THE EFFECTS OF AUTONOMOUS LEARNING PROCESS ON PUBLIC SPEAKING ABILITY AND LEARNER AUTONOMY OF UNDERGRADUATE STUDENTS

Nida Boonma

A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY
in English Language Teaching
Graduate School of Human Sciences
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I.D. No. 5719504

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By: NIDA BOONMA

Field of Study: DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE TEACHING

Dissertation Advisor: ASST. PROF. DR. ROSUKHON SWATEVACHARKUL

Accepted by the Graduate School of Human Sciences, Assumption University in Fulfillment of the Requirements for the Doctor of Philosophy in English Language Teaching

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ABSTRACT

I.D. No.: 5719504
Key Words: LEARNER AUTONOMY, PUBLIC SPEAKING ABILITY, ENGLISH LANGUAGE TEACHING
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The objectives of the study were 1) to examine the effect of autonomous learning process on public speaking ability and learner autonomy of undergraduate students and its effect size; 2) to examine the effect of autonomous learning process on learner autonomy of undergraduate students in Public Speaking in English class and its effect size; and 3) to explore how learner autonomy is revealed through autonomous learning process in Public Speaking in English class.

This study employed a variant of mixed methods approach which is embedded experimental design. For this research design, a qualitative strand is embedded within a quantitative experiment to supplement the experimental design. A cluster sampling method was employed to select only section, and nineteen Thai students were included as the subjects of the study.

The students were trained in the Autonomous Learning Process (ALP) which is a 15-week training program involving learning strategy training based on the four dimensions of learner autonomy, speech training, and reflection training. The four dimensions of learner autonomy are technical, psychological, political-critical, and sociocultural. Quantitative data was collected from the Speech Tests (Pre- and Post-test) and the Learner Autonomy for Public Speaking (LAPS) questionnaire (pre-and post- questionnaire). Qualitative data was also drawn from the Overall Written Reflections after the speeches.

The findings revealed that 1) Public speaking ability of the students in the post-test significantly increased from the pre-test ($p = 0.00$) after the implementation of the ALP. The effect size is determined as large ($d = 2.33$); 2) the level of students' learner autonomy for public speaking in the post-questionnaire significantly increased from the pre-questionnaire ($p = 0.00$). Its effect is also large ($d = 1.28$); and 3) learner autonomy which was revealed through the ALP can be classified in five emerged themes. The themes are 1) use and plans of the learning strategies, 2) evaluation of learning and learning strategies, 3) increased positive emotions as compared to negative emotions, 4) capacity to provide/ receive ideas, praise, and criticism with sensitivity, and 5) sense of self-awareness and better understanding of self.

The study also provided recommendations for the teachers, education administrators, material developers, and for future research.

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Last, but not least, though cautiously I am in writing this dissertation, I bare full responsibility of any possible errors contained.

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CHAPTER I

INTRODUCTION

The chapter provides background of the study by describing the statement of the problem regarding learner autonomy and development of public speaking ability. Based on the statement of the problem and key variables, objectives of the study, research questions, objectives and hypotheses, definitions of terms, scope and limitations, assumptions, and significance of the study are stated.

1.1 Introduction

As Thailand enters into the Association of Southeast Asian Nations (ASEAN) Community, where English is regarded as one of the common languages, the ability to use English is an inevitably essential requirement for Thai students at all levels of education. In general, Thai students study English as a foreign language (EFL) for twelve years from primary to secondary school. Yet English language education in Thailand lags far behind other countries.

Comparing Thai students' English proficiency with the world, Thai students ranked 116th out of 163 countries for the 2010 Test of English as a Foreign Language (TOEFL). The Thai average score was 75 well below the international average at 80. Within ASEAN countries, Thailand was also behind Indonesia, Malaysia, the Philippines, and Singapore (Noom-ura, 2013). In a similar manner, for the EF English Proficiency Index, which ranks countries with regard to English skills, Thailand ranked 53rd in 2012 and dropped to 62nd out of 70 countries in 2015 dubbed "very low proficiency" (EF English Proficiency Index, 2015). Evidently, the problem of English language education in Thailand needs to be tackled. More progressive approaches in English language education are also called for so as to help Thai students compete in the world where English language is one of the predominant foreign languages.

The level of language proficiency directly relates to students' ability to communicate in English. For this reason, communication skills, particularly public speaking skills, are the main focus of this study. The rationale is that in the today's job market, majority of employers place communication skills as one of the most desired

required qualifications for new employees (Liao, 2014). Many employers also believed that new graduates did not have enough training in the areas such as speaking and listening, persuasion techniques, and interpersonal communication (Wardrobe, 2002). To meet the expectations of the job market, schools and universities across the world offer at least one course on public speaking or oral presentation skills for their graduates (Liao, 2014; Yamashiro & Johnson, 1997). Many classes in all fields of studies also incorporate individual and group presentations as part of teaching and learning. Despite the effort for students to have opportunity to engage in public speaking, many students still report fear of public speaking (Dwyer & Davidson, 2012).

Indeed, public speaking is viewed as a more advanced level comparing to other skills courses. A public speaking class can be quite demanding because it aims at fostering not only speaking skills, but also other skills such as social interaction, listening, analytical thinking, and reflecting. Students not only need to creatively and critically present their points, but they also need to possess the ability to engage the audience's interests, manage the audience, as well as critically assess others. The goals of the class therefore correspond to the mandatory educational framework prescribed by the Thai Ministry of Education's Thailand Qualification Framework for Higher Education or TQF in short (National Qualifications Framework for Higher Education in Thailand, 2006). One key component of TQF is expected learning outcomes of the students. Students are assessed in five main areas: moral and ethics, knowledge, cognitive skills, interpersonal skills, and analytical and communicative skills (National Qualifications Framework for Higher Education in Thailand, 2006). For students to arrive at these skills, effective teaching and learning methodologies to develop students' public speaking ability will therefore play crucial roles.

