



# **A Study of Thai Learners' Responsibility in Learning a Foreign Language**

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#### Abstract

The study was aimed to examine learners' responsibility while they were learning English as a foreign language at Prince of Songkla University in Thailand where a self-directed online course was administered during the second semester in the academic year of 2007 to shed lights on learner autonomy. The data from six EFL learners, with a purposive sampling due to their different learning goals: one learning English as a communication tool and the other as a subject, were collected through a questionnaire on attitudes towards learning a foreign language, a weekly diary for three months and a monthly-administered interview with open-ended guiding questions for three months. The data from the study tools were brought into a critical content analysis to reveal their ongoing developing stages of responsibility in learning English as a foreign language.

The findings revealed that the six learners demonstrated ongoing unstable and different stages of responsibility in learning a foreign language throughout the self-directed course. Three of them learning English as a subject did not fully develop the final stage of responsibility or transferring role – changing their role to be a teacher role in monitoring their own learning process, but merely showed the first stage – being aware of their responsibility attitude from the beginning to the final phase of the study. Their building blocks of responsibility or skills and attitudes were identified as low motivation, mostly extrinsic one, low self-confidence, little monitoring and self evaluation, and a limited variety of workable learning strategies for a self-directed course. On the contrary, the other three learners of the communication group could develop the final stage of responsibility development, yet not fully complete responsibility. Their

reported building blocks of responsibility included both intrinsic and extrinsic motivation, self confidence, various learning strategies, monitoring and self evaluation, following rules of control, and more importantly delegating tasks and decisions. However, both groups of the learners did not build any learning community with other learners and teachers such as practical cooperation and group cohesion with other learners, willingness to work with teachers or facilitators in developing their responsibility.

On account of this responsibility development, some logical explanations would be different learner characteristics (student practisers and student explorers), insufficient learner training for autonomy, a shortage of ineffective scaffolding throughout learners' learning process, and insufficient online learning skills.

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#### บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีจุดประสงค์เพื่อศึกษาความรับผิดชอบของผู้เรียนในการเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศในบริบทของการเรียนผ่านรายวิชาที่เรียนรู้ด้วยตนเองด้วยระบบออนไลน์ ในมหาวิทยาลัยสงขลานครินทร์ ระหว่างภาคการศึกษาที่สอง ปีการศึกษา 2550 เพื่อเข้าใจสภาพการเรียนรู้แบบเอกเทศ ผู้วิจัยได้สุ่มเลือกผู้เรียนแบบเจาะจงตามเป้าหมายในการเรียนภาษาอังกฤษ 2 กลุ่มคือเรียนภาษาอังกฤษเพื่อเป็นเครื่องมือในการติดต่อและอีกกลุ่มเป็นการเรียนในฐานะเป็นรายวิชา เป็นกรณีศึกษา จำนวน 6 คนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ โดยเก็บข้อมูลจากผู้เรียนจากแบบสอบถามเกี่ยวกับทัศนคติต่อการเรียนรู้ภาษาต่างประเทศ บันทึกของผู้เรียนประจำสัปดาห์เป็นระยะเวลาสามเดือน และการสัมภาษณ์โดยใช้คำถามปลายเปิดเดือนละครั้งเป็นระยะเวลาสามเดือน จากนั้นนำข้อมูลมาวิเคราะห์เนื้อหาเพื่อศึกษาระดับความรับผิดชอบในการเรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

จากการศึกษาวิเคราะห์ พบว่าผู้เรียนทั้งหมดคนแสดงระดับความรับผิดชอบในการเรียนที่เปลี่ยนแปลงและแตกต่างกันออกไปตลอดระยะเวลาศึกษา โดยกลุ่มที่เรียนภาษาอังกฤษเป็นรายวิชาจำนวนสามคน ยังไม่สามารถพัฒนาระดับความรับผิดชอบในระดับขั้นสูง นั่นคือ ยังไม่สามารถพัฒนาไปสู่ขั้นการถ่ายโอนบทบาทของตนเองจากผู้เรียนไปสวมบทบาทเป็นผู้สอนที่จะสามารถควบคุมกระบวนการเรียนรู้ของตนเองได้ หากแต่พัฒนาได้ในระดับขั้นต้นเท่านั้น นั่นคือ ขั้นรับรู้และมีทัศนคติความรับผิดชอบในการเรียนรู้ตลอดภาคการศึกษา โดยสามารถสังเกตจากองค์ประกอบที่แสดงระดับขั้นดังกล่าวจากการมีแรงจูงใจในการเรียนรู้ต่ำ ส่วนใหญ่เป็นแรงจูงใจแบบภายนอก มีความมั่นใจตนเองต่ำ ควบคุมและประเมินตนเองได้ในระดับเล็กน้อย รวมทั้งมีกลวิธีการเรียนรู้ในวงจำกัดสำหรับการเรียนรู้ในรายวิชาที่เรียนรู้ด้วย

ตนเองด้วยระบบออนไลน์ ในขณะเดียวกัน ผู้เรียนอีกสามคนที่มีความหมายในการเรียนภาษาอังกฤษเพื่อเป็นเครื่องมือในการติดต่อ สามารถพัฒนาระดับความรับผิดชอบในระดับปานกลางถึงสูง แต่ยังไม่สามารถพัฒนาได้เต็มรูปแบบ และมีองค์ประกอบที่แสดงขึ้นดังกล่าวแตกต่างไปจากกลุ่มแรก โดยมีแรงจูงใจในการเรียนทั้งแบบภายในและภายนอก มีความมั่นใจในตนเอง มีกลวิธีการเรียนรู้หลากหลายกว่า สามารถแสดงการควบคุมและประเมินตนเอง ดำเนินตามกฎกติกาในการควบคุมการเรียนรู้ของตนเอง และที่สำคัญพบว่าสามารถกำหนดกิจกรรมและการตัดสินใจในกระบวนการเรียนรู้ของตนเอง อย่างไรก็ตาม ทั้งสองกลุ่มกลับไม่ได้แสดงให้เห็นถึงพัฒนาการในการสร้างแนวคิดกลุ่มเรียนรู้ ที่สัมพันธ์กับผู้สอนและผู้เรียนอื่นๆ ได้แก่ ความร่วมมือและสัมพันธ์เป็นกลุ่มกับผู้เรียนอื่นๆ และความตั้งใจในการทำงานร่วมกับผู้สอนในการพัฒนาความรับผิดชอบในการเรียนรู้ของผู้เรียนเอง

จากข้อมูลพัฒนาการความรับผิดชอบในการเรียนรู้ดังกล่าวข้างต้น อาจเป็นไปได้ว่า เป็นผลมาจากลักษณะผู้เรียนแต่ละคนที่แตกต่างคือเป็นผู้เรียนแบบฝึกฝนกับผู้เรียนแบบค้นหา การฝึกฝนผู้เรียนสำหรับการเรียนรู้ด้วยตนเองที่ยังไม่เพียงพอ ขาดรูปแบบความช่วยเหลือผู้เรียนในการเรียนรู้ด้วยตนเองตลอดกระบวนการเรียนรู้ และทักษะการเรียนรู้ทางออนไลน์ที่ยังไม่เพียงพอ

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## Chapter 1

### Introduction

#### Rationale of the Study

The notion of independent learning, currently, has been discussed by many scholars (Palfreyman & Smith, 2003; Scharle & Szabo, 2000; Benson & Voller, 1997), especially in their attempt to understand learners' factors in learning a language including motives, culture, environment, and others. This is probably because learning a foreign language has shifted from its traditional research focus of pedagogy to learners' learning process in responding several changes of learning, for example, increasing numbers of learners, theories of acquisition, and language learning process which has been shifted to learners (Holec, 1980), especially the notion of independent learning.

According to Benson (as cited in Benson & Voller, 1997, p. 3), independent learning can be described in three perspectives, namely, (1) a technical perspective which focuses on learning skills or strategies, (2) a psychological perspective which focuses on attitudes and abilities to manage independent learning, and this could monitor responsibility in independent learning, and (3) a political perspective which means power in managing content and one's learning process.

The process of independent learning is complicated. Scharle and Szabo (2000) claimed that a factor which fosters such learning is responsibility which teachers could observe. Learners usually ignore taking part in learning a foreign language and have passive learning as learners rely on their teachers heavily. This seems consistent with Waemusa's observation (2003) of EFL students' independent learning at the self access learning center at Prince of Songkla University, Thailand. Waemusa found that such learners tended to be practisers, rather than explorers. According to Sturtridge (1997), student practisers are those who think that to complete an assignment is to complete tasks within the assignment without any further application. In other words, they could not explore or manage additional activities or tasks in learning a foreign language. In other words, they could not develop themselves to be student explorers who, on the other hand, could manage their learning process further and decide their own learning tasks, exploring more learning tasks, which becomes an important part of independent learning and responsibility.

It is worth examining students who develop their responsibility in learning, especially in the process where computers are blended in their learning. Schwienhorst (2003) investigated CALL (Computer-Assisted Language Learning) and found that by using Tandam Learning, an interactive program to learn English, it could assist learners in developing independent learning. He pointed out that learners could learn the language in their own-created environment and it could foster them to learn the language with higher motives, yet within learning constraints. He proposed this learner-created environment a "Third Place" – a virtual world between learners' language culture and the target culture. CALL then could assist learners to develop their motives and it could be a positive factor in developing responsibility in learning a language. A question remains unanswered: how learners develop their responsibility in learning a language while they are learning with computers.

To assist learners to develop independent learning, responsibility is part of the process. Scharle and Szabo (2000, p. 1) defined responsibility in learning as a process done by learners to let themselves know what the learning purposes are and how to manage themselves as well as making determined efforts in taking active roles in their own learning process. They claimed that we need three stages to develop learner responsibility: raising awareness, changing attitudes, and transferring roles. Knowing where learners are, teachers can help them develop responsibility and finally independent learning, which hopefully assists learners to accomplish their learning a foreign language.

This study was inspired by the process of developing learner responsibility outlined above; thus it would examine how learners develop responsibility in learning a foreign language by looking at their retrospective report, especially in a context where they learn English as a foreign language through a self-instruction course with computer assistance. By understanding the process, we could provide them with any assistance needed in developing responsibility in the future.

## **Aims of the Study**

The study was aimed to examine learners' responsibility while they were learning a foreign language in the Thai context where a self-directed course was used during a four-month semester.

### **Significance of the Study**

The study was conducted to explore responsibility process developed by learners in learning English as a foreign language, according to the theoretical framework proposed by Scharle and Szabo (2000), under a self instruction course offered by the Department of Languages and Linguistics, the Faculty of Liberal Arts, Prince of Songkla University, Thailand. The course was a remedial course for those who were required to take in order to develop English proficiency before taking fundamental English courses of the curriculum. The findings would have the following benefits:

1. providing insights of responsibility process developed by learners in learning English as a foreign language;
2. unfolding the learning process developed by learners with virtual classroom management;
3. suggesting how to improve the management of Preparatory Fundamental English Course (890-100) or other courses in similar management, those offered by the Department of Languages and Linguistics, the Faculty of Liberal Arts, Prince of Songkla University, Thailand.

### **Definition of Terms**

**Responsibility** refers to "the learning process done by a learner in learning a language to let him/her understand objectives of learning and know how to manage them" (Scharle & Szabo, 2000, p. 1).

**Virtual Classroom (VCR)** is a self-directed online course produced with Moodle, a software program to create a learning management system. In this study, VCR was opened for students with membership and was introduced to students enrolling in an English course at the beginning of the semester.

**Media Stream** is a stream video in which several lectures (with seven topics focusing on selected grammatical points necessary for students to learn before taking

higher-level courses) given by teachers in an interactive module were provided for unlimited view by students. It is part of VCR.

### **Scope of the Study**

Since the study was conducted to explore learners' responsibility revealed by six EFL learners as a case study at Prince of Songkla University, Hatyai campus, Thailand, it was not aimed to generalize the results to other contexts. In fact, it was based on the idea of autobiography, suggested by Benson (2004), to examine learning processes experienced by individual learners. He claimed, "...[it] focuses on the analysis and description of social phenomena as they are experienced within the context of individual lives" (p. 4).

## Chapter 2

### Review of Literature

The study was aimed to explore learners' responsibility in learning English as a foreign language. Therefore, it is important to understand the basic notion of independent learning. Thus, this chapter presented the brief notion of autonomy, followed by the idea of learner responsibility. Next, the class management of the course which learners in this study were taking during the study was described. Finally, a review of related literature in computer and independent learning as well as related research on autonomous language learning was presented.

#### Independent Learning / Autonomy

In language learning, the term "independent learning" and "autonomy" may be used interchangeably (Sheerin as cited in Benson & Voller, 1997) referred as the way learners could contribute themselves in learning a language; some scholars (p. 2), however, prefer to use both terms differently (Holec as cited in Benson & Voller, 1997; Dickinson as cited in Benson & Voller, 1997). Holec (as cited in Benson & Voller, 1997) states that autonomy, in language education, can be described in five different ways:

1. for situations in which learners study entirely on their own;
2. for a set of skills which can learned and applied in self-direct learning;
3. for an inborn capacity which is suppressed by institutional education;
4. for the exercise of learners' responsibility for their own learning;
5. for the right of learners to determine the direction of their own learning (p. 2)

Preferring to use the term "autonomy," Benson (1997) defines it in three basic definitions: technical, psychological, and political versions. By its technical version, autonomy means "the act of learning a language outside the framework of an educational institution and without the intervention of a teacher" (p. 19). In the psychological description, the term "autonomy" means "a capacity...which allows learners to take more responsibility for their own learning" (p. 19). Finally, the political definition is given as "...control[ing] over the processes and content of learning...both their own individual leaning and the institutional context within which it takes place" (p. 19).

Therefore, in this study, the responsibility in learning a language seems to account for the psychological definition proposed by Benson (1997), in which learners need to have the right attitude and the capacity to be responsible for their own learning.

Scharle and Szabo (2000, p. 5) claim that learners may exercise their autonomy or responsibility to various degrees or stages. The question arises: how do learners develop responsibility in language learning? Is there any step by step explanation for learners' responsibility if they develop it during their learning process? The following section reviews the basic notion of responsibility in learning a language.

### **Learner Responsibility: Definition and Learner Characteristics**

Responsibility and autonomy seem interrelated; having responsibility justifies autonomy as many claim that responsibility is one of the characteristics of autonomy in language learners (i.e. Holec, 1980; Scharle & Szabo, 2000). To understand autonomy traits of learners, it is worth reviewing characteristics of responsible learners.

According to Scharle and Szabo (2000, p. 3), responsible learners have several characteristics. These learners are those who believe that their effort and contribution in learning processes are significant to their own learning progress. Holding such belief without the idea of pleasing teachers, they also perform tasks accordingly. Team work is part of their learning traits. They actively cooperate with the teacher and other learners in learning for all benefits. Constant monitoring their own learning progress together with an attempt to use available opportunities in language learning for their own benefit is always practiced. Therefore, not doing homework does not impede the so-called responsibility traits as long as learners become aware of their own learning process and manage it by their own schedule.

Omaggio (as cited in Thanasoulas, 2000) produced a list of seven main characteristics of the so-called autonomous learners:

1. Autonomous learners have insights into their learning styles and strategies;
2. take an active approach to the learning task at hand;
3. are willing to take risks, i.e., to communicate in the target language at all costs;
4. are good guessers;
5. attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;

6. develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
7. have a tolerant and outgoing approach to the target language. (p. 2)

To develop autonomy, learners must be responsible in their own learning.

Therefore, in consistent with Benson (1987), Scharle and Szabo (2000, p. 1), with the psychological version, define the concept of responsibility as the learning process done by a learner in learning a language to let him/her understand objectives of learning and know how to manage them. With responsibility, learners are determined to take an important and active part in their own learning. Scharle and Szabo (2000) focus on the ways of scaffolding learners to develop responsibility and divide responsibility process into three stages: raising awareness, changing attitudes, and transferring roles.

1. Raising awareness refers to the beginning stage where learners start to find out new ways of thinking in order to learn a language. In other words, learners start to be conscious to discover new aspects of learning and to evaluate their normal ways of learning (Scharle & Szabo, 2000, p. 15). They become aware of changes upon their contribution to their own learning though they may not start doing what they think.
2. Changing attitudes [and belief] is the next step where learners realize that they "need some well-structured practice in their new attitudes as responsible learners" (Scharle & Szabo, 2000, p. 1). To put it simply, learners change from their existing attitudes which could impede the development of responsibility to new ones so that they could build confidence and motivation in learning; at this step, Scharle and Szabo state that learners start to rely on them and other learners instead of relying heavily on teachers (Scharle & Szabo, 2000, p. 48). At this stage, learners start to do activities which could contribute to their own learning process instead of relying on a teacher heavily. They need to have initiative for their learning. With this sustainable attitude, learners are ready to move to the final step, a transferring role.
3. Transferring roles is the step where learners, with new attitudes and confidence in learning, believe that they could take charge of their own learning by



independently selecting their workable learning strategies and activities. In other words, they could step into the shoes of a teacher. Scharle and Szabo (2000, p. 80) state that at this step learners could control their own learning process by taking "...over some roles from the teacher and enjoy the freedom that comes with increased responsibility" (Scharle & Szabo, 2000, p. 1)

It is worth reviewing a notion of how learners develop autonomous learning in order to comprehend the complex process of such development. In doing so, Scharle and Szabo (2000) propose the framework of how such learner development can be integrated into classroom activities into many steps; the framework is called "building blocks of responsibility and autonomy."

