



**READINESS AND ACTIVITIES
FOR SELF-DIRECTED LEARNING OF EFL STUDENTS
IN A SECONDARY SCHOOL IN THAILAND**

BY

MISS MAYTHAPORN TANGKANCHANAYUENYONG

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2019
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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

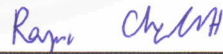
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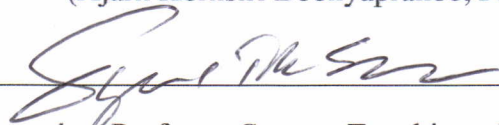
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ABSTRACT

Learning goes beyond schooling. Self-directed learning promotes students' learning experiences and it has positive effects on foreign language learning. The study investigated the level of readiness for self-directed learning of Thai EFL students in a secondary school in Thailand and self-directed learning activities that the students engaged in. The study found that all of the students had "Above Average Readiness" for self-directed learning. The students believed that playing an active role in learning is important and perceived success in learning based on the ability to relate what was learnt to their prior knowledge. The most engaged out-of-classroom English activities were listening to English songs, watching English movies, and playing online games in English respectively. The findings from the focus group interviews revealed that the students engaged in several out-of-classroom English activities. Three significant ones were watching a video on YouTube, reading quotes on Pinterest, and repeating what they have just heard from series or movies respectively. The findings provide teachers wider understanding of the level of readiness for self-directed learning and self-directed learning activities that the students engage in.

Keywords: Self-directed learning, English proficiency, EFL

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Miss Maythaporn Tangkanchanayuenyong

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LIST OF ABBREVIATIONS

Abbreviations

Terms

SDL

Self-Directed Learning

EFL

English as a Foreign Language



CHAPTER 1

INTRODUCTION

1.1 Background of the study

1.1.1 The importance of English

English is regarded as a global lingua franca spoken by the majority of people around the world. It has taken on an important role in international interactions, for example in economic relationships, international business relationships, and global trading (Sneddon, 2003). English maintains international relations and communications since diplomacy, international politics, meetings and conferences are mostly carried out in English.

In this modern world, electronic media provides people opportunities to access limitless information and most information is written and presented in English. English is the important medium for getting access to global information and international communication since English is regarded as the language of information technology and the internet (Reddy, 2016). According to Alfitri (2012 as cited in Reddy, 2016) more than eighty percent of the sites on the internet are available in English, and twenty percent of the sites are available in other languages such as Indonesian, Chinese, and others. The findings suggested that people who know English have more opportunities to access and learn new information.

English is undeniably important for education since getting a higher education and specialized training need English as the significant medium of accessing information. Most media, books, sources, and research are available in English. Most universities and educational institutes use English as the medium of instruction (Reddy, 2016). Students who are competent at using English will get plenty of benefits from accessing and exploring those sources from all over the world.

In business, English is necessary for communication in international business communities. Business persons use English as the dominant business language for running their business and maintaining correspondence with their overseas customers and partners. Therefore, a global workforce needs people who are capable of using English. The ability to use English provides people opportunities to get a good

job and high salary as they are considered as highly-qualified and it is one of important factors which leads people to succeed in their professional lives (Reddy, 2016).

English is one of the most widely spoken languages and the importance of English is obvious, English affects and influences people's lives in various aspects. It is crucial to be capable of using English since it benefits people in terms of international relationships, communication, accessing global information, education, and being competent in business.

1.1.2 English language competence of Thai learners

English is considered as the most important foreign language in Thailand which is commonly taught in schools. English is imposed as a compulsory subject in basic standard education and it is regarded as a basic skill. In the national college admissions examination, the General Aptitude Test (GAT) is required to measure reading, writing, critical thinking and problem solving of 12th grade students in both Thai and English. 12th grade graduates are expected to have the ability to use English for daily life communication and the ability to use various sources of information to conduct research according to Thai educational standards (Ministry of Education, 2008; Office of Educational Council, 2012).

According to the Bangkok Post Online (2018), Thai high school students in grade 12 scored slightly worse in key subjects than in 2017 in the Ordinary National Education Test (O-Net) except in the English language subject. The average scores for the five key subjects were: Thai language (49.25 out of 100); social studies, religions and culture (34.70); English language (28.31); mathematics (24.53); and science (29.37). When comparing the recent average scores for English language (28.31) with the average scores from the previous year (27.76), it showed that even though the students scored a little higher in English language (0.5), the students still did not reach the passing scores.

From the Educational Testing Service (2017), Thais' average scores of TOEFL (78) was considered as lower than the scores in Vietnam, Malaysia, Indonesia, Singapore, and the Philippines. Furthermore, the results from the Education First English Proficiency Index (EF EPI) in 2018 presented that the rank of Thailand

was 64th out of 88th countries and Thailand's rank is regarded as "low proficiency" (Education First, 2018).

According to Marukatat (2012), the lack of English skills across the country would cause disadvantages for Thai people, especially when compared with other ASEAN members, since Thailand joined the ASEAN community in 2015 where members use English as an official language. Being in the ASEAN community underscores the importance of English for Thai people. With the integration of the ASEAN community in 2015, English proficiency has become important to a greater extent in the Asian workforce (Le Luong Minh, 2013 as cited in Lungley & Lynch, 2017).

Self-directed learning is considered as one significant way to promote students' English proficiency based on the grounds that it is essential and can fill learning gaps in the learning process (Candy, 2004). Self-directed learning can help students develop English proficiency out of the classroom (Arndt, 2017). EFL students can engage in out-of-classroom activities such as reading English books, watching English TV programs, writing a diary in English, playing games, and listening to English songs and videos in order to develop English proficiency (Griffiths, 2013).

1.1.3 Self-directed learning in education

In the twenty-first-century society, students need to possess necessary skills which enable them to succeed in education and future careers (Häkkinen et al., 2016). Self-directed learning is one of the twenty-first century skills which gains much attention from educators in different parts of the world, as the previous research has provided compelling evidence showing that self-directed learning is the best way to learn (Ali et al., 2013). Self-directed learning assists learners to take control of their own learning and to become successful learners; it assists students to adapt to change more quickly and learn more successfully, as self-directed learning concerns students' individual differences (Knowles, 1975; Turner, 2007). Since self-directed learning is crucial in today's world, it is imperative that educational institutions consider individual differences of students so as to encourage them to direct their own learning.

In Thailand, the need for self-directed learners is presented in the national reform of education legislation (Moungmee, 2007). Regarding to the 2010

National Education Act, its goal is to support learners to be capable of taking control of their own learning. Students should have a desire for knowledge and they should receive support so that they can continue developing themselves to become lifelong learners (Ministry of Education, 2008). Self-directed learning is such a way to promote students to take control of their own learning which serves the need for self-directed learners presented in the national reform of education legislation in Thailand (Moungmee, 2007).

Self-directed learning is useful, it can enhance language skills and promote learners to engage in learning activities both inside and outside the classroom on the grounds that self-directed learning allows learners to take responsibility for their own learning process; they can choose, plan, manage, and evaluate their learning activities without the limitations of place and time. Self-directed learning allows students to take on an important role in their own learning process (Moradi, 2018).

Turner (2007) states that there is a gap between a learner's psychological need to be self-directed and the ability to be self-directed which needs to be fulfilled since it was found that students who will enter college in the near future expect the instructors to tell them what to do and when to do it. Therefore, the gap has the possibility to cause students tension, frustration, resentment, and rebellion. The need for being self-directed learners and the ability to become self-directed learners increases as learners mature, thus educational practices should support students to be self-directed learners (Knowles, Holton & Swanson, 2005).

To promote students' self-directed learning, it is necessary to measure students' readiness for self-directed learning (Klunklin, Viseskul, Sripusanapan, & Turale, 2010) because self-directed learning is not for every student and it has a potential to cause some students anxiety and frustration (Yuan, Williams, Fang, & Pang, 2012). According to Wiley (1983), self-directed learning readiness is the degree of possessing attitudes, abilities, and personality characteristics for self-directed learning.

1.1.4 Self-directed learning in English language learning

According to Griffiths (2013), EFL students can perform out-of-classroom activities to develop their English proficiency. For example, students can

read English books, watch English TV programs, write a diary in English, play games, and listen to English songs and videos. The use of media and technology also goes beyond entertainment purposes; it impacts students' learning, especially with adolescent girls since it was found that girls benefit from the use of online communication in terms of their literacy practice. (Padilla-Walker, 2007; Chandler-Olcott & Mahar, 2003). Furthermore, the use of instructional technology and computer applications provides educators and learners great benefits in teaching and learning (Smart & Cappel, 2006; Song & Hill, 2007).

In addition, one significant way to enhance students' English proficiency is self-directed learning. It acts as a subjective factor in one's learning process providing the understanding of how one can speed up their learning, what the routes for learning are, how self-directed learning affects their learning, and what the benefits from self-directed learning are. The effectiveness of self-directed learning is positive and rewarding to students (Hiemstra, 1994). Self-directed learning does not refer to a disorganized way of learning, instructors can facilitate students by guiding them on how to plan, how to implement strategies, and how to evaluate the results of their learning. Technology also supports self-directed learning, particularly in adolescents, because students are able to make their own choices about what to learn and how to learn it. Students who succeed in English language learning are capable of using multimedia culture and online communities in order to enhance English proficiency. Self-directed learning is a powerful and influential aspect which positively affects foreign language learning (Brown, 2000; Black, 2009).

1.2 Statement of the problem

According to Thai educational standards, the General Aptitude Test (GAT) measures reading, writing, critical thinking and problem solving of 12th grade students in both Thai and English. 12th grade graduates are expected to be capable of using English for daily communication and to be capable of conducting research by using information from various sources (Ministry of Education, 2008; Office of Educational Council, 2012). According to the Bangkok Post Online (2018), Thai high school graduates scored slightly worse in key subjects than in 2017 in the Ordinary National Education Test (O-Net) except in the English language subject. When comparing the

recent average scores for English language (28.31) with the average scores from the previous year (27.76), the students still did not achieve the passing scores even though they scored a little higher in English language (0.5). A study found that many Thai high school graduates failed to pass the English learning standards composed by the Ministry of Education. According to the results of the study, daily life tasks could not be completed by most of the Thai students in their Thai universities. Examples of the tasks included purchasing products or ordering food (Koul, Roy, Kaewkuekool, & Ploisawaschai, 2009). Therefore, concerns about the standards of English language education were raised by educators in Thailand (Methithan & Chamcharatsri, 2011; Draper, 2012; Kirkpatrick, 2012).

Furthermore, Foley (2005) revealed that Thai students had low linguistic and communicative competence which resulted from factors such as lack of teaching resources and opportunities to practice spoken English both in and out of the classroom (Foley, 2005). Therefore, students can use self-directed learning as a significant tool to assist them to develop their English proficiency out of the classroom since self-directed learning has significance in promoting students' English proficiency. It is essential and can fill learning gaps in the learning process (Arndt, 2017; Candy, 2004).

According to Wiriyachitra & Noom-Ura (2013), low English proficiency of Thai students can be traced to a lack of motivation because English is not normally used for daily communication in the country and the students are hardly involved in the classroom (Thonginkam, 2003; Kitjaroonchai, 2012).

According to Muongmee (2007), the need for self-directed learners is presented in the national reform of education legislation in Thailand. The goal of the 2010 National Education Act is to promote learners to be capable of taking control of their own learning. Students at all levels should have a desire for knowledge and they should receive support to continue developing themselves to become lifelong learners (Ministry of Education, 2008). In order to serve the need for self-directed learners, self-directed learning can be used as a way to promote students to take control of their own learning (Muongmee, 2007). Nevertheless, a study by Humaira and Hurriyah (2017), Teng (2005), and Arndt (2017) found that students in both high school level and college level lacked self-directed learning which is important in learning English; therefore, it was necessary for educators to assist students to achieve higher self-directed learning.

In order to promote students' self-directed learning, it is necessary to measure students' readiness for self-directed learning (Klunklin, Viseskul, Sripusanapan, & Turale, 2010) since self-directed learning is not for every student and it can cause some students to feel anxious and frustrated (Yuan, Williams, Fang, & Pang, 2012).

In the research field on self-directed learning, the main focus of existing studies is on self-directed learning readiness of college students in nursing (Klunklin et al., 2010; Kocaman, Ugur, & Dicle, 2009; Smedley, 2007; Yuan et al., 2012) and engineering (Litzinger, Wise, & Lee, 2005). The studies investigated levels of self-directed learning readiness and compared the readiness across years of education and gender. From the studies, consistent results were drawn presenting that years of education is a significant factor affecting self-directed learning readiness while gender causes no significant difference.

The development of self-directed learning is interesting to researchers in Southeast Asia. In Thailand, the development of self-directed learning has spread over Thai education within not only university levels but also high school levels (Tuksinvarajarn, 2002). Previous studies of self-directed learning in Thailand principally explored nursing education (Arpanantikul et al., 2006; Klunklin et al., 2010; Preeyavongsakul, 2004; Tuanma, 1996) and college students (Prabjandee & Inthachot, 2013; Siriwongs, 2015; Sombat et al., 2014; Sriarunrasmee et al., 2015; Suknaisith, 2014). For high school level, a study conducted by Worapun, Nuangchalerm, and Marasri (2017) investigated learning achievement, problem solving, and learning curiosity through self-directed learning in a physics course of grade 11 high school students.

In the present, there are a small number of studies on Thai EFL students' self-directed learning applied to English language learning conducted in a secondary school, however it is still uncertain about readiness for self-directed learning and the use of self-directed learning in English language learning by Thai high school students which could be regarded as one major factor contributing to English language learning. Furthermore, exploring out-of-class English activities engaged in by the students can contribute to higher motivation in English learning since interesting activities could enhance students' motivation.

1.3 Significance of the study

The present study was conducted to serve The National Education Act. The study contributes to an understanding of readiness for self-directed learning and self-directed learning activities that Thai EFL students engage in. The information provides educators wider perspectives on how to promote students' self-directed learning, how to facilitate the development of their English proficiency, and what could be introduced as interesting and effective English learning sources for enhancing students' English proficiency. Thus, educators can provide the most appropriate instruction regarding students' readiness for self-directed learning and they can promote students' self-directed learning and English proficiency.

1.4 Purpose of the study

The study aims to investigate the level of readiness for self-directed learning and the self-directed learning activities that Thai EFL students engage in a secondary school in Thailand. The understanding of the level of readiness for self-directed learning and the activities students engage in provides educators wider perspectives on how to integrate and promote students' self-directed learning, how to facilitate the development of their English proficiency, and what could be introduced as interesting and effective English learning sources for enhancing students' English proficiency.

1.5 Research Questions

1. What is the level of readiness for self-directed learning of Thai EFL students in a secondary school?
2. What self-directed learning activities do the students engage in?

1.6 Theoretical Framework

According to Knowles (1975), self-directed learning is “the process in which individuals take initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes” (p. 18). The learning process includes change and development of

habits, knowledge, and attitudes which allows students to advance their lifelong learning competence (Knowles, 1980; Millard, 2008). A higher degree of self-directed learning also leads to better use of all kinds of learning resources (Knowles et al., 2011). The natural process of learning in self-directed learning puts an emphasis on the intrinsic characteristics of students. (Knowles, 1980). Grow (1991) stated that a teacher needs to perceive students' levels of self-direction in order to provide students appropriate instruction and help students advance their self-direction in learning situations.

The present study recognized that the process of self-directed learning is important for students to advance their lifelong learning. It emphasizes the intrinsic characteristics of each student; therefore, each student has different level of readiness for self-directed learning. By knowing students' readiness and the use of self-directed learning, teachers could provide suitable instruction and could promote students to have higher levels of readiness for self-directed learning.

1.7 Definition of terms

Self-directed learning (SDL) is when a person takes initiative in their learning needs, sets their learning goals, identifies learning resources, uses appropriate strategies when learning, and evaluates learning outcomes. SDL enables learners to control their own learning and to become successful learners, it helps students adapt to change more quickly and learn more successfully as SDL concerns students' individual differences. SDL also helps students find meaning and direction in their own lives. Self-directed learning is regarded as the foundation for all learning (Knowles, 1975; Turner, 2007; Candy, 1991; Williamson, 2007).

Readiness for self-directed learning is the extent the learner holds the attitudes, aptitudes, and personal characteristics required for self-directed learning, while each learner has a different level of readiness for self-directed learning (Wiley, 1983; Shaikh, 2013).

Out-of-Classroom English activities are activities which students engage in outside the formal classroom time in order to develop their English proficiency.

English as a Foreign Language or EFL is the use of English in non-native speaking countries in which English is generally not the first language and it is taught in schools.

Thai EFL students refer to Thai students who studied in grade 11 at a secondary school in Bangkok, Thailand. The students' first language is Thai and they use English mostly in the classroom when studying English. The students do not normally use English outside the classroom.

1.8 Scope of the study

The target population of this study is grade 11 EFL students at a secondary school in Bangkok, Thailand in the first semester of academic year 2019.

1.9 Limitations of the study

Even though this study has achieved its purposes, some limitations of this study need to be addressed. First, the participants in this study were English major students who were probably highly interested in learning English with good English proficiency. Second, the participants studied in a well-known school in Bangkok surrounded by available learning resources and high educational competition. Third, the participants were mostly female; there were 18 female students and 10 male students in this study. Fourth, the findings of the study may not be generalized to other populations since the study was conducted in one Thai secondary school and the context and cultures of the school were probably different from other schools. The last limitation was that most of the findings were positive aspects of self-directed learning which could cause this study to seem biased, this was because this study aimed to explore what worked for the students and what caused difficulties.

Concerning the importance of self-directed learning, this study attempts to investigate the level of readiness for self-directed learning and the use of self-directed learning of EFL students in a secondary school in Thailand.

CHAPTER 2

REVIEW OF LITERATURE

The present study investigates the level of readiness for self-directed learning and the self-directed learning activities that Thai EFL students engage in while studying English in a secondary school in Thailand. The purpose of this chapter is to provide a detailed discussion on the background literature relevant to the research topic. The main issues include: (1) self-directed learning, (2) self-directed learning and related concepts, (3) self-directed learning measurement, (4) factors that affect English learning, (5) problems that students encounter while learning English, (6) focus group interviews, and (7) previous studies.

2.1 Self-directed learning

According to Wilcox (1996), Knowles is credited with andragogy, but the idea of self-directed learning can be attributed to John Dewey. It was concluded that in democratic societies, the foundation of the educational process was basic freedoms which involved choosing, acting on the made choice, and experiencing the results of the action (Dewey, 1944 as cited in Garrison, 2008).

Research on self-directed learning began to emerge because of Tough (1967, 1971) who built on Houle work (1961), Houle's work provided the first comprehensive description of SDL, he found out adults' reasons for continuing their learning and explained how adults learn. He published the book entitled "The Inquiring Mind", and his publication created more interest in SDL. Tough was interested in what adults learn, why adults learn, how adults learn, and what help adults need to acquire learning (Knowles, Holton & Swanson, 2005).

Research on self-directed learning was descriptive and aimed to verify the existence of SDL and how it happened (Merriam, 2001). According to Boden (2005), subsequent literature paid much attention to SDL as a process; however, self-directed learners' characteristics were also the focal points in literature.

Self-directed learning is considered as the foundation of all learning (Williamson, 2007) and it is the goal of adult education. In ancient times, individuals such as Socrates and Plato were self-directed learners (Muller, 2007). According to

Johnson (2001), different definitions have been given to SDL. Rountree (1986) stated that SDL is the process of modifying the objectives of a particular course in order to enable students to learn on their own. From Hiemstra and Sisco (1990), SDL is an inquiry process. In addition, according to Long (1990), SDL is a personality characteristic. Candy (1991) defined self-directed learning as comprised of four dimensions including personal autonomy, self-management, learner control, and the independent pursuit of learning respectively. However, Knowles's definition of self-directed learning is widely used, Knowles (1975) stated that SDL is "the process in which individuals take initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes" (p. 18).

Malcom Knowles (1975) was a pioneer in the adult education field, Knowles described an adult learner as a person who is self-directing, the learner has intrinsic motivation and learns independently and the learner also takes their experiences in life and knowledge to the learning environment. Researchers pointed out that self-directed learning takes on an important role in an adult's learning process (e.g., Bolhuis, 2003; Brockett & Hiemstra, 1991; Kulich, 1970; Merriam, 2001). Knowles also mentioned that self-directed learning also applies to younger learners in various degrees (Knowles, 1970; Merriam, 2001). Furthermore, educational leadership is required to promote students in younger generations to be more self-directed in order to serve the future workforce and succeed in their future careers (Castells, 2005; Houle, 1988; U.S. Department of Education, 2010; Warschauer & Matuchinak, 2010). This demand increases support for the self-directed learning research field.

Gordanshekan and Yousefi (2010) mentioned that different studies found that learners are anxious at the beginning of their self-directed learning and they express the need to be taught officially. Therefore, in order to use self-directed learning in instruction, the level of readiness for self-directed learning of students should be measured. According to Wiley (1983), the readiness means to what extent the learner has the attitudes, aptitudes, and personal characteristics which are required for self-directed learning. It exists on a continuum and each student has different readiness for self-directed learning (Shaikh, 2013).

From Williamson (2007), self-directed learners are active and spontaneous, they take the initiative in learning with meaning and purpose. In addition, self-directed learning can occur in one or several ways for a different person: personal development, personal self-awareness, and self-actualization. Self-motivation which comes from control of learning variables, given opportunity and incentive for success, is also possible. Furthermore, self-worth, self-confidence, and a sense of attachment to an organization can also cause self-directed learning to occur (James-Gordon, & Bal, 2003). The learner also uses learning strategies systematically and intentionally such as re-resenting and re-constructing so as to enhance the learning outcomes (Mock et al., 2005). The ability to access information technology, digital resources, and new communication channels has broadened the meaning of lifelong learning (Kim, 2010; Thorpe, 2005). Self-directed learning asserts the importance of motivation, determination, and consistent efforts by learners from the beginning towards goals achievement (Nadi et al., 2011).

Moreover, Williamson (2007) suggested that self-directedness is an important factor that helps students achieve their academic success with fullest potential. According to the study from Hsu and Shue (2005), the results revealed that the educational background of students (prior grade points and Self-Directed Learning Readiness) was a significant factor used to determine academic achievement in distance educational mode of students. Self-directed learning has an important role on students' transition from passive learners to active learners. The students mainly take responsibility for their assignments instead of putting the responsibility on others such as parents, teachers, and friends (Perry, Hladkyj, Pekrun, & Pelletier, 2001).

Self-directed learning can help students develop English proficiency. Chan (2016) revealed that the students were willing to make an effort and choose a strategy to monitor their language skills when they engaged in English activities outside the classroom time on their own. They engaged in the activities in order to serve their interests. Owing to enjoyment and personal values, the students could overcome learning constraints. Since the students enjoyed their free time and made their own efforts to develop their English proficiency, their English proficiency was higher leading to more motivation to engage in English activities outside the classroom time. Furthermore, learning which happens outside the classroom time increases students'

confidence and self-esteem as it leads to students-centeredness and enhances cooperation and motivation in students (Stoller, 2002).

2.2 Similarities and differences between self-directed learning and other related concepts

2.2.1 Self-directed learning versus self-regulated learning

Self-directed learning skills and self-regulated learning skills are key words in the constructivist approach stating that learners construct information in their minds by an active participation during the process of teaching and learning. From Bandura (1977), self-regulation is regarded as an important concept in social learning theory, people regulate behaviors on their own. From Pintrich (2000), self-regulation is a process which is active and constructive.

In the process, objectives of learning are determined by learners and cognitions, motivations, and behaviors are regulated by them. Regarding this process, learners regulated themselves based on objectives and the context. A learner monitors their own behaviors and makes judgments based on one's own criteria and accommodates them properly, if it is necessary. In other words, self-regulation is considered as impacting, guiding, and controlling one's own behaviors (Senemoglu, 2005 as cited in Uz & Uzun, 2018).

Self-regulated learning is considered as students' independence in learning within cognitive psychology. It is a process which is active and constructive, learners set learning goals and they try to monitor, regulate and control their cognition, motivation, and behaviors with guidance from their goals and contextual features (Pintrich, 2000). According to Jossberger et al. (2010), students are regarded as self-regulated students when they are active participants in their own learning process by means of meta-cognition, motivation, and behaviors. Self-regulation includes behavioral and emotional regulation. Zimmerman and Schunk (2013, as cited in Saks & Leijen, 2014) mentioned that self-regulation is an umbrella term for self-regulated learning and self-regulated performance. Self-regulated learning is regarded as the processes of learning and motivation which govern students' assumption of personal responsibility to learn with or without an instructor. Self-regulated performance is

regarded as efforts from skilled learners which they make to perform at their fullest potential, frequently under tough conditions.

The significant similarities between the concepts of self-directed learning and self-regulated learning are active participation and goal-directed behavior which involve goal setting, task analysis, accomplishment of the plan, and self-assessment of the learning process. In addition, the two concepts activate metacognitive skills and intrinsic motivation which is regarded as an important component asserted in both cases (Loyens et al., 2008). According to Cho et al. (2009), self-regulated learning is also featured as a combination of internal and external factors which is similar to self-directed learning. Affect or motivation, metacognition, and cognition factors represent self-directed learning. In contrast, self-regulated learning consists of traditional learning tasks and also human interaction. Regarding the origin of each concept, self-directed learning has a foundation on adult education during the 1970s-1980s while self-regulated learning later originated from educational psychology and cognitive psychology. Self-directed learning is mostly mentioned to describe learning activities happening outside the classroom, and it also deals with designing learning environments. In contrast, self-regulated learning is mostly studied in the school environment (Loyens et al., 2008) but the possibility of designing a personal learning environment should not be excluded. Self-directed learning is regarded as a construct which is broader and encompasses the concept of self-regulated learning. Self-regulated learning is considered as narrower and more specific than self-directed learning. In addition, self-directed learning is also regarded as a broader concept by means of learners' freedom to manage their learning activities and the degree of control to which learners have. In a self-directed learning environment, learners have more freedom to set goals, pursue the goals, and tackle critical evaluation of the learning sources which they choose. Learners are the ones who define the learning tasks in self-directed learning. On the other hand, teachers are the ones who define the learning tasks for the learners in self-regulated learning (Loyen et al., 2008; Robertson, 2011).