More importantly, under the Thai National Education Act (NEA) of B.E. 2542 (1999) which includes Higher Education, Thai Ministry of Education pushes towards student-centered classrooms rather than teacher-centered classrooms as part of educational reforms aiming at developing Thailand into a knowledge-based society and knowledge-based society economy (Office of the National Education Commission, 1999). For EFL classrooms in Thailand, many educators seem to struggle to provide such learning environment while students may also need to be prepared to handle such changes in classroom environment (Nonkukhetkhong, Baldauf, & Moni, 2006). To put simply, it is still a challenge to enhance Thai students' English skills when the language

they use in and out of class is exclusively Thai (Sa-ngiamwibool, 2010; Suwannoppharat & Chinokul, 2015).

Closely related to the student-centered approach is the notion of learner autonomy which many consider as one of the desirable educational goals (Cotterall, 1995a; Benson, 2007; and Borg, & Al-Busaidi, 2012). The most widely cited definition of learner autonomy is "the ability to take charge of one's own learning" (Holec, 1981: 3) which is believed to be a criterion for learning effectiveness (Benson, 2001). In the literature, the term 'ability' is used interchangeably with 'capacity' and 'take charge' is also used interchangeably with 'take responsibility for' (Benson, 2007) and 'control' (Benson, 2011). More importantly, autonomous learners have not only the ability but also the willingness to make choices on their own regarding their learning (Littlewood, 1996).

For the language learning context, however, learners' capacity to develop autonomy also entails psychological capacities (Little, 1991). Autonomy does not take place in vacuum either as it can be developed through social interactions with both their peers and their teacher (Murray, 2014). In this sense, autonomy is multifaceted which comprises several dimensions. First proposed by Benson (1997) and later extended by Oxford (2003), four dimensions of autonomy are technical, psychological, political-critical, and sociocultural which can be described as:

- Technical dimension focuses situational conditions of learner autonomy
- Psychological dimension focuses on learners' mental and emotional characteristics
- Political-critical dimension focuses on power, access, and ideology
- Sociocultural perspective focuses on social interactions

For this reason, this study aims to develop and explore the autonomous learning process to foster language learner autonomy for public speaking classrooms with a focus on the four dimensions based on Benson (1997) and Oxford (2003) as well as related literature. By doing so, the findings of the study can serve as guides for educators and students in language learning classroom in fostering learner autonomy as well as public speaking ability.

1.2 Statement of the Problem

1.2.1 Speech Anxiety

Unfortunately, public speaking is usually among the top rank for phobias. In fact, many commercial textbooks for public speaking courses often claimed that "people fear public speaking more than death". This statement was taken originally from a survey research on fears carried out by Speech Communication Association (1973). More recently, the study was replicated by Dwyer and Davidson (2012). The participants in the study were 815 undergraduate students at a large university in the U.S. who have yet to take public speaking. Over 60% of students in the study selected fear of speaking in front of a group before fear of financial problems and fear of death. Fear of public speaking or communication apprehension can be defined as "an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons" (McCroskey, 1977, p. 78). Despite high percentage of students suffering from communication apprehension, only few studies focus on strategies to help students overcome (Bodie, 2010).

Apart from communication apprehension, low self-esteem and the students' own belief of their accent is less than perfect are also considered factors contributing to students' foreign language anxiety (Hewitt & Stephenson, 2012). Moreover, according to Public Speaking Skills (n.d.), an online resource published by the British Council, common problems found in public speaking classrooms also include lack of confidence, speed of the speeches, aesthetic of the speeches, i.e. speeches are boring for the audience, appropriateness of style, and plagiarism of material. As a result, to understand students' needs for presentation skills, one needs to understand the various types of anxiety which include confidence and self-esteem issues faced by the students in the classroom.

Additionally, students also reported to lack confidence with regard to their language ability. In particular, when giving oral presentation, major concerns for students include unfamiliarity with the sound system of English, inadequate range of vocabulary, inability to form certain grammatical constructions, passive sentences, and reported speeches (Pathan, 2013). Such apprehension presented here can be resulted from students' language proficiency level. In other words, the findings imply that students of lower proficiency could be more apprehensive than the higher ones. This also linked to students' perception of their proficiency level.

Also, for speaking classes in the Thai context, many undergraduate students are reported lack of confidence to speak English with international speakers because they are concerned about making mistakes (Boonkit, 2010). In addition, unwillingness to communication in English also leads to the lack of confidence to speak, especially in the target language (Forman, 2005). For public speaking classes, students are to deliver individual speeches throughout the semester. Working individually can pose a challenge for Thai students as they are prone to have more group work rather than individual work. By nature, Asian classrooms tend to be collectivist (Hoftstede, 1991; Littlewood, 1999) implying that students may not be used to standing in front of the crowd and exercise their individuality. For this reason, public speaking is considered one of the most difficult tasks for Thai students regardless of their language proficiency.

1.2.2 Learner Autonomy and Public Speaking Ability

From the problems described above, this study aims to adopt the concept of learner autonomy into public speaking classes. For public speaking ability to be developed not only students learn how-to from classrooms but they also have to take personal journey into research, prepare, and rehearse speeches on their own outside of class. In this sense, a certain degree of learner autonomy is essentially applied because each speech depends upon students' responsibility and capacity to manage their own learning including their motivation to learn. At the same time, public speaking is a performance-based skill which requires interactions verbally and nonverbally with the audience. Therefore, autonomous learning process based on the four dimensions of learner autonomy to develop public speaking ability is the focus of this study.

To elaborate, in a technical dimension, the focus is placed on students' ability to manage their own learning which involves students' use of cognitive and metacognitive strategies as they plan, prepare, rehearse, and reflect on their speeches. The planning, preparation, rehearsal, and reflection process can also be viewed in a sociocultural dimension. Central to sociocultural dimension of autonomy is the use of social strategies and collaboration with group members. Through interactions with classmates such as audience analysis and peer feedback from audience, autonomy can also be developed as it is believed that autonomy can be fostered interdependently (Benson, 2007).

Moreover, development of public speaking ability also involves psychological dimension of learner autonomy. In this sense, besides learning management, students'

motivation and the ability to manage their emotion such as lowering their anxiety and boosting their confidence are fundamental for the development of public speaking ability and learner autonomy. Additionally, public speaking ability also encompasses personality and identity development. Especially for delivery of persuasive speech when students have to develop stance or standpoint, creativity and critical thinking skills are vital. Therefore, development of public speaking ability relates directly to political-critical dimension of learner autonomy.

Another aspect of classroom autonomy is the focus is on learners' interdependence and how knowledge is socially constructed (Littlewood, 1999). Collaborative learning activities can include group work for speech preparation and reflection activities such as peer feedback. As for the researcher's public speaking class, such use of feedback activities came to play initially as a means for classroom management. The goal was originally to get students to pay attention to other speakers and to listen to the speeches more actively. Basically, the feedback procedure was only the teacher's intuition. Surprisingly, the activities proved to be quite successful regarding classroom management as students did pay more attention and became more engaged with their peers' speeches. Students were also more productive as they were eager to receive feedback from their peers.

From Little (2007), pedagogical principles for learner autonomy include learner involvement, learner reflection, and appropriate target language use. For the public speaking class therefore classroom activities should also incorporate both learner involvement and learner reflection, as much as possible encouraged the use of the target language which is English in all activities. Teachers, on the other hand, should also try to help students find their own voice, or their identity, and confidence and at the same time to help students develop public speaking ability through classroom reflection activities.

The final issue regarding learner autonomy and public speaking ability development is that the literature combing these two areas is still scarce (Everhard, 2015). With available literature regarding specific skills and classroom autonomy, speaking skills, especially public speaking and oral presentation, are among the least explored area. To shed light on this underexplored area, this study aims to examine the effect of autonomous learning process on the development of public speaking ability and learner autonomy.

The research conceptual framework can be illustrated as follows:

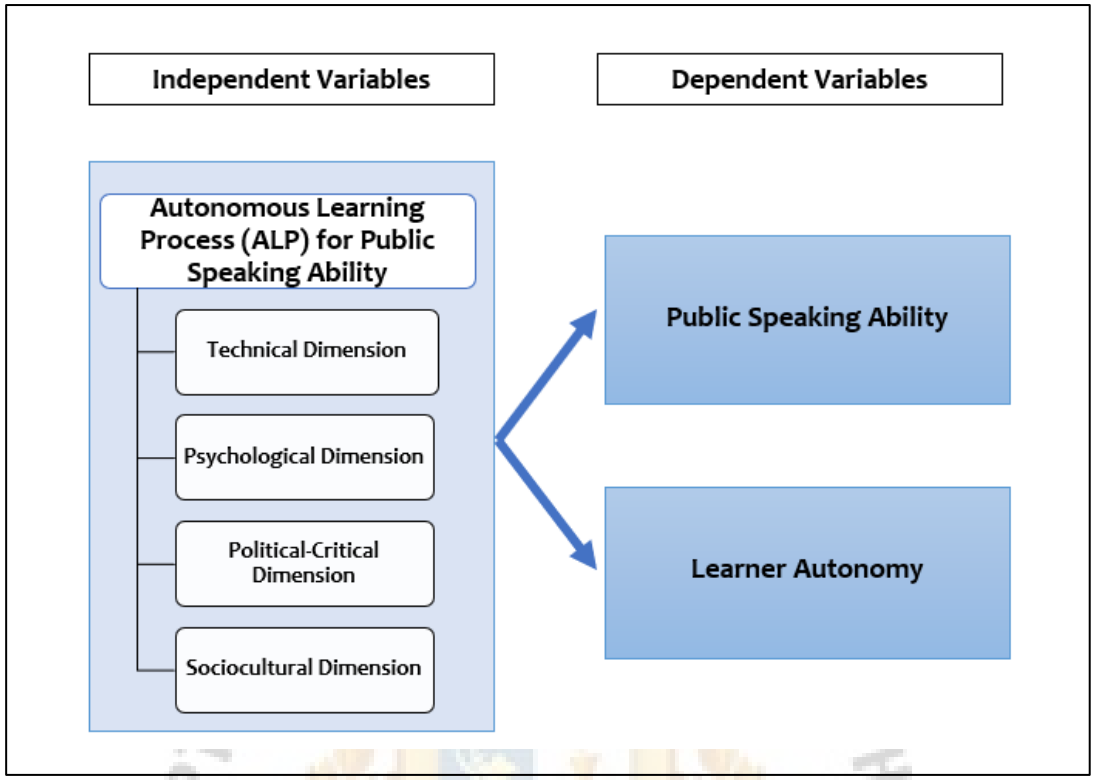

Figure 1.1 Research Conceptual Framework

The above research conceptual framework leads to the following research objectives, research questions, and hypotheses.

1.3 Objectives of the Study

The objectives in this study are:

1. To examine the effect of autonomous learning process on public speaking ability of Thai undergraduate students and its effect size.
2. To examine the effect of autonomous learning process on learner autonomy of Thai undergraduate students and its effect size.
3. To explore how learner autonomy is revealed through autonomous learning process in Public Speaking in English class.

1.4 Research Questions

The research questions in this study are as follows:

1. What is the effect of autonomous learning process on public speaking ability of Thai undergraduate students?
2. What is the effect of autonomous learning process on learner autonomy of Thai undergraduate students in Public Speaking in English class?
3. How is learner autonomy revealed through autonomous learning process in Public Speaking in English class?

1.5 Research Hypotheses

The research hypotheses corresponding to the first and second research objectives are:

1. Through the intervention of autonomous learning process, public speaking ability of the students in the post-test will significantly increase from the pre-test ($p = 0.05$).
2. Through the intervention of autonomous learning process, the level of students' learner autonomy for public speaking ability in the post-questionnaire will significantly increase from the pre-questionnaire ($p = 0.05$).

1.6 Definition of Terms

In this study, the important terms (in alphabetical order) are defined as follows:

1. **Autonomous learning process (ALP)** refers to a learning process for public speaking ability involving learner training in four dimensions of learner autonomy which are technical, psychological, political-critical, and sociocultural through reflection activities: written self-reflection, written peer feedback, and group interactive feedback.
2. **Group interactive feedback (GIF)** refers to small groups of 4-5 members formed in the class to provide verbal peer feedback on the speeches after the students completed their written self-reflection. Students can also obtain comments from the peers in the group on the ideas for the speeches.

3. **Learner autonomy** refers to learners' capacity to use cognitive, metacognitive, affective, and social strategy, with a sense of identity to learn public speaking in English independently and interdependently with their peers and to deliver speeches with confidence which display creativity and critical thinking skills. It will be measured by the Learner Autonomy for Public Speaking (LAPS) Questionnaire (pre-questionnaire, and post-questionnaire).
4. **Peer feedback** is defined as written feedback given anonymously to the speakers after completion of a speech task.
5. **Political-Critical Dimensions of learner autonomy** refers to learners' sense of identity which is exhibited through creativity and critical thinking skills in choosing the speech topics, developing stance and arguments especially in persuasion.
6. **Psychological dimension of learner autonomy** refers to learners' capacity to control over affective factors which includes the use of affective strategies, confidence and self- motivation to deliver their speeches.
7. **Public speaking ability** refers to students' ability to individually deliver prepared and organized speeches to audience with confidence, creativity, and critical thinking skills. It will be measured by Speech Test (pre-test and post-test).
8. **Sociocultural dimension of learner autonomy** refers to learners' capacity to learn interdependently through the use of social strategies and collaboration with their peers. This includes the processes of speech planning as well as providing and receiving feedback to and from their peers.
9. **Speech** refers to prepared talk, informative and persuasive, of approximately 6-7 minutes in front of the class. The types of speeches are informative and persuasive.
10. **Students** are defined as Thai full-time public speaking students enrolled in School of Arts, Assumption University
11. **Technical dimension of learner autonomy** refers to learners' capacity to use cognitive and metacognitive strategies to prepare, plan, rehearse, deliver, and reflect on their speeches.
12. **Written self-reflection** is defined as diary style written reflection by students after completion of their speech task. The areas of reflection include speech planning, preparation, rehearsal, delivery, as well as peer feedback received.

1.7 Scope of the Study

1. The population of this study consists of undergraduate students who enrolled in all sections of EN4233 Public Speaking in English class in the first semester of the academic year 2017 (from August to December of 2017). The number of students is 226 in 12 sections.
2. The subjects of the study consist of students in one section (19 students) of EN4233 Public Speaking in English, Business English Program, Assumption University.
3. The study aims to find the effects of autonomous learning process on public speaking ability and learner autonomy. The independent variable is autonomous learning process which consists of four dimensions of learner autonomy, namely technical, psychological, political-critical, and sociocultural. The dependent variables are the scores of students' speech tests and the level of students' learner autonomy.

1.8 Limitations of the Study

1. The data collected from students is within one semester only as public speaking is usually taken when students are on their last semester. Therefore, it is not possible to carry out the study longitudinally.
2. Sample size in this study is only one group of students (19 students). Generalizability of the findings, therefore, must be done with caution.

1.9 Assumptions of the Study

1. Students' English proficiency is adequate to reflect and provide feedback in English.
2. Students are honest in their reflection and feedback as well as in the questionnaires because their anonymity is ensured. Also, since the teacher/research is accessible and available for students, rapport can be built and mutual trust can be gained.
3. Genders of the students are not taken into consideration as indicated in the literature that there is no difference in the level of learner autonomy between male and female (Varol & Yilmaz, 2010).

1.10 Significance of the Study

If the hypotheses are accepted, the significance of the study can be threefold which are theoretically, pedagogically, and practically.

1. Theoretically, to develop students' public speaking ability, all four dimensions of learner autonomy are integrated in the holistic manner. Moreover, the higher level of learner autonomy indicates the significance of the learner autonomy in the development of public speaking ability. Therefore, the relationship between learner autonomy and public speaking ability is established.
2. Pedagogically, concerning public speaking ability improvement, the findings can provide better insight into pedagogical methods, teaching materials, and classroom activities for public speaking classes as well as classes which require oral presentations. With an integration of public speaking ability improvement and learner autonomy development, the findings of this study can shed light on the underexplored areas of learner autonomy in public speaking and oral presentation classes. Additionally, the findings can pave way for further research on learner autonomy and public speaking ability which can be applied to various ELT classrooms to promote learner autonomy.
3. Practically, regarding learner autonomy development, the questionnaire developed for the study to measure the level of learner autonomy can be beneficial since it can be utilized in future research as well as for administrative and teaching purposes. The findings can be useful for teachers and administrators to integrate the development of learner autonomy and autonomous learning into the curriculum.