### **Building Blocks of Responsibility and Autonomy**

By developing responsibility in each step, learners need to construct what Scharle and Szabo (2000) call "building blocks of responsibility and autonomy" (pp. 7-8). These building blocks are skills and attitudes in learning a language, namely

1. Motivation and self confidence. Motivation is both intrinsic—the inner drive or learners' interest-- and extrinsic—external factors driving learners to perform tasks. The more learners have motivation, the more they will have responsibility. The later term, self confidence, is referred to learners' belief, or put it simply a feeling, that they could manage their own learning process by themselves, not relying on teachers.
2. Monitoring and evaluation is the learning process that learners examine consciously.
3. Self-evaluation is somewhat a role of a teacher that learners take charge of when they have responsibility. They would "...judge their own work objectively as they can" (Scharle & Szabo, 2000, p. 8).
4. Learning strategies are what Scharle and Szabo (2000, p. 8) call, "tools to improve one's language competence." They are responsible for finding the right ones for themselves or ones that work for them to explore and learn a language.

5. Cooperation and group cohesion can be learners' cooperation with other learners in learning a language so that they will rely on each other by means of feedback, for example, in a pair or group work.
6. Willingness of sharing information with teachers includes opportunities in which learners can share learning aims with a teacher as a facilitator so that they could identify the learning objectives to produce the sense of responsibility as the outcome.
7. Following rules of control consistently is willingness to accept and play the rules set by a teacher to control their learning.
8. Delegating tasks and decisions is the step of showing more responsibility, proposed by Scharle and Szabo (2000), saying that it is "a reallocation of some tasks and decisions in classroom work, so that students can get more involved for example in choosing learning materials or correcting mistakes [by themselves]" (pp. 8-9).

With these building blocks, Scharle and Szabo (2000) claim that learners could be trained to develop responsibility in learning a language. To conceptualize the idea of responsibility by connecting with such building blocks, it is our understanding through reading such building blocks in pinpointing a stage of the above responsibility that when learners start to realize or be aware of a new way of learning, then they remain in the raising awareness without starting anything yet. We can locate this stage at the first building block: motivation and self confidence due to the fact that both reveal conscious attitudes and belief of learners. It is the changing attitude when learners begin to perform monitoring and evaluation process, self-evaluation, new learning strategies distinct from a traditional way, and start to have cooperation and group cohesion with friends, all actively. This is, as we believe, their changing attitudes resulting in their changing ways of learning. The last step, transferring role, is part of taking over teacher roles. When learners start to have willingness of sharing information with a teacher to plan what they want to learn, to follow rules of control set by a teacher consistently and lastly to delegate tasks and decisions which is traditionally made by a teacher, then such learners step into the final stage of responsibility, transferring role.

Similar to the building blocks proposed by Scharle and Szabo (2000) but in different terms, Thanasoulas (2000, p. 3) asserts that there are certain conditions to achieve learner autonomy: These conditions include "...cognitive and metacognitive strategies on the part of learner, motivation, attitudes, and knowledge about language learning" along with the scaffolding by teachers. In other words, Thanasoulas puts it in brief, saying that to attain autonomy, learners need to have proper learning strategies, attitudes and motivation as well as self-esteem (self evaluation).

With the theoretical framework of responsibility proposed by Scharle and Szabo (2000), it is clear that stages of developing responsibility could be traced in order to investigate learners. However, they propose the notion under the classroom management with assistance of teachers who actively scaffold learning progress. What about the classroom where learners are self-taught? Do they have such learning stages of developing responsibility if they are responsible? Since the study targets the classroom context where students are self-taught with a teacher's guides at the beginning, it is important mentioning the classroom management where the study was conducted in order to have a picture of learning context.

#### **Preparatory Foundation English Course: A Self-Directed Course**

The study was conducted with six language learners who took Preparatory Foundation English Course (890-100) because their English proficiency score from the entrance examination to the university was below the set criteria (less than 33 out of 100), meaning that they need a remedial course before taking required English courses as others who passed the set criteria had to take.

The management of this remedial course is a learner self-taught approach. By doing so, the course utilized a learning package for learners' throughout a semester including learning tasks and quizzes in a virtual classroom created with Moodle software (here in this study referred to VCR), a self-guided textbook, a learning resource in a self access learning center under their own learning pace. The extrinsic motivation was promoted by giving scores through quizzes in each unit; without coming to normal classes, learners needed to log on to the virtual classroom to do these activities during their preferred time and places where they could access the Internet. Within the virtual

classroom, additional learning resources related to topics of the courses were provided according to their interest. The class meetings or teacher interactions were done during the first two week of the semester in order to provide students with handouts, materials, and demonstration of the ways of how to learn.

After the first two weeks, teacher-student or student-student interaction was made through several modules in the virtual classroom as follows:

1. **Web board.** It is asynchronous communication between teachers and learners, the board where learners could post their questions or problems they have. Teachers would answer them later.
2. **Instant Message.** It is another asynchronous communication among users. It provides the short message function with which learners could leave a message to teachers or other learners who could reply back later.
3. **Chats.** It is a module which provides instant and real time communication among users who might teachers or other learners. Interestingly, "The Chat activity module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed – the mode of using a chat room is quite different from the asynchronous forums. The Chat module contains a number of features for managing and reviewing chat discussions." (*Chat Module*, 2007).

Preparatory Foundation English Course (890-100), aimed to improve the language proficiency of learners who did not pass the set criteria, thus provided integrated skills in learning English skills by focusing on listening, reading and writing. Certain tasks in the virtual classroom were given as follows:

1. **Media Stream** was a video presentation made by teachers in all topics which learners had to learn in this course. The presentation was given in Thai and English to give explanation of the grammar lessons in the course book. Each unit included exercises according to the book content.
2. **Self Study Slides** were summary slides of each unit. It provided exercises with answers from Unit 1-7. The aim was to provide students a brief summary after they learned from Media Stream.

3. **Revision** was grammar quizzes and exercises based on grammatical points presented in Media Stream and the course book in every unit, totally seven units. Each learner could do tasks according to their own learning pace. To motivate learners, scores were given based on the highest point learners could get no matter how many time they could do.
4. **Basic Tactics for Listening** was listening tasks. Learners would listen and had to answer the questions after their listening to get scores. Like the Revision part, each learner could do tasks according to their own learning pace. Scores were given based on the highest point learners could get no matter how many times they could do
5. **Remedial English** was a computer-assisted instruction (CAI) package to give remedial English for those who need to prepare their basic and fundamental skills before learning the course. This CAI included easy structure, writing, pronunciation, listening and reading instructions and exercises as well as easy-to-follow learning strategies for learners who need fundamental skills and language.

Moreover, the course package included a course book with key answers. This self-study book provided the content and was used in parallel with Media Stream for learners to follow step by step.

The evaluation in this course was based on 50% of the total scores from Revision and Listening (30%), a midterm examination (35%), and a final examination (35%). Importantly, the course was conducted on the audit, that is learners were evaluated their performance on their "satisfactory" or "unsatisfactory" only.

The course management, under the self-taught approach, raised a question: how do learners develop their responsibility in learning a language? At what stage do they have in developing responsibility according to Scharle and Szabo (2000)? The insights from the study would be beneficial for researchers and teachers, who would promote learners' responsibility and help them to become autonomous learners eventually. The insights also might provide some understanding to teachers who are self-directed course managers in the future.

To understand autonomy and responsibility more profoundly, it is worth reviewing related research which gives a picture of related theoretical framework of the study.

### Computer VS Autonomous Learning

It is now currently accepted that CALL (Computer-Assisted Language Learning) and computer technology are prevalent in language teaching and learning (Warschuer & Healey, 1998). They are also widely used both in the classroom as a part of learning and long distance learning because Schreck and Schreck (1991) indicated that CALL lessons could work as an interactive tutorial. They could provide series of question-answer feedback and interactions that occur throughout an entire instructional presentation. This would allow students to continuously monitor and adjust their own comprehension while they are studying the lessons. Thus, the learners could study the lessons by themselves and feel comfortable in learning. Jones (2001) also found that the modern language learners were more and more interested in computers and they were willing to learn a language through CALL lessons. This means CALL and computer technology could motivate the learners to learn a language and promote autonomous learning since Scharle and Szabo (2000) stated that when the learners have motivation, especially intrinsic motivation derived from their interest, they will be more able to identify the goals of learning and take more responsibility in their own learning. They will more rely on themselves, not only on the teacher.

To investigate the relationship of an online course with low-proficiency learners' motivation, self esteem, Al-Jarf (2005) examined the effects of online lessons on low proficiency EFL college students' achievement. The aim of the study was to find out whether integration of online learning in face-to-face in class grammar instruction significantly improved the students' achievement and attitudes. In this study, a total of 238 students enrolled in their first grammar course. Seventy-four students were registered in the online course constituted an experiment group, while 164 students who were not registered in this course constituted a control group. Both groups were exposed to the same in-class instruction. However, the experimental group was exposed to online instruction with Nicenet. Both groups were pre-tested. At the end of the semester, a post-test which covered all the grammatical topics studied throughout

the semester was administered. Moreover, the students were asked to answer open-ended questionnaire which consisted of questions asking their comments and attitudes towards exposing the online course. The results showed that the experimental group made higher scores than the control group as a result of using a combination of the online and face-to-face in-class instruction. In addition, all students found that the online grammar course which provided more practice, instant feedback was enjoyable and useful. They could learn the lessons by themselves anytime and as many times as they needed. Thus, it was clear that the online course heightened the students' motivation and raised their self-esteem in learning a foreign language.

In contrast with Al-Jarf (2005), Roper (2007) focused on successful learners. He examined online learning skills that successful students developed. Seven skills were reported to achieve the online course. Those were: developing a time-management strategy, making the most of online discussions, using the idea of "use it or lose it", making questions useful to their learning, staying motivated, communicating the instruction techniques that work, and making connections with fellow students.

Sullivan and Lindgren (2002) supported that using computers in language learning could promote autonomy. They conducted a study on self-assessment in autonomous computer-aided second language writing. The aim of the study was to encourage autonomy in the L2 learning situation. There were a group of 4 adult learners of English as the subjects. The logging program, J Edit, was used to collect the data. Thus, all the participants were informed that their writing was to be logged so that the amount of data about the time events occurred, the keystrokes made and deleted, cut and paste actions, and movement around the text using the mouse and arrow keys can be observed by the researchers. The participants could choose any one of four topics suggested freely, and asked to write an essay of around one A4 page within 30 minutes. Then, the final text version was exported to Trace-it where the writers navigated through their texts and discussed the revisions with a peer. After finishing their writing, they were interviewed. All of them found the sessions enjoyable. Furthermore, Trace-it was very useful in several ways, for example, participants agreed that as they became more familiar with Trace-it they would be able to use it to locate problem in their L2 writing. They found that Trace-it was a tool to assist them in assessing their English language

progress, and locate problem areas needing attention. From the observation of the researchers, they indicated that Trace-it which helped strengthen the students' linguistics awareness in a classroom situation could assist the promotion of the students' autonomy and even encourage the students to be life-long learners even after they left the classroom.

Bortoluzzi (2003) also claimed that computers can help promote autonomy in learners. A project was conducted on a creative writing by using basic computer skills. The subjects were 28 Italian secondary students, most with intermediate level of proficiency. At the beginning, the project began from an analysis of the novel *Frankenstein* by Mary Shelly, then the students were given a task of writing a story that would start where the plot of *Frankenstein* stopped. In the stage of preparing the story, the students were required to use word processing and keep a copy to the computer file. Their teacher read the first draft in order to make them confident before exchanging the stories with a classmate. The next stage involved all the students in the role of readers. After the students revised their first draft, they printed their story and gave it to the classmate. All students gave feedback to their classmate in a respectful and accurate way. It was found that the creative writing activity would be motivating. It can be confirmed that basic computer skills, using word processing, could help improve student autonomy and collaboration due to the fact that word processing allowed multiple modifications and revisions because error corrections and text restructuring were easier. Furthermore, it helped the students in terms of spelling errors, attributable to use of the spelling checker. The word-processed texts were more readable than handwritten texts; other errors are easy to identify and correct. In addition, the students liked sharing a tidy print-out that looked like a final draft of a real short story.

Like the above studies supporting the notion that computers could promote autonomy in a different context, Marco (2002) examined how WebQuests could be integrated into a content-based ESP syllabus since she needed to promote technological literacy among students and focused on content-based instruction which helped students to interact with authentic and meaningful materials. Moreover, Internet-integrated materials assisted the students with topics and cognitive tasks relevant to their professional futures (Kimballs, 1997, as cited in Marco 2002). In a WebQuest,



student could interact with real world activity such as learning some basic background information about the issue like science, music, or history. They read and analyzed the websites given by the teacher, performing a task with peers such as solving problems and making decisions. Finally, they could complete the activity such as presenting their interpretation to recognized experts on the topic they encountered by creating oral or written texts. The results from this study showed that WebQuests fitted well in a learner-centered curriculum. It helped students develop autonomous learning because they took more control of their learning, while the teacher just acted as their facilitator; providing the resources, helping the students develop learning strategies, guiding the learning process, and offering support throughout the process. In addition, WebQuests enhanced the ESP students' motivation because they encountered new technologies and the task they performed was authentic and related to their field of knowledge. Finally, the students found that WebQuests were useful in learning in the way of developing their academic skills such as scanning, paraphrasing, and summarizing.

In exploring learner collaboration in learning via computers, Skinner and Austin (1999) explored how students felt about and performed with computer conferencing (CC). The subjects who were intermediate to upper-mediate level EFL students were allowed to have a synchronous discussion (real-time) using a CC software program or asynchronous (non-real time) when adding the comments. It was found that the subjects were motivated by this medium and had a positive attitude towards CC. Moreover, CC enhanced students' intrinsic motivation which was derived from personal interests due to the use of CC in the class; CC also assisted them to feel less stressful and more confident than in other language learning situations. During discussions, the students also felt that they became part of a group and CC was a good way to improve writing skill in English because they had enough time to think and revise their language before expressing their views in a conference.

To examine learner autonomy indirectly by focusing on materials learned on computers, Satitsart (2003) designed and experimented a computer-assisted vocabulary games package for students studying Preparatory Foundation English (PFE) at Prince of Songkla University. The package was used by 18 first-year students in PFE. Pre-test and post-test were administered in order to check the effectiveness of the

package. Also, the questionnaires were distributed to check their opinion toward using the package. The results showed that the package could attract their interest and motivate the students to learn vocabulary with enjoyment. Moreover, the package could promote students' autonomous learning because it provided immediate feedback and the students could study the vocabulary at their own pace and at their own leisure. Furthermore, the students gained higher scores after the pre and post-test results were compared.

### **Research on Autonomy in Language Learning**

Several studies on developing learner autonomy in language learning, both in the Asian and non-Asian contexts have been conducted. Studies in the non-Asian context were first reviewed. One focused on the significance of sharing information between learners and teachers in a normal class. The other found that awareness and concern for developing self-directed learning were very important to develop autonomy.

Cotterall (1995) investigated learners' readiness for the changes in behaviors and beliefs about language learning. A questionnaire was administered to a group of 139 adult ESL learners who were enrolled in an intensive English for Academic Purposes course. The items in the questionnaire were formulated after conducting interviews with a number of language learners and recording their opinions about language learning. The study revealed the existence of six dimensions underlying learners' responses to the questionnaire. These were: 1) the role of the teacher, 2) the role of feedback, 3) learner independence, 4) learner confidence, 5) experience of language learning, and 6) approach to studying. She concluded that learners hold those beliefs which will affect and sometimes hinder their receptiveness to the ideas and activities presented in the language class, especially when the approach is not consonant with their experience. She suggested that learners and teachers should have a shared understanding of the language learning process and of the part they play in it. This awareness is a crucial element of learner autonomy.

Macia et al (2001) conducted a study to explore how a virtual EAP course, which relied on the use of the Internet resources for language learning and was specially designed to promote learner autonomy, could help university students take charge of

the learning process. The course aimed at helping students develop their language and communication skills and, particularly, fostering learner autonomy necessary for distance learning. The data for this study were obtained from students' actions, views and attitudes toward language and learning, expressed by students themselves through course activities. The results of the study showed that the students were able to perform a wide range of actions related to self-directed learning and to express their opinions about language and learning. Also, their awareness and concern for undertaking actions at different stages of the learning process were raised. They agreed on the need to develop their awareness, motivation and curiosity in order to succeed in language learning. Further, they were determined to continue their learning process once the course was finished, by making the most of the opportunities they had to practice the language through exposure.

In the Asian context, there were several studies on autonomous language learning. Two studies focused on students' attitudes, behaviors, and strategies (Chan et al, 2002; Gan, 2004). Other studies investigated how the autonomous learning model and task-based materials could promote learner autonomy (Naishao & Yanling, 2001; Wiriakurun, 2003). Interestingly, there was one study on promoting English proficiency by developing a community of self-directed learners (Lee, 2005).

Chan et al (2002) carried out a study on learner autonomy with a group of 508 tertiary students at the Hong Kong Polytechnic University. The study aimed at investigating students' views of their responsibilities and decision-making abilities in learning English, their motivation level and the actual language learning strategies they used inside and outside the classroom in order to determine their readiness for autonomous learning. It was found that the students generally perceived the teacher as being more responsible for course planning and classroom management. As for students, there were three areas which they felt that they should take major responsibility for: 1) deciding what to learn outside class, 2) making them work harder, and 3) making sure they make progress outside class. The students identified a number of factors which they believed influenced their views of their decision-making abilities. These were: (1) motivation to learn autonomously, (2) the level of interest in autonomous learning, (3) the need for learner autonomy, (4) the opportunity to learn autonomously,

(5) their previous experience of autonomous learning, and (6) their confidence of their ability in the autonomous learning process. When looking at students' views of their motivation level, a large majority (76.9%) of students considered themselves 'motivated', 'well-motivated' or 'highly-motivated.' However, the evidence from the results of both the outside and inside class activities and the focus interviews showed that students' behavior demonstrated little autonomy.

Gan (2004) examined self-directed language learning (SDLL) attitudes and strategies that may be typical characteristics of Chinese EFL students. The questionnaire concerned with various aspects of SDLL attitudes and strategies was administered to 357 second-year students at two mid-eastern universities in China. The results of the study showed that the major SDLL attitude components were closely related to all strategy components; however, positive attitudes toward SDLL did not seem sufficient for success in language learning. Within SDLL attitudes, there were perceptions of confidence and abilities that appeared as the only subvariable that seemed to be importantly associated with proficiency test performance. The study also discovered that positive attitudes toward the teacher's role in certain learning situations could promote students' learning in an EFL context.

Naizhao and Yanling (2001) carried out an investigation of learner autonomy in some EFL classes in China. Two teachers and 220 students were involved in the investigation, over a 2-year period using qualitative observations to support the data. It was found that when students became more autonomous learners, they built up self-confidence in communicating in English. In addition, they realized that in order to become autonomous learners they needed to learn how to work with others. They were more aware of pedagogical goals, content and strategies and they much more actively took part in the learning. They set up their own goals and planned for self-directed learning, and tried to learn independently outside the class.

Wiriyakarun (2003) studied how teacher-produced materials based on a task-based approach could promote learner autonomy in the classroom. The materials were designed for the new task-based English curriculum at King Mongkut's University of Technology Thonburi. Based on the students' journals, it was found that the students have highly positive attitudes toward those materials. They became highly motivated

and active in their learning. They could manage their own learning and they liked searching information from various sources like grammar websites. She concluded that learner autonomy could be promoted at any level if teachers played a key role in assisting learners to find their own ways to become autonomous learners. In other words, along the development of learner autonomy, teachers could serve as facilitators to develop learner autonomy by designing and selecting appropriate materials.

Based on the concept that cooperation and group cohesion play a very important role in developing autonomy, Lee (2005) conducted a study on promoting students' English proficiency by developing a community of self-directed learning. The subjects were all Chinese and Korean students of the 2004-2005 Beginners English and Basic English courses at Kanda University of International Studies, Japan. They are fluent in Japanese but they have much lower ability in English than the Japanese undergraduates. The data for this study were obtained from: 1) students' responses from the student needs analysis administered at the beginning of the school year, 2) student learning plans and reflections for three consecutive learning cycles, 3) a 35-item written questionnaire in Japanese, and 4) 15-minute follow-up semi-structured interview in Japanese. The findings showed that the students have become more proficient in learning English. They also have had positive attitudes toward learning which linked to higher level of confidence, English proficiency, and achievement.

Hence, a question remains: how do some Thai learners in EFL context with a self-directed learning online course exercise their control over their own learning process? Along their learning, to what extent do they perform responsibility in their own learning? It is worth investigating since the insight would provide some understanding of the individual learning process for better and suitable scaffolding their autonomy learning process.

## Chapter 3

### Methodology

This study was conducted to investigate learners' responsibility from their own reflection in learning English as a foreign language. It is based on the assumption that individual difference exists: each learner has his/her own learning style. Benson (2004, 5) states that despite similar background, learners are different in their managing of their own psychological learning and process when coming into the same class.

With the above assumption, the data were collected and analyzed from learning experience and reflection given by learners of English as a foreign language. The information came in three parts. The first was about learning attitudes collected from a questionnaire at the beginning. The second was the data about their learning experience recorded in their own diary, or the Diary Journal, once a week. This kind of the data was studied and used during an interview of the learners. The last part was their learning reflection from the interviews conducted once a month from November 2006 to January 2007. The objective was to gather all information related to the learners' learning activities to investigate their responsibility in learning the language.

#### Case Study Approach

A key notion in this study is learners' individualism: therefore, learners have their own learning style even though they may have their similar backgrounds. Therefore, the researchers investigated and analyzed the individual learners' responsibility in learning English as a foreign language in details. Relating to this, Bellingham, agreeing with Marinova-Todd, Marshall and Snow (as cited in Bellingham, 2004), suggested a case study conducted to understand individuals in order to "...be better informed about impact of their situation of learning" (p. 58). He said that the case study approach was not aimed to generalize its results but rather to allow "...a greater understanding of the dimensions of language learning in the real life contexts of [learners]..." (p. 58). To do so, he focused much more and closely on individuals than on groups of learners.

#### Subjects of the Study

In this study, one male and five female students in the Preparatory Foundation English Course at Prince of Songkla University in the second semester of 2006-2007, were selected with a purposive sampling on the basis of their goals of learning English. From a questionnaire conducted at the beginning of the study, the subject selection was based on learners' two different learning goals: one for learning English as a communication tool and the other as a subject. Three learners were selected for each group. Moreover, being in this course meant that all of them had entrance examination scores lower than the set criteria (below 33 out of 100). This course was their prerequisite before the other two required English courses of General Education. Their names used in this study were pseudonyms. Siriwat, Supawadee and Pinanong were determined to learn English as a tool for communication (hereinafter called the communication group) while Monchanok, Mallika and Timaporn learned English as a subject (hereinafter called the subject group).

### Study Tools

The data were drawn from taped interviews with three types of study tools:

1. A survey of English learning attitudes was adapted from that created by Scharle and Szabo (2000, pp. 17-18), translated from its original English version into Thai for the students' better understanding (See Appendix). This tool was used in the first interview. The four rating scales were used, ranging from 4 to 1 (4=very much/very well, 3=quite a lot/quite well, 2=not much/not badly, and 1=not at all/poorly).
2. The open-ended guiding questions to elicit their learning experience to analyze learners' responsibility were made by the researchers based on the ideas of building blocks to develop responsibility, proposed by Scharle and Szabo (2000). The interview was a semi-structured one to let learners freely voice their own experience in a natural and relaxing way. It was conducted in Thai, their first language, once a month. Each researcher interviewed only two learners randomly from the six subjects for their case studies from the beginning until the final period. The interview was recorded into a digital file with permission of the learners for a transcription later.

3. The diary journal was made to supplement the information during the interview. It included a list of the tasks based on the course, namely Basic Tactics for Listening, Self Study, Revision, Remedial English (an English learning source in the CD-Rom form with a collection of all four skills starting from a basic, intermediate to advanced level), Media Stream, the textbook, other learning sources. The main objective was, for learners, to reflect their own thoughts of the learning processes, and for the researchers to verify the data. The diary was written in Thai and recorded by the learners once a week for three months.

All the study tools were tested in a pilot study on July 15, 2006 with four English language learners with the same educational level at the same university, Prince of Songkla University, to check their content validity. The results were brought into the improvement of the questions for precise and better understanding. Moreover, the researchers also consulted an experienced lecturer who did language research at the Department of Languages and Linguistics, the Faculty of Liberal Arts, Prince of Songkla University for content validity of the learning attitude survey.

### Data Analysis

A critical analysis was conducted on the data from the tools above. First, the subjects' learning attitudes from the survey was analyzed. Then, key information in the diary of each learner was analyzed. The interview of each learner recorded in the digital form was transcribed and analyzed based on the theoretical framework of responsibility stages proposed by Scharle and Szabo (2000), following their suggested building blocks of responsibility and autonomy as discussed in the earlier chapter. The researcher analyzed the data in three phases: the initial phase (during the first month), the second phase (during the second month), and the last phase (during the third month). The summary of the analysis in each phase was outlined to give a broad picture of responsibility stage of each learner: raising awareness or changing attitudes or transferring roles.



## Chapter 4

### Results

The purpose of the study was to examine Thai learners' responsibility while taking a self-instruction course to learn a foreign language. This chapter presented the results of the study. It started with the description of six learners' background and their attitudes in learning English as a foreign language. Then, the analysis of each learner was given, followed by overall individual pictures of responsibility and an overall analysis of the whole group as well as of the two different groups of the learners.

The following section was the analysis of each learner's reflection on learning to examine his/her responsibility. Prior to the analysis, a summary of learners' diary in each phase was presented. The researchers then decoded the reflection of the six learners, one male and five females, in three periods during one semester: Phase I, Phase II and Phase III. Each phase lasted for one month. The content analysis to reveal learners' responsibility was based on the framework of building blocks of responsibility and autonomy proposed by Scharle and Szabo (2000). The followings were the results.

#### 1. The Learners' Background and Attitudes

The data from the questionnaires asking about their attitudes towards learning English as a foreign language were analyzed. Those learners were: Monchanok, Siriwat, Mallika, Timaporn, Supawadee and Pin-anong. All six Thai learners, one male and five females, were first-year university students learning English in a preparatory course, a prerequisite of the two required English courses required of every student at Prince of Songkla University.

Based on the questionnaires, they had the high positive attitude towards learning English as a foreign language. They had the highest positive attitude in their command of English in the next five years ( $\bar{x}=3.50$ ), followed by their positive expectation of learning English ( $\bar{x}=3.17$ ) and the positive attitude towards their classmates ( $\bar{x}=3.17$ ). The lowest means was their opinion of learning English as being a waste of time ( $\bar{x}=1.83$ ); in other words, they disagreed that learning English was useful.

The profiles presented according to their different learning goals: the communication group (Siriwat, Supawadee and Pin-anong) and the subject one (Monchanok, Mallika and

Timaporn), were interesting. On the question about their attitudes towards learning English, all in the communication group showed almost similar attributes in learning English. They had a highly positive attitude, were happy to learn English in a classroom with their classmates, never thought learning English was a waste of their time except one of them once reluctant to do so but changed her idea later. Most importantly, after learning English, all wanted to live in an English speaking country in order to have an opportunity to use English. To put it simply, English, for them, was a tool for communication.

Unlike the communication group, the subject group showed a low positive attitude. Though they had different idea of seeing benefits of learning English that only two said it was a waste of time, they all had similarities in enjoying learning English with their classmates. They neither preferred having English-speaking friends nor wanted to visit English-speaking countries. Not surprisingly, they showed less confidence in using English. Interestingly, none of them gave a rating scale at 4 to any of the attitude questions.

Both groups were presented in a compared-styled table below.

Table 4.1

Means of Learners' Attitudes towards Learning English as a Foreign Language

Question Items	All learners (n=6)	Communication Group (n=3)	Subject Group (n=3)
I enjoyed learning the foreign language...	2.67	3.00	2.33
In my language learning this year, I expect to do...	3.17	3.33	3.00
We waste a lot of time in the foreign language class ...	1.83	1.33	2.33
In five years' time my command of the foreign language will be ...	3.50	4.00	3.00
I like the people in my language class ...	3.17	3.33	3.00
I would like to visit/ have friends from a country where the foreign language is spoken...	2.83	3.33	2.33
I would like to live in a country where the foreign language is spoken...	2.50	2.67	2.33

Note. The four-rating scales were used, ranging from 4 to 1 (4=very much/very well, 3=quite a lot/quite well, 2=not much/not badly, and 1=not at all/poorly).

The following section was the analysis of each learner's reflection on learning to examine his/her responsibility.

II. The Learners' Reflection on Learning: Individual Analysis

a. Monchanok's Reflection

Table 4.2

## Monchanok's Learning Diary Report from Week 1 to Week 12

Learning activities	Phase I				Phase II				Phase III			
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Basic Tactics for Listening in VCR	X	X	X	X	O	O	O	X	X	X	X	X
Self Study in VCR	X	X	X	X	X	X	O	X	X	X	X	X
Revision in VCR	O	X	O	X	O	O	O	X	X	X	O	X
Remedial English in VCR	X	X	X	X	X	X	X	X	X	X	X	X
Media Stream in VCR	O	X	O	X	X	X	X	X	X	X	X	X
Book	X	X	X	X	O	O	O	X	X	X	O	X
Other materials	X	X	X	O	O	O	O	O	O	X	X	X

O = yes (the learner reported that s/he did the chosen activity)

X = no (the learner reported that s/he did not do the chosen activity)

According to her monthly diaries of 12 weeks, Monchanok reported that doing Revision in the VCR was the most frequent activity that she did (6 out of 12 weeks), followed by reading books (4 weeks), doing Basic Tactics for Listening in VCR (3 weeks), viewing Media Stream in VCR (two weeks) and learning Self Study in VCR (1 week). Interestingly, she never studied any lesson from Remedial English in VCR.

By looking at the activities in each week, it was found that she did most of the activities during Week 7 (doing Basic Tactics for Listening in VCR, Self Study in VCR, Revision in the VCR, Media Stream in VCR, and reading the books) while she did not learn anything at all during Week 2, 4, 8, 9, and 12. In other words, she spent only 6 weeks studying the course materials out of 12 weeks, or 50% of the total weeks of the study.

### Phase I – Monchanok

#### Learning Strategy - Learning Grammar and Dependence

One basic step in learning English for Monchanok was learning by grammar and rules. Therefore, she often tried to focus on how to learn English by rules. She mentioned several times about learning through grammar. She said, "...when learning grammar, I am not good at grammar at all and that's why I just listen to it but couldn't understand..." She also expected a traditional classroom with a teacher to provide explanations of grammar and even tried to take a private tutoring class to understand grammatical points.

Interviewer: Well, ... Right after watching Media Stream, did you like learning English?

Monchanok: Like to learn it? Well, I feel like it is ok, but it is not the same as the classroom where we can talk to a teacher directly

...

Interviewer: If you have a problem or don't understand some lessons, have you ever tried to find new ways of learning?

Monchanok: I go to a private tutoring class.

Her learning style was to rely on others. As she said, she relied on a teacher to learn English. "It is better to study in class where there is a teacher. When I have a problem, I can ask him/her instantly." She also depended on her friend when studying English. "Mostly, I study with my friend. We always sit and study together. I never learn alone. Never. I like learning with my friend...It was my friend who motivates me to study. If I had to study alone, I never did it"

### Self-Confidence

She seemed to have little confidence in learning English. Even at the beginning of the semester, she felt she struggled in learning English in a new way without a teacher, a way which she did not experience before. She said, "At first, when I started learning through the website, it was difficult. I don't know what to do and whom I could ask when I have a problem." She also stopped working on the exercise when she could not figure out what to do.

### Following Rules of Control Consistently

Monchanok, at the beginning, seemed to have control, at some level, in her study but at last inconsistently. Although she thought she had to study more, she just planned it in her head. Later she could not do it as planned. She said, "I need to have strong determination to learn more, focus on myself much more and have to be more hard working." But later, she reported that she did not do any exercise or even reading books as planned. She put her excuse on a high load of homework in other classes. She said, "[In the second week], I didn't do anything in the second week. Lots of homework... I knew I had to finish it. I think I could."

### Stage of Developing Responsibility at Phase I

Monchanok seemed to develop the initial stage of responsibility—raising awareness from her reported learning strategies, self confidence, and following rules of control. She did not report anything related to other building blocks: motivation, monitoring, self-evaluation, cooperation and group cohesion, sharing information with a teacher and delegating tasks and decisions. She merely realized how to manage her learning processes. However, she was reluctant to moving to another two steps: changing attitudes and transferring roles. She could

not change her learning style to be self-reliance but on others. She was also confused with a new learning style compared with a traditional one with teachers. She also did not show her resource management in seeking new knowledge.

## Phase II – Monchanok

### Learning Strategies – Keeping Learning Grammar and Dependence/ Delegating Tasks

In learning grammatical points by herself, Monchanok revealed that she looked for additional materials which included new grammar books, not a textbook in the course package, in order to acquire some explanation of grammatical points which she did not understand. She said, "...sometimes I don't understand while I was reading the topic of comparison [one of the grammatical points]. I then tried to read in other books and ... I have broader ideas." In this case, she selected her own materials available to match her need. In other words, she started to control her learning materials and acted as teacher roles in selecting materials.

Moreover, depending on others is still her learning style. She liked to read and did exercises with her friends in groups, but did not share information. Studying with friends, for her, just meant sitting together and being accompanied. She said, "I like reading in groups with my friends...five people...When having a problem, I could ask them right away." In other words, she was used to being with friends in doing something including studying.

However, she started to move herself into the final stage-making her own decision on selecting materials. It was when she selected additional materials to understand lessons.

### Motivation – Intrinsic Type

Monchanok maintained her motivation in learning English for comprehension of the language. She said, "I want to learn English...want to continue learning [English in the future] but I want to learn it for my real understanding...[not for the test] because the test is just that. We still can't communicate. That's it." Thus, she motivated herself to chat with some foreigners even though she was not confident. She seemed to enjoy using English in this way. "I still can't do well in speaking. But unlike my chatting with the MSN program, some foreigners logged on and chatted to me...sometimes I understood but sometimes I didn't."

### Self Confidence

Monchanok maintained her self confidence in learning since she could cope with her tension in learning English in several ways. Since she was also preparing herself to retake an entrance examination, she was stressed. She knew how to relax by doing English exercises in this course, changing her attitudes in learning English since at the beginning of the study, she mentioned that English for her was really difficult and stressful. She said, "Sometimes it worked. It helped me to feel relieved and unstressed. When I feel stressed, I return to do this [exercise of the course]. When I finish it, I go back to reading again to prepare myself [for the entrance examination]."

### Monitoring and Evaluation

Monchanok seemed to be able to monitor herself by putting her effort in changing her usual learning style. "Reading lots of books lets me find several types of book and that makes my view broader." The broader view here indicated that she was aware of advantages of reading many sources instead of focusing on the main textbook which, she inferred, did not work for her sometimes. That was her evaluation of her materials she was using.

### Stage of Developing Responsibility at Phase II

It seemed that she began to move herself from raising awareness to the stage of changing attitudes in some ways. Her thoughts of learning English changed from her past ones. She could monitor herself much more and focused on her learning process. In doing so, she started to evaluate her existing materials to match with her learning style and later she found other books. Her motivation moved to communication, resulting in her changing ways of learning and increasing self confidence.

### Phase III – Monchanok

#### Learning Strategies – Dependent

Monchanok still kept her ways of learning –being with friends without the idea of sharing information and cooperating with others actively. This was evident in her reflection, "I went to E-Concept [a tutoring center off campus], taking a course alone but I asked my friend to join me too." This was consistent with others of her activities that showed her dependence on others. This was evident when she said,

"... I like to listen to teachers' lecture in class but learning by myself is ok... [Learning by myself sometimes is not workable] because if I have a question, I could not ask my teacher right away. I am a kind of person who has to ask someone suddenly if I have a question."

She also focused on grammatical rules when she learned English. "Sometimes I did use other texts [not just the main textbook of the course] to read. My friends got lots of books about grammar. I then borrowed some from them."

#### Following Rules of Control Consistently

Monchanok lacked this type of the building blocks as she left the homework and activities behind her routine. Though she said that she needed to focus on her entrance examination, she admitted that she would start doing all tasks again in the third week of the third month.

Teacher: In the second week, you did not do anything...and started to do all again Task 4.2 until Task 4.7 all at once, right?

Monchanok: Right.

#### Motivation – Intrinsic Type

The fact that she set the goal during the third phase was clear; that was to learn English for the test since she had the entrance examination ahead. Despite this fact, she learned English in the course not for the grade, but for the knowledge. That was why she felt relaxed while reading the textbook of the course. She said, "In my point of view, I thought this [learning without grade] is less stressful than that with grades."

#### Self Evaluation

Interestingly, at this stage Monchanok started to realize and be conscious of her own learning. In other words, her reflection gave her second thoughts to look back at herself while she was learning English in order to have language awareness. Thus, she knew her progress of learning English. She said,

"Obviously, I learned how to order [English] words correctly. Previously, looking at one sentence, I did not know the functions of words found in the sentence. Then, I began to realize when I typed them, I know the grammatical points and use them correctly."

She also gave her reflection about her learning, knowing what she would do next and thus monitoring herself at the same time. She said,

"[In the last month], first, we need to set a goal and how to learn well. Thus we could achieve it. Then we have to put effort to acquire knowledge. When we don't know something, ask an expert or consult teachers. [Our English] would improve. Another thing is never have any opposition to this."

### Stage of Developing Responsibility at Phase III

It seemed that Monchanok moved herself to the second stage of responsibility, changing attitudes, at some level. She followed rules of control, built intrinsic motivation, and self evaluation. However, she was hesitant to move herself to the last step, transferring role.

#### b. Siriwat's Reflection

Table 4.3

Siriwat's Learning Diary Report from Week 1 to Week 12

Learning activities	Phase I				Phase II				Phase III			
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Basic Tactics for Listening in VCR	O	X	X	X	O	O	X	X	X	X	X	X
Self Study in VCR	X	O	X	X	X	X	X	O	O	O	X	O
Revision in VCR	X	X	X	X	X	X	O	X	X	X	O	O
Remedial English in VCR	X	X	X	X	X	X	X	X	X	X	X	X
Media Stream in VCR	X	X	X	O	X	O	X	X	X	O	X	O
Book	X	X	O	X	X	X	X	X	O	X	O	O
Other materials	O	O	O	O	O	X	X	X	O	X	O	X

O = yes (the learner reported that s/he did the chosen activity)

X = no (the learner reported that s/he did not do the chosen activity)

According to his monthly diaries, Siriwat reported that he preferred reading other materials most of the time (7 weeks), followed by studying Self Study in VCR (5 weeks), reading books and viewing Media Stream in VCR (each in 4 weeks), doing Basic Tactics for Listening in VCR and Revision in VCR (each in 3 weeks). Interestingly, he never studies Remedial English in VCR.

By looking at the activities in each week, it was found that he spent all 12 weeks doing some activities. He did most of the activities during Week 12 (doing Self Study in VCR, Revision in the VCR, Media Stream in VCR, and reading the books) while he spent Week 7 doing Revision in VCR and Week 8 learning Self Study in VCR.

#### Phase I – Siriwat



## Learning Strategy – Communication and Adjustment

At the beginning stage, the main goal of learning English for Siriwat was for communication. Siriwat started his learning by doing the listening exercise as he explained. It was an easy part, he thought. He stressed, "Do not start with tough tasks. I started with an easy one like listening." He added, "We should have a native teacher..." He narrated that he enjoyed chatting with friend on the net in order to communicate in English. There was no wonder why he claimed that the skill he had most confidence with was listening and, as a result, his hobby was listening to a soundtrack movie.

To practice communicating effectively, he used repetition to imitate others. He focused on how to pronounce a word when he listened to a video presentation. He said, "There is one [a pronunciation practice]. I looked at a teacher's mouth [to see how she pronounced a word]."

## Delegating Tasks and Decision

He also started to employ resourcing technique by turning to a dictionary to learn new word. He said, "If I don't know any word, I logged on to the Google website...typed the word I don't know... Just type the word I don't know, it will search the meanings of that word for me." Sometimes, he had other materials.

Siriwat: In studying English in this course, I studied from other materials. In my room, I had a folktale book. It belonged to one of my friends. So I picked it up and tried to figure out its language. Then, I found it had both English and Thai.

Interviewer: What did you study from it?

Siriwat: I looked at the language structure like expressions for communication like narratives ... It was a short story. And also I learned words. Questions were given at the end....

Interviewer: How did you find out this way? Did anyone tell you this?

Siriwat: No. Just figured out by myself. Like learning English, let's try this book...

## Monitoring and Evaluation

By using metacognitive strategies, Siriwat seemed to realize what the self-instruction was. He then had the attitude of responsibility in learning a language in some extent. He was independent in learning by not relying on his friend when he learned English. "Mostly I studies alone...Not because I like it, but sometimes my schedule is not like my friends."

Realizing that the course was a self-instructed course, he then tried to reconfirm to himself about his attitude that he needed to be self-reliant. He said, "Now ... we need to be independent in learning; we need to try hard to understand, to focus on. There was no teacher near us..."

He seemed to have a pre-planning for his learning. From the interview, he planned at the beginning with his most easy part, a listening part week by week. Then, later in the following weeks, he went through a video presentation or a media stream and then a summary part. He said that he chose from the easiest one to the more difficult one. He narrated, "Yes. Yes. At first, ...do not start with a tough one. Let's begin with listening, an easy one." He arranged his own learning process by choosing certain tasks.

#### Self Confidence

Siriwat seemed at the beginning to have self-confidence in learning English. He tried to cope with the problem. "At first, I did not understand what I heard [from the listening exercise]. I could grab few ideas. Then, after listening many times, I got it. Just like... right... right...that's it." He could cope with the vocabulary learning. "If I don't know any word, I logged on to the Google website...typed the word I don't know..." This also indicates that he could find his learning source to depend on, not a teacher.

#### Stage of Developing Responsibility at Phase I

At the beginning, Siriwat developed himself to reach the stage of raising awareness and the stage of changing attitudes. He was quite clear of how to learn by himself: monitoring, self confidence, intrinsic motivation and so on. It was apparent that he was constant in moving toward the last stage, transferring roles.

#### Phase II – Siriwat

##### Learning Strategies – Communication

Siriwat was quite determined to learn English in order to gain skills in communication, not grammatical points. He maintained his idea of doing this from the first phase. He said, "Grammar? I do not give emphasis on this [grammar]." He also liked a brief note or summary of

the lesson. He confessed this when he consulted with his friend who gave him a brief note from which he could understand lessons easily.

Moreover, he would rather consult with friends, especially those who had the same level of language proficiency. His style of learning with friends came from his anxiety of meeting or talking with a teacher. He said, “[I consulted with a friend] who is good at vocabulary but he could not explain clearly. [In contrary] someone who is not so good at it could express and explain it much more clearly ... I feel uncomfortable about communicating with teachers ... I was stressed, being afraid of being asked by teachers... Also I am concerned about making mistakes.”

He still maintained his preplanning but not actively. He knew what to do as he said, “[My next objective was] to study the Self-Study part before the exam. It is easy to follow. That is, I do the exercise ... and then check the answer.”

#### Cooperation and Group Cohesion

Though he could get away from teacher reliance to his friends, it seemed that the way he consulted with those friends was not the cooperative way -- sharing information equally with other learners. Instead, he just replaced a teacher with his friend whom he could rely on, but he did not share knowledge with them actively. His strategies of questions for clarification from his friends could verify this.

#### Self Evaluation

To test himself about listening skills, Siriwat seemed to have self evaluation to practice this skill. He checked himself to listen to listening exercises in the virtual classroom. To improve this skill, he found additional listening exercises by watching a soundtrack movie. He stated,

“In additional to this [listening in the virtual classroom], sometimes it is not necessary to have lots of practice with these [listening exercises]. What I do is to watch a soundtrack movie... At least watching a soundtrack movie would help us figure out what they said. Sometimes, I glanced at the bottom [to see the subtitle]. That's right. Yes, it was the word that I thought or it was the meaning that I guessed.”

To sum up, he evaluated himself to test what way would match his style of learning.

#### Stage of Developing Responsibility at Phase II

It was noticeable that Siriwat developed himself to have responsibility when he could develop some building blocks of responsibility for two stages: raising awareness and changing attitudes. His reflection about self evaluation could verify this.

### Phase III – Siriwat

#### Learning Strategies

Siriwat was quite firm in maintaining his style of learning, to focus on communication. He said that he did not focus on vocabulary but tried to make sense of unknown words for communication. The underlying reason for him was English use in his everyday life. In other words, English was a tool for him. He said, "It is because I have to be with foreigners at my hometown. I live in Samui Island."

He was also independent; he rarely relied on his friends or even teachers to study English. He said, "This [class] is convenient with more choices of learning tasks like self studies..." In this phase, he seemed to get used to the learning process in the self-instruction course in which he needed to be on himself.

He maintained his preplanning. In this phase, he seemed to do other exercises but not listening as he said it was already done in the first phase. As a result, he moved to review the lesson by studying from the Self Study part and would review the lesson by studying from the Media Stream. He said, "... [at this phase] I started to look at the Self Study part. That is to study from slides ... for the final examination." Later he stated that to learn in this class, "At least, we need to plan. Then we could know what to do first, what to do later."

He still turned to find additional resources to learn more. "Sometimes, I need to find more explanation ... to clarify some points," he admitted to find reading books in addition to the textbooks.

#### Motivation – Intrinsic Type

Siriwat clearly showed his intrinsic motivation by saying that knowledge matters to him to learn English instead of scores. He said, "It might be because I like it [English]..I just don't want to miss studying English!...Not because of scores but I study it for the sake of knowledge"

#### Self Evaluation

He strongly confirmed his idea of self evaluation. He mentioned being responsible. By this, he meant, "If you do not come to class, you would not know... If you don't do exercises, you would not get scores. If you never do anything at the beginning and you think you could do it later, you might get wrong because later you would get busy with other subjects or projects..." This indicated that he planned to do well in learning. "At least, we need to plan. Then we just know what to do first and what to do later."

#### Following Rules of Control Consistently

To show his responsibility, Siriwat planned his studying even though he did not do some exercises. He planned to go back later to these exercises. He said, "When I feel down, I stop doing exercises as planned. However, I know I could solve this by relaxing myself first. Then, I can go back to do it again." He stressed this idea of not being stressed but relaxed when he said, "Do not feel stressed when we started to learn."

#### Delegating Tasks

He also moved to the second step of responsibility by selecting his own materials to achieve the learning goal. He mentioned about additional texts to fulfill his understanding. He said, "Moreover, I read other textbooks [not the one of the course]... Sometimes I need to know the details...to get some more explanation...I thought there would be more than this [to help me understand the lessons]." He also referred to an old edition of the textbook with more explanation, which he liked. By doing this, he showed his delegating tasks by himself. In other words, he chose learning materials with his own decision and he took over some of the teacher roles.

#### Stage of Developing Responsibility at Phase III

Siriwat changed his attitudes and began to monitor his learning. His awareness of learning was quite clear and this made him monitor what to do and what to leave. All of these might indicate that he could move himself to the last stage, transferring roles; that was to take over teacher roles.

#### c. Mallika's Reflection

Table 4.4

## Mallika's Learning Diary Report from Week 1 to Week 12

Learning activities	Phase I				Phase II				Phase III			
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Basic Tactics for Listening in VCR	X	X	O	X	X	X	O	O	O	X	O	X
Self Study in VCR	X	X	X	X	X	X	O	X	X	X	X	X
Revision in VCR	X	X	O	X	X	X	O	O	O	X	O	X
Remedial English in VCR	X	X	X	X	X	X	X	X	X	X	X	X
Media Stream in VCR	X	X	X	X	X	X	X	X	X	X	O	X
Book	O	O	X	X	O	X	X	O	X	X	X	X
Other materials	X	X	X	X	X	X	X	X	X	X	X	X

O = yes (the learner reported that s/he did the chosen activity)

X = no (the learner reported that s/he did not do the chosen activity)

From all 7 learning activities on the list, "Basic Tactics for Listening in VCR" and "Revision in the VCR" were the most two frequent activities that Mallika did throughout the phases. She did these two activities 5 times within 12 weeks, while she read the course book 4 times and she took once to do "Self-study in VCR" and "Media Stream in VCR". However, she never studied in the part of "Remedial English in the VCR" and she never used other materials in studying this course.

During the whole weeks of collecting data, she did not do as many several kinds of activities as she would do in a week. The weeks in which she did various kinds of activities were Week 7, 8 and 11; out of all seven activities available, she did three activities in those weeks. In other words, she did more kinds of activities in two weeks after the mid-term examination and in one week before the final examination. Mallika never did any activities in 4 weeks: week 4, 6, 10 and 12. They were the weeks for midterm and final examination.

#### Phase I – Mallika

##### Learning Strategies

Mallika preferred learning by doing exercises in the course book called "a self-study book." By employing a practice style, she did the exercises and checked the answers with the answer keys provided at the back of each lesson. For some difficult items, she checked the answer keys without trying to do the exercises. However, she tried to learn from the answers, not just filling the words in the exercises.

##### Motivation

Due to the fact that this semester was her second time of registering this course, she would like to pass the examination as she had written in the diary "I have to be more enthusiastic about learning English because I don't want to fail again". This could be interpreted that she did not want to learn English because of her interest or desire in learning English, but just for passing the examination, her extrinsic motivation. In addition, she said, "I might not review the lessons if I don't have to report to you today about what I have done. I think I would review the lessons in February before the final examination". This means she did not want to review the lessons by herself, but because of the others.

#### Following Rules of Control Consistently

Students studying this course were supposed to learn and do the exercises in the virtual classroom (VCR) to get the scores, but Mallika did not often learn or do the exercises in the VCR. She did not plan what she had to do. However, she preferred to learn from the course book by herself when she had free time. She emphasized on reviewing grammar rules by doing exercises in the book more than doing exercises through the VCR. She said that "I don't like to use the computer in the computer center because there were not enough computers for the students". So, it was hard for her to learn English through the VCR which provided additional exercises and learning resources.

#### Self-Confidence

She seemed not to have self-confidence to overcome the problems in learning English. For example, she did not do the exercises through the VCR. She just said "I don't like to use the computer in the computer center because there were not enough computers for the students". She did not try to deal with the obstacle in learning by herself.

#### Stage of Developing Responsibility at Phase I

To sum up, Mallika's learning strategies were language practices with her extrinsic motivation. She did not show her following rules of control consistently as she was supposed to do and did not have much self confidence. Therefore, she seemed not to realize her own responsibility or lacked raising awareness because she did not become aware that it was her

responsibility in learning. She did all activities in learning not because of her desire; she did it because she would be guilty if she had to report the teacher that she didn't do anything.

## Phase II – Mallika

### Learning Strategy

Mallika preferred learning as instructed. She did not have more activities or explore more learning tasks except studying from materials she had. She still preferred learning by doing exercises in the self-study book as usual. This time she said that she could not review every part (content and exercises) for her mid-term examination. She said "For some lessons, I reviewed only the exercises that I have done before, while for other lessons, I could read only the content but I couldn't do the exercises".

Although she had a close friend who enrolled 890-100 like her, she reviewed all the lessons alone. She did not share information with other learners. She said "nobody enrolled this subject like us, and we don't stay in the same dorm, so I reviewed alone".

### Motivation

Though she had to prepare for her mid-term examination, she did not pay much attention in reviewing the lessons due to low motivation. She said that the time for the exam preparation in this course was not enough for her as she said "I had to review other subjects which were the compulsory subjects of my major". That is, she gave the priority to other subjects, not English one.

When her English teacher suggested her to buy a book that was very helpful in learning English and related to Media Stream in VCR, she replied "I don't think I will buy it. The one I have is enough because if I buy the book you mentioned, I'm sure that I won't much use it". This means her motivation in learning English was very low.

### Self-Confidence

She seemed to lack self-confidence in learning English. She said "I was so confused when doing the mid-term exam. I was not sure of what the correct answers were".

In addition, she said the best way to learn English well is by attending a traditional class. When she was studying Foundation English II (one the two courses students have to take), she



said that "I found that the teacher's explanation was very useful. Furthermore, she said "I could not understand the lesson when I studied it by myself." She felt like she did not have much self-confidence that she could succeed in learning English by herself, but she thought that the important factor of being success in learning English was a teacher who had understandable explanation.

#### Following Rules of Control Consistently

Mallika's following rules of control consistently was low. She could not manage time in reviewing the lessons, so that she was not able to revise all content for the exam. In addition, she did not have a well-organized plan in reviewing this course which was the subject she wanted to pass.

#### Stage of Developing Responsibility at Phase II

In summary, her stage of responsibility in learning a language was still low, which could not develop even the attitude of raising awareness: not having learning strategies leading to an autonomous learner, lack of motivation, self confidence, and following rules of control consistently. She was not much responsible for her English lessons. She knew that English is important; she realized that she should be diligent in reviewing the lessons, but she could not control herself as she had to. When the interviewer asked her about her weakness in learning English, she realized it and said "I did not attempt to learn English; it is like when I encountered the unknown word, mostly I did not follow up its meaning".

#### Phase III – Mallika

##### Learning Strategies

When asking about her strategies for preparing for the exam, she said "I repeated doing the exercises for many times. I repeated doing exercises in some topics for 5 times. I didn't review the content, but I could do the exercises." This means "practicing" was the best way of learning for Mallika. For this subject, she always studied the lessons by herself and did not share any information with others. She seemed like "a night owl learner", she liked to review the lessons at night as she said "The two days of preparing for the exam, I reviewed the lessons from 8 p.m. to 1 a.m." She liked to review the lessons continuously since she said "reviewing

continuously is good for me because I can concentrate on what I am doing". In other words, she started to have metacognitive strategies, that is, to have her directed attention – to concentrate on a task.

### Motivation

At this phase, Mallika's extrinsic motivation in learning English was pretty higher than Phase II. She emphasized doing exercises through VCR in the part of revision and listening. She tried to repeat doing exercises for many times since the VCR program allowed the user to do the exercises as many times as he/she wanted to. Absolutely, Mallika wanted to get the highest scores as she could do. She said "Now my score from doing all the exercises through VCR is nearly 500, I feel satisfied with my scores. However, if the deadline for doing exercises is extended, I would repeat doing the exercises".

She also said that "I have more responsibility". She could do more than what she had planned and she did everything without any forces from her friend. She said to herself that "I must do it today!" When asked about what was her motivation for doing this, she said "It was the score; I want to pass this subject." So, it could be concluded that she had the extrinsic motivation due to the score.

On the contrary, her intrinsic motivation was very low or maybe none as she said "In my apartment, except a dictionary, a text book for Foundation English and a self-study book of 890-100 [this course], I don't have any other English books". The reason was that she did not want to read any more English books as she has mentioned in Phase II.

### Self-Confidence

Her self-confidence in learning English was still low, especially, if she had to study the lesson by herself. When comparing two methods of learning between attending a traditional class: studying with a teacher, and a self-study class, she said "I'd prefer attending a class teaching by a teacher. I'm not able to remember the things I've read by myself. But if someone teaches me or explains the lessons to me, I will be able to understand and remember the lessons better". She agreed that learning through VCR was a good way of learning English, but she said "If I learn English through VCR, the teacher can't see me, so he/she wouldn't know whether I pay attention in learning or not. It seemed that she had a problem about self-control in

learning. She needed someone to supervise or guide her closely when learning English. In other words, she did not have self confidence of being independent in learning due to her preference of the traditional teacher classroom.

#### Following Rules of Control Consistently

At Phase III, Mallika seemed to be able to control her reviewing schedule better than the past phases. She recorded in her diary that "I did all the rest exercises, reviewed all the rest lessons through the VCR for my best scores (in the part of revision, listening, and media stream). However, that was all she did. The rest of learning processes were left uncontrolled.

#### Stage of Developing Responsibility at Phase III

Although she was more active in learning and more hard-working in doing exercises, and sometimes she could control herself to review the lessons; her stage of responsibility was still raising awareness. She did everything because she wanted to pass the exam; this was the most important reason. At the end of the semester, she said she still preferred learning in class which students were taught by the teacher. She said "...if I study with a teacher in class, I have to respect him/her and have to pay attention in studying" This means she needed to be controlled by the teacher. All the time of learning English, she realized that it was important; however, when asked her whether she would register any more English courses after she passed all the compulsory English courses, she said "I don't want to register any more courses, I'm afraid of the grade". She thought that she would not get a good grade, but she was interested in attending the class if the teachers allowed her to sit in the class; no testing at the end of the semester. So, this could be assumed that she lacked self-confidence in learning English, even though she knew that it was useful to her.

#### d. Thimaporn's Reflection

Table 4.5

## Thimaporn's Learning Diary Report from Week 1 to Week 12

Learning activities	Phase I				Phase II				Phase III			
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Basic Tactics for Listening in VCR	O	O	X	O	O	X	O	O	O	O	X	O
Self Study in VCR	X	X	X	X	X	X	O	O	O	O	X	O
Revision in VCR	X	O	X	X	O	X	O	X	X	O	X	O
Remedial English in VCR	X	X	X	X	X	X	X	X	X	X	X	X
Media Stream in VCR	X	X	X	X	X	X	O	X	X	X	X	X
Book	X	O	X	X	O	X	X	X	O	X	O	X
Other materials	X	X	X	X	X	X	X	X	X	X	X	X

O = yes (the learner reported that s/he did the chosen activity)

X = no (the learner reported that s/he did not do the chosen activity)

Thimaporn did the learning activity of "Basic Tactics for Listening in VCR" more frequently than other activities. She did this activity 9 times within 12 weeks, while she did "Self Study in the VCR" and "Revision in the VCR" 5 times each. She read the book 4 times and accessed "Media Stream in VCR" just only for one week throughout the semester. However, she never studied "Remedial English in the VCR," and never explored other materials in studying this course. She did the learning activities almost every week, except week 3 and 6 (due to the mid-term examination). She normally did 3 activities in a week with some tasks. However, she did only 1 activity in week 1, 4, and 11.

### Phase I – Thimaporn

#### Learning Strategies

At the beginning, with repetitive practice, Timaporn learned the listening part through VCR. Since the program allowed learners to try as many as they wanted, she tried to do the exercises many times until she could find correct answers. However, she did not pay much attention to the conversation she heard, as she said "if I know this choice is wrong, I will choose another one for the next time or until I can find the correct answer."

For the grammar part, she decided to read and did exercises in the self-study book with the answer keys. She did the exercises and then checked the answers with the answer keys. She said "Mostly, I could answer the questions correctly". She also tried to learn from what she had done incorrectly by herself. She sometimes needed help from her friend; for example, she asked her friend when she encountered an unknown word without looking up in the dictionary.

## Motivation

Thimaporn tended to have more extrinsic motivation than intrinsic motivation. When asked about reasons of learning through VCR, she said that the main reason was for the scores from doing exercises. However, she realized that practice listening skill through VCR was useful for her in the future as she said "I want to improve my English and want to be able to communicate with a foreigner I might meet in the future".

## Following Rules of Control Consistently

Without any following rules of control consistently, Thimaporn did not have a fixed plan for her study as she said "I tried to learn without a plan. When I felt bored, I stopped learning the lesson and continued learning it again later [in another day]". She did not strictly control herself in learning. If she had a chance to review the lesson, she preferred reviewing rules of grammar by doing exercises in the book, not through VCR.

## Stage of Developing Responsibility at Phase I

Her stage of such developing responsibility did not show any responsibility clearly even at the stage of raising awareness because she was just aware that studying English was useful. She did not develop many building blocks of responsibility.

## Phase II – Thimaporn

### Learning Strategy

Thimaporn tried to repeat doing exercises in her self-study book. If she found that she made a mistake, she always went back to study what she had done. She did not review the lessons like cooperative learning since she did not review the lessons with her friend or help each other, but it seemed that she relied on her roommate for clarification because she said "I often asked my roommate when I didn't understand the lessons."

## Motivation

Thimaporn said "I was able to review all the content and exercises for the mid-term examination". However, she could not confirm that she reviewed the lessons carefully and understood every unit clearly. She said "I spent 3 days reviewing the lessons before the exam

date, 1 hour per day for reviewing 890-100." She explained that she had to spend more time on other subjects which were her major's. Thus, it could be interpreted that she did not have any intrinsic motivation, but rather an extrinsic motivation because she learned English for the exam. Further, she was not sure of her English proficiency, since she said she used to chat with somebody through the internet, but she said "I don't want to chat with any foreigners." and "I am afraid that I couldn't communicate with them". However, if the foreigners don't care about her grammar or broken English, she said she may be brave enough to chat with them. Her English teacher suggested her to buy the book that once was suggested to Mallika. She seemed to agree with her teacher. Surprisingly, she replied "I wish I read the book you mentioned, but I won't buy it because I think I won't use it like the previous book I had have". Although she spent 200 baht a day for buying food and desert, she thought 50 baht for the book was something like a waste of money. Further when asked whether she felt lazy to learn English, she replied "of course and often". This means her motivation in learning English was really low.

#### Self-Confidence

She was not an independent learner as she said she did not like the self-study learning style. She said "I'd prefer to study in class and it's good to have someone sitting near me, so that I can ask him/her if I don't understand what the teacher is teaching". She also needed understandable explanation and instant feed back from the teacher. This can be concluded that she lacked self-confidence and was not ready to be an autonomous learner at this time.

#### Following Rules of Control Consistently

At this phase, Thimaporn planned for reviewing the lessons for 3 days, but it was a very short time because she spent only about 1 hour per day in reviewing the lessons. However, when asked about her plan for the final exam, she said "I have to spend more time for preparing myself, about a week".

#### Stage of Developing Learner Responsibility at Phase II

Her stage was still raising awareness because she did not pay much attention in learning or reviewing the lessons. Mostly, she emphasized on other subjects with were her major's

subjects. She reviewed this subject because the date of examination was approaching and she did not want to fail again.

### Phase III – Thimaporn

#### Learning Strategy

In this phase, Thimaporn attempted doing exercises through VCR more than the previous phases. She studied the content before doing the exercises as she noted in her diary that "I've read the book before doing exercises". However, her scores in doing exercises were not high, so she tried to read the book and did the exercises again. Also she read her friend's old worksheet. (The content was the same as one in a self-study book she had, but she was not quite sure if it was the same or not because she asked the interviewer "Were they the same?"). Her roommate was the one who she always asked if she did not understand the lessons or did not know the vocabulary. She used a dictionary just when her friend did not know the vocabulary. She said "I am sure that my friend told me the correct meaning".

#### Motivation

Thimaporn's extrinsic motivation in learning English was higher than that in Phase II, like Mallika. Sometimes, she did exercises through VCR in the part of revision and listening continuously for a long period. She told, "Sometimes I learned through VCR from 1a.m. to 4 a.m." Her roommate was also the person who reminded her to learn English as she said "when my roommate finished using the computer, she asked me to learn 890-100 through the VCR" (They used the same computer). When asked about what was the most important thing that motivated her to do that, she answered "It was the scores. I don't want to fail again".

At the end of the semester, she was asked about her attitude toward learning English, she replied that "now, I have more positive attitudes, but I still don't like English. I understand the content much more, but if English were not the compulsory subject, I won't register this subject". From these facts, it can be assumed that she did not have intrinsic motivation in learning English.

#### Self-Confidence

Thimaporn did not have much self-confidence in her English proficiency as she said "I don't want to have a friend who speaks English", but she seemed have more self-confidence in

learning English than the previous semester. She told that she felt different from the previous semester; it was better as she said "This time, I think I will pass". She also had positive feeling towards learning through the VCR. She said "I feel satisfied with this method of learning because I can learn it any time I have free time or whenever I feel comfortable to learn. In addition, it was convenient for me, I can sit and learn without any friends".

#### Following Rules of Control Consistently

Although Thimaporn needed to be reminded to study English for sometimes, she seemed to be able to control her plan better than the previous phase. She tried hard to do all the exercises through the VCR before the deadline as she said "Last semester, I couldn't do all the exercises, but this time I could do all".

#### Stage of Developing Responsibility at Phase III

Thimaporn developed the sense of responsibility and had more responsibility than in the beginning of the semester since she needed to pass this course; this time was the second time of her registering. She said she did not like English at all; however, she realized that English was important as she said that "I know that I have to use English in the future, but I don't like it". She could also control herself in learning better, and she knew that a university student like her can learn English anytime and anywhere, not only in class. However, she seemed not to be ready to study more at this time as she said "I know that I can learn English all the time, but I think I will take an English course and attempt studying English after I graduated". Thus, she was still in the stage of raising awareness. She just knew that what was the good way for her to improve her English, but she did not do it until she would feel that she was ready to learn.

#### e. Supawadee's Reflection



Table 4.6

## Supawadee's Learning Diary Report from Week 1 to Week 12

Learning activities	Phase I				Phase II				Phase III			
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Basic Tactics for Listening in VCR	O	X	X	O	O	X	O	X	O	O	X	X
Self Study in VCR	X	O	X	X	X	X	O	X	X	X	X	X
Revision in VCR	O	X	X	X	O	X	X	X	X	X	X	X
Remedial English in VCR	X	X	X	X	X	X	X	X	X	X	X	X
Media Stream in VCR	X	X	O	X	X	X	X	X	X	X	X	X
Book	O	O	X	O	X	O	X	O	X	O	O	O
Other materials	X	X	X	O	X	O	X	O	X	X	O	O

O = yes (the learner reported that s/he did the chosen activity)

X = no (the learner reported that s/he did not do the chosen activity)

It could be seen that Supawadee did activities in every week but with different frequency and kinds. She mostly did activities in weeks 1 and 4. That is, she did listening exercises from Basic Tactics for Listening and Revision in VCR, and studied the course book in week 1. Similarly, in week 4 she did the listening exercises in VCR and studied the course book but she chose to study materials other than those provided by the teacher instead of doing Revision in VCR. Her most preferred learning activities were studying the course book (8 weeks), doing listening exercises from Basic Tactics for Listening in VCR (6 weeks) and studying materials other than those provided by the teacher (5 weeks) respectively. Self-study exercises and Revision in VCR were two learning activities that she did twice in each phase – weeks 2 and 7 for the former and weeks 1 and 5 for the latter. On the other hand, she studied grammar lessons through the Media Stream only once (in week 3) and the Remedial English was the learning activity that she never did.

### Phase I - Supawadee

#### Learning Strategy - Learning Grammar and Rules

Supawadee learned English by reading grammar books and doing exercises. She sometimes went to the Self-Access Learning Center with her friends who could help her with the lessons. She was also dependent on a teacher. She said she preferred studying with the teacher because she could ask him/her when she did not understand the lessons. "I like to study with the teacher because he/she can help me when I have a problem with the lessons." Another reason was that the teacher would give more explanations and examples so this would help her learn

better. "I prefer learning English by attending a class because a teacher can provide me with explanations of grammatical rules."

#### Self-Confidence and Motivation (Intrinsic and Extrinsic)

Since she mainly relied on others, she was quite uncomfortable with learning English on her own through the website. The reason was she could not turn to anyone when she did not understand the lessons. "Grammar is my weakness and I am hopeless at learning English." However, she tried to motivate herself to learn the language because she wanted to be able to communicate in English. "My motivation in learning English is that I would like to be able to speak English as fluently as my high school teacher."

#### Following Rules of Control Consistently

Supawadee tried to study the lessons and do the exercises as scheduled by the teacher. She sometimes studied her own grammar books before doing those exercises. "It is very helpful when I read my grammar books before I do the exercises because I can get a better understanding of the rules." She even spent the whole day doing listening and grammar exercises and watching the Media Stream, a video presentation by teachers, when she was free. This indicates that she has put a lot of effort into learning English.

#### Self-Evaluation

She stated that her weaknesses are grammar, reading, and writing. "I've found that grammar is the most difficult part of learning English. This has led to further problems; I cannot read and write effectively." Therefore, she has tried hard to study grammar to have a better understanding.

#### Delegating Tasks and Decision

When having problems with the grammatical rules and vocabulary, Supawadee went to the library and the Self-Access Learning Center. It was not very often, though. In addition, she listened to English songs to learn vocabulary. "I went to the central library once a month, reading some grammar books there. I also went to the Self-Access Learning Center with my friends, doing grammar and reading exercises."

### Stage of Developing Responsibility at Phase I

She was aware that she could take charge of her own learning process, although teacher's assistance was still required. Also, she changed her attitude toward learning English. "I like learning independently; however, I sometimes need help from a teacher and friends." In addition, she had a high level of responsibility because she tried to find ways of learning English that best suits her such as studying her own grammar books and listening to songs. This indicated that she came to the last stage of developing learner responsibility – transferring roles though it was not quite apparent.

### Phase II - Supawadee

#### Learning Strategy

Supawadee spent more time studying her own grammar books by herself. She also took notes and did exercises. "I want to get a better understanding of the grammar rules before I do the exercises. And now I feel happy because this is really helpful." However, she said that to some extent a teacher still plays an important role in helping learners to learn English. That is, a teacher's assistance was needed when she could not do something by herself or ask for help from her friends such as writing a sentence.

She expanded her knowledge by applying what she had learned in her 890-101 Foundation English I class to the learning of Preparatory Foundation English course. In addition, she improved her listening skills through the ELLIS program which was a part of the 890-101 course.

#### Self-Confidence and Intrinsic Motivation

She gradually built up self-confidence and learned that there were several activities that enabled her to learn English. "I feel more confident now because I can do it. Also, I am more responsible and enthusiastic because I can take charge of my own learning."

Her intrinsic motivation was clearly being able to speak English fluently. "I want to communicate with people – I want to speak fluent English."

#### Following Rules of Control Consistently

She had a certain degree of consistency in learning. She tried to read grammar books when she thought she was ready. "I did not read every day. I wanted to read only when I had concentration." Moreover, she went to the Self-Access Learning Center to study grammar lessons and practice writing. She found listening rather difficult; however, she tried hard to improve it. "I tried to listen again and again until I could get the ideas."

#### Delegating Tasks and Decision

She tried to find learning sources other than what the teachers prepared for her. For example, she regularly studied her own grammar books. "I have bought a new grammar book and I have paid a lot of attention to sentence structures. I want to know how to use conjunctions in writing." She also practiced listening by using the ELLIS program and listening to songs as recommended by her friends. In addition, she got a CD suggesting ways to learn vocabulary from her roommate.

#### Stage of Developing Responsibility at Phase II

Supawadee was much comfortable with learning independently. "I've changed my attitude toward this way of learning. At first, I really did not like it. But I feel much better now." She also stated that it would be helpful if learners could take part in determining their own learning. Teachers do not only teach in class, but also act as a counselor outside the classroom. "I think language learning should consist of three components: attending a class 40%, teachers' role as a facilitator or counselor 10%, and students' taking responsibility of their own learning 50%. Students should be allowed to choose learning materials or activities in accordance with their preference and capability." In addition, she managed her own ways of learning by looking for tasks and materials which were suitable for her. This means that, she reached the last stage of developing learner responsibility – transferring roles.

#### Phase III - Supawadee

##### Learning Strategy

She changed her learning style, i.e. she became an independent learner. She regularly studied her own grammar books before doing the exercises on the website (Moodle). It could be seen that she mainly relied on her own books, not the lessons provided by teachers. This might

be because she was happy studying those books and they were practical and available at all times.

Also, she tried her best to improve her listening skills. "I studied by myself because my friends were busy. So we did not have time to study together or share our ideas about the lessons." She said that a good language learner must be diligent and confident. He or she should take a key role in learning. "For me, I initially found it very difficult to learn on my own but now I am more confident of my learning. I can do it, so I am very proud of myself."

#### Self-Confidence and Intrinsic Motivation

She was confident at this stage that she could manage her own learning and she could rely on herself. "At first, I did not like learning English at all because no matter how hard I tried, it was a waste of time. I could not understand anything. However, after I have taken responsibility of my own learning, I realized that learning English is not that difficult." Her goal of learning English was for communication. Further, understanding was of great importance, not a score. "I think preparation is really important. I learn the language and I want to use it in daily-life communication."

#### Following Rules of Control Consistently

She regularly studied by herself. She was happy that she could learn better. More importantly, she did not feel hopeless although she had to try very hard. "This month I did everything by myself. I sometimes did not understand, though. I told myself not to give up. I knew I had to pay more attention." Moreover, she practiced listening a lot, especially in the first two weeks of the month. Therefore, she could do well on the listening exercises.

#### Delegating Tasks and Decision

She learned how to cope with her learning process and found learning sources effective and suitable for her. She did not just study the materials available on the website (Moodle). She mainly learned the language by reading her own grammar books, learning vocabulary from her friend's VCD, joining a tutorial class, and visiting websites providing grammar lessons and vocabulary.

### Stage of Developing Responsibility at Phase III

For her, learners played an important role in learning. This would make them aware of their own learning strategy. They would also be more responsible. "I am now very happy with this way of learning (independent learning). It really works for me. But later on if it does not, I will try to find the one that suits me." This indicated that she changed her attitude toward independent learning. Initially, she absolutely relied on a teacher and friends. However, she eventually discovered that she could manage her own learning process.

She said that a successful language learner must have a great sense of responsibility and willingness to take a risk. "I think we must start from ourselves. Teachers and friends get involved only when their assistance is needed." She also said that having students who took the 890-100 Preparatory Foundation English course to study on their own was likely to help them succeed in learning English.

#### f. Pin-anong's Reflection

Table 4.7

Pin-anong's Learning Diary Report from Week 1 to Week 12

Learning activities	Phase I				Phase II				Phase III			
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Basic Tactics for Listening in VCR	O	O	O	X	X	X	X	X	X	X	X	X
Self Study in VCR	X	X	X	X	O	X	X	X	X	X	O	X
Revision in VCR	X	X	X	X	O	X	X	X	O	O	X	X
Remedial English in VCR	X	X	X	X	X	X	X	X	X	X	X	X
Media Stream in VCR	X	O	X	X	O	X	X	X	X	X	X	X
Book	X	X	X	X	X	X	X	X	X	X	X	X
Other materials	X	O	O	X	X	O	X	X	O	X	X	X

O = yes (the learner reported that s/he did the chosen activity)

X = no (the learner reported that s/he did not do the chosen activity)

It could be seen that there were 8 weeks that Pin-anong did activities (weeks 1-3, weeks 5-6, and weeks 9-11). She did most activities in weeks 2 and 5. That is, she did listening exercises from Basic Tactics for Listening and Media Stream in VCR, and studied materials other than those provided by the teacher in week 2. In week 5, she did three activities through the VCR – Self Study, Revision and Media Stream. Interestingly, there were 4 weeks that she did not do anything (week 4, weeks 7-8, and week 12). Her most preferred learning activities were studying

materials other than those provided by the teacher (4 weeks), doing listening exercises from Basic Tactics for Listening in VCR (3 weeks), and Revision in VCR (3 weeks). Self-study exercises and Media Stream in VCR were two learning activities that she did twice in each phase – weeks 5 and 11 for the former and weeks 2 and 5 for the latter.

On the other hand, Remedial English in VCR and studying the course book were two learning activities that she never done.

## Phase I - Pin-anong

### Learning Strategy - Communication

Pin-anong's goal of learning English is to be able to communicate with foreigners. She enjoyed doing listening exercises and she claimed that she was quite good at listening. She was a dependent learner because she preferred learning English with a teacher. "It would be better if I could study with a teacher because he/she could give me instant feedback or explanations." She also studied with her friends at times and asked them for help if she did not understand the lessons.

### Self-Confidence and Motivation (Intrinsic and Extrinsic)

Although Pin-anong was not comfortable with learning English on her own through the Internet, what she liked most about it was that she could study at her own pace. "I like it because I can learn whenever I want." In addition, she was motivated by her high school teacher who practiced English by herself and was eventually able to use the language.

### Following Rules of Control Consistently

She regularly studied the lessons and did the exercises as scheduled by the teacher. Although she was sometimes depressed because she did not understand some grammatical rules, she did not give up easily. "Sometimes I really don't understand the lessons so I am worried a lot. However, I know that I need to try harder." This showed that she had a strong determination to succeed in learning English.

### Self-Evaluation

To evaluate herself, she stated that her weaknesses were reading, writing, and speaking. "I cannot read and write effectively. Also, I cannot speak fluently." Therefore, she tried in every way to improve her language skills by evaluating her weakness.

#### Delegating Tasks and Decision

She thought that it was not enough to just study the materials provided on the website (Moodle). Therefore, she found other learning sources such as a dictionary, grammar books, and a VCD for learning vocabulary. "When I find a new or difficult word, I look it up in a dictionary. I also study my own grammar books I bought when I was a high school student."

#### Stage of Developing Responsibility at Phase I

She realized that learning independently was helpful. Although studying with a teacher was her preference, she moderately changed her attitude toward independent learning. That is, to learn at her own pace was an advantage of such learning. In addition, she was responsible for her own learning process because she sought her own learning sources such as her own grammar books and a VCD for learning vocabulary. This indicated that she reached the last stage of developing learner responsibility – transferring roles. Despite that, it was just at the beginning phase.

#### Phase II - Pin-anong

##### Learning Strategy

She mostly learned by herself because her friends were busy. However, she did not seem worried about this. She spent several hours a day reading grammar books and doing exercises. She noted down important points and sentence structures while reading. "I like taking notes of what I find useful and interesting such as sample sentences and sentence structures." She also looked up words in a dictionary. This indicated that she mastered certain study skills.

##### Self-Confidence and Intrinsic Motivation

She was more willing to learn by herself. She was satisfied with her progress. "I am very happy with the score; it is getting higher and higher. I think it is because I am more determined." In addition, she said that she enjoyed this way of learning because it was convenient. "I can



make my own plan and it is more flexible. I can learn whenever possible." Furthermore, her motivation increased because she had a chance to communicate in English with some visitors to her hometown. "I was glad and excited when I talked to the foreigners. I greeted them and recommended some interesting tourist attractions in my hometown."

#### Following Rules of Control Consistently

She tried to study the lessons when time allowed. "I was busy preparing for the mid-term examination. However, when I was free, I tried to do as planned." She studied the lessons by watching a video presentation (Media Stream) and when she did not understand, she referred to the Self-Study Section for explanations. In addition, she learned vocabulary through songs with her friend who took an English course at the tutorial school. "I like it because it is an interesting way of learning vocabulary. It helps me remember words more easily. We do this together every day."

#### Delegating Tasks and Decision

She arranged her own learning process by choosing tasks and activities that she felt comfortable with. Moreover, she tried to find learning techniques that best suited her. Her preferred learning sources were her own grammar books, songs, and websites. "I always study my grammar books I bought when I was in high school."

#### Stage of Developing Responsibility at Phase II

She was more confident and responsible for her own learning process. "I think I have taken more responsibility for learning. I have been inspired by the progress I have made." She suggested that learning process should be done mainly by learners themselves. It was not necessary to study with a teacher anymore. That is, teachers would become a counselor. "I think the best way to learn English is self-study which accounts for 60% and taking a test for 40%. To learn independently, learners are expected to be responsible for their learning. Similarly, learners are supposed to attend a class regularly if they learn with a teacher because this is their responsibility."

#### Phase III - Pin-anong

## Learning Strategy

She constantly studied the lessons on the website along with her own grammar books. "I did everything by myself because my friends were busy preparing for the exams." She did not face any problems while learning independently. "I did not encounter any difficulties while I was studying on my own. I enjoyed reading my own grammar books and looking up words in a dictionary. My roommate and I always encouraged each other." This showed that she was aware of her own learning strategies - what and how to learn.

## Self-Confidence and Motivation

She was very confident of her own learning process at this stage. She realized that it was not necessary to rely on teachers anymore. "I think attending a class is not essential any longer as I can take charge of my own learning."

She also said that one good aspect of independent learning was that she could organize her own learning schedule.

She was highly motivated to learn for two major reasons: 1) getting high scores and 2) using the language in daily-life communication. "I want to be able to use English in daily-life situations. I want to speak with foreigners."

## Following Rules of Control Consistently

She tried to complete the tasks on the website (Moodle) as scheduled by the teacher. She studied her own grammar books before she did the exercises on the website. She took notes while reading as well. She spent almost three hours doing the exercises. "I tried to study several units and I had fun doing the tests."

While studying grammar through the Self-Study Section, she noted down words that she did not know the meanings and looked them up in the dictionary later on.

## Delegating Tasks and Decision

Apart from studying lessons and doing exercises through the website (Moodle), she mainly studied the dictionary and her own grammar books. In addition, she watched English movies and went to the library. "I like watching movies because it is a new way of learning the

language." She occasionally learned vocabulary, grammar, and sentence structures through the websites recommended by her friend.

### **Stage of Developing Responsibility at Phase III**

She said that she was highly responsible. This indicated that she moved herself to the transferring role, being a teacher learner who could monitor learning process. "I like this way of learning because I can decide what and when I want to learn. The harder I try, the better I can do." In addition, she stated that learners' roles were more important than teachers'. Learners had to be determined to achieve their goals. "I think successful language learners need to have a strong determination and put a lot of effort into learning. They must love what they do." Initially, she had a negative attitude toward learning English because she thought it was difficult. However, she realized that if she tried hard, she would succeed in learning.

For her, learners could take teachers' roles. That is, they could make a decision on their own learning; they could choose what and how to learn. A teacher would be a counselor and supporter. Friends' encouragement and support were important. She said, "I have learned that I must be determined, diligent, and hard-working. I can assume my own responsibility of learning while teachers and friends can step in when their assistance is required."

### **III. Overall Individual Pictures of Responsibility**

The subjects in this study showed unstable stages of developing responsibility when coping with the self-directed course. Some apparently moved back and showed changeable development over time. From this observable fact, it is consistent with Benson and Nunan (2004, pp. 155-156) who claim that for individual difference, language learning and attitudes are not stable over time. Below is the summary of each learner when we examined their responsibility.

From the data, Monchanok seemed to be a student practiser who was comfortable with following the set tasks, particularly practicing grammar exercises by doing Revision in VCR. She began to develop the first stage of responsibility at Phase I and then moved herself to the second stage, changing attitudes. However, it was the final stage that she could not achieve and she occasionally showed a moving back attitude to the first stage. Interestingly, her accommodation zone for this course was to supplement her study for the examination (Entrance Examination), which she planned to take in the following year.

Siriwat seemed to develop himself to be a student explorer, willing to take risks to communicate due to his underlying intrinsic motivation. To highlight this, his seeing English as his instrumental tool in the future was evident. Hence, he could accommodate himself to be a responsible learner for a self-directed course. It was unsurprising that he chose to read additional materials, not the main textbook mostly. He showed his promising development of responsibility from the first stage, raising awareness, the middle stage, changing his attitude, to the final one, transferring role by keeping his learning schedule week by week.

Mallika seemed to be a student practiser like Monchanok. However, it was clear that she had low motivation in learning English; even her extrinsic one (to pass examination) was still low. Undoubtedly, she could not manage herself to be responsible for learning. Consequently, it was very hard for her to develop helpful building blocks of responsibility. She could not develop herself to reach the other stages except raising awareness which was still at a very low level from Phase I to III. It seemed that she could not find her proper accommodation zone in accomplishing her learning.

Timaporn, like Mallika and Monchanok, seemed to be a student practiser, doing exercises as instructed and guided. She did not try to explore more resources other than those in the course. Consequently, she could not develop other stages of responsibility except the raising awareness – knowing that learning is her responsibility. She did not perform many learning strategies to cope with materials even though she struggled to repeat doing exercises and focused on listening much more than other tasks. One positive thing for her is that she seemed to employ contextualization, trying to get meanings from what she studied or the exercise. However, she seemed to have trouble in controlling or monitoring herself. That makes her remain at the initial stage of responsibility.

Unlike the above learners, Supawadee seemed to develop most building blocks of responsibility in learning a language until she showed her development of the last stage, transferring role even from the Phase I. She was a student explorer who brought herself to be in the position of a teacher learner who could manage her learning process. Her accommodation zone, of course, would be fit between her learning style and this self-directed course.

Pin-anong, like Supawadee, developed most building blocks of responsibility until she was at the final stage of responsibility –transferring role—from the beginning to final phase. She was a student explorer who gave herself a chance to explore learning resources and managed

her own way of learning. Interestingly, she developed the proper attitude for learner autonomy, seeing a teacher as a counselor, not a traditional role.

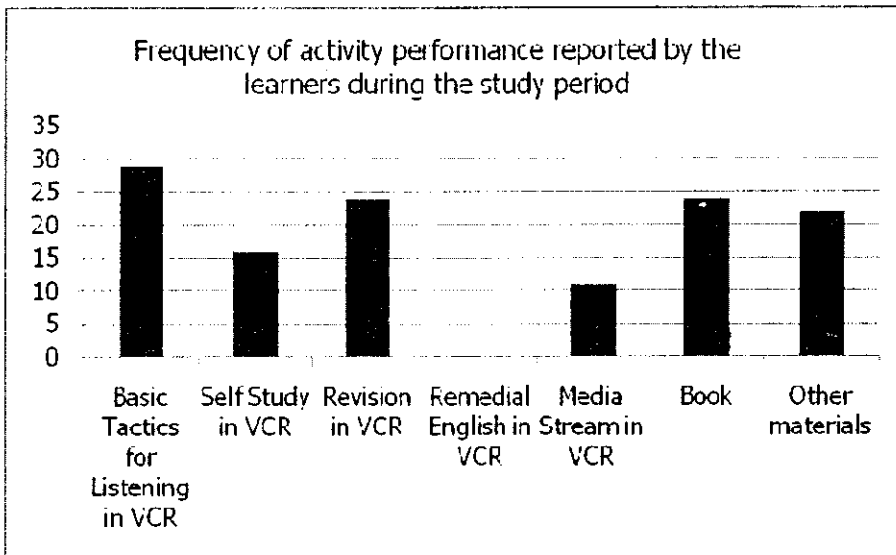
Obviously, the learners in the communication group were likely to be student explorers whereas those in the subject one were likely to be student practisers.

#### IV. The Learners' Reflection on Learning: Overall Analysis

Based on the revealed activities from the research data, several tables were presented to give a critical analysis of the learners' reflection below.

Figure 4.1

Frequency of Learners Performing Learning Tasks in the Self-Directed Course

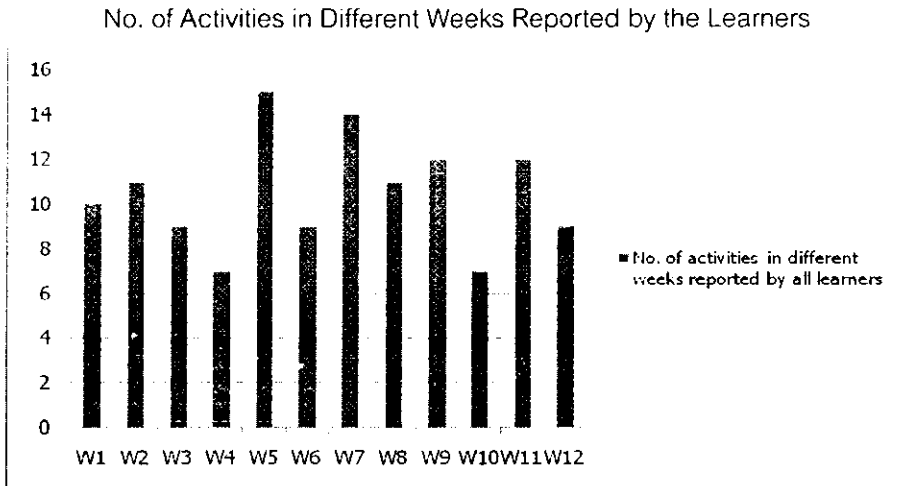


During the study, the learners did the listening activity in VCR mostly, followed by using the revision part and reading the course textbooks while they never used the remedial English CD-Rom. Interestingly, watching the Media Stream in VCR and using the Self-study materials were the least frequent activities among the reported ones.

A possible explanation for this result was that the learners had high extrinsic motivation in the listening activity due to the rewarded score required for the learners to pass the course. The Remedial English was never used since it was not part of the course but a supplementary exercise for those who needed very basic lessons. Moreover, it was a technical problem to integrate the Remedial English CD-Rom into the VCR website, leading to the very complicated way to download the files needed to be installed properly before one could learn it. The other

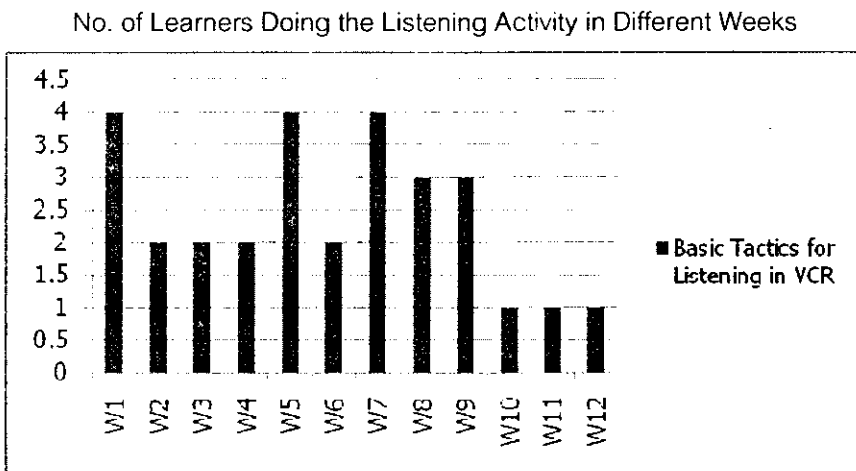
option for using it was to check out the CD-Rom at the Self Access Learning Center where the learners had low motivation to visit.

Figure 4.2



Interestingly, Week 5 was reported the peak week in which the learners did most activities, followed by Week 7, 9 and 11 respectively. However, Week 4 and 10 were reported that the learners did the least activities. The fluctuation of reported activities probably indicated the learners' inconsistent self-monitoring in developing their responsibility in learning English.

Figure 4.3

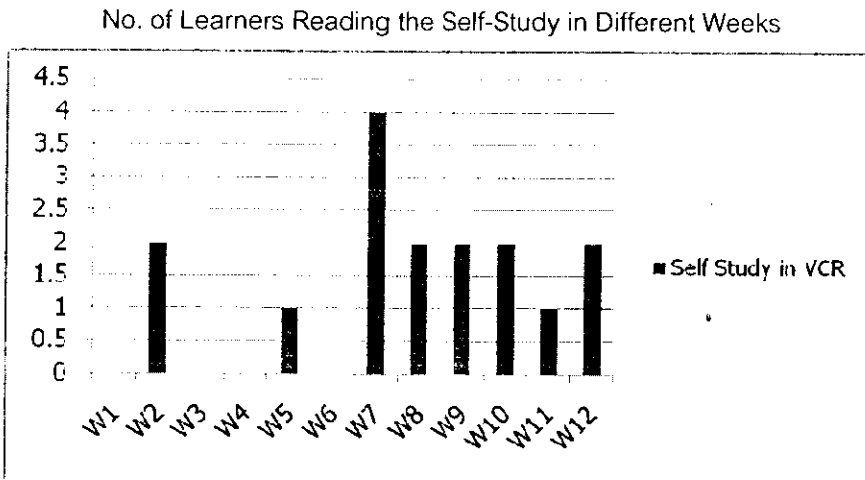


During the study, Week 1, 5, and 7 were reported that most learners (4 out of 6 learners) did the listening part while only one learner reported to do the listening part in the last three weeks (10, 11 and 12) of the study. The underlying reason was that the first week was a trial-out

period when the learners started their learning and that they might choose to do the listening part due to the scores they would get from doing this task, an extrinsic motivation. Week 5 and 7 were the period prior to the midterm examination which drove them to learn English as much as they could.

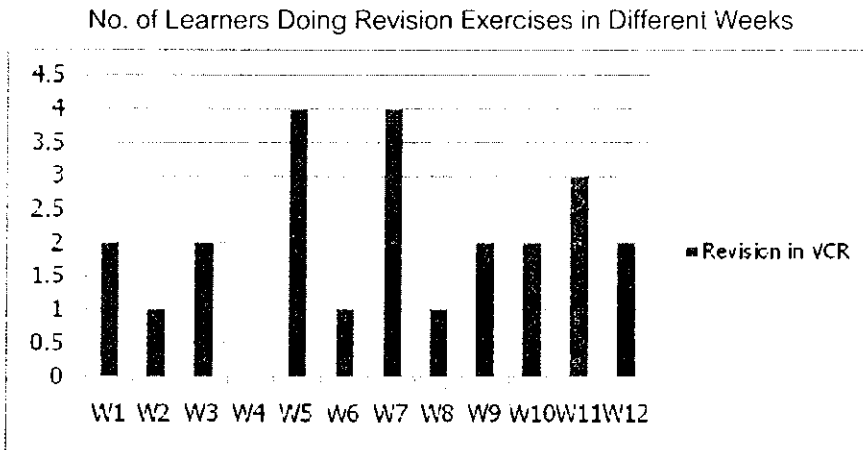
However, since the highest scores given to the learners from the listening part, no matter how many times they would do the listening exercise, the learners might be satisfied with the scores accumulated during the first 9 weeks. Therefore, they slowed down and most finished it; only one of them still followed the listening part until the final week.

Figure 4.4



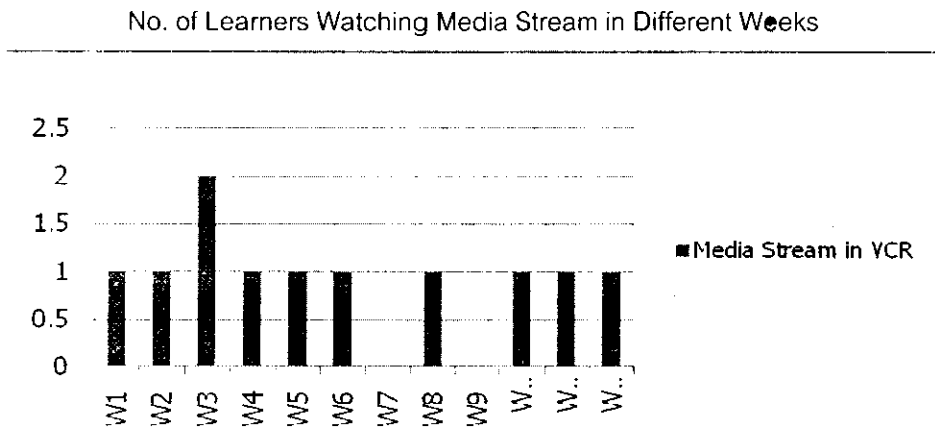
Not surprisingly, Week 5 was the time when most learners (4 out of 6 learners) did read the self-study part since it was the week before the midterm examination. The learners used this activity to review the lessons and during Week 7 and the weeks after to study for the examination. Another reason was that by studying other activities including the textbook, the Media Stream, they needed the material available for them to review the lessons.

Figure 4.5



The Revision part was one of the two activities by doing which the learners would get scores. Also, the revision was a question-based activity which helped them become familiar with the examination. Therefore, it was no wonder why Week 5 and 7 were the weeks when most learners reported to use this type of activity (4 out of the 6 learners).

Figure 4.6

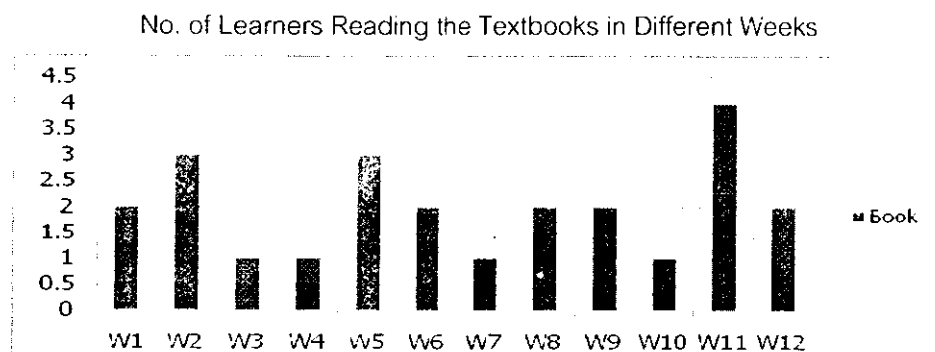


The learners watched the Media Stream in VCR inconsistently. Only half of them (3 out of the 6 learners) did this activity mostly in Week 3 and one of them did this task throughout the study period except in Week 7 and 9 when no one reported to use the Media Stream.

One possible answer for this was due to the technical problem. The Media Stream was based the Internet streaming video embedded in the VCR website. To watch it, one needed a high bandwidth of the Internet access to download the media file and played it in the browser. With the unstable Internet bandwidth within the campus, the learners might face the technical problem and likely moved to other available activities in the course.

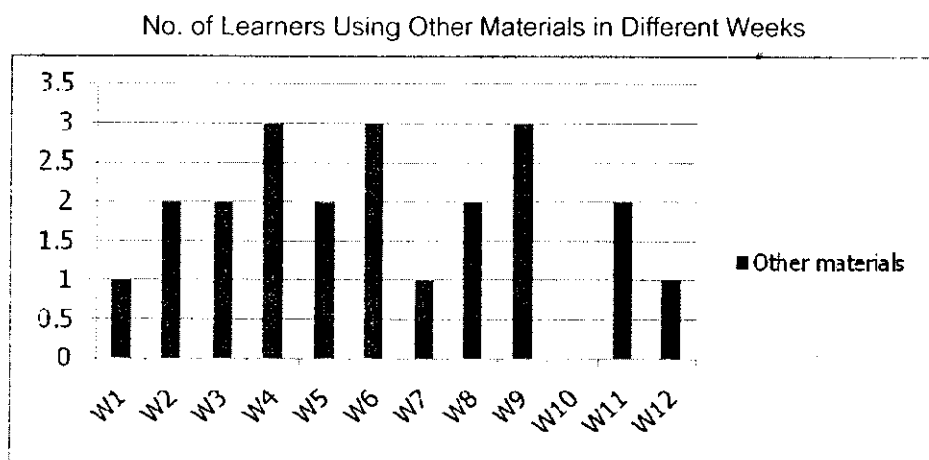


Figure 4.7



The textbooks were reported as a main source to use by the learners before the examination weeks. Hence, they reported to read the textbook during Week 5 and 11, the weeks before the examination. Interestingly, the textbooks were regularly used by the learners to study during the study period. Maybe it matched their learning preference.

Figure 4.8



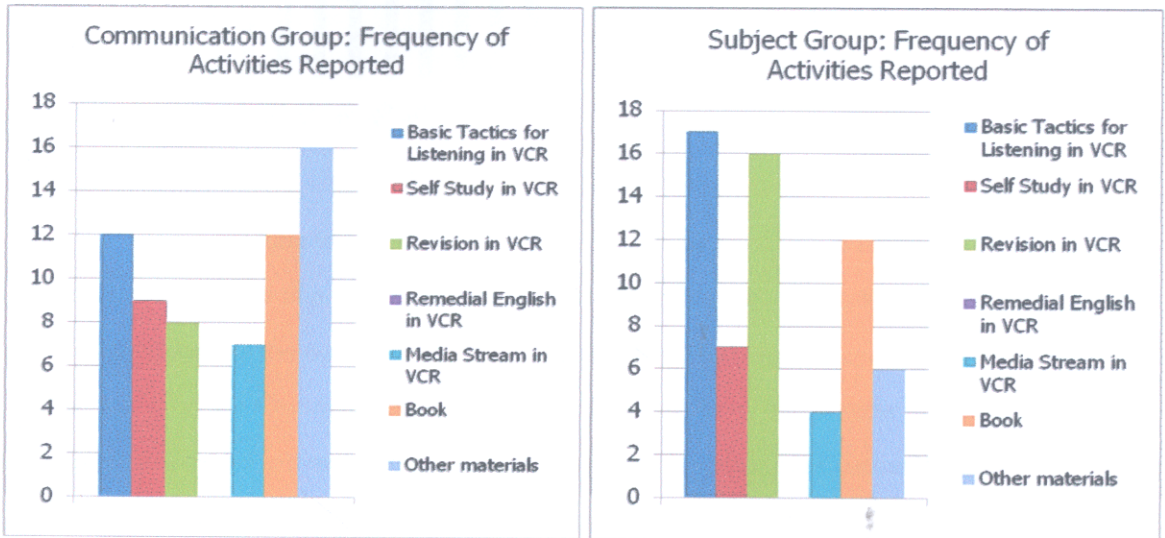
Other additional materials were reported by the learners, especially those in the communication group. The learners reported to use this type of learning materials regularly throughout the course. From the interview, these various materials included grammar books, an easy folk story book, a dictionary, and English Learning CD-Rom. These materials were used by most learners in Week 4, 6 and 9.

#### V. The Learners' Reflection on Learning: Group Analysis

Based on their learning goals, the learners were divided into two distinct groups: the communication and subject group. By comparing their reflection from both groups, it is interesting to have a distinct picture of responsibility development in each group. The result of such comparison was presented below.

Figure 4.9

Comparison between Communication and Subject Group in Different Activities

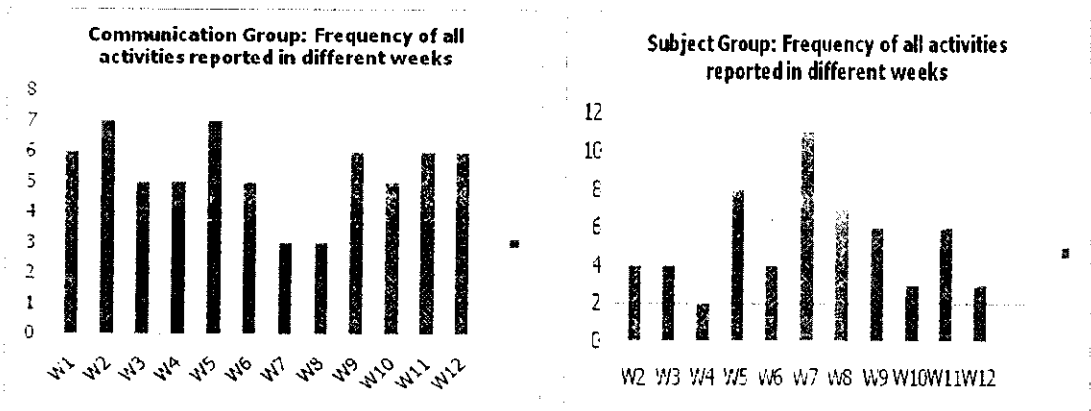


It could be concluded from the tables that the different groups of learners performed different activities with different frequencies. The communication group chose to do the activities mostly which allowed them to explore the language for communication. Those activities included additional materials (not the textbooks and course learning materials), followed by reading the textbooks and the listening part. The other group, however, selected the activities which could serve them to study English as a subject and which could allow them to accumulate scores to pass the course. Those score-based activities included the Listening part and the Revision part in VCR. Interestingly, both groups showed their similarities of frequency in reading the textbooks while ignored to use the Remedial CD-Rom as a learning source, followed by the Media Stream.

From the tables, both groups showed their similarities of frequency numbers in reading the Self-Study part and watching the Media Stream while their obvious difference lied in learning other materials in which the Communication group exceeded the other group.

Figure 4.10

Comparison between Communication and Subject Group in Different Weeks



It was obvious from the tables that the Communication group tended to have much more steady frequencies of activities reported than the subject group, who tended to have a fluctuated form of the activities reported. This indicated the regular learning management better performed by the Communication group. Since the regularity might show the level of responsibility and self monitoring, this probably indicated that the Communication group showed a higher level of responsibility than the other group.

### Summary

The findings revealed that the six learners demonstrated ongoing unstable and different stages of responsibility in learning a foreign language throughout the self-directed course. The Subject group did not fully develop the final stage of responsibility or transferring role – changing their role to be a teacher role in monitoring their own learning process, but merely showed the first stage – being aware of their responsibility attitude from the beginning to the final phase of the study. Their building blocks of responsibility or skills and attitudes were identified as low motivation, mostly extrinsic one, low self-confidence, little monitoring and self evaluation, and a limited variety of workable learning strategies for a self-directed course.

On the contrary, the other three learners of the communication group could develop the final stage of responsibility development, yet not fully complete responsibility. Their reported building blocks of responsibility included both intrinsic and extrinsic motivation, self confidence, various learning strategies, monitoring and self evaluation, following rules of control, and more importantly delegating tasks and decisions. However, both groups of the learners did not build

any learning community with other learners and teachers such as practical cooperation and group cohesion with other learners, **willingness to work with teachers or facilitators in developing their responsibility.**

## Chapter 5

### Discussion and Implications

According to the findings, it was apparent that all of the learners demonstrated unstable stages of responsibility in learning a foreign language throughout the self-directed course but some did not fully develop the final stage of responsibility or transferring role – changing their role to be a teacher role in monitoring their learning process. Some seemed to develop the initial and developing stage of responsibility, which was raising awareness as proposed by Scharle and Szabo (2000), the stage that learners only realized and held the belief that it was their own responsibility to learn and that they would not be dependent on a teacher. Interestingly, some learners still showed a little sense of autonomy. That is, they could not hold the attitude of independence in learning, but believing that learning with a teacher in a traditional class was necessary for them; some showed the attitude of developing the changing attitude and transferring role, the second and the final stage of developing full responsibility in learning a language.

On account of these, there seemed to be some plausible explanations of the above results. Some learner-related factors might be: unsuccessful learner training for autonomy,<sup>1</sup> insufficient scaffolding for responsibility and learner autonomy, and learners' lack of successful online learning skills. Each was discussed below.

#### Learner Training for Autonomy

It was the fact that the self-directed course used in this study was managed to have students meet a teacher in a normal class during the first two weeks, two-hours a week, at the beginning of the semester, for the course introduction and directions of how to manage online learning process with a package throughout the semester. It might be understood that some learners in this study might not attend such sessions, or might not pay attention to the directions closely. Thus, it probably caused them not to understand fully what they should do for the whole class. From this study, the little responsibility revealed by the learners might result from lack of scaffolding process along their learning during the semester. This kind of scaffolding is necessary for learners via training to develop responsibility and autonomy throughout the course, not briefly at the initial stage (Scharle & Szabo, 2000; Beatty & Nunan, 2004). Without it,

learners might perform their traditional style of learning which they get used to and value teacher authority. Moreover, without any training, it might be common for learners to hold their old attitude and behaviors when having an opportunity to face a new learning way which gives them choices of learning. Thus, we believe that providing a learner training for autonomy should be conducted, especially in the self-directed course where teachers changed their role to be facilitators.

#### Form of Scaffolding for Learning Process: Should it Be at the Initial Step or Along the Learning Process?

Though the self-directed course was equipped with several learning materials including opening the possibility for learners to explore their own materials on the web or other resources to promote their responsibility, it seemed that learners did not get trained sufficiently to perform tasks in the course independently. Thus, that was why they showed little responsibility and still insisted that they needed teachers to be close to them like the situation in the traditional classroom. Like the steps proposed by Scharle and Szabo (2000), learners need to get trained and practice throughout the course to get familiar with a new learning way. Beatty and Nunan (2004) also suggested, "The single most important outcome ... is that these learners need some form of scaffolding to provide a supportive framework for the learning process" (p. 181). It is worth investigating further if the course provided such framework or not. It is assumed that without such scaffolding, learners might "...lack clear directions, often become muddled, distracted, and lost in the face of the sheer quantity of information available" online and in the course materials. Healey (2002) strongly highlighted that it was a teacher as a facilitator who could link technology with rich resources to a good autonomous learning environment with a supportive community context. Hence, a variety of scaffolding forms for learning process should be managed throughout the course, not just the beginning of the course.

#### Online Learning Skills

Part of the self-directed course used in this study included online materials which required learners to learn in parallel with a self-guided book. It was also apparent that most learners in this study did not show what Roper (2007) called online learning skills to be successful in online learning. The learners in this study might demonstrate these skills

inadequately; therefore, it might be understood why they showed little responsibility in learning a foreign language via VCR. To be more precise, the learners in this study did not develop a workable time-management strategy. Those successful online learners, reported by Roper (2007) should have some workable time-management strategies: a self-discipline (to allocate sufficient time for learning), designating specific times to do learning activities by using online tools, avoiding procrastination which might cause them to fall behind the learning schedule, and finally an upfront planning process which allowed them to monitor and evaluate themselves, a step where they could develop the transferring role, being their own teacher.

Another skill, according to Roper (2007), that learners in this study did not have for their autonomous learning was making the most of online discussions. From the report and interview, none of the learners utilized the web board discussion in VCR, or what Roper called a threaded discussion, or even chatted with friends who were online at the same time. The learners also neither mentioned about making connection with their friends or sharing the information with other learners *actively* (Scharle & Szabo, 2000), nor making questions useful to their learning with friends (Roper, 2007) to develop learner autonomy. Despite having the ways to contact teachers to be their facilitator in learning, all of them never responded to such communication. According to Roper (2007), those unsuccessful learners did not communicate the instruction technique that worked for them. In other words, they did not give any feedback to their teachers. There was no clear evidence why those learners felt reluctant to employ this strategy. It might be interesting to find the reasons behind this.

Apart from the above, Roper (2007) mentioned that those successful learners should have the idea of "Use it or Lose it" to apply the material into their use of the language. It was clear that for the learners in the study, living in the context where English was not used in their daily life, lacked the opportunity to use the language they already learned. However, some learners reported that they put their attempt to discover more grammatical points in additional materials to explore explanations, but not using the language to retain the knowledge. Though it was not replaceable to what Roper suggested, it was a good start to develop their choice of learning.

One reason to keep the learners far from developing full responsibility was that they did not stay motivated as Roper (2007) referred to successful online learners. Only some learners reported that they had intrinsic motivation, but the rest seemed not to have such motivation in

learning English and more importantly they lost their interest easily throughout the course.

During the second phase when there was a midterm examination, they reported none of the activities to learn. They seemed not interested in keeping on track what they had planned.

To develop responsibility in learning, learners must be trained to be equipped with online learning skills since these skills could help them to develop the building blocks of responsibility.

### **Implications for Future Research**

This study captured the learning process in term of responsibility in order to see the development of learner autonomy in the context of a self-directed course. Generalization cannot be used for other contexts. Therefore, to explore different learning contexts, more studies should be conducted in other types of course: a classroom based course, or a blended learning course with technology.

Since the study did not explore the context of culture in explaining responsibility, future research should raise a question of culture whether it is a plausible answer to why learners can or cannot develop building blocks of responsibility.

To conceptualize the model of L2 learner autonomy as Oxford (2003) suggested, the four perspectives of autonomy, namely technical, psychological, socio-cultural and political-critical, should be combined in order to elucidate the complete picture of learner autonomy. To explore this issue, more conditions should be addressed: teacher roles, material supports, educational constraints, and others.



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# Appendix

Questionnaires on English learning attitudes

แบบสอบถามเรื่องทัศนคติต่อการเรียนภาษาอังกฤษ

โปรดอ่านประโยคต่อไปนี้อย่างรอบคอบและกาเครื่องหมาย ✓ หน้าคำตอบที่ตรงกับตัวท่านมากที่สุด

ฉันมีความสุขกับการเรียนภาษาอังกฤษ	<input type="checkbox"/> มากที่สุด <input type="checkbox"/> ค่อนข้างมาก <input type="checkbox"/> น้อย <input type="checkbox"/> ไม่เลย
ฉันคาดหวังว่าในการเรียนภาษาอังกฤษปีนี้ฉันจะตั้งใจเรียน	<input type="checkbox"/> มากที่สุด <input type="checkbox"/> ค่อนข้างมาก <input type="checkbox"/> น้อย <input type="checkbox"/> ไม่เลย
ฉันคิดว่าการเข้าชั้นเรียนภาษาอังกฤษเป็นการเสียเวลา	<input type="checkbox"/> บ่อยมาก <input type="checkbox"/> บางครั้ง <input type="checkbox"/> น้อยมาก <input type="checkbox"/> ไม่เคย
ในอีก 5 ปีข้างหน้าความสามารถทางด้านภาษาอังกฤษของฉันจะ	<input type="checkbox"/> ดีขึ้นมาก <input type="checkbox"/> ดีขึ้นเล็กน้อย <input type="checkbox"/> เหมือนเดิม <input type="checkbox"/> แย่ลง
ฉันชอบเพื่อนร่วมชั้นเรียนภาษาอังกฤษ	<input type="checkbox"/> มากที่สุด <input type="checkbox"/> ค่อนข้างมาก <input type="checkbox"/> น้อย <input type="checkbox"/> ไม่เลย
ฉันอยากจะไปเยี่ยม/มีเพื่อนชาวต่างชาติจากประเทศที่ใช้ภาษาอังกฤษ	<input type="checkbox"/> มากที่สุด <input type="checkbox"/> ค่อนข้างมาก <input type="checkbox"/> น้อย <input type="checkbox"/> ไม่เลย
ฉันอยากจะใช้ชีวิตอยู่ในประเทศที่ใช้ภาษาอังกฤษในการสื่อสาร	<input type="checkbox"/> มากที่สุด <input type="checkbox"/> ค่อนข้างมาก <input type="checkbox"/> น้อย <input type="checkbox"/> ไม่เลย

ความรู้สึกรื่นเริงที่ท่านมีต่อภาษาอังกฤษ หรือผู้ที่ใช้ภาษาอังกฤษในการสื่อสาร

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คำถามนำเพื่อใช้ในการสัมภาษณ์

1. ลองเล่ากิจกรรมต่างๆที่ผ่านมาว่านักศึกษาเรียนรายวิชาภาษาอังกฤษซ่อมเสริมผ่านห้องเรียนเสมือนอย่างไร
2. รู้สึกอยากเรียนภาษาอังกฤษหรือไม่ ทำไม
3. รู้สึกว่าตนเองเรียนภาษาอังกฤษได้หรือไม่
4. เคยคิดบ้างไหมว่าตนเองควรจะต้องเรียนภาษาอังกฤษอย่างไร จึงจะสำเร็จ
5. แล้วที่ผ่านมา เคยคิดบ้างไหมว่า ทำไมตนเองถึงเรียนภาษาอังกฤษไม่ได้ เรียนภาษาอังกฤษไม่รู้เรื่อง ไม่เข้าใจ มีจุดอ่อนตรงไหน อย่างไร
6. เคยคิดหรือทดลองทำวิธีการเรียนภาษาอังกฤษแบบต่างๆบ้างหรือไม่
7. เคยจับกลุ่มเรียนกับเพื่อนๆบ้างหรือไม่ บ่อยไหม อย่างไร
8. เคยคุยและแลกเปลี่ยนข้อมูลกับเพื่อนๆหรือไม่ อย่างไร
9. เคยบังคับตนเองเพื่อเรียนภาษาอังกฤษต่อไปหรือไม่ เคยบอกกับตนเองว่า สู้ สู้ พยายามต่อไปหรือไม่ อย่างไร
10. เคยเปลี่ยนความคิดใหม่ๆในการเรียนภาษาอังกฤษหรือไม่ อย่างไร
11. หลังจากเรียนบทเรียนแล้ว เคยหาเอกสาร/ตำรา/แบบฝึกหัดใหม่ๆของตนเอง เพื่อเรียนภาษาอังกฤษ ที่นอกเหนือไปจากตำรา/หนังสือเรียน ที่ครูไม่ได้สั่ง หรือไม่ อย่างไร



## Vita

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