Considering the constructs of self-directed learning skills and self-regulated learning skills, it was found that they are attributed to different levels. Self-directed learning is regarded as established at the macro level while self-regulated learning is considered as the micro-level concept.

The macro-level self-directed learning refers to learning trajectory planning which is when learners who are self-directed have the ability to decide what they need to learn and how they can best achieve it. Skilled self-directed learners diagnose their learning needs, formulate learning goals, find appropriate learning resources, and monitor their learning activities. They are equipped with the ability, readiness, and willingness to learn independently (Jossberger et al., 2010).

The skill to self-regulate learning activities and task performances is an important skill which leads learners to become self-directed learners (Jossberger et al., 2010). Self-regulated learning, the micro-level concept, deals with processes within task execution. Self-directed learning includes self-regulated learning and it is not the opposite (Jossberger et al., 2010). A self-directed learner is self-regulated but a self-regulated learner may not be self-directed. Therefore, self-directed learning deals more with subsequent steps in the learning process. It provides students opportunities to practice self-directed learning which enables them to improve their self-regulation (Jossberger et al., 2010).

According to Pilling-Cormick and Garrison (2013), the concepts of self-directed learning and self-regulated learning overlap because the concepts are relevant to external directive applications and the internal monitoring process in both of them. Nevertheless, cognitive and constructive learning processes were more asserted in self-regulated learning. Long (2000) stated that a significant part of self-direction is self-regulation as it includes the development of a self-system dealing with sub-processes of self-monitoring, self-teaching, self-reinforcement, self-planning, objective setting, self-selective strategies and self-evaluation, together with success, motivation, self-confidence, and self-competence. Hence, success in the self-regulated learning process immensely determines success and quality in the self-directed learning process. According to Saks and Leijen (2014), although self-directed learning and self-regulated learning share some similarities, the two concepts are not able to substitute for one another based on the assumption that self-directed learning is regarded as an umbrella term which entails self-regulated learning. Self-directed learning is described as macro skills while self-regulated learning is described as micro skills. Therefore, when a learner is a self-directed learner, the learner is also a self-regulated learner. In contrast, a self-regulated learner is not a learner who is self-directed. Thus, promoting

learners' self-directed learning skills means that learners' self-regulation will also improve.

It has been found that education programs which aim to promote self-regulated learning and self-directed learning are advantageous for learning (Boekaerts, Pintrich, & Zeider, 2000; Knowles, 1975; Pilling-Cormick & Garrison, 2013). Skills in self-directed learning and self-regulated learning are necessary for learners in terms of both educational and professional life, with the rapid change in the present.

2.2.2 Self-directed learning versus autonomous learning

Holec (1981) originally defined learner autonomy as the ability to take charge of a student's own learning, the learner is required to have and hold responsibility for decisions on the objectives, the contents and progressions, methods and techniques, the procedure of acquisition, and also the evaluation of what they have acquired. Little (1991) defined learner autonomy as "a capacity for detachment, critical reflection, decision making, and independent action." (p. 4). Autonomy is also dependent on learning context and learner characteristics, it can take a variety of different forms (Hurd, 2005). From Benson and Voller (1997), autonomy is used in at least five ways, it is used for a situation in which a learner studies independently, for a set of skills applied in self-directed learning, for a capacity which a learner is born with but the capacity is lost over time through institutional education, for exercises which enhance responsibility for learning, and for the right to direct their learning. Breen and Mann (1997) made a list of eight qualities of being an autonomous language learner including the learner's stance, the desire to learn, a robust sense of self, metacognitive capacity, management of change, independence, a strategic engagement with learning, and a capacity to negotiate. Learner autonomy involves having the right attitude for learners to take responsibility for their own learning (Dickinson, 1992). Nevertheless, learner autonomy is viewed differently by many educators. It is considered as a set of skills and strategies used by students for self-directed learning, while some educators view learner autonomy as a capacity which a person is born with but the person loses the capacity overtime through formal education (Benson & Voller, 1997).

Autonomous learners have the abilities to learn independently and to choose an appropriate way for their learning which make them effective learners. In

order to become autonomous learners, metacognitive learning strategies are needed so that the learners can make decisions on their learning regarding what to learn, when to learn, and what resources will be used for learning (Dam, 1995; Littlewood, 1996; Breen & Mann, 1997). Autonomous learners are ones who are intrinsically motivated to learn and demonstrate life-long learning. According to Benson and Voller (1997), learner autonomy was defined as the ability to take personal or self-regulated responsibility for learning. The level of learner autonomy has the ability to predict academic performance (Salisbury et al., 2001). Furthermore, researchers proposed that a predictor for learner autonomy is a student's achievement motivation expectancy in academic confidence, achievement goals, and learning strategies (Eccles & Roeser, 2003; Thanasoulas, 2000).

Benson (2011) distinguished three major versions of learner autonomy for language learning. Benson added a third conception which is the political version of learner autonomy, while the two previous ones are the technical and psychological conceptions set by Holec and Little (Holec, 1981; Little, 1991). In the political version of learner autonomy, it is referred to as the capability of taking control over both content and one's own learning processes. Regarding this idea, autonomy is considered as self-government, it is a learner's capacity to rule oneself. In terms of the pedagogy view, Jiménez Raya et al. (2007) defined learner autonomy, stating that learner autonomy is a learner's competence to develop as a participant in, and beyond, educational environments. The learner is self-determined, socially responsible, and critically aware. The learner views education as interpersonal empowerment and social transformation. According to this definition, a democratic value is accentuated giving an emphasis on preparation for learners to be active in their own learning and also their own life.

Promoting students to become more autonomous in learning has been one of the significant themes in the second and foreign language teaching and learning field. The skills for autonomy can be developed through learner training and strategy training (Benson, 2001). Being an autonomous learner can lead learners to achieve better language learning than those who are non-autonomous learners. Corno and Mandinach (1983) made the conclusion that learners who had high language proficiency were the ones who were autonomous learners, the different level of

language proficiency was relevant to different autonomous strategies applied by each learner (Ablard & Lipschultz, 1998).

According to Confessore (1992 as cited in Derrick, 2000), learner autonomy is placed within the psychological framework of personal factors in self-directed learning. The extent to which a learner achieves self-directed learning is relevant to the extent to which the learner is able to develop autonomy, learner autonomy is considered as a requirement for self-directed learning (Carr, 1999). From Dickinson (1987), self-direction in learning describes an attitude to learning when a learner takes responsible for their learning but it does not mean that the learner needs to carry out courses of action independently relating to it. Regarding this definition, a learner accepts control but the learner probably lacks capacity. Even if the learner is able and has willingness to determine their objectives and monitor progress, expert support is needed for the learner to reach the objectives. Dickinson's definition implies process and product elements, the term 'self-direction' is described by means of attitudes rather than techniques or teaching approaches. The definition of self-direction by Dickinson is consistent with Candy's analysis (1991). According to Candy (1991), self-directed learning includes two processes which are learner-controlled instruction and autodidaxy. Learner-controlled instruction occurs in formal learning contexts while autodidaxy occurs outside of formal institutions. Furthermore, personal attributes relevant to self-directed learning are also identified by Candy (1991), the attributes include self-management and personal autonomy. One aspect of self-management is regarded as the ability to be self-directed in learning within the constraints of the context. On the other hand, personal autonomy is viewed as the exercise of freedom on a broader scale.

In conclusion, a learner is probably considered as a self-directed learner who attends and participates in a conventional class where a teacher leads the class or engages in self-instructional modes. According to Dickinson (1987) and Candy (1991), self-directed learning is not a synonym for learning autonomy and this point of view is supported by other researchers (Little, 1990; Riley, 1986).

2.3 Self-directed learning measurement

Many instruments have been developed to measure students' self-directed learning. In this chapter, four scales including *Self-Directed Learning Readiness Scale* by Guglielmino (1977), *Self-Directed Learning Readiness Scale (SDLRS)* by Fisher et al. (2001), *Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLS)* by Stockdale & Brockett (2010), and *Self-Directed Learning Skills Scale (SDLSS)* by Ayyildiz & Tarhan (2015) are discussed because they were often found in the literature review.

2.3.1 Self-Directed Learning Readiness Scale (SDLRS) by Guglielmino (1977)

Guglielmino (1977) developed the SDLRS by way of a three-round Delphi study including Knowles, Tough, and Houle as panelists (Guglielmino, 1977). The SDLRS assesses characteristics of self-directed learning as follows: (a) openness to learning, (b) self-concept as an effective learner, (c) initiative and independence in learning, (d) informed acceptance of responsibility for one's own learning, (e) love of learning, (f) creativity, (g) positive orientation to the future, and (h) ability to use basic study skills and problem solving skills. The SDLRS is capable of quantifying self-directed learning (SDL) based on identification of practices and/or traits which were found more prevailing in self-directed learners (Zsiga, 2007).

Furthermore, the SDLRS has been used as both a diagnostic tool and an exploratory tool to explore the relationships between SDLRS and other variables (Boden, 2005). It is also used to assess learners' perceptions on self-directed learning readiness (Brockett & Hiemstra, 1991). Long (1991) and Moore (1987) found positive correlations between self-directed learning readiness (SDLR) and academic achievement. Long and Smith (1989) also found a relationship between scores of SDLRS and a baccalaureate degree achievement.

The SDLRS is administered beneath the title of Learning Preference Assessment (LPA) in order to prevent SDLRS takers from being influenced by the actual title. In the SDLRS, the overall score is from 58-290, having 214 as the mean score. The obtained scores are converted into predetermined categories created by Guglielmino, and the scores are then interpreted by Guglielmino and Associates against

a norm (Delahaye & Choy, 2000). The average time of LPA completion by students is approximately 30 minutes.

2.3.2 Self-Directed Learning Readiness Scale (SDLRS) by Fisher et al. (2001)

An alternative scale was developed by Fisher et al. (2001) for measuring readiness for self-directed learning. There are forty self-directed learning statements measuring factors in self-directed learning including self-management, desire for learning, and self-control. A person must rank the frequency that most applies to them. All forty statements use the five-point Likert scale. Its agreement frequency includes never, seldom, sometimes, often, and always. The self-directed learning readiness score is determined as follows: participants get one point for answering 'never' while two points are given for answering 'seldom'. Three points are given when they answer 'sometimes', if they answer 'often', four points are given. Participants get five points when they answer 'always'. The maximum score is 200 points and the minimum scores is 40 points. A person who gets scores above 150 is regarded as being ready for self-directed learning (Fisher et al., 2001).

A pilot test was conducted with undergraduate students who majored in nursing (N=201) to develop the SDLRS. Despite the fact that the original scale was developed for nursing students, the original developers took out the questions relevant to nursing. According to the pilot, Cronbach's alpha revealed the internal consistency reliability for each component score. In terms of self-management component, the scores of 13 questions were at .86. In the desire for learning component, all 12 questions were scored .85. Lastly, all 15 questions of the self-control component were scored .83. The Cronbach coefficient was .92. In the pilot, the scores were normally distributed (Fisher et al., 2001).

Smedley (2007) succeeded in replicating the SDLRS to measure first-year nursing students' readiness for self-directed learning at a university in Australia. Furthermore, Nikitenko (2009) mentioned that several dissertations have used the SDLRS for investigating self-directed learning readiness. The results from the pilot and replication in other studies demonstrated that the scale is valid and reliable.

2.3.3 Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLS) by Stockdale & Brockett (2010)

According to Stockdale and Brockett (2010), the Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLS) was developed to measure self-directedness in learning of college students. The model was based on an operationalization of the PRO Model of self-direction in learning. The PRO-SDLS measures two main components of self-direction in learning which were identified by Brockett and Hiemstra's (1991) PRO model. The first component was the teaching-learning transaction or self-directed learning and the second component was characteristics of the learner or learner self-direction. The teaching-learning framework in the PRO-SDLS describes and measures learner control and initiative while motivation and self-efficacy are measured by the learner characteristics (Stockdale, 2003). There are 25 items with a five-Likert scale ranking from strongly disagree to strongly agree. The items represent two subcomponents which are teaching-learning transaction and learner characteristics. There are four factors in the two subcomponents including initiative, control, self-efficacy, and motivation. The total score is 125, a student who gets a high score is considered as having a high level of overall self-direction. Previous studies by Stockdale (2003) and Fogerson (2005) presented a high level of internal consistency, .92 & .91 of the scale.

2.3.4 Self-Directed Learning Skills Scale (SDLSS) by Ayyildiz & Tarhan (2015)

Ayyildiz and Tarhan (2015) developed the Self-Directed Learning Skills Scale (SDLSS) so as to assess high school students' self-directed learning skills, the scale had its foundation on the review of literature and data derived from self-directed learning instruments which were administered in Turkey and abroad (Aydede & Kesercioğlu, 2009; Fisher et al., 2001; Guglielmino, 1977; Williamson, 2007 as cited in Ayyildiz & Tarhan, 2015). Regarding the results of the factor analysis, there were nine factors and a total of forty items with eight negative items in the SDLSS. The nine factors were attitude towards learning (ATL), learning responsibility (LR), motivation and self-confidence (MS), ability to plan learning (PL), ability to use learning opportunities (ULO), ability to manage information (MI), ability to apply learning

strategies (ALS), assessment of learning process (ALP), and evaluation of learning success/results (ELS). The accuracy of the nine factors from EFA was tested by confirmatory factor analysis (CFA) using the Lisrel 8.51 software (Cheng & Chan, 2003). In terms of the tested model, the study used the covariance matrices. Regarding CFA, there was the examination of the fit statistics and modifications results.

The study revealed the Cronbach's alpha reliability, which was .86. Therefore, the SDLSS had a reliable structure.

Regarding the results of the study, the SDLSS provided scores which are valid and reliable, teachers can use the SDLSS to determine high school students' self-directed learning skills which positively contributes to curriculum development and instructional design and students' readiness for self-directed learning.

Although the development of the SDLSS items have confirmed the scope validity of the scale, there are two limitations to the study. Initially, the limitation of the generalizability existed as the sample was not population-based. Secondly, the sample was not large even though students in seven different high schools participated in the study. It is necessary to validate these findings with larger samples and cross-cultural samples. A criticism about the scale is that it has low reliability and its factor structure cannot be replicated across groups with different races. Therefore, it is necessary to make a confirmation in terms of the scale's factor structure while applying the scale to groups with different races.

Since the study investigated students in a secondary school level, the study used the Self-Directed Learning Skills Scale (SDLSS) by Ayyildiz and Tarhan (2015) which was specially developed for assessing high school students' self-directed learning skills.

2.4 Factors that affect English learning

There were some factors which could affect English learning. Chang (2010) stated that the students did not have a large amount of time to practice English every day and laziness is considered as one reason for students' weakness in English language. According to Chang (2010), the students made a suggestion that their university should offer English camps and excursions abroad so as to help them develop their English skills. Dembo (2004) indicated an important factor which is related to

students' educational achievement which is time management. For instance, students who have better time-management skills are likely to achieve higher grade-point averages (GPA) than students who have lower time-management skills. Overloading homework also decreases students' academic interests and it causes physical and emotional fatigue leading to the denial of accessing extra-curricular activities in both school and out of school (Copper, 1994; Warton, 2001; Cooper et al., 2006). Furthermore, Kohn (2007) stated that the amount of time which students use to do homework equals the amount of time which students do not do other activities. Thus, students do not have much opportunity to do other things. For instance, they do not have time for engaging in extra-curricular activities, socializing and exercising. According to Chen et al. (2015), high school students who are in higher grades experience a higher proportion of fatigue. Fatigue is one relevant factor on cognitive deficits in areas such as academic performance and processing (Hazama et al., 2008). Furthermore, having low motivation could affect English learning as motivation is an important key for learners to achieve their language learning goals (Dörnyei, 2009).

2.5 Problems that students encounter while learning English

In Thailand, Ngersawat and Kirkpatrick (2014) revealed English problems encountered by grade 10 students who studied in the bilingual program of Assumption College Thonburi, Thailand. The problems which all students encountered were being unable to have a formal English conversation and express ideas clearly in English. They also had difficulty expressing themselves in English. An unfavorable learning habit of Thai students which is being shy to use the language also causes the students' listening problems (Wattajarukiat, Chatupote, & Sukseemuang, 2012). In terms of listening comprehension, Cubalit (2014) revealed that Thai university students experienced problems in listening comprehension caused by unfamiliar vocabulary with the highest percentage. Vocabulary is an important factor for language learning as difficulties in language learning can be caused by students' insufficient vocabulary competence. Furthermore, it was also difficult for the students to understand accents from different speakers causing listening comprehension problems.

According to Wiriyachitra & Noom-Ura (2013), the lack of motivation is also a problem which leads to Thai students' low English proficiency. The lack of

motivation happens to Thai students because the language is not normally used in daily communication in Thailand and there is the lack of students' involvement in the classroom (Thonginkam, 2003; Kitjaroonchai, 2012). English learning activities in the classroom also contribute to students' motivation since English learning in Thailand focuses on memorization and repetition which leads to students' low motivation (Kitjaroonchai, 2012). From Dörnyei (1998), if a student does not have enough motivation, the student is not able to achieve long-term goals which results in low performance. Therefore, motivation in English learning is important as a means of assisting students to achieve higher levels of English proficiency.

At a university in Taiwan, Huang (2015) mentioned that a higher degree of learning anxiety was reported by the local students than by foreign students in the English medium instruction courses since the local students perceived themselves as having low English proficiency, being stressed, and concerned about peer competition.

2.6 Focus Group interview

The focus group interview is a technique used to collect qualitative data. According to Anderson (1990), a focus group consists of a group of individuals who share certain characteristics and have a discussion on a given topic or issue. It is used to collect highly-qualified data in a social context (Patton, 2002), and provides the range and complexity of attitudes and beliefs as it encourages participants to interact with each other, not only respond to the researcher. Focus group interviews also give participants and the researcher an opportunity to provide immediate feedback or ask for clarification on an individual's point of view, with other group members' contributions. The researcher is also allowed to notice gestures, facial expressions, and other forms of non-verbal communication (Gorman & Clayton, 2005). The environment in a focus group interview is more natural than the one in an individual interview since participants influence each other in the interview which is what they normally experience in real life (Krueger & Casey, 2000).

According to Denscombe (2007), a focus group comprises a small group of people, the focus group usually involves six to nine people, and the researcher brings them together to find out attitudes, perceptions, feelings, and ideas regarding to a particular topic. However, the type of focus group discussion in this study is the 'mini

focus group'. According to Kamberelis and Dimitriadis (2005), researchers can carry out focus group interviews with a small group of people involving two to five participants under the circumstance that there is a small potential pool of participants and it is difficult to reach the participants. A 'mini focus group' usually consists of individuals who have expertise on the particular topics or issues (Hague, 2002).

Carrying out only a single group discussion is not enough, a recommendation has been made that a minimum of three to four group meetings for simple research topics is sufficient for the data collection (Burrows & Kendall, 1997). With the limitation in terms of the number of participants, this study conducts two focus group interviews, with 5 students in each group. The principle of theoretical saturation is applied to focus group interviews, the series of focus group interviews stops when there is no new information emerging (Krueger, 1994).

The discussion on specific topics in focus group interviews is guided by a moderator in a structured way. The moderator raises issues and uses probing questions to elicit individuals' opinions, ideas, and other information. Therefore, new ideas emerge which enables the researcher to collect rich and substantial data from different individuals within a short period of time (the Bureau for Policy Planning and Learning, 2013). According to Gorman and Clayton (2005), the length of the discussion depends on how many questions a study has and the degree of complexity of the explored issues. Generally, one to two hours are considered as a sufficient amount of time.

Regarding justifications for using focus group interviews, initially a focus group interview has the ability to generate discussion on a research topic requiring collective views and the meaning behind individuals' experiences and beliefs (e.g., Asmamaw, Mohammed, & Lulseged, 2011; Buijs, Fischer, Rink, & Young, 2010; Harisha & Padmavathy, 2013; Wibeck, 2011). It provides a set of data concerning perceptions, thoughts, feelings and impressions of individuals through ones' own words in details (Stewart & Shamdasani, 1990) and it is beneficial to the study which aims to explore the understanding and experience of individuals in particular topics and also the reasons behind their thinking (Kitzinger, 1995).

The focus group interview was used in this multi-method study for collecting data, along with a questionnaire so as to triangulate the results of the study (Morgan, 1997). The focus group interview was also used to explore the topics so as to

gain greater information which the researcher can use in the research afterwards (Zander, Stolz, & Hamm, 2013).

The present study used focus group interviews in order to gain information in details and triangulate the findings of the study.

2.7 Previous studies

2.7.1 Self-directed learning

Previous studies were aimed to investigate students' perceptions on self-directed learning. Humaira and Hurriyah (2017) and Du (2013) investigated perceptions on self-directed learning in languages learning of students while Moreira (2009) explored college students' experiences in self-directedness in foreign language classes. Humaira and Hurriyah (2017) investigated how high school students in a language class from Senior High School 1 Singosari in Malang in Indonesia perceived self-directed learning out of the classroom, the study revealed that most of the students had moderate self-direction but they still had difficulties choosing appropriate learning strategies, doing self-assessment, and conducting self-reflection. Du (2013) also explored students' perspectives on participating in an SDL project at a community college in the Western United States, the results pointed out that self-directed learning is considered as an effective learning strategy in foreign language learning. Furthermore, Moreira (2009) revealed college students' experience in self-directedness in foreign language classes at a higher education institution in the U.S. indicating that students who were interested in learning a foreign language had higher scores of SDLRS leading to more experience in self-direction in foreign language learning.

Researchers also attempted to investigate the relationship between readiness for self-directed learning and educational achievement. Kan'An and Osman (2015) investigated the relationship between students' self-directed learning readiness and their science achievement at Nasser Bin Abdullah Al-Atyyia (NBA) Independent School for boys in Qatar while Klotz (2010) investigated whether there was a relationship between self-directed learning readiness and first semester female college students' academic achievement. The results of these studies found a significant positive correlation between SDLRS total scores and NE science subjects scores (Kan'An & Osman, 2015) and there is a correlation between scores of SDLRS and GPA

in the first semester by participants who were 19 years old and majored in business (Klotz, 2010). Jaleel and O. M. (2017) also conducted a study to find out the relationship between self-directed learning and information technology achievement by secondary students from various schools of Ernakulam District in India, the results found a significant positive correlation between self-directed learning and an information technology achievement test. Tuksinvarajarn (2002) investigated the relationship between self-directed learning, self-efficacy, intrinsic value, test anxiety, and achievement in English for Academic Purpose (EAP) by studying two hundred and thirty two undergraduate students who studied at the King Mongkut University of Technology Thonburi (KMUTT) in Bangkok, Thailand. The results of the study revealed a strong relationship among self-directed learning readiness (SDLRS), intrinsic value, self-efficacy, and test anxiety. However, a significant relationship between students' achievement in EAP, SDLRS, intrinsic value, self-efficacy, and test anxiety was not found.

Humaira and Hurriyah (2017) conducted a study to investigate how 30 senior high school students in a language class from Senior High School 1 Singosari in Malang in Indonesia perceived self-directed learning out of the classroom. The study used questionnaires designed to explore students' perspectives on self-directed learning and structured interviews conducted to gain specific information relevant to students' perception, the focus of students' perspectives was particularly on how the students dealt with self-directed learning strategies in order to develop their English. The study investigated the students' perspectives by using interpretive analysis. The results of the analysis for both questionnaires and interviews were interpreted qualitatively in detail.

The findings from questionnaires are discussed as follows: In terms of reasons for studying English, more than a half of the students are interested in learning English while almost a quarter of the overall portion selected other unspecified reasons. The results also indicated that there were ten percent of the students who only study when the teachers ask them to and no one studies English because they have free time.

Regarding the English studying outside the classroom frequency, the results indicated that there were only three percent of all students who learn English very frequently. There were more than a quarter of all students who sometimes learn

English at home while approximately ten percent of all students rarely study English outside the classroom. In addition, approximately twenty three percent of the students never learn English outside classroom time.

For the students' time management for studying English, it was found that most of the students study English without a specific time while few students learn English every day.

The results can be concluded to mean that their learning was not clearly organized. Due to the time allotment for studying English, there were forty percent of the students who study English for approximately 30 minutes per day and forty three percent of the students study English less than 30 minutes. There were only a few students who study English approximately an hour at home. The results showed that the students did not spend much time studying English outside the classroom.

In terms of challenges in studying English, there were over a third of the students who lack vocabulary while thirty percent of the students said that they needed a tutor, and few students were less motivated to learn English at home. Most of the students also faced challenges due to the lack of equipment or learning media, they did not know how to use devices effectively in order to learn English. Considering activities for improving the students' English, the results showed that all of the students love listening to English songs making it their most favorite activity while almost all students watch English movies in order to learn which was the second most popular activity. There were more than a half of students who use their electronic devices to learn English, for instance they watch English online videos and use social media. In contrast, no student chose to attend a public seminar, read newspapers, and make video calls. The results revealed that the students use various ways to develop their English outside the classroom.

According to the students' reflection, the results showed that the students have difficulties applying their knowledge properly. They are not certain if they can use their knowledge which can imply that the students need guidance from teachers. In terms of consultation, the findings indicated that most of the students did not do a consultation with their teachers or share information with friends.

Regarding the results from interviews, each student has their own favorite out-of-classroom English activities, they also use some learning strategies

which are mostly relevant to learning vocabulary; however, their strategies in learning English are still limited. In terms of self-assessment, the students only monitor their language progress by relying on English scores from the school report in each semester indicating that they did not assess their language progress on their own. Regarding self-reflection, the students also had difficulties reflecting on what they had learned. The responses by the students indicated that they do not know how to improve their English, how to fill the gaps, and how to solve the problems while learning.

From the results of the study, the students were considered as motivated students who needed teachers' guidance on how to manage their time and how to learn independently outside the classroom. Most of the students were considered as having moderate self-direction as they were highly motivated in learning English and they were confident. On the other hand, they still had difficulties when they had to choose appropriate learning strategies, do self-assessment, and conduct self-reflection. Thus, it is important that the students be self-directed learners to succeed in learning English.