CHAPTER II

REVIEW OF LITERATURE

This chapter begins by reviewing related literature to provide theoretical background of the study. Learner-centeredness Theory is first reviewed, followed by Learner Autonomy its dimensions and reflections, measurement of learner autonomy, issues of public speaking ability and its assessment, learner autonomy and public speaking ability development, and related research studies.

2.1 Learner–Centeredness Theory

The concept of learner-centeredness started in the 1970s with prominent scholars such as Nunan (1988) and Tudor (1993, 1996), as explained in Benson (2012). McCombs and Whisler (1997) described the concept of learner-centered as "the perspective that couples a focus on individual learners - their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and need - with a focus on learning" (p. 9). In this regard, learner-centered classrooms are classrooms where students are actively involved in their own learning processes (Nunan & Lamb, 2001). This type of classroom also suggests that students take responsibility of creating knowledge and understanding from their own discovery (Knowlton, 2000; Nunan, 1999). Essentially, for language programs to be considered learner-centered, it should pursue twin goals which are language content goal and learning process goal (Nunan & Lamb, 2001).

To compare, Knowlton (2000) contrasted teacher-centered with learner-centered on the four bases namely, pedagogical orientation, materials, people, and process (Table 2.1).

Table 2.1 A Contrast between the Teacher-Centered and Student-Centered Classroom

	Teacher-Centered Classroom	**Student-Centered Classroom**
Pedagogical orientation	Positivism	Constructivism
Materials	Teacher introduces the materials and suggests the implications of those materials.	Both teacher and students introduce materials, and both offer interpretations and implications.
People	Roles of teacher and student are rigid: The teacher disseminates knowledge, and the student reflects that information.	Roles of teacher and student are dynamic: The teacher and students are a community of learners. The teacher serves as coach and mentor; the students become active participants in learning.
Process	Teacher lectures while students take notes.	Teacher serves as facilitator while students collaborate with each other and the teacher to develop personal understanding of content.

As for merits of learner-centered classrooms, a number of research indicated that from kindergarten to graduate schools, students in learner-centered classrooms reach higher academic performance than their peers in a more teacher-centered classroom (Dunn & Rakes, 2010) and it is also evident in variety of fields (Knowlton, 2000).

Learner-centered teaching relates directly to pedagogy of autonomy. Vieira et al. (2008) specified the four components of pedagogy of autonomy as reflection, experimentation, self-regulation, and negotiation. Benson (2012) synthesized the tasks and activities concerning learner-centered teaching which are available in a number of resource books including the following goals (p. 34):

- Give students more control over their learning
- Encourage them to make choices and decisions

- Give them a more active role in constructing knowledge in the classroom
- Encourage more student-student interaction
- Allow students to take on teaching and assessment roles
- Encourage independent inquiry inside or outside the classroom
- Bring out-of-class knowledge and learning into the classroom
- Make learning more personally relevant to the students
- Encourage students to reflect on content and processes of teaching/learning
- Encourage students to prepare for active participation in class activities

In the next section, the concept of learner autonomy, which is considered one focus of learner centeredness, is discussed.

2.2 Learner Autonomy

Definitions of learner autonomy can be multifaceted. The most widely cited definition is "the ability to take charge of their own learning" (Holec, 1981, p. 3) which also entails learners' responsibility over all aspects of their learning process, namely determining the objectives, defining the contents and progressions, selecting methods and techniques to be used, monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.), and evaluating what has been acquired.

For Holec (1981), autonomy entails learner's capability to make the above decisions regarding their learning including the desire to do so. In other words, with minimum guidance from teachers, learner autonomy involves learners' responsibility, critical thinking skills and reflection skills in their learning process. However, Holec's definition is not quite conclusive.

For instance, Benson & Voller (1997) further suggested that Holec's (1981) definition has been used in at least five different ways in language education which include situations where learners study on their own, a set of skills essential to self-directed learning which can be learned, an inborn capacity suppressed by institutional education, the exercise of learners' responsibility over their learning, and the rights of learners to determine their learning direction. Furthermore, in a practical sense, learners may not have full competence or capacity to take charge of their own learning and that most aspects of learning are determined by institutions. Therefore, a support measure

such as learner training is needed for the learners' "autonomization" process (Smith, 2008).

Also, for Benson (2007), for learner autonomy to develop, some degree of freedom in learning is essential. Benson (2007) further argues that Holec's (1983) definition implied the exercise of autonomy rather than autonomy itself. To put simply, Holec (1983) only explained what autonomous learners are able to do rather than how they are able to do it. Therefore, Benson (2011) describes autonomy as "the capacity to take control of one's own learning" (p. 58). The reason is that the construct "control" can be more open to investigation than Holec's constructs of "charge" and "responsibility". In another view, instead of attempting draw a conclusion of what learner autonomy is, the followings are what learner autonomy is not as described by Little (1990, p. 7):

- Autonomy is not a synonym for self-instruction.
- Autonomy does not entail an abdication of responsibility on the part of the teacher.
- Autonomy is not another teaching method.
- Autonomy is not a single, easily described behavior.
- Autonomy is not a steady state achieved by learners.

Little (1991) also explains that the ability to reflect and manage one's own learning depends upon the learners' psychological capacities which involve learners' feeling of being in control of their actions. Since autonomy is multifaceted, Benson (1997, p. 25) summarized three basic definitions of autonomy in language learning as:

- Autonomy is the act of learning on one's own and the technical ability to do so;
- Autonomy as the internal psychological capacity to self-direct one's own learning;
- Autonomy as control over content and processes of one's own learning.

Another related term is self-directed learning or SDL. Knowles (1975) stated that self-directed learning is "a basic human competence - the ability to learn on one's own" (p. 17). In this manner, SDL is viewed as a desirable learning behavior or situation while the capacity for such learning is termed learner autonomy (Benson, 2011; Little, 1991; Smith, 2008).

From the various definitions of learner autonomy, it can be concluded that based on Holec's (1983) definition, Little (1991) sufficiently adds the psychological capacity while Benson (2007) places emphasis on the control over one's learning. It should also be noted that much of the literature focuses on the independent aspect of learner autonomy and empirical evidences concentrated mostly on the area of autonomy beyond the classroom such as self-access center, distance learning, and study abroad (Benson, 2007). Increasingly, studies are shifting the focus on autonomy in the classroom (Benson, 2007; Palfreyman & Smith, 2003).

2.3 Dimensions of Learner Autonomy

From the literature, autonomy is regarded as multidimensional (Benson, 1997; Little, 1991; Pennycook, 1997). For this reason, it is worthwhile to examine learner autonomy through different dimensions.

First proposed by Benson (1997), the versions of learner autonomy can be identified as technical, psychological, and political. To elaborate, technical versions focus on learning management or the situational conditions of learner autonomy while psychological version focuses individual characteristics such as attitudes and behaviors. A political version focuses on the learning content or competing ideologies (Benson, 1997; 2001; Oxford, 2003). However, the versions of learner autonomy were later criticized by Benson himself as being less useful because political version deems more idealized than other two. In practice autonomy is, however, best evaluated with reference to learners' goals and desire (Benson, 2011; Oxford, 2003).

Another perspective on dimensions of learner autonomy is Littlewood's (1996) three-stage model for the development of learner autonomy. In this model, autonomy is also viewed as learners' ability to take responsibility for their own learning (Benson, 2011). Littlewood's (1996) dimensions comprise language acquisition, learning approach, and personal development. Autonomy of language acquisition is understood as "autonomy as communicator" while autonomy of learning approach is seen as "autonomy as a learner". Finally, autonomy of language competence and autonomy of learning approach competence lead to a higher order goal which is "autonomy of a person" (Benson, 2011).

Similar to Littlewood (1996), Macaro (1997) proposed the three dimensions of L2 autonomy which are autonomy of language competence, autonomy of language

learning competencies, and autonomy of learner choice. In Macaro (1997), autonomy of language competence means "learners move gradually towards competence to generate their own utterances" (Macaro, 2008, p. 50). Moreover, autonomy of language learning competencies involves learners' ability to use cognitive and metacognitive strategies with teacher's approaches or independently. Lastly, autonomy of choice or having control over learners' language learning means they not only take control over their learning but also the goal as well as the purpose of that learning (Macaro, 2008).

Furthermore, Oxford (2003) expanded Benson's (1997) versions of autonomy in an attempt to arrive a more systematic model of autonomy. The previous models in the literature, in Oxford's view, still lacked crucial elements. With the expansion, Oxford's (2003), the model of language learner autonomy comprises four dimensions or perspectives which are technical, psychological, political-critical, and sociocultural. Also, central to Oxford's model of learner autonomy are the four themes which Benson (1997) did not address (Oxford, 2003). The themes are L2 learning context, agency or learners' sense of self and power, L2 learning motivation, and learning strategies (Oxford, 2003).

For Oxford (2003), in technical dimension, autonomy is viewed as skills conducive for independent learning situations. Psychological dimension focuses on the combination of learners' characteristics such as attitudes, ability, learning strategies, and styles. Benson's (1997) political version of autonomy is expanded into political-critical dimension in Oxford (2003) where the focus is placed on power, access, and ideology. This is in line with Pennycook (1997) who suggested that development of autonomy involves the learner becoming the owner of their own world. An additional dimension in Oxford's model is sociocultural dimension which involved socially mediated learning. In this sense, learner autonomy can be developed through interdependence and social mediated learning processes (Benson, 2007, p. 30).

The four prominent models of learner autonomy from the literature can be summarized in the Table 2.2.

Table 2.2 Models of Learner Autonomy from the Literature

Models of Learner Autonomy	Components
Versions of Learner Autonomy (Benson, 1997)	• Technical Versions • Psychological Versions • Political Versions
Three-Stage Model (Littlewood, 1996)	• Autonomy of language acquisition • Autonomy of learning approach • Autonomy of language competence
Three Dimensions of L2 Autonomy (Macaro, 1997)	• Autonomy of language competence • Autonomy of language learning competencies • Autonomy of learner choice
The Model of Language Learner Autonomy (Oxford, 2003)	• Technical Perspective • Psychological Perspective • Political-critical Perspective • Sociocultural Perspective

For this study, the four dimensions of learner autonomy based on Oxford's (2003) model as well as the synthesis of the existing literature on learner autonomy and public speaking ability are discussed. The reason for primarily using Oxford's model is that it is the most comprehensive comparing to others in the literature. However, it is noted that Oxford (2003) only proposed the four dimensions of learner autonomy as a systematic model without the sub-dimensions. Moreover, although Murase (2015) adapted Oxford's (2003) model and added sub-dimensions of autonomy, the model merely aims at learner autonomy in general without direct implications for specific skills. Adjustments to the model is needed so as to be applicable for the public speaking classrooms which is the context of the study.

In the next section, the four dimensions of learner autonomy which serve as a basis for this study's framework are presented along with the synthesized sub-dimensions based on the existing literature.

2.4 The Four Dimensions of Learner Autonomy

2.4.1 Technical Dimension

For technical dimension, Benson (1997) first described technical versions of learner autonomy as the situations where learners take charge of their own learning beyond the classroom. The main issue is how to equip learners with necessary skills and techniques so learners can learn independently. In line with Benson (1997), Oxford (2003) explained technical perspective on learner autonomy as situational condition conducive for autonomy to develop. For this, an effective learning strategy instruction is called for.

Murase (2015) further conceptualized Benson's (1997) versions of technical autonomy to include sub-dimensions which are behavioral and situational. The behavioral sub-dimension can be understood as learners' use of learning strategies. From Murase (2015), other terms which refer to learning strategies also include tactics (Cotterall, 1995b), skills (Littlewood, 1996), or skills and techniques (Benson, 1997) as mentioned earlier. It is noted that, in Murase's (2015) study, only metacognitive strategies are included in the technical dimension. However, it is also important that learners are well equipped with cognitive strategies. In fact, Macaro (2008) specified that for learners to develop autonomy of language learning competence, the ability to utilize both cognitive and metacognitive strategies is vital.

In this study, technical dimension of learner autonomy focuses on behaviors of autonomous learners which highlight the use of learning strategies, namely cognitive and metacognitive strategies. In addition, self-reflection, which is considered a part of metacognitive strategy use crucial to the study is explained.

- Cognitive Strategies

Following Macaro (2008), the development of autonomy concerns learners' strategic behavior and strategic plans. Specifically, cognitive strategies refer to the thought processes which allow learners to deal with information presented to them (Hedge, 2000). Oxford (1990) suggested that the four sets of cognitive strategies, which apply to the four language skills, include practicing, receiving and sending the messages, analyzing and reasoning, and creating structures for input and output. Similarly, Cohen

and Dörnyei (2002) termed cognitive strategies to include strategies of identification, comprehension, grouping, retention, and storage of language material.

- Metacognitive Strategies

With regard to metacognition, two components are metacognitive knowledge and metacognitive strategies. To distinguish the two, metacognitive knowledge refers to the information which learners acquire about their learning. On the other hand, Wenden (1998) defined metacognitive strategies as learners' skills in general which learners manage, or regulate their learning such as planning, monitoring, and evaluating. Specifically, in Oxford (1990), metacognitive strategies refer to the strategies the students use in centering their own learning, arranging and planning their own learning, and evaluating their own learning. The emphasis here is on the metacognitive strategies as part of metacognition which includes metacognition knowledge. In this sense, learners' use of metacognitive strategies implies the ability to reflect.

  - Reflections

Indeed, reflection on the learning process is considered one integral part of autonomous learning (Benson, 2011; Little, 1997). Reflection is defined as "a generic term to those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation" (Boud, Keough, & Walker, 1985, p. 19). Similarly, Louden (1991) views reflection as "a mental process which takes place out of stream of action, looking forward to or (usually) back to actions that have taken place" (p. 149). Forms of reflection as discussed by Louden (1991) are:

- *Introspection* involves contemplation over past events from stream of action.
- *Replay and rehearsal* involves events which are reworked in learners' head over and over.
- *Enquiry* involves making a deliberate and explicit connection between thinking and doing.
- *Spontaneity* involves tacit reflection which takes place within the stream of action.

In a pedagogical sense, reflection can be used as an umbrella term which includes self-reflection, self-assessment, and self-evaluation. Specifically, reflection or self-reflection often includes learners' journaling or diary writing while self-assessment concerns a process for studying learners' own performance against predefined criteria (Desjarlais & Smith, 2011). There is also a slight variation between self-assessment and self-evaluation. For example, Gregory, Cameron & Davies (2000) explained that self-evaluation refers to judgments that are used for grading while self-assessments mean informal judgments about attainment (Ross, 2006). However, in many cases the two terms, self-assessment and self-evaluation, are interchangeable. Henceforth, in this study, the use of the term self-assessment also includes self-evaluation which is distinctive from the notion of self-reflection.

To compare, Boud (1991) defined self-assessment as "the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards" (p. 4). Similarly, self-assessment can also be defined as "procedures by which the learners themselves evaluate their language skills and knowledge" (Bailey, 1998, p. 227). Therefore, it can be implied that self-assessment involves grading of the performance while self-reflection focuses more on the learning process instead. With regard to learner autonomy, the main interest lies in learners' autonomous behaviors. Therefore, this study focuses on learners' self-reflection rather than self-assessment.

Indeed, the purpose of the self-reflection is to explore the relations between what the students learned and what the students think about what they have learned (Moon, 1999). In this perspective, students can also critique themselves and identify their own weaknesses (Everhard, 2015). Self-reflection can take many forms in writing such as evaluative entries, retrospective entries, and diary entries (Black, Sileo & Prater, 2000).

In the literature, reflections also function at numerous levels. For instance, Huttunen (2003), based on teachers' reflection but can be applied to students' reflection, placed reflection on a continuum. The first level is called *Mechanical Reflection* which involves students taking in the facts they learned without relating to their previous knowledge. At the *Pragmatic Reflection*, students understand the facts better when compared to the Mechanical level, but cannot further analyze those facts in relation to their previous knowledge or experience. At the highest level, *Emancipatory Reflection*, students attain a new perspective on things and connection to the previous knowledge is made.

For levels of reflections in written works in the field of Education, Kember, McKay, Sinclair, and Wong (2001) also specified the levels into four categories which are *habitual action* (or non-reflection), *understanding*, *reflection*, and *critical reflection*. *Habitual action* is associated with a surface approach to learning where students merely respond to a task without trying to understand the concept. The second category is *Understanding* which concerns a deep approach of learning. However, although students understand the concept, they cannot relate to their personal experiences. For the third category, *Reflection* goes beyond the understanding category as students gain personal insights and are able to show application to the concept or theory. The last category is Critical Reflection. For students to have critical reflection, evidence of a change in perspective must be provided. For this reason, according to Kember et al. (2001), critical reflection is not a common outcome. To compare, *Mechanical Reflection* described earlier is similar to *Habitual Action* and *Emancipatory Reflection* is similar to *Critical Reflection.*

In addition, Leijen, Valna, Leijen, and Pedaste (2012), suggested four levels of reflections to determine the quality of students' reflections based on performing skills. Ranging from superficial deep to deep reflection, the four levels of reflections are *description*, *justification*, *critique*, and *discussion*. To elaborate, reflection on the *description* level occurs when students only describe actions or thoughts. When students provide a rationale or a logical explanation for an action or point of view, they reflect on a higher level which is *justification*. In comparison, students reflect on the level of *critique* when students provide an evaluation of for an aspect and provide the explanation. Finally, when students move beyond the evaluation and explanation of the matters to initiate changes with the reasons for the need of such changes, they reflect on the level of *discussion* of which considered the highest.

In sum, the study aims to examine the students' level of learner autonomy in the Technical Dimension by means of the use and plans of the cognitive strategies essential to the public speaking ability development. At the same time, the study also aims to explore the students' reflective behaviors as a result of the use and plans of metacognitive strategies. In this study, however, the level of reflection is not measured as the students' reflections are used to determine how learner autonomy is revealed.

2.4.2 Psychological Dimension

In psychological dimension, Benson (1997) specified psychological versions of autonomy as a capacity which comprises attitudes and abilities of learners to take charge of their own learning. In this regard, autonomy is seen as learners' internal capacity. Linking to Holec's (1981) definition of learner autonomy which emphasizes on learners' qualities, learners' capacity to manage their own learning relies on psychological capacities (Benson, 2007; Little, 1991).

Since Oxford (2003) expanded on Benson's (1997) version, psychological perspective on learner autonomy also focuses on characteristics of learners. For Oxford (2003), such characteristics are mental and emotional. From the literature, mental and emotional autonomous characteristics include motivation (Breen & Mann, 1997; Ryan & Deci, 2000; Dörnyei, 1994), and self-esteem or confidence (Cotterall, 1995b).

Murase (2015), in a similar manner, also suggested that psychological dimension includes affective and motivational sub-dimensions. Notably, Murase (2015) implied that psychological dimension concerns metacognitive sub-dimension. This concept follows Little's (1991) definition of learner autonomy with an emphasis on learners' reflection. However, since metacognition can be classified as learners' behavior, metacognitive sub-dimension should be placed in the technical dimension instead as explained earlier in this chapter. Therefore, with regard to the learners' psychological and emotional capacity, the learners' control over affective factors is the main element. In this study, the subdimensions in the psychological dimension include affective strategies, motivation and confidence.

- Affective Strategies

For Murase (2015), learners' capacity to control their own learning in a psychological dimension means knowing about the affective states and the ways to control affective factors. Oxford (1991) specified the use of affective strategies to include lowering one's anxiety, encouraging oneself, and taking one's emotional temperature. To understand students' emotional intelligence, O'Leary (2014) also utilized Oxford's (1990) affective strategies as found in students' diaries.

In fact, anxiety is also considered a part of affective filter described by Krashen (1982). To elaborate, affective filter is a psychological barrier which can impede students

from their learning. In his affective filter hypothesis, Krashen (1982) associated anxiety, confidence, and motivation as factors signifying the intensity of the students' affective filter. In this manner, the significance of such filter is that it can hinder both the learning itself and the development of public speaking ability.

- Confidence

Learners' use of affective strategies also relates directly to learners' confidence and self-esteem. Often times, learner confidence leads to learning success (Wenden, 1991). Indeed, students' confidence in their learning ability is one characteristic of autonomous learner (Cotterall, 1995b). In other words, students' lack of confidence is considered a constraint to the development of learner autonomy (Swatevacharkul, 2014).

- Motivation

In Pintrich and Schunk's (1996) view motivation is "the process whereby goal-directed activity is instigated and sustained" (p. 4). In relation to learner autonomy, from Benson's (2007) extensive review, Dickenson (1995) and Ushioda (1996) were the first to explore the links between learner autonomy and motivation. From this view point, enhanced motivation leads to learners' responsibility for their learning (Benson, 2007). Motivation is believed to be vital in at least three ways. First, motivation helps explain the reasons people choose an activity, the duration they are willing to endure, and the amount of effort they invest in it (Dörnyei, 2000). In this sense, motivation also suggests willingness. As Littlewood (1996) stated, because learners need to be willing to take on responsibility for their own learning, willingness is considered important to the development of learner autonomy. In this study, the term motivation is used as an umbrella term to include willingness.

The notion of motivation is influenced by Self-Determination Theory (SDT) which is not only crucial to psychological dimension of learner autonomy but also to sociocultural autonomy. Self-determination suggests that "learners can reflect, make choices, and arrive at personally constructed decisions" (Hedge, 2000, p. 82) while Barrow and Woods (1988) described self-determination as "the notion of thinking in the sense of reflecting, calculating, memorizing, predicting, judging, and deciding (p. 98).

Relating to psychological dimension of learner autonomy, self-determination theory posits that human beings have "an innate tendency to self-regulate their own behavior toward growth" (Yashima, 2014, p. 62). This innate tendency refers to motivation based on different reasons or goals which can be described as intrinsic and extrinsic motivation (Ryan & Deci, 2000). Intrinsic motivation refers to the desire to engage in the activity out of personal satisfaction while extrinsic motivation is the desire to perform the activity as a mean to an end (Deci & Ryan, 2002). According to this view, although intrinsic motivