

ขั้นเริ่มต้นของการเรียนรู้ด้วยตนเอง กรณีศึกษาจากการประเมินตนเอง ของนักศึกษามหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี¹

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บทคัดย่อ

ขั้นเริ่มต้นของการเรียนรู้ด้วยตนเอง คือการชักนำให้ผู้เรียนสามารถเรียนด้วยตนเองนอกห้องเรียน และจูงใจให้ผู้เรียนสนใจเรียนรู้ตลอดชีวิต เพื่อให้บรรลุวัตถุประสงค์จึงจำเป็นต้องจัดการสอนที่เน้นให้มีการให้คำปรึกษาระหว่างการเรียน เพื่อสามารถกระตุ้น และส่งเสริมให้ผู้เรียนมีแนวทางการเรียนแบบพึ่งตนเอง

ในกรณีศึกษานี้ผู้วิจัยทำการวิจัยกับนักศึกษามหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรีที่ลงทะเบียนเรียนวิชา LNG 104: Content-based Language Learning I จำนวน 248 คน เพื่อศึกษาทัศนคติ และการประเมินตนเองของนักศึกษา หลังจากได้รับการฝึกฝนให้รู้วิธีที่จะเรียนด้วยตนเอง ผลการศึกษาพบว่า นักศึกษามีความมั่นใจในการพัฒนาศักยภาพของตนเองที่จะเป็นผู้ที่สามารถเรียนได้ด้วยตนเอง

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Initial Step to Autonomous Learning: A Case Study from the Self-evaluation of KMUTT Students ¹

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Abstract

The initial step of autonomous learning is to gear learners to be self-directed and to inspire them for life-long learning. In order to reach the goal, it is necessary to provide a course in which a large scale of consultations is provided to activate and also support the self-directed learning style of learners.

As a case study, we conducted research with 248 KMUTT students who attended LNG 104: (Content-based language learning I) to investigate the students' attitude and self-estimation after they had been trained a self-directed learning style. The result of the study shows that they were confident in developing their potential as self-directed learners.

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1. Background

As Willis [1] said learning is a gradual, organic process and will happen even without a teacher. We think that teaching methodology tends to give much importance on autonomous learning. Autonomy is “a capacity for detachment, critical reflection, decision-making, and independent action” [2]. We agree with Little who argues that “if learners are to develop mastery of the range of discourse roles that characterizes the autonomous language user, those roles must be available to them in the classroom”.

Most language curricula currently promote autonomous learning. As the first step, learners are persuaded to be self-directed through the learning processes. Self-directed learning may be defined as “the techniques used in order to direct one’s own learning” [3]. It is known that the teaching methodology which emphasizes a self-directed learning atmosphere is task-based. The aim of the task is to “create a real purpose for language use and provide a natural context for language study” [1].

English language curricula at King Mongkut’s University of Technology Thonburi (KMUTT) are distinctive for that particular self-directed learning atmosphere. The sample course where the sense of self-directed learning is provided is LNG 104: Content-based Language Learning I. In the learning process, the students, as in groups, select an interesting topic, search for information, write essays and present them in the form of a magazine or by designing an e-zine for a website. They are given opportunities to find their own learning path by weekly reporting the topic progress to the consultant, the teacher. In other words, although students do tasks independently, the teacher still has overall implicit control through their consultations with the students.

According to Tudor [4], “Consultations are meaningful to build up self-directed abilities in learners. They will provide “a valuable set of guidelines to the way in which learners’ subjective needs may be accommodated”. It is therefore believed that the sense of self-directed learning style will be gradually, step by step, embodied in learners through this type of teaching methodology.

Promoting learners’ sense of self-directed learning is not a common task. However, if it has been raised as a long-term embodiment through consultations, it would be worthwhile that students can develop their autonomous learning style. By developing the learners’ freedom, this will enable them to act more responsibly in running the affairs of society in which they live [2]. This means that learners achieve self-responsibility, self-discipline and self-motivation for their life-long learning.

2. Purpose of the study

This study investigates the presently enroll LNG104 students’ attitudes on whether and how much self-confidence they have in autonomous learning at the end of the course, compared with attitudes of the students who had passed the course the previous semester. It also studies whether students regarded teachers’ consultations helpful for their self-study or not and what topic of consultations were helpful to them.

3. Hypothesis of the study

This study sets two hypotheses after studying LNG 104 which emphasizes self-directed learning through teachers’ consultation;

1. The students were confident in studying autonomously.
2. Teachers’ consultations were considered helpful to the students in working autonomously and

grammar check was positively regarded.

4. Methodology

This section aims to give an overview of the research methodology: subjects, instruments and data analysis.

4.1 Subjects

The subjects of this study were 248 KMUTT volunteer students. They were classified into two groups according to the time they enrolled. There were 140 subjects in group one who were studying LNG104 in the second semester of 2004 and 108 subjects in group two who had previously passed LNG104 in the first semester of 2004. Both groups were mixed-ability students.

4.2 Instruments

A questionnaire was administered at the end of the semester (see Appendix). It consisted of six sets of questions; the first five sets concerned the ability of self-studying, adopted from the concepts of autonomous learning by Lee [8] and Gardner and Miller [7]. Each set was a rating-scale and was administered to study the students' attitudes whether and how much self-confidence they had in studying several topics on their own. The students were asked to rate their ability in these areas with a five-point rating-scale: 5 = excellent, 4 = very good, 3 = average, 2 = poor, 1 = very poor. The sixth set was an open-ended question which asked for suggestions that could help them to develop more autonomous learning.

4.3 Data analysis

The data collected were analyzed using SPSS program and t-test.

5. Literature review

5.1 Autonomy

To Holec [5], autonomy is defined as “the ability to take charge of one’s own learning”. Little [2] states that autonomy refers to learners who enjoy a high degree of learning freedom. Dam cited by Sinclair [6] puts forward the idea that autonomy is characterized by a readiness to be entirely responsible for one’s own learning in the service of one’s needs and purposes. This “entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person” [6].

From the above mentioned definitions of autonomy in language learning, it could be briefly said that autonomy means the learner’s capacity or ability to make decision about their own learning. This capacity will be displayed both in the way the learners learn and in the way they transfer what has been learned to a wider context [2].

Moreover, according to Gardner and Miller [7], autonomy language learners will be able to initiate the planning and to implement their own learning program. They set themselves specific targets and goals and try to achieve these goals by taking opportunities both in and out of the classroom. This “pushes learners move from the unconscious performance of a task to fully self-organized learning” [7]. Lee [8] states that “learner autonomy consists in making decisions in learning, including setting objectives, defining contents and progressions, selecting methods and techniques, monitoring the procedure, and evaluating the outcome of learning”. This implies that learners can work on their own pace and know what, when, why, how and where to learn. Therefore, learning how to learn is a crucial and central component of all autonomous learning schemes [2].

To persuade learners to become autonomous learners is not incredible nor an unreachable concept. The initial step of autonomy can be promoted through authentic classroom communication. Classroom communication plays an important role in the language learning process. If the target language is used as a mean of classroom communication, it must be real to the learners in the sense that they are engaged in producing and understanding meanings which are important to them. This shows that learners begin to join “a scheme that is explicitly devoted to the promotion of autonomous language learning” [2].

5.2 Task-based approach

To Ellis [9], communicative language teaching (CLT) aims to develop learners’ abilities in the use of language for real communication. Tasks have been implemented to make language teaching more communicative. Tasks, therefore, are an important feature of CLT. Regarding Nunan cited by Ellis [9], a communicative task is “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form”. Prabhu cited by Ellis [9] says that a task is “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process”.

A task-based curriculum provides the basis for an entire language curriculum. It involves “making decisions about what tasks learners will do and the order in which they will perform those tasks” [9]. Willis [1] mentions that task-based teaching shows “how tasks can be used as the central focus in a supportive methodological framework”.

Learners perform the task and study the language arising naturally out of the task cycle.

Ellis [9] states that the task-based approach reflects “the role of meaning-based activity, the need for more learner-centered curricula, the importance of affective factors, the contribution of learner-training, and the need for some focus on form”. According to this reflection, the task-based approach aims at making learners more effective and self-directed in their language learning. The approach ensures that learners are actively involved, and that they are taking the kinds of decision in the classroom [10]. This approach, therefore, provides some aspects to develop autonomy since the learners are encouraged to start accepting responsibility for their own learning [2].

A teacher has an important role in facilitating the process of personal discovery, which “is a natural outcome of self-directed learning” [2]. It is crucial for the teacher to establish a good relationship with students, supporting and guiding them in their learning, e.g. helping them formulate their goals more clearly, providing feedback, encouragement, and reinforcement. In other words, the teacher’s aim is to help learners to become aware of the alternatives available for them so they will be able to find their own path to learning [4].

5.3 Consultations

Kelly [11] states that “counseling is essentially therapeutic dialogue that enables an individual to manage a problem”. Regarding Kongchan [13], consultation refers to the relationship between two people: “one needing an opportunity for talking over problems and the other having the sensibility and maturity to understand and having the necessary knowledge and skills to enable a solution”.

In a communicative language teaching classroom, regarding the statements of Gardner and Miller [12], which is the teacher's role has been changed from a person who manages the traditional classroom to a counselor who stands aside and supports learners, consultation provides learners to talk about their goals, study plans, learning process, problems, solutions and achievement to further their own studies [13].

According to Kelly [11], language counseling is a particularly useful process for learners' autonomous development: learning about learning, consultation is regarded as a crucial instrument to support and promote self-directed and self-managed language learning. Through consultations, thus, learners are persuaded to find their path and pace of learning. As a teacher, to consult is to give advice or suggestions to learners in order to encourage them to be more engaged in their learning and more aware of their learning needs [14].

Counselors are central to self-directed learning. Counseling can reduce problems caused by unsuccessful and discontented learners which are often costly in the long term [12]. Counseling, therefore, requires teachers to make "significant shifts in their attitudes and perceptions of the teacher-student relationship" [12]. Moreover, it needs those who are prepared to "give advice, offer suggestions, or answer questions for information on a variety of levels from the same or different

learners" [12].

In this study, the subjects studied LNG104 with the researchers. Normally, teachers who teach this course advised their students on the same basis that they have freedoms in choosing their own topics of projects. The teachers advised them only in searching information, planning in steps of working, and grammatical mistakes

6. Findings

1. The students were confident in studying autonomously.

According to the data from the questionnaire, all the subjects in the study were confident in their ability to study on their own when they were asked to estimate their ability in several aspects as follows:

The students were confident in working out their assignment.

The subjects answered that they were confident in these topics: planning their own schedule to finish work on time, accomplishing their own part in group work, discriminating the information that is relevant to their project and being able to estimate good characteristics of a good report.

From the total score of 5 marks per topic, the result came out that all of the subjects were quite confident in working autonomously since the means of the answers were between 3.65 and 3.98 as seen in Table 1 below.

Table 1 The self-rated ability in working autonomously

Ability	N	Mean	S.D.
1. Planning work schedule	248	3.73	0.77
2. Accomplishing own part	248	3.98	0.75
3. Discriminating relevant info.	248	3.71	0.71
4. Estimating good report	248	3.65	0.68

For further study in detail, the results from the subjects were compared between group one who were studying LNG 104 at almost the end of their course and group two who had already passed this course the previous semester. When studying the details of the separate groups, the highest scores from group one were in the confidence of accomplishing their own part in group work with a

mean of 3.98. In group two the same ability was rated slightly higher with a mean of 3.99. For the second highest scores, the subjects in group one thought that they could discriminate appropriate information for their topic and the subjects in group two thought that they could plan to finish their work on time. The details of the comparison are shown in Table 2 as follows:

Table 2 Comparison of self-rated ability in working autonomously from separate groups

Ability	Group	N	Mean	Std. Deviation	Std. Error Mean
1	1	140	3.6571	.7845	.0663
	2	108	3.8333	.7550	.0727
2	1	140	3.9857	.7295	.0617
	2	108	3.9907	.7913	.0761
3	1	140	3.7714	.6926	.0585
	2	108	3.6389	.7293	.0702
4	1	140	3.7143	.6920	.0585
	2	108	3.5833	.6715	.0646

From the analysis, the rated scores are slightly varied between the two groups of subjects. Group one rated a little bit higher confidence than group two in ability 3 and 4 but group two rated a little bit higher confidence than group one in ability 1 and 2, but there is no significant difference at .05 level.

1.1 The students could acquire the source of information for their assignment.

As seen in Table 3 below, the subjects rated their confidence in acquiring the source of information between the means of 2.56 and 4.02. They informed that they felt most confident in searching for relevant documents for their assignment from the English web sites (at a mean of 4.02). The other

sources that the subjects felt less confident in searching for information were the libraries in KMUTT and CALL materials respectively. They felt the least confident in searching for information from the libraries outside KMUTT (at a mean of 2.56).

When studying the details, the highest scores from both groups showed that the subjects in group one felt most confident in finding information from English web sites at a mean of 4.13 and the subjects in group two rated it at a mean of 3.87.

From the analysis, the rated scores from the two groups are in the same trend. The second group of subjects rated slightly higher confidence than the first group in acquiring every source except for

English web sites, but there is no significant difference at .05 level.

The comparison of results from separated groups is shown in Table 4.

Table 3 Confidence in acquiring the source of information

Source	N	Mean	S.D.
1. Libraries in KMUTT	248	3.24	1.01
2. SALC in KMUTT	248	2.79	1.05
3. Libraries outside KMUTT	248	2.56	1.11
4. English web sites	244	4.02	1.01
5. Media: TV, tape, VDO, etc.	248	2.73	1.13
6. CALL	238	3.05	1.24

Table 4 Comparison of confidence in acquiring source of information from separated groups

Source	Group	N	Mean	Std. Deviation	Std. Error Mean
1	1	140	3.1357	1.0263	0.0867
	2	108	3.3796	1.9927	0.0955
2	1	140	2.5714	1.0398	0.0879
	2	108	3.0926	1.0003	0.0963
3	1	140	2.4214	1.0933	0.0924
	2	108	2.7407	1.1305	0.1088
4	1	137	4.1314	1.9987	0.0853
	2	107	3.8785	1.0252	0.0991
5	1	140	2.5714	1.0938	0.0924
	2	108	2.9444	1.1506	0.1107
6	1	133	2.9398	1.2718	0.1103
	2	105	3.1905	1.2017	0.1173

1.2 The students were confident in conducting research/ self-study

The subjects were asked to rate their confidence in doing several tasks to accomplish their research or self-study. As shown in Table 5, the students showed high confidence in doing all the tasks since the rated means were between 3.60 and 3.46. The students showed most confidence in setting up the objective of the study at a mean of 3.60. The second highest score was from the task of selection of study method. The lowest task rated was the

selection of subject, place and time of research or selection of reference with a mean of 3.46.

When further analyzed in details of separated groups, it is noticeable that the confidence rated by group two was higher than group one in tasks 4, 5 and 6 that were selection of subjects, time, place/ reference, creating of questionnaire and analysis, interpretation and comment respectively. Nonetheless, there was no significant difference at .05 level. The comparison between the two groups is shown in Table 6.

Table 5 Confidence in conducting research/self-study

Task	N	Mean	S.D.
1. Identifying topic	248	3.54	0.75
2. Setting up objective	248	3.60	0.70
3. Selection of study method	248	3.57	0.79
4. Selection of subject-place-time/reference	248	3.46	0.77
5. Creating questionnaire	248	3.52	0.83
6. Analysis, interpretation, and comment	248	3.49	0.74

Table 6 Comparison of conducting research/self-study from separated groups.

Task	Group	N	Mean	Std. Deviation	Std. Error Mean
1	1	140	3.5500	0.7328	0.0619
	2	108	3.5185	0.7792	0.0750
2	1	140	3.6429	0.7204	0.0609
	2	108	3.5463	0.6751	0.0650
3	1	140	3.5786	0.8053	0.0681
	2	108	3.5556	0.7653	0.0736
4	1	140	3.4143	0.7295	0.0617
	2	108	3.5185	0.8258	0.0795
5	1	140	3.4500	0.8164	0.0690
	2	108	3.6019	0.8421	0.0810
6	1	140	3.4643	0.7530	0.0636
	2	108	3.5185	0.7167	0.0690

1.3 The students were confident in reporting their own study

The subjects informed that they could report their work with high confidence since the means of rated score were between 3.63 and 3.46. They answered that they were confident in doing an oral

presentation with visual aids; writing the outline of the report including the essential parts such as the introduction, the main body, and the conclusion. They could also create charts and describe them with confidence. The rating of confidence in each task is presented in Table 7 below.

Table 7 Confidence in reporting tasks

Task	N	Mean	S.D.
1. Oral presentation with visual	248	3.59	0.77
2. Writing outline	248	3.63	0.73
3. Writing introduction	248	3.46	0.72
4. Writing main body	248	3.49	0.74
5. Creating charts	248	3.56	0.76
6. Writing conclusion	248	3.50	0.68

When compared between the groups, it is also noticeable that the subjects in group two rated a little bit higher confidence than group one in every reporting task except writing the introduction and the

main body of the report; group one rated higher. However, there is no significant difference at .05 level. The details of the comparison are shown in Table 8 below.

Table 8 Comparison in reporting tasks from separated groups

Task	Group	N	Mean	Std. Deviation	Std. Error Mean
1	1	140	3.5143	.78186	.06608
	2	108	3.6852	.75688	.07283
2	1	140	3.6143	.67414	.05698
	2	108	3.6389	.79082	.07610
3	1	140	3.4786	.69394	.05865
	2	108	3.4444	.75298	.07246
4	1	140	3.5000	.74428	.06290
	2	108	3.4722	.72934	.07018
5	1	140	3.5357	.76253	.06445
	2	108	3.6019	.76047	.07318
6	1	140	3.4429	.69190	.05848
	2	108	3.5833	.65745	.06326

2. *Teachers' consultations were considered helpful to the students in working autonomously and grammar check was positively regarded.*

As it is accepted that the teacher's role is very important in leading the students step by step to autonomous learning, teachers' topics of consultation during the course were investigated. This was to find whether, and how much, the consultations prepared them to be autonomous learners.

From the data collected, the students thought that consultations with teachers were highly

helpful to them in working autonomously since they rated them between the means of 3.74 and 3.48. Of all topics of consultation, the students thought that grammar check helped them the most (mean = 3.82). Other consultations that they thought helpful concerned outline planning (mean = 3.74) and reference resource (mean = 3.61). Other topics of consultation such as the topic of study or research, listing references and skill development resource were also rated highly. The result is shown in Table 9 below.

Table 9 Teachers' consultation that helped in working autonomously

Consultation	N	Mean	S.D.
1. Topic of study/research	248	3.59	0.84
2. Reference resource	248	3.61	0.87
3. Skill development resource	248	3.48	0.88
4. Outline planning	248	3.74	0.78
5. Grammar check	248	3.84	0.93
6. Listing references	248	3.57	0.84

As seen in Table 10 when the results of both groups were compared, the first group rated topics of consultation in outline planning, grammar check and listing reference a little bit higher than group two. On the other hand, group two rated topics of

study/ research, reference resource and skill development resource a little bit higher than group one. When the results were compared, they were not significantly different at .05 level.

Table 10 Details in groups of consultation rating

Topic	Group	N	Mean	Std. Deviation	Std. Error Mean
1 Ability in autonomous learning	1	140	3.3571	.8247	.0697
	2	108	3.6389	.8588	.0826
2 Source of information	1	140	3.5714	.8236	.0696
	2	108	3.6667	.9273	.0892
3 Confidence in conducting research / self-study	1	140	3.4286	.8744	.0739
	2	108	3.5463	.8795	.0846
4 Confidence in reporting	1	140	3.7929	.8179	.0691
	2	108	3.6759	.8341	.0706
5 Area of consultation which helped in autonomous learning	1	140	3.8643	.9537	.0806
	2	108	3.8148	.9084	.0874
6 Suggestions to develop more autonomous learning	1	140	3.6214	.8264	.0698
	2	108	3.5093	.8592	.0827

The last question was open-ended, asking the subjects to give other suggestions. Only three subjects answered. They suggested studying English from movies, studying more with native speakers, and going for a short course abroad.

7. Discussion

Due to the fact that the results from both groups of subjects were not significantly different, it can be assumed that the subjects had similar attitudes and opinions concerning autonomous learning.

From the results as shown above, all of them stated that they were confident in working autonomously. In particular, they said that they were highly confident in accomplishing their own part in group work; acquiring information from English web sites; setting up the objective of their research/self-study; and writing the outline of the report.

However, this point should be further studied for more accurate information.

The only weak point that was rated the lowest- just a little bit more than half of the total score- was their confidence in acquiring the source of information in libraries outside KMUTT (mean = 2.56, from Table 3 above). This could be interpreted that the students rarely explored other libraries. On the one hand, it might be due to the location of KMUTT being far from other universities. On the other hand, students might think that they could acquire enough information from the Internet so it was not necessary to go outside. The fact that they rated the highest in English web sites (mean = 4.02, from Table 3) accordingly supports the second interpretation.

Overall, these results show that the students who were studying LNG 104 at almost the end of the

course and those who had just passed the course in the previous semester were confident in studying on their own; that is, conducting a research/self-study and reporting it in form of oral presentation and written article. These findings evidently support the first hypothesis of the study.

The other findings also support the second hypothesis that teachers' consultations were considered helpful to the students in working autonomously and grammar check was positively regarded. As for teachers' consultations which are one essential instrument in the course to activate and also to support the self-directed learning style of learners, the results showed that the students from both groups thought that these consultations were highly helpful to them, especially grammar check (as shown in Table 9 above).

It is interesting to see that the students in group one who were studying LNG104 in the second semester of 2004 and students in group two who had studied LNG104 in the first semester of 2004 had slightly different scores in rating. Whereas group one rated lower than group two for the consultations to start a research such as topic of ability in autonomous learning, source of information, and confidence in conducting research/self-study, they rated higher than group two other topics to develop a research such as confidence in reporting, area of consultation which helped in autonomous learning, and suggestions to develop more autonomous learning (as shown in Table 10 above). This could be interpreted that as group one had already settled the topic of study and searched for information, they would consequently need fewer consultations for the starting steps of the research but needed more consultations to develop it. The opposite situation occurred with group two

who might have been planning a new research for other courses so group two might need more consultations because they are working for a new project. Therefore, they rated slightly higher than group one on the consultations to set their own goal. From these results, it could be interpreted that the desirable topics of consultation that activate and support students' autonomy depend on the stage of their working. Nonetheless, the consultations should include grammar check, outline planning, reference resource, topic of study/ research, listing references, and skill development resource respectively. These consultations are actually initial steps to guide the students towards autonomous learning.

Especially for the consultation about grammar check, it was not regarded as only positive but as the most helpful (mean = 3.84 from Table 9) for both groups in their working autonomously. This finding may contrast with complaints from students about boredom of studying grammar. In fact, the rating reflects anxiety and need of grammatical knowledge among students. So, new styles of teaching and learning grammar should be applied to avoid boredom. It is reasonable to assume from the findings that since the students were confident most in acquiring information from the web sites, teachers should recommend web sites about grammar as a supplementary source to students.

Moreover, it would be highly recommended that, if possible, the university supports teachers to develop more self-access grammar materials, preferably in the university web sites. This will make grammar more accessible to students in order to encourage their self-confidence and independency from teachers, and at the same time, promote their learning autonomy.

8. Suggestions for further study

This study is limited to self-evaluation of KMUTT students who studied an English course (LNG104) in 2004 so the researchers would like to suggest that other studies could be conducted with students in other fields of study and also in other institutes. Moreover, further studies may include students' performance, interviews, and students' final work. The results of these studies would be profitable in planning teachers' consultations that support and encourage students step by step to achieve the goal of autonomous learning.

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Appendix: Questionnaire to investigate students' attitudes

After studying LNG 104, the students were asked to rate their confidence in their ability in these areas with the following scales:

5 = excellent, 4 = very good, 3 = average, 2 = poor, 1 = very poor.

1. Your ability in autonomous learning:
 - a. You can plan by yourselves to hand-in your report on time.
 - b. In group work, you can accomplish your part.
 - c. You can discriminate between information that is relevant for your topic.
 - d. You can estimate good characteristics of a good report.

2. The source of information that you could acquire:
 - a. Printed documents in faculty libraries or the central library in KMUTT
 - b. Printed documents at Self Access Language Center at the School of Liberal Arts
 - c. Printed documents at other university libraries or other libraries outside KMUTT
 - d. English web sites
 - e. Other media such as TV, video, tape
 - f. Computer Assisted Language Learning (CALL)
 - g. Other

3. Your confidence in conducting research/ self-study
 - a. Identifying topic for a research/ article
 - b. Setting up the objective in research proposal
 - c. Selection of appropriate study method
 - d. Selection of subject-place-time or references
 - e. Creating questionnaires, limit of data collection
 - f. Analysis of data, interpretation and comments

4. Your confidence in reporting your study
 - a. Oral presentation with visual aids
 - b. Writing outline of report
 - c. Writing Introduction
 - d. Writing Main Body
 - e. Creating charts and describing charts
 - f. Writing Conclusion

5. While studying LNG 104, what area of consultation with your lecturers helped you in autonomous learning and how much?
- a. Topic of study/ research
 - b. Reference resource
 - c. Skill development resource
 - d. Outline planning
 - e. Grammar check
 - f. Listing references
 - g. Other
6. Other suggestions that you think can help students to develop more autonomous learning.....