



LEARNER AUTONOMY IN THAI LAW STUDENTS

BY

MR. ANON TREECHAYAWONG

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
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ENTITLED

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

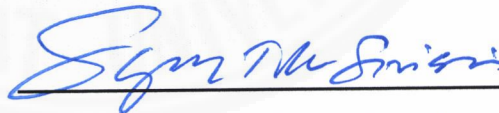
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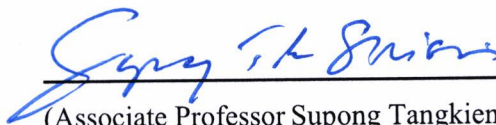
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ABSTRACT

This study aimed to investigate the levels of learner autonomy of Thai law students learning in a Bangkok university. 403 Thai law students, 119 freshman students, 92 sophomore students, 94 junior students, and 98 senior students from the university, participated in the study. The research design was a sequential explanatory design. The learner autonomy questionnaire was used as a research instrument to collect the quantitative data. Moreover, a semi-structured interview was carried out in the study to get in-depth detail from the participants. The data analysis was carried out through quantitative analysis techniques (Mean and Standard Deviation).

The findings from the learner autonomy questionnaire show that the level of English language learning autonomy of Thai law students learning in the university was at the high level. The Mean (\bar{X}) and the Standard Deviation (SD) were 3.75 and 0.67 respectively. The sophomores ranked the highest ($\bar{X} = 3.81$, SD = 0.65). The freshmen and juniors were slightly different and also in the high range ($\bar{X} = 3.77$, SD = 0.66 and $\bar{X} = 3.76$, SD = 0.72 respectively), whereas the senior subgroup was in the lowest range ($\bar{X} = 3.64$, SD = 0.65). However, Thai law students in all subgroups had high levels of learner autonomy. The results also indicate that Thai law students are ready to be autonomous learners as they have high levels of both willingness and ability.

Keywords: learner autonomy, autonomous learning, autonomous learner, willingness, ability, Thai law students



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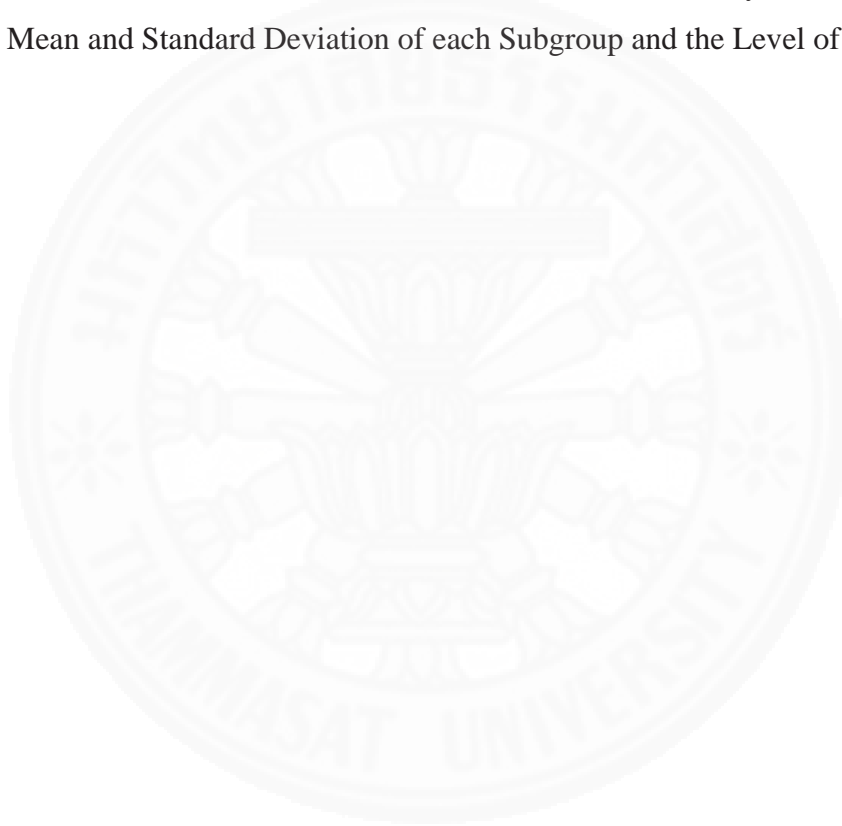
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CHAPTER 1

INTRODUCTION

The first chapter presents the background of the study to explain the importance of learner autonomy and why it is widely recognized in English Language Teaching (ELT). Next, the problem statement illustrates why the study was undertaken. The objectives of the study and research questions are formulated, and the terms used in the present study are defined in this chapter. In addition, the scope and significance of the study are presented to show the framework and the advantages of this present study. Finally, this chapter ends with the organization of the study.

1.1 BACKGROUND OF THE STUDY

Research on second and foreign language acquisition during the 1970s and 1980s generally focused more on pedagogy than on learning process. Since the 1990s, the research has shifted to center on the interaction between learner and teacher from the perspective of the learner (Brown, 2000). Researchers have identified factors contributing to learners' English proficiency. Empirical research investigations about self-directed study in Thailand are also abundant. One common theme is that English learning autonomy is a key dimension in learners' English performance.

Holec (1981) was the person who coined the term "learner autonomy" and defined it as "the ability to take charge of one's own learning". In brief, students are encouraged to take a more active role in the learning process than in traditional approaches. Learner autonomy is considered as an important concept where students direct their learning in and out of the classroom. They are free to choose the ways of learning, select their own goals, decide on materials, and evaluate themselves.

English learning is a lifelong journey, not one that starts and finishes in a classroom. The notion of learner autonomy emphasizes the role which learners can play in their own learning. During the learning process, learners should be guided and taught to become autonomous learners and take the responsibility of their own learning. Being outside a classroom, learners are able to direct their own learning and

choose learning activities they want, so it can enhance their opportunity to learn by themselves and also long-term profit.

Nowadays, English language becomes more and more important in the EFL context. The empirical research reveals that most students have learned English since they were very young but they may improve English proficiency very little when they grow up, especially in communicating (Lightbown & Spada, 2013). Normally, Thai traditional education encourages students to learn as much as possible and ignore the significance of the learning process. When talking about language learning, most people think about where to learn but are hardly concerned about how to learn. Consequently, promoting and developing autonomous learning is crucial as the goal of all education is to help students act, think, and learn independently in relevant areas of their lives.

1.2 PROBLEM STATEMENT

Concerning English language learning, Thai students culturally seem to be obedient, respectful, and passive towards their teachers. This is because of the traditional classroom in Thailand, which is mostly focused on a teacher-centered approach. This approach provides students few opportunities to engage in their learning because the teacher always plays a role as a knowledge transmitter to students. Moreover, little interaction among teacher and students is involved. The teacher often spends much time explaining and speaking in the classroom while students have to listen to the teacher and sit quietly. So there is a very small chance for learners to ask for whatever they do not understand, and they have only a slight chance of conversing with other people using the target language.

However, since the communicative language teaching has appeared in Thailand, the role of teacher and students has been gradually changed. The focus is shifted from teacher to students. This approach offers students more possibilities to manage their own learning process, and teacher is not the main source of knowledge anymore. The teacher becomes less of an instructor and more of a facilitator (Benson, 2001).

With this concept, learner autonomy, Thai students are expected to take more responsibility to show a large amount of autonomy in their learning process in order to achieve success. English is required for communicating in a variety of professional fields including: business, science, aviation, information technology, medicine, and also law. A good command over English is required for a well-paid and interesting career. Autonomous learning offers more chance for students to take their opportunities.

However, most teachers have had groups of students who have failed to learn both inside and outside the classroom, who did not learn from their mistakes, who did not listen to anyone, who never did their homework, who were unwilling to use the target language in classroom activities, and so on. These examples reveal that students are not making enough effort in their learning, which leads to many educational problems as shown nowadays; the lack of a conspicuous talent or ability in children, the increment of stressfulness among children, and so on. Moreover, most of them are not likely to be aware of their roles in their learning process. Without learner autonomy, students make slow improvement in their learning and thus are affecting their accomplishment in English language learning.

There is a lot of research conducted on learner autonomy such as Rungwaraphong (2012), who described the state of the promotion of learner autonomy in Thailand from the perspectives and practices of university language lecturers. Na Chiangmai (2016) explored the dynamic relationship between teachers' beliefs about motivation and autonomy, the strategies they used in their classrooms, and their students' perceptions. In addition, some research has been conducted to investigate the autonomy learning readiness of Thai students, such as Swatevacharkul (2008). Nevertheless, there has been little research conducted on assessing learning autonomy in the Thai EFL context specifically with Thai law students. Law students nowadays are expected to be able to work for or deal with international companies and organizations around the globe. There are a lot of law firms founded in Thailand that require proficiency in English from the lawyer. Unfortunately, the curriculum for law students does not provide enough courses or tools for fostering their language learning since it focuses most on law, and there are usually only the foundation English

courses provided. Thus, the aim of the present work is to further the observation of learner autonomy among Thai EFL students learning law in higher education and to promote the learner autonomy.

According to the mentioned statement above, this present study leads to the objectives of the study as following.

1.3 OBJECTIVES OF THE STUDY

This study aims to:

1. investigate the levels of learner autonomy of Thai law students learning in the university
2. examine the differences in learner autonomy among Thai law students learning in the university

1.4 RESEARCH QUESTIONS

The research question in this study is formulated as following:

1. What are the levels of English language learning autonomy of Thai law students learning in the university?
2. What are the differences in learner autonomy among Thai law students learning in the university?

1.5 DEFINITION OF TERMS

Learner Autonomy is the capacity of a language learner to control and take responsibility for their own learning process. It starts from planning, selecting the method, determining what it can help to learn, and evaluating their own learning process. It is essentially a matter of deciding to learn without a teacher. The two main components of learner autonomy which become the framework of this present study are willingness and ability to learn autonomously of the participants. A learner autonomy questionnaire is used to measure the level of English language learning autonomy of the participants in this research.

Willingness in this study can be defined as the learners will do whatever necessary to acquire the target language learning as they “see themselves having a crucial role in their language learning” (Wenden, 1991: 53). Therefore, if the learners have enough responsibility for their own learning process, they will be confident in their competence to learn language.

Self-confidence in ability as a learner plays a very important role in learning. To Wenden (1991), the students should be confident and believe in their ability to learn or observe their own learning. If learners trust in their ability to learn and follow the path of self-instruction, they will achieve a high degree of autonomy and be able to cope with any obstacles they face.

Motivation to learn is a crucial part of learner autonomy. Motivation is one of the internal key features of successful foreign language achievement (Kosanovic and Milun, 2016). Lightbown and Spada (2013) explain the motivation in second language learning as a complex phenomenon which has been defined in terms of factors: learners’ communicative needs and their attitudes towards the second language community. There are two basic types of motivation which are instrumental motivation (language learning for immediate or practical goals) and integrative motivation (language learning for personal growth and cultural enrichment through contact with speakers of the other language). They are identified by learner’s orientation to the target language and community.

Ability to learn autonomously is a skill of autonomous learners employed during their learning process with a good platform of learning. In other words, learners have much knowledge and are skillful enough to learn and manage to overcome their learning difficulties or other problems.

1.6 SCOPE OF THE STUDY

1. This study was carried out with one group of participants which was classified into four subgroups; freshman (first-year), sophomore (second-year), junior (third-year), and senior (fourth-year); all of them were doing a bachelor’s degree. The total samplings in this present study were randomly selected as

330 participants out of 1,661 law students at a public research university in Thailand. The size of the sample in each subgroup was taken in proportion to the size of the subgroup.

2. The research focuses on the level of learner autonomy of the participants. A learner autonomy questionnaire was used to observe the level of English language learning autonomy. Then an interview was carried out to get the in-depth information about their English language learning.
3. The English proficiency of the participants was random. Nonetheless, all the participants had to pass the foundation English exam and the General Aptitude Test (GAT) which consists of a logical reasoning test and English language skills assessment before entering the university. So, it can be assumed that their English proficiency is higher than intermediate level.
4. Some research findings indicate that there is no difference in the degree of autonomous learning readiness between male and female (Kulsirisawatdi, 1994; Tangsririphai, 1999). Since both male and female give importance to similar aspects related to responsibilities, abilities, and activities on learner autonomy (Yigit and Yildirim, 2018), gender of the students was not taken into consideration as a criterion in the sampling.

1.7 SIGNIFICANCE OF THE STUDY

1. The finding of the level of English language learning autonomy among Thai law students learning in the university will enable the lecturers, dean, and officers in academic affairs to be more aware of the degree of autonomy in language learners and to realize that the learner autonomy is very useful. Besides, it can help the learners acknowledge and appreciate autonomous learning as a powerful and efficient tool of learning.
2. The finding of the differences of learner autonomy among Thai law students learning in the university can also allow the relevant people to promote the missing components of learner autonomy which can fulfill the students' English language proficiency.
3. The finding of this study will also be very beneficial for the curriculum development and an effective educational system. The faculty can use the

result of this present study to provide the activities or tools that foster language learners and facilitate the learners to become more autonomous.

1.8 ORGANIZATION OF THE STUDY

This present study is divided into five chapters including introduction, literature review, methodology, results, and conclusions.

Chapter one presents background of the study to provide the reader about the basic concept of learner autonomy. Then, the problem statement of the study is provided to tell the reader why this study should be conducted or there are some issues tending to be the limitations of previous studies. Next, the objectives of the study are given to show the research purposes, and the research questions are formulated by those objectives. The terms used in the present study are defined in this chapter in order to give the reader general concept of each word. In addition, the scope and significance of the study are presented to show the framework and the advantages of this present study. Finally, this chapter ends with the organization of the study.

Chapter two is a review of literature which relates to the research topic. The main literature used in this study is about learner autonomy. The literature consists of the definition and the characteristics regarding English language learning. The literature about learner autonomy, along with other relevant studies, is illustrated.

Chapter three shows the methodology used in this study. The details of the research design, participants, and research instruments used in this study are also provided in this chapter. The data collection presents the methods used to collect the data. Moreover, this chapter shows the procedures of the study, which are the steps of how the participants were observed to monitor their autonomy. Finally, the data analysis describes how all data which was gathered from the participants was analyzed.

Chapter four focuses on the results of the data analysis. This part shows the findings of the investigation according to the objectives of the study and the research

questions. Then a discussion is also provided in this chapter in order to discuss and analyze whether the result of the study goes along with the previous studies or not.

Chapter five expresses the summary of this present study. The conclusion is demonstrated after analyzing the data. Finally, recommendations are given in this part to advise on further research.



CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews related literature in order to construct the theoretical framework for the present study. There are four main sections that are discussed in this chapter, including learner autonomy, autonomous learning, autonomous learners, and relevant studies.

2.1 LEARNER AUTONOMY

This section provides the information about learner autonomy and related topic. It is divided into four main parts; definition, importance, its components, and its dimension. There are some relevant studies about the role of teachers and students to promote learner autonomy in this section.

2.1.1 Definition of Learner Autonomy

Historically in language learning, the definition of learner autonomy seems to be interpreted in many different ways, and a large literature on autonomy in language learning now exists. Holec (1981) was the first person who coined the term learner autonomy and defined this term as “the ability to take charge of one’s own direct learning...to have and to hold the responsibility for all the decisions concerning all aspects of this learning: determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition (rhythm, time, place, etc.); evaluating what has been acquired”.

Little (1991), in his turn, defines ‘learner autonomy’ as learners’ ability to “understand the purpose of their learning program, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness”.

Dickinson (1995) characterized autonomous learners as those who have the capacity for being active and independent in the learning process, whereas Higgs (1988) viewed it as a process, “in which the learner works on a learning task or

activity and largely independent of the teacher who acts as manager of the learning program and as resource person”. Some definitions (e.g. Dam, 1995) also include the notion of ‘willingness’ to emphasize the point that irrespective of their capacity, learners will not develop autonomy unless they are willing to take responsibility for their learning.

In fact, learners attaining autonomy depends on a variety of factors, including learners’ ability to take responsibility, availability and flexibility in the learning environment, teacher support, peer support, and personal constructs. Though there are slightly different interpretations of learner autonomy, those meanings above contribute to a working understanding of this term.

According to Benson and Voller (1997), there are five categories of the term learner autonomy, including situations in which learners study wholly on their own, the right of learners to decide the direction of their own learning, the exercise of learners’ responsibility for their own learning, an inborn capability which is suppressed by institutional education, and a set of skills which can be learned and applied in self-directed learning.

Nevertheless, there are some accounts of learner autonomy which start by defining what it is not. Esch (1996) thinks that autonomy is not self-instruction or learning without a teacher, does not mean that intervention or initiative on the part of a teacher is banned, is not something teachers do to learners, is not a single easily identifiable behavior, and is not a steady state achieved by learners once and for all.

Sinclair (2000) similarly suggests 13 aspects of learner autonomy which ‘appear to have been recognized and broadly accepted by the language teaching profession’ as follows:

1. Autonomy is a construct of capacity.
2. Autonomy involves a willingness on the part of the learner to take responsibility for their own learning.
3. The capacity and willingness of learners to take such responsibility is not necessarily innate.

4. Complete autonomy is an idealistic goal.
5. There are degrees of autonomy.
6. The degrees of autonomy are unstable and variable.
7. Autonomy is not simply a matter of placing learners in situations where they have to be independent.
8. Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making.
9. Promoting autonomy is not simply a matter of teaching strategies.
10. Autonomy can take place both inside and outside the classroom.
11. Autonomy has a social as well as an individual dimension.
12. The promotion of autonomy has a political as well as psychological dimension.
13. Autonomy is interpreted differently by different cultures.

To qualify the above claims, these understandings are generally accepted by academics and researchers working in the field of learner autonomy; the extent to which teachers also embrace such positions remains, however, unknown; there is actually some evidence that teachers may hold positions about learner autonomy which are at odds with those listed above.

2.1.2 Importance of Learner Autonomy

The cultivation of learner autonomy is actually a long process. One important thing is that teacher should support learners to develop gradually from teacher dependence to autonomy. “Give a man a fish, and you feed him a day; teach him how to fish, and feed him for a lifetime” is the saying of Scharle and Szabo (2000). Moreover, the saying “you can bring the horse to water, but you cannot make him drink” can clearly explain why we need learner autonomy in teaching learning process. In English language learning, a teacher can offer all the essential tools and input, but learning can only take place if learners are willing to get involved and participate. Scharle and Szabo (2000) indicated that learners are able to be successful in language learning when they have a responsible attitude. Consequently, learners

need a great deal of responsibility and active involvement in participating in learning activities in order to complete achievement of their potential in language learning.

It is clearly presented that ‘responsibility’ is one significant factor in language learning. For the next part of this chapter, the components of learner autonomy which enable learners to take responsibility for their own learning will be discussed.

2.1.3 Components of Learner Autonomy

An autonomous person can be defined as one who has an independent capacity to carry out and make the choices which govern his or her actions. This capacity depends on two main components: willingness and ability (Wenden, 1991). Hence, a person may have the ability to make independent choices but feel no willingness to do so (e.g. because such behavior is not perceived as suitable to his or her role in a particular situation). Conversely, a person may be willing to exercise independent choices but not have the necessary ability to do so.

Willingness and ability can themselves each be divided into two elements. Willingness depends on having both the motivation and the confidence to take responsibility for the choices required. Ability depends on possessing both knowledge about the alternatives from which choices have to be made and the essential skills for fulfilling whatever choices seem most appropriate. If a person wants to be successful in acting autonomously, all of these four elements need to be presented together.

It is obvious that decision-making and making choices is the core of the learner autonomy. Holec’s (1981) study comments on the range of the autonomous learner’s control in terms of making the following decisions: determining objectives, defining the contents and progressions, selecting methods and techniques, monitoring procedures of acquisition, and evaluating what has been acquired. Oxford (2008) extends the list of possible decisions related to: (1) the language to be learned; (2) the purpose, general content, topics, and specific tasks of the foreign language learning; (3) the amount and type of directions the learner needs; (4) the kinds of learning strategies to be used; (5) the nature, frequency, and reporting format of assessment;

(6) formality or informality of the learning; (7) timing; and (8) location (e.g. at self-access center, on the phone or computer at home, or elsewhere).

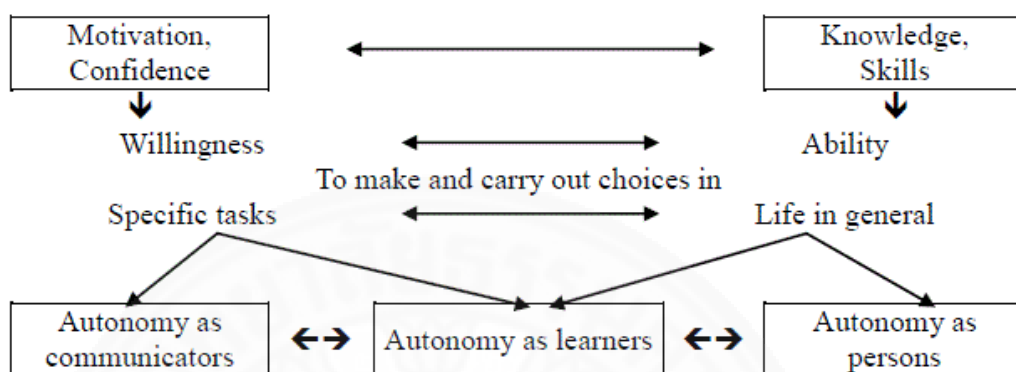


Figure 2.1 Components and Domains of Autonomy in Foreign Language Learning
(Littlewood, 1996:430)

For instance, a person may feel highly motivated to learn outside the classroom but lack the necessary knowledge or skills to manage his or her time productively; a person may have ample opportunities to develop knowledge and skills for systematizing learning, but not wish to do so since he or she sees this as the teacher's role (as for example in the case described in Riley, 1988); a learner who is accustomed to a high degree of teacher support and control may lack the confidence to carry out whatever skills he or she is taught.

In order to develop autonomy, it is very useful to distinguish these elements. Practically, all of them are closely linked. Thus, the more knowledge and skills the learners possess, the more confident they are likely to feel when asked to perform independently; the more confident they feel, the more they are likely to be able to mobilize their skills and knowledge in order to perform efficiently; and so on (Littlewood, 1996).

The two main components of learner autonomy presented above are the framework of this present study. The questionnaire which was used to measure the level of learner autonomy of the participants is based on those components.

2.1.4 The Role of Teachers and Students to Promote Learner Autonomy

Even though there is a contradiction between the role of the teacher and the learner in promoting learner autonomy, the teacher-learner relationship is critical in strengthening learner autonomy. The trust and cooperation between the teacher and the learners make the learners feel secure and comfortable in the classroom; only then can the learners have the confidence to venture further in language learning. Benson and Voller's (1997) study also stated that teachers have an important role to play in launching learners into self-access and in supporting them to stay afloat. In the investigation of this study, it was found that this requires a great change for both teachers and learners. Teachers are no longer in their traditional position as speakers in class while learners are not passive receivers any longer. However, it does not mean that teachers are less important. Conversely, the teachers' duty is more challenging and demanding in assisting learners grow up as independent and creative learners. Teachers should focus on how to learn instead of how to teach. They must play different and various roles in the classroom as counselors, guides, and facilitators. Therefore, adjusting the teacher's and learner's roles and setting up the appropriate relationship between them are the keys to the achievement in promoting autonomous learning (Benson and Voller, 1997).

2.2 AUTONOMOUS LEARNING

Autonomous learning refers to the ability to take charge of one's own learning and a potential capacity to act in the learning situation (Holec, 1981). Benson (2011) stated that it is necessary to separate two terms which are 'autonomy' and 'autonomous learning'. Autonomy is a learner characteristic while autonomous learning is a method of learning. Activities or tools which can support learners to direct their own learning can be called autonomous learning. The autonomous learning ability becomes a more significant indicator which can promote the individual's quality of language learning (Fang, 2014). However, autonomous learning is not the learning process occurring in isolation; it is related to social interaction and promotes the interdependence of learners with both their peers and teachers (Little, 1991).

The movement from a teacher-centered to a learner-centered approach is the first important step of gradual change towards autonomous learning. To support learners to be more autonomous, they should be able to regulate themselves in language learning. Mitchell (2014) showed that self-regulated learning is able to help learners to be autonomous learners by: (1) defining goals for themselves, (2) monitoring their own behavior, and (3) making decisions to achieve their goals. Accordingly, self-regulated learning helps learners find their learning ultimate goal, monitor their own learning process, make difficult decisions, and finally reach their desired language accomplishment.

2.3 AUTONOMOUS LEARNERS

Littlewood (1996) claimed that an autonomous person “has an independent capacity to make and carry out the choices which govern his or her actions”. Autonomous learners have to be responsible for all decisions that they have to make in their own learning. In other words, they are self-directed in the sense that they act independently of the teacher without remaining passive or waiting to be told what to do from the teacher.

Hedge (2000) characterized autonomous learners as those who:

- know their needs and work productively with the teacher towards the achievement of their objectives.
- learn both inside and outside the classroom.
- can take classroom based material and can build on it.
- know how to use resources independently.
- learn with active thinking.
- adjust their learning strategies when necessary to improve learning.
- manage and divide the time in learning properly.
- do not think the teacher is a god who can give them ability to master the language.

Additionally, Wenden (1991) also characterized autonomous learners as those who:

- are willing and have the capacity to control or supervise learning.
- are motivated to learn.
- are good guessers.
- choose material, method, and tasks.
- exercise choice and purpose in organizing and carrying out the chosen task.
- select the criteria for evaluation.
- take an active approach to the task.
- make and reject hypothesis.
- pay attention to both form and content.
- are willing to take risks.

Scharle and Szabo (2000) stated that to be successful learners does not depend on how good an educational degree the learners have got, but it is signalled when the learners would like to learn more. Thus, teaching a person to become an autonomous learner must promote lifelong learning skills in the learner.

2.4 RELEVANT STUDIES

2.4.1 Learner Attitudes, Motivation, and Self-esteem

Language learning involves effective elements such as attitudes, motivation, and self-esteem.

Learner success depends on his/her attitude, that is, perception of self and others, his/her capacity, and readiness to learn, perception of the role in the learning process, attitude towards the environment. Learners sometimes underestimate their capacity, believing that they are a certain personality type that cannot learn the foreign or second language, so they do not make any effort. Thus, it appears that if learners have positive attitudes towards their language learning then those attitudes will play a significant role in increasing learners' motivation and contributing to their achievement in language learning whereas a negative mindset has an adverse effect.

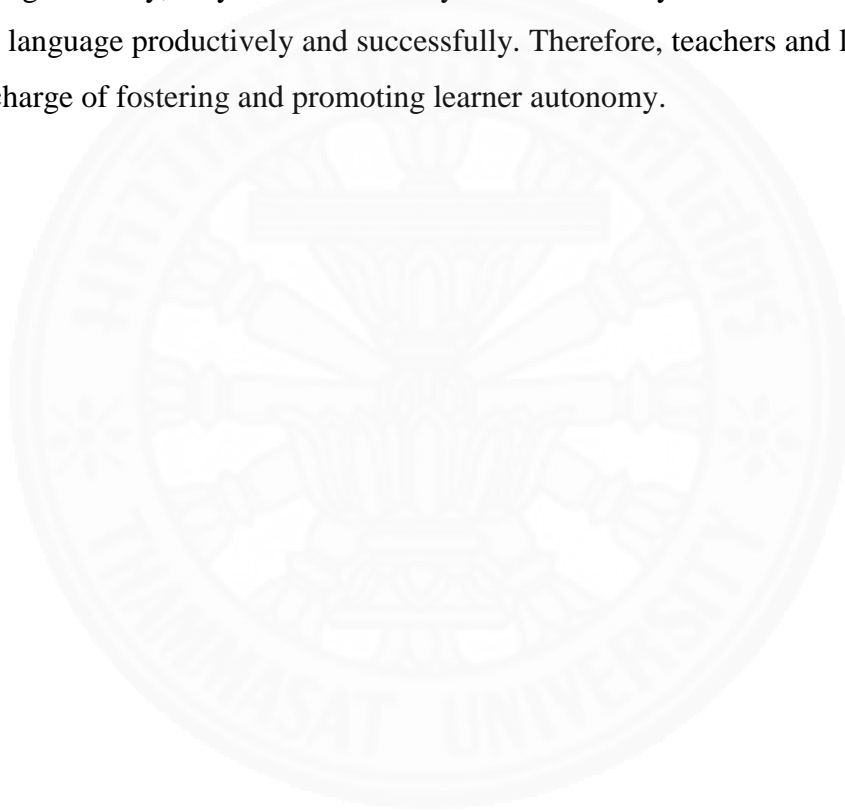
Autonomous learning is controlled by some conditions. One of them is learner motivation. It is considerable if learners can get interested in their learning process,

convince themselves to do their work, be able to perceive the importance of the learning process and their own results. The term 'motivation' is frequently used among researchers and experts, and all of them agree that it is one of the principal factors that have a big effect on the success of language learning. Primarily, motivation provides an encouragement to start the process, and then becomes 'the driving force' in order to help carry out the process and complete the goal set (Dornyei, 1998). In fact, different people have different motivational factors. They are influenced by various factors, and their degree of motivation also depends on their personality.

Many researchers such as Robert Gardner and his colleagues carried out investigations into the relationship of the learner's motivation towards the foreign or second language and their achievement (Gardner, 1993). According to Gardner and Macintyre (1993), motivation consists of three components, including desire to achieve a goal, effort extended in this direction, and satisfaction with the task. There are many factors that affect motivation in language learning such as attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes. Robert Gardner coined the terms instrumental motivation (language learning for immediate or practical goals) and integrative motivation (language learning for personal growth and cultural enrichment through contact with speakers of the other language) which are identified by a learner's orientation to the target language and community. In integrative motivation (integrative orientation), learners acquire a foreign or second language to be accustomed to members of another language community. If learners have positive attitudes, they will enjoy learning language and progress rapidly. Integrative learners show that they are interested in learning a foreign or second language in order to conceive the culture, tradition, and community of speakers of that language. However, with an instrumental motivation (instrumental orientation), learners acquire a foreign or second language for practical goals such as passing examinations, fulfilling university requirements, increasing job opportunities and salary potential, or for further education overseas. But in both cases, motivation is a key factor that contributes to the success of language learning. If learners are aware of the significance of motivation, they will be more likely to complete their goals.

Indeed, attitudes and motivation are part of the concept of self-esteem. According to Branden (2001), “self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth)”. If learners have a high self-esteem, they may highly succeed in their learning process.

All in all, learners should be willing to take responsibility for their own learning. They ought to use the right strategies and have positive attitudes, motivation, and high self-esteem. These elements will lead them to succeed in language learning. Most significantly, they should use every chance that they receive in order to learn the target language productively and successfully. Therefore, teachers and learners should take charge of fostering and promoting learner autonomy.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the methodology used in the present study in relation to the research questions in chapter 1. This current chapter consists of six sections including research design, participants, research instruments, data collection, research procedure, and data analysis.

3.1 RESEARCH DESIGN

Since the study aimed to investigate learner autonomy, the sequential explanatory design was suitable for the research goal. This method was a two-phase design where the quantitative data was collected first followed by qualitative data collection. The objective was to use the qualitative results to further explain and interpret the findings from the quantitative phase. A five scale Likert questionnaire was used to collect data quantitatively. A questionnaire is objective, and the researcher could collect the data with a large number of respondents easily and economically. Although a questionnaire has many advantages, researchers might not get in-depth information in this case. Therefore, the semi-structured interview was manipulated in the study to get in-depth detail from autonomous participants. They could explain and offer insights into their survey answers.

3.2 PARTICIPANTS

The participants of the present study comprised 330 Thai law students who were doing a bachelor's degree in law (LLB) at a public research university in Thailand. This university is entering into the 85th year after its establishment, and it is remarkable for its disciplines of social sciences, especially in law and political science. Participants were in a bachelor's degree program and the students were divided into four subgroups to be the participants of the study.

According to Yamane's (1967) sample calculation, more than 323 participants out of the total population of 1,661 were selected as the participants in the study. The margin of error is less than or equal to 0.05, and the study maintains a 95% confident

interval. Hence, 330 participants out of 1,661 law students were the participants in this study.

The participants of the present study represented various years. Thus, a stratified sampling technique was used to divide the elements of the population into smaller subgroups (strata) based on the similarity in such a way that the elements within the group were homogeneous and heterogeneous among the other subgroups formed. They were classified into four subgroups; freshman (first-year), sophomore (second-year), junior (third-year), and senior (fourth-year), all of them are doing a bachelor's degree. For proportional allocation strategy, the size of the sample in each subgroup was taken in proportion to the size of the subgroup. And then the samples in each subgroup were randomly selected based on availability as a convenience sampling technique.

Subgroup	Size	Percentage	Sample
Freshman	417	25.1%	83
Sophomore	412	24.8%	82
Junior	368	22.2%	73
Senior	464	27.9%	92

Table 3.1 Selecting a Participant Sampling

Three hundred and thirty of the total participants were provided with the learner autonomy questionnaire. In addition, 4 of them, who had the highest and the lowest scores of learner autonomy from the questionnaire, were required to have an interview to get the necessary in-depth information.

3.3 RESEARCH INSTRUMENTS

This study employed both quantitative and qualitative research instruments, namely questionnaire and interview, to collect the data.

3.3.1 Learner Autonomy Questionnaire

The learner autonomy questionnaire used in this study was adapted from the Measuring Instrument for Language Learner Autonomy or MILLA (Murase, 2015) and a learner autonomy questionnaire developed by Zhang and Li (2004) which had been proved to have high content validity and high reliability. In addition, some questionnaire items were adapted from the 34 items questionnaire of Swatevacharkul (2008) which was developed based on the review of literature regarding to the components of autonomy. The questionnaire validity and reliability are 0.84 and 0.90 respectively. The core concept of the learner autonomy questionnaire is based on the two main components; learners' willingness and learners' ability.

The questionnaire format comprises of two sections. The first section is about the participants' background information (e.g. year and gender). For the second part, it contains 30 questions related to the learner's autonomy in English language learning. The questions were categorized into 5 stages of agreement, and the scores are based on the five Likert scale. It is classified in terms of agreement, and learners were asked to rate either 'strongly agree', 'agree', 'uncertain', 'disagree', or 'strongly disagree' on each statement. The positive statements were given weights of 5, 4, 3, 2, and 1 respectively for scoring purposes, while the negative statements rated 1, 2, 3, 4, and 5.

Agreement	Score based on Likert scale
Strongly agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly disagree	1

Table 3.2 Score Rank of Learner Autonomy Questionnaire

The score ranking of the learner autonomy questionnaire was between 30 and 150. The higher score indicates a higher level of learner autonomy.

The evaluation criteria of the questionnaire were as follows:

1.00 – 1.80	means the level of learner autonomy was ‘very low’
1.81 – 2.60	means the level of learner autonomy was ‘low’
2.61 – 3.40	means the level of learner autonomy was ‘moderate’
3.41 – 4.20	means the level of learner autonomy was ‘high’
4.21 – 5.00	means the level of learner autonomy was ‘very high’

3.3.2 Semi-structured Interview

As individuals have their own aspects related to responsibilities, abilities, and activities on learner autonomy, a semi-structured interview was provided as an important tool to explore and elaborate those aspects. A semi-structured interview was conducted with four participants (from the highest and lowest levels). The interview was a verbal questionnaire which was rather formal and consisted of a series of questions to elicit specific answers from the respondents. The researcher used them as guidelines to probe and gain further insights.

The justifications to conduct the semi-structured interview were as follows. First, the open-ended questions in the questionnaire might be difficult for some respondents to answer, which might result in loss of information. Another reason lay in the fact that the semi-structured interview allowed the researcher to probe or clarify any ambiguities of the information obtained from the questionnaire.

3.3.3 Pilot Study

The learner autonomy questionnaire was piloted with participants excluded from the research samples. The questionnaires were administered to 20 law students. Each participant did the pilot study together at the same time. They spent about 10 to 15 minutes doing the learner autonomy questionnaire. After piloting the questionnaire, the findings were brought to calculate the reliability in SPSS (IBM SPSS Statistics 24 Commuter License). The Cronbach’s alpha of learner autonomy questionnaire was 0.97.

3.4 DATA COLLECTION

A mixed-method research design was employed in the present study, drawing on different data sources.

3.4.1 Quantitative Data Collection for Research Question

Since all the participants use Thai language as a mother tongue, learner autonomy questionnaires written in English and translated into a Thai version were administered to the law students to eliminate any language barrier. Back translation procedure was used to ensure the accuracy of the translated version. The learner autonomy questionnaire was administered to the participants to observe the level of English language learning autonomy.

3.4.2 Qualitative Data Collection for Research Question

Semi-structured interview questions were conducted with 4 participants. Two participants came from the highest learner autonomy level subgroup and another two participants came from the lowest (after being classified by the learner autonomy questionnaires). Two participants from each year were randomly invited to have an interview about their English language learning.

3.5 RESEARCH PROCEDURE

This section describes the data collection procedures from the 2 research instruments which were the learner autonomy questionnaire and the semi-structured interview.

3.5.1 Learner Autonomy Questionnaire

There were 4 steps to collect the data from the questionnaire. First of all, the learner autonomy questionnaires were distributed to the participants of the study. Before responding to the questionnaires, the researcher informed them of the purposes and significance of the questionnaire and told them that there was no right or wrong answer so that the participants would respond the questionnaires honestly and

truthfully. Secondly, the distribution of the questionnaires to each subgroup was at the same time. After that, all of the participants returned their completed response, and the questionnaires were gathered. Finally, the findings of the questionnaires were calculated into descriptive statistics (Mean (\bar{X}) and Standard Deviation (SD)).

3.5.2 Semi-structured Interview

After summarizing the data from the questionnaires, the scores of each subgroup - freshman, sophomore, junior, and senior - were ranked from the highest to the lowest. Two participants from the group which had the highest score and two participants from the group which had the lowest score from the questionnaires were invited to have an interview for deeper investigation of details and given appointments. The interview began by informing the respondents about the purposes of this semi-structured interview, and then they were asked general questions in order to elicit their background information such as name, age, educational background, etc. After that, the interviewees were asked the listed questions. They would be asked more for some responses that needed more clarification. Thirty minutes were spared for each interviewee in the interview part. During the interview, the conversations were recorded. Later, the recording was transcribed into text.

3.6 DATA ANALYSIS

There were two types of data which were acquired in this present study.

3.6.1 Quantitative analysis: Learner Autonomy Questionnaire

The quantitative data obtained from the questionnaires of the present study were statistically analyzed through descriptive analysis. The research question aimed to investigate the level of English language learning autonomy of the participants by using a 5-point Likert scale questionnaire. After gathering the data, it was computed to find Mean (\bar{X}) and Standard Deviation (SD).

3.6.2 Qualitative analysis: Semi-structured Interview

Four participants who represented two groups of students - highest score and lowest score - were selected to have a semi-structured interview. Descriptive analysis

technique was used to present and analyze participants' opinion and thought. Participants' responses from the interviews were coded and classified by the main points. In addition, this interview enabled researcher to get the in-depth information and collect the declarative data from the participants which enhanced the data from the questionnaire and made it more reliable.



CHAPTER 4

RESULTS AND DISCUSSION

The previous three chapters explained the background information and the methodology of this present study. This chapter reports the results and discussion obtained from the questionnaires and the semi-structured interview in order to look for the level of English language learning autonomy in Thai law students. The quantitative results are presented by descriptive statistics. Moreover, the qualitative findings from the interview are also provided to support the results of the questionnaires. The discussion of the findings is also presented in this chapter.

4.1 RESULTS

The quantitative data were collected by the learner autonomy questionnaire and were analyzed to answer two research questions to investigate the levels of learner autonomy and examine the differences in learner autonomy among Thai law students learning in the target university. In addition, the qualitative data from the interview were analyzed to fulfill the data from the questionnaire and made them more reliable. The results will be presented in the order of the research questions.

4.1.1 The Investigation of Learner Autonomy Level

According to the research question 1: *What are the levels of English language learning autonomy of Thai law students learning in the university?*, the results of the five Likert scale questionnaire were analyzed by descriptive statistics in SPSS (IBM SPSS Statistics 24 Commuter License) to find Mean (\bar{X}) and Standard Deviation (SD).

In order to obtain more information, the descriptive statistical analysis was conducted to analyze each domain in the learner autonomy questionnaire. The results are presented in Table 4.1 with the interpretation of the level of learner autonomy.

Table 4.1

Participants		Thai Law Students (N = 403)
Domains		
Willingness	Mean (\bar{X})	3.85
	SD	0.68
	LA Level	High
Ability	Mean (\bar{X})	3.64
	SD	0.73
	LA Level	High
Total	Mean (\bar{X})	3.75
	SD	0.67
	LA Level	High

Table 4.1 Mean and Standard Deviation of each Domain and the Level of Learner
Autonomy

The analyzed data show that the grand Mean (\bar{X}) was 3.75 and the Standard Deviation (SD) was 0.67. According to the criteria of the questionnaire, the range from 3.41 to 4.20 means the level of learner autonomy was 'high'. Therefore, on average, the level of English language learning autonomy of the participants was at the high level.

The table 4.1 also presents that, on average, the participants had high levels in both domains, which were willingness and ability. However, their willingness was rated at a higher level ($\bar{X} = 3.85$, $SD = 0.68$) than the ability ($\bar{X} = 3.64$, $SD = 0.73$).

According to the research question 2: *What are the differences in learner autonomy among Thai law students learning in the university?*, the results of the five Likert scale questionnaire were analyzed by descriptive statistics in SPSS (IBM SPSS Statistics 24 Commuter License) to find Mean (\bar{X}) and Standard Deviation (SD).

Additionally, the mean of each statement in each subgroup under every domain was examined with the interpretation of the level of learner autonomy to show some remarkable findings in Table 4.2, 4.3, and 4.4 as follows.

Table 4.2

Participants Willingness		Freshman (N = 119)	Sophomore (N = 92)	Junior (N = 94)	Senior (N = 98)
		S1	Mean (\bar{X})	4.08	4.05
	SD	0.88	0.97	0.81	0.95
S2	Mean (\bar{X})	3.82	3.98	3.81	3.81
	SD	0.91	0.94	0.93	0.87
S3	Mean (\bar{X})	4.13	4.09	3.97	4.15
	SD	0.84	0.90	0.86	0.98
S4	Mean (\bar{X})	4.08	4.15	4.02	4.01
	SD	0.83	0.86	0.89	0.96
S5	Mean (\bar{X})	3.74	3.75	3.70	3.51
	SD	0.93	1.03	0.89	1.08
S6	Mean (\bar{X})	3.77	3.64	3.76	3.55
	SD	0.91	0.96	0.95	0.99
S7	Mean (\bar{X})	3.39	3.42	3.44	3.19
	SD	1.07	1.03	1.14	1.04
S8	Mean (\bar{X})	3.55	3.38	3.56	3.16
	SD	0.95	1.02	1.00	1.06
S9	Mean (\bar{X})	3.61	3.60	3.55	3.28
	SD	0.98	1.08	1.09	1.01
S10	Mean (\bar{X})	3.61	3.72	3.61	3.53
	SD	0.91	1.00	1.04	0.96
S11	Mean (\bar{X})	4.06	4.02	3.87	3.64
	SD	0.97	0.86	1.05	1.10

S12	Mean (\bar{X})	3.96	4.11	3.98	4.01
	SD	0.90	0.94	0.99	0.97
S13	Mean (\bar{X})	4.22	4.42	4.11	4.51
	SD	0.87	0.80	0.89	0.75
S14	Mean (\bar{X})	4.22	4.40	4.20	4.37
	SD	0.93	0.79	0.86	0.80
S15	Mean (\bar{X})	3.82	4.16	3.86	4.04
	SD	0.94	0.87	0.96	0.95
Learner's willingness	Mean (\bar{X})	3.87	3.93	3.83	3.79
	SD	0.67	0.67	0.71	0.67
	Meaning	High	High	High	High

Table 4.2 Mean and Standard Deviation of each Statement of Willingness

S1 to S15 are the statements about the learners' willingness as follows.

1. I am pleased to take responsibility for my own learning.
2. I am willing to decide what I will learn outside the classroom.
3. I am willing to create opportunities to use English outside the classroom.
4. I am pleased to make study plans that match my goals in learning English.
5. I like to seek additional knowledge outside the classroom even if the teacher does not tell me to do so.
6. I am confident that I can make a good effort in seeking knowledge I want to learn.
7. I can learn on my own without a supporter.
8. I am confident that I can manage my time well for learning.
9. I know what I am good at in learning English. (e.g., 'I am good at memorizing vocabulary.')
10. I think I am an effective autonomous learner, both in and out of class.
11. I pay attention to learning English in order to get a good grade.
12. I like to learn English because I will be able to get a job easily.

13. Studying English can be important for me since I need it for my future education.
14. Studying English can be important for me because it will allow me to meet and converse with more and varied people.
15. I like to take part in English activities when I have free time such as watching English movies or listening to English songs or news.

Table 4.2 demonstrates that on average the participants in all subgroups were highly willing to take charge of their own learning. The sophomores ranked the highest ($\bar{X} = 3.93$, $SD = 0.67$). The freshman and junior students were also in the high range ($\bar{X} = 3.87$, $SD = 0.67$ and $\bar{X} = 3.83$, $SD = 0.71$ respectively). From the table, the senior subgroup was in the lowest range; however, it was still in the high level ($\bar{X} = 3.79$, $SD = 0.67$). From the item 1 “I am pleased to take responsibility for my own learning”, it can be inferred that the learners are willing to take responsibility for their learning process. Furthermore, they create the chance to use English outside the classroom. This means they try to practice and improve their English skills more and more. Moreover, seeking additional knowledge outside the classroom even if the teacher does not tell them to do can also show the willingness of the participants. Items 11 to 14 also show that the learners had a series of goals to achieve.

The next table is going to present the interpretation of another component of learner autonomy which is ability.

Table 4.3

Participants Ability		Freshman (N = 119)	Sophomore (N = 92)	Junior (N = 94)	Senior (N = 98)
		S16	Mean (\bar{X})	3.77	3.84
SD	0.93		0.92	0.94	0.95
S17	Mean (\bar{X})	3.67	3.86	3.70	3.63
	SD	0.92	0.88	0.97	0.92
S18	Mean (\bar{X})	3.47	3.61	3.50	3.31
	SD	0.93	0.89	1.10	1.02

S19	Mean (\bar{X})	3.15	2.91	3.18	2.73
	SD	1.06	1.02	1.34	1.14
S20	Mean (\bar{X})	3.75	3.78	3.79	3.77
	SD	0.90	0.98	1.04	0.92
S21	Mean (\bar{X})	3.67	3.38	3.56	3.28
	SD	0.96	1.09	1.13	1.04
S22	Mean (\bar{X})	3.48	3.37	3.51	3.16
	SD	1.02	1.13	1.22	1.09
S23	Mean (\bar{X})	3.98	4.11	4.07	3.83
	SD	0.95	0.85	0.91	0.87
S24	Mean (\bar{X})	3.82	3.72	3.87	3.58
	SD	0.93	1.00	0.93	0.94
S25	Mean (\bar{X})	3.68	3.79	3.66	3.47
	SD	0.83	0.93	1.02	0.91
S26	Mean (\bar{X})	3.66	3.78	3.63	3.36
	SD	0.93	1.00	0.99	0.88
S27	Mean (\bar{X})	3.76	3.89	3.82	3.82
	SD	0.86	0.90	1.04	0.93
S28	Mean (\bar{X})	3.72	3.86	3.78	3.72
	SD	0.95	0.87	0.84	0.80
S29	Mean (\bar{X})	3.67	3.73	3.67	3.53
	SD	0.87	0.88	0.90	0.92
S30	Mean (\bar{X})	3.82	3.79	3.63	3.50
	SD	0.94	0.96	0.93	0.82
Learner's ability	Mean (\bar{X})	3.67	3.69	3.68	3.50
	SD	0.73	0.69	0.80	0.70
	Meaning	High	High	High	High

Table 4.3 Mean and Standard Deviation of each Statement of Ability

S16 to S30 are the statements about the learners' ability as follows.

16. I think I have the ability to learn English well.
17. I have the ability to set my own learning objectives in class.
18. I make good use of my free time in English study.
19. I preview before the class.
20. I know where I can seek knowledge.
21. I keep records of what I learned from my English study.
22. I attend out-class activities to practice and learn the language.
23. I know my strengths and weaknesses in learning English.
24. I try to improve on my learning weak points.
25. I am capable of finding appropriate learning methods and techniques for myself.
26. I have the ability to choose my outside class learning objectives.
27. I am able to choose learning materials outside class.
28. I can tell whether or not I am making learning progress.
29. I evaluate the improvement in my ability to use English effectively.
30. I am capable of being totally responsible for my own learning.

Table 4.3 informs us that the participants in all subgroups have considerably high ability to learn autonomously. The learners' ability levels among freshmen, juniors, and sophomores are slightly different ($\bar{X} = 3.67$, $SD = 0.73$ and $\bar{X} = 3.68$, $SD = 0.80$ and $\bar{X} = 3.69$, $SD = 0.69$ respectively). From the table, the senior subgroup was in the lowest range. Nevertheless, it was also in the high level ($\bar{X} = 3.50$, $SD = 0.70$). The high level of item 20 "I know where I can seek knowledge" indicates that the learners were able to find the learning tools by themselves. They also noticed their strengths and weaknesses in learning English and tried to improve on their learning weak points by themselves. Moreover, they were capable of finding appropriate learning methods and techniques. This means they had ability to learn by themselves effectively. Furthermore, the findings indicate that they can tell whether or not they are making learning progress and also could evaluate the improvement in their ability to use English effectively. Although most statements of ability set were high, the item 19 "I preview before the class" was reported at the moderate level in all subgroups (\bar{X}

= 3.15, SD = 1.06 and \bar{X} = 2.91, SD = 1.02 and \bar{X} = 3.18, SD = 1.34 and \bar{X} = 2.73, SD = 1.14 respectively). It can be assumed that the participants sometimes prepare the lessons in advance, yet it is not as a matter of routine.

Table 4.4

Participants Learner Autonomy		Freshman (N = 119)	Sophomore (N = 92)	Junior (N = 94)	Senior (N = 98)
		Willingness	Mean (\bar{X})	3.87	3.93
SD	0.67		0.67	0.71	0.67
LA Level	High		High	High	High
Ability	Mean (\bar{X})	3.67	3.69	3.68	3.50
	SD	0.73	0.69	0.80	0.70
	LA Level	High	High	High	High
Total	Mean (\bar{X})	3.77	3.81	3.76	3.64
	SD	0.66	0.65	0.72	0.65
	LA Level	High	High	High	High

Table 4.4 Mean and Standard Deviation of each Subgroup and the Level of Learner Autonomy

The analyzed data show that the grand mean (\bar{X}) of the sophomore ranked the highest level (\bar{X} = 3.81, SD = 0.65). The freshman and junior students were slightly different and also in the high range (\bar{X} = 3.77, SD = 0.66 and \bar{X} = 3.76, SD = 0.72 respectively). From Table 4.4, the senior subgroup was in the lowest range (\bar{X} = 3.64, SD = 0.65). According to the criteria of the questionnaire, the range from 3.41 to 4.20 means the level of learner autonomy was 'high'. Therefore, on average, the level of English language learning autonomy of the participants in all subgroups was at the high level.

The table 4.4 also presents that, on average, the participants in all subgroups had high levels in both the domains of willingness and ability. However, their willingness ranked higher than the ability.

4.1.2 Interview

Semi-structured interviews of 4 interviewees were conducted in order to explore the aspects related to responsibilities, abilities, and activities on learner autonomy. Two participants from the sophomore subgroup which had the highest score and two participants from the senior subgroup which had the lowest score from the questionnaires were asked to have an interview for more indepth details. Two participants from the sophomore subgroup were interviewee 1 and 2, and two participants from the senior subgroup were interviewee 3 and 4. There were two main questions provided in the interviews. The first question was about their willingness in learning English, which depends on having both the motivation and the confidence to take responsibility for their own learning. Then, the interviewees were asked about their ability for fulfilling whatever choices seem most appropriate for their own learning. The findings from the interviews are presented according to those main questions as follows.

4.1.2.1 To what extent do you take responsibility for your own learning?

Motivation

Three out of four interviewees stated that they learned English from entertainment during their leisure time. All of those three interviewees improved their English by watching movies or television series with English soundtracks; two of them did it while listening to international songs. Two out of four interviewees mentioned that they enjoyed learning English from reading.

Two interviewees, who shared the same interest in listening to songs, also had mutual methods to search for the meaning of new vocabulary from the lyrics and to understand the message that the songs try to give. They both agree that they improved both of their listening and writing skills so well from doing it this way.

Even though most of them thought that it was a good idea to learn English from their own entertainment activities, one interviewee admitted that watching movies or television series did not work so well for him even if he liked doing so. “I think I cannot take most advantages out of those things. The fact is that I do not focus enough on the language itself as I do on the entertainment they give. Therefore, English improvement from leisure activities is just a thing that comes after the fun.” stated Interviewee 2.

There was only one interviewee who did not bring about any passions for movies, television series, or songs. While the other three interviewees enjoyed the time of learning English while having some entertainment, this interviewee had another method. The interviewee would do it by reading the labels of the products that are written in English in order to expand his vocabulary storage. Another effort he made was to study the class materials in advance. The interviewee stated, “I want to have basic understanding in what I must face. If I get it right, then it will be easier for me to understand when the class comes. If I get it wrong, then I will have a second chance to understand it the right way.” (Interviewee 4)

One interviewee had taken the help of modern technologies in order to advance her English skills. She revealed that she used the TOEIC mobile application to practice and have simulated exams. Additionally, she used the TED Talk application to assist her in her listening and speaking skills. Another interviewee followed some fan pages on Facebook that promote English lessons. Even with distinctive approaches, the ultimate goal was still common, that was to gain great scores in English proficiency tests. Both TOEIC and TU-GET tests were mentioned by the interviewees. All of the four interviewees strove for the best achievable scores, with the aim to reach the best position at their ideal future workplaces. As an example, Interviewee 4 stated that a 650 score is a minimum requirement for a job at a decent law firm.

“What matters the most is to always practice, otherwise it will be forgotten.” By that quote of Interviewee 2, both Interviewee 1 and 2 affirmed that it is essential to ensure that English is used regularly, for instance by helping out lost foreigners,

making conversations with backpackers or meeting new people on social applications and staying in touch with them. “Practice makes perfect”, Interviewee 1 summed up her answer.

All the interviewees emphasized the importance of being able to use English. Three out of four interviewees concluded that it is necessary to obtain professional skills in English in order to gain access to their higher education. Not only will they be needed for entrance examinations, they will again be necessary as soon as one is enrolled in an institution as a study tool. Most importantly, they will become very significant in the job market where people with advanced English knowledge are preferred. “The more you use English as the accessing bridge, the more opportunities you get.” Interviewee 1 quoted.

Apart from that, “Language works as spells which bind people’s hearts.” Interviewee 1 stated. The interviewee continued by saying “When foreigners try to talk to us in our Thai language, we would get the feelings that they make an effort and are being so genuine and humble or they would not try at the first place otherwise. On the other hand, I feel that it would be easier to make friends and have those foreign friends opened-up to me if I am able to speak their languages. English actually broadens my horizon and gives me more opportunities.”

Finally, Interviewee 1 and 3 approved the proposition that English widens the access to more pleasures such as big variety of media and entertainment. It can also come in handy for traveling and getting close to new people and cultures.

Most interviewees found pleasure from their leisure time. However, not all of them felt comfortable enjoying it as a measure to enhance their English capabilities. Two interviewees prefer to be assisted by an expert in the process, stating that it makes it much simpler and faster. While both stated that it is progressive to use the method mentioned, one of them admitted it is still vital to do it independently. “Learning on one’s own is still important. We need to do it but must measure the remaining time while doing so,” said Interviewee 3. In contrast, the other interviewee illustrated independent study as an inefficient means to attain English knowledge as it can be time consuming. Interviewee 2 said “Learning on my own will just make it

harder and take even much more time.” The interviewee added that having someone with good English skills to talk to constantly is the optimum way; misunderstandings will be corrected instantly, and verbal skills will also be improved intuitively.

One of the interviewees favoured the two approaches to learn English equally. “I feel complacent with both learning by myself and learning with the help from others; each of these learning mechanisms has its own positive and negative attributions. When I learn by myself, I get to be on my own and therefore learn to be mindful of my inadequate wisdom and how to look for the answers. On the other hand, learning with the help from others can get me to those answers faster. It is as if we traveled to unknown destinations with a great local guide,” Interviewee 4 commented.

Confidence

Notwithstanding this, Interviewee 1 endorsed using her own competence to overcome difficulties found in her English utilization. She felt confident to learn on her own. She said “I believe that I have the skills that are means to search and gain more knowledge. Whenever I find new vocabularies or obstacles at understanding something, I would solve them by using search engines to get the answers not only in Thai, but also in English, to make better senses of the terms and get more precise meanings. If I cannot find answers by that procedure, then I would turn to my foreign friends and ask them.”

4.1.2.2 How could you achieve your goal in learning English?

Skills

All interviewees were aware of the significance of solid abilities in English. “Not only it will help me with my future career, but it is also essential in my daily life. It will make it easier for me to get a position at a law firm. I will also be able to understand all the contents in my favorite songs and movies. Moreover, I will no longer be nervous when I encounter the foreigners,” claimed Interviewee 2. They all were tenacious in the quest to acquire gratifying English skills. The interviewees’

ideas on how they manage to accomplish those ambitions can be divided into two groups.

Two out of four interviewees saw taking specific courses as a beneficial way to obtain their desired objectives. One of them, Interviewee 2, specifically stated that this method is the most beneficial in her perspective. She still finds it important to keep practicing English under any circumstances, so that her English proficiency will be sustainable, taking into consideration the desire to make friends with international people and exchange each other's cultures.

On the contrary, the other interviewee, Interviewee 4, preferred to count on his own abilities to learn and master the skills. He would get himself prepared for his scholarship interviews, for example, looking into the questions that might be asked and perfecting the answers for them. His overall goal was to be successful in his selected path of education. English writing skill remained one of his flaws. Therefore, he was striving to improve it as it was needed for his future tasks, be it for the goals of examinations, academic writings or research. He has been tackling this challenge by writing stories regularly. However, he does not discount the idea of taking a specific course in writing one day. Admitting he did not have as much time as he would like, he had a strong will to never give up practicing for the prosperous days to come.

Interviewee 3 considered taking a course as the only promising method for her to advance her English skills. As she described herself as an undisciplined individual when it comes to learning, that is why it was unproductive for her to try to study by herself. She was ambitious to continue her study at a graduated level. Therefore, it was crucial for her to have outstanding English proficiency scores. "I aim to get at least 550 scores in TU-GET results," she announced. Nevertheless, she realized that she has to rely on herself just as much. She then added "I still try to memorize the vocabularies. I would look for all those words that are believed to be in the test occasionally. I promise myself that I will learn and memorize them daily."

And last, Interviewee 1 clearly stated that her personal approach to gain profitable English skills was to maintain practicing. She added to her answer "I do it so much that it has become a part of my living. It is in the movies I watch, the songs I

listen to, and the books I read. English revolves around almost everything I do in my daily life. The way I practice it, is to not just let it pass me by but be serious and pay close attention to it. When I watch movies or series in English soundtracks, I listen to what the characters say carefully and then try to transform the subtitles that I see on the screen into full English sentences in my head. This way, I can improve both my listening and writing skills.” She was already pleased with her grammar skill but still enhanced it time to time whenever she prepared herself for the English proficiency tests.

4.2 DISCUSSION

The discussion of the results is presented in accordance with the research questions, mentioned in Chapter 1. The questions are recapped here for convenience as following:

1. What are the levels of English language learning autonomy of Thai law students learning in the university?
2. What are the differences in learner autonomy among Thai law students learning in the university?

4.2.1 The Findings of Learner Autonomy Level

The findings of learner autonomy level among the Thai law students learning in the targeted university were on average at the high level. The two main components of learner autonomy, which are willingness to take charge of their responsibility and ability to learn autonomously, were on average at the high level among Thai law students in all subgroups. The results of the high level of willingness and ability among the participants support what Wenden has stated – that students should be confident and trust in their ability to learn or monitor their own learning (Wenden, 1991). Wenden also stated that a learner who wants to have learner autonomy should have the willingness and ability to take charge of his or her learning. These two factors are the main components of learner autonomy.

Although all subgroups were rated at the high level, the sophomores ranked the highest ($\bar{X} = 3.81$, $SD = 0.65$) so this subgroup had the highest learner autonomy

level. The results also clearly showed that the sophomore was highly willing to take charge of their own learning ($\bar{X} = 3.93$, $SD = 0.67$). This is probably because the learners realize that their further education and high-paying jobs in the legal field require very high English proficiency.

The statements of willingness in the questionnaire “Studying English can be important for me since I need it for my future education,” and “Studying English can be important for me because it will allow me to meet and converse with more and varied people,” have shown clearly the instrumental motivation (language learning for immediate or practical goals) and integrative motivation (language learning for personal growth and cultural enrichment through contact with speakers of the other language) which are identified by learner’s orientation to the target language and community. There is the relationship of the learner’s motivation towards the foreign or second language achievement (Gardner, 1993). If learners have positive motivation, they will enjoy learning language and progress rapidly. Integrative learners show that they are interested in learning a foreign or second language in order to conceive the culture, tradition, and community of speakers of that language, whereas with an instrumental motivation, learners acquire a foreign or second language for practical goals such as passing examinations, fulfilling university requirements, increasing job opportunities and salary potential, or for further education overseas.

From the interviews, both second year students concluded that it is necessary to obtain professional skills in English in order to gain access to their higher education, and most importantly they will become competitive in the job market where people with advanced English knowledge are preferred. “It can also come in handy for traveling and getting close to new people and cultures,” claimed Interviewee 1. Thus, motivation is a key factor that contributes in the sophomores to the high level of learner autonomy. If learners are aware of the significance of motivation, they will be more likely to complete their goals.

On the contrary, from the results, the senior subgroup had the lowest learner autonomy level ($\bar{X} = 3.64$, $SD = 0.65$). What seems to be the problem is that the

learners in this subgroup lacked a little confidence as they got the lowest score from the statements “I can learn on my own without a supporter,” and “I am confident that I can manage my time well for learning.” Moreover, two interviewees from this subgroup preferred to be assisted by an expert in the learning process, describing how it makes it much simpler and faster. The interviewee then added that having someone with good English skills and being able to talk to that person constantly is the optimum way; misunderstandings will be corrected instantly, and verbal skills will also be improved intuitively.

These results clearly show that the senior problem is a lack of confidence. This may be due to the problem that the learners are accustomed to a high degree of teacher support and control and may lack the confidence to carry out whatever skills they were taught. Self-confidence in ability plays a very important role in learning. To Wenden (1991), the learners should be confident and believe in their ability to learn or observe their own learning. If learners trust in their ability to learn and follow the path of self-instruction, they will achieve a high degree of autonomy and be able to cope with any obstacles they face. The trust and cooperation between the teacher and the learners make the learners feel secure and comfortable in the classroom; only then can the learners have the confidence to venture further into language learning.

According to Branden (2001), “self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth).” If learners have a high self-esteem, they may compete highly in their learning process. Furthermore, the learners in the senior subgroup had the lowest score from another statement of ability in the questionnaire “I make good use of my free time in English study.” This means the seniors had the greatest challenges with time management. It might be because the learners in this subgroup were in the midst of the overwhelming stress of deciding what to do with their future, and sometimes they were cracking under the pressure. This factor might make them less autonomous in learning. According to Hedge (2000), we can characterize autonomous learners as those who manage and divide the time in learning properly.

Scharle and Szabo (2000) stated that to be the successful learners does not depend on how much of an educational degree they have got, but it is indicated when the learners would like to learn more. In the results of this research, the sophomores had a higher level of learner autonomy compared with the senior subgroup. Learner autonomy level does not depend on the learners' degree or stage of learning, but it depends on how much willingness and ability the learners have got.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This present chapter provides a summary of the study and implications for Thai law student pedagogy. The chapter also offers some limitations of this study and the recommendations that further research should be taken into consideration.

5.1 SUMMARY OF THE FINDINGS

The summary related to the two research objectives is as follows.

5.1.1 The findings show that the level of English language learning autonomy of Thai law students learning in the target university was at the high level. Thai law students learning in the university are autonomous learners. The Mean (\bar{X}) and the Standard Deviation (SD) were 3.75 and 0.67 respectively. It is obviously seen that Thai law students learning in the university have high levels of learner autonomy.

5.1.2 From the results, on average, the level of English language learning autonomy of Thai law students in all subgroups was at the high level. The sophomores ranked the highest ($\bar{X} = 3.81$, $SD = 0.65$). The freshman and junior groups were slightly different and also in the high range ($\bar{X} = 3.77$, $SD = 0.66$ and $\bar{X} = 3.76$, $SD = 0.72$ respectively), whereas the senior subgroup was in the lowest range ($\bar{X} = 3.64$, $SD = 0.65$). In addition, Thai law students in all subgroups showed high level reporting in both key domains of willingness and ability.

5.2 CONCLUSIONS

This present study aimed to investigate the levels of learner autonomy and examine the differences in learner autonomy among Thai law students learning in the target university. There were 403 participants who were doing a bachelor's degree in law (LLB) at a public research university in Thailand. This study has shown that Thai law students are autonomous since the Mean (\bar{X}) and the Standard Deviation (SD) from the findings were high. Even though it is commonly known that Thai traditional classrooms or the general Thai educational curriculum may not promote learner

autonomy as much as they could, the findings of this study grow apart. The results indicate that Thai law students are ready to be autonomous learners as they have a high level of willingness and ability. Learners are able to be successful in language learning when they have a responsible attitude. Accordingly, learners need a great deal of self-responsibility and active involvement when participating in learning activities in order to reach their potential in language learning. Moreover, nowadays, the teachers' duty is more challenging and demanding in assisting learners to grow up as independent and creative learners. From the discussion, motivation is one of the key factors that contributes to a high level of learner autonomy. The learners' degree does not illustrate the learner autonomy level because it depends on how much willingness and ability the learners have got, not their qualification.

5.3 PEDAGOGICAL IMPLICATIONS

The results of this current study are beneficial for the lecturers, dean, and officers in academic affairs in designing a curriculum and effective educational system that could fulfill the students' English language proficiency. The results could lead to what should be emphasized in the curriculum to maximize the students' proficiency and to promote the missing components of learner autonomy, which are so important for achieving complete success. Moreover, the faculty can use the results of this present study to provide the activities or tools that foster language learners and facilitate the learners to become more autonomous.

In the past, Thai teachers were commonly known as the authorities in the classroom. So most students relied more on them. Nonetheless, the findings of this study have illustrated the high level of learner autonomy among Thai law students learning in the university. This shows the change of the teaching and learning methods, and it also shows that learners now rely more on themselves. Using technological advances can help the teachers to improve and prepare effective materials and resources for students; in addition, the learners should be able to seek and acquire knowledge easily and effectively. Additionally, the results of both key domains - willingness and ability - are at a high level; however, the willingness ranked in higher proportion than the ability. It can be implied that teachers should

provide learners with the essential knowledge and skills which allow them to seek and obtain new knowledge on their own.

The teachers who want to promote learner autonomy of the learners should change their role from the authorities who control almost all processes in language learning in the classroom to the counselors or facilitators who provide advice, help, or encouragement. Even if Thai law students are only familiar with the traditional classroom where the teachers stand between the students and the knowledge, self-confidence should be promoted for the learners. If they are confident in themselves and believe in their knowledge and skills, they will acknowledge and appreciate autonomous learning as a powerful and efficient tool of learning.

From the results and discussion, one of the most important conditions of autonomous learner is clearly learner motivation. It is considerable if learners get interested in their learning process, convince themselves to do their work, and are able to perceive the importance of the learning process and their own results. Motivation is one of the principal factors that have a big effect on the success of language learning. Primarily, it provides an encouragement to start the process, and then ‘the driving force’ in order to help carry out the process and complete the goal set (Dornyei, 1998). In fact, different people have a different motivational factor. They are influenced by various factors, and their degree of motivation also depends on their personality. Therefore, both teachers and learners should take charge of enhancing learner motivation in order to succeed in language teaching and learning.

5.4 LIMITATIONS OF THE STUDY

The following limitations are based on the findings and conclusions of this current study.

5.4.1 This study experimented with learner autonomy of Thai law students learning in a particular university. The results may not be able to be generalized to the whole population of Thai law students.

5.4.2 This study investigated the learner autonomy level of Thai law students learning at a public research university in Bangkok. Due to the high competition to

enter this particular educational environment, it may affect the results of learner autonomy level. Therefore, those students may automatically be more autonomous. It might lead to the high score of learner autonomy level shown in the findings.

5.5 RECOMMENDATIONS OF THE STUDY

This sub-section discusses some suggestions that further language teaching research or other related works should take into consideration.

5.5.1 The results of this study may not be generalized to the whole population. Thus, any further study should enlarge the participant sample into other universities for generalizing the findings to the whole population.

5.5.2 There is no variety of students from other subjects of study, and consequently further study should consider replicating this study on a larger scale, perhaps by including more varieties of fields of study.

5.5.3 The further study should add more components of learner autonomy, such as self-confidence and motivation, to get clearer details on assessing learner autonomy. Furthermore, the relationship between the components and learner autonomy level should be further defined to see whether there is a direct connection between them.

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APPENDICES

APPENDIX A
QUESTIONNAIRE TO INVESTIGATE THE LEARNER
AUTONOMY
(ENGLISH VERSION)

Instruction

This questionnaire was constructed to survey the level of learner autonomy in learning English of Thai law students learning in the university. Total information confidentiality shall be assured, and the information of each individual shall not be revealed. The information obtained will be exploited for research purposes only.

The questionnaire is divided into two parts; personal information and the 30 statements.

Please rate each item according to the fact applied to you.

5 means Strongly agree

4 means Agree

3 means Uncertain

2 means Disagree

1 means Strongly disagree

Part I: Personal Information

Year of study Gender Age years

Part II: Learner Autonomy Investigation

No.	Questionnaire Statements	Level				
		5	4	3	2	1
1.	I am pleased to take responsibility for my own learning.					
2.	I am willing to decide what I will learn outside the classroom.					
3.	I am willing to create opportunities to use English outside the classroom.					
4.	I am pleased to make study plans that match my goals in learning English.					
5.	I like to seek additional knowledge outside the classroom even if the teacher does not tell me to do so.					
6.	I am confident that I can make a good effort in seeking knowledge I want to learn.					
7.	I can learn on my own without a supporter.					
8.	I am confident that I can manage my time well for learning.					
9.	I know what I am good at in learning English. (e.g., 'I am good at memorizing vocabulary.')					
10.	I think I am an effective autonomous learner, both in and out of class.					
11.	I pay attention to learning English in order to get a good grade.					
12.	I like to learn English because I will be able to get a job easily.					
13.	Studying English can be important for me since I need it for my future education.					
14.	Studying English can be important for me because it will allow me to meet and converse with more and varied people.					
15.	I like to take part in English activities when I have free time such as watching English movies, listening to English songs, or reading news.					

No.	Questionnaire Statements	Level				
		5	4	3	2	1
16.	I think I have the ability to learn English well.					
17.	I have the ability to set my own learning objectives in class.					
18.	I make good use of my free time in English study.					
19.	I preview before the class.					
20.	I know where I can seek knowledge.					
21.	I keep records of what I learned from my English study.					
22.	I attend out-class activities to practice and learn the language.					
23.	I know my strengths and weaknesses in learning English.					
24.	I try to improve on my learning weak points.					
25.	I am capable of finding appropriate learning methods and techniques for myself.					
26.	I have the ability to choose my outside class learning objectives.					
27.	I am able to choose learning materials outside class.					
28.	I can tell whether or not I am making learning progress.					
29.	I evaluate the improvement in my ability to use English effectively.					
30.	I am capable of being totally responsible for my own learning.					

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX B

QUESTIONNAIRE TO INVESTIGATE THE LEARNER

AUTONOMY

(THAI VERSION)

คำชี้แจง

แบบสอบถามชุดนี้จัดทำขึ้นเพื่อสำรวจระดับการเรียนรู้ภาษาอังกฤษด้วยตัวเองของนักศึกษาคณะนิติศาสตร์ มหาวิทยาลัยแห่งนี้ ข้อมูลทั้งหมดจะถือเป็นความลับและจะไม่มีการเปิดเผยข้อมูลส่วนบุคคล ข้อมูลที่ได้จากการทำแบบสอบถามจะนำไปใช้เพื่อวัตถุประสงค์ของการวิจัยเท่านั้น

แบบสอบถามถูกแบ่งออกเป็น 2 ส่วน อันได้แก่ ข้อมูลส่วนบุคคลและแบบสอบถามเกี่ยวกับการเรียนรู้ด้วยตนเอง จำนวน 30 ข้อ

ขอให้นักศึกษาตอบแบบสอบถามตามข้อมูลที่เป็นจริง

- 5 หมายถึง ส่วนใหญ่เป็นจริงตามนี้ มีน้อยครั้งที่ไม่ใช่ (เกือบ 100%)
- 4 หมายถึง เป็นจริงตามนี้เกินครึ่ง (มากกว่า 50%)
- 3 หมายถึง เป็นจริงตามนี้ประมาณครึ่งหนึ่ง (50%)
- 2 หมายถึง เป็นจริงตามนี้บ้างไม่บ่อยนัก (น้อยกว่า 50%)
- 1 หมายถึง ไม่เป็นจริงตามนี้ หรือแทบจะไม่เป็นจริงเลย (0-10%)

ส่วนที่ 1: ข้อมูลส่วนบุคคล

กำลังศึกษาอยู่ชั้นปีที่ เพศ อายุ ปี

ส่วนที่ 2: ความสามารถในการเรียนรู้ด้วยตนเอง

ข้อ	ข้อความ	ระดับ				
		5	4	3	2	1
1.	ข้าพเจ้ายินดีที่จะรับผิดชอบวิธีการเรียนภาษาอังกฤษของตนเอง					
2.	ข้าพเจ้าเต็มใจที่จะกำหนดเนื้อหาเกี่ยวกับภาษาอังกฤษที่ข้าพเจ้าจะเรียนรู้นอกห้องเรียนด้วยตนเอง					
3.	ข้าพเจ้าเต็มใจที่จะหาโอกาสใช้ภาษาอังกฤษนอกเหนือจากการใช้ในห้องเรียน					
4.	ข้าพเจ้ายินดีที่จะวางแผนการเรียนภาษาอังกฤษให้สอดคล้องกับเป้าหมายการเรียนของข้าพเจ้า					
5.	ข้าพเจ้าชอบค้นคว้าหาความรู้เกี่ยวกับภาษาอังกฤษเพิ่มเติมนอกชั้นเรียนด้วยตนเอง แม้ว่าครูหรืออาจารย์ของข้าพเจ้าจะไม่ได้สั่งให้ทำก็ตาม					
6.	ข้าพเจ้ามั่นใจว่าตนเองมีความพยายามที่จะค้นคว้าหาความรู้เกี่ยวกับภาษาอังกฤษที่ต้องการทราบอย่างดี					
7.	ข้าพเจ้าเรียนรู้ภาษาอังกฤษด้วยตนเองโดยไม่ต้องพึ่งพาผู้อื่น					
8.	ข้าพเจ้ามั่นใจว่าสามารถบริหารเวลาสำหรับการเรียนภาษาอังกฤษได้เป็นอย่างดี					
9.	ข้าพเจ้ารู้ว่าข้าพเจ้ามีความสามารถในการเรียนภาษาอังกฤษด้านไหน (เช่น ข้าพเจ้ามีความสามารถในการจำคำศัพท์ต่างๆ ได้ดี เป็นต้น)					
10.	ข้าพเจ้าเชื่อว่าตนเองมีความสามารถในการเรียนรู้ด้วยตนเองอย่างมีประสิทธิภาพทั้งในและนอกห้องเรียน					
11.	ข้าพเจ้าตั้งใจเรียนภาษาอังกฤษเพื่อที่จะได้เกรดที่ดี					
12.	ข้าพเจ้าชอบเรียนภาษาอังกฤษเนื่องจากภาษาอังกฤษสามารถช่วยให้ข้าพเจ้าทำงานทำได้ง่ายในอนาคต					
13.	การเรียนภาษาอังกฤษมีความสำคัญต่อข้าพเจ้าเนื่องจากภาษาอังกฤษจำเป็นต่อการศึกษาในภาคหน้า					
14.	การเรียนภาษาอังกฤษมีความสำคัญต่อข้าพเจ้า เพราะภาษาอังกฤษจะทำให้ข้าพเจ้าสามารถพบปะและสนทนากับผู้คนได้มากและหลากหลายขึ้น					

15.	ข้าพเจ้าชอบทำกิจกรรมที่ต้องใช้ภาษาอังกฤษเมื่อ ข้าพเจ้ามีเวลาว่าง เช่น ชมภาพยนตร์ ฟังเพลง หรืออ่าน ข่าวที่เป็นภาษาอังกฤษ					
16.	ข้าพเจ้าคิดว่าข้าพเจ้ามีความสามารถที่จะเรียนรู้ ภาษาอังกฤษได้ดี					
17.	ข้าพเจ้ามีความสามารถที่จะกำหนดจุดประสงค์ของการ เรียนภาษาอังกฤษในห้องเรียนของตนเองได้					
18.	ข้าพเจ้าใช้เวลาว่างในการเรียนภาษาอังกฤษได้เป็นอย่างดี					
19.	ข้าพเจ้าดูเนื้อหาเกี่ยวกับการเรียนล่วงหน้าก่อนเข้า ห้องเรียน					
20.	ข้าพเจ้าทราบว่าหาจะค้นคว้าหาความรู้เกี่ยวกับ ภาษาอังกฤษได้จากแหล่งใด					
21.	ข้าพเจ้าจดบันทึกสิ่งที่ได้จากการเรียนภาษาอังกฤษ					
22.	ข้าพเจ้าเข้าร่วมกิจกรรมนอกห้องเรียนเพื่อฝึกฝนและ เรียนรู้ภาษาอังกฤษ					
23.	ข้าพเจ้ารู้สึกแข็งและจุดอ่อนในการเรียนภาษาอังกฤษ ของตนเอง					
24.	ข้าพเจ้าพยายามปรับปรุงจุดอ่อนที่มีผลต่อการเรียน ภาษาอังกฤษของตนเอง					
25.	ข้าพเจ้าสามารถหาวิธีและเทคนิคที่เหมาะสมสำหรับการ เรียนภาษาอังกฤษของตนเอง					
26.	ข้าพเจ้ามีความสามารถในการกำหนดวัตถุประสงค์ของ การเรียนภาษาอังกฤษนอกห้องเรียนของตนเองได้					
27.	ข้าพเจ้าสามารถเลือกสื่อสำหรับการเรียนภาษาอังกฤษ นอกห้องเรียนให้ตนเองได้					
28.	ข้าพเจ้าสามารถบอกได้ว่าตนเองมีความก้าวหน้าในการ เรียนหรือไม่					
29.	ข้าพเจ้าประเมินการพัฒนาความสามารถในการใช้ ภาษาอังกฤษอย่างมีประสิทธิภาพของตนเอง					
30.	ข้าพเจ้ามีความสามารถในการรับผิดชอบการเรียน ภาษาอังกฤษของตนเองได้เป็นอย่างดี					

ขอบคุณสำหรับความร่วมมือ

APPENDIX C

INTERVIEW QUESTIONS

1. To what extent do you take responsibility for your own learning?
(Willingness)
2. How could you achieve your goal in learning English? (Ability)



BIOGRAPHY

Name	Mr. Anon Treechayawong
Date of Birth	October 1, 1994
Educational Attainment	2016: Bachelor of Laws, Thammasat University 2018: Master of Arts in English Language Teaching, Thammasat University
Work Position	Teaching Assistant and Language Lab Assistant Panyapiwat Institute of Management
Work Experiences	2019 - Present: Teaching Assistant Panyapiwat Institute of Management 2018 - Present: Language Lab Assistant Panyapiwat Institute of Management 2016 - Present: Tutorial Teacher Match Academy