Du (2013) conducted a qualitative study which aimed to explore students' perspectives on participating in a SDL project at a community college in the Western United States. The study conducted focus group interviews with thirteen students divided into four groups, participants were purposively selected by considering similar characteristics of individuals. The students' perspectives on SDL benefits along with teachers' roles were described based on the self-directed learning conceptual prism. The study also considered factors which had potential to contribute to the variances in students' SDL competencies. The results from the focus group interview suggested that SDL is regarded as an effective learning strategy in foreign language learning since improvement in knowledge domain, meta-cognitive skills, and motivation could be attributed to it. Furthermore, the study suggested that individual differences should be considered when designing SDL program.

The study conducted by Moreira (2009) aimed to discover whether 20 college students at a higher education institution in the U.S. experience self-directedness when they study in foreign language classes, the study focused on the use of self-directedness and understanding the paradigms of self-direction by the students. Individual interviews and the Self-Directed learning Readiness Scale (SDLRS) by

Guglielmino (1977) were carried out for data collection. From the interviews, responses by students suggested that degree seeking and career goals influenced students' perceived needs, as different degree seeking and career goals led to different perceived needs. Regarding scores from SDLRS, the results showed that higher scores of SDLRS were found in students who were interested in learning a foreign language which led to more experience in self-direction in foreign language learning.

Kan'An and Osman (2015) investigated the relationship between students' self-directed learning readiness and their science achievement. 83 students from Nasser Bin Abdullah Al-Atyyia (NBA) Independent School for Boys in Qatar were randomly selected. The participants included 44 students from grade 10 and 39 students from grade 11. The study used the Self-Directed Learning Readiness Scale (SDLRS) developed by Guglielmino (1989) to measure the students' readiness for self-directed learning. The SDLRS is a self-reported instrument which consists of 58-items with a 5-point Likert scale in each item. The total score on the SDLRS is drawn from the summation of all 58 items scores. In the SDLRS, there are 41 positive statement items and 17 negative statements items. The overall SDLRS scores would represent the students' SDLR. Regarding science achievement, the study used the science subject National Exam (NE) scores as an indicator for science achievement. The scores from the subjects of Biology, Physics, and Chemistry in the NE were accumulated.

The results of the study found a significant positive correlation between SDLRS total scores and NE science subjects scores, the total score of SDLRS is a significant predictor for the NE science subjects scores. The study concluded that self-directed learning is considered as an essential factor for students to succeed in academics at the fullest potential. Students who are high self-directed can learn science by depending on themselves and they would achieve high science academic achievement. The study suggested that schools should also measure students' readiness for self-directed learning and give them appropriate support regarding their levels of readiness instead of only relying on diagnosing students' ability and factors relevant to academic achievement in science so that appropriate teaching strategies can be incorporated to match the students' needs. The SDLRS could act as a diagnostic survey to identify readiness for self-directed learning of students. The results from the SDLRS

can be used to prepare appropriate programs so as to support students which could advance academic achievement and prepare students for studying in university levels.

Jaleel and O. M. (2017) conducted a study to find out the relationship between self-directed learning and achievement in information technology of secondary students. The participants were 150 secondary students who studied in standard IX from different schools of Ernakulam District in India, there were 77 boys and 73 girls. Stratified random sampling technique was used to select the participants. The researchers developed a Self-Directed Learning Scale, the scale includes four subscales including self-motivation, self-management, self-modification, and self-monitoring aimed to measure self-directedness of a student and participants rated the items in the scale based on a five-point Likert scale. The researchers also prepared and developed a 30-items achievement test in information technology. The researchers gathered students' scores on the Self-Directed Learning Scale and Information Technology achievement test. The results presented that there was a significant positive correlation between self-directed learning and the information technology achievement test. The study made the conclusion that when students are provided ample opportunities to enhance their self-directed learning, secondary students' information and technology achievement also increases.

The correlational study by Klotz (2010) investigated 110 students who studied in a Catholic college for women in the Midwest in the U.S. to determine whether there was a relationship between self-directed learning readiness and first semester female college students' academic achievement. The study used the Self-Directed Learning Readiness Scale (SDLRS) by Guglielmino (1977) to measure students' self-directed learning readiness, while students' GPA in the first semester was considered as an indicator for students' academic achievement. Thus, the collected data were scores from the SDLRS and GPA in the first semester. The results revealed a correlation between scores of SDLRS and GPA in the first semester of participants who were 19 years old and majored in business. Nevertheless, the researcher mentioned that the results should be interpreted carefully owing to the small subgroup size of the study.

Tuksinvarajarn (2002) examined two hundred and thirty two undergraduate students who studied at the King Mongkut University of Technology Thonburi (KMUTT) in Bangkok, Thailand. The participants studied in different schools

including the School of Engineering, the School of Science, and the School of Industrial Education. The study investigated the relationship among self-directed learning, self-efficacy, intrinsic value, test anxiety, and achievement in English for Academic Purpose (EAP). Three questionnaires were distributed to participants to explore the relationship including the Self-directed Learning Readiness Scale (SDLRS) by Guglielmino (1977), the Motivated Strategies for Learning Questionnaire by Pintrich and De Groot (1990), and student demographics. Furthermore, the study conducted a multiple regression using readiness for self-directed learning, self-efficacy, intrinsic value and test anxiety scores to predict students' achievement in English language learning. The results of the study found a strong relationship among self-directed learning readiness (SDLRS), intrinsic value, self-efficacy, and test anxiety. The study also indicated that self-directed learning, self-efficacy, intrinsic value, and test anxiety are important in terms of the psychological dimensions of self-directed learning development. In addition, no significant relationship between students' achievement in EAP, SDLRS, intrinsic value, self-efficacy, and test anxiety was found.

The present study has similarities and differences from the previous studies regarding the educational level and the number of participants and the context and course where the present study is conducted. Participants of the present study are grade 11 Thai EFL students in a Fundamental English 9 class at a secondary school in Bangkok, Thailand. This is in contrast to previous studies by Du (2013), Moreira (2009), Klotz (2010), and Tuksinvarajarn (2002) especially in terms of participants as the participants of these studies were college level students. The number of participants in the present study was also different as the present study has more participants than the studies by Moreira (2009) and Du (2013) while the present study has fewer participants than the studies by Klotz (2010) and Tuksinvarajarn (2002).

The context of the present study is also different from the studies by Du (2013), Moreira (2009), and Klotz (2010) since the studies were conducted in the U.S. The course in the present study is also different from the SDL project in Du (2013), the foreign language courses in Moreira (2009), academic courses studied in Klotz (Klotz, 2010), and the English for Academic Purpose (EAP) course in Tuksinvarajarn (2002).

The present study is similar to the studies by Humaira and Hurriyah (2017), Kan'An and Osman (2015), and Jaleel and O. M. (2017) since they also investigated high school level students. However, the levels of participants, the numbers of participants, and the contexts and courses where the participants were studied are different from the present study.

Regarding the investigation of self-directed learning, the present study is different from previous studies by means of the instruments for measuring the level of readiness for self-directed learning and exploring the degree to which the students use self-directed learning. In the present study, the study uses the Self-Directed Learning Skills Scale (SDLSS) by Ayyildiz and Tarhan (2015) for measuring students' readiness for self-directed learning while other reviewed previous studies used the Self-Directed Learning Readiness Scale by Guglielmino (1989) as in Kan'An and Osman (2015) while Moreira (2009) and Klotz (2010) used the Self-Directed learning Readiness Scale (SDLRS) by Guglielmino (1977). Some researchers developed their own scale as in Jaleel and O. M. (2017) and Tuksinvarajarn (2002).

2.7.2 Out-of-classroom English activities

Lai, Zhu, and Gong (2014) attempted to find out the characteristics of the experiences which were relevant to good learning outcomes, the study revealed that an important factor predicting cognitive and non-cognitive language learning outcomes was out-of-class learning experiences complementing in-class learning experiences. Hyland (2004) examined out-of-class English language learning activities engaged in by student teachers in their teaching practicum year in the faculty of education in a university in Hong Kong while Chanjavanakul (2017) explored EFL high school students' trajectories in English learning and practices in out-of-class English learning of Thai students in grade 10. The study by Hyland (2004) found that the most common activities were relevant to improvement in listening such as watching television and videos and listening to songs. The results from the study by Chanjavanakul (2017) indicated that students engaged in many kinds of English learning activities outside the classroom time, for example, watching English movies and English TV shows, watching videos on YouTube, listening to music, reading fiction and fanfiction, having authentic communication with other people, and playing games.

Lai, Zhu, and Gong (2014) conducted a study aimed to find out the characteristics of the experiences relevant to good learning outcomes. The researchers surveyed eighty-two EFL students who studied in the second year of junior high school in mainland China on out-of-class English language learning. The percent of male participants was fifty-four while the percent of female participants was forty-six. The participants were the ones who volunteered to participate in the study from two English classes.

The study used a paper questionnaire which was designed to draw information from the participants on the quantity, types, and nature of out-of-class English language learning. In the questionnaires, there were open-ended questions asking how much time they spent studying English outside the classroom and how much time they spent using technological resources in order to assist them in English language learning apart from doing homework in the past six months. The participants wrote down English activities to provide the information on the variety of their out-of-class learning activities engaged in over six months. Furthermore, twenty-three questions with a six-point Likert scale were used to explore how technological resources and tools were used in order to serve various self-directed learning needs such as metacognitive, goal commitment, attitudinal, resource and social needs so as to provide more information on the diversity of the participants' out-of-class English language learning. Regarding learning outcomes, the researchers examined the participants' attitudes towards English and the participants' English grades in the final exam. The participants responded to single item questions showing the degree of confidence in learning English and how much the participants enjoyed learning English. English grades were accumulated from the final exam which assessed students' knowledge of vocabulary and grammar and students' four English skills in the form of multiple-choice questions and cloze passages.

Regarding experiences in out of classroom time, the data from the questionnaires revealed that the average time spent on English learning outside the classroom was 1.18 hours a day. The participants engaged in various out-of-class learning activities. The most common activities the participants engage in are watching English movies and listening to English songs while taking tutorial classes in English was also reported. The activities required receptive skills most, resulting in various

degrees of inputs. Language production activities were engaged by a few students, for instance they chat with their classmates or members of their family, they write emails to native speakers, and they keep English diaries. The results revealed that the students engaging in various types of English activities outside the classroom enjoyed learning English more than those who engaged in few types of out-of-class learning.

The researchers conducted follow-up focus group interviews involving nineteen selected participants who had different patterns of cognitive and non-cognitive outcomes and different frequencies of out-of-class English language learning found in their responses on the questionnaires. The interviews aimed to gain more information on the nature of the participants' out-of-class English learning and factors on the quality of their out-of-class learning experiences. Thus, the researchers conducted the focus group interviews to investigate participants' selection, perceptions, and usage of different English learning activities outside the classroom time. The data from focus group interviews provided the information on the participants' perspectives on in-class and out-of-class learning experiences, approaches to English language learning, perceptions and use of different out-of-class activities, the origin of the idea of engaging in these activities, the encountered challenges and the required support in out-of-class learning experiences.

From the interviews, the results indicated that experiences outside the classroom time which complemented learning experiences in the classroom was important and it was a significant theme emerging from the data. Interviewees who had low English grades, less confidence, and less enjoyment while learning English engaged in activities which reviewed inputs from in-class learning, for example they reviewed textbooks, studied grammar books, did exercises associated with grammar, and listened to tapes from textbooks. On the other hand, interviewees with higher learning outcomes engaged less in those activities and had the feeling that they had had enough of the activities at school. In addition, the data from the interviews suggested that what was more important to the quality of out-of-learning experiences might be whether the out-of-class activities complemented in-class activities promoting more meaning-focused activities and serving socio-psychological needs in language learning, it was not the variety of English language learning activities that the interviewees engaged in.

In conclusion, learning experiences outside the classroom time which complemented learning experience in the classroom was a significant factor for predicting language learning outcomes which are both cognitive and non-cognitive. Out-of-class learning experiences relevant to various types of meaning-focused activities and activities which assist students to achieve their needs in both psychological and socio-affective aspects led to students' better learning outcomes.

Hyland (2004) conducted a study to examine the out-of-class English language learning activities engaged in by student teachers who were in their teaching practicum year in the faculty of education in a university in Hong Kong. The study used questionnaires, interviews, and daily journals for the data collection. The questionnaire was aimed to investigate different information on the language background of the students, English educational experiences, attitudes towards English in various situations, the part English took on as a role in daily lives, the activities engaged in by the students in English, and the most useful activities for enhancing the students' English. The questionnaire consisted of 12 items including closed ranking questions and open-ended questions. The questionnaires were distributed to all of the students enrolled for bachelor's degrees (B.Ed) and post-graduate certificates in education majoring in English Language (PCEd). They were full-time students and part-time students who were practicing their teaching at the time. The questionnaires were also distributed to full-time primary school teachers in a language enhancement course. 238 questionnaires out of 304 questionnaires were returned and ten questionnaires rated by native English speakers were discounted; therefore, 228 questionnaires were analyzed in the study.

The results from the study revealed the activities carried out by the students to support their lifelong English language learning. The students' most common activities were writing emails, reading academic books, and surfing the internet. Other activities were watching videos, reading newspapers, watching TV programs, and listening to songs. The results revealed that the students did not read outside the classroom. Even though the students rated speaking to fellow students and colleagues in English as a common activity, the students hardly spoke English outside their work or study environment because of the limited opportunities.

In terms of the most helpful activities for improving their English, from a total of 207 responses by the students, 117 students reported activities which are relevant to reading as most useful including reading newspapers and magazines, academic books, and novels. For the activities carried out purposefully and regularly to improve their English from the open-ended questions, the most common activities reported by a total of 207 responses are associated with improvement in listening including watching television, videos, and VCDs, while listening to songs and the radio were reported by 117 students. 73 students reported the most frequent activities they carried out which were relevant to reading, the activities involved reading newspapers and magazines, novels, and academic articles. 17 students carried out activities to develop their speaking, they speak to colleagues and native English speakers. 4 students joined clubs as they tried to be in an environment which required them to speak English. 11 students engaged in writing activities which included writing English articles and English emails and keeping their journals in English. Seven students usually did grammar exercise from grammar books which promoted self-study. Other activities which were mentioned by individual students were to make a conscious effort to think in English, try to notice and note down sentence structure patterns while reading, talk to themselves in English when they are alone, and read newspapers out loud to practice oral English skills.

In order to find out beliefs relevant to out-of-class language learning and language learning strategies and activities used by the students, eight students were interviewed involving four students from B.Ed and four students from PCEd. The interviews were in a semi-structured format with open-ended prompts. In the interviews, the interview prompts put an emphasis on feelings towards English usage, the activities done in English, and the activities conducted to improve specific skills in English. The interviews were conducted to explore contact with English and their interactions using English in detail. Interviews were carried out with the eight case study students assigned to keep a journal for one week and they were also assigned to reflect on their use of English each day and the extent to which the activities promoted their English development in the written form. The study put an emphasis on the results of the interviews from four students; however, regarding the purpose of this study, the results from three students are discussed.

The first trainee student was Betty, she was a full-time student studying in her second year of a B.Ed in English Language Education. Her language background was Cantonese. She considered reading as the most useful activity for improving her English outside the classroom, the reasons were that reading exposed her to new vocabulary and sentence structures. Betty was a very self-directed learner and she was considered as an out-of-class learner who had purpose in learning. She also attempted to develop her skills in listening and writing by watching TV without looking at the subtitles. In addition, she was a columnist, she wrote an article every week which significantly affected her writing. For speaking skills, she asked her classmates to talk to her in English; however, they were unable to do since it would be uncomfortable and it would be considered as a kind of showing off.

The second trainee student was Marianne, she was a part-time PCEd student. She had studied English since she was in secondary school. English was important to her life and she had positive attitudes towards learning English. She mainly used English in her class. She hardly spoke English outside the classroom but she spoke English in staff meetings with the native English teachers. She carried out English activities outside the classroom in an attempt to practice her English and relax. She regularly listened to the television and radio in English, she chose to read an English newspaper instead of a newspaper in Chinese so as to develop her English. In addition, she read novels in English for enjoyment and improvement of her English. She also wrote emails and a diary in English. Marianne made the suggestion that reading was a significant out-of-class activity which she carried out according to her preference. This led to the ease of accessing and controlling the activity.

The third trainee student was Rosemary, she was a part-time PCEd student studying Chinese as a medium of instruction. She used English in her teaching, reading, and leisure activities, particularly in watching TV. She always intended to watch various English channels instead of Chinese channels, especially documentaries and series. She also used English when she was on the internet, she wrote emails and read newspapers and novels online. Furthermore, she chose to read for pleasure at night in English rather than in Chinese.

Chanjavanakul (2017) conducted a study to examine EFL high school students' trajectories in English learning and practices in out-of-class English learning.

The purposes of the study were to gain an understanding of how social factors influenced trajectories in English learning and practices in out-of-class English learning from a student's perspective. The study used a purposive sampling to gain the most relevant information. The participants were Thai students in grade 10 from a high school in Thailand in the academic year 2014 and in the academic year 2015. The number of students was 45 in total, 33 students were female, while 12 students were male. 22 students came from the Thai Program and 23 students were from the English Program. The study involved two phases. In Phase 1, 45 students were assigned to write down out-of-class English activities in activity logs and keep photos of out-of-class English activities in each day for a week. The study then conducted in-depth interviews in the form of semi-structured, the focal point of the interviews were learning trajectories and practices in out-of-class learning of the students. Selected students were interviewed individually about their histories in English learning, current practices in English learning, and reflections on English learning particularly in out-of-class learning activities. In Phase 2, the researcher did home observations of 4 selected students from Phase 1 in order to get information on practices in out-of-class language learning in depth.

According to the interview data, activity logs, and photos, students engaged in various kinds of helpful English learning activities outside school. In terms of out-of-class English activities, students engaged in activities relevant to audiovisual media, preferring to watching audiovisual media with different delivery methods. For instance, in the forms of movie theaters, TV, computer, tablets, and cell phones. The content was movies, TV series, entertainment shows, documentaries, news shows, animation, shows on YouTube, and reality shows. 30 students found audiovisual media helpful as the students reported English movies and shows with subtitles helpful for them. A general pattern of using this activity to learn English was found, the students first started watching the media with Thai subtitles, the students watched with English subtitles afterwards, and after time they watched with no subtitles as their English proficiency advanced. The students learned various language elements from audiovisual media for example, spoken language, vocabulary, phrases/idioms/colloquialism, pronunciation, and accent. Students revealed that watching movies and TV shows promoted their understanding of English-speaking societal cultures and how

language is used in daily life. Apart from movies and TV shows, YouTube was also frequently reported as watched by participants. Music was also considered as a helpful activity for learning English by the majority of students, the activity included lyrics of English music, the activity required the students to listen to music, sing, translate lyrics, and look up the meaning of lyrics. What the students learned from music were vocabulary, slang, and pronunciation. The major advantage of music commonly reported by participants was its convenience since listening to music is limitless in terms of place and time.

In terms of written media, reported types included fiction, non-fiction, fanfiction, essays and articles, grade level readers, comic books, and manga. The delivery methods included physical books, e-books, websites, and social media. The results found that the students commonly considered children and young adult fiction in the physical form of books as helpful. There were 16 students who reported reading helpful and what they had gotten from reading were skills in vocabulary and reading. Furthermore, reading tended to happen by students setting out with a specific intention to read. Regarding authentic communication, 15 students considered communicating in English with other people as helpful, the most important thing they had learned from communication was it enhanced students' confidence when they used English, particularly when they spoke with foreigners. The students also learned new vocabulary and pronunciation.

Regarding games, referred to as playing games on computers or handheld devices, online and offline. 11 students found games helpful. What the students had learned were new vocabulary, listening, reading, and writing skills. Some students reported that they learned English from authentic communication with other players through messages while playing games even though learning English was a secondary purpose or they did not intend to learn English. It can be stated that even though the students did not have an intention to learn English while playing games, learning English was a by-product.

In conclusion, English language development of the students was followed by English learning practices outside the classroom time. The advanced students had a tendency to have more engagement in English activities outside the classroom time regarding activeness and frequency than less advanced students as they

tended to engage in out-of-class activities passively and infrequently. The results from the study revealed how students' English learning can be promoted through out-of-class English learning practices by teachers and families.

Regarding the previous studies in out-of-classroom English activities, the present study has similarities and differences from the previous studies in terms of the educational level and the number of participants and the context where the present study is conducted. Participants of the present study are grade 11 Thai EFL students in a Fundamental English 9 class at a secondary school in Bangkok, Thailand. This is in contrast to the previous study by Hyland (2004) since the participants of the study were student teachers in a university. The number of participants in the present study was also different from the studies by Lai, Zhu, Gong (2014), Hyland (2004), and Chanjavanakhul (2017) as the present study has fewer participants than these studies.

The context of the present study is also different from the studies by Lai, Zhu, Gong (2014) and Hyland (2004) as the studies were conducted in China and Hong Kong.

The participants of the study are most similar to the participants in the studies by Chanjavanakul (2017) in terms of the level of participants and the context and course where the participants were investigated. Considering out-of-class English learning experiences, the present study also uses a questionnaire to investigate how students develop their English proficiency outside the classroom, as in Humaira and Hurriyah (2017), Lai, Zhu, and Gong (2014), and Hyland (2004). The present study also conducts focus group interviews to explore students' English learning experience outside the classroom as in Lai, Zhu, and Gong (2014).

There have been a few studies focusing on self-directed learning in English language learning of Thai EFL students, the level of readiness for self-directed learning and the self-directed learning activities that Thai EFL students engage in. The findings from the present study contribute to the understanding of readiness for self-directed learning and self-directed learning activities that the students engage in. The findings provide educators useful information which can be applied in future instruction to serve students' readiness for self-directed learning and to enhance students' self-directed learning and English proficiency.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research design, participants, and instrumentation. It explains how the researcher collected and analyzed the data.

3.1 Research design

The study used the mixed method in order to explore the level of readiness for self-directed learning of Thai EFL students in a secondary school and the self-directed learning activities that Thai EFL students engage in so as to gain useful information in the forms of both qualitative and quantitative data.

3.2 Setting

The research took place at a secondary school in Bangkok, Thailand. The school promotes students to realize their own competence and enhances students' multiple intelligences by providing different majors for upper secondary students. The school enhances students' self-leadership and self-assertiveness and promotes students to be thinkers and take initiative in learning. The school helps students find out their own talents and gives them passion. The students are expected to be global citizens and have morality. In the school, students are Thai citizens with mixed genders, most of the students are from Bangkok and some students come from different provinces in Thailand. Classroom sizes for senior high school vary from 25-45 students.

3.3 Participants

The demographic information of participants was as follows:

Table 3.1

Demographic Information of Participants (n=28)

Items	Frequencies	Percentage
Age	15	3.57
	16	85.72
	17	10.71

Table 3.1*Demographic Information of Participants (n=28) (Cont.)*

Items		Frequencies	Percentage
Sex	Male	10	35.71
	Female	18	64.29
Major	English	28	100.0
Start learning English	Kindergarten	15	53.57
	Primary School	2	7.14
	High School	11	39.29
Grade in the past semester	3.00	3	10.71
	3.50	6	21.43
	4.00	19	67.86
Have spent time in an English-speaking country	Yes	13	46.43
	No	15	53.57

From Table 3.1, most of the students were sixteen years old (85.72%) followed by seventeen years old (10.71%) and fifteen years old (3.57%). The students were 18 females (64.29%) and 10 males (35.71%), all of the students studied in English major (100%). 15 students started learning English when they were in kindergarten (53.57%), 11 students started learning English when they were in high school (39.29%) and two students started learning English when they were in primary school (7.14%). In terms of English grades in the past semester, 19 students got 4.00 (67.86%) while 6 students got 3.50 (21.43%), and only 3 students got 3.00 (10.71%). 13 students have spent time in an English-speaking country (46.43%) while 15 students have never spent time in an English-speaking country (53.57%) respectively.

The sample was grade 11 Thai EFL students at a secondary school in Bangkok, Thailand in the first semester of academic year 2019. The students studied English in a Fundamental English 9 class for their academic achievement and they were expected to be proficient in English for their future education and career.

The research used convenience sampling which is a “nonrandom procedure” (Rudestam & Newton, 2007), all subjects in the study were examined

without being randomly selected. They were students that the researcher was assigned to teach and the students studied in English major which could provide useful information regarding the explored issues. Therefore, the participants of the study were 28 grade 11 students studying in English major, both male and female.

3.4 Instrumentation

Two instruments were used in the study including a questionnaire and focus group interviews.

3.4.1 Questionnaire

The study used the questionnaire to investigate the level of readiness for self-directed learning and the self-directed learning activities that Thai EFL students engage in. After the questionnaire had been developed, the questionnaire was sent to three Ph.D. lecturers at the university to check the wording and meaning of every item and to consult on possible modifications (See Appendix A). Afterwards, the questionnaire was revised according to the review and feedback from the lecturers and also the pilot study. The complete version of the questionnaire (See Appendix D) was as follows:

Part 1: Demographic information

The first part of the questionnaire included demographic questions about students in terms of age, sex, major, and English experiences. There were 6 items in total.

Part 2: Out-of-Classroom English Activities

There were 13 items in total. The study adapted 7 statements from the third part: out-of-classroom English learning activities from the questionnaire constructed by Teng (2005). The questionnaire by Teng (See Appendix I) measured out-of-classroom English learning activities of Taiwanese students. Adapted statements were used to investigate how students develop their English proficiency outside the classroom. They were as follows: item 1 'Listening to English radio programs', item 4 'Watching English movies', item 5 'Watching English TV programs', item 6 'Using English learning sources on the internet', item 8 'Taking tutoring courses to develop English skills', item 10 'Reading news in English', and item 13 'Writing dairy in English'.

The questionnaire used in the present study was also developed from Hyland (2004). Hyland conducted a study to find out out-of-class English language learning activities engaged in by student teachers in the faculty of education in a university in Hong Kong. The following three items were adapted from Hyland (2004) including item 3 'Listening to English songs', item 11 'Reading articles in English', and item 12 'Reading books written in English'.

Furthermore, the questionnaire was developed from the researcher's consideration based on experience from having been an EFL teacher in a secondary school for 2 years. Five items were developed as follows: item 2 'Listening to English podcasts', item 7 'Using specific applications to develop English skills', item 9 'Speaking to other people in English', item 14 'Writing anything down in English such as a memo, a homework list, or a shopping list', and item 15 'Playing games in English'.

In the present study, the participants chose from the ranking scale response options by considering a statement and ranking the statement they agreed with most regarding their experience of out-of-classroom English learning activities. There were five rating scales adapted from Hyland (2004) including: always, usually, sometimes, seldom, and never. Each of them meant: Always (5) = you do it more than 6 times a week, Usually (4) = you do it 4-6 times a week, Sometimes (3) = you do it 1-3 times a week, Seldom (2) = you do it once in a while, Never (1) = you never do it.

Regarding the review and feedback from the lecturers, two items out of fifteen items on part 2: out-of-classroom English activities were deleted due to their lack of practicality: item 7 'using specific applications to develop English skills' and item 11 'reading English articles'. Therefore, there were 13 items remaining on this part.

Part 3: Self-Directed Learning Skills Scale (SDLSS) by Ayyildiz and Tarhan (2015)

There were 28 items with 21 positive items (items: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 25, 28) and 7 negative items (items: 3, 15, 16, 23, 24, 26, 27) in total. Examples of the positive items were as follows: item 6 'If I can relate the new concepts to old knowledge, the learning is successful', item 9 'I hold myself responsible for my learning', and item 22 'I can produce alternative methods to reach solutions when I solve a problem'. Examples of the negative items were as

follows: item 3 'I have difficulty relating the information I have learned in the lessons to the daily life', item 15 'I begin to worry that I could not solve the problems that I encounter' and item: 16 'I cannot establish accurate hypotheses about the event or problems in the subjects that I have learned'. The negative items were included so that the students did not choose answers randomly.

The five-point Likert scale on the questionnaire included Strongly agree (5), Agree (4), Partially Agree (3), Disagree (2), and Strongly Disagree (1) which was based on Ayyildiz and Tarhan (2015). For 7 negative items (items: 3, 15, 16, 23, 24, 26, 27), the scores had to be reversed as follows: Strongly agree (1), Agree (2), Partially Agree (3), Disagree (4), and Strongly Disagree (5) which was based on Ayyildiz and Tarhan (2015). The total score of this part was 140 (See Appendix B). The higher scores a student got, the higher level of readiness for self-directed learning the student had.

Originally, in the questionnaire development, there were a total of 40 items with 32 positive items and 8 negative items. However, 12 items were deleted due to their lack of relevance. Therefore, there were 28 items remaining on this part with 7 negative items. In addition, after the review and feedback from the lecturers, the Thai translation of some statements was revised in order to make the statements more appropriate and comprehensible.

After the questionnaire had been revised and completed, a pilot study was conducted (See Appendix B). The participants were five grade 11 students who studied in ASEAN major. According to the pilot study, the Thai translation of two statements (item 17 'I believe that active participation in the learning process ensures the permanency of my knowledge.' and item 25 'I believe in the importance of playing an active role in learning' on Part 3: Self-Directed Learning Skills Scale had been revised in order to make the statements easier for the students to understand and the pilot study showed that students took approximately 15 minutes to complete the questionnaires.

3.4.2 Focus Group interview

The purpose of focus group interviews was to explore the students' English learning experience outside the classroom and to triangulate the findings of the present study.

Ten students were purposively selected to participate in focus group interviews. The students shared certain characteristics regarding their GPA in English in the previous semester which was 4.00 and they were ready to give information. Two focus group interviews were conducted at school, with five students in each interview. The interviews were conducted in Thai which is the students' native language, it was based on the ground that the language is comprehensible and relevant to the students.

The primary methods of data collection in a focus group interview involves audio recording and note-taking (Stewart, Shamdasani, & Rock, 2007).

In the present study, the researcher took on the role as the moderator who facilitated the focus group interview by guiding the group during the discussion. The researcher created a comfortable atmosphere so that participants felt free to express their perspectives. The researcher also documented the focus group interviews by recording the audio and taking notes for transcription and data analysis.

The researcher as a moderator introduced herself, welcomed, and expressed thanks to all of the participants. After that the moderator explained the purpose of the focus group interview and common rules as follows: everyone is encouraged to share ideas, there are no right or wrong answers, the ideas which emerged during the focus group interview should not be shared outside with non-participants so as to give respect to participants' privacy, disagreements about shared ideas can be valuable, on the other hand personal attacks are not allowed to occur. The moderator asked participants whether they had any questions or concerns about participating in the interview. After that the moderator addressed confidentiality issues and also explained how the collected data would be used and whom it would be shared (the Bureau for Policy, Planning and Learning, 2013).

The moderator had to be certain that there was consistency and clarity in recording the audio and the moderator also took notes and observed the participants' non-verbal communication. Group member characteristics which were relevant to the objectives of evaluation of participants were noted to help the moderator understand

and analyze the collected data. Furthermore, the moderator noted key points and themes which emerged during the interview. Word-for-word-quotations were also noted since they were considered as useful and powerful data (the Bureau for Policy, Planning and Learning, 2013).

3.5 Data Collection

3.5.1 Survey

The data was collected in the fourth month (September) of the first semester of academic year 2019.

First, the researcher explained the purpose of the study and informed the students that all information would be confidential and it would be used for the purpose of study only, all the students had the right to participate or to not participate in the study and it was not part of the learning assessment. The research then asked the students to sign a consent form in case they agreed to participate in the study and the researcher also asked the students to bring the consent form to their parents to receive their consent (See Appendix G).

Second, two days afterwards, the researcher explained instructions for the questionnaire completion to all students before directly distributing the questionnaires to the students in class. The students were expected to complete and submit the questionnaires directly to the researcher within the time limit (15 minutes).

3.5.2 Interview

The study conducted the focus group interviews in the following week after collecting the data from the questionnaires. There were six questions for the focus group interviews (See Appendix F).

First, ten students were purposively selected to participate in focus group interviews and the students were divided into two groups with five students in each group.

Second, the first focus group interview was conducted in Thai at school, the researcher used audio recording and note-taking while interviewing.

Third, the researcher welcomed and expressed thanks to all participants.

Fourth, the researcher explained the purpose of the focus group interview and encouraged the participants to share ideas and respect emerging ideas. The researcher acted as the moderator who facilitated the interview by guiding the discussion. Each interview took approximately an hour.

Fifth, the second focus group interview was conducted on the next day.

Each interview took approximately an hour.

3.6 Data Analysis

3.6.1 Questionnaire

Descriptive statistics analysis was included, the present study used the SPSS statistical package for analyzing the data from the questionnaires.

Part 1: Demographic Information

The data was calculated in terms of frequencies and percentage.

Part 2: Out-of-Classroom English Activities

Scores of 13 items in this part were calculated according to the five rating scales adapted from Hyland (2004) including: always, usually, sometimes, seldom, and never. The scoring and meaning of the five-rating scale are in Table 3.2.

Table 3.2

Scoring and Meaning of the Five-Rating Scale

Scale/Scores	Meaning
Always (5)	You do it more than 6 times a week.
Usually (4)	You do it 4-6 times a week.
Sometimes (3)	You do it 1-3 times a week.
Seldom (2)	You do it once in a while.
Never (1)	You never do it.

The level of engagement interpretation was adapted from Salasbar et al. (2017). After scores of 13 items had been calculated, the mean score of each item was interpreted in order to reveal the level of engagement of each item as follows:

Table 3.3*Level of Engagement Interpretation*

Scale	Range	Level of Engagement Interpretation
5	4.21 - 5.00	Always
4	3.41 - 4.20	Usually
3	2.61 - 3.40	Sometimes
2	1.81 - 2.60	Seldom
1	1.00 - 1.80	Never

Part 3: Self-Directed Learning Skills Scale (SDLSS) adapted from Ayyildiz and Tarhan (2015)

28 items with 7 negative items in total were calculated. 21 positive items were calculated based on the five-point Likert scale as in Table 3.4.

Table 3.4*Scoring for Positive Items of the Five-Point Likert Scale*

Scale	Scores
Strongly Agree	5
Agree	4
Partially Agree	3
Disagree	2
Strongly Disagree	1

For the 7 negative items, scores had to be reversed. Therefore, scores of these seven negative items were calculated as in Table 3.5. The maximum score of this part was 140 and the minimum score was 28.

Table 3.5*Scoring for Negative Items of the Five-Point Likert Scale*

Scale	Scores
Strongly Agree	1
Agree	2
Partially Agree	3
Disagree	4
Strongly Disagree	5

The data from Part 3 was categorized to 4 categories of readiness regarding quartiles which was based on Balnaves and Caputi's (2001) approach. Each continuum was divided into 4 quartiles based on the total score of the scales, the maximum score was 140 and the minimum score was 28.

Table 3.6

Categories of Readiness

Category	Scores
Low Readiness	28-56
Average Readiness	57-84
Above Average Readiness	85-112
High Readiness	113-140

The higher scores a student got, the higher level of readiness for self-directed learning the student had.

The level of agreement interpretation was adapted from Sözen and Güven (2019). After scores of 28 items had been calculated, the mean score of each item was interpreted in order to reveal the level of agreement of each item as follows:

Table 3.7

Level of Agreement Interpretation

Scale	Range	Level of Agreement Interpretation
5	4.21 - 5.00	Strongly Agree
4	3.41 - 4.20	Agree
3	2.61 - 3.40	Partially Agree
2	1.81 - 2.60	Disagree
1	1.00 - 1.80	Strongly Disagree

3.6.2 Focus Group interview

According to the Bureau for Policy, Planning and Learning (2013), to analyze focus group interview data, the researcher has to begin analyze the data during the focus group interview and continues in a way which is systematic until the results are reported.

There are 4 stages of analysis as follows: 1) During each FGI, the moderator listens to, processes, and responds to the participants' responses so that the

researcher guides the conversation and explores emerging ideas. 2) Immediately after each FGI, the moderator considers initial impressions and interpretations of the ideas during the interview and notes key themes which the researcher has identified. 3) As soon as possible after each FGI, the moderator works on the transcription of recordings and prepares a field report for each FGI, which is the summary of the responses to each key question and highlighted quotations that present important ideas. 4) After the last FGI, the moderator compares and contrasts the results of each FGI by looking for emerged patterns and trends. The moderator identifies findings based on key research questions and also must be conscious of the possibility of unanticipated findings.

The study used three techniques to analyze the data from focus group interviews including transcribing, coding and triangulating. First, the researcher used the audio recordings to make transcripts, transcripts are a word-for-word record of everything that was said during the focus group interviews. Second, the researcher coded the FGI data by labeling or categorizing the data so that the researcher can retrieve, search, compare, and contrast the data easily. Coding makes data analysis easier when the researcher compares different sets of data and identifies themes or patterns emerge from the data (the Bureau for Policy, Planning and Learning, 2013).

According to Charmaz (2006), data coding involves two stages, the first stage is the initial coding in which number category codes are generated without the limitation of the number of codes. The researcher lists ideas, draws relationship diagrams, and identifies frequent keywords from the participants and considers them as indicators of important themes. The second stage is focused coding, the researcher deletes, brings together, or subdivides the coding categories from the first stage. The researcher should put attention on repeated ideas and wider themes connecting the codes (Charmaz, 2006; Krueger, 1994; Ritchie & Spencer, 1994).

Third, the researcher triangulated the findings by comparing and contrasting findings which were relevant to the same questions but came from different sources in order to reduce bias and enhance confidence in overall findings and conclusions (Charmaz, 2006).

The use of the questionnaire allowed the researcher to gain greater information on readiness for self-directed learning and self-directed learning activities that Thai EFL students engage in. In addition, the data from the focus group interview was compared with that of the questionnaire. This was to help confirm the reliability and validity of the data, achieving triangulation.



CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion and is organized by research questions. The first research question involves the level of readiness for self-directed learning and the data is drawn from the questionnaires. For the second research question which is relevant to the self-directed learning activities that Thai EFL students engage in, the data is drawn from both the questionnaires and the focus group interviews.

4.1 What is the level of readiness for self-directed learning of Thai EFL students in a secondary school?

To find out the students' readiness for self-directed learning, the data was drawn from the questionnaires on Part 3. Scores of 28 items from Part 3: Self-Directed Learning Skills Scale (SDLSS) adapted from Ayyildiz and Tarhan (2015) were calculated; scores of 7 negative items including items 3, 15, 16, 23, 24, 26, 27 were reversed. The total score of this part was 140.

Table 4.1

Readiness for Self-Directed Learning (n=28)

Scores	The number of students (n)
86	1
89	2
90	3
95	3
96	2
97	2
98	2
99	1
100	2
101	3
102	1
105	1
109	1
110	2
112	2

Table 4.2*Categories of Readiness*

Category	Scores
Low Readiness	28-56
Average Readiness	57-84
Above Average Readiness	85-112
High Readiness	113-140

According to Table 4.1 and categories of readiness (Table 4.2), the findings revealed that all of the students (28 students) scored between 86-112 (Above Average Readiness). The highest score was 112 while the lowest score was 86. The average score was 98.68 (2763/28). The higher scores a student got, the higher level of readiness for self-directed learning the student had.

It is noticed that there was no correlation among age, sex, when the students started learning English, grade in the past semester, experience in English speaking country, and the level of readiness for self-directed learning.

Table 4.3*Self-Directed Learning Skills Scale (n=28)*

Self-Directed Learning Skills Scale							
Items	Strongly Disagree (%)	Disagree (%)	Partially Agree (%)	Agree (%)	Strongly Agree (%)	Mean	S.D.
1. I take notes about important points when learning a new subject.	1 3.57	1 3.57	6 21.43	17 60.71	3 10.71	3.71	0.854
2. I make use of different learning strategies depending on the properties of the subject I am going to learn.	- -	1 3.57	7 25.00	14 50.00	6 21.43	3.89	0.786

Table 4.3*Self-Directed Learning Skills Scale (n=28) (Cont.)*

Self-Directed Learning Skills Scale							
Items	Strongly Disagree (%)	Disagree (%)	Partially Agree (%)	Agree (%)	Strongly Agree (%)	Mean	S.D.
3. I have difficulty relating the information I have learned in the lessons to daily life.	2 7.14	3 10.71	14 50.00	5 17.86	4 14.29	3.21	1.067
4. I organize my study hours by making plans	- -	3 10.71	9 32.14	13 46.43	3 10.71	3.57	0.836
5. I underline the important parts while reading a text.	2 7.14	2 7.14	- -	13 46.43	11 39.29	4.04	1.170
6. If I can relate the new concepts to old knowledge, the learning is successful.	- -	- -	3 10.71	16 57.14	9 32.14	4.21	0.630
7. I question the information in the books I make use of.	- -	3 10.71	8 28.57	11 39.29	6 21.43	3.71	0.937
8. I pay attention to establish relations between concepts when I learn a subject.	- -	- -	10 35.71	15 53.57	3 10.71	3.75	0.645

Table 4.3*Self-Directed Learning Skills Scale (n=28) (Cont.)*

Self-Directed Learning Skills Scale							
Items	Strongly Disagree (%)	Disagree (%)	Partially Agree (%)	Agree (%)	Strongly Agree (%)	Mean	S.D.
9. I hold myself responsible for my learning.	-	1	1	19	7	4.14	0.651
	-	3.57	3.57	67.86	25.00		
10. I must know clearly and implicitly the objectives of the new subject to be learned.	-	2	6	13	7	3.89	0.875
	-	7.14	21.43	46.43	25.00		
11. After each lesson I question whether I used the course materials adequately and systematically	3	5	14	6	-	2.82	0.905
	10.71	17.86	50.00	21.43	-		
12. I always assess my achievements in the exercises/homework I completed.	3	5	12	5	3	3.00	1.122
	10.71	17.86	42.86	17.86	10.71		
13. To learn a new subject without difficulty, I should learn related previous subjects well.	-	-	15	10	3	3.57	0.690
	-	-	53.57	35.71	10.71		

Table 4.3*Self-Directed Learning Skills Scale (n=28) (Cont.)*

Self-Directed Learning Skills Scale							
Items	Strongly Disagree (%)	Disagree (%)	Partially Agree (%)	Agree (%)	Strongly Agree (%)	Mean	S.D.
14. When I want to learn a new subject, I know which learning resource I should use.	- -	- -	13 46.43	12 42.86	3 10.71	3.64	0.678
15. I begin to worry that I could not solve the problems that I encounter.	2 7.14	8 28.57	13 46.43	3 10.71	2 7.14	2.82	0.983
16. I cannot establish accurate hypotheses about the event or problems in the subjects that I have learned.	1 3.57	3 10.71	18 64.29	6 21.43	- -	3.04	0.693
17. I believe that active participation in the learning process ensures the permanency of my knowledge.	- -	- -	7 25.00	12 42.86	9 32.14	4.07	0.766

Table 4.3*Self-Directed Learning Skills Scale (n=28) (Cont.)*

Self-Directed Learning Skills Scale							
Items	Strongly Disagree (%)	Disagree (%)	Partially Agree (%)	Agree (%)	Strongly Agree (%)	Mean	S.D.
18. After each learning process, I assess whether I achieved the objective and outcomes I identified at the beginning.	1 3.57	4 14.29	13 46.43	5 17.86	5 17.86	3.32	1.056
19. Instead of feeling despair when I encounter a difficult subject, I think about what I should do.	- -	5 17.86	9 32.14	12 42.86	2 7.14	3.39	0.875
20. While planning a new day, I prioritize time for learning.	1 3.57	4 14.29	14 50.00	9 32.14	- -	3.11	0.786
21. I review the previous knowledge that forms the basis for the new subject when I start to learn something new.	2 7.14	2 7.14	12 42.86	10 35.71	2 7.14	3.29	0.976

Table 4.3*Self-Directed Learning Skills Scale (n=28) (Cont.)*

Self-Directed Learning Skills Scale							
Items	Strongly Disagree (%)	Disagree (%)	Partially Agree (%)	Agree (%)	Strongly Agree (%)	Mean	S.D.
22. I can produce alternative methods to reach solutions when I solve a problem.	- -	- -	11 39.29	14 50.00	3 10.71	3.71	0.659
23. I have difficulty using different learning strategies in the learning process.	1 3.57	5 17.86	16 57.14	5 17.86	1 3.57	3.00	0.816
24. Generally, I have difficulty in integrating information I obtained from different resources.	1 3.57	7 25.00	9 32.14	7 25.00	4 14.29	3.21	1.101
25. I believe in the importance of playing an active role in learning.	- -	- -	3 10.71	10 35.71	15 53.57	4.43	0.690
26. I have difficulty accessing the information I seek in an equipped library.	- -	3 10.71	16 57.14	7 25.00	2 7.14	3.29	0.763

Table 4.3*Self-Directed Learning Skills Scale (n=28) (Cont.)*

Self-Directed Learning Skills Scale							
Items	Strongly Disagree (%)	Disagree (%)	Partially Agree (%)	Agree (%)	Strongly Agree (%)	Mean	S.D.
27. The important thing is not what I learn, but whether I've got a passing grade.	6 21.43	7 25.00	7 25.00	2 7.14	6 21.43	2.82	1.442
28. I motivate myself by thinking about the outcome I will obtain at the end of a learning process.	- -	2 7.14	4 14.29	14 50.00	8 28.57	4.00	0.861
Overall	-	-	-	-	-	3.52	0.868

Table 4.3 presented self-directed learning skills scale, the average of the Self-Directed Learning Skills Scale was 3.52 (S.D. = 0.868). After considering each item, it was found that item 25 'I believe in the importance of playing an active role in learning.' got the highest average which was 4.43 followed by the average of item 6 'If I can relate the new concepts to old knowledge, the learning is successful.' which was 4.21.

On the other hand, three items (1 positive item and 2 negative items) got the lowest average which was 2.82. One positive item of the three items was item 11 'After each lesson I question whether I used the course materials adequately and systematically.' revealing that after each lesson the students hardly questioned whether they used the course materials adequately and systematically. For the two negative items, scores of these items were calculated as follows: Strongly agree (1), Agree (2), Partially Agree (3), Disagree (4), and Strongly Disagree (5). Two negative items were item 15 'I begin to worry that I could not solve the problems that I encounter.' and item 27 'The important thing is not what I learn, but whether I've got a passing grade.'

revealing that the students were less worried that they could not solve the problems they encounter and they focused less on the importance of a passing grade.

Regarding the level of agreement interpretation (Table 4.4), the average of the Self-Directed Learning Skills Scale was 3.52 which was in the 3.41 - 4.20 range indicating that the students agreed on the statements.

Table 4.4

Level of Agreement Interpretation

Scale	Range	Level of Agreement Interpretation
5	4.21 - 5.00	Strongly Agree
4	3.41 - 4.20	Agree
3	2.61 - 3.40	Partially Agree
2	1.81 - 2.60	Disagree
1	1.00 - 1.80	Strongly Disagree

Two items were in the highest range (4.21 - 5.00) revealing statements that the students agreed most with including item 25 'I believe in the importance of playing an active role in learning.' and item 6 'If I can relate the new concepts to old knowledge, the learning is successful.'

Thirteen items were in the range (3.41-4.20) revealing statements that the students agreed with including items 9, 17, 5, 28, 2, 10, 8, 1, 7, 22, 14, 4, 13. Examples of these items are as follows: item 9 'I hold myself responsible for my learning.', item 17 'I believe that active participation in the learning process ensures the permanency of my knowledge.', and item 5 'I underline the important parts while reading a text.'

Thirteen items were in the range (2.61-3.40) revealing statements that the students partially agreed with including items 19, 18, 21, 26, 3, 24, 20, 16, 12, 23, 11, 15, 27. Examples of these items are as follows: item 19 'Instead of feeling despair when I encounter a difficult subject, I think about what I should do.', item 18 'After each learning process, I assess whether I achieved the objective and outcomes I identified at the beginning.', and item 21 'I review the previous knowledge that forms the basis for the new subject when I start to learn something new.'

4.2 What self-directed learning activities do the students engage in?

To answer the second research question, the data was drawn from both the questionnaires and the focus group interviews.

Table 4.5 presents the level of students' engagement in out-of-classroom English activities, item 3 'Listening to English songs' had the highest average followed by item 4 'Watching English movies', and item 13 'Playing online games in English. On the other hand, item 1 'Listening to English radio programs' had the lowest average followed by item 12 'Writing anything down in English such as a memo, a homework list, or a shopping list', and item 11 'Writing a diary in English' respectively.

Table 4.5

Level of Engagement in Out-of-Classroom English Activities (n=28)

Items	Out-of-classroom English Activities					Mean	S.D.
	Never (%)	Seldom (%)	Sometimes (%)	Usually (%)	Always (%)		
1. Listening to English radio programs	6 21.43	9 32.14	9 32.14	3 10.71	1 3.57	2.43	1.069
2. Listening to English podcasts	5 17.86	3 10.71	18 64.29	1 3.57	1 3.57	2.64	0.951
3. Listening to English songs	- -	1 3.57	1 3.57	3 10.71	23 82.14	4.71	0.713
4. Watching English movies	- -	1 3.57	4 14.29	6 21.43	17 60.71	4.39	0.875
5. Watching English TV programs	- -	7 25.00	9 32.14	7 25.00	5 17.86	3.36	1.062
6. Using English learning sources on the internet	1 3.57	1 3.57	9 32.14	5 17.86	12 42.86	3.93	1.120

Table 4.5*Level of Engagement in Out-of-Classroom English Activities (n=28) (Cont.)*

Out-of-classroom English Activities							
Items	Never (%)	Seldom (%)	Sometimes (%)	Usually (%)	Always (%)	Mean	S.D.
7. Taking tutoring courses to develop English skills	2 7.14	2 7.14	6 21.43	6 21.43	12 42.86	3.86	1.268
8. Speaking to other people in English	2 7.14	4 14.29	8 28.57	8 28.57	6 21.43	3.43	1.120
9. Reading news in English	1 3.57	10 35.71	10 35.71	5 17.86	2 7.14	2.89	0.994
10. Reading books written in English	- -	8 28.57	8 28.57	8 28.57	4 14.29	3.29	1.049
11. Writing a diary in English	15 53.57	6 21.43	6 21.43	1 3.57	- -	1.75	0.928
12. Writing anything down in English such as a memo, a homework list, or a shopping list	6 21.43	12 42.86	5 17.86	4 14.29	1 3.57	2.36	1.096
13. Playing online games in English	1 3.57	- -	3 10.71	7 25.00	17 60.71	4.39	0.956
Overall	-	-	-	-	-	3.34	1.022

According to Table 4.5, the average of out-of-classroom English activities was 3.34 (S.D. = 1.022). After considering each item, item 3 ‘Listening to English songs’ got the highest average which was 4.71 followed by item 4 ‘Watching English movies’ and item 13 ‘Playing online games in English’ with an average of 4.39 while

item 11 ‘Writing a diary in English’ had the lowest average which was 1.75, respectively.

Regarding the level of engagement interpretation (Table 4.6), the average of out-of-classroom English activities was 3.34 which was in the 2.61 – 3.40 range, indicating that the students sometimes engaged in the activities.

Table 4.6

Level of Engagement Interpretation

Scale	Range	Level of Engagement Interpretation
5	4.21 - 5.00	Always
4	3.41 - 4.20	Usually
3	2.61 - 3.40	Sometimes
2	1.81 - 2.60	Seldom
1	1.00 - 1.80	Never

According to the level of engagement interpretation (Table 4.6), three items were in the highest range (4.21 - 5.00) revealing activities that the students engaged in most including item 3 ‘Listening to English songs’, item 4 ‘Watching English movies’, and item 13 ‘Playing online games in English’, followed by four items in the range (3.41-4.20) including item 5 ‘Watching English TV programs’, item 6 ‘Using English learning sources on the internet’, item 8 ‘Speaking to other people in English’, and item 7 ‘Taking tutoring courses to develop English skills’.

Three items were in the range (2.61-3.40) revealing activities that the students sometimes engaged in including item 10 ‘Reading books written in English’, item 9 ‘Reading news in English’, and item 2 ‘Listening to English podcasts’, followed by two items in the range (1.81-2.60) including item 1 ‘Listening to English radio programs’ and item 12 ‘Writing anything down in English such as a memo, a homework list, or a shopping list’.

One item was in the lowest range (1.00-1.80) revealing the activity that the students engaged in least which was item 11 ‘Writing diary in English’.

The data from focus group interviews was analyzed and the findings were as follows:

1. Out-of-class English activities that the students engaged in apart from the ones on the questionnaire

From the focus group interviews, students engaged in several out-of-classroom English activities apart from the ones on the questionnaire. One significant activity that three students mentioned was watching a video on YouTube. Students were exposed to various kinds of content on YouTube such as celebrity interviews, speedy quizzes, street food and travel reviews, and cool riddles and brain teasers.

As Student 6 said, she liked to watch foreign celebrity interviews in her free time. She also watched speedy quizzes on YouTube, when she watched a video in the form of a speedy quiz, she usually paused the video and tried to answer the questions as if she were being interviewed by a person in the video.

Student 7 subscribed to various foreign YouTubers related to her interests intending to expose herself to different accents of English and practicing her listening skills.

Student 7: "I watch videos on YouTube and most of them are made by foreign YouTubers who have different nationalities and English accents, so I have the chance to listen to different accents and I am able to practice my listening skills. I like to watch street food and travel reviews channels because they are relevant to my life and I would like to see foreigners' perspectives on Thai food and also other aspects of Thailand."

Student 8 subscribed to a YouTube channel based on his interest in riddles and he developed his English skills along the way.

Student 8: "I subscribe to the "Riddle Me This" channel on YouTube because I am the one who likes riddles. In a video, there will be some questions and I have to answer within five seconds. It is very enjoyable and I have watched videos from this channel for a long time. When I watch a video, I translate and try to answer the questions, these develop my thinking process and I also learn new vocabulary. I think and answer the questions in English sub-vocally."

The findings revealed that students chose to watch videos according to their interests and different purposes of learning English. In the present study, the students went on YouTube with the intention to develop English proficiency in terms of speaking and listening skills and also an ability to think and respond in English.

Apart from watching a video on YouTube, two students reported that they read quotes on Pinterest for pleasure and the purpose of learning English.

Student 2: "I read quotes on Pinterest, I read them for pleasure and I also learn new vocabulary and gain some knowledge. Normally, when I come across a word which I do not know, I look the word up in the dictionary."

Student 7: "I read quotes on Pinterest, there are different topics that can be chosen according to a person's interests. I choose to read inspiring life quotes and I am impressed by the way each writer conveys the meaning through each quote and also a quote is not too long to read."

Quotes can be considered as an interesting way to learn English especially in terms of vocabulary and the way a meaning or an idea can be expressed. They are also encouraging to read because they come with a few words and they can also grasp students' attention and provides them some pleasure and thinking.

Apart from the above, two students liked to repeat what they had just heard from series or movies, especially when they heard emotional sentences or sarcasm. They tried to imitate the sentences the best they could.

Student 6: "When I watch my favorite series, whenever there is a sentence containing emotions or sarcasm, I pause and try to imitate the sentence."

Student 8: "When I watch a movie, if there is any interesting sentence, I will pause and try to speak with the same tone."

The findings showed that the students developed their speaking skills by watching series and movies.

Two students mentioned that they read novels written in English by foreign writers on the Internet and Instagram. Student 10 reported that she read novels in English for pleasure and with the intention to learn new vocabulary. Student 9 also mentioned that she read online FanFiction about her favorite band.

Student 10: "I read novels in English written by foreign writers on a website, I read them for pleasure and I like to learn new vocabulary. Particularly, when there are words which repeatedly occur in a novel, the repetition of words helps me recognize vocabulary. Most vocabulary that I know comes from reading novels."

Student 9: "One Direction was my favorite band in the past so I read FanFiction written by One Direction's fan club on a website and Instagram."

Apart from being online, Student 1 said that she liked to play a game with her friend. The game was asking and answering questions about English idioms from her friend's book.

Student 1: "I play a game with my friend who owns a book about English idioms. Normally I ask him the meaning of each idiom to determine how much he knows. We play this game on the skytrain and what I have gotten from the game is I can remember the idioms which we talked about during the game."

Student 10 also reported that she had written a cartoon story in English because of her own interest.

Student 10: "I once tried to write my cartoon story in English because writing for cartoons is my interest and I want to do like other people do. The reason I wrote an English cartoon story is I want it to be relevant to myself as I am a student in English major and I would love foreigners to read my cartoon story."

In addition, Student 1 mentioned that she liked to ask herself what a specific thing is called in English and tried to find an answer.

Student 1: "When I walk, I like to think of an English word for a particular thing which I come across. For example, when I see an electricity pole, I ask myself what it is called in English. Then I try to spell the word and if I fail to spell it, I use Siri (Apple's voice-controlled personal assistant) to help me."

Student 9 mentioned that she liked to join English camps and made new friends.

Student 9: "I joined English camps in the past and there were a lot of international teenagers in the camps. Sometimes, when I went there alone, I tried to make new friends there, so I had the chance to speak in English and I got many international friends."

Student 5 said that he decided to study abroad as an exchange student in order to learn languages and become more mature.

Student 5: "I spent one year studying in Australia as an exchange student. The reasons were I wanted to learn languages and I wanted to be able to think and make my own decisions in life."

Furthermore, Student 1 suggested that going abroad alone can be a significant way to develop English proficiency.

Student 1: "I had traveled abroad alone and I learned a lot by depending on myself because I had to remember everything, buy my own tickets, and notice everything in English. After that I realized my English proficiency was improved in a significant way."

From the findings, students engaged in several out-of-classroom English activities apart from the ones on the questionnaire including watching a video on YouTube based on their interests and the intention to develop speaking and listening skills and an ability to think and respond in English, reading quotes on Pinterest for

pleasure and in order to learn new vocabulary and the ways different writers convey the meaning through a quote, repeating what they have just heard from series or movies and trying to imitate the sentences the best they can, reading novels written in English by foreign writers on the Internet and Instagram, playing a game with friends requiring them to ask and answer questions in English, writing a cartoon story in English, asking oneself what a specific thing is called in English and trying to find an answer, joining English camps and making new friends, studying abroad as an exchange student, and going abroad alone.

In terms of the frequency students engaged in these activities, the findings revealed that the students engaged in out-of-classroom English activities when they were free from studying or doing other activities or when there was a chance to engage in the activities. They also engaged in the activities when something interested them, for instance when they came across interesting topics and sentences. There was no schedule for engaging in the activities.

Considering the amount of time the students spent doing these activities each time, the findings indicated that there was no specific amount of time the students engaged in the activities, normally it depended on which activity a student engaged in. For example, watching a video on YouTube generally took three-five minutes per video while playing a game took approximately ten minutes per game.

2. Reasons for engaging in out-of-class English activities

The students engaged in out-of-classroom English activities for different reasons. All of the students (ten students) reported that one significant reason was to practice English skills.

Student 7 wanted to expose herself to the language so that she would be familiar with the language and she would have the chance to listen to the language.

Student 7: "I want to be familiar with the language since I do not have much chance to use English in my everyday life and even in an English class. I use English mostly for answering questions or searching for information. I intentionally watch a video on YouTube in order to listen to the language."

Student 8 saw the importance of learning resources outside the class as they can help him and language learners gain more knowledge and recognize how English is used in daily life.

Student 8: "If we only rely on studying in a class, we probably know only grammatical points and vocabulary but there are more vocabulary and examples of daily used sentences outside the class especially in movies and learning resources. If we watch movies or learn from learning resources, we will gain more knowledge and we can recognize how English is used because we have seen the usage of vocabulary and sentences from movies or learning resources."

Student 6 read news in English because she wanted to gain new vocabulary which she definitely could not know by herself.

Student 6: "I choose to read news in English since I want to know vocabulary which I cannot know by myself and in the past I read news in English so as to prepare myself for an exam to study in senior high school level at this school."

Student 10 read news in English in order to learn more about the meaning of vocabulary.

Student 10: "I read news in English so that I can learn the meaning of a word by being exposed to how each word is used in a particular context apart from the one studied in the class."

Student 3 and Student 2 wanted to be able to speak English like their friends who were very good at speaking.

Student 5 engaged in out-of-classroom English activities in order to gain more understanding of English.

Student 5: "If we cannot understand English from studying in the class but we can understand the language from doing these activities. I think doing these activities leads to a better understanding of English."

Three students said that they took a tutoring course so as to prepare themselves for a university entrance exam. One of the three students also mentioned

that she took a tutoring course since it furthered her knowledge which could be beneficial to her in the future.

Four students mentioned another significant reason which was students engaged in out-of-class English activities according to their own interests.

Student 6: "I like watching movies and celebrity interview TV programs."

Student 10: "I read news in English because I want to see foreigners' perspectives from news and I also want to see their perspectives on Thai news. Apart from reading news, I read novels in English for pleasure and the purpose of learning new vocabulary."

Student 9: "I choose to read entertainment news from Hollywood because it is my favorite and I am interested in the entertainment circle. I also learn how to avoid using some direct words and I see how a word is used in a strange way which I have never seen before."

Student 7: "I read quotes on Pinterest according to my interest and I have seen other people's writing styles."

Another reason reported by three students was that out-of-class English activities were entertaining. Student 1 mentioned that practicing English by doing these activities was beneficial to learning English in the class as what was gained from out-of-class English activities could be applied to the English learning experience in the class. It was good to start practicing English by doing these activities before learning English in the class.

Student 1: "Out-of-classroom English activities are entertaining. If we practice English by doing these activities, we can apply what we have learned to our English learning in class. We practice our English from doing these activities before learning English in class."

Student 2 and Student 3 mentioned that it was not stressful to do such activities.

Student 2: “Doing these activities do not cause me much stress.”

Student 3: “Doing these activities reduces stress because learning English in the class is too formal.”

Student 3 mentioned one interesting point according to his personal style of learning.

Student 3: “I am one who does not like reading books, so I engage in out-of-class English activities in order to help me practice my English skills.”

His statement suggested that doing out-of-class English activities can be a good alternative to develop English proficiency for students who are not fond of reading books.

In addition, another reason mentioned by two students was that out-of-class English activities were considered as a daily routine.

Student 1: “I engage in out-of-class English activities without the realization of my engagement and attention to develop English skills. I engage in those activities because they have become my daily routine, I’m into them.”

Student 2: “Engaging in out-of-class English activities happens without my attention, I do not focus on engaging in those activities. It has become part of my life. I read in English and do other things in English.”

Another reason reported by one student was that out-of-class English activities assist students to be able to use English in daily life.

Student 4: “Engaging in these activities help us apply and use English in daily life.”

The last reason reported by one student was from Student 3 who chose to engage in a private tutorial course because he felt embarrassed by his English proficiency. He was not confident and he was under pressure.

Student 3: "I chose to take a private tutorial course because I feel embarrassed by my English proficiency, I am not confident enough to study in a group with friends because my friends are very good at English and I feel under pressure."

From the findings, the students engaged in out-of-class English activities for different reasons including to practice English skills, to serve their own interests, to learn with entertainment, to do their daily activities, to assist them to be able use English in daily life, and to reduce the feeling of embarrassment and stress due one's English proficiency.

3. Reasons for not engaging in out-of-class English activities

One significant reason for not engaging in out-of-class English was related to laziness. Half of the students (five students) reported that they felt lazy to engage in out-of-class English activities.

Student 6: "It might be the result from homework. Suppose I do homework at 9.00 pm and I finish it at 10 pm. Actually, I can stay up until midnight and have two hours to engage in these activities, but I feel lazy and I do not want to think anymore. I just want to sleep."

Four students agreed that they did not engage in out-of-class English activities because they usually had a lot of homework.

Student 7: "There is a lot of homework to do, it takes some time to go back home, do homework, and have dinner. If I want to do these activities, I sometimes take my sleeping time to do them, and then I wake up not feeling fresh for the new day."

Another reason for not engaging in out-of-class English activities was time allocation. Three students mentioned that they had to allocate time for doing something else.

Student 2: "I have to make time for taking care of myself and exercising."

Student 5: "My home is not far from school but there is usually a heavy traffic jam."

Student 3: "I choose to make time for relaxing."

Another reason for not engaging in out-of-class English activities was tiredness. Three students said that they were too tired to engage in out-of-class English activities.

Student 6: "Sometimes I do not want to use my brain."

Student 3: "I feel tired from practicing table tennis skills and having a long school commute."

Student 2: "I have got pressure from sport competition, so I feel stressed and I pay extreme attention when I practice my table tennis skills. Then I feel tired when I get home."

Two students reported that there were other activities or some errands that they had to do.

Student 3: "Even though everyone has twenty four hour per day, their free time is different in terms of when and how it is spent."

Student 5: "I do not engage in these activities when I have some errands or other things to do. Sometimes I have to go to my parents' office and I usually get home tired at 9 pm and then I have to do my homework."

From the findings, students did not engage in out-of-class English activities because of laziness, a lot of homework, time allocation, tiredness, and personal activities or errands.

4. Benefits of engaging in out-of-class English activities

From students' experiences, there were two significant aspects which students received from engaging in out-of-class English activities.

Almost all of the students (nine students) reported that engaging in out-of-class English activities contributed to students' practice and development of their English skills.

Student 1: "I got the chance to practice English and my English proficiency is developed without me realizing it. My English proficiency is greatly improved, I am surprised myself by the fact that I can really use the language. I have developed all four skills of English, especially in terms of my writing skills which are far better than before."

Student 2: "Engaging in out-of-class English activities makes my life easier because for example, watching a movie helps me realize how the language should be properly used in a particular situation."

Student 4 said that her accent was improved and sounded more like native speakers, she also found the accent which suited her. Student 3 mentioned that he developed his reading skills. Furthermore, Student 5 said that he developed all four skills of English.

Two students mentioned that engaging in out-of-class English activities gave students time to practice and develop their English skills freely.

Student 9: "I feel that I acquire English most from engaging in out-of-class English activities because it seems that studying in a classroom forces us to study, sometimes we cannot focus on what we are studying at a particular time. In contrast, engaging in out-of-class English activities happens without compulsion. For instance, I like listening to music and when I come across words which I do not know, I pay more attention to how the words are used and what contexts they are in and then they go to my soul."

Student 6: "There is no one forcing us to engage in these activities and when no one forces us we remember what we read or what we find better and longer. For example, when I listen to a song I can recognize new words by just studying the new words once. In conclusion, engaging in out-of-class English

activities gives us something we truly want and something we are interested in which can be applied to everyday life.”

From the findings, there were two significant aspects which students had received from engaging in out-of-class English activities including the contribution to students’ practice and development of their English skills and the freedom to practice and develop their English skills.

5. Problems that the students encountered when engaging in out-of-class English activities

One significant problem reported by four students was the students were afraid to talk to foreigners. Student 5 said that he was afraid to talk to foreigners if they did not greet him first, Student 4 mentioned that she was too excited to talk to foreigners.

Student 2: “I am afraid that I will speak grammatically wrong and I cannot come up with words to speak.”

Student 3: “I am afraid that I will not understand what foreigners say.”

Three students mentioned another problem which was problems related to vocabulary. The students said that they did not know the meaning of new words and sometimes there were technical terms.

Student 2: “I come across new words when I engage in out-of-class English activities, so I always have to look them up”

Student 6: “Sometimes when I watch a movie, I come across technical terms which are too specific. I once came across technical terms and tried to look them up in Thai but I still could not understand the meanings of those terms. I tried to search for more information and it seemed that the technical terms were used by a very particular group of people. So I tried to guess the meanings from the context instead.”

Student 8: “I also experienced the same situation as Student 6 since it was not our language and there were technical terms, so I was puzzled.”

The third problem reported by one student was related to listening especially in terms of unfamiliar accents.

Student 10: “Sometimes when I watch a movie, I cannot understand what is being said with the accents. Thus, I use subtitles to help me but sometimes even subtitles cannot help me. So, I normally search the meaning of a word by using the Google search engine.”

Another problem was that there were doubts. One student sometimes wondered whether she could use what she had gotten from a movie especially the one with intentional grammatical mistakes.

Student 6 experienced a moment of doubt when characters in a movie spoke intentionally grammatically wrong in order to make the story hilarious.

Student 6: “Sometimes characters intend to speak grammatically wrong to make it funny. I get familiar with how they speak and sometimes speak grammatically wrong as the characters do. So, I am still doubtful that if I can really speak like those characters and I am also afraid to use some sentences from the movie.”

From the findings, students encountered different problems including being afraid to talk to foreigners, problems related to vocabulary in terms of meanings and technical terms, unfamiliar accents, and emerging doubts.

6. Benefits of self-directed learning to English proficiency

The students reported that self-directed learning can help them develop their English proficiency. The reasons were as follows:

Self-directed learning encouraged students to develop their English skills because they were willing to do it. All of the students (ten students) agreed that they

were willing to do out-of-class English activities in order to develop their English proficiency.

Student 4: "It helps because we are not forced to do it but we are willing to do it."

Student 5: "We are willing to do it."

Student 1: "It helps a lot because there is no compulsion. It happens for pleasure and it takes root in me without realizing it. It is different from studying in a classroom which I have to remember. It can develop my English skills better and I enjoy doing it."

Student 3: "It helps because I get to learn what I really want to learn and I am not forced to do it."

Three students mentioned that self-directed learning enhanced students' English proficiency as it served students' needs. The students got to develop their English skills regarding what they really needed.

Student 2: "Self-directed learning helps me develop my English skills since I know myself and what I really want to improve, I know my weaknesses and I can direct my learning to serve my needs. I think we know ourselves best."

Student 5: "Self-directed learning helps me enhance my English proficiency. I am an introverted person, when I have issues on my mind, I keep them to myself. When I have problems in learning or I do not understand the lessons. I find answers by myself because I know what I do not understand. If I ask someone, he or she might not know the answer or what I am looking for. Therefore, I learn by myself. When we pay attention to what we are learning, it is easier to remember. It is better than having someone teach us as there is a possibility that he or she may teach us the wrong point or it is not what we are looking for."

Two students mentioned that self-directed learning can happen anywhere anytime.

Student 1: "We do not have to set the time, we can do it anytime."

Student 9: "I think self-directed learning helps me develop my English skills very much because I can learn anytime. Suppose, I want to watch a movie. I can watch it on the way home or I can also listen to music. It comes from my interests which gives me passion to do and understand what I really want to."

One student reported that self-directed learning promoted the development of English skills because it made out-of-class English activities become part of life.

Student 6: "Self-directed learning helps us develop English skills as engaging in out-of-class activities has become part of our life, it is our lifestyle."

One student mentioned that self-directed learning developed English skills as a by-product of engaging in out-of-class English activities.

Student 6: "Sometimes it is a by-product. Suppose the main character of a movie likes to write a journal. It is possible then that we feel up to writing a journal at some time. Or the main character likes to sing a song, it is likely that we will find the lyrics of a song and begin to sing and English is used as a tool for doing the activities."

One student said that self-directed learning increased confidence in oneself.

Student 2: "Probably we are more confident in ourselves because we are alone, we do not need to be shy. We can practice our English skills at our fullest potential. For example, when you practice your speaking skills, you just speak and it is beneficial to practice speaking with yourself."

From the findings, students reported that self-directed learning helped them develop their English proficiency because of various positive reasons. Self-directed learning encouraged students to develop their English skills as they wished and it served students' needs. Self-directed learning can happen anywhere and anytime and it makes out-of-class English activities become part of life. Higher English proficiency was a by-product of engaging in out-of-class English activities and self-directed learning increased confidence in oneself.

4.3 Discussion

4.3.1 What is the level of readiness for self-directed learning of Thai EFL students in a secondary school?

All of the students (twenty eight students) had above average readiness for self-directed learning.

The findings of this study are similar to the study by Humaira and Hurriyah (2017) showing that most of the students had moderate self-direction.

The degree to which the students used self-directed learning was revealed from the questionnaire. From Part 3 on the questionnaire, the average of the Self-Directed Learning Skills Scale was 3.52 (S.D. = 0.868). The students agreed most with item number 5 'I believe in the importance of playing an active role in learning' followed by item number 6 'If I can relate the new concepts to old knowledge, the learning is successful.' The students believed that playing an active role was beneficial to their learning and also they considered the ability to relate what was learnt to what they had already known as their success in learning.

The findings of the study are consistent with the statements that self-directed learners are considered to be active and spontaneous, they are the ones who take initiative in learning with their meaning and purpose, they are responsible for their own learning (Williamson, 2007; Perry, Hladkyj, Pekrun, & Pelletier, 2001). Self-directed learners are able to decide what to learn and how to learn it best, they can analyze their learning needs, set learning goals, find useful learning resources, and monitor their learning. The learners possess ability, readiness and willingness to achieve their learning on their own (Jossberger et al., 2010).

The findings of the present study in terms of the scores on the level of readiness for self-directed learning are consistent with the results of the study by Moreira (2009) revealing that students who scored higher on SDLRS had more experience in self-direction in foreign language learning.

4.3.2 What self-directed learning activities do the students engage in?

In terms of out-of-class activities which the students engaged in, the findings were revealed through the questionnaire in Part 2, the average of out-of-classroom English activities was 3.34 (S.D. = 1.022) which is similar to the study by Hyland (2004) with the average of activities carried out in English (2.79) revealing that the students sometimes engaged in out-of-classroom English activities.

From the present study, the activities that the students engaged in most were listening to English songs followed by watching English movies and playing games in English, while the activity that the students engaged least was writing a diary in English. The findings of the study are consistent with the results of the studies by Humaira and Hurriyah (2017) and Lai, Zhu, and Gong (2014) as listening to English songs was students' most favorite activity for improving their English and their second most popular activity was watching English movies. Hyland (2004) also indicated that apart from writing emails, reading academic books, and surfing the internet, the students reported listening to songs as one of their most common activities to support their lifelong English language learning.

In terms of the activity the students engaged in least, the findings of the present study are similar to the results of the study by Lai, Zhu, and Gong (2014) revealing that a few participants engaged in language production activities such as keeping English diaries.

Additionally, the focus group interviews provided information regarding the out-of-class activities the students engaged in for different reasons, apart from the ones on the questionnaire. The focus group interviews also provided information on the obstacles which kept students from engaging in out-of-class English activities, the difficulties faced while engaging in out-of-class English activities and students' positive attitudes towards engaging in out-of-class English activities and self-directed learning. This information could contribute to English language learning,

especially in the self-directed learning field. It could also benefit educators, learners, and parents in terms of promoting higher levels of English proficiency.

Considering the findings from both the questionnaires and the focus group interviews, it was found that some of the findings from the focus group interviews support the findings from the questionnaires in various aspects.

First, in terms of out-of-classroom English activities, the findings from the questionnaires found that activities the students engaged in most dealt with receptive skills including listening to English songs and watching English movies. Similarly, the findings from the focus group interviews revealed that the activities which the students engaged in most involved receptive skills including watching a video on YouTube and reading quotes on Pinterest.

Second, the least engaged in activity revealed from the findings from the questionnaires was writing an email in English. This was in accordance with the findings from the focus group interviews revealing that only one activity requiring writing skills was reported, the activity was writing a cartoon story in English.

From the findings, the students engaged in several out-of-class English activities apart from the ones on the questionnaire. One of the activities was watching a video on YouTube according to their interests since a few students watch various kinds of content on YouTube including celebrity interviews, speedy quizzes, street food and travel reviews, and cool riddles and brain teasers. There were two different purposes of watching a video on YouTube, two students intended to develop their listening and speaking skills while one student intended to develop the ability to think and respond in English. Apart from watching a video on YouTube, a few students repeated what they had just heard from series or movies and tried to imitate the sentences the best they could, particularly when they came across sentences which were emotional or sarcastic so as to develop speaking skills. The findings of the study correspond with the results of the study by Chanjavanakul (2017) revealing that for out-of-class English activities, students engaged in activities relevant to audiovisual media. YouTube was frequently reported by participants and the content which the students watched were movies, TV series, entertainment shows, and other shows on YouTube.

Another out-of-class English activity which a few students engaged in was reading novels written in English by foreign writers on the Internet and Instagram for pleasure and with the interest to learn new vocabulary. Types of written materials found in the present study were fiction and fanfiction. The students read novels on websites and social media. The findings of the study are similar to the study by Chanjavanakul (2017), as the students also reported different types of written materials included fiction and fanfiction and the delivery methods were websites and social media. The students considered reading as helpful and they learned vocabulary and developed reading skills. Furthermore, the study by Hyland (2004) revealed that the students considered activities related to reading as most useful, including novels, as the reasons for engaging in the activities were that reading exposed students to new vocabulary and sentence structures. Furthermore, the students read novels in English for enjoyment and improving their English skills.

One student also reported playing a game with friends as an out-of-class English activity, the student played a game which required players to ask and answer questions in English, which is consistent with the study by Chanjavanakul (2017) stating that the students reported games as helpful as they help them learn new vocabulary and develop their English skills. The students learned English from authentic communication with other players while playing games.

Another out-of-class activity found in the present study was given by one student who liked to join English camps and made new friends there. The student joined English camps so that she had the chance to speak English and have international friends. One student also mentioned studying abroad as an exchange student in order to learn languages, while another student reported going abroad alone as a significant out-of-class activity to develop English proficiency. The findings of the study correspond with the study by Hyland (2004) showing that students made an effort to be in an environment requiring them to speak English, for instance the students joined clubs to develop their speaking skills.

The findings of the study correspond with the results of the studies by Humaira and Hurriyah (2017), Chanjavanakul (2017), and Hyland (2004) as students engaged in various out-of-class English activities to develop their English. Obviously, the findings in the present study revealed many out-of-class English

activities which students engaged in so as to develop their English proficiency as shown in many previous studies.

Three newly emerging activities including reading quotes on Pinterest, writing a cartoon story in English, and asking oneself what a specific thing is called in English were discovered in this study from focus group interviews. No previous studies which were reviewed in the present study discussed these three activities. Two students read quotes on Pinterest for pleasure and the purposes of learning English. One student mentioned that she learned new vocabulary and gained some knowledge from reading quotes, the other student learned the way each writer conveyed the meaning through a quote. Apart from reading quotes, one student reported that she had written her cartoon story in English because of her own interest and it was considered as something that she loved to do. Furthermore, one student mentioned that she liked to ask herself what a specific thing is called in English and tried to find an answer.

In terms of the frequency in which the students engaged in these activities, the students did not schedule specific time for engaging in the activities, they engaged in the activities when they did not have to study or when they did not have to do other activities.

The students engaged in the activities when there was the chance to engage in them and also when there was something which interested them. Regarding the amount of time the students spent doing these activities each time, there was no specific amount of time the students engaged in the activities, the amount of time usually depended on the activity which a student engaged in. The findings of the present study are consistent with the results from the study by Humaira and Hurriyah (2017) revealing that most of the students studied English without a specific time.

The findings from the present study contributed to the understanding of students' out-of-class English activities and insights on how students' English learning activities can be integrated to English language learning in the classroom by teachers.

From the focus group interviews, the students engaged in out-of-class English activities for various reasons. One significant reason was to practice English skills. The students engaged in the activities in order to be familiar with the language,

learn vocabulary, gain more knowledge and understanding of English, develop speaking skills, and prepare themselves for a university entrance exam. The findings of the study correspond with a study by Chanjavanakul (2017) which revealed that out-of-class English activities took on different common roles in English language learning. For instance, the activities influenced language learning in a significant way, especially in academic settings such as in-school or admissions exams, as the students intended to integrate English into their activities in order to learn the language.

Another significant reason for engaging in out-of-class English activities found in the present study was that students engaged in out-of-class English activities according to their own interests such as movies, celebrities, news, novels, Hollywood, and quotes. The third reason was that out-of-class English activities were entertaining, as two students viewed out-of-class English activities as less stressful ways to learn English. According to Chanjavanakul (2017), the study revealed that out-of-class English activities makes learning enjoyable. The students mentioned that their personal interests made it enjoyable to learn English, the students engaged in out-of-class activities without the intention to learn English but, as time passed, the students realized that they were also learning English while engaging in the activities associated with personal interests.

Another reason found in the present study was that out-of-class English activities are considered as daily activities since two students engaged in the activities without attention to develop English proficiency but engaging in the activities had become part of their lives. Another reason was out-of-class English activities assisted students to be able to use English in daily life. By engaging in the activities, students were able to use English in everyday life. The findings of the study are consistent with the study by Chanjavanakul (2017) stating that the activities integrated English into students' daily lives in new ways and they increased students' exposure to English.

Furthermore, out-of-class English activities provided more understanding of the sociocultural aspects of English. The students learned about the cultures of English-speaking societies from engaging in the activities leading them to understand usage of English in everyday life.

The last reason was to reduce the feelings of embarrassment about one's English proficiency and the pressure to perform well. One student chose to take a private tutorial course because he felt embarrassed by his English proficiency and he was under pressure which was caused by perceiving his classmates as having high English proficiency. The findings of the study are also in accordance with Huang (2015) stating that learning anxiety was caused by perceiving oneself as having low English proficiency, being stressed, and concerned about peer competition.

The findings from the present study contributed to the understanding of students' reasons for engaging in out-of-class English activities and how educators can encourage students to engage in the activities more, both in the classroom and outside the classroom.

From the findings, half of the students did not engage in out-of-class English activities for several reasons. One is laziness, students felt lazy owing to their responsibilities relevant to studying and what they had been through on each day which is consistent with Chang (2010) mentioning that one reason for students' weakness for English language is students' laziness.

Another reason was a lot of homework, some students agreed that there was usually a lot of homework to be completed causing them to not engage in out-of-class English activities. The findings of the study are similar to the studies by Copper (1994), Warton (2001), and Cooper et al. (2006) as overloading homework causes students to lose their academic interest and experience fatigue, both physical and emotional. Furthermore, overloading homework leads to denial of access to extra-curricular activities, both in and out of school. Kohn (2007) made an important point that the amount of time spent doing homework is the amount of time not spent doing other things. Therefore, students do not have much opportunity to do other activities such as engaging in extra-curricular activities, socializing, and exercising.

Another reason was about time allocation, a few students reported that there were other activities which they had to allocate time for such as exercising and relaxing. One student also mentioned that it took plenty of time to come back home because of heavy traffic jams. Dembo (2004) mentioned that time management is an important factor and it is related to students' achievements in education. For example,

students who have better time-management skills have a tendency to achieve higher grade-point averages (GPA) than those who have lower skills in time management.

A few students reported tiredness as another reason they did not engage in out-of-class English activities, they said that they were too tired to engage in the activities. Tiredness came from different ways including using the brain during each day and practicing sports. Chen et al. (2015) revealed that there is a high proportion of fatigue, the higher grade students are in, the more severe the fatigue gets. In addition, fatigue is relevant to cognitive deficits in areas such as academic performance and processing (Hazama et al., 2008).

Two students also reported that they had other activities or some errands to be done. One student made the point that everyone had the same twenty four hours a day but time was spent differently regarding activities or personal errands that he or she had to do, another student added that sometimes this was unpredictable. This corresponds with Chang (2010) presenting that the students did not have plenty of time to practice English every day and they suggested that, in order to develop their English skills, English camps and excursions abroad should be offered by their university.

The findings from the present study contributed to the understanding of students' reasons for not engaging in out-of-class English activities providing some important concerns which educators should pay attention to and figure out how to help students or how to decrease the possibility of the concerns.

From the findings, there were two significant benefits which the students received from engaging in out-of-class English activities. The first one was the contribution to students' practice and development of their English skills in terms of English proficiency in the four skills, accent, and proper English usage. The second benefit was engaging in out-of-class English activities provide students time to practice and develop their English skills freely. Students had freedom to engage in the activities which they were interested in leading to students' higher English proficiency. The findings of the study are consistent with Chan's (2016), revealing that due to enjoyment and personal value from doing what they were interested in the students were able to overcome constraints in learning. As students enjoy their free time and they make an effort to develop English proficiency, their English proficiency is higher resulting in more motivation to engage in out-of-class English activities.

The findings from the present study contributed to the understanding of what students received from engaging in out-of-class English activities which could be applied to English language teaching and learning in the classroom.

There were some problems that the students encountered when they engaged in out-of-class English activities. One significant problem was being afraid to talk to foreigners because of being shy to start a conversation, being too excited to talk, and being afraid of making grammatical mistakes. The findings of the study correspond with Ngersawat and Kirkpatrick (2014) revealing that the serious problems of all students include being unable to have a formal English conversation, finding it difficult to express themselves in English, and being unable to express ideas clearly in English (Ngersawat & Kirkpatrick, 2014). In addition, one of the factors which cause listening problems is the unfavorable learning habit of Thai students which is being shy to use the language (Wattaharukiatt, Chatupote, & Sukseemuang, 2012).

Another significant problem was related to vocabulary, a few students did not know the meaning of a new word or a technical term. The findings of the study are consistent with Cubalit (2014) indicating that the students had the problem of unfamiliar vocabulary at the highest percentage. Vocabulary is considered as an important factor for language learning since difficulties in language learning can result from insufficient vocabulary competence.

The third problem reported by one student was related to listening, especially in terms of unfamiliar accents. The findings of the study are consistent with Cubalit (2014) revealing that the students had difficulty understanding accents of different speakers in terms of listening comprehension problems relevant to the speaker.

The findings from the present study contributed to the understanding of students' problems while engaging in out-of-class English activities providing important information for educators to prepare or assist students to be able to engage in out-of-class English activities more effectively.

From the findings, the students reported that self-directed learning helped them develop their English proficiency because of various positive reasons. First, self-directed learning encouraged students to develop their English skills because they were willing to do it; no one forced them to. Second, self-directed learning served students' needs according to their interests, weaknesses, and personalities. Third, self-

directed learning can happen anywhere and anytime. Fourth, it promoted the development of English skills by making out-of-class English activities become part of life. Fifth, higher English proficiency was a by-product of engaging in out-of-class English activities. The last reason was self-directed learning increases confidence in oneself. The findings from the present study are consistent with Chan (2016) indicating that all students reported themselves willing to make an effort and choose a strategy to monitor their language skills while engaging in out-of-class English activities on their own. They engaged in out-of-class English activities so as to serve their personal interests (Chan, 2016). In addition, out-of-class language learning can happen without the limitations of place and time (Hyland, 2004). By engaging in out-of-class activities, English has become part of students' lives. Sometimes it is also reported as a by-product of engaging in the activities, especially when the students engage in the activities without the intention to develop English skills (Chanjavanakul, 2017). Out-of-class language learning can enhance students' confidence and self-esteem since it leads to student-centeredness and increases cooperation and motivation in students (Stoller, 2002).

The findings from the present study contributed to the understanding of students' perspectives towards self-directed learning in helping them enhance their English proficiency. The information revealed the importance and benefits of self-directed learning in English proficiency providing confirmation and encouragement to promote students to use self-directed learning.

4.4 Summary

This chapter presents the findings from both the quantitative data and qualitative data. In addition, the discussion was presented. In terms of the level of readiness for self-directed learning, the students had above average readiness for self-directed learning. The students believed that playing an active role in learning is important and they also engaged in various out-of-classroom English activities. The findings provide useful information and understanding of readiness and self-directed learning activities that Thai EFL students in a secondary school engage in.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusion, and the recommendations for further research.

5.1 Summary of the study

5.1.1 Objectives of the study

The objective of the study is to investigate the level of readiness for self-directed learning and the self-directed learning activities that Thai EFL students engage in at a secondary school in Thailand. The information provides educators wider perspectives on how to integrate and promote students' self-directed learning, how to facilitate the development of their English proficiency, and what could be introduced as interesting and effective English learning sources for enhancing students' English proficiency.

5.1.2 Research Questions

1. What is the level of readiness for self-directed learning of Thai EFL students in a secondary school?
2. What self-directed learning activities do the students engage in?

5.1.3 Participants

The participants of the study were 28 grade 11 students studying in English major, both male and female, in the first semester of academic year 2019. Most of the students were sixteen years old. There were 18 females and 10 males and 15 students started learning English when they were in kindergarten. In terms of English grades in the past semester, 19 students got 4.00. 15 students have never spent time in an English speaking country.

5.1.4 Research Instrument

The study used two instruments including a questionnaire and focus group interviews. The purpose of questionnaire was to investigate the level of readiness for self-directed learning and the self-directed learning activities that Thai EFL students engage in. For focus group interviews, the purpose was to explore the students' English learning experience outside the classroom and to triangulate the findings of the present study.

5.1.5 Summary of the findings

The findings of the present study revealed that all of the students (28 students) had "Above Average Readiness" for self-directed learning. The average score was 98.68 (2763/28). In terms of the Self-Directed Learning Skills Scale, the average was 3.52 (S.D. = 0.868). The students agreed with the statements on the questionnaires (Part 3) regarding the level of agreement interpretation. The students agreed most that playing an active role in learning is important, followed by perceiving the ability to relate what was learnt to their prior knowledge as success in learning.

Regarding out-of-classroom English activities, the average of out-of-classroom English activities was 3.34 (S.D. = 1.022). The students sometimes engaged in the out-of-class English activities due to the level of engagement interpretation. The most engaged in activities were listening to English songs, watching English movies, and playing online games in English, respectively. The findings from the focus group interviews revealed that the students engaged in several out-of-classroom English activities, three significant ones were watching a video on YouTube, reading quotes on Pinterest, and repeating what they have just heard from series or movies respectively.

5.1.6 Implications of the findings

The goal of the 2010 National Education Act is for learners to be able to take control of their own learning. In the present study, it was revealed that in order to become self-directed learners, teachers should encourage students to be the ones who play an active role in learning and should help students to be able to relate their previous knowledge to what they learn. Teachers should guide students on how to use learning sources to help them achieve their learning goals.

The study uncovered the students' most engaged in activities and therefore these activities should be integrated into the classroom. The activities included listening to English songs, watching English movies, and playing online games in English, which could be integrated into classroom teaching in order to make learning more interesting.

From the interviews, students mentioned that they watched YouTube videos. Therefore, teachers can integrate this activity into classroom teaching in order to serve students' interests and enhance their English proficiency. Teachers can use YouTube as one of teaching sources exposing students to various kinds of content they are interested in. For instance, celebrity interviews, street food and travel, speedy quizzes, or cool riddles and brain teasers. Furthermore, in the classroom, teachers usually ask students to repeat after teachers, it could be words or sentences. However, the study suggests that instead of repeating words or sentences after teachers, emotional or sarcastic sentences from series or movies could be beneficial to students when they learn and practice speaking skills especially in terms of intonation, tone, and sentence structure. To encourage students to read, teachers can use social media and technology in the class instead of assigning students to read a physical book. For example, teachers could encourage students to read online novels on Internet or Instagram or read quotes on Pinterest. In addition, games are effective in English learning, teachers can use games in the classroom to enhance students' English proficiency especially games which promote authentic communication among players.

In terms of English learning, the study provided teachers some useful characteristics which classroom learning should have, teachers should provide classroom activities which serve students' interests and make the lessons interesting and enjoyable. In addition, teachers should integrate English into students' lives and help them to be able to use English in everyday life.

The study revealed that engaging in out-of-class English activities contributed to students' practice and development of English skills especially in terms of all four skills, accent, and proper English usage. Therefore, it is important to promote students to realize the importance and benefits of out-of-class English activities and to encourage students to engage in the activities more. Engaging in out-of-class English activities also provided students time and a sense of freedom to practice and develop

their English skills, suggesting that teachers should provide students choices regarding their learning and set aside time for students to learn with freedom.

5.2 Recommendations for further research

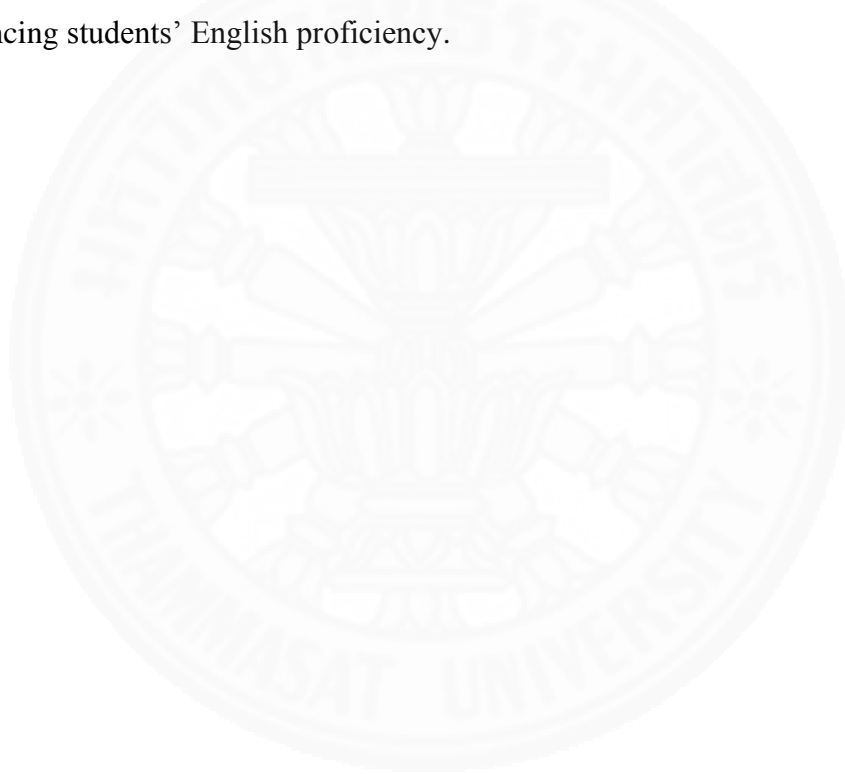
The recommendations for further studies in order to gain more understanding of the level of readiness for self-directed learning and the activities students engage in are as follows: First, similar studies could be conducted with students in different majors or different schools. Second, similar studies could be conducted with a greater number of students and more focus group interviews. Third, in-depth interviews could be added to similar studies so as to triangulate the findings of the studies. Finally, some out-of-class English activities on the questionnaire could be changed or could be updated according to the current trends in 21st century English learning and student life.

5.3 Conclusion

This study explored the level of readiness for self-directed learning of Thai EFL students in a secondary school and the self-directed learning activities the students engage in. The findings provided insights which could contribute to EFL learning and teaching. First, all of the students had above average readiness for self-directed learning. Second, the students had the belief that playing an active role was beneficial to their learning. They also considered the ability to relate what was learnt to what they had already known as their success in learning. Third, the most engaged in out-of-class English activities were listening to English songs followed by watching English movies and playing online games in English while the least engaged in out-of-class English activity was writing a diary in English. Fourth, the students engaged in several out-of-class English activities which teachers can integrate into classroom teaching. Fifth, the students engaged in out-of-class English activities for different reasons; therefore, teachers should know students' purposes of English learning. Sixth, there were some reasons for engaging in out-of-class English activities raising some important concerns which should be considered and solved. Seventh, by engaging in out-of-class English activities, the students received significant benefits. Eighth, the students encountered different problems, revealing important issues for teachers to prepare or help students

to effectively engage in out-of-class English activities. Ninth, self-directed learning helped the students develop their English proficiency because of various positive reasons.

The study provides more understanding of the level of readiness for self-directed learning and the self-directed learning activities the students engage in, providing teachers wider perspectives on how to integrate and promote students' self-directed learning, how to facilitate the development of their English proficiency, and what could be introduced as interesting and effective English learning sources for enhancing students' English proficiency.



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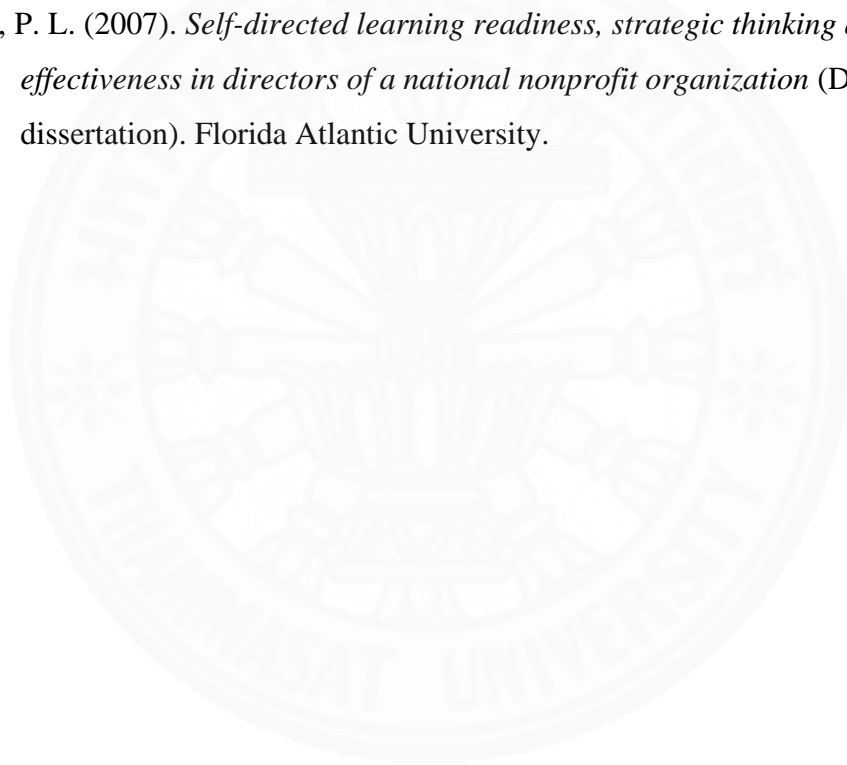
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APPENDICES



APPENDIX A

INDEXES OF ITEM-OBJECTIVE CONGRUENCE (IOC)

Self-Directed Learning Questionnaire

Directions: Look at the following items and the objective that they are designed to measure.

Please mark ✓ in the column according to these criteria:

- + 1 means the item clearly measures the objective
- 0 means unsure
- 1 means the item clearly does not measure the objective

Part 2: Out-of-Classroom English Activities

ส่วนที่ 2: กิจกรรมภาษาอังกฤษนอกห้องเรียน

Instruction: This questionnaire is designed to collect data on Out-of-Classroom English activities. Read each statement and rank the degree to which you agree most. There are fifteen statements with five rating scales including: *always, usually, sometimes, seldom, and never*.

คำชี้แจง: แบบสอบถามนี้ถูกพัฒนาขึ้นเพื่อรวบรวมข้อมูลเกี่ยวกับกิจกรรมภาษาอังกฤษนอกห้องเรียน

ให้ผู้ทำแบบสอบถามอ่านแต่ละข้อความและเลือกตัวเลือกที่เห็นด้วยมากที่สุดโดยมีข้อความทั้งหมด

15 ข้อความตัวเลือกได้แก่ *เสมอ, โดยปกติ, บางครั้ง, นานๆครั้ง, ไม่เคย*

Each of them means: แต่ละตัวเลือกมีความหมายดังนี้:

- Always (5) = you do it more than 6 times a week.
- เสมอ (5) = นักเรียนทำกิจกรรมดังกล่าวมากกว่า 6 ครั้งต่อสัปดาห์
- Usually (4) = you do it 4-6 times a week.
- โดยปกติ (4) = นักเรียนทำกิจกรรมดังกล่าว 4 -6 ครั้งต่อสัปดาห์
- Sometimes (3) = you do it 1-3 times a week.
- บางครั้ง (3) = นักเรียนทำกิจกรรมดังกล่าว 1-3 ครั้งต่อสัปดาห์
- Seldom (2) = you do it once in a while.
- นานๆครั้ง (2) = นักเรียนทำกิจกรรมดังกล่าวนานๆครั้ง

Never (1) = you never do it.

ไม่เคย (1) = นักเรียนไม่เคยทำกิจกรรมดังกล่าว

Objective of this part: It is designed to investigate how the students develop their English proficiency outside the classroom.

Part 2: Out-of-Classroom English Activities

No.	Items	Rating Scale Remarks		
		+1	0	-1
1	Listening to English radio programs ฟังรายการวิทยุภาษาอังกฤษ			
2	Listening to English podcasts ฟังพ็อดคาสท์ภาษาอังกฤษ			
3	Listening to English songs ฟังเพลงภาษาอังกฤษ			
4	Watching English movies ดูภาพยนตร์ภาษาอังกฤษ			
5	Watching English TV programs ดูรายการโทรทัศน์ภาษาอังกฤษ			
6	Using English learning sources on the internet ใช้สื่อการเรียนรู้ภาษาอังกฤษบนอินเทอร์เน็ต			
7	Using specific applications to develop English skills ใช้แอปพลิเคชันที่เฉพาะเจาะจงเพื่อพัฒนาทักษะภาษาอังกฤษ			
8	Taking tutoring courses to develop English skills ลงเรียนคอร์สเรียนพิเศษเพื่อพัฒนาทักษะภาษาอังกฤษ			
9	Speaking to other people in English พูดคุยกับผู้อื่นโดยใช้ภาษาอังกฤษ			
10	Reading news in English อ่านข่าวภาษาอังกฤษ			
11	Reading articles in English อ่านบทความภาษาอังกฤษ			
12	Reading books written in English อ่านหนังสือที่ถูกรเขียนเป็นภาษาอังกฤษ			
13	Writing diary in English เขียนบันทึกประจำวันเป็นภาษาอังกฤษ			

No.	Items	Rating Scale		
		+1	0	-1
14	Writing anything down in English such as a memo, a homework list, or a shopping list เขียนสิ่งต่างๆเป็นภาษาอังกฤษ เช่น บันทึกเตือนความจำ รายการบ้าน รายการซื้อของ			
15	Playing games in English เล่นเกมสื่ภาษาอังกฤษ			

Indexes of Item-Objective Congruence (IOC)

Self-Directed Learning Questionnaire

Directions: Look at the following items and the objective that they are designed to measure.

Please mark ✓ in the column according to these criteria:

+ 1 means the item clearly measures the objective

0 means unsure

-1 means the item clearly does not measure the objective

Part 3: Self-Directed Learning Skills Scale by Ayyildiz & Tarhan (2015)

ส่วนที่ 3: ทักษะการเรียนรู้แบบนำตนเองโดย Ayyildiz & Tarhan (2015)

Instruction: This questionnaire has been developed to measure learning skills. The answers you provide are of great importance to the assessment of self-directed learning skills.

After reading each sentence carefully, please mark the appropriate option from among the options of *Strongly Agree*, *Agree*, *Partially Agree*, *Disagree*, and *Strongly Disagree* with an (✓) to indicate how much you agree or disagree with the statement in the sentence.

Your information will be kept confidential.

Thank you for your contribution

คำชี้แจง: แบบสอบถามนี้ถูกพัฒนาขึ้นเพื่อวัดทักษะการเรียนรู้โดยคำตอบจากผู้ตอบแบบสอบถามมีความสำคัญในการประเมินทักษะการเรียนรู้แบบนำตนเอง ผู้ตอบแบบสอบถามเลือกตัวเลือกหนึ่งตัวเลือกที่ตรงกับตนเองมากที่สุดจากทั้งหมด 5 ตัวเลือกได้แก่ เห็นด้วยอย่างยิ่ง เห็นด้วย ไม่แน่ใจ

ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง หลังจากอ่านข้อความแต่ละข้อความอย่างถี่ถ้วนโดยให้ทำเครื่องหมาย

(✓) ลงในตัวเลือกดังกล่าวเพื่อชี้ให้เห็นว่าผู้ตอบแบบสอบถามเห็นด้วยมากน้อยเพียงใดกับข้อความที่กำหนด

ข้อมูลของผู้ตอบแบบสอบถามจะถูกเก็บเป็นความลับ

ขอบคุณสำหรับความร่วมมือ

Objective of this part: It is designed to investigate the level of readiness for self-directed learning of Thai EFL high school students and to what degree self-directed learning is used by the students.

No.	Items	Rating Scale Remarks		
		+1	0	-1
1	I take notes about important points when learning a new subject. ฉันบันทึกประเด็นสำคัญเมื่อเรียนรู้วิชาใหม่			
2	I believe that I can learn a lesson, no matter how it is complicated. ฉันเชื่อว่าฉันสามารถเรียนบทเรียนได้ไม่ว่าบทเรียนนั้นจะซับซ้อนแค่ไหน			
3	I should use the internet for learning purposes, instead of having a good time. ฉันควรใช้อินเทอร์เน็ตเพื่อจุดประสงค์ในการเรียนรู้แทนที่จะใช้อินเทอร์เน็ตเพื่อช่วงเวลาที่ดี			
4	I make use of different learning strategies depending on the properties of the subject I am going to learn. ฉันใช้กลยุทธ์ในการเรียนที่แตกต่างกันซึ่งขึ้นอยู่กับลักษณะเฉพาะของวิชาฉันจะเรียน			
5	I can solve the problems I encounter during learning based on cause and effect relationship. ฉันสามารถแก้ปัญหาที่ฉันเผชิญระหว่างเรียนโดยตั้งอยู่บนพื้นฐานความสัมพันธ์ของเหตุและผล			

No.	Items	Rating Scale Remarks		
		+1	0	-1
6	I have difficulty relating the information I have learned in the lessons to the daily life. ฉันมีปัญหาในการเชื่อมโยงข้อมูลที่ได้เรียนจากบทเรียน ไปสู่ชีวิตประจำวัน			
7	My friends say that I suggest interesting new ideas while discussing the learning process. เพื่อนของฉันกล่าวว่าฉันแนะนำความคิดใหม่ที่น่าสนใจ ระหว่างแลกเปลี่ยนความเห็นเกี่ยวกับกระบวนการเรียนรู้			
8	The result of an examination is not an indicator of my learning achievement. ผลสอบไม่ใช่ตัวบ่งชี้ผลสัมฤทธิ์ทางการเรียนของฉัน			
9	I organize my study hours by making plans. ฉันจัดชั่วโมงเรียนของฉันโดยการวางแผน			
10	I underline the important parts while reading a text. ฉันขีดเส้นใต้ส่วนสำคัญของขณะอ่านหนังสือเรียน			
11	I am aware that the knowledge that I obtain when I study immediately before the examination is not permanent. ฉันตระหนักว่าความรู้ที่ฉันได้รับเมื่อฉันศึกษาอย่างกะทันหันก่อน การสอบนั้นไม่คงทน			
12	If I can relate the new concepts to old knowledge, the learning is successful. การเรียนรู้ที่ประสบความสำเร็จ ถ้าฉันสามารถเชื่อมโยง แนวความคิดใหม่กับความรู้เก่า			
13	I question the information in the books I make use of. ฉันตั้งคำถามกับข้อมูลในหนังสือที่ฉันใช้			
14	If I am motivated for learning, any distracting factors do not sidetrack me from my objective. ถ้าฉันมีแรงจูงใจในการเรียน ปัจจัยที่น่าไขว่เขวใดๆ ก็ไม่ทำให้ฉันไขว่เขวจากจุดประสงค์ของฉัน			

No.	Items	Rating Scale Remarks		
		+1	0	-1
15	I pay attention to establish relations between concepts when I learn a subject. ฉันให้ความสนใจกับการสร้างความสัมพันธ์ระหว่างแนวความคิดต่างๆ เมื่อฉันเรียนวิชาใดวิชาหนึ่ง			
16	After each learning process, I think about what I should do to be more successful. หลังจากแต่ละกระบวนการเรียนรู้ ฉันคิดว่าฉันควรจะทำอย่างไรเพื่อให้ฉันประสบความสำเร็จมากขึ้น			
17	During each learning process, I question myself regarding whether I have made use of the internet for my purposes. ระหว่างแต่ละกระบวนการเรียนรู้ ฉันถามตัวเองว่าฉันได้ใช้อินเทอร์เน็ตเพื่อจุดประสงค์ของฉันหรือไม่			
18	I hold myself responsible for my learning. ฉันรับผิดชอบการเรียนรู้ของตัวเอง			
19	I would like my hobbies during my leisure time to be didactic. ฉันต้องการให้งานอดิเรกของฉันในยามว่างเป็นที่สอนใจ			
20	I must know clearly and implicitly the objectives of the new subject to be learned. ฉันต้องรู้จุดประสงค์ของการเรียนวิชาใหม่ที่ฉันจะเรียนอย่างชัดเจนและเป็นนัย			
21	After each lesson I question whether I used the course materials adequately and systematically. หลังจบแต่ละบทเรียนฉันถามตนเองว่า ฉันได้ใช้สื่อการสอนของรายวิชานี้เพียงพอและเป็นระบบหรือไม่			
22	I always assess my achievements in the exercises/homework I completed. ฉันประเมินผลสำเร็จของแบบฝึกหัดและการบ้านที่ฉันทำเสร็จเสมอ			

No.	Items	Rating Scale Remarks		
		+1	0	-1
23	To learn a new subject without difficulty, I should learn related previous subjects well. เพื่อที่จะเรียนวิชาใหม่อย่างโดยปราศจากความยากลำบาก ฉันควรเรียนวิชาอื่นที่ผ่านมาที่มีความเกี่ยวข้องกับวิชาใหม่ ได้เป็นอย่างดี			
24	Generally, I try to finish my homework at the last moment. โดยทั่วไปฉันพยายามทำการบ้านให้เสร็จในเวลาสุดท้าย			
25	When I want to learn a new subject, I know which learning resource I should use. เมื่อฉันต้องการเรียนวิชาใหม่ฉันรู้ว่าฉันควรจะใช้แหล่งเรียนรู้อะไร			
26	I begin to worry that I could not solve the problems that I encounter. ฉันเริ่มกังวลว่าฉันไม่สามารถแก้ไขปัญหาคือฉันเผชิญ			
27	I cannot establish accurate hypotheses about the event or problems in the subjects that I have learned. ฉันไม่สามารถตั้งสมมติฐานที่ถูกต้องเกี่ยวกับเหตุการณ์หรือ ปัญหาในวิชาต่างๆที่ฉันได้เรียน			
28	I believe that active participation in the learning process ensures the permanency of my knowledge. ฉันเชื่อว่าการมีส่วนร่วมในกระบวนการเรียนรู้อย่างกระตือรือร้น รับประกันความคงทนของความรู้ของฉัน			
29	After each learning process, I assess whether I achieved the objective and outcomes I identified at the beginning. หลังจากแต่ละกระบวนการเรียนรู้ ฉันประเมินว่าฉันบรรลุ จุดประสงค์และผลลัพธ์ที่ฉันได้ระบุไว้ในตอนต้นหรือไม่			
30	Instead of feeling despair when I encounter a difficult subject, I think about what I should do. เมื่อต้องเผชิญกับวิชาที่ยาก ฉันคิดถึงสิ่งที่ฉันควรทำ แทนที่ฉันจะรู้สึกหมดหวัง			

No.	Items	Rating Scale Remarks		
		+1	0	-1
31	While planning a new day, I prioritize time for learning. ขณะที่ฉันกำลังวางแผนสำหรับวันใหม่ ฉันจัดสรรเวลาสำหรับ การเรียนรู้			
32	I review the previous knowledge that forms the basis for the new subject when I start to learn something new. ฉันทบทวนความรู้ที่ผ่านมาที่เป็นพื้นฐานสำหรับวิชาใหม่ ก่อนที่จะเริ่มเรียนรู้สิ่งใหม่			
33	I can produce alternative methods to reach solutions when I solve a problem. ฉันสามารถสร้างทางเลือกเพื่อไปสู่การแก้ปัญหาเมื่อฉันแก้ปัญหา			
34	I have difficulty using different learning strategies in the learning process. ฉันมีปัญหาในการใช้กลยุทธ์การเรียนรู้ที่แตกต่างกัน ในกระบวนการเรียนรู้			
35	After each learning process, I assess which of the learning resources I used was more efficient. หลังจากแต่ละกระบวนการเรียนรู้ ฉันประเมินว่าแหล่งเรียนรู้ ที่ฉันใช้แหล่งใดมีประสิทธิภาพมากกว่า			
36	Generally, I have difficulty in integrating information I obtained from different resources. โดยทั่วไปฉันมีปัญหาในการผสมผสานข้อมูลที่ได้รับ จากแหล่งต่างๆ			
37	I believe in the importance of playing an active role in learning. ฉันเชื่อในความสำคัญของบทบาทของความกระตือรือร้น ในการเรียนรู้			
38	I have difficulty accessing the information I seek in an equipped library. ฉันมีปัญหาในการประเมินข้อมูลที่ฉันค้นหาจากห้องสมุดที่ครบครัน			

No.	Items	Rating Scale Remarks		
		+1	0	-1
39	The important thing is not what I learn, but whether I've got a passing grade. สิ่งสำคัญไม่ได้อยู่ที่ว่าฉันเรียนอะไร แต่อยู่ที่ว่าฉันได้รับเกรดที่ผ่านหรือไม่			
40	I motivate myself by thinking about the outcome I will obtain at the end of a learning process. ฉันกระตุ้นตนเองโดยการคิดถึงผลลัพธ์ที่ฉันจะได้รับเมื่อจบกระบวนการเรียนรู้			

.....
(_____)

Signature

นานๆ ครั้ง (2) = นักเรียนทำกิจกรรมดังกล่าวนานๆ ครั้ง

ไม่เคย (1) = นักเรียนไม่เคยทำกิจกรรมดังกล่าว

กิจกรรมภาษาอังกฤษนอกห้องเรียน					
ข้อความ	เสมอ (5)	โดยปกติ (4)	บางครั้ง (3)	นานๆครั้ง (2)	ไม่เคย (1)
1. ฟังรายการวิทยุภาษาอังกฤษ					
2. ฟังพ็อดคาสท์ภาษาอังกฤษ					
3. ฟังเพลงภาษาอังกฤษ					
4. ดูภาพยนตร์ภาษาอังกฤษ					
5. ดูรายการโทรทัศน์ ที่เป็นภาษาอังกฤษ					
6. ใช้สื่อการเรียนรู้ภาษาอังกฤษ บนอินเทอร์เน็ต					
7. ลงเรียนคอร์สเรียนพิเศษเพื่อพัฒนา ทักษะภาษาอังกฤษ					
8. พูดคุยกับผู้อื่นโดยใช้ภาษาอังกฤษ					
9. อ่านข่าวภาษาอังกฤษ					
10. อ่านหนังสือที่เป็นภาษาอังกฤษ					
11. เขียนบันทึกประจำวัน เป็นภาษาอังกฤษ					
12. เขียนบันทึกเตือนความจำ รายการงานที่คร่อมอบหมาย รายการ ชื่อของสิ่งต่างๆ เป็นภาษาอังกฤษ					
13. เล่นเกมส์ออนไลน์ภาษาอังกฤษ					

ส่วนที่ 3: ทักษะการเรียนรู้แบบนำตนเอง (ปรับจากแบบสอบถามของ Ayyildiz & Tarhan (2015))

คำชี้แจง: แบบสอบถามนี้ถูกพัฒนาขึ้นเพื่อวัดทักษะการเรียนรู้ โดยคำตอบจากผู้ตอบแบบสอบถามมีความสำคัญในการประเมินทักษะการเรียนรู้แบบนำตนเอง

ผู้ตอบแบบสอบถามเลือกตัวเลือกหนึ่งตัวเลือกที่ตรงกับตนเองมากที่สุด จากทั้งหมด 5 ตัวเลือก ได้แก่ *เห็นด้วยอย่างยิ่ง* *เห็นด้วย* *ไม่แน่ใจ* *ไม่เห็นด้วย* *ไม่เห็นด้วยอย่างยิ่ง* หลังจากอ่านข้อความแต่ละข้อความอย่างถี่ถ้วน โดยให้ทำเครื่องหมาย (✓) ลงในตัวเลือกดังกล่าว เพื่อชี้ให้เห็นว่าผู้ตอบแบบสอบถามเห็นด้วยมากน้อยเพียงใดกับข้อความที่กำหนด

ข้อมูลของผู้ตอบแบบสอบถามจะถูกเก็บเป็นความลับ

ขอบคุณสำหรับความร่วมมือ

โปรดเลือกตัวเลือก เพื่อแสดงให้เห็นว่า นักเรียนเห็นด้วยหรือ ไม่เห็นด้วยมากน้อยเพียงใด กับข้อความที่กำหนด	(5) <i>เห็นด้วย อย่างยิ่ง</i>	(4) <i>เห็นด้วย</i>	(3) <i>ไม่แน่ใจ</i>	(2) <i>ไม่เห็นด้วย</i>	(1) <i>ไม่เห็นด้วย อย่างยิ่ง</i>
1. ฉันบันทึกประเด็นสำคัญ เมื่อเรียนรู้เรื่องใหม่					
2. ฉันใช้กลยุทธ์ในการเรียนที่ แตกต่างกัน ซึ่งขึ้นอยู่กับ ลักษณะเฉพาะของวิชา ฉันจะเรียน					
3. ฉันมีปัญหาในการเชื่อมโยง ข้อมูลที่ฉันได้เรียนจากบทเรียน ไปสู่ชีวิตประจำวัน					

โปรดเลือกตัวเลข เพื่อแสดงให้เห็นว่า นักเรียนเห็นด้วยหรือ ไม่เห็นด้วยมากน้อยเพียงใด กับข้อความที่กำหนด	(5) เห็นด้วย อย่างยิ่ง	(4) เห็นด้วย	(3) ไม่แน่ใจ	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
4. ฉันจัดช่วงเวลาเรียนของฉัน โดยการวางแผน					
5. ฉันขีดเส้นใต้ใจความสำคัญ ขณะอ่านหนังสือเรียน					
6. การเรียนรู้ที่ประสบ ความสำเร็จ ถ้าฉันสามารถ เชื่อมโยงแนวความคิดใหม่ กับความรู้เก่า					
7. ฉันตั้งคำถามกับข้อมูลใน หนังสือที่ฉันใช้					
8. ฉันให้ความใส่ใจกับการสร้าง ความสัมพันธ์ระหว่าง แนวความคิดต่างๆเวลาฉันเรียน					
9. ฉันรับผิดชอบการเรียนรู้ของ ตัวฉันเอง					
10. ฉันต้องรู้จักประสงค์ของ การเรียนวิชาใหม่ที่ฉันจะเรียน อย่างชัดเจนและโดยปริยาย					
11. หลังจบแต่ละบทเรียน ฉันถามตนเองว่า ฉันได้ใช้สื่อ การสอนของรายวิชานั้นอย่าง พอเพียงและเป็นระบบหรือไม่					

โปรดเลือกตัวเลข เพื่อแสดงให้เห็นว่า นักเรียนเห็นด้วยหรือ ไม่เห็นด้วยมากน้อยเพียงใด กับข้อความที่กำหนด	(5) เห็นด้วย อย่างยิ่ง	(4) เห็นด้วย	(3) ไม่แน่ใจ	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
12. ฉันประเมินผลสำเร็จของ แบบฝึกหัดและการบ้าน ที่ฉันทำเสร็จเสมอ					
13. เพื่อที่จะเรียนวิชาใหม่อย่าง โดยปราศจากความยากลำบาก ฉันควรเรียนวิชาอื่นที่ผ่านมา ที่มีความเกี่ยวข้องกับวิชาใหม่ ได้เป็นอย่างดี					
14. เมื่อฉันต้องการเรียนวิชาใหม่ ฉันรู้ว่าฉันควรจะใช้ทรัพยากรการ เรียนรู้อะไร					
15. ฉันเริ่มกังวลว่า ฉันไม่ สามารถแก้ไขปัญหาที่ฉันเผชิญ					
16. ฉันไม่สามารถตั้งสมมติฐานที่ ถูกต้องเกี่ยวกับเหตุการณ์หรือ ปัญหาในวิชาต่างๆ ที่ฉันได้เรียน					
17. ฉันเชื่อว่า การมีส่วนร่วมใน กระบวนการเรียนรู้อย่าง กระตือรือร้นรับรองความคงทน ของความรู้					

โปรดเลือกตัวเลข เพื่อแสดงให้เห็นว่า นักเรียนเห็นด้วยหรือ ไม่เห็นด้วยมากน้อยเพียงใด กับข้อความที่กำหนด	(5) เห็นด้วย อย่างยิ่ง	(4) เห็นด้วย	(3) ไม่แน่ใจ	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
18. ภายหลังจากแต่ละกระบวนการ เรียนรู้ ฉันประเมินว่าฉันบรรลุ จุดประสงค์และผลลัพธ์ที่ฉันระบุ ไว้ในตอนต้น หรือไม่					
19. เมื่อต้องเผชิญกับวิชาที่ยาก ฉันคิดถึงสิ่งที่ฉันควรทำ แทนที่ฉันจะรู้สึกหมดหวัง					
20. ขณะวางแผนสำหรับวันใหม่ ฉันจัดลำดับเวลาสำหรับ การเรียนรู้ก่อน					
21. ฉันทบทวนความรู้ที่ผ่านมา ที่เป็นพื้นฐานสำหรับวิชาใหม่ ก่อนที่จะเริ่มเรียนรู้สิ่งใหม่					
22. ฉันสามารถสร้างทางเลือก เพื่อไปสู่การแก้ปัญหา เมื่อฉัน แก้ปัญหา					
23. ฉันมีปัญหาในการใช้กลยุทธ์ การเรียนที่แตกต่างกันใน กระบวนการเรียนรู้					
24. โดยทั่วไปฉันมีปัญหาใน การผสมผสานข้อมูลที่ได้รับ จากแหล่งต่างๆ					

โปรดเลือกตัวเลข เพื่อแสดงให้เห็นว่า นักเรียนเห็นด้วยหรือ ไม่เห็นด้วยมากน้อยเพียงใด กับข้อความที่กำหนด	(5) <i>เห็นด้วย อย่างยิ่ง</i>	(4) <i>เห็นด้วย</i>	(3) <i>ไม่แน่ใจ</i>	(2) <i>ไม่เห็นด้วย</i>	(1) <i>ไม่เห็นด้วย อย่างยิ่ง</i>
25. ฉันเชื่อในความสำคัญของ บทบาทของความกระตือรือร้น ในการเรียนรู้					
26. ฉันมีปัญหาในการเข้าถึง ข้อมูลที่ฉันค้นหาจากห้องสมุด ที่ครบครัน					
27. สิ่งสำคัญไม่ได้อยู่ที่ว่าฉัน เรียนอะไร แต่อยู่ที่ว่าฉันสอบผ่าน หรือไม่					
28. ฉันกระตุ้นตนเองโดยการ คิดถึงผลลัพธ์ที่ฉันจะได้รับ เมื่อจบกระบวนการเรียนรู้					

APPENDIX C
SELF-DIRECTED LEARNING QUESTIONNAIRE
(PILOT ENGLISH VERSION)

Self-Directed Learning Questionnaire

Part 1: Demographic information

Age: _____ years old

Sex: Male Female

Major: _____

When did you start learning English?

Kindergarten

Primary School

High School

What is your English grade in the past semester? _____

Have you ever spent time in an English speaking country? Yes No

Part 2: Out-of-Classroom English Activities

Instruction: This questionnaire is designed to collect data on Out-of-Classroom English activities. Read each statement and rank the degree to which you agree most. There are fifteen statements with five rating scales including: *always, usually, sometimes, seldom, and never*.

Each of them means:

Always (5) = you do it more than 6 times a week.

Usually (4) = you do it 4-6 times a week.

Sometimes (3) = you do it 1-3 times a week.

Seldom (2) = you do it once in a while.

Never (1) = you never do it.

Out-of-classroom English Activities					
Items	Always (5)	Usually (4)	Sometimes (3)	Seldom (2)	Never (1)
1. Listening to English radio programs					
2. Listening to English podcasts					
3. Listening to English songs					
4. Watching English movies					
5. Watching English TV programs					
6. Using English learning sources on the internet					
7. Taking tutoring courses to develop English skills					
8. Speaking to other people in English					
9. Reading news in English					
10. Reading books written in English					
11. Writing diary in English					
12. Writing anything down in English such as a memo, a homework list, or a shopping list					
13. Playing online games in English					

Part 3: Self-Directed Learning Skills Scale adapted from Ayyildiz & Tarhan (2015)

Instruction: This questionnaire has been developed to measure learning skills. The answers you provide are of great importance to the assessment of self-directed learning skills.

After reading each sentence carefully, please mark the appropriate option from among the options of *Strongly Agree*, *Agree*, *Partially Agree*, *Disagree*, and

Strongly Disagree with an (✓) to indicate how much you agree or disagree with the statement in the sentence.

Your information will be kept confidential.

Thank you for your contribution

Please mark how much you agree or disagree with the statement in the sentence	(5) Strongly Agree	(4) Agree	(3) Partially Agree	(2) Disagree	(1) Strongly Disagree
1. I take notes about important points when learning a new subject.					
2. I make use of different learning strategies depending on the properties of the subject I am going to learn.					
3. I have difficulty relating the information I have learned in the lessons to the daily life.					
4. I organize my study hours by making plans.					
5. I underline the important parts while reading a text.					
6. If I can relate the new concepts to old knowledge, the learning is successful.					
7. I question the information in the books I make use of.					
8. I pay attention to establish relations between concepts when I learn a subject.					

Please mark how much you agree or disagree with the statement in the sentence	(5) Strongly Agree	(4) Agree	(3) Partially Agree	(2) Disagree	(1) Strongly Disagree
9. I hold myself responsible for my learning.					
10. I must know clearly and implicitly the objectives of the new subject to be learned.					
11. After each lesson I question whether I used the course materials adequately and systematically.					
12. I always assess my achievements in the exercises/homework I completed.					
13. To learn a new subject without difficulty, I should learn related previous subjects well.					
14. When I want to learn a new subject, I know which learning resource I should use.					
15. I begin to worry that I could not solve the problems that I encounter.					
16. I cannot establish accurate hypotheses about the event or problems in the subjects that I have learned.					

Please mark how much you agree or disagree with the statement in the sentence	(5) Strongly Agree	(4) Agree	(3) Partially Agree	(2) Disagree	(1) Strongly Disagree
17. I believe that active participation in the learning process ensures the permanency of my knowledge.					
18. After each learning process, I assess whether I achieved the objective and outcomes I identified at the beginning.					
19. Instead of feeling despair when I encounter a difficult subject, I think about what I should do.					
20. While planning a new day, I prioritize time for learning.					
21. I review the previous knowledge that forms the basis for the new subject when I start to learn something new.					
22. I can produce alternative methods to reach solutions when I solve a problem.					
23. I have difficulty using different learning strategies in the learning process.					
24. Generally, I have difficulty in integrating information I obtained from different resources.					

Please mark how much you agree or disagree with the statement in the sentence	(5) Strongly Agree	(4) Agree	(3) Partially Agree	(2) Disagree	(1) Strongly Disagree
25. I believe in the importance of playing an active role in learning.					
26. I have difficulty accessing the information I seek in an equipped library.					
27. The important thing is not what I learn, but whether I've got a passing grade.					
28. I motivate myself by thinking about the outcome I will obtain at the end of a learning process.					

นานๆ ครั้ง (2) = นักเรียนทำกิจกรรมดังกล่าวนานๆ ครั้ง

ไม่เคย (1) = นักเรียนไม่เคยทำกิจกรรมดังกล่าว

กิจกรรมภาษาอังกฤษนอกห้องเรียน					
ข้อความ	เสมอ (5)	โดยปกติ (4)	บางครั้ง (3)	นานๆครั้ง (2)	ไม่เคย (1)
1. ฟังรายการวิทยุภาษาอังกฤษ					
2. ฟังพ็อดคาสท์ภาษาอังกฤษ					
3. ฟังเพลงภาษาอังกฤษ					
4. ดูภาพยนตร์ภาษาอังกฤษ					
5. ดูรายการโทรทัศน์ที่เป็นภาษาอังกฤษ					
6. ใช้สื่อการเรียนรู้ภาษาอังกฤษ บนอินเทอร์เน็ต					
7. ลงเรียนคอร์สเรียนพิเศษเพื่อพัฒนา ทักษะภาษาอังกฤษ					
8. พูดคุยกับผู้อื่นโดยใช้ภาษาอังกฤษ					
9. อ่านข่าวภาษาอังกฤษ					
10. อ่านหนังสือที่เป็นภาษาอังกฤษ					
11. เขียนบันทึกประจำวัน เป็นภาษาอังกฤษ					
12. เขียนบันทึกเดือนความจำ รายการ งานที่ครูมอบหมาย รายการซื้อของ สิ่งต่างๆเป็นภาษาอังกฤษ					
13. เล่นเกมส์ออนไลน์ภาษาอังกฤษ					

ส่วนที่ 3: ทักษะการเรียนรู้แบบนำตนเอง (ปรับจากแบบสอบถามของ Ayyildiz & Tarhan (2015))

คำชี้แจง: แบบสอบถามนี้ถูกพัฒนาขึ้นเพื่อวัดทักษะการเรียนรู้ โดยคำตอบจากผู้ตอบแบบสอบถามมีความสำคัญในการประเมินทักษะการเรียนรู้แบบนำตนเอง

ผู้ตอบแบบสอบถามเลือกตัวเลือกหนึ่งตัวเลือกที่ตรงกับตนเองมากที่สุดจากทั้งหมด 5 ตัวเลือก ได้แก่ เห็นด้วยอย่างยิ่ง เห็นด้วย ไม่แน่ใจ ไม่เห็นด้วย ไม่เห็นด้วยอย่างยิ่ง หลังจากอ่านข้อความแต่ละข้อความอย่างถี่ถ้วน โดยให้ทำเครื่องหมาย (✓) ลงในตัวเลือกดังกล่าว เพื่อชี้ให้เห็นว่าผู้ตอบแบบสอบถามเห็นด้วยมากน้อยเพียงใดกับข้อความที่กำหนด

ข้อมูลของผู้ตอบแบบสอบถามจะถูกเก็บเป็นความลับ

ขอบคุณสำหรับความร่วมมือ

โปรดเลือกตัวเลือก เพื่อแสดงให้เห็นว่า นักเรียน เห็นด้วยหรือไม่เห็นด้วย มากน้อยเพียงใด กับข้อความที่กำหนด	(5) เห็นด้วย อย่างยิ่ง	(4) เห็นด้วย	(3) ไม่แน่ใจ	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
1. ฉันบันทึกประเด็นสำคัญ เมื่อเรียนรู้เรื่องใหม่					
2. ฉันใช้กลยุทธ์ในการเรียน ที่แตกต่างกัน ซึ่งขึ้นอยู่กับ ลักษณะเฉพาะของวิชา ฉันจะเรียน					
3. ฉันมีปัญหาในการเชื่อมโยง ข้อมูลที่ฉันได้เรียนจากบทเรียน ไปสู่ชีวิตประจำวัน					

โปรดเลือกตัวเลข เพื่อแสดงให้เห็นว่า นักเรียน เห็นด้วยหรือไม่เห็นด้วย มากน้อยเพียงใด กับข้อความที่กำหนด	(5) <i>เห็นด้วย อย่างยิ่ง</i>	(4) <i>เห็นด้วย</i>	(3) <i>ไม่แน่ใจ</i>	(2) <i>ไม่เห็นด้วย</i>	(1) <i>ไม่เห็นด้วย อย่างยิ่ง</i>
4. ฉันจัดช่วงเวลาเรียนของฉัน โดยการวางแผน					
5. ฉันขีดเส้นใต้ใจความสำคัญ ขณะอ่านหนังสือเรียน					
6. การเรียนรู้ที่ประสบ ความสำเร็จ ถ้าฉันสามารถ เชื่อมโยงแนวความคิดใหม่กับ ความรู้เก่า					
7. ฉันตั้งคำถามกับข้อมูล ในหนังสือที่ฉันใช้					
8. ฉันให้ความใส่ใจกับ การสร้างความสัมพันธ์ระหว่าง แนวความคิดต่างๆ เวลาฉัน เรียน					
9. ฉันรับผิดชอบการเรียนรู้ของ ตัวฉันเอง					
10.ฉันต้องรู้จักประสงค์ของ การเรียนวิชาใหม่ที่ฉันจะเรียน อย่างชัดเจนและโดยปริยาย					

โปรดเลือกตัวเลือก เพื่อแสดงให้เห็นว่า นักเรียน เห็นด้วยหรือไม่เห็นด้วย มากน้อยเพียงใด กับข้อความที่กำหนด	(5) เห็นด้วย อย่างยิ่ง	(4) เห็นด้วย	(3) ไม่แน่ใจ	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
11. หลังจบแต่ละบทเรียน ฉันถามตนเองว่าฉันได้ใช้สื่อ การสอนของรายวิชานั้นอย่าง พอเพียงและเป็นระบบหรือไม่					
12. ฉันประเมินผลสำเร็จของ แบบฝึกหัดและการบ้าน ที่ฉันทำเสร็จเสมอ					
13. เพื่อที่จะเรียนวิชาใหม่อย่าง โดยปราศจากความยากลำบาก ฉันควรเรียนวิชาอื่นที่ผ่านมามี ความเกี่ยวข้องกับวิชาใหม่ ได้เป็นอย่างดี					
14. เมื่อฉันต้องการเรียนวิชา ใหม่ ฉันรู้ว่าฉันควรจะใช้ ทรัพยากรการเรียนรู้อะไร					
15. ฉันเริ่มกังวลว่า ฉันไม่ สามารถแก้ไขปัญหาที่ฉันเผชิญ					
16. ฉันไม่สามารถตั้งสมมติฐาน ที่ถูกต้องเกี่ยวกับเหตุการณ์หรือ ปัญหาในวิชาต่างๆ ที่ฉันได้เรียน					

โปรดเลือกตัวเลือก เพื่อแสดงให้เห็นว่า นักเรียน เห็นด้วยหรือไม่เห็นด้วย มากน้อยเพียงใด กับข้อความที่กำหนด	(5) เห็นด้วย อย่างยิ่ง	(4) เห็นด้วย	(3) ไม่แน่ใจ	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
17. ฉันเชื่อว่า การมีส่วนร่วม อย่างกระตือรือร้นใน กระบวนการเรียนรู้จะทำให้ ความรู้อยู่กับฉันตลอดไป					
18. ภายหลังจากแต่ละ กระบวนการเรียนรู้ ฉันประเมิน ว่า ฉันบรรลุจุดประสงค์และ ผลลัพธ์ที่ฉันระบุไว้ในตอนต้น หรือไม่					
19. เมื่อต้องเผชิญกับวิชาที่ยาก ฉันคิดถึงสิ่งที่ฉันควรทำ แทนที่ ฉันจะรู้สึกหมดหวัง					
20. ขณะวางแผนสำหรับวันใหม่ ฉันจัดลำดับเวลาสำหรับ การเรียนรู้ก่อน					
21. ฉันทบทวนความรู้ที่ผ่านมา ที่เป็นพื้นฐานสำหรับวิชาใหม่ ก่อนที่จะเริ่มเรียนรู้สิ่งใหม่					
22. ฉันสามารถสร้างทางเลือก เพื่อไปสู่การแก้ปัญหา เมื่อฉัน แก้ปัญหา					

โปรดเลือกตัวเลือก เพื่อแสดงให้เห็นว่า นักเรียน เห็นด้วยหรือไม่เห็นด้วย มากน้อยเพียงใด กับข้อความที่กำหนด	(5) เห็นด้วย อย่างยิ่ง	(4) เห็นด้วย	(3) ไม่แน่ใจ	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วย อย่างยิ่ง
23. ฉันมีปัญหาในการใช้กลยุทธ์ การเรียนรู้ที่แตกต่างกัน ในกระบวนการเรียนรู้					
24. โดยทั่วไปฉันมีปัญหา ในการผสมผสานข้อมูล ที่ฉันได้รับจากแหล่งต่างๆ					
25. ฉันเชื่อว่าความกระตือรือร้น มีบทบาทสำคัญในการเรียนรู้					
26. ฉันมีปัญหาในการเข้าถึง ข้อมูลที่ฉันค้นหาจากห้องสมุด ที่ครบครัน					
27. สิ่งสำคัญไม่ได้อยู่ที่ว่าฉัน เรียนอะไร แต่อยู่ที่ว่า ฉันสอบผ่านหรือไม่					
28. ฉันกระตุ้นตนเอง โดยการคิดถึงผลลัพธ์ ที่ฉันจะได้รับเมื่อจบ กระบวนการเรียนรู้					

APPENDIX E
SELF-DIRECTED LEARNING QUESTIONNAIRE
(FORMAL ENGLISH VERSION)

Self-Directed Learning Questionnaire

Part 1: Demographic information

Age: _____ years old

Sex: Male Female

Major: _____

When did you start learning English?

Kindergarten

Primary School

High School

What is your English grade in the past semester? _____

Have you ever spent time in an English speaking country?

Yes No

Part 2: Out-of-Classroom English Activities

Instruction: This questionnaire is designed to collect data on Out-of-Classroom English activities. Read each statement and rank the degree to which you agree most. There are fifteen statements with five rating scales including: *always, usually, sometimes, seldom, and never*.

Each of them means:

Always (5) = you do it more than 6 times a week.

Usually (4) = you do it 4-6 times a week.

Sometimes (3) = you do it 1-3 times a week.

Seldom (2) = you do it once in a while.

Never (1) = you never do it.

Out-of-classroom English Activities					
Items	Always (5)	Usually (4)	Sometimes (3)	Seldom (2)	Never (1)
1. Listening to English radio programs					
2. Listening to English podcasts					
3. Listening to English songs					
4. Watching English movies					
5. Watching English TV programs					
6. Using English learning sources on the internet					
7. Taking tutoring courses to develop English skills					
8. Speaking to other people in English					
9. Reading news in English					
10. Reading books written in English					
11. Writing diary in English					
12. Writing anything down in English such as a memo, a homework list, or a shopping list					
13. Playing online games in English					

Part 3: Self-Directed Learning Skills Scale adapted from Ayyildiz & Tarhan (2015)

Instruction: This questionnaire has been developed to measure learning skills. The answers you provide are of great importance to the assessment of self-directed learning skills.

After reading each sentence carefully, please mark the appropriate option from among the options of *Strongly Agree*, *Agree*, *Partially Agree*, *Disagree*, and

Strongly Disagree with an (✓) to indicate how much you agree or disagree with the statement in the sentence.

Your information will be kept confidential.

Thank you for your contribution

Please mark how much you agree or disagree with the statement in the sentence	(5) Strongly Agree	(4) Agree	(3) Partially Agree	(2) Disagree	(1) Strongly Disagree
1. I take notes about important points when learning a new subject.					
2. I make use of different learning strategies depending on the properties of the subject I am going to learn.					
3. I have difficulty relating the information I have learned in the lessons to the daily life.					
4. I organize my study hours by making plans.					
5. I underline the important parts while reading a text.					
6. If I can relate the new concepts to old knowledge, the learning is successful.					
7. I question the information in the books I make use of.					
8. I pay attention to establish relations between concepts when I learn a subject.					

Please mark how much you agree or disagree with the statement in the sentence	(5) Strongly Agree	(4) Agree	(3) Partially Agree	(2) Disagree	(1) Strongly Disagree
9. I hold myself responsible for my learning.					
10. I must know clearly and implicitly the objectives of the new subject to be learned.					
11. After each lesson I question whether I used the course materials adequately and systematically.					
12. I always assess my achievements in the exercises/homework I completed.					
13. To learn a new subject without difficulty, I should learn related previous subjects well.					
14. When I want to learn a new subject, I know which learning resource I should use.					
15. I begin to worry that I could not solve the problems that I encounter.					
16. I cannot establish accurate hypotheses about the event or problems in the subjects that I have learned.					

Please mark how much you agree or disagree with the statement in the sentence	(5) Strongly Agree	(4) Agree	(3) Partially Agree	(2) Disagree	(1) Strongly Disagree
17. I believe that active participation in the learning process ensures the permanency of my knowledge.					
18. After each learning process, I assess whether I achieved the objective and outcomes I identified at the beginning.					
19. Instead of feeling despair when I encounter a difficult subject, I think about what I should do.					
20. While planning a new day, I prioritize time for learning.					
21. I review the previous knowledge that forms the basis for the new subject when I start to learn something new.					
22. I can produce alternative methods to reach solutions when I solve a problem.					
23. I have difficulty using different learning strategies in the learning process.					
24. Generally, I have difficulty in integrating information I obtained from different resources.					

Please mark how much you agree or disagree with the statement in the sentence	(5) Strongly Agree	(4) Agree	(3) Partially Agree	(2) Disagree	(1) Strongly Disagree
25. I believe in the importance of playing an active role in learning.					
26. I have difficulty accessing the information I seek in an equipped library.					
27. The important thing is not what I learn, but whether I've got a passing grade.					
28. I motivate myself by thinking about the outcome I will obtain at the end of a learning process.					

APPENDIX F

FOCUS GROUP INTERVIEW QUESTIONS

1. Apart from out-of-class English activities in the questionnaire, what activities do you do to develop your English proficiency outside the classroom?

(นอกจากกิจกรรมภาษาอังกฤษนอกห้องเรียนในแบบสอบถามแล้ว นักเรียนได้ทำกิจกรรมภาษาอังกฤษนอกห้องเรียนอื่นๆ เพื่อพัฒนาความสามารถทางด้านภาษาอังกฤษของตนเองหรือไม่ ถ้าหากนักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียนอื่นๆ กิจกรรมนั้นเป็นกิจกรรมใดบ้าง)

1.1 How often do you do the activity?

(นักเรียนทำกิจกรรมดังกล่าวบ่อยเพียงใด)

1.2 How much time do you spend doing the activity each time?

(ในการทำกิจกรรมดังกล่าวในแต่ละครั้ง นักเรียนใช้ระยะเวลาเท่าใด)

2. What are your reasons for engaging in out-of-class English activities?

(เหตุผลใดที่ทำให้นักเรียนทำกิจกรรมภาษาอังกฤษนอกห้องเรียน)

3. What are your reasons for not engaging in out-of-class English activities?

(เหตุผลใดที่ทำให้นักเรียนไม่ทำกิจกรรมภาษาอังกฤษนอกห้องเรียน)

4. From your real life experience, what have you gotten from engaging in out-of-class English activities?

(จากประสบการณ์ตรงของนักเรียนนักเรียนได้รับอะไรจากการทำกิจกรรมภาษาอังกฤษนอกห้องเรียน)

5. What problems do you encounter when you engage in out-of-class English activities?

(นักเรียนพบปัญหาอะไรบ้างเมื่อทำกิจกรรมภาษาอังกฤษนอกห้องเรียน)

6. Regarding to your opinion, can self-directed learning help you develop your English proficiency? Why or Why not?

(นักเรียนคิดว่าการเรียนรู้แบบนำตนเองสามารถช่วยพัฒนาความสามารถทางด้านภาษาอังกฤษของตนเองหรือไม่ เพราะเหตุใด)

APPENDIX G CONSENT FORM (THAI VERSION)

หนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัย

โครงการวิจัยเรื่อง READINESS AND THE USE OF SELF-DIRECTED LEARNING OF EFL
STUDENTS IN A SECONDARY SCHOOL IN THAILAND

วันที่ให้คำยินยอม

.....

หนู/ผม

ขอทำหนังสือนี้ไว้ต่อหน้าผู้วิจัยเพื่อเป็นหลักฐานแสดงว่า

ข้อ 1 ก่อนลงนามในหนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัยนี้ หนู/ผมได้รับการอธิบายจากผู้วิจัยให้ทราบถึงวัตถุประสงค์ของการวิจัย กิจกรรมการวิจัย ความเสี่ยง รวมทั้งประโยชน์ที่อาจเกิดขึ้นจากการวิจัยอย่างละเอียด และมีความเข้าใจดีแล้ว

ข้อ 2 ผู้วิจัยรับรองว่าจะตอบคำถามต่าง ๆ ที่หนู/ผมสงสัยด้วยความเต็มใจ ไม่ปิดบัง ซ่อนเร้น จนข้าพเจ้าพอใจ

ข้อ 3 หนู/ผมเข้าร่วมโครงการวิจัยนี้โดยสมัครใจ และหนู/ผมมีสิทธิที่จะบอกเลิกการเข้าร่วมในโครงการวิจัยนี้เมื่อใดก็ได้ และการบอกเลิกการเข้าร่วมวิจัยนี้ จะไม่มีผลกระทบต่อการศึกษาในระดับชั้นมัธยมศึกษาตอนปลาย ผลคะแนนที่เกี่ยวข้องกับการสอบ หรือการเก็บคะแนนต่างๆที่หนู/ผมจะพึงได้รับต่อไป

ข้อ 4 ผู้วิจัยรับรองว่า จะเก็บข้อมูลเฉพาะเกี่ยวกับตัวหนู/ผมเป็นความลับ และจะเปิดเผยได้เฉพาะในรูปที่เป็นสรุปผลการวิจัย การเปิดเผยข้อมูลเกี่ยวกับตัวข้าพเจ้า ต่อหน่วยงานต่าง ๆ ที่เกี่ยวข้อง กระทำได้เฉพาะกรณีจำเป็นด้วยเหตุผลทางวิชาการเท่านั้น

ข้อ 5 ผู้วิจัยรับรองว่า หากมีข้อมูลเพิ่มเติมที่ส่งผลกระทบต่อการศึกษา หนู/ผมจะได้รับการแจ้งให้ทราบทันทีโดยไม่ปิดบัง ซ่อนเร้น

หนู/ผมได้อ่านข้อความข้างต้นแล้วมีความเข้าใจดีทุกประการ และได้ลงนามในใบยินยอมนี้ด้วยความเต็มใจ

ลงนาม.....ผู้ให้ความยินยอม

(.....)

...../...../.....

ลงนาม.....ผู้วิจัย

(นางสาวเมธาวร ตั้งกาญจนยีนง)

...../...../.....

ลงนาม.....ผู้ปกครอง/ผู้ดูแล
(.....)
...../...../.....



APPENDIX H

CONSENT FORM (ENGLISH VERSION)

Consent Form for research participants

Title “READINESS AND THE USE OF SELF-DIRECTED LEARNING OF EFL STUDENTS IN A SECONDARY SCHOOL IN THAILAND”

Date of consent

.....

Participant’s name

.....

I conduct this form in the presence of researcher in order to provide evidence that

I have been informed about objectives of the project, what I will be engaged with in details, risk and benefit of this project in details and I clearly understand with satisfaction.

Researcher has guaranteed that questions will be answered with willingness and truthfulness until it reaches my satisfaction.

I willingly agree to participate in this project and consent the researcher. I have the right to withdraw from this research protocol at any time, this withdrawal will not have any negative impact upon my studying in secondary level, exam scores, and scores during the semester.

Researcher has guaranteed that any of my personal information will be kept confidential and it will only be revealed in the form of summary of research findings. To reveal my personal information to relevant organizations, it could only happen when it is necessary due to academic purposes.

Researcher has guaranteed that if there is any additional information which could impact research procedures, I will be informed immediately with truthfulness.

I have read and clearly understood the above information and I sign this consent form with willingness.

Sign

(.....)

Participant

Date...../...../.....

Sign

(.....)

Researcher

Date...../...../.....

Sign

(.....)

Parent

Date...../...../.....



APPENDIX I
SELF-DIRECTED ENGLISH LEARNING SCALE
BY TENG (2005)

INSTRUCTIONS: This is a questionnaire designed to gather data on English learning beliefs, learning motivations, learning activities, and self-directed learning. After reading each item, please indicate the degree to which you felt that statement is true of you. Please read each choice carefully and check the number of the response which best express your feeling.

- 1 = Never or almost never true of me
 2 = Usually not true of me
 3 = Somewhat true of me
 4 = Usually true of me
 5 = Always or almost always true of me

There is no time limit for the questionnaire. Try not to spend too much time on any one item, however. Your first reaction to the question will usually be the most accurate. Do not answer how you think you should be, or what other people do.

There are no right or wrong answers to these statements.

- | First Part: | 1 2 3 4 5 |
|---|--|
| 1. Everyone can learn English successfully. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Learning English is worth the time spent. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. I believe I can learn English listening successfully. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. I believe I can learn English speaking successfully. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. I believe I can learn English reading successfully. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. I believe I can learn English writing successfully. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. If I study hard, I can learn English successfully. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Making mistakes in speaking and writing English is okay. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. I have had a good English learning experience. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. I am happy with my English learning efforts. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. I can get ideal English grades. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- 1 2 3 4 5**
12. I can learn English successfully in a short period of time (e.g. one year). □ □ □ □ □

—Please continue to answer the questions.—

- 1 = Never or almost never true of me
 2 = Usually not true of me
 3 = Somewhat true of me
 4 = Usually true of me
 5 = Always or almost always true of me

Second Part:

- Why do you want to learn English?** **1 2 3 4 5**
1. To make friends with native speakers of English. □ □ □ □ □
 2. English will help me advance my studies. □ □ □ □ □
 3. Because English is a required course in my school. □ □ □ □ □
 4. English will help me get a good job someday. □ □ □ □ □
 5. I want to reach my English learning goals. □ □ □ □ □
 6. In order to pass an English proficiency test (e.g. TOEFL or an entrance exam). □ □ □ □ □
 7. Because I am good at it. □ □ □ □ □
 8. I want to talk with English speakers. □ □ □ □ □
 9. My family wants me to learn English. □ □ □ □ □
 10. Because I like the language. □ □ □ □ □
 11. I want to travel in different countries. □ □ □ □ □
 12. To understand the way of life in countries where English is spoken. □ □ □ □ □
 13. I want to get good grades in English. □ □ □ □ □
 14. I would like to live in a country where English is spoken. □ □ □ □ □
 15. Because many friends of mine can speak English. □ □ □ □ □
 16. I would feel ashamed if I couldn't talk to foreigners who speak English. □ □ □ □ □

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. Because it is an international language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. To use English to meet different people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. It will be required by my future employers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Answer the following questions with yes, no, or not sure:

- | | Yes | No | Not Sure |
|--|--------------------------|--------------------------|--------------------------|
| 1. Have you sometimes taken unfair advantage of another person? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are you always willing to admit when you make a mistake? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you sometime feel resentful when you don't get your own way? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are you always courteous, even to people who are disagreeable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

— **Please continue to answer the questions.**—

- 1 = Never or almost never true of me
 2 = Usually not true of me
 3 = Somewhat true of me
 4 = Usually true of me
 5 = Always or almost always true of me

Third Part:

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I listen to English radio programs regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When I watch English TV programs or movies, I pay attention to the contents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I read English newspapers and magazines regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I write e-mails or correspond with others in English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I keep a personal journal in English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I seek opportunities to speak English outside the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. I often use English learning sources on the internet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I participate in tutorial or extra classes to learn English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I read English grammar books and do grammar exercises. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I work to learn how to pronounce English words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

—Please continue to answer the questions. —

- 1 = Never or almost never true of me
 2 = Usually not true of me
 3 = Somewhat true of me
 4 = Usually true of me
 5 = Always or almost always true of me

Fourth Part:

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I can learn English independently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I know my English learning goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I can use many different resources to aid my English learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I manage my English learning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I have a plan for English learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I use what I have learned in English in writing and conversation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I evaluate my English learning outcomes regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I reach my English learning goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I know how to solve English learning problems when I encounter them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I learn English every day outside English classes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I try to relax when I talk in English. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Fifth Part:**1 2 3 4 5**

1. I constantly attempt to improve myself.
2. Lifelong learning is important to me.
3. I have a strong motivation to learn my major courses.
4. I keep myself informed of new things.

— Please continue to answer the questions.—

Answer the following questions with yes, no, or not sure:

- | | Yes | No | Not Sure |
|---|--------------------------|--------------------------|--------------------------|
| 1. Have there been occasions when you took advantage of someone? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are you quick to admit making a mistake? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you sometimes try to get even rather than forgive and forget? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are you always a good listener, no matter whom you are talking to? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Short-Answer Questions:

1. Which out-of-class English learning activity, will you be interested in?
2. Is your English ability better, or worse, now than when you were in senior high school? Why?
3. What factor, other than listening, speaking, reading, and writing more, is most important to your learning English well?

—Please continue to answer the questions.—

Personal Information:

1. Male Female

2. Age: _____

3. Major: _____ Freshman Sophomore Junior Senior

4. What was your raw score in the Math subject of the entrance exam?

5. What was your raw score in the English subject of the entrance exam?

6. What was your final English score from last semester? _____

7. Please write the single most important career goal to you: _____

(For example: accountant, librarian, pharmacist)

8. Do you participate in English tutorials or extra English classes? Yes No

9. Does anyone in your family speak English? Yes No

10. Have you ever traveled and studied in English speaking countries? Yes No

11. When did you start to learn English?

from pre-school 1st grade 2nd grade 3rd grade

4th grade 5th grade 6th grade 1st year in junior
high school

12. Your favorite subject in school now: _____

13. Parents' highest education:

elementary school or below elementary school junior high school

senior high school junior college bachelor Master Doctor

****This is the end of the questionnaire. Please make sure that you answered all the questions. Thank you.****

APPENDIX J

Self-Directed Learning Skills Scale by Ayyildiz and Tarhan (2015)

Dear students,

This questionnaire has been developed to measure your learning skills. The answers you provide are of great importance to the assessment of your self-directed learning skills.

After reading each sentence carefully, please mark the appropriate option from among the options of Strongly Agree, Agree, Partially Agree, Disagree and Strongly Disagree with an (X) to indicate how much you agree or disagree with the statement in the sentence.

In this study, your surname will be symbolically defined and your personal information will be kept confidential.

Thank you for your contribution.

Name—Surname:

Sex: Female() Male()

School:

Grade:

Please mark how much you agree or disagree with the statement in the sentence	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1. I take notes about important points when learning a new subject					
2. I believe that I can learn a lesson, no matter how it is complicated					
3. I should use the internet for learning purposes, instead of having a good time					
4. I make use of different learning strategies depending on the properties of the subject I am going to learn					

Please mark how much you agree or disagree with the statement in the sentence	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
5. I can solve the problems I encounter during learning based on cause and effect relationship					
6. I have difficulty relating the information I have learned in the lessons to the daily life					
7. My friends say that I suggest interesting new ideas while discussing the learning process					
8. The result of an examination is not an indicator of my learning achievement					
9. I organise my study hours by making plans					
10. I underline the important parts while reading a text					
11. I am aware that the knowledge that I obtain when I study immediately before the examination is not permanent					
12. If I can relate the new concepts to old knowledge, the learning is successful					
13. I question the information in the books I make use of					
14. If I am motivated for learning, any distracting factors do not sidetrack me from my objective					

Please mark how much you agree or disagree with the statement in the sentence	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
15. I pay attention to establish relations between concepts when I learn a subject					
16. After each learning process, I think about what I should do to be more successful					
17. During each learning process, I question myself regarding whether I have made use of the internet for my purposes					
18. I hold myself responsible for my learning					
19. I would like my hobbies during my leisure time to be didactic					
20. I must know clearly and implicitly the objectives of the new subject to be learnt					
21. After each lesson I question whether I used the course materials adequately and systematically					
22. I always assess my achievements in the exercises/ homework I completed					
23. To learn a new subject without difficulty, I should learn related previous subjects well					
24. Generally, I try to finish my homework at the last moment					

Please mark how much you agree or disagree with the statement in the sentence	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
25. When I want to learn a new subject, I know which learning resource I should use					
26. I begin to worry that I could not solve the problems that I encounter					
27. I cannot establish accurate hypotheses about the event or problems in the subjects that I have learnt					
28. I believe that active participation in the learning process ensures the permanency of my knowledge					
29. After each learning process, I assess whether I achieved the objective and outcomes I identified at the beginning					
30. Instead of feeling despair when I encounter a difficult subject, I think about what I should do					
31. While planning a new day, I prioritise time for learning					
32. I review the previous knowledge that forms the basis for the new subject when I start to learn something new					
33. I can produce alternative methods to reach solutions when I solve a problem					

Please mark how much you agree or disagree with the statement in the sentence	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
34. I have difficulty using different learning strategies in the learning process					
35. After each learning process, I assess which of the learning resources I used was more efficient					
36. Generally, I have difficulty in integrating information I obtained from different resources					
37. I believe in the importance of playing an active role in learning					
38. I have difficulty accessing the information I seek in an equipped library					
39. The important thing is not what I learn, but whether I've got a passing grade					
40. I motivate myself by thinking about the outcome I will obtain at the end of a learning process					

BIOGRAPHY

Name	Miss Maythaporn Tangkanchanayuenyong
Date of Birth	November 16, 1993
Educational Attainment	2016: Bachelor of Education (English)
Work Position	English teacher

Work Experiences	The present position: English teacher Srinakarinwirot University Prasarnmit Demonstration school (Secondary)
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