online and what would be the first thing we do?</p> <p>[ลองจินตนาการว่าคุณอ่านหนังสือออนไลน์และสิ่งแรกที่เรากำลังจะทำคืออะไร?]</p>	<p>(expected answer)</p> <p>-We should get the main idea of the text we are about to read.</p>
	<p>- To get the main idea, how can we do that?</p> <p>[เพื่อให้ได้ใจความสำคัญ เราจะทำอย่างไร]</p> 	<p>-look at pictures -look at headings -look at repeated words -look at capitalized words -look at bold and italic words -look at keywords -look at the first and the last paragraph</p>
	<p>-When we do this do we spend much time or a little time?</p> <p>[เมื่อเราทำเช่นนี้เราใช้เวลามากหรือน้อย?]</p>  <p>จุฬาลงกรณ์มหาวิทยาลัย</p>	<p>(expected answer)</p> <p>-I think we should spend a little time because we only look at the words and not reading deeply.</p>
	<p>-That's correct!</p> <p>-Right, we need to look quickly and not spend too much time on every website.</p> <p>[ถูกต้อง เราต้องดูอย่างรวดเร็วและอย่าใช้เวลามากเกินไปกับทุกเว็บไซต์]</p>	<p>(listen)</p>
	<p>(Let the students exercise the strategies by giving them 5 minutes to find one main idea of one text)</p> <p>-Now, we will try to use the strategies and decide what to read further by looking quickly on the page.</p>	<p>(skim websites and evaluate the usefulness of the website)</p>

	<p>[ตอนนี้ถึงคราวของนักเรียนแล้ว ครูขอมอบหมายให้นักเรียนลองพยายามใช้กลยุทธ์เหล่านี้ และตัดสินใจว่าจะอ่านอะไรบทความอะไร]</p>	
<p>Technical training (25 minutes)</p>	<p>-As you try to look for words on the screen, you might feel dizzy because one page can have so many words. [แนะนำเทคโนโลยีที่ช่วยให้นักเรียนใช้กลยุทธ์ได้ง่ายและมีประสิทธิภาพขึ้น]</p> <p>-Now, with technology, we can skim online text easier. [ปัจจุบัน เรามีเทคโนโลยีที่สามารถช่วยให้เราแยกประเด็นเพื่อหาความคิดหลักได้ง่ายขึ้น]</p> <p>(give the handout) see appendix B</p> <p>-Now we are going to study how we can use technology to help us read. [ตอนนี้เรากำลังศึกษาว่าเราจะใช้เทคโนโลยีช่วยในการอ่านได้อย่างไร]</p> <p>-Please spend 5 minutes to study the handout B [โปรดใช้เวลา 5 นาทีเพื่อศึกษาเอกสาร B]</p>	<p>(Listen attentively)</p> <p>(study the handout)</p>
	<p>(Introduce Weave - an online text highlighter and annotation) [ให้นักเรียนศึกษาวิธีใช้ Weave จากวิดีโอ]</p> <p>-Now, we will watch this video to understand how we can use Weava to highlight some key words in websites. [ตอนนี้ เราจะดูวิดีโอนี้เพื่อทำความเข้าใจว่าเราสามารถใช้งาน Weava เพื่อไฮไลท์คำสำคัญบางคำในเว็บไซต์]</p> <p><a href="https://www.youtube.com/watch?v=ISM3HZLBWQE&amp;ab_channel=Weava">https://www.youtube.com/watch?v=ISM3HZLBWQE&amp;ab_channel=Weava</a></p>	<p>(study from the video)</p>
	<p>(assign the students to pick one website that they found from the search)</p>	<p>(select on website and start highlighting text on the page)</p>

	<p>-As you get some ideas from the video, we will try to highlight some words on the websites.</p> <p>[เมื่อคุณได้รับชมข้อมูลจากวิดีโอแล้ว วันนี้เราจะลองใช้ Weava เพื่อไฮไลต์คำบางคำบนเว็บไซต์]</p>	
	<p>(Introduce search functions)</p> <p>-Apart from text highlighter, what can we do if we want to find a specific word in a text?</p> <p>[นอกจากปากกาเน้นข้อความแล้ว เราสามารถทำอะไรได้บ้างหากต้องการค้นหาคำเฉพาะในข้อความ]</p>	<p>(expected answer)</p> <p>-we can use the search keyword in the text by pressing CTRL+F on the keyboard.</p>
	<p>[ให้เวลานักเรียน 10 นาทีในการลองใช้เทคโนโลยีที่ครูแนะนำพร้อมกลยุทธ์ที่เรียนไปกับบทความออนไลน์]</p> <p>-Now, I will give you 10 minutes to use the internet to quickly find a source that is useful.</p> <p>-You can now cooperate the strategies and the technology that we just learned in this class</p> <p>[ครูจะให้เวลาคุณ 10 นาทีในการใช้อินเทอร์เน็ตเพื่อค้นหาบทความเพื่ออ่านโดยไม่มีใช้เวลามากเกินไปในการอ่านหาใจความสำคัญของเรื่อง</p> <p>- จุฬาลงกรณ์มหาวิทยาลัย</p> <p>นักเรียนสามารถลองใช้เทคโนโลยีร่วมกับกลยุทธ์ที่เราเพิ่งเรียนรู้ในชั้นเรียนนี้ได้]</p>	<p>(use the strategies and the technology)</p>
	<p>(observe each students)</p>	
<p>(Reflection) (5 minutes)</p>	<p>[ให้นักเรียนหนึ่งเป็นกลุ่มเพื่อแลกเปลี่ยนความคิดเห็นเกี่ยวกับการใช้กลยุทธ์ที่ 1 และเทคโนโลยีที่ช่วยการอ่าน]</p> <p>-Everyone, after you learn how to <b>strategically find</b> a reading/article and <b>evaluate</b> if the source is useful for your purpose or not by skimming.</p> <p>-How can these help you?</p> <p>[ทุกคน หลังจากที่คุณเรียนรู้วิธีการค้นหาการอ่าน/บทความอย่างมีกลยุทธ์</p>	<p>(various answer)</p>



	<p>ทริ์แล้ว</p> <p>และประเมินว่าแหล่งข้อมูลนั้นมีประโยชน์สำหรับวัตถุประสงค์ของคุณหรือไม่โดยอ่านผ่านๆ</p> <p>-สิ่งเหล่านี้ช่วยคุณได้อย่างไร?]</p>	
<p><b>Wrap-up</b> <b>(2 minutes)</b></p>	<p>(Conclude the point of today's class)</p> <p>-Today in the training, we learned the ways to use reading strategies and apply technology for finding the main idea of reading texts. As we use the strategies and the text highlighter, we can now know the ways to get the main idea when reading.</p> <p>[ในการอบรมวันนี้ เราได้เรียนรู้วิธีการใช้กลวิธีการอ่านและใช้เทคโนโลยีเพื่อค้นหาแนวคิดหลักของการอ่านข้อความ ขณะที่เราใช้กลวิธีและปากกาเน้นข้อความ ตอนนี้เราสามารถรู้วิธีในการรับแนวคิดหลักเมื่ออ่าน]</p>	<p>(Listen attentively)</p>

### 5. Out-of-class learning task

Students apply and practice reading strategies with technology outside the classroom.

### 6. Consultation

no required consultation

**The strategy 1: before reading - quickly choose a site that is useful**

Skimming is a reading technique that allows you to quickly identify the main ideas or key points of an online article or webpage. Here are some steps to help you effectively skim online:

**Preview the text:** Start by previewing the text, paying attention to headings, subheadings, and any bolded or italicized text or even pictures and media. This will give you a general idea of the structure and content of the article.

**Read the first and last sentences of each paragraph:** By reading the first and last sentences of each paragraph, you can get a sense of the main idea or topic being discussed. This will help you determine if the content is relevant to your purpose.

**Look for keywords:** Scan the text for important keywords or phrases that relate to your purpose or the topic you're interested in. This will help you quickly identify the key points of the article.

**Ignore irrelevant information:** When skimming, it's important to ignore any information that is not relevant to your purpose or the key points of the article. This will help you stay focused and save time.

**Practice:** Skimming effectively takes practice. Start with shorter articles and gradually work your way up to longer and more complex texts. With practice, you'll become more efficient and effective at skimming online.

By following these steps, you can skim online effectively and efficiently, identifying the most important information and saving time in the process.

<b>Technology 1: before reading - quickly choose a site that is useful</b>	<b>Tools</b>
<p>Technology can play a helpful role in facilitating the process of skimming online. Here are some ways that technology can help you when skimming text online:</p> <p><b>Digital highlighting and note-taking:</b> Digital highlighting and note-taking tools can help you quickly identify and save important information as you skim, making it easier to revisit later.</p> <p><b>Search functions:</b> The search function on a website or within a document can help you quickly locate specific keywords or phrases, making the skimming process more efficient.</p> <p><b>Online summaries and abstracts:</b> Many websites, such as news sites, provide online summaries or abstracts of their articles, making it easier to quickly identify the main points.</p> <p>By using these technology tools, you can increase your efficiency and effectiveness in quickly identifying key information online.</p>	<p>Weava (<a href="https://www.weavertools.com/">https://www.weavertools.com/</a>)</p> <p>press (Ctrl+f)</p> <p>provided by some websites</p>

## APPENDIX G

### Training plan 8: Examine the learning

**Session 8:** examine the learning

**Time:** 50 minutes

#### 1. learning outcome

At the end of the session, students will be able to make a self-made checklist to assess the learning goals.

#### 2. Content

In this session, The way to assess learning goals in order to evaluate the effectiveness of a learning plan is presented. The students are guided to measure the progress and achievements that are based on the goal. In order to examine the learning goals, the students are introduced with various methods, such as self-assessment, writing reflection, and feedback from the teacher. The students are suggested the importance of regularly assessing progress to identify areas for improvement and make adjustments to the learning plan.

#### 3. materials

Self-made checklist form

#### 4. In-class activities

Description	Teacher	Students
(State session's objective and lead-in the activity) <b>(3 minutes)</b>	(Greetings)	(Greetings)
	(Review the previous training) -Can you tell me what we learned last time? [ถามนักเรียนว่านักเรียนได้เรียนรู้อะไรไปในสัปดาห์ก่อน]	(Expected answer) -we learned how to use online reading strategies.

	<p>(provide an answer)</p> <p>-Yes, we learned the last strategy of online reading strategies.</p> <p>-Now, we have come to the last process of self-directed learning.</p> <p>[ใช่ เราได้เรียนรู้กลยุทธ์สุดท้ายของกลยุทธ์การอ่านออนไลน์ -วันนี้ เรามาถึงขั้นตอนสุดท้ายของการเรียนรู้แบบชี้นำตนเองแล้ว ]</p>	
	<p>(Overview and introduce the objectives of the unit)</p> <p>[นำเสนอสิ่งที่คาดหวังของกิจกรรมในวันนี้]</p> <p>-Today, we are going to learn the very last step of self-directed learning. We are going to examine the learning' or other educators call this as 'to assess the learning goal'.</p> <p>[วันนี้เราจะเรียนรู้ขั้นตอนสุดท้ายของการเรียนรู้ด้วยตนเอง เราจะตรวจสอบการเรียนรู้' หรือที่นักการศึกษาคนอื่น ๆ เรียกว่า 'เพื่อประเมินเป้าหมายการเรียนรู้']</p> <p>-and at the end of this session, you will be able to assess your own learning goals by making a self-made checklist.</p> <p>[และเมื่อสิ้นสุดเซสชันนี้ คุณสามารถประเมินผลการเรียนรู้ของคุณเองได้โดยการ ทำรายการตรวจสอบที่สร้างขึ้นเอง]</p>	(listen attentively)
<p>(Introduce Pedagogical training) (15 minutes)</p>	<p>(Use an analogy of classroom study as an example)</p> <p>[นำเสนอตัวอย่างสถานการณ์จากในห้องเรียน คือ นักเรียนรู้ได้อย่างไรว่านักเรียนมีพัฒนาการในการเรียน เช่นวิชาภาษาอังกฤษจากเทอมก่อน]</p> <p>-So, when you finish your semester, how do you know that you have improved or not.</p> <p>[แล้วจบภาคเรียนจะรู้ได้อย่างไรว่าดีขึ้นหรือไม่]</p>	<p>(expected answer)</p> <p>-we look at the grade.</p> <p>-we compare the grade.</p>

	<p>-What do you look at? or What do you compare? [คุณดูที่อะไร? หรือคุณเปรียบเทียบอะไร?]</p>	
	<p>-From the previous answer, what is assessing learning goal? [แล้วนักเรียนคิดว่า การประเมินการเรียนรู้คืออะไร?]</p>	<p>(Start discussing “what” is assessing learning)</p> <p>(Expected answer) -assessing learning is when we check our achievement.</p>
	<p>(provide the answer)</p> <p>-Assessing the learning is one process that we check our understanding or skill of whether we succeed in what we want to learn on the subject by ourselves. [การประเมินการเรียนรู้เป็นกระบวนการหนึ่งที่เราตรวจสอบความเข้าใจหรือทักษะของเราว่าเราประสบความสำเร็จในสิ่งที่ต้องการเรียนรู้ในเรื่องนั้น ๆ ด้วยตัวเองหรือไม่]</p> <p>-and we look at the evidence such as your performance when reading online. [และเราจะดูหลักฐานต่างๆ เช่น ประสิทธิภาพของคุณเมื่ออ่านออนไลน์]</p>	<p>(Listen to the lecture)</p>
	<p>(Encourage students to brainstorm in the discussion on WHY “assess the learning goals” is important?) [ถามคำถามว่า การที่เราประเมินตนเองมีความสำคัญอย่างไร]</p> <p>-Why do we need to assess the learning goals? [ทำไมเราต้องประเมินผลการเรียนรู้?]</p> <p>(Use Mentimeter: an electronic</p>	<p>(Expected answer) -This can help us because we can know whether we have achieved what we expect to improve as we planned in the beginning or not.</p> <p>-Moreover, it is good because we can know what to adjust</p>

	discussion board as a means to get the thoughts posted.)	and improve in the later plan for the future learning
	<p>(Provide the answer to the question “why” assessing learning goals is important)</p> <p>-It is important because it can help us realize whether we have achieved our goal that we set at the beginning or not. [เป็นสิ่งสำคัญเพราะสามารถช่วยให้เรารู้ว่าเราบรรลุเป้าหมายที่เราตั้งไว้ในตอนแรกหรือไม่]</p> <p>-It also helps us to adjust some part of the learning plan for a future study in case we cannot accomplish the goal we expected. [นอกจากนี้ยังช่วยให้เราปรับแผนการเรียนรู้บางส่วนสำหรับการศึกษานในอนาคตในกรณีที่เราไม่สามารถบรรลุเป้าหมายที่คาดหวังได้]</p>	(Listen to answer)
(Introduce Strategic training)	<p>[ถามนักเรียนว่าเราจะมีการประเมินผลตนเองได้อย่างไร เราจะใช้กลยุทธ์อะไร]</p> <p>-Since now we understand ‘what’ and ‘why’ assessing the learning goals is important, it is now the time that we learn the strategic way to assess our learning goal. [เนื่องจากตอนนี้เราเข้าใจว่า "อะไร" และ "ทำไม" การประเมินผลสัมฤทธิ์การเรียนรู้จึงมีความสำคัญถึงเวลาแล้วที่เราจะเรียนรู้กลยุทธ์ในการประเมินเป้าหมายการเรียนรู้ของเรา]</p> <p>(let the students share their thinking about one way to assess the learning goals)</p> <p>-What do you think that we can do to assess the learning goal? [คุณคิดว่าเราจะทำอย่างไรเพื่อประเมินเป้าหมายการเรียนรู้?]</p>	<p>(Listen attentively)</p> <p>(Share various answers)</p> <p>-we can do a test. -we can make a checklist on what we have succeeded in. -we can reflect on the experience.</p>
	<p>(Point out to the way that is presented today in this session )</p> <p>-Right, there are many methods to</p>	(Listen)

	<p>assess our learning goals, but in this class we will focus on making a ‘self-assessment’ because it is the most obvious way to check your goal and you can do the check by yourself.</p> <p>[ใช่ มีหลายวิธีในการประเมินเป้าหมายการเรียนรู้ของเรา แต่ในคลาสนี้ เราจะเน้นไปที่การ 'ประเมินตนเอง' เพราะเป็นวิธีที่ชัดเจนที่สุดในการตรวจสอบเป้าหมายของคุณ และคุณสามารถตรวจสอบได้ด้วยตัวเอง]</p>	
	<p>(Encourage the students to think of how a self-assessment is made)</p> <p>-What do we start from when we want to make a self-assessment?</p> <p>[เราจะเริ่มจากอะไรในการประเมินตนเอง?]</p>	<p>(Expected answer)</p> <p>-we have to look back at the goal that we set in the beginning.</p>
	<p>-That’s right! We look at the goal.</p> <p>-Now, we are going to use this goal to make a self-assessment.</p> <p>[ถูกต้อง! เรามองไปที่เป้าหมาย เราจะใช้เป้าหมายนี้ในการประเมินตนเอง]</p> <p>(provide the handout 1 and the model goal)</p>	<p>(study the handout)</p>
	<p>-Now, we will use the goal to set up some statements that will be used to self-assess.</p> <p>[เราจะใช้เป้าหมายเพื่อตั้งคำบที่จะใช้ในการประเมินตนเอง]</p> <p>-Can anyone think of any statement that reflects given the goal?</p> <p>[ใครสามารถนึกถึงข้อความใด ๆ ที่สะท้อนถึงเป้าหมายได้หรือไม่?]</p>	<p>(Listen)</p> <p>(Expected answer that can be written in the self-assessment)</p> <p>-I read components about trees.</p> <p>-I summarize the idea of the components of trees.</p> <p>-without using dictionary</p>



	<p>(show handout 2: the completed example of the self-assessment form)</p> <p>-Now, these are the statements that reflect the goal. [ตอนนี้ นี่คือข้อความที่ฉันสะท้อนจากเป้าหมาย]</p>	<p>(look at the statement and see the alignment of them with the goal)</p>
	<p>-When we have all the statements in the self-assessment form, what should we do next? [เมื่อได้ข้อความในแบบประเมินตนเองครบถ้วนแล้วจะทำอย่างไรต่อไป?]</p>	<p>(Expected answer) -While we are learning, we have to be watchful of our actions and notice that if we have succeeded in the goal.</p>
	<p>(Provide more detailed answer) -We have to find the evidence that tells us if we have reached the goal. [เราต้องหาหลักฐานที่บอกว่าเราไปถึงเป้าหมายแล้วหรือยัง]</p> <p>-In this case, we can monitor ourselves if we can make a summary of the components of a tree or not. OR if we read online texts without using a dictionary. [ในกรณีนี้ เราสามารถตรวจสอบตัวเองได้ว่าสามารถสรุปส่วนประกอบของต้นไม้ได้หรือไม่ หรือถ้าเราอ่านข้อความออนไลน์โดยไม่ใช้พจนานุกรม]</p> <p>(Give the keywords of self-assessment) The key is that we have to keep monitoring our actions.</p>	<p>(Listen)</p>
	<p>(Let the students set up their self-assessment form) -Now, it is your turn that you are going to set up your own assessment to assess your goal. [ถึงตาคุณแล้วที่คุณจะต้องตั้งค่าการประเมินของตนเองเพื่อประเมินเป้าหมายของคุณ]</p> <p>-We will do it within 5 minutes. You bring out your goal and write down</p>	<p>(Write the goal and come up with self-assessment statements)</p>

	<p>some statements that reflect your goal. [เราจะดำเนินการให้ภายใน 5 นาที คุณนำเป้าหมายของคุณออกมาและเขียนข้อความที่สะท้อน ถึงเป้าหมายของคุณ]</p>	
	<p>(Give a suggestion on making a new goal on handout 3) - Once you finish one learning goal, there can be something that you miss. Don't be worried because we can learn from that and set a new goal. [เมื่อคุณบรรลุเป้าหมายการเรียนรู้ข้อหนึ่งแล้ว อาจมีบางสิ่งที่คุณพลาดไป ไม่ต้องกังวลเพราะเราสามารถเรียนรู้จากสิ่งนั้นและตั้งเป้าหมายใหม่ได้  -Some people can complete the goal at the first time. So you can proceed with another goal too. [บางคนสามารถทำเป้าหมายให้สำเร็จได้ในครั้งแรก ดังนั้นคุณสามารถดำเนินการตามเป้าหมายอื่นได้เช่นกัน]</p>	(study handout 3 on making a new goal)
	<p>(Point out to making a new goal section in the form) -If you find out your missed points or a new goal you want to pursue, write it down in this box. [หากคุณพบจุดที่พลาดไปหรือเป้าหมายใหม่ที่คุณต้องการติดตาม ให้เขียนลงในช่องนี้]</p>	(Listen)
(Wrap-up) (2 minutes)	<p>Conclude the point of today's class Script -Today in the training, we learned the ways to assess our learning goals. [ในการอบรมวันนี้ เราได้เรียนรู้วิธีการประเมินเป้าหมายการเรียนรู้ของเรา]</p>	(Listen attentively)

### 1. Out-of-class learning task

Students evaluate their learning goals using a proper assessment method.

### 2. Consultation

no required consultation



## handout 2: a completed example of self-assessment form

## แบบประเมินตนเอง

คำสั่ง: โปรดเขียนเป้าหมายที่คุณตั้งไว้ในช่องเป้าหมาย จากนั้นให้จำแนกข้อความออกเป็นประเด็นต่างๆในช่องรายการ จากนั้นดำเนินการประเมินตนเองโดยการทำเครื่องหมายใน ✓ ในช่อง ตอนท้ายโปรดสรุปหากคุณบรรลุหรือไม่บรรลุเป้าหมายพร้อมให้เหตุผล

แบบประเมินตนเอง		
เป้าหมาย	รายการ	ประเมินตนเอง
ฉันสามารถสรุปข้อมูลที่ฉันอ่านเกี่ยวกับส่วนประกอบของต้นไม้สำหรับวิชาชีววิทยาได้โดยไม่ต้องใช้พจนานุกรมภายในวันที่ 1 กันยายน	1.สรุปเรื่องส่วนประกอบของต้นไม้ในวิชาชีววิทยาที่อ่านมา	<input type="checkbox"/> ได้ <input checked="" type="checkbox"/> ได้บางส่วน <input type="checkbox"/> ไม่ได้
	2.อ่านโดยใช้พจนานุกรม	<input type="checkbox"/> ได้ <input type="checkbox"/> ได้บางส่วน <input checked="" type="checkbox"/> ไม่ได้
	-	<input type="checkbox"/> ได้ <input type="checkbox"/> ได้บางส่วน <input type="checkbox"/> ไม่ได้
	-	<input type="checkbox"/> ได้ <input type="checkbox"/> ได้บางส่วน <input type="checkbox"/> ไม่ได้
สรุป		
<input type="checkbox"/> ฉันบรรลุเป้าหมายเพราะ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<input checked="" type="checkbox"/> ยังไม่บรรลุเป้าหมายเพราะ <u>ฉันสามารถบอกข้อมูลส่วนประกอบของต้นไม้ได้เพียงบางส่วนเท่านั้นเพราะมีคำศัพท์เกี่ยวกับวิทยาศาสตร์เยอะ ฉันไม่เข้าใจคำศัพท์ภาษาอังกฤษบางคำ และเมื่อฉันไม่ใช้พจนานุกรมเลย ทำให้ฉันอ่านไม่เข้าใจ เพราะเหตุนี้ฉันจึงเล่าส่วนประกอบของต้นไม้ไม่ได้</u>	

Source: Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers.*

### Handout 3: the model of setting a new learning goal

## สร้างเป้าหมายการเรียนรู้ใหม่

คำสั่ง:

- 1) โปรดทบทวนเป้าหมายของคุณจากรายการที่คุณสร้างขึ้น สังเกตว่ามีจุดใดบ้างที่คุณยังทำไม่สำเร็จ จากนั้นเขียนเป้าหมายใหม่ที่สะท้อนถึงสิ่งที่คุณยังทำไม่สำเร็จ โดยอย่าลืมคำนึงถึงวิธีตั้งเป้าหมายการเรียนรู้แบบ SMART
- 2) หากคุณทำเป้าหมายสำเร็จแล้ว คุณสามารถเริ่มต้นวางเป้าหมายถัดได้เลย

สร้างเป้าหมายในการเรียนรู้ใหม่	
สิ่งที่คุณยังทำไม่สำเร็จ	เป้าหมายการเรียนรู้ใหม่
#1 สรุปรื่องส่วนประกอบของต้นไม้ได้บางส่วน #2 อ่านโดยใช้พจนานุกรมในการหาความหมายคำศัพท์เฉพาะที่เกี่ยวข้องกับวิทยาศาสตร์ #3 _____ #4 _____	ฉันจะสามารถสรุปรื่องส่วนประกอบของต้นไม้ทั้งหมดโดยใช้พจนานุกรมในการหาความหมายคำศัพท์เฉพาะที่เกี่ยวข้องกับวิทยาศาสตร์ภายในวันที่ 6 กันยายน



## APPENDIX H

### Consultation plan required session 1: Checking the needs and goal

#### Required session #1

**focus:** check the alignment between the needs and goal & the goal statement

1. **Outcome:** Students will be able to create or revise to have a completed learning goal that aligns with the needs.
2. **The scope of consultation:** In this session, a student will be asked with questions to reflect how their needs and the goal align. The consultant employs strategies such as actively listening, asking clarifying questions, using reflective questions, exploring options. Also, the consultant incorporates the SMART goal setting, specifically, on the R-relevant between the needs and the goal. This ensures that the student's needs and goals are understood and a learning plan can be further developed that aligns with their desired goal.
3. **Materials:** Students' goal and needs analysis
4. **Time allocation:** 30 minutes

#### 5. Question guidelines

	Opening (3 minutes)
	(Greetings)
1	<p>(Build rapport by having a small talk with the student)</p> <p style="padding-left: 40px;">-How are you? [นักเรียนสบายดีไหม?]</p> <p style="padding-left: 40px;">-How have you been for the past week? [สัปดาห์ที่ผ่านมาไปทำอะไรมาบ้าง?]</p> <p>(Ask the students about self-learning.)</p> <p style="padding-left: 40px;">-How do you do with the self-learning tasks? [ลองไปฝึกเรียนรู้ด้วยตนเองแล้วเป็นอย่างไรบ้าง?]</p> <p>(Repeat, summarize, and restate what the student says.)</p>

2	<p>(Ask about the last session of the training)</p> <p>-Can you tell me, what did we do in the last session?</p> <p>[นักเรียนบอกครูได้ใหม่ว่าคราวที่แล้วเราทำอะไรไปบ้าง?]</p> <p>(Repeat, summarize, and restate what the student says.)</p>
3	<p>(Bring up the topic about the needs analysis and goals setting)</p> <p>-Today, we are going to check the needs analysis and the goals setting that you have done prior to this consultation session.</p> <p>[วันนี้เราจะมาตรวจสอบว่าสิ่งที่นักเรียนอยากพัฒนา (needs) กับเป้าหมายที่นักเรียนตั้งเอาไว้ (goal) สอดคล้องกันหรือไม่?]</p>
<p>Midway (25 minutes)</p>	
1	<p>(Ask about the needs)</p> <p>-Now can you show me the needs that you wrote from the last session.</p> <p>[นักเรียนนำสิ่งที่นักเรียนอยากพัฒนา (needs) มาแสดงให้ครูดูหน่อย]</p> <p>-Can you explain a bit how you got these needs?</p> <p>[นักเรียนช่วยอธิบายว่านักเรียนได้ความต้องการ(needs)นี้มาอย่างไร?]</p> <p>(Ask about the goal)</p> <p>- What do you think is your goal</p> <p>[นักเรียนคิดว่าเป้าหมายในการเรียนรู้(goal) ของนักเรียนคืออะไร?]</p> <p>- How did you set the goal?</p> <p>[เป้าหมายการเรียนรู้ของนักเรียน(goal) เกิดจากปัญหาใด?]</p>
2	<p>-We are going to use SMART criteria to check if your needs match with your goal.</p>

	<p>[เราจะใช้การตั้งเป้าหมายแบบ SMART ในการตรวจสอบความสอดคล้อง]</p> <p>-So, we will specifically look at R-Relevant</p> <p>[ดังนั้น เราจะให้ความสำคัญในตัวอักษร R หรือ relevant ที่แปลว่าความเกี่ยวข้องกัน]</p>
3	<p>(Use questions that have the student reflect on <u>R=Relevant</u>)</p> <p>-How does this goal address your current needs?</p> <p>[เป้าหมาย (goal) นี้สะท้อนให้เห็นถึงความต้องการที่จะพัฒนา (needs) อย่างไรบ้าง]</p> <p>-How do you see the needs and the goal connected?</p> <p>[นักเรียนเห็นว่าความต้องการที่จะพัฒนา (needs) และ เป้าหมายในการเรียนรู้ (goal) สัมพันธ์กันอย่างไร]</p>
4	<p>(Check other aspects of the goal)</p> <p>(Use questions that have the student reflect on <u>S=Specific</u>)</p> <p>-Is the goal you set too broad?</p> <p>[เป้าหมายที่นักเรียนตั้งไว้กว้างเกินไปหรือไม่?]</p> <p>-Does it point to a specific area of your needs?</p> <p>[เป้าหมายนั้นได้มุ่งเน้นไปที่ความต้องการเฉพาะด้านของนักเรียนหรือไม่?]</p> <p>-How would you make it more specific?</p> <p>[นักเรียนจะทำให้เป้าหมายมีความเจาะจงเฉพาะด้านได้อย่างไร?]</p>
5	<p>(Use questions that have the student reflect on <u>M=Measurable</u>)</p> <p>-How do you know if you succeed in your goal?</p> <p>[นักเรียนจะทราบได้อย่างไรหากนักเรียนทำสำเร็จตามเป้าหมายหรือไม่?]</p> <p>-What action or behavior would be used to measure your success?</p> <p>[การกระทำหรือพฤติกรรมใดที่จะใช้วัดความสำเร็จของนักเรียน? ]</p>



6	<p>(Use questions that have the student reflect on <u>A=Achievable</u>)</p> <p>-Do you have enough access to resources that help you accomplish your goal? (e.g., technology, space, equipment, etc.)? [นักเรียนสามารถใช้ หรือมีอุปกรณ์เพียงพอที่ช่วยให้นักเรียนบรรลุเป้าหมายหรือไม่?]</p> <p>-How do your abilities and skills help you to accomplish the goal? [ความสามารถและทักษะของนักเรียนช่วยให้นักเรียนบรรลุเป้าหมายได้อย่างไร?]</p> <p>-Is this goal too difficult or easy for you? How would you change to be more achievable from your perspective? [เป้าหมายนี้ยากหรือง่ายเกินไปสำหรับนักเรียน? นักเรียนจะเปลี่ยนอะไรเพื่อให้นักเรียนบรรลุเป้าหมายได้?]</p>
7	<p>(Use questions that have the student reflect on <u>T=Time-bound</u>)</p> <p>The following is the set of questions;</p> <p>-How many activities would you do to achieve the goals? นักเรียนจะทำกิจกรรมกี่อย่างเพื่อให้บรรลุเป้าหมาย?</p> <p>-How long would you take to complete each activity? [นักเรียนจะใช้เวลานานแค่ไหนในการทำกิจกรรมแต่ละอย่าง?]</p>
<b>Closing (2 minutes)</b>	
1	<p>(Conclude the revision of the goal)</p> <p>-After we have checked with SMART criteria, can you review your goal again? [หลังจากที่เราตรวจสอบกับเกณฑ์ SMART และแก้ไขแล้ว นักเรียนทบทวนอีกครั้งได้ไหมว่าเป้าหมายของนักเรียนคืออะไร ]</p>

2 (End the conversation)

-Hope our conversation helps you to have a certain goal for your self-learning.

[ครูหวังว่าการสนทนาของเราจะช่วยให้นักเรียนมีเป้าหมายที่แน่ชัดในการเรียนรู้ด้วยตนเอง]



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## APPENDIX I

### Consultation plan required session 2: Checking the learning plan

#### Required session #2

**focus:** check the learning plan

1. **Outcome:** Students will be able to revise the learning plan to be more practical
2. **The scope of consultation:** In this session, a student will be asked with questions to reflect their designed learning plan in order to check the practicality of the learning plan. The consultant uses reflective questions to urge them to think deeply on the feasibility of the timeframe, potential challenges, the alignments with the student's goal with other elements such as materials selected and strategies used.
3. **Materials:** Learning plan template
4. **Time allocation:** 30 minutes

#### 5. Question guidelines

Opening (3 minutes)	
	(Greetings)
1	(Build rapport by having a small talk with the student) <p style="margin-left: 40px;">-How are you? [นักเรียนสบายดีไหม?]</p> <p style="margin-left: 40px;">-How have you been for the past week? [สัปดาห์ที่ผ่านมาไปทำอะไรมาบ้าง?]</p> <p style="margin-left: 40px;">(Ask the students about self-learning.)</p> <p style="margin-left: 40px;">-How do you do with the self-learning tasks? [ลองไปฝึกเรียนรู้ด้วยตนเองแล้วเป็นอย่างไรบ้าง?]</p> <p style="margin-left: 40px;">(Repeat, summarize, and restate what the student says.)</p>
2	(Ask about the last session of the training) <p style="margin-left: 40px;">-Can you tell me, what did we do in the last session?</p>

	<p>[นักเรียนบอกครูได้ใหม่ว่าคราวที่แล้วเราทำอะไรไปบ้าง?]</p> <p>(Repeat, summarize, and restate what the student says.)</p>
3	<p>(Bring up the topic that is to check the learning plan)</p> <p>-Today, we are going to check the learning plan that you have prepared prior to this consultation session. We are going to review your plan with the criteria, adjust and revise your plan if needed. At the end, you will have a practical version of your learning plan where you can follow when learning outside the classroom.</p> <p>[วันนี้เราจะมาตรวจสอบแผนการเรียนรู้ที่นักเรียนได้ลองฝึกสร้างไว้ก่อนการให้คำปรึกษาในครั้งนี้ โดยใช้เกณฑ์ เพื่อปรับปรุงและแก้ไขแผนการเรียนรู้ของนักเรียน เพื่อจะสามารถนำไปใช้งานได้จริงเมื่อนักเรียนออกไปเรียนรู้นอกห้องเรียน]</p>
<p><b>Midway (25 minutes)</b></p>	
1	<p>(Ask the students to bring up their finished learning plan)</p> <p>- As you designed the plan last time, please bring up the plan you made.</p> <p>[ในครั้งที่แล้วนักเรียนได้ออกแบบแผนการเรียนรู้ไปแล้ว ขอให้นักเรียนนำแผนที่ทำไว้ขึ้นมา]</p>
2	<p>(Ask the student to reflect if <i>the goals translate to the activities</i>)</p> <p>-What is the reason that you do this activity?</p> <p>[นักเรียนมีเหตุผลอะไรที่ทำให้นักเรียนจะทำกิจกรรมนี้?]</p> <p>-How is the activity relevant to your goals?</p> <p>[กิจกรรมนี้เกี่ยวข้องกับเป้าหมายของนักเรียนอย่างไร?]</p>
3	<p>(Ask the student to reflect if <i>the activities are practical with the limitations</i>)</p> <p>-How will you manage the activity to complete in time?</p>

	<p>[นักเรียนจะจัดการกิจกรรมอย่างไรให้เสร็จทันเวลา?]</p> <p>-How much time do you think it will take to advance this skill? and Why?</p> <p>[นักเรียนคิดว่าต้องใช้เวลานานเท่าไรในการพัฒนาทักษะนี้? เพราะอะไร?]</p> <p>-How long did it take you to ____? and based on what you've written, how long will it take you to complete _____?</p> <p>[นักเรียนเคยใช้เวลานานเท่าไรในการ _____ และจากที่นักเรียนเขียนมา นักเรียนคิดว่าจะทำสำเร็จโดยใช้เวลานานเท่าใด _____?]</p>
4	<p>(Ask the student to reflect if <i>the materials or websites match with the activities</i>)</p> <p>-Why do you think that these resources are good for you?</p> <p>[เพราะเหตุใดนักเรียนจึงคิดว่าแหล่งข้อมูลเหล่านี้ดีสำหรับนักเรียน]</p> <p>-How do these resources help you to develop a certain ability?</p> <p>[แหล่งข้อมูลเหล่านี้ช่วยนักเรียนพัฒนาความสามารถบางอย่างได้อย่างไร?]</p>
5	<p>(Ask the students to reflect on <i>what and how they will use strategies</i>)</p> <p>- How will this strategy help you complete your goal?</p> <p>[กลยุทธ์นี้จะช่วยให้นักเรียนบรรลุเป้าหมายได้อย่างไร?]</p>
<b>Closing (2 minutes)</b>	
1	<p>(Conclude the practicality of the learning plan.)</p> <p>-Today we have checked the practicality of your learning plan with the four criteria. Can you tell me one more time how we check our learning plan?</p> <p>[วันนี้เราได้ตรวจสอบความเป็นไปได้ของแผนการเรียนรู้ของนักเรียนด้วยเกณฑ์สี่ประการ]</p>

	นักเรียนช่วยเน้นย้ำอีกครั้งได้ไหมว่าเราจะสามารถตรวจสอบแผนการเรียนรู้ของเราได้อย่างไร?
2	<p>(End the consultation)</p> <p>-Hope our conversation helps you to have a practical learning plan for your self-learning.</p> <p>[ครูหวังว่าการสนทนาของเราจะช่วยให้นักเรียนมีแผนการเรียนรู้ที่ชัดเจนเพื่อนำไปใช้ในการเรียนรู้ด้วยตนเอง]</p>



## APPENDIX J

### Consultation plan required session 3: Reviewing the learning plan

**Required session #3**                      **focus:** The review of the learning plan

1. **Outcome:** Students will be able to revise and adjust the learning plan to the current circumstances.
2. **The scope of consultation:** In this session, a student will be asked with questions to reflect on the learning plan in order to check and review the learning plan along with the student's progress. The consultant mainly uses reflective questions to prompt the students to think deeply on the feasibility of the timeframe, potential challenges, the alignments with the student's goal with other elements such as materials selected and strategies used.
3. **Materials:** The learning plan
4. **Time allocation:** 30 minutes

#### 5. Question guidelines

	Opening (3 minutes)
	(Greetings)
1	<p>(Build rapport by having a small talk with the student)</p> <p style="padding-left: 40px;">-How are you? [นักเรียนสบายดีไหม?]</p> <p style="padding-left: 40px;">-How have you been for the past week? [สัปดาห์ที่ผ่านมาไปทำอะไรมาบ้าง?]</p> <p>(Ask the students about self-learning.)</p> <p style="padding-left: 40px;">-How do you do with the self-learning tasks? [ลองไปฝึกเรียนรู้ด้วยตนเองแล้วเป็นอย่างไรบ้าง?]</p> <p>(Repeat, summarize, and restate what the student says.)</p>
2	(Ask about the last session of the training)

	<p>- Can you tell me, what did we do in the last session?</p> <p>[นักเรียนบอกครูได้ใหม่ว่าคราวที่แล้วเราทำอะไรไปบ้าง?]</p> <p>(Repeat, summarize, and restate what the student says.)</p>
3	<p>(Bring up the topic that is review &amp; revise the learning plan)</p> <p>- Today, we are going to see if you are able to carry out the learning outside the classroom as you once laid out in your plan. If it is necessary, we are going to revise some part of your plan with the criteria. At the end, you will have a more practical version of your learning plan that you can follow when learning outside the classroom.</p> <p>[วันนี้ เราจะมาตรวจสอบกันว่านักเรียนสามารถดำเนินการเรียนรู้นอกห้องเรียนตามที่วางแผนไว้ได้หรือไม่ หากจำเป็น เราจะต้องมีการปรับเปลี่ยนบางส่วนของแผนโดยใช้เกณฑ์ เพื่อนักเรียนจะมีแผนการเรียนรู้ฉบับที่ใช้งานได้จริงมากขึ้น และนำไปเรียนรู้ด้วยตนเองนอกห้องเรียนต่อไป]</p>
<p>Midway (25 minutes)</p>	
1	<p>(Ask the student to reflect on the plan in the aspect of <i>Action</i>.)</p> <p>-What have you learned? [นักเรียนได้เรียนรู้อะไรบ้าง?]</p> <p>-How did you learn? [นักเรียนเรียนรู้ได้อย่างไร?]</p> <p>-How well did you do? [นักเรียนทำได้แค่ไหน?]</p>
2	<p>(Ask the student to reflect on the plan in the aspect of <i>Feelings</i>.)</p> <p>- How do you feel about the process?</p>



	<p>[นักเรียนรู้สึกอย่างไรเกี่ยวกับขั้นตอนการเรียนรู้นี้]</p> <p>- How satisfied are you with your learning?</p> <p>[นักเรียนพอใจกับการเรียนรู้ของนักเรียนมากน้อยเพียงใด]</p>
3	<p>(Ask the student to reflect on the plan in the aspect of <b>Overview.</b>)</p> <p>- Do you think you are getting closer to achieving your goals? Why? Why not?</p> <p>[นักเรียนคิดว่านักเรียนเข้าใกล้เป้าหมายของนักเรียนมากขึ้นหรือไม่? เพราะ?]</p> <p>- What can make you reach the goals easier? And What challenges prevent you from achieving your goals?</p> <p>[อะไรทำให้นักเรียนบรรลุเป้าหมายได้ง่ายขึ้น และ ความท้าทายอะไรที่ขัดขวางไม่ให้นักเรียนบรรลุเป้าหมาย]</p> <p>- If you could do something in your plan e.g. strategies, resources, assessment, what changes would you make?</p> <p>[หากนักเรียนสามารถเปลี่ยนหนึ่งสิ่ง เช่น กลยุทธ์ ทรัพยากร การประเมิน นักเรียนจะเปลี่ยนแปลงอะไร?]</p>
4	<p>(Ask the student to reflect on the plan in the aspect of <b>From Now On.</b>)</p> <p>- What are some adjustments you will make for your future learning?</p> <p>[นักเรียนจะปรับเปลี่ยนอะไรบ้างสำหรับการเรียนรู้ในอนาคตของนักเรียน]</p> <p>- Why do you change them?</p> <p>[เพราะอะไรนักเรียนถึงเปลี่ยนสิ่งนั้น?]</p> <p>- What is your next step?</p> <p>[ขั้นตอนต่อไปของนักเรียนคืออะไร?]</p>

<b>Closing (2 minutes)</b>	
1	<p>(Conclude the reviewing of the learning plan. And revising in some cases.)</p> <p>-Today we have reviewed (and also revised for some students) of your learning plan with the four criteria. Can you tell me one more time what we do to review our learning plan?</p> <p>[วันนี้เราได้ตรวจสอบ (และแก้ไขสำหรับนักเรียนบางคน) ของแผนการเรียนรู้ของนักเรียนด้วยเกณฑ์สี่ประการ ช่วยบอกครูอีกครั้งได้ไหมว่าเราควรทำอะไรเพื่อทบทวนและตรวจสอบแผนการเรียนรู้ของเรา?]</p>
2	<p>(End the consultation)</p> <p>-Hope our conversation helps you to have a practical learning plan for your self-learning.</p> <p>[ครูหวังว่าการสนทนาของเราจะช่วยให้นักเรียนมีแผนการเรียนรู้ที่ชัดเจนเพื่อนำไปใช้ในการเรียนรู้ด้วยตนเอง]</p>



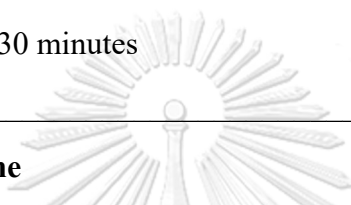
## APPENDIX K

### Consultation plan voluntary session: General consultation

#### Voluntary session

**focus:** general consulting

1. **Outcome:** Students will be able to reflect on their own problem(s) and propose a solution(s) to the problem(s).
2. **The scope of consultation:** In this session, a student will be asked with questions to reflect their self-directed learning and in any subject the students want to talk about. The consultant employs reflective questions to prompt the students to think deeply on the matters.
3. **Materials:** -
4. **Time allocation:** 30 minutes



#### 5. Question guideline

	Opening (3 minutes)
	(Greetings)
1	<p>(Build rapport by having a small talk with the student)</p> <p style="padding-left: 40px;">-How are you? [นักเรียนสบายดีไหม?]</p> <p style="padding-left: 40px;">-How have you been for the past week? [สัปดาห์ที่ผ่านมาไปทำอะไรมาบ้าง?]</p> <p>(Ask the students about self-learning.)</p> <p style="padding-left: 40px;">-How do you do with the self-learning tasks? [ลองไปฝึกเรียนรู้ด้วยตนเองแล้วเป็นอย่างไรบ้างคะ?]</p> <p>(Repeat, summarize, and restate what the student says.)</p>
2	<p>Ask the student to point out the topic that they want to discuss today</p> <p style="padding-left: 40px;">- What should we discuss, today?</p>

	<p>[วันนี้ นักเรียนอยากปรึกษาครูเรื่องอะไร?]</p> <p>Repeat, summarize, and restate what the student says.</p>
	<p>Midway (20 minutes)</p>
1	<p>(Ask the student to reflect on the topic he/she wants to discuss.)</p> <p>or</p> <p>(Ask the students about the goal of the students learning plan)</p> <p>- Were you able to carry out your learning plan as planned? [นักเรียนสามารถดำเนินการตามแผนการเรียนรู้ที่วางไว้ได้หรือไม่?]</p> <p>- Were you able to.....? [นักเรียนสามารถ.....?]</p> <p>- What made it difficult for you? [อะไรทำให้นักเรียนลำบากใจ?]</p> <p>- How did you learn.....? [นักเรียนเรียนรู้.....อย่างไร?]</p> <p>- Why do you think this situation happens? [เพราะเหตุใดนักเรียนถึงคิดว่าสถานการณ์นี้ถึงได้เกิดขึ้น ?]</p> <p>(One word such as “So ...?” “Because?” and “And?” or silence is used if clarification is needed.)</p> <p>(Observe the reactions of the student along the way)</p>
2	<p>(Start using questions that help the student think about solutions)</p> <p>- What would you do next?</p>

	<p>[นักเรียนจะทำสิ่งใดต่อไป?]</p> <p>- Why do you change them? [เพราะเหตุใดนักเรียนถึงเปลี่ยนมัน?]</p> <p>- What do you think will help improve this situation? [นักเรียนคิดว่าสิ่งใดช่วยแก้ไขสถานการณ์นี้ได้?]</p> <p>- How would you proceed with this? [นักเรียนจะทำอย่างไรกับเรื่องนี้?]</p> <p>- If you do....., what do you think would happen.....? [ถ้านักเรียนทำ.....นักเรียนคิดว่าจะเกิดอะไรขึ้น.....?]</p> <p>- How would .....help improve.....? [สิ่งนี้.....ช่วยพัฒนา....ได้อย่างไร?]</p>
	<p><b>Closing (2 minutes)</b></p>
1	<p>(Conclude today's consultation.)</p> <p>- Today we have discussed..... Can you tell me one more time what we should do? [วันนี้เราได้คุยกันแล้ว.....ช่วยบอกครูอีกครั้งได้ไหมว่าเราควรทำอะไร?]</p>
2	<p>(motivate the student to have more consultation if needed.)</p> <p>-Hope our conversation helps you to see what to do next. [หวังว่าการสนทนาของเราจะช่วยให้นักเรียนทราบว่าต้องทำอะไรต่อไป]</p> <p>-You may schedule another appointment with me if needed. [หากนักเรียนต้องการปรึกษาสามารถนัดหมายครูได้]</p>



## APPENDIX M

## Interview questions

ลำดับ	ข้อความ
	เริ่มต้นสนทนาเพื่อสร้างความคุ้นเคยและบรรยากาศในการสัมภาษณ์
1.1	กล่าวต้อนรับและขอบคุณผู้เข้าร่วมสัมภาษณ์ -สวัสดีครับ... (ชื่อผู้เข้าสัมภาษณ์) ครูขอขอบใจที่นักเรียนแบ่งปันเวลาเพื่อมาเข้า การสัมภาษณ์ในครั้งนี้ครับ
1.2	ชี้แจงวัตถุประสงค์ในการสัมภาษณ์ -การสัมภาษณ์ในครั้งนี้มีวัตถุประสงค์ เพื่อรวบรวมข้อมูลของนักเรียนแต่ละคน หลังจากเข้าร่วมโครงการฝึกอบรมโปรแกรมคอมพิวเตอร์ช่วยเรียนภาษาสำหรับการ อ่านภาษาอังกฤษ หลังจากที่...(ชื่อผู้เข้าสัมภาษณ์) ได้ร่วมทำกิจกรรมและฝึกอ่านด้วย ตนเองมาเป็นเวลา 2 เดือน - ข้อมูลจากการสัมภาษณ์ครั้งนี้จะถูกนำมาใช้ในการวิเคราะห์ความสามารถในการ เรียนรู้ด้วยตนเองของนักเรียน
1.3	-ในการสัมภาษณ์นี้ครูจะขออนุญาตบันทึกเสียง และจดคำสัมภาษณ์ที่นักเรียนได้กล่าว ไว้ครับ -ข้อมูลที่ถูกรับบันทึกจะถูกเก็บไว้เป็นความลับและใช้เพื่อการวิจัยเท่านั้นครับ หลังจากเสร็จสิ้นงานวิจัยแล้วข้อมูลจะถูกทำลาย
1.4	เริ่มคำถามอ่อนเครื่องเพื่อสร้างความคุ้นเคยระหว่างกัน -นักเรียนสบายดีใช่ไหม -ช่วงนี้ ปิดเทอม ทำอะไรบ้าง
	เริ่มคำถามหลักเกี่ยวกับความสามารถในการเรียนรู้ด้วยการนำตนเองในการอ่านภาษาอังกฤษ ออนไลน์
2.1	-การสัมภาษณ์นี้ไม่ใช่แบบทดสอบ และไม่มีคำตอบที่ถูกหรือผิดครับ -หลังจากการอบรมของเราแล้ว ... (ชื่อผู้เข้าสัมภาษณ์) ได้อ่านบทความภาษาอังกฤษ อะไรใหม่ๆ บ้างไหม
2.2	อ่านบทความอะไรบ้าง ลองยกตัวอย่างให้ครูหน่อย
2.3	วิธีการเลือกบทความภาษาอังกฤษพวกนั้นอย่างไร
2.4	-รู้สึกอย่างไรบ้างตอนอ่านบทความด้วยตัวเอง

2.5	<ul style="list-style-type: none"> <li>-เจอปัญหาอะไรเกี่ยวกับการอ่านบ้างไหม</li> <li>-นักเรียนมีวิธีจัดการกับปัญหานั้นอย่างไร ลองเล่าให้ครูฟังสักหนึ่งเหตุการณ์</li> <li>-นักเรียนมีเคล็ดลับที่ได้จากการอ่านที่อยากเล่าให้ครูฟังไหม</li> <li>-ได้ใช้วิธีการที่อบรมไปอะไบบ้างไหม</li> </ul>
2.6	<ul style="list-style-type: none"> <li>ใช้เวลามากแค่ไหนในการอ่านบทความแต่ละสัปดาห์</li> <li>-ใช้เวลาช่วงไหนในการอ่านบทความในแต่ละสัปดาห์</li> </ul>
2.7	<ul style="list-style-type: none"> <li>-ตอนนี้วางแผนจะอ่านอะไรเพิ่มอีกไหม</li> <li>-บอกเหตุผลให้ครูฟังหน่อย</li> </ul>
คำถามผ่อนคลาย	
3.1	<ul style="list-style-type: none"> <li>เริ่มคำถามผ่อนคลายบรรยากาศ</li> <li>-ในช่วงปิดเทอมมีแผนว่าจะทำอะไรบ้าง</li> <li>-จะเตรียมตัวสำหรับการเรียนชั้น ม.6 อย่างไรบ้าง</li> </ul>
3.2	<ul style="list-style-type: none"> <li>กล่าวขอบคุณผู้เข้าร่วมการสัมภาษณ์</li> <li>-ขณะนี้ครูได้ถามคำถามไปครบถ้วนแล้ว</li> <li>-ครูขอขอบใจนักเรียนอีกครั้งที่นักเรียนได้เข้าร่วมการสัมภาษณ์ครั้งนี้ะครับ</li> </ul>



## VITA

**NAME** Suttiya Khongyai

**DATE OF BIRTH** 29 March 1996

**PLACE OF BIRTH** Khonkaen

**INSTITUTIONS ATTENDED** The faculty of Education, Chulalongkorn University

**HOME ADDRESS** 47, Talat Bang Khen, Khet Lak Si, Bangkok, 10310

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จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY