THAI EFL LEARNERS’ AND TEACHERS’ PERCEPTIONS ON THE TEACHER’S ROLE IN PROMOTING ENGLISH LANGUAGE LEARNING AUTONOMY WITH SOCIAL MEDIA

BY

MS. KRITCHAYADA MANPRASERT

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE LANGUAGE INSTITUTE THAMMASAT UNIVERSITY ACADEMIC YEAR 2017

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THESIS

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MISS KRITCHAYADA MANPRASERT

ENTITLED

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was approved as partial fulfillment of the requirements for the degree of Master of Arts in Teaching English as a Foreign Language

on July 5, 2018

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ABSTRACT

This mixed-method study explored what Thai EFL students and teachers perceived about teachers’ real use of social media in English class as well as their expectations towards what teachers should do to enhance learners’ English language learning autonomy with social media. Teachers’ concerns in promoting autonomous EFL learning with social media were also investigated. Quantitative data was collected through questionnaires randomly distributed to 284 Thai M.6 students at a public secondary school in the Northeastern part of Thailand, while qualitative data was obtained from semi-structured interviews with 15 M.6 students and 3 English teachers on a voluntary basis in order to find out: 1) what students perceive about teachers’ real use of social media, 2) the teacher’s roles that students expect in promoting autonomous EFL learning using social media, 3) what teachers perceive about their real use of social media, 4) the roles that teachers expect to play in promoting autonomous EFL learning using social media, and 5) teachers’ concerns about autonomous EFL learning with social media. According to the findings, teachers reported a high engagement of social media in ELT but students’ perception level was of only moderate engagement. Data from the interviews shed light on this mismatched perception, showing that students, especially those with low English proficiency level, did not seem to realize teachers’
use of social media. Therefore, they did not feel like they were receiving adequate suggestions on how to adopt social media into their ELL autonomy both in and out of class, and required teachers to provide them with more useful and reliable social media platforms. Even though there was a discrepancy in the perceptions on teachers’ real use of social media, students and teachers agreed with each other in the suggestion that social media should be used to supplement the learning. Teachers further advised that students’ use of social media had to be closely observed by teachers and parents since the lack of maturity might lead them to social media misuse, which was the teachers’ major concern about engaging social media in ELT.

**Keywords:** English Language Learning Autonomy, Teacher Role, Social Media
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CHAPTER 1
INTRODUCTION

1.1 Background
Technology has long been considered as one of the most important tools in not only the economic sector, but also in education as a whole (U.S. DOE, 2003). Becker (2000) has identified the right conditions for applying technology in education, including teachers having at least moderate digital literacy skills, a school curriculum which allows opportunities to use technology, adequate IT equipment, and teachers’ personal philosophies supporting student-centered pedagogy. Among these four conditions, teachers’ beliefs are much less understood and resolved. This may partially result from the fact that changes in the other three conditions are considered as first order (Waters, Marzano, & McNulty, 2003). First order changes are those that adjust to the present phenomena without destroying the roots and identity, while second order changes will put in new information and push out the old schemata. Interestingly, after the teachers change their beliefs, or the way of their perceptions to the world according to changes in the world and the current fast movement, such as the technology advancement, social media, and their old identity and practice, are totally changed, and they do not even realize about this phenomenon (Brownlee, 2000). Such kinds of changes can prove to be risky for teachers trying to achieve their goals of success for their students in developing any needed skills. To be more specific, the studies by Barron, Kemker, Harmes, and Kalaydjian, (2003) show the numbers using technology, especially social media in teaching and learning by the teachers around the world, has been increasing, undoubtedly because of the world changes and the technology advancement. However, the teacher skills in applying the technology with social media are considered at the lower-level, and there are only some of them who can apply these professionally. The results from ISET (U.S. DOE, 2003) mentioned that the activities applied by using technology with social media in the classrooms, including writing a reflection by the students themselves, improving the technology or computer with social media skills, using the Internet for conducting research or searching for information, and any other practice drills, were still at the lower-skill level of technology activities and the numbers
using these were also considered less than expected. Though the use of technology with social media seems to be applied increasingly, the application of such phenomenon are only the old activities applied with the use of technology; the social media use is at the simple skill level and it is still in the environment of the teacher-centered learning. In fact, the opposite environment, autonomous learners, should be promoted to support the students to learn freely and autonomously (Becker, 1994; Becker & Riel, 1999).

Technology, especially social media, has resulted in a growing expansion of information and knowledge which promotes lifelong learning as the ultimate goals of education (Field, 2000; Lai, Yeung, & Hu, 2015). In the era of lifelong learning (Collins & Halverson, 2009), essential skills such as learning and digital literacy skills are required (Lai, Yeung, & Hu, 2015). To master such skills, it is essential to employ technology with social media to engage learners in a self-directed lifelong learning environment (Trilling & Fadel, 2009; Lai, Yeung, & Hu, 2015). Accordingly, a key objective of education is to encourage learners to become autonomous learners using technological resources such as social media platforms to support their own learning, which occurs both inside and outside the classroom (Benson, 2009; Brown, 2000; Lai, Yeung, & Hu, 2015). The concept of autonomous learning is also supported by Tayjasanant and Suraratdecha (2016) in that English language learners should be equipped with technology to be responsible for their own learning and hence become autonomous learners for many reasons. Benson (2013) has mentioned in his study why language teachers should apply the social media in promoting students autonomous language learning. When language learners can set the goals of their learning together with the teachers, they will easily achieve their goals of learning independently. while the teacher can be acting like a coach. Moreover, the learning procedures are more dependent on learners’ design, and the teacher-directed learning is decreased. This can be useful for the learners to master the skills more effectively. Because this kind of learning setting is more close to the learner’s lives, study in such a democratic environment will support them to learn and master the skills more autonomously and effectively.
In the Thai setting, few studies have addressed learners’ and teachers’ perceptions of teacher roles in enhancing English language learning autonomy using technology beyond the school context. As Tayjasanant and Suraratdecha (2016) have indicated, most studies on autonomous learning in Thailand have focused mainly on EFL teachers in the autonomy approach, while others surveyed teachers’ opinions and gauged whether teacher training programs were successful. It is apparent that little has been researched about the roles teachers could play in enhancing students’ autonomous use of technology beyond the school context (Lai, Yeung, & Hu, 2015). This present study aimed to determine secondary students’ and teachers’ perceptions of current and expected roles that teachers play in enhancing English language learning autonomy with social media inside and outside the classroom context. Investigations into students’ and teachers’ perceptions of the teacher’s roles would definitely help inform educators or curriculum developers with useful insights in supporting learner autonomy via social media. As supported by Lai, Yeung, and Hu (2015), gaining insights into students’ and teachers’ perceptions of teacher roles in promoting autonomy with social media beyond the school context could help teachers or educators match and use those technological resources for effective English language learning. However, studies concerning promoting EFL students’ autonomous learning in Thailand, especially at secondary school levels, are not that plentiful. Therefore, this research study was conducted in the hope that the gap would be filled.

1.2 Objectives of the study

The objectives of this study were as follows:

1.2.1 To explore what students perceive about the teacher’s real use of social media in EFL class.

1.2.2 To find out what students expect from the teacher in promoting English language learning autonomy with social media.

1.2.3 To investigate what teachers perceive about their real use of social media in EFL class.

1.2.4 To find out what teachers expect about the use of social media in EFL class.

1.2.5 To explore teachers’ concerns about students’ English language learning autonomy with social media.
1.3 Research Questions
This study was conducted to answer the following research questions:

1.3.1 What do students perceive about the teacher’s real use of social media in EFL class?

1.3.2 What do students expect from the teacher in promoting English language learning autonomy with social media?

1.3.3 What do teachers perceive about their real use of social media in EFL class?

1.3.4 What do teachers expect about the use of social media in EFL class?

1.3.5 What are teachers’ concerns about students’ English language learning autonomy with social media?

1.4 Significance of the study
The findings of this study will not only fill the gap in how EFL students and teachers perceive the roles that teachers are playing, or are expected to play, in order to support students’ English language learning autonomy with social media, but also help teachers realize how social media can be implemented for more effective EFL learning and teaching along with the five steps of autonomous learning in terms of Holec (1981)’s definition. They will acknowledge that social media can be helpful in determining learning goals, selecting the contents, choosing learning methods, monitoring learning process, and evaluating what has been acquired from their autonomous learning. Furthermore, the results of this study may be useful for curriculum developers, teachers, or those who are interested in utilizing social media to improve English language learning autonomy.

1.5 Scope of the study
Although many technological resources had been implemented for all levels of education in Thailand, this study only focused on the use of social media, especially those on LINE, Facebook, and YouTube, in autonomous EFL learning and teaching at a secondary school level. The participants were Mattayomsuksa 6 (M.6) students and their English teachers from a school in the northeastern part of Thailand. All of them
were selected on a voluntary basis without considering students’ English proficiency levels.

1.6 Definitions of terms

1.6.1 English as a foreign language (EFL)

English as a foreign language (EFL) means English taught to learners whose first language is not English, and in a context where English is not primarily used as an official language.

1.6.2 EFL teachers

EFL teachers refer to teachers who teach English to students whose English is neither their first nor official language. The classrooms that they are teaching in are considered the EFL classrooms.

1.6.3 EFL students

EFL students in this study were Thai native students who had been studying English as a foreign language. Regarding the National Educational Act, English has been made mandatory for all primary grades.

1.6.4 Autonomous learning

Autonomous learning means a student’s capability and willingness to take charge of his/her own learning, including determining appropriate learning goals, selecting the contents, choosing learning methods and techniques, monitoring his/her learning procedures, and evaluating what he/she has acquired. In this study, the researcher refers to autonomous learning as students’ English learning happening both in and out of the class.

1.6.5 Social media

Social media are any forms of electronic contents such as photos, videos, posts and comments shared through online networking, enabling interaction between the sender and receivers, or among receivers themselves (Vichitboonyaruk, 2013). Popular social media can be grouped into four categories: blogging, microblogging, social network, and media sharing.
1.6.6 Perception

In this study, perception means the awareness or realization gained from experiences with what teachers do regarding students’ English language learning autonomy and the use of social media in and out of class.

1.6.7 Roles of the teacher

According to teacher participants of this study, roles of the teacher mean the responsibilities that teachers must carry out in order to academically and morally improve and support students. For example, teachers should carefully plan and prepare the lessons, and promote activities to promote students’ analytical thinking and creativity.
CHAPTER 2
REVIEW OF LITERATURE

In this literature review section, the application of social media in English Language Teaching (ELT) and the notion of learner autonomy in EFL contexts are defined. Then related studies which highlight autonomous learning and the use of social media to promote learners’ English language learning autonomy is discussed.

2.1 Defining applications of social media in ELT

The emergence of the Internet and different website tools has a momentous place in English language learning and teaching as it provides learners with more opportunities to use English for communication and to experience active participation in the learning process (Azari, 2017).

In promoting learners’ English skills, social media have played a vital role. Because of positive effectiveness, a number of researchers have implemented social media to promote their learners’ English skills. In this study, use of social media as online learning platforms to enhance learners’ English language learning autonomy is discussed. The effectiveness of using digital online learning tools also helps promote learners’ motivation to learn and willingness to actively participate inside and outside of class time (Clark, 2007; Murdock & Williams, 2011).

Use of social media for learning outside the classroom plays an important role in English instruction around the globe (Chen Hsieh, Wu, & Marek, 2017). By social media in English language education, Chen Hsieh, Wu, and Marek mean a social channel available online, such as the LINE smartphone application which users can employ to interact and communicate with one another.

According Marek and Wu (2012) social media as computer mediated communication (CMC) platforms refers to a channel where users interact and communicate with one another, which could lead to both effective EFL learning and promote learners’ English
language learning autonomy. Marek and Wu further state that using social media is useful in teaching English as it helps promote learners’ active participation in class and their English language learning autonomy.

In addition, Hung (2015) indicates that social media in English instruction can be online learning resources such as WebQuest. Hung further remarks that using social media such as WebQuest as an online learning tool help learners attain better learning gains and devote more time and effort to learning English inside and outside the classroom.

As discussed earlier, social media can be defined as computer mediated communication platforms where users socially interact and communicate with one another. Social media networking sites such as LINE, Facebook, YouTube, or WebQuest are popular in English language education as they play a pivotal role in promoting learner autonomy.

2.2 Autonomous learning in EFL context

In language education, learner autonomy has been defined in various means (Ming, 2009). There are various terms (i.e., learner independence, self-direction, and autonomous learning) used to refer to learner autonomy. By autonomous learning, Sinclair (2000) refers to learners’ responsibility and awareness of their own learning. Aspects promoting autonomous learning may be as follows: learners are not dependent on the teaching strategies alone; sociocultural and psychological factors may influence their autonomy. Benson (1997) suggests two key components of autonomous learning for learning a language. They include technical and psychological perspectives. The technical aspect deals with language skills or strategies such as classroom activities focusing on cognitive and social skills for independent learning. The second aspect emphasizes learners’ attitudes and cognitive abilities which help them take control of their own learning. Benson (2003) proposed that factors such as learners’ active participation in their own learning process and their opportunities to select and make decisions may foster autonomous learning. Benson (2008) further indicated autonomous learning includes two essential components. Firstly, learner autonomy concerns the ability to self-regulate a particular learner’s learning and use opportunities
in his or her environment. The other deals with a learner’s willingness to self-regulate his or her own learning across contexts.

According to Holec (1981), autonomous learning is learners’ capability to be responsible for their own learning. Holec further clarifies that successful autonomous learning includes learners’ decisions about the following aspects of learning.

2.2.1 Determining the objectives: Learners determine the objectives according to the final behavior they want to achieve. The learning objectives vary according to each learner’s needs and motivation. As the learning continues, the objectives may alter, resulting from either changes in the external situation, such as changes in professional, social and materials needs, or changes in the internal learning situation; for example, changes in proficiency level and learners’ preferences.

2.2.2 Defining the contents: There are two fundamental features of learners defining contents. The first is that learners define learning contents by choosing the ideas they wish to understand and express those ideas to others, and the latter is that learners observe and analyze the information sources, discover and create their own contents.

2.2.3 Selecting methods and techniques to be used: Learners plan how they will learn according to methods and techniques they know since they have used them, those that they have learnt from other learners or teaching materials, and those that they have created by themselves.

2.2.4 Monitoring the procedure: Learners make a decision relating to spatial and time-related factors; for instance, at what time they will learn, how long each session lasts, etc.

2.2.5 Evaluating the acquisition: Learners can evaluate what they have learnt externally by reference to criteria pertinent to all learners such as exams, or internally.
by comparing their current attainment with their learning objectives to see how well they manage the learning.

As reported by Little (1995), learner autonomy has a close connection with teacher autonomy in the sense that the former can be facilitated by the latter. To put it another way, learner autonomy can be supported by the teacher who is able and willing to assist the learner to take charge of his or her learning, regular analysis and reflection on the teaching methods. However, teaching cannot be done successfully without the cooperation from the student.

Apparently, autonomous learning is defined differently by a number of scholars. Overall, autonomous learning refers to learners’ responsibility for their own learning. Strategies that support learner autonomy may include determining the objectives, justifying the contents, selecting methods to be used, and evaluating the learning process.

2.3 Related studies
Autonomy plays a crucial role in English language learning and teaching. As remarked by Kaur (2013), enhancing learner autonomy is considered one of the most necessary goals because the ultimate goal of English language education is to establish learners to learn autonomously. Kaur further indicates that autonomous learning is necessary for learning vocabulary as learners are encouraged to develop both receptive and productive English language skills, ultimately resulting in more proficiency in the language. In addition, language proficiency helps enhance learners to respond to globalization more effectively. In this section, related studies are discussed in terms of English language learning autonomy in general as well as in terms of using social media-based learning tools to enhance learners’ English language learning autonomy.

2.3.1 Related studies into English language learning autonomy
The concept of autonomy is popular among scholars in the field of English language learning and teaching. Previous studies reveal that autonomy is crucial in enhancing
learners’ English language learning, which results in the effective learning process. This section discusses related studies in both international and Thai contexts.

In the international context, Holden and Usuki (1999) for example, investigated why Japanese students were less autonomous than those from other learning backgrounds. As indicated by Holden and Usuki, Japanese students are likely passive, quiet, and obedient. In Japan, English language teaching is based on a teacher-centered approach. That is, memorization approaches are still applied to EFL classes. These two factors tend to lead Japanese learners to become less autonomous and to use few learning strategies for their own learning. To discover possible solutions for the problems stated earlier, Holden and Usuki asked six groups of Japanese college students to individually respond to 13 questions which demonstrated valid indicators of the degree of learner autonomy. It was found that the educational system produced a learning environment that limited learner autonomy. This finding clearly supports what Holden and Usuki had proposed earlier: that the Japanese learners were innately passive.

Chan (2003) also carried out a large-scale study on English language learning autonomy contexts. The participants were EFL teachers at the Hong Kong Polytechnic University in Hong Kong. The research concentrated on the teachers’ opinions of their roles and responsibilities, evaluation of their students’ decision-making skills and the activities based on autonomous learning for the students. The results showed that the teachers realized that they were more responsible for the teaching methods aimed at language learning. Also, the teachers perceived themselves as motivating the students to take responsibility for evaluating their own learning. Nevertheless, the teachers perceived themselves to be less responsible for engaging the students in activities and improvements outside of class time.

In a study regarding autonomous learning, Ming (2009) investigated autonomy of Malaysian learners in public and private universities. In Ming’s study, personal autonomy was investigated using a quantitative approach in the form of questionnaires. As revealed, students from both public and private universities preferred a more
student-centered approach. Interestingly, the students from the private university seemed to be more accustomed to autonomous learning.

Furthermore, Inozu, Sahinkarakas, and Yumru (2010) took into account the nature of first-year teacher students’ EFL learning experience outside of class time and its effect on learning gains in relation to language learning and personal development. The results showed that most participants thought that learning tasks outside the classroom and various learning materials and activities could enhance their English skills. The results also revealed that EFL learning tasks given outside the classroom can be valued as extra-curricular activities provided by instructors. The authors concluded that the teachers had played a supportive role in promoting students’ EFL learning outside of class time which boosted them to become more learner autonomous. It was also suggested that learners could be successful in learning English if they were guided what to do and how to do it outside the classroom. To put it differently, students should be provided with training focusing on strategies essential for learning EFL beyond the classroom context.

Guo (2011) further indicated that EFL students may lack access to an authentic learning environment. That is, they may be immersed in their first language context with little exposure to English beyond the classroom. Accordingly, Guo investigated whether a discussion-based class would help facilitate students’ English language learning. The data were collected by encouraging the students to observe and take notes on written English. Then they were asked to discuss and analyze the accuracy and appropriateness of English they had learned. The findings revealed that the discussion-based classroom activity helped raise the students’ awareness of English outside the classroom context and increase their level of autonomous learning.

Additionally, Borg and Al-Busaidi (2012) examined what learner autonomy means to EFL teachers. In the study, questionnaires and interviews were distributed to 61 EFL teachers at a large university in Oman. Thus, the teachers were required to report on their beliefs and teaching practices about autonomous learning. As shown, although the concept of learner autonomy was basically referred to as learners’ strategies for
independent learning, the teachers perceived it in various ways. As revealed by the teachers, factors such as demotivation and inexperience of autonomous learning were pertinent to the promotion of learner autonomy. The findings also revealed that an inflexible curriculum leads to a negative effect on promoting learner autonomy. To help ameliorate such a phenomenon, Borg and Al-Busaidi (2012) suggested conducting professional development workshops on autonomous learning which aimed to support institutional development regarding various points in EFL learning and teaching.

Similarly, Doyle and Parrish (2012) determined what students thought were effective and less effective methods for learning English in the form of narratives. The key findings demonstrated that the students considered electronic resources and self-access learning centers positively as effective alternatives to learn English outside of class time. The researchers advocate that understanding learners’ perceptions is an effective method to raise their awareness of choices for their own learning which ultimately promotes their learner autonomy.

In line with the same research, Jaafar and Thang (2013) studied the relationship between autonomy and attributions in the context of Malaysia. In this investigation, a questionnaire was distributed to 169 students in a Malaysian public university. The results showed that the learners tended be both teacher-centered and self-critical. However, differences in proficiency levels produced some minor influence on autonomy and attributions, and the relationship between them.

Al Asmari (2013) examined teachers’ perspectives on English language learning autonomy at the university level in Saudi Arabia. A survey questionnaire with three sections based on the principles of learner autonomy was administered to male and female teachers. In the questionnaire, the teachers were asked to report on the current situation of autonomous learning and their understanding of the ideas from learners’ opinions. The present situation as proposed by Al Asmari was a challenging situation requiring learners to participate in a student-centered environment. This type of environment would be successful if learners are willing to be responsible for their own learning. The teachers were able to help learners achieve the learning goal by sharing
the objectives of a course, learning contents, and teaching methods at the beginning of each academic year. The findings revealed that the teachers were willing to use a more autonomous learning approach in the classroom. That is, the teachers expected the learners to work independently and be responsible for their own learning. However, it was reported that the teachers did not receive sufficient training in learner autonomy, an integral aspect of promoting learners’ autonomous learning.

Within the EFL context of Thailand, studies of autonomous learning have been conducted by many researchers. For example, Rukthong (2008) investigated Thai learners’ beliefs about EFL learning and what learning strategies they used. The ultimate goal of this study was to offer an understanding of the participants’ readiness for autonomy in learning in EFL contexts. Research tools included two sets of questionnaires, a self-report, and interviews. The participants were 174 English majors from a university in Thailand between the academic years 2006 and 2007. As revealed, the participants had positive beliefs about autonomous learning. However, it was likely that they were not ready for autonomous learning. It was discovered that the participants depended on a teacher-centered approach where the teacher took control over their own learning. The participants further indicated that their level of English proficiency was not excellent and they had limited knowledge of their particular subject. For this reason, the participants were unlikely to be responsible for their own learning outside the classroom although they were willing to take control of their own learning. In addition, it was likely that the participants did not learn strategies to manage and progress their learning as well as assess their own learning. As suggested by the researcher, workshops on autonomous language learning should be provided for EFL teachers who have a crucial role in creating a learning environment, indicating objectives, choosing strategies and learning materials, and observing and evaluating learners’ learning process.

In addition, Channuan and Wasanasomsithi (2012) investigated effects of the integration of extensive reading instruction and learner autonomy training among Thai EFL students. To be more specific, the study aimed to explore Thai students’ autonomous learning strategies and their extensive reading performance. The
participants were 37 undergraduates who signed up for the subject of ‘Reading Academic English’. Divided into high and low proficiency groups according to the scores of a general English reading pre-test, the participants were required to do learner autonomy training questionnaires after the 10-week-reading-training session. The findings obtained from the post-test showed that the students’ English reading ability significantly improved. The findings gathered from the questionnaires also showed that the students mostly used cognitive and metacognitive strategies in extensive reading. The extensive reading training program also increased the students’ satisfaction regarding both reading and autonomous learning. The researchers concluded that using extensive reading helped promote EFL learners’ reading ability and their learner autonomy which in turn enabled them to become more autonomous learners.

Another study in the Thai EFL setting was done by Thumawongsa and Getkham (2015) who determined whether the computer assisted pronunciation learning (CAPL) program had a positive effect on Thai university students’ pronunciation performance and autonomous learning skills. The participants were 49 university students enrolled in English phonetics programs. They were divided randomly into two groups: an experimental group and a control group. During the 17-week period, the students in the experimental group studied pronunciation via the integration of traditional instruction and the CAPL program. At the same time, the students in the controlled group studied pronunciation through traditional instruction only. An independent sample t-test was performed to signify significant differences in terms of pronunciation learning gains between the two groups of participants. In addition, a pair sample t-test was conducted to reveal significant differences in the attitudes of students regarding CAPL program and autonomous learning skills. Semi-structured interviews and student weekly journals were also used to achieve the research objectives. The findings revealed that the students in the experimental group gained higher scores on the pronunciation test than those in the control group. Also, the students in the experimental group had positive attitudes toward the CAPL program. They attained higher autonomous skills than those in the traditional classroom. It was also revealed that gender was a factor potentially affecting the students’ attitudes toward the CAPL program. It is clear that
learning pronunciation by means of traditional instruction and CAPL program can promote EFL students’ pronunciation ability and their EFL autonomous learning skills.

Moreover, Meesong and Jaroongkhongdach (2016) explored language learning activities that students do inside and outside of class time as well as in a self-access learning center. They also aimed to compare the behavior of students categorized into high and low English proficiency groups. The sources of data were from 76 students (N = 38 for each participant group) taking a fundamental English course at a Thai university. In this study, the research instruments included a questionnaire and semi-structured interviews. The results showed that the advanced students and basic students had some differences in doing activities inside and outside of class time. To be more precise, the students with high proficiency actively participated in more autonomous learning activities than those with low proficiency did. The autonomous activities included watching movies in English or chatting with foreign friends. It was also revealed that these activities affected the students’ motivation to learn English. That is, the advanced students had higher willingness to do activities where active participation was involved. This clearly indicated that the high proficiency learners engaged in more autonomous EFL learning where they sought learning opportunities and employed technology to learn EFL.

Tayjasanant and Sararatdecha (2016) investigated beliefs of Thai learners and teachers about autonomous learning. The major aim of this study was to determine whether both Thai EFL learners and teachers were ready for autonomous learning. In this study, a qualitative approach using interviews was the focus. The respondents in this study included 76 EFL teachers and 116 students. From 41 schools in Bangkok, the students were classified into advanced and basic groups. Overall, the results showed that both students and teachers had positive perceptions about autonomous learning. In addition, the results demonstrated that the teachers helped facilitate communicative language learning while the students expressed a desire to gain mental support. It was also revealed that teachers from large schools expected higher academic outcomes than those from smaller schools did. The less competent students were found to struggle for psychological and academic support more than their higher proficiency equivalents.
Factors such as the examination system, the students’ dependence on their instructors, and their family’s understanding likely impeded both the teachers and learners in accomplishing a higher level of autonomous learning.

Swatevacharkul (2017) investigated self-directed learning (SDL) for EFL reading comprehension ability among Thai learners outside of the classroom for seven weeks. The goals of this research were to study effects of SDL on reading comprehension and how SDL developed English reading comprehension among 33 MBA students in a Thai university. As a mixed method research design, this study aimed for both quantitative and qualitative data. Quantitative data were collected from the reading part of TOEIC, while the qualitative data were from a sheet summarizing and evaluating the students’ learning and from the teacher’s reflection. As analyzed by a dependent samples t-test, the findings showed that the students’ reading comprehension scores after the implementation of the SDL project were significantly higher than their pre-test scores. In other words, the SDL project helped improved the participants’ reading comprehension ability. The findings further indicated that the SDL improved the students’ reading ability in relation to increasing the awareness of reading strategy, developing learning responsibility and effort, offering freedom to learn, and increasing self-confidence to read.

In summary, previous studies in both international and Thai contexts show that autonomous learning plays a significant role in promoting the learning of English among learners. Learners’ autonomy should be promoted in order to improve their English language learning.

### 2.3.2 Related studies on effects of social media on learners’ autonomous learning

In this section, relevant studies on the effects of using social media on learners’ autonomous English language learning are discussed, looking at both international and Thai contexts. In English language education, autonomy is considered a fascinating issue among researchers. That is, there have been a number of studies investigating effects of using social media in English classes to promote learners’ autonomy.
Internationally, Kormos and Csizer (2014) for example, determined the impact of motivational factors and self-regulatory strategies on learners’ autonomous learning behavior. A questionnaire was developed and administered to secondary school students, undergraduate students, and adult EFL learners. The findings showed that positive future self-guides, strong instrumental goals, and international posture produced a crucial impact on the participants’ use of autonomy. It was also found that effective management of boredom and time and proactivity in looking for learning chances were essential in promoting learner autonomy in a traditional learning context. In a social media-based learning context, adequate control and time management were the important factors. From the findings, the researchers concluded that the affordance of social media-based learning platforms is important in promoting learner autonomy.

In addition, Lai, Yeung, and Hu (2015) determined students’ and teachers’ perceptions of teacher roles in enhancing autonomous language learning with social media outside the classroom. An interview was mainly conducted among 15 learners and 10 teachers at a Hong Kong university. The results showed that there were mismatches between students’ and teachers’ perceptions about certain roles teachers could play. However, the students expected their teachers to play a more supportive role in facilitating their autonomous learning with social media. It was also revealed that the teachers expected to play a minimal role because of their misjudgment of the students’ abilities and worries about their limited capabilities to support the learners’ autonomy. The results raised the significance of teachers’ awareness of the specific roles their students expected them to play and the importance of providing teachers with useful insights to support students in using social media resources to learn English outside the classroom.

In line with the same research, Azari (2017) examined effects of weblog-based use in a process writing class on students’ writing learning gains and on their degree of autonomous learning. In the study, the participants included 43 EFL learners pursuing a BA in English Language Teaching. They were divided into two groups: control group (N =19) and experimental group (N = 24). In the control group, the students were exposed to in-class writing instruction, whereas the experimental students were taught by traditional class-based instruction with weblogs. The findings demonstrated that
using weblogs along with traditional class-based teaching helped the students in gaining better writing learning scores than using in-class writing instruction. It was also found that use of weblogs helped enhance the experimental students’ level of autonomy. Clearly, using weblogs in a process-based writing course produced a positive effect on the students’ sense of learner autonomy. Azari further explained that weblogs helped the students to take responsibility for their own learning and thus encouraged them to become full autonomous learners.

Similarly, Chen Hsieh et al. (2017) examined whether an online instructional approach known as flipped learning enhanced the learning of a wide variety of idioms among EFL learners. The participants included 48 English majors in two compulsory English oral training classes where extensive online written and oral communication were implemented. All the participants were exposed to learning idioms by flipped learning and traditional learning using the LINE application app. Multiple sources of data collocation came from pre- and post-tests on English idioms, questionnaires, the teachers’ in-class observations, and semi-structured interviews. The findings showed that the flipped learning model using online written and oral communication not only advanced the participants’ motivation, which boosted them to become more active in using idioms, but also significantly enhanced their knowledge of idioms. Chen Hsieh et al. propose that the online learning platform LINE along with the flipped learning was successful in promoting learner autonomy when learning idioms.

Sun et al. (2017) integrated a mobile social networking site into first grade English classes in China. The study aimed to determine effects of using mobile social networking sites on Chinese EFL learners’ speaking skills. Two classes divided into a control group and an experimental group were recruited. Although both classes’ oral skills improved significantly between pre- and post-tests, the learning gains in the experimental group were significantly higher. Sun et al. concluded that mobile learning can serve as a successful tool that enables learners to speak English in a low-stress situation. The findings further suggest that mobile learning platforms help enhance learners’ autonomous English language learning.
Ansarimoghaddam (2017) used social media, i.e., the wiki learning platform, to promote ESL tertiary students’ argumentative writing skills and their autonomous English language learning. Two groups of participants, experimental and control, took part in the study. The experimental group was taught by learner-learner interaction on wiki, whereas the control one was taught by means of fact-to-face collaborative learning in the classroom. Data came from the students’ writing processes on the wiki learning platform and audio-recordings in the face-to-face interaction section. In addition, a semi-structured interview was conducted. As demonstrated, the students from both groups understood weaknesses and strengths in collaborative learning contexts. They also showed mutual understanding of learning from each other through sharing and developing different points of view in the classroom. The findings further showed that wiki was a more effective means than the face-to-face interaction context in learning writing. This research suggests that learning contexts geared toward the integration of social media and collaborative activities help promote learners’ autonomous English language learning.

Another relevant study was conducted by Teng (2017). This study focused on the effect of using flipped instruction to improve Chinese students’ academic outcomes. In this study, flipped instruction focused on learners’ learning process inside and outside of class time. Outside the classroom, students were encouraged to become autonomous. In class, they were encouraged to actively participate in various collaborative activities. The participants came from three groups: flipped, semi-structured flipped, and traditional. A WebQuest program was mainly employed as an active learning and social media-based strategy in the flipped group. The findings showed that the students from the flipped teaching style produced the highest learning outcomes, followed by the semi-structured flipped students. Findings from questionnaires and interviews further showed that the students were more satisfied with the structured flip teaching than the semi-structured flip one. This study advocates that using social media in teaching English helps promote learners’ autonomous learning.

In short, delving among a number of researchers into learners’ autonomous English language learning is fascinating. Previous related studies show that using social media
is a promising, effective means of promoting autonomy among English language learners.

Despite effectiveness, studies geared specifically toward effects of social media on learners’ autonomous English language learning have received little attention among Thai researchers. Most relevant studies (e.g., Tayjasanant & Sararatdecha, 2016; Swatevacharkul, 2017) tend to focus primarily on how to promote learners’ autonomy in general. However, several studies have highlighted the effects of using social media in English classes on learners’ autonomy. For example, Suranakkharin (2017) investigated whether effects of flipped learning classrooms significantly affected Thai learners’ collocation knowledge and their autonomy. The participants were put into two groups: experimental (N = 35) and control (N = 35). Lecturer videos created by the researcher were posted on a private Facebook group. In the experimental group, the students were encouraged to watch videos regarding English collocations under investigation over a period of four weeks. In the control group, the students learned collocations by means of lectures given by the researcher in class. The data were collected from pre- and post-tests as well as oral interviews. The results showed that learning collocations through Facebook helped promote learners’ knowledge of collocations and their autonomy. It is apparent that using social media, particularly Facebook, helps enhance learners’ English language learning and their autonomy.

Tantarangsee, Kosarussawadee, and Sukwises (2017) investigated whether Thai students’ English learning activities based on social media produced a positive impact on their autonomy. In this study, social media were learning platforms such as websites, online dictionaries, and blogs available on the Internet. The participants were 73 third year English majors from a Thai university. A questionnaire was developed to gather data from the participants. Specially, the questionnaire aimed to measure how long the participants spent doing social media-based activities, such as watching cartoons through websites, using online dictionaries, and doing reading from blogs and forums. The findings showed that most students spent approximately 6-8 hours daily on social media in order to study English. The study also suggests that social media help promote learners’ autonomous English language learning. That is, learning activities based on
learners’ interest anytime and anywhere help enhance their English skills and autonomy.

In conclusion, research into effects of social media on learners’ autonomous English language learning is popular among international scholars. In the Thai context, the few studies (Suranakkharin, 2017; Tantarangsee, Kosarussawadee, and Sukwises, 2017) mainly focus on using social media as a learning platform to promote learners’ autonomous English language learning. Overall, these relevant studies conducted inside and outside of Thailand show that social media tend to play a crucial role in promoting learners’ autonomous English language learning.
CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes the procedures and methods to be used to explore EFL students’ and teachers’ perception in the teacher’s roles in promoting students’ English language learning autonomy with the use of social media. The descriptions include research design, setting of the study, participants, data collection procedures, and data analysis. Ethical issues are also taken into consideration.

3.1 Research design
Since the internet and social media lead to the easier expansion of information, the emergence of new knowledge and innovation seems borderless, driving us into the lifelong learning era of education. According to the Basic Education Core Curriculum (2008), lifelong learning has been determined as the ultimate goal of learning in Thailand, and in order to achieve that goal, learners should know how to manage their own learning along with assistance from teachers. With the pros of applying social media in language teaching overcoming the cons and an era where learning can occur anywhere other than the classrooms, many researchers are interested in the application of social media to English language learning in EFL contexts. However, amongst several research studies on the use of social media in English language learning autonomy, those on some aspects are still lacking. While most previous studies focused on exploring attitudes and evaluating the success of teacher training programs or the application of social media in English learning and teaching, little has been investigated about EFL students’ and teachers’ perceptions of teachers’ roles, especially in secondary school level (Lai, Yeung, & Hu, 2015; Tayjasanant & Suraratdecha, 2016).

This study concentrated on exploring M. 6 students’ and English teachers’ perceptions towards the current and expected roles that teachers played to encourage students’ use of social media to support their English language learning autonomy, which can occur inside or outside the classroom, as well as teachers’ concerns about social media use in students’ autonomous learning. All participants were from a secondary school in the
northeastern region of Thailand. The researcher employed a mixed-method approach of both quantitative and qualitative data collection and analysis in order to accomplish a fuller understanding of participants’ perceptions towards the topic, and to validate the data by combining the results obtained from the different methods (Sandelowski, 2003 as cited in Dörnyei, 2007).

In terms of quantitative data, a form of questionnaire is one of the most common methods used to collect information about attitudes and opinions from a large group of participants (Mackey & Gass, 2005). In this study, the researcher designed a set of questionnaires for the student participants, focusing on what students perceived about teachers’ current use and promotion of social media in class, and what they expected from their teachers in encouraging English learning with social media. Later, more in-depth information on the same aspect was qualitatively collected through semi-structured interviews. For teacher participants, data were assembled via in-depth interviews to elicit what teachers perceived about their current use of social media in EFL class, expectations about the use of social media in EFL class, and their concerns towards students’ autonomous EFL learning with social media.

3.2 Setting of the study
This study took place at a secondary school in the northeastern region of Thailand. Each year, the school serves more than 5,000 students, studying in lower-secondary level (Mattayomsuksa 1-3), and upper-secondary level (Mattayomsuksa 4-6) with various kinds of programs to foster their expertise. At the time of the study, there were 2,298 students with 16 classrooms for the lower-secondary level, including the Enrichment Science Classroom (ESC), English Program (EP), and regular classrooms. The upper-secondary level consisted of 21 classrooms, including the Enrichment Program of Science, Mathematics, Technology and Environment (SMTE), Mathematics and Science program, Mathematics and English program, English and Chinese program, and English and Japanese program for 2,815 students. There were 39 teachers in foreign language departments teaching Chinese, English, Japanese, and Vietnamese. Amongst the 29 English teachers, only six of them were responsible for teaching M. 6 students.
Due to its vision which complies with Thailand’s 2008 Basic Education Core Curriculum, this school does not only aim for students’ academic success, but also encourages them to learn about different cultures and societies. Students learn 55 minutes per class, and 7 classes a day, except M.6 students who take only 6 classes. Since the school regulations do not allow students to leave school until the seventh class finishes, M.6 students have to stay at school despite having fewer learning hours. Therefore, it is possible that they have more free time to learn and review lessons on their own.

There are nine buildings and each of them provides learning spaces and essential equipment for a particular subject; for instance, computer rooms at the IT building. In case of the foreign language building, all classrooms are equipped with various kinds of IT equipment: visualizer, LCD projector, microphone, a PC computer with internet access, and free wi-fi. At the back and corners of the classrooms, teachers and students prepare bulletin boards and stand boards presenting cultural knowledge about ASEAN countries. Moreover, there are many school events on special occasions where students can learn both academic and different cultural knowledge through various enjoyable activities.

3.3 Participants
This study consisted of two groups of participants: student participants and teacher participants. The researcher decided to focus on M.6 level owing to her experience as a former student of this school where most M.6 students usually looked for extra knowledge outside the class to prepare themselves for further education, leading the school to have been on the list of Top 100 Thailand school rankings for more than 10 consecutive years since 2005. Furthermore, English teachers had annually attended seminars and workshops held by the English Language Institute, Office of the Basic Education Commission (OBEC), to acquire up-to-date educational technology information and innovations for their English teaching.

All six M.6 English teachers were invited to attend the study but only three of them were willing to be informants. Therefore, these three teachers, who were 50% of the
whole crew, were the representatives of English teachers teaching M.6 students in this school. The number of potential student participants out of 938 M.6 students, who were taking the English subject as their foreign language at the time of the study, was determined by using Slovin’s formula with 95% confidence level, presented as follows.

\[ n = \frac{N}{1 + N(e)^2} \]

Where

- \( n \) = sample size required
- \( N \) = number of M.6 students
- \( e \) = allowable error (%)  

Substitute numbers in formula:

\[ n = \frac{938}{1 + 938(0.05)^2} \]

\[ n = 280 \text{ (rounded)} \]

After substituting the numbers into the formula, the calculation indicated that at least 280 students should take part in completing the questionnaires. Participating in this survey questionnaire were 55 students from the Enrichment Program of Science, Mathematics, Technology and Environment, 125 students from the Mathematics and Science program, and 104 students from the Mathematics and English program, adding up to 284 student participants. All of them were randomly recruited through an announcement of their English teachers close to the end of 2017 academic year. Then, fifteen students were invited to participate in the individual semi-structured interview sessions on a voluntary basis.

### 3.4 Ethical considerations

All participants were required to complete a consent form to allow the researcher to include their data in the study. Moreover, guardians’ written permissions were obtained.
from student participants who voluntarily attended the interviews. Before the sessions, the researcher informed all participants of the objectives of the study, the procedures of data collection, and their rights to leave the process whenever they felt uncomfortable. All of them acknowledged that their information would be kept confidential, only used for academic purposes, and disposed of after the research fulfillment.

3.5 Research instruments
This study used mixed-method research design: quantitative data were collected through questionnaires while qualitative data were collected via semi-structured interviews.

3.5.1 Questionnaires
In this study, questionnaires were employed as the research instrument for collecting quantitative data from the student participants, as appears in Appendix A. There were two sections: participants’ general information, and perceptions of the teacher’s roles in enhancing English language learning autonomy with social media. Students’ perceptions were explored in terms of what students perceived about teachers’ real use of social media in EFL class, and what they expected from teachers in promoting English language learning autonomy with social media. The researcher designed all items in terms of Holec’s (1981) definition of learner autonomy which involves the learners’ capability to be responsible for their own learning, including determining learning goals, selecting learning contents, choosing learning methods and techniques, monitoring procedures, and evaluating what they had acquired. Various question types suitable for different aspects were generated, such as multiple choices, filling in the blanks, and use of a five-point Likert scale. Since English was not the participants’ native language, the questionnaires were translated into Thai to avoid their misunderstanding and encourage appropriate responses.

In section 1, student participants had to inform about their general information such as gender and social media which they used. They also needed to indicate their studying program and the average time spent on using social media for English language learning by themselves. In section 2, there were 20 items where participants were asked to rate
their agreement with each statement based on a five-point Likert scale, with responses ranging from 1 (strongly disagree) to 5 (strongly agree) according to their perceptions. The five-point Likert scale was classified and described as follows:

1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly agree

Statement numbers 1-10 dealt with what participants perceived about teachers’ current use of social media in EFL class while statement numbers 11-20 focused on what they expected from teachers in promoting autonomous learning with social media.

3.5.2 Interviews
In this research, the semi-structured interviews were used with student participants for more in-depth information beyond that obtained from the questionnaires, as well as for teacher participant data from those teachers who took part in the in-depth interviews. There were two sets of question guides: one for student participants, and the other for teacher participants, as described in Appendix B. In order to answer the research questions, each interview guide aimed to elicit both students’ and teachers’ use of social media for English language learning autonomy, and their perceptions towards the teachers’ roles that influenced or supported students’ autonomous English learning with social media. With reference to the definition of learner autonomy presented by Holec (1981), the researcher designed the interview guides to be aligned with the items in the questionnaires in order to draw out more information of the same aspects. The interviews were carried out using Thai so that the actual data from the current participants could be accurately obtained, which assisted in answering the research questions more explicitly.

3.6 Data collection
The data of this study were collected from student and teacher participants in a secondary school in the Northeastern region of Thailand. All 284 students were asked to complete the questionnaires. Later, fifteen of them and three teachers were asked to
attend the interviews. Each and every question was asked in Thai since all of the participants were Thai.

3.6.1 Pilot Study
The researcher developed all the questions in the questionnaires and interview guides around Holec (1981)’s definition of learner autonomy to find out the participants’ perceptions on the teacher’s roles in promoting English language learning autonomy with social media. For content validity and reliability, the researcher had her supervisor examine all items of the research instruments. Before distribution to the current participants, the questionnaires and interview guides were further piloted with 36 M.6 EFL students and a teacher who taught English in M.6 level. All of them were excluded from participation in the main study. The pilot study was conducted to ensure that the questionnaires and interview guides were reliable and did not cause any confusion for participants. For doing this, Cronbach’s Alpha was adopted to measure the reliability of the questions presented in the questionnaires. Cronbach’s Alpha is aimed to estimate reliability of questions in a questionnaire or survey (Laerd Statistics, 2013). In other words, the main goal of conducting a pilot study is to ensure the consistency of measures. An acceptable level showing that the questionnaire and the interview are reliable must be higher than Cronbach’s Alpha 0.7 (Statistics How To, 2017). Analyzed by SPSS Statistics, the alpha value of the questionnaires was 0.89. Furthermore, the pilot study was conducted to detect any potential errors which might be found prior to the actual research. Questions with any confusion were adjusted accordingly.

3.6.2 Main study
Firstly, the researcher accompanied English teachers to their classes and distributed the questionnaires to the M.6 participants nearly at the end of the session. The researcher also explained the research objectives and direction in detail, along with students reading those themselves. After ten minutes, the researcher started collecting filled-in questionnaires from student participants, looked briefly for any missing answers and asked them to fill out if there were any. The researcher further asked for volunteers to take part in interview sessions. The written consent forms were given to the students who were willing to be the interview participants, and they had to return the form with
their guardians’ signed permission the day after. The researcher repeated the distribution procedures until the required number of participants was reached. The questionnaires for teachers were given in the morning along with the consent forms and returned after school on the same day.

Secondly, the individual semi-structured interviews with each student participant took place in an empty classroom at lunch break and after school. The researcher started with greeting and familiarizing herself with the interviewees while addressing herself as an alumna to reduce the tension and shyness. Then, participants were asked to report their English proficiency level before the session began. The interviews with students elicited their use of social media for English learning out of the classroom context, how teachers influenced them, and the support they expected from their English teachers to enhance their use of social media for self-directed English learning. While the interviews with students were held in an empty classroom to lessen participants’ stress, the interviews with English teachers took place at an ASEAN center which was also a staff room, when each teacher participant did not have classes. During the interviews, clarification questions were asked from time to time to confirm interviewees’ intention regarding some ambiguous responses, and follow-up questions might be asked to draw out further information.

As described previously in the methodology section, all items in the questionnaires and semi-structured interview sessions were carried out in Thai to help participants, whose native language was not English, to understand more clearly and give more accurate information. Each student interview lasted approximately 15 minutes while those with each teacher lasted around 30 minutes.

### 3.7 Data analysis

Collected through the questionnaires and interviews, the data were later systematically analyzed as shown in the following steps:
3.7.1 The data obtained from the questionnaire were transformed into descriptive statistics including means and standard deviation (S.D.). The findings were analyzed based on the five-point Likert scale ranging from 1 as ‘strongly disagree’ to 2 as ‘disagree,’ 3 as ‘neutral,’ 4 as ‘agree,’ and 5 as ‘strongly agree.’ The following scale was employed to interpret the data and measure their agreement or disagreement with each questionnaire item.

Table 3.1

*Scales for Interpreting Quantitative Data from Questionnaires*

<table>
<thead>
<tr>
<th>Average Score Ranges</th>
<th>Levels of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.51 - 5.00</td>
<td>Highest</td>
</tr>
<tr>
<td>3.51 - 4.50</td>
<td>High</td>
</tr>
<tr>
<td>2.51 - 3.50</td>
<td>Moderate</td>
</tr>
<tr>
<td>1.51 - 2.50</td>
<td>Low</td>
</tr>
<tr>
<td>1.00 - 1.50</td>
<td>Lowest</td>
</tr>
</tbody>
</table>

Table 3.1 illustrated how the data from the questionnaires were interpreted in this study. The average scores were ranged to reflect participants’ perceptions of the teacher’s roles through levels of agreement with each questionnaire item. The scores in the 1.00-1.50 and 1.51-2.50 range showed low and lowest levels of agreement, which meant that they were less aware of teachers’ use of social media in that particular item. The scores between 2.51-3.50 reflected moderate agreement, meaning that participants felt neutral or not sure of the statement, while 3.51-4.50 and 4.51-5.00 score ranges indicated high and highest agreement, showing that the participants were highly aware of teachers’ use of social media in that learning aspect (Boonchom Srisa-ard, 2010).
3.7.2 The data obtained from the interviews were firstly transcribed by the researcher and later analyzed by using content analysis. The data were coded and categorized into themes by grouping similar answers and those that were frequently mentioned. Also noted down were interesting data. Then, the researcher compared and contrasted the analytic categories generated from students’ interview data and teachers’ interview data to identify the main areas of consistency and discrepancy in their perceptions.

Regarding the process previously described in this chapter, the summary of data collection and analysis was constructed into table 3.2 as follows.

Table 3.2
*Summary of Data Collection and Data Analysis Used in this Study*

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Sources of Data</th>
<th>Analysis Methods</th>
</tr>
</thead>
</table>
| 1. What do students perceive about the teacher’s real use of social media in EFL class? | - Questionnaires for 284 M.6 students (item no. 1-10)  
- Individual semi-structured interviews with 15 M.6 students | - Mean, S.D.  
- Transcription, Content Analysis |
| 2. What do students expect from the teacher in promoting English language learning autonomy with social media? | - Questionnaires for 284 M.6 students (item no. 11-20)  
- Individual semi-structured interviews with 15 M.6 students | - Mean, S.D.  
- Transcription, Content Analysis |
<p>| 3. What do teachers perceive about their real use of social media in EFL class? | Individual semi-structured interviews with 3 English teachers | Transcription, Content Analysis |</p>
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Sources of Data</th>
<th>Analysis Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. What do teachers expect about the use of social media in EFL class?</td>
<td>Individual semi-structured interviews with 3 English teachers</td>
<td>Transcription, Content Analysis</td>
</tr>
<tr>
<td>5. What are teachers’ concerns about students’ autonomous EFL learning with social media?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 4
RESULTS AND DISCUSSION

4.1 Introduction
This chapter presents the findings and discussions of the data, which were collected and analyzed according to the process detailed in chapter 3, to answer the following research questions:

1. What do students perceive about the teacher’s real use of social media in EFL class?
2. What do students expect from the teacher in promoting autonomous EFL learning with social media?
3. What do teachers perceive about their real use of social media in EFL class?
4. What do teachers expect about the use of social media in EFL class?
5. What are teachers’ concerns about students’ autonomous EFL learning with social media?

For the conclusions of the investigation into the above research questions, the data were collected and analyzed quantitatively and qualitatively through the following techniques.

4.1.1 Quantitative data
Quantitative data were collected from student participants through five-point Likert scale questionnaires which were designed according to Holec (1981)’s definition of autonomous learning to find out participants’ perceptions towards the roles of teachers in encouraging the use of social media for students’ autonomous EFL learning. The questionnaires consisted of two sections to draw out information from participants: general information and daily use of social media, and perceptions towards teachers’ current and expected roles in promoting autonomous EFL learning with social media. Each item in the questionnaires was examined by the researcher’s supervisor, piloted and adjusted before giving out to the participants. The collected data in section 2 were
analyzed by using SPSS Statistics to figure out mean (\( \bar{x} \)) and standard deviation (S.D.) which are presented later while the results of the first section are shown below.

In section 1, general information, including participants’ gender, studying program, social media platforms they were using for learning English, and time spent on those social media platforms per day, were collected. Later, it was revealed that there were 138 male, 131 female, and 15 LGBT, adding up to 284 M.6 students having completed the questionnaires. Amongst these participants, 125 of them were studying in Mathematics and Science, 104 were from a Mathematics and English program, and the rest of the 55 were in the Enrichment Program of Science, Mathematics, Technology, and Environment (ESMTE) students.

Table 4.1:

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of Participants</th>
<th>Average Time (hours/day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>138</td>
<td>2.1</td>
</tr>
<tr>
<td>Female</td>
<td>131</td>
<td>2.5</td>
</tr>
<tr>
<td>LGBT</td>
<td>15</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>284</td>
<td>2.3</td>
</tr>
</tbody>
</table>

According to table 4.1, the average number of hours that students spent on social media platforms for their autonomous English language learning was classified by genders. On the average, students spent about 2.3 hours a day. Female students spent a bit above the average at 2.5 hours, followed by male and LGBT students at 2.1 and 1.7 hours respectively.
Regarding figure 4.1, it is noteworthy that Facebook and LINE were the most popular social media platforms used in students’ autonomous EFL learning, with significantly high percentages of 20 and 19 accordingly. Following those top two social media platforms were Instagram (18%), YouTube (17%), Twitter (15%), Skype (5%), and Pinterest (4%). Some participants (2%) also suggested other platforms such as Kakao Talk, Snapchat, WhatsApp, etc.

4.1.2 Qualitative data

After collecting quantitative data from the questionnaires, individual semi-structured interviews were conducted with volunteer teacher and student participants to get more information about their use of social media in EFL learning and teaching beyond the classroom context and find out whether teachers’ use of social media in EFL teaching influenced students’ autonomous EFL learning. The researcher had prepared different interview guides for each group of participants to elicit more in-depth information for the investigation into each research question. The questionnaires and interview guides for student participants were designed to answer the first and second research question,
“What do students perceive about the teacher’s real use of social media in EFL classes?” and “What do students expect from the teacher in promoting autonomous EFL learning with social media?” while those for teacher participants were to answer the rest of the research questions: “What do teachers perceive about their real use of social media in EFL classes?” “What do teachers expect about the use of social media in EFL classes?” and “What are teachers’ concerns about students’ autonomous EFL learning with social media?”

For student participants, semi-structured interviews were held with each participant individually in order to elicit deeper information, especially regarding whether there was any teacher involvement in students’ autonomous EFL learning outside the classroom. Fifteen students from the 284 questionnaire participants were randomly invited to join the interview sessions on a voluntary basis. The interviews were conducted in the students’ free time, such as lunch break and after class, in an empty classroom. Before the session, written consent forms with the signatures of interviewees’ guardians were collected and the researcher had a light conversation with them to familiarize and lessen the pressure. At the beginning, student participants were also asked to rate their English proficiency level. Moreover, there were negotiations of meanings and further questions for clarification during the interviews. Owing to students’ privacy requirements, all fifteen of them were identified as Student A to Student O respectively.

For teacher participants, semi-structured interviews were conducted with each participant individually to gain deeper information, especially regarding whether teachers had cultivated students’ autonomous EFL learning with social media. M.6 English teachers were invited and three of them were willing to take part in this study. The interviews were conducted in their free time in a foreign language department staff room. All written consent forms were collected before the sessions. Owing to participants’ privacy requirements, the teacher participants were identified as Teacher A, Teacher B, and Teacher C.
4.2 Findings of research question number one: “What do students perceive about the teacher’s real use of social media in EFL class?”

In order to provide the answers for this research question, the researcher employed the questionnaires and semi-structured interviews to collect the data from the student participants. Apart from section 1, which was described at the beginning of this chapter, there were 20 items in section 2 aiming to explore student participants’ perceptions of the teacher’s roles in supporting their autonomous EFL learning with social media.

4.2.1 Findings from the questionnaires

To answer this research question, the data were collected quantitatively through questionnaire items number 1-10 which focused on students’ perceptions of teachers’ real use of social media in their EFL class, and the findings are shown in the table below.

Table 4.2

Mean ($\bar{x}$) and Standard Deviation (S.D.) of Students’ Perceptions of Teachers’ Real Use of Social Media in EFL class

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>$\bar{x}$</th>
<th>S.D.</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teacher uses social media in English teaching.</td>
<td>3.14</td>
<td>1.12</td>
<td>Moderate</td>
</tr>
<tr>
<td>2. My English teacher recommends social media platforms for my out-of-class English learning.</td>
<td>3.40</td>
<td>1.13</td>
<td>Moderate</td>
</tr>
<tr>
<td>3. I use social media platforms recommended by the teacher to learn English outside the classroom.</td>
<td>3.35</td>
<td>1.13</td>
<td>Moderate</td>
</tr>
<tr>
<td>4. My English teacher gives me the assignments to work on social media platforms such as filming and uploading videos on YouTube.</td>
<td>2.65</td>
<td>1.22</td>
<td>Moderate</td>
</tr>
<tr>
<td>5. My English teacher allows me to use social media to set my learning goal.</td>
<td>3.17</td>
<td>1.09</td>
<td>Moderate</td>
</tr>
<tr>
<td>Questionnaire Items</td>
<td>( \bar{x} )</td>
<td>S.D.</td>
<td>Level</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>6. My English teacher lets me use social media to select the contents that I want to learn and know about.</td>
<td>3.58</td>
<td>1.17</td>
<td>High</td>
</tr>
<tr>
<td>7. My English teacher lets me choose learning methods and techniques by using social media.</td>
<td>3.28</td>
<td>1.18</td>
<td>Moderate</td>
</tr>
<tr>
<td>8. I can consult my English teacher through social media platforms.</td>
<td>3.43</td>
<td>1.20</td>
<td>Moderate</td>
</tr>
<tr>
<td>9. My English teacher lets me check my learning via social media.</td>
<td>2.91</td>
<td>1.16</td>
<td>Moderate</td>
</tr>
<tr>
<td>10. My English teacher uses social media platforms to assign tasks/publicize school news.</td>
<td>3.39</td>
<td>1.21</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.23</strong></td>
<td><strong>0.79</strong></td>
<td><strong>Moderate</strong></td>
</tr>
</tbody>
</table>

The results presented in table 4.2 revealed that students’ overall level of response towards their teachers’ current roles in promoting autonomous EFL learning with social media was moderate (\( \bar{x} = 3.23 \)). While the levels of other items were moderate, only that of questionnaire item number 6, “My English teacher lets me use social media to select the contents that I want to learn and know about,” was high (\( \bar{x} = 3.58 \)). It showed students’ awareness that their English teacher gave them opportunities to choose what they wanted to learn with the use of social media.

### 4.2.2 Findings from the interviews

Regarding the interviews, the researcher had student participants report their English proficiency level before the session. After transcription, responses were put into themes with reference to aspects of learning in learner autonomy: 1) determining learning objectives, 2) selecting contents, 3) choosing methods and techniques, 4) monitoring learning procedures, and 5) evaluating the acquisition. Later, it was noticeable that the degree of student’s ELL autonomy varied according to their English proficiency. Students with different proficiency levels expressed different experiences while those
of the same level were similar to each other. Therefore, the research grouped students according to their English subject cumulative grade with reference to the Basic Education Core Curriculum (2008): strong (3.00-4.00), moderate (2.00-2.99), and weak (less than 2.00). The results of each group are presented as follows.

4.2.2.1 Students with strong English proficiency level

The participants sorted to this group were Student E, G, H, I and M. Amongst all of the interview participants, they were the ones who realized teachers’ use of social media in class and engaged social media in their ELL autonomy the most.

(1) Determining learning objectives

Students reported no teachers’ use of social media in determining learning objectives whether it would be in or out of class. They further explained that teachers needed to follow the curriculum; therefore, there was no chance that teachers would let students set the learning objectives using social media as shown in Student G’s extract 1.

“In class, I think there is a subject curriculum that the teacher needs to follow. It’s like... the government sets the objectives and teachers are responsible for teaching us according to them. So I don’t think teachers can let us determine the learning objectives using social media.” (Student G, extract 1)

Moreover, students expressed their opinion that teachers hadn’t engaged social media in students’ ELL autonomy out of classrooms, although it was more possible. It was not that the teacher didn’t find it necessary to observe students’ learning outside the class; however, students said they had already defined the objectives owing to their preferences and needs as mentioned in Student H’s extract 1.

“Since I’m in M.6, I need to prepare myself for many exams I have to take. I study with the tutors for some subjects such as Chemistry, but for English, I think I can learn by myself as it’s about using the language and there are many online teaching platforms such as video clips on YouTube. Therefore, I started using social media in
ELL after school mainly to improve my listening and writing skills.” (Student H, extract 1)

(2) Selecting contents

Amongst five aspects of learning, selecting content is the one where students mostly perceived teachers’ use of social media. Aligned with the results of the questionnaire, all five of students in the high English proficiency group responded that teachers let them choose what they wanted to look into. For example, Student I informed the researcher that when the teacher gave assignments, she would set the main topic and let students choose stories under that topic to be examined using social media.

“Sometimes the teacher gives us the opportunity to use social media in class. Previously, we have learnt about a unit named ‘A Perfect Match’ which is related to perfect couples. Teachers let us briefly search on the internet for a famous couple that we thought they were perfect together and presented to our friends who they were and why we thought they were a lovely couple.” (Student I, extract 1)

On the other hand, students chose all of the content by themselves regarding the goals that they had set when it came to ELL autonomy outside the classroom. If there was teacher involvement, it would be the case that the teacher assigned homework for them to do after school, as Student I and M further explained in the following extracts.

“When I learn English beyond the classroom context, I choose what I want to learn on my own. I generally choose the videos that interest me on YouTube and watched it to practice my listening skill.” (Student M, extract 1)
(3) Choosing methods and techniques

Although, this group of students claimed that teachers used to suggest social media platforms so that they could use them as learning materials, it was such a brief suggestion that they didn’t feel like using those platforms, or they didn’t find them useful for their learning just as Student E and Student I mentioned.

“I didn’t remember my teacher suggest any Facebook pages or YouTube channels, but I did remember that she gave us online dictionaries websites.” (Student E, extract 1)

“My teacher used to suggest an application for vocabulary learning. I downloaded but later deleted it since I found it boring and useless.” (Student I, extract 3)

(4) Monitoring learning procedures

In class, teachers were the people who decided the duration of each use of social media platforms due to the limited teaching time; however, the students reflected no teachers’ influence on their ELL autonomy in terms of learning time and places out of class. The learning took place when the students wanted and it could be anywhere such as home, internet café, public transport, etc. How long they would learn each time was partly determined by the video clip duration.

“When the teacher tells us to look for something on the internet, it’ll be only a few minutes. But when I learn at home, I spend at least 40 minutes a day, or it depends on how long the duration of those video clips is.” (Student M, extract 2)

(5) Evaluating the acquisition

The participants did not report teacher use of social media in EFL class for evaluating the learning and what students had learnt. According to the participants of this group, such as Student H, teachers just evaluated students’ learning by exam or assignments without the use of social media.
“There was no teacher’s use of social media when it comes to evaluation. We just complete the exam or assignment on paper and the teacher will check and score us.” (Student H, extract 2)

Outside the classroom, teachers also did not provide assistance in this learning aspect; students evaluated themselves. While Student H externally evaluated her learning by taking TOEIC exams, Student M internally evaluated hers by observing her attainment.

“While doing my homework, I always listen to BBC Learning English on YouTube to familiarize myself with native pronunciation and catch up with global news. I used to take TOEIC exams twice and was quite impressed with the results. Therefore, I continue learning through this medium just in case I may sit in for IELTS or TOEFL. Since the fees for both of them are expensive, I simultaneously practice writing skills by taking notes of each video.” (Student H, extract 3)

According to Student H’s extract 3, she adjusted the goals according to the changing needs and preferences as the learning continued. When her listening skill improved during the learning process, she added practicing writing skill to her objectives of ELL autonomy.

“Before continuously watching videos on YouTube, I found myself slow to catch up with words in the listening part of the exam. So I started watching videos on YouTube, listening to native speakers talking about many topics. It was hard at the beginning but after repeatedly doing this, I started to understand what they said without turning on the captions.” (Student M, extract 3)

4.2.2.2 Students with moderate English proficiency level

Responses from Student C, J, L, N, and O revealed that students with moderate English proficiency level were able to partly realize teachers’ use of social media in class and take charge of some learning aspects in their ELL autonomy.
(1) Determining learning objectives

Students in this group shared similar responses to those of the previous group - that teacher’s engagement of social media in objectives determination is limited due to the curriculum.

“My teacher used to use social media in class but I don’t think she has ever let us set the learning goals. Actually, I don’t think we can freely choose because we need to prepare for the exam.” (Student C, extract 1)

Moreover, students set their own learning goals without teachers’ assistance when it came to ELL autonomy outside the classroom. The difference was that students with high proficiency had already decided what they wanted to achieve before using social media while the objectives of some students with moderate proficiency were derived from surveying social media.

“My brother loves reading online Japanese comics, and I am influenced by him. At first I read them because they were entertaining, but then I noticed that I knew many new words from the comics, as well as when I listened to English songs and could catch up more words as I listened to more songs.” (Student N, extract 1)

(2) Selecting contents

Students in this group informed the researcher there was no teachers’ use of social media to help students choose what they wanted to learn; however, when the researcher asked more specifically whether teachers used to assign some work where they could do a little research on what they were interested in, the answer was ‘yes.’ Therefore, it seemed that students weren’t aware that it was the teacher’s attempt to allow them to use social media in ELL autonomy. Nevertheless, the students said that teachers did not help them choose what to learn in ELL autonomy with the use of social media; they chose on their own.

“My teacher never let me choose what I want to learn... (after the researcher asked for clarification) Well, yes, she (the teacher) used to let us choose the types of
disasters we want to know about and find more information about them before presenting to the class.” (Student L, extract 1)

“When I’d like to know about something, I’ll search on the internet where it’ll list the search results, and I choose the one that interests me among them.” (Student C, extract 2)

(3) Choosing methods and techniques

Students revealed that teachers rarely advised about social media useful for English language learning. They chose which sources they wanted to learn from by themselves.

“My teacher rarely suggests some social media platforms to learn from. She tends to focus more on teaching the textbook.” (Student N, extract 2)

“I personally enjoy social media for entertainment purposes so I won’t find it difficult or boring to engage them in my English language learning." (Student J, extract 2)

(4) Monitoring learning procedures

According to students’ perceptions that teachers hardly used social media in class, they did not recognize any teacher’s actions involving monitoring learning procedures in class. When it was learner ELL autonomy outside the classroom, students also managed the time and place to learn by themselves.

“I’m not sure about how long the teacher let us use social media in class because it rarely happens, and for the place to learn, we only study in the classroom.” (Student C, extract 3)

“Actually, I spend a couple of hours a day on watching videos on YouTube, listening to the native speakers talking about their lives to learn English from real situations.” (Student O, extract 1)
Students with moderate proficiency level also reported how they internally and externally evaluated what they had learnt without any assistance from teachers both in and out of class.

“I’d like to enhance my listening skill, so I began watching English teaching videos presented by native speakers on YouTube. When I first started, I remembered myself turning on English captions to catch up with what they said. I repeated watching and listening to new videos every day until I found myself understanding the contents without turning on the captions anymore.” (Student L, extract 2)

“Watching and listening to the native speakers on YouTube boosts up my vocabulary knowledge a lot. Sometimes I found the words that I wasn’t sure what it meant in the exam, but I could correctly guess its meaning because it used to appear in the videos that I watched.” (Student O, extract 2)

4.2.2.3 Students with weak English proficiency level

Students A, B, D, F, and K were sorted into the low English proficiency group. According to their responses, they did not quite realize teachers’ use of social media in class, and they planned their ELL autonomy less obviously than students in the more proficient other groups did.

(1) Determining learning objectives

In terms of objectives determination, students with low English proficiency level expressed a belief that the teacher did not engage them in setting learning goals using social media either in or out of class. The students also set learning objectives themselves.

“I’ve currently used Facebook for my TOEIC preparation. I started with searching on Google for how to achieve desirable outcomes without teacher’s assistance, and then the topic on Pantips.com came up. After reading, I saw a comment suggesting this
Facebook group, so I joined it and practiced the materials that members shared.”
(Student D, extract 1)

(2) Selecting contents
Talking about selecting contents, students reported that the teachers of other subjects, not their English subject teacher, used to let them explore what they wanted to learn from the internet.

“I used to do a project for Science subject where my friend and I would test the experiment we found on YouTube, but I’ve never done that for English subject.”
(Student A, extract 1)

(3) Choosing methods and techniques
Responses from students regarding teachers’ use of social media in selecting learning methods and techniques were varied as shown in the extracts as follows.

“My teacher has never recommended any applications. She used to let us listen to words pronunciation through a mobile app but did not give additional ELL apps to further our study out of class. I need to find and subscribe the channel on my own.
(Student B, extract 1)”

“My teacher used to give me a website about English learning. She showed the whole class how to access to the website and let us explore it ourselves at home.” (Student D, extract 2)

“Our teacher rarely used social media in class and hardly [ever] suggested us beneficial social media platforms. She used to tell us to search what we’d like to know on Google, but never give us specific websites or applications.” (Student F, extract 1)

Ref. code: 25605621032167IVY
(4) Monitoring learning procedures
Students reported no teacher use of social media in monitoring the learning process either in or out of class; furthermore, students did not mention how they managed this learning in their ELL autonomy.

(5) Evaluating the acquisition
The participants did not mention the teacher’s use of social media in evaluating students learning, and only one of the students with low proficiency level reported her plan for externally evaluating her ELL autonomy.

“Some questions are too hard for me and I have never taken a test, so I don’t know how many scores I’ll be able to achieve. However, I intend to take TOEIC soon before M.6 graduation.” (Student D, extract 3)

4.3 Findings of research question number two: “What do students expect from the teacher in promoting autonomous EFL learning with social media?”
As with the previous research question, the data for this one was collected quantitatively via questionnaire items number11-20, and qualitatively through individual semi-structured interviews with student participants.

4.3.1 Findings from the questionnaires
Questionnaire items 11-20 explored the roles that students expected their English teacher to play in order to promote autonomous EFL learning with social media as shown in the following table.

<table>
<thead>
<tr>
<th>Questionnaire items</th>
<th>(\bar{x})</th>
<th>S.D.</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I want my English teacher to use more social media in English teaching.</td>
<td>3.74</td>
<td>1.07</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 4.3
Mean (\(\bar{x}\)) and Standard Deviation (S.D.) of Students’ Expectation of the Teacher’s Roles in Promoting English language learning autonomy with Social Media

Ref. code: 25605621032167IVY
<table>
<thead>
<tr>
<th>Questionnaire items</th>
<th>( \bar{x} )</th>
<th>S.D.</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I’d like my English teacher to recommend social media to be used for my learning out of class.</td>
<td>3.95</td>
<td>0.97</td>
<td>High</td>
</tr>
<tr>
<td>13. I want my teacher to teach me how to use social media for English learning outside the classroom.</td>
<td>3.64</td>
<td>1.02</td>
<td>High</td>
</tr>
<tr>
<td>14. I want my English teacher to assign more tasks to do on social media platforms.</td>
<td>3.04</td>
<td>1.21</td>
<td>Moderate</td>
</tr>
<tr>
<td>15. I want my English teacher to help me determine learning goals by using social media.</td>
<td>3.43</td>
<td>1.05</td>
<td>Moderate</td>
</tr>
<tr>
<td>16. I want my English teacher to help me choose learning contents by using social media.</td>
<td>3.61</td>
<td>1.08</td>
<td>High</td>
</tr>
<tr>
<td>17. I want my English teacher to help me select learning methods and techniques by using social media.</td>
<td>3.64</td>
<td>1.12</td>
<td>High</td>
</tr>
<tr>
<td>18. I’d like to consult my English teacher through social media platforms.</td>
<td>3.82</td>
<td>1.07</td>
<td>High</td>
</tr>
<tr>
<td>19. I’d like my teacher to help me check my learning via social media platforms.</td>
<td>3.25</td>
<td>1.31</td>
<td>Moderate</td>
</tr>
<tr>
<td>20. I’d like my English teacher to assign tasks/publicize school news through social media.</td>
<td>3.40</td>
<td>1.24</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.55</strong></td>
<td><strong>0.73</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

It was shown in table 4.3 that students hold high levels of expectation of the teacher’s roles in supporting the EFL learning with social media (\( \bar{x} = 3.55 \)), meaning that they preferred assistance from teachers in their own learning using social media. Students wanted teachers to engage more social media in their lessons (\( \bar{x} = 3.74 \)) as well as recommend social media to be used in autonomous learning (\( \bar{x} = 3.95 \)) and how to utilize those platforms and applications (\( \bar{x} = 3.64 \)). Furthermore, students sought teachers’ helping hands on making choices and selections such as learning content (\( \bar{x} = 3.82 \)).
3.61), and learning strategies (\( \bar{x} = 3.64 \)). Lastly, they would like to consult teachers through social media platforms (\( \bar{x} = 3.82 \)).

4.3.2 Findings from the interviews

Although the findings of the questionnaires showed that students expected teachers to engage more social media in all five learning aspects, those of the interviews emphasized only teachers using social media to improve the selection of learning methods and techniques - introduction and recommendation of social media platforms to be used in ELL autonomy. Fourteen out of 15 students shared the same expectation that teachers should supplement their EFL learning with social media platforms. Despite expecting in the same learning aspect, the degree of teachers’ involvement in class was different for each group of student participants.

4.3.2.1 Students with strong English proficiency level

Even though highly proficient students thought that students knew more about social media than teachers did, they still needed teachers’ suggestions on social media platforms or applications for learner ELL autonomy.

“As far as I can remember, the use of social media in my class was just about looking words up in a dictionary app. The teacher had never suggested more up-to-date media like Facebook pages or YouTube channels. I think, we, students know more about social media than teachers do; hence, we can choose how to learn by ourselves.” (Student E, extract 2)

“I’d like teachers to try new social media sites before introducing them to us. If I think that they are useful and suitable for my learning goals, I will use them,” (Student G, extract 2)

“I think teachers should introduce social media to students little by little. It is impossible to teach all at once so teachers may start with introducing just one Facebook page at a time, and gradually increase the recommended social media sources.” (Student M, extract 2)
According to these extracts, students in this group showed their capability of how they took charge of their learning by stating that after teachers’ recommendations, they would investigate and decide which recommended online platforms were beneficial for them.

4.3.2.2 Students with moderate English proficiency level

Moderately proficient students wanted teacher’s suggestions about social media platforms and demonstrations of how to use them. Students with this proficiency level required more teachers’ assistance than the students with high proficiency level did. Not only should teachers suggest reliable social media sources, they should also show how to access those platforms.

“I think every teacher is able to identify which social media are interesting and suitable with his/her students to draw their attention, so it would be even better if they also show how to use those social media.” (Student J, extract 3)

“I am interested in vocabulary since I have participated in Spelling Bee competition. I want my teacher to show me how to access to words relating to the competition using social media.” (Student O, extract 3)

4.3.2.3 Students with weak English proficiency level

Students of this group were still used to depending on teachers. They needed teachers to guide them how to engage social media in ELL autonomy step by step, instead of just mentioning them.

“It would be great if teachers recommend us some useful and reliable social media platforms to start with. There are many excellent applications out there, but I know nothing about them.” (Student A, extract 2)
“Teachers should present social media platforms in class, and show where to learn in those platforms step by step. I’d like teachers to recommend good apps that they are using nowadays.” (Student B, extract 2)

“I think teachers should suggest many websites for learning. It’s not always true that students will visit every website because they might not carefully listen when teachers were explaining. Therefore, I think teachers should prepare at least 5 video clips per day about a thorough explanation of how to access each website like... click here and this will appear or let us try playing games on websites so we clearly understand how those social media platforms or applications work.” (Student K, extract 1)

Not only should teachers advise practical social media platforms, but those platforms had to be really used or tried in EFL learning and teaching before being suggested to students. Student B, Student D, and Student F mentioned that they wanted teachers to primarily screen social media for them.

“I think teachers should also use social media in class and support students’ learning by recommending some apps like, “this one is good for essay writing,” and let us examine how to write an essay from that resource.” (Student B, extract 3)

“Teachers should examine social media before introducing them to students. If it’s interesting and can be a good learning trick, teachers give them to students and let us catch up later such as interesting clips on YouTube.” (Student D, extract 3)

“Teachers have to... try to really utilize what’s on social media platforms into teaching. At present, most teachers teach only according to the textbooks or scanned version of textbooks, but they should suggest a guideline for a website or show us the ones that are relevant to a particular learning content so that we have a proof that this one actually works for learning.” (Student F, extract 2)
4.4 Findings of research question number three: What do teachers perceive about their real use of social media in EFL class?

Holec (1981) suggests that teachers should support students when they are learning how to take charge in their acquisition by helping them to: 1) define learning objectives, 2) select contents they want to understand and be able to express, 3) choose learning methods and techniques, 4) monitor acquisition procedures, and 5) evaluate what learners have learnt.

Regarding the interviews, they revealed that teachers had already applied social media in their EFL teaching, but the usage in class was quite limited due to many circumstances. Teacher A explained that she occasionally used social media to supplement her teaching but it was not often that she would take a look together with students because it consumed too much time. Instead of letting students find out more information about the lesson on their own, Teacher A tended to collect information on social media platforms and provide it to students in the form of additional worksheets.

“For example, if the lesson is about songs and the classroom is not equipped with the projector, I will tell students to access YouTube through their mobile phones and direct what they need to watch step by step. On the other hand, if I have a projector like in a sound lab, I will bring those social media on screen. I seldom do this...just one or twice per semester because too much social media usage affects time management in class, and may lead to failure to complete what I have planned to teach them.” (Teacher A, extract 1)

“I think that the textbook provides too limited information, so I search the internet for further information.” (Teacher A, extract 2)

In addition, Teacher B and Teacher C mentioned that they let students use social media for homework and assignments more frequently than engage them in class.

“I teach reading according to the textbook, but I will let students use social media for additional works like when I assign them to translate a story. For example, if the topic
is about El Niño, I will assign them to look for news or details about the phenomenon and translate them.” (Teacher B, extract 1)

“At the beginning of this semester, the first topic that I taught was about disasters, technology and environments. I assigned students to investigate the topic out of class, choose the ones which would interest them, summarize the information, and share with their friends. I gave them 4 assignments in advance but spared them about a month to finish each assignment.” (Teacher C, extract 1)

Moreover, all of them reported that they used the LINE application to communicate with students. Teachers assigned works or publicized news through LINE while students could consult them via this channel.

“Sometimes when the students asked for my permission to attend school activities, I would leave assignments for them, or tell them to come and grab it at my desk through LINE application” (Teacher A, extract 3)

“I always communicate with my students through LINE application, especially when I gave them additional homework and they needed more explanation about the assignments.” (Teacher B, extract 2)

“My students usually ask me a question through LINE application when they can’t find me at my desk. I try to reply every message although sometimes it’s late at night.” (Teacher C, extract 2)

4.5 Findings of research question number four: What do teachers expect about the use of social media in EFL class?

Talking about expected roles in promoting autonomous EFL learning with social media, Teacher A and Teacher B believed that they could influence students, so they should be good role models for them, making them see how social media platforms could be used for educational purposes.
“At present, it’s easier when we’d like to know something, we look for it with just a few clicks. There are social media, there are blogs, but teachers have to determine how reliable they are because careless teachers may provide wrong information for students. I still believe that teachers are students’ role models.” (Teacher A, extract 4)

“Teachers should take part in promoting students’ use of social media outside the classroom because teachers are like role models who can influence students to utilize social media in learning.” (Teacher B, extract 3)

4.6 Findings of research question number five: What are teachers’ concerns about students’ autonomous EFL learning with social media?
Teacher A mentioned students’ maturity as her biggest concern in students’ autonomous EFL learning with social media.

“Students are not mature enough to know the limit of using social media, right? Teachers should encourage and control their use at the same time by clearly telling them which websites or apps should be used. Teachers must keep an eye on them because students don’t know what they should or should not do.” (Teacher A, extract 5)

Teacher B and Teacher C shared similar concerns about the suitability of social media used by students. While Teacher B was concerned with information reliability on social media platforms, Teacher C was worried about students’ misuse of social media.

“Sometimes the information on social media platforms is not always reliable. Students have to consider, but the problem is that they don’t know what the problem is or that the information is wrong.” (Teacher B, extract 4)

“What’s on social media is rapidly spread so it can quickly reach students. Also, sometimes they don’t know what’s right or wrong about the contents on social media, so their use of social media should be under teachers’ or parents’ care” (Teacher C, extract 3).
4.7 Discussion

After collecting and analyzing the quantitative and qualitative data obtained from the 284 students and 3 teachers, the findings revealed both discrepancies and similarities between what students and teachers perceived about teachers’ real use of social media in class, and expectations of the teacher’s roles in promoting autonomous EFL learning with social media. Regarding the research questions and findings previously described in this chapter, the study’s results can be discussed as follows.

Talking about similarities, students and teachers agreed with each other that social media were good supplements to EFL learning and teaching as it expands learners’ knowledge, as mentioned by Student J and Teacher C below.

“The advantage (of social media) is that it opens my eyes to the outside world. It shows how people communicate in everyday life, and we can gain new knowledge all the time, not just limited to the classroom.” (Student J, extract 1)

“One of the good things about social media is that it opens ups students’ vision, giving them chances to learn what they’ve never known” (Teacher C, extract 4)

Although social media can be a good tool to enhance autonomous EFL learning, it seems that the findings of this study are aligned with Rukthong (2008)’s research that found students and teachers hold positive beliefs about the use of social media in autonomous learning, but students are unlikely to be ready to take responsibility for their own learning, especially those whose English proficiency is weak. With reference to the interview results where each student participant had to report their English proficiency level before beginning the session, students with high proficiency could clearly describe how they plan and make decisions on all learning aspects. They can set the goals by themselves, find relevant social media to help achieve the learning goals, choose appropriate methods and techniques, monitor their learning, and evaluate what they have learnt. For example, Student H set the learning objectives to improve listening and writing skills. She chose BBC learning English on YouTube channel as the learning
content and practiced watching video clips along with taking notes at least an hour per day. She closely compared her attainment with the objectives, adjusted the learning duration and focus from time to time, and then she took a TOEIC exam to externally evaluate her achievement.

Students with moderate English proficiency level tend to be less capable of being responsible for some learning aspects. For instance, Student N firstly enjoyed online English songs and had not planned on improving English proficiency through those melodies. At the beginning, she just imitated the sounds that she heard without exactly knowing the meaning. Then, she gradually improved the English pronunciation. She later noticed that her listening skills and vocabulary knowledge were also boosted when she found herself able to correctly guess the meaning of unknown words.

On the other hand, students with low proficiency level still needed and depended on teachers’ close assistance along the way, such as Student K who wanted teachers to thoroughly show and explain how to engage social media in autonomous EFL learning. Furthermore, students seemed not to be aware of teachers’ use of social media in class. Considering the mismatched findings between students’ and teachers’ perception where teachers claimed that they did use social media in EFL classes while students were unsure about it, it is possible that students did not know that what they were learning was taken from the internet; they just thought that it was an article from another textbook. Students demanded teachers provide reliable social media without knowing that teachers had already done that for them; therefore, they did not feel like having adequately used social media in EFL class, and did not know how to start with ELL learning autonomy with social media. Hence, teachers should firstly raise students’ awareness of social media use in class to promote further ELL autonomy.

Also, it seems likely that teacher concerns are one of the major causes leading to contradictory perceptions on the use of social media in ELL autonomy. Since teachers are worried that students may misuse the social media due to their lack of maturity, they limit students’ use of social media. For instance, since using cellphones during class is usually considered disrespectful in Thai schools, students must refrain from using
cellphones in class, and are able to use them for learning, such as looking up word meanings, only when the teachers allow them to. Furthermore, teachers have prepared extra materials taken from the internet instead of letting students look for those themselves, in order to prevent students from getting wrong information or being exposed to inappropriate content. While the use of social media is closely controlled, students feel that teachers’ use of social media in class is inadequate.
CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions
This study on the topic of “Thai EFL learners’ and teachers’ perceptions of the teacher’s roles in promoting autonomous English language learning with social media” was conducted to investigate the following research questions.

1. What do students perceive about the teacher’s real use of social media in EFL class?
2. What do students expect from the teacher in promoting autonomous EFL learning with social media?
3. What do teachers perceive about their real use of social media in EFL class?
4. What do teachers expect about the use of social media in EFL class?
5. What are teachers’ concerns about students’ autonomous EFL learning with social media?

The study was conducted at a secondary school in the northeastern province of Thailand, with 284 M.6 students and three English teachers teaching M. 6 level. All student participants were asked to fill out questionnaires about their perceptions towards their teachers’ real use of social media in EFL class and the teacher’s roles that they expected teachers to play in encouraging autonomous EFL learning with social media. Fifteen of the students were later invited to join the interview sessions on a voluntary basis. At the same time, six English teachers were asked to be interviewees, but only three of them accepted the invitation to reflect on their real use of social media in EFL class, the roles they expected to play, and the concerns they have in letting students learn autonomously with social media. The summary of data sources and analysis methods can be found in table 5.1.
Table 5.1

*Summary of Data Collection and Data Analysis Used in this Study*

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Sources of Data</th>
<th>Analysis Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do students perceive about the teacher’s real use of social media in EFL class?</td>
<td>- Questionnaires for 284 M.6 students (item no. 1-10) - Individual semi-structured interviews with 15 M.6 students</td>
<td>- Mean, S.D. - Transcription, Content Analysis</td>
</tr>
<tr>
<td>2. What do students expect from the teacher in promoting autonomous EFL learning with social media?</td>
<td>- Questionnaires for 284 M.6 students (item no. 11-20) - Individual semi-structured interviews with 15 M.6 students</td>
<td>- Mean, S.D. - Transcription, Content Analysis</td>
</tr>
<tr>
<td>3. What do teachers perceive about their real use of social media in EFL class?</td>
<td>Individual semi-structured interviews with 3 English teachers</td>
<td>Transcription, Content Analysis</td>
</tr>
<tr>
<td>4. What do teachers expect about the use of social media in EFL class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What are teachers’ concerns about students’ autonomous EFL learning with social media?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to enhance autonomous EFL learning with social media, social media should be engaged in all aspects of learning: determining learning goals, choosing what to
learn, selecting how to learn, monitoring the learning procedures, and evaluating what has been acquired. Along each step of the learning process, teachers should assist students and give them the opportunities to practice autonomous learning in order to cultivate their ability to take charge of their own learning. However, the findings of this study showed the lack of teachers’ guidance in some learning aspects. It was revealed that teachers thought they had utilized social media in class while students felt that it was still not enough, or they did not recognize that it was the use of social media. Since teachers thought that the information in textbooks was not adequate, and they had concerns about students’ misuse of social media, teachers tended to use social media to gather information and present to students rather than suggest social media platforms and let them find out on their own. Even though there was a discrepancy between students’ and teacher’s current roles towards autonomous EFL learning with social media, both groups of them agreed with each other that they wanted teachers to have a greater role and significant involvement in students’ autonomous EFL learning.

5.2 Recommendations for teaching and learning

According to Holec (1981), learner autonomy is the ability to take charge of his/her learning but it is not a rigid prescription that autonomous learners must be the only person to take responsibility for making every decision relating to their learning, or that autonomous learning can only take place beyond a classroom context. In contrast, autonomous learning can be a negotiation between teachers and learners, and can happen both in and out of class, especially in the era of the internet and social media; learning can happen anytime and anywhere. To enhance autonomous EFL learning with social media in secondary school levels, the researcher comes up with the following recommendations.

5.2.1 Since learner autonomy is not inborn and learners are now in the era that the use of social media in learning is growing, teachers should raise students’ awareness that social media can serve them not only as an entertainment zone, but also as borderless sources of academic information. Teachers should make students realize that even the movie they enjoy can also be a learning material. Once students know how social media can be information sources, teachers should give their students...
opportunities to practice utilizing social media in decision making about their autonomous EFL learning. Also, there should be a negotiation between teachers and learners about how much social media they should apply in learning, ensuring it will not consume so much time that teachers cannot teach the contents that they have prepared. One way to do so is to conduct a flipped classroom where teachers provide resources for students to learn with before joining class activities.

5.2.2 At present, social media are not only used for entertainment, but also applied in many fields, including education, due to the friendly atmosphere which can engage and motivate students. Students who are teenagers are quick to access these technologies but their low maturity level may lead them to the bad sides of social media misuse. Teachers need to familiarize themselves with social media trends to catch up with students. Furthermore, teachers should actually try using social media so that they can give proper advice and be good role models for the students.

5.3 Recommendations for further study
Due to the fact that this research was conducted with a particular group of participants, the results cannot be generalized to represent all Thai EFL student and teacher perceptions towards teachers’ roles in promoting autonomous EFL learning with social media. The findings need to be verified with larger groups of participants in different educational and cultural contexts and with triangulated designs. Moreover, further studies should be conducted to investigate various roles that teachers may perform in order to support students’ autonomous EFL learning, find out how to deal with the discrepancy between students’ and teachers’ perceptions, and figure out how to raise students’ awareness of using social media for academic purposes, especially in autonomous learning.
REFERENCES


APPENDICES
APPENDIX A

QUESTIONNAIRE FOR STUDENT PARTICIPANTS

แบบสอบถาม
เรื่อง การรับรู้ของนักเรียนต่อบทบาทของคุณครู
ในการสนับสนุนการเรียนภาษาอังกฤษด้วยตนเองโดยใช้โซเชียลมีเดีย
(Survey Questionnaire: Students’ Perceptions of Teachers’ Roles in Promoting Autonomous English Language Learning with Social Media)

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ปริญญาโท สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ โดยจัดทำขึ้นเพื่อสำรวจการรับรู้ของนักเรียนชาวไทยต่อบทบาทของคุณครูในการสนับสนุนการเรียนภาษาอังกฤษด้วยตนเองโดยใช้โซเชียลมีเดีย แบบสอบถามนี้ประกอบด้วย 2 ส่วน ได้แก่ ส่วนที่ 1 ข้อมูลทั่วไปและการใช้โซเชียลมีเดียในชีวิตประจำวัน ส่วนที่ 2 การรับรู้ต่อบทบาทของคุณครูในการสนับสนุนการเรียนภาษาอังกฤษด้วยตนเองโดยใช้โซเชียลมีเดีย

ทั้งนี้จะใช้เวลาสำหรับแบบสอบถามประมาณ 15 นาที โปรดตอบแบบสอบถามตามจริง โดยแต่ละคำถามไม่มีคำตอบที่ถูกหรือผิด คำตอบของนักเรียนไม่ส่งผลกระทบต่อผลการเรียน อีกทั้งข้อมูลของนักเรียนจะถูกเก็บเป็นความลับ และนำไปใช้ประโยชน์ในการศึกษาเท่านั้น นอกจากนี้ การตอบแบบสอบถามด้วยความยินดีและเต็มใจ และ หากนักเรียนไม่ประสงค์จะให้ข้อมูล โปรดส่งแบบสอบถามคืนโดยไม่ต้องใส่เครื่องหมายใด ๆ

(This questionnaire is a part of the thesis for the degree of Master of Arts in Teaching English as a Foreign Language, Language Institute, Thammasat university aiming to explore Thai EFL students’ perceptions towards their teachers’ roles in promoting autonomous English learning with social media. This questionnaire consists of two following sections.

Section 1 General information and the use of social media in daily life
Section 2 Perceptions of teachers’ roles in promoting autonomous English learning with social media

It will take about 15 minutes to complete the form. Please answer frankly since there is no right or wrong answer and your answers will not affect your English learning in class. Your information will be kept confidential and used for academic purposes only. Please feel free and willingly answer all questions. If you do not want to, return the questionnaire without any marks.)

ส่วนที่ 1 ข้อมูลทั่วไปและการใช้โซเชียลมีเดียในชีวิตประจำวัน
(Section 1 General information and the use of social media in daily life)
คำชี้แจง: เติมคำตอบในช่องว่าง หรือทำเครื่องหมายหน้าคำตอบที่ตรงกับตัวนักเรียน
(Direction: Fill in the blanks or tick your answers.)

1. เพศ (Gender) □ ชาย (Male) □ หญิง (Female) □ LGBT

2. แผนการเรียน (Studying program)

□ โครงการส่งเสริมความสามารถทางคณิตศาสตร์ วิทยาศาสตร์ เทคโนโลยี และสิ่งแวดล้อม
(Enrichment Program of Science, Mathematics, Technology and Environment)
□ แผนการเรียนเน้นความสามารถทางคณิตศาสตร์และวิทยาศาสตร์ (Mathematics and Science program)
□ แผนการเรียนเน้นความสามารถทางคณิตศาสตร์และภาษาอังกฤษ (Mathematics and English program)
□ แผนการเรียนเน้นความสามารถทางภาษาอังกฤษและภาษาจีน (English and Chinese program)
□ แผนการเรียนเน้นความสามารถทางภาษาอังกฤษและภาษาญี่ปุ่น (English and Japanese program)

3. โซเชียลมีเดียที่นักเรียนเป็นสมาชิกอยู่ (เลือกได้มากกว่า 1 ข้อ)
(Social media that you are using) (You can choose more than 1 answer.)

□ Facebook □ LINE □ Twitter □ Instagram □ Skype □ Pinterest □ YouTube □ อื่น ๆ โปรดระบุ (Others) ..............................................

4. นักเรียนใช้โซเชียลมีเดียเพื่อกิจการเรียนรู้ภาษาอังกฤษโดยเฉลี่ยวันละ.............นาที / ชั่วโมง
(I spend about .............. minute(s) or hour(s) a day on using social media for English learning.)

ส่วนที่ 2 การรับรู้ต่อบทบาทของคุณครูในการสนับสนุนการเรียนภาษาอังกฤษด้วยตนเองโดยใช้โซเชียลมีเดีย
(Section 2 Perception of teacher roles in promoting autonomous English learning with social media)

คำชี้แจง: ทำเครื่องหมาย X ลงในช่องคะแนนที่ตรงกับความคิดโดยรวมของนักเรียนมากที่สุดสำหรับข้อความแต่ละข้อ
(Direction: Mark ‘X’ in the rating which best reflects your overall thoughts about each statement.)

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<th>Neutral = 3</th>
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<td>ไม่แน่ใจ</td>
<td>เห็นด้วย</td>
<td>เห็นด้วยอย่างยิ่ง</td>
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<th>ระดับคะแนน (Ratings)</th>
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<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>คุณครูแนะน้าสื่อโซเชียลมีเดียสำหรับให้ฉันค้นคว้าเพิ่มเติมนอกห้องเรียน (My English teacher recommends social media platforms for my English learning outside the classroom.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>อันใช้โซเชียลมีเดียที่คุณครูแนะน้าในการเรียนภาษาอังกฤษด้วยตัวเองนอกห้องเรียน (I use social media platforms recommended by the teacher to learn English outside the classroom.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>คุณครูมอบหมายงานให้ฉันทำในโซเชียลมีเดีย เช่น ถ่ายทำวีดีโอและอัปโหลดบน YouTube (My English teacher gives me the assignments to work on social media platforms such as filming and uploading videos on YouTube.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>คุณครูให้ฉันใช้โซเชียลมีเดียในการตั้งเป้าหมายการเรียนรู้ของตัวเอง (My English teacher allows me to use social media to set my learning goal.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>คุณครูเปิดโอกาสให้ฉันใช้โซเชียลมีเดียในการเลือกเนื้อหาที่ฉันต้องการเรียนรู้ (My English teacher lets me use social media to select the contents that I want to learn and know about.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>คุณครูให้ฉันเลือกวิธีการเรียนภาษาอังกฤษด้วยตัวเองโดยใช้โซเชียลมีเดีย (My English teacher lets me choose learning methods and techniques by using social media.)</td>
<td>1 2 3 4 5</td>
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<td>8</td>
<td>เมื่อมีคำถามหรือต้องการคำแนะนำฉันสามารถปรึกษาคุณครูได้ทางโซเชียลมีเดีย (I can consult my English teacher through social media platforms.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>คุณครูให้ฉันประเมินการเรียนภาษาอังกฤษของตัวเองผ่านทางโซเชียลมีเดีย (My English teacher lets me check my learning via social media.)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>คุณครูมอบหมายงาน/ประชาสัมพันธ์ข่าวสารโรงเรียนให้ฉันทราบผ่านทางโซเชียลมีเดีย (My English teacher uses social media platforms to give the assignments/publicize school news.)</td>
<td>1 2 3 4 5</td>
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<td>อันอยากให้คุณครูใช้โซเชียลมีเดียในการสอนภาษาอังกฤษมากกว่านี้ (I want my English teacher to use more social media in English teaching.)</td>
<td>1 2 3 4 5</td>
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<td>ฉันอยากให้คุณครูแนะนำโซเชียลมีเดียที่ฉันสามารถใช้เรียนภาษาอังกฤษด้วยตัวเองได้ (I’d like my English teacher to recommend social media platforms to be used for self-directed English learning.)</td>
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<td>13</td>
<td>ฉันอยากให้คุณครูสอนวิธีการใช้โซเชียลมีเดียสำหรับการเรียนภาษาอังกฤษนอกห้องเรียน (I want my teacher to teach me how to use social media for English learning outside the classroom.)</td>
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<td>ฉันต้องการให้คุณครูมอบหมายงานให้ทำในโซเชียลมีเดียมากกว่านี้ (I want my English teacher to assign more works to do on social media platforms.)</td>
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<td>ฉันอยากให้คุณครูช่วยฉันตั้งเป้าหมายในการเรียนภาษาอังกฤษโดยใช้โซเชียลมีเดีย (I want my English teacher to help me set learning goals by using social media.)</td>
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<td>ฉันอยากให้คุณครูช่วยฉันเลือกเนื้อหาที่จะเรียนด้วยตัวเองโดยใช้โซเชียลมีเดีย (I want my English teacher to help me choose learning contents by using social media.)</td>
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<td>ฉันอยากให้คุณครูแนะนำการเลือกวิธีการเรียนภาษาอังกฤษโดยใช้โซเชียลมีเดีย (I want my English teacher to help me select learning methods and techniques by using social media.)</td>
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<td>ฉันอยากให้คุณครูเปิดโอกาสให้ฉันพูดภาษาอังกฤษโดยใช้โซเชียลมีเดีย (I’d like to consult my English teacher through social media platforms.)</td>
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<td>ฉันอยากให้คุณครูตรวจผลงานของฉันผ่านทางโซเชียลมีเดีย (I’d like my English teacher to check my assignments via social media platforms.)</td>
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<td>ฉันอยากให้คุณครูมอบหมายงาน/ประกาศข่าวสารสำหรับทางโซเชียลมีเดีย (I’d like my English teacher to assign homework/publicize school news through social media platforms.)</td>
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**APPENDIX B**

**INTERVIEW GUIDES**

**Students’ Semi-Structured Interview Questions**
1. นักเรียนใช้โซเชียลมีเดียในการเรียนภาษาอังกฤษด้วยตัวเอง ใช้อย่างไร บ่อยแค่ไหน ทำมิได้ใช้
   (Which social media have you used for learning English by yourself outside the classroom? How often and why do you use it?)
2. คุณครูได้แนะนำอะไรเกี่ยวกับการนักเรียนใช้โซเชียลมีเดียสำหรับการเรียนภาษาอังกฤษไหม อย่างไร
   (Has your English teacher advise anything about learning English with social media? How?)
3. คุณครูควรทำอย่างไรเพื่อให้นักเรียนรู้สึกอยากใช้โซเชียลมีเดียในการเรียนภาษาอังกฤษมากขึ้น
   (What should teachers do to encourage the use of social media in your English learning?)
4. ในการเรียนภาษาอังกฤษด้วยตัวเองโดยใช้โซเชียลมีเดีย นักเรียนประสบปัญหาใดบ้าง นักเรียนแก้ไขปัญหานั้นอย่างไร
   ต้องการความช่วยเหลือจากคุณครูไหม อย่างไร
   (Have you faced with any difficulties in learning English on your own using social media? What were they and how did you solve them? Do you need your teacher’s help? How?)

**Teachers’ Semi-Structured Interview Questions**
1. ท่านได้ใช้โซเชียลมีเดีย เช่น LINE, Facebook, YouTube ในการสอนภาษาอังกฤษในห้องเรียนหรือไม่ ใช้อย่างไร ใช้บ่อยแค่ไหน ทำไมถึงไม่ใช้
   (Have you used social media such as LINE, Facebook, or YouTube in your English class? How do you use them? How often? Why do you use them?)
2. ท่านคิดว่าการสอนในห้องเรียนของท่าน มีผลหรือมีอิทธิพลต่อการใช้โซเชียลมีเดียในการเรียนด้วยตัวเองของนักเรียนหรือไม่ อย่างไร
   (Do you think whether your teaching in class affects/influences students’ use of social media in autonomous English language learning? How?)
3. ท่านคิดว่าตนเองควรมีส่วนร่วม/ช่วยเหลือนักเรียนด้านการใช้โซเชียลมีเดียในการเรียนภาษาอังกฤษด้วยตนเองหรือไม่ เพราะอะไร และท่านคิดว่าจะทำอย่างไรเพื่อกระตุ้นการใช้โซเชียลมีเดียของนักเรียน
   (Do you think you should take part in/assist students’ use of social media in autonomous English language learning? Why? What would you do to encourage students’ use of social media for English learning?)
4. ท่านคิดว่าการเรียนภาษาอังกฤษด้วยตัวเองโดยใช้โซเชียลมีเดียนอกจากเรียนรู้มีข้อดี/ข้อเสียอย่างไร
   (What are pros and cons of learning English outside the classroom using social media in your opinion?)
## BIOGRAPHY

<table>
<thead>
<tr>
<th>Name</th>
<th>Ms. Kritchayada Manprasert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
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<tr>
<td>Educational Attainment</td>
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<td>2011: Bachelor of Arts in Business English, Assumption University, Thailand.</td>
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<tr>
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<tr>
<td>E-mail address</td>
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<tr>
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<tr>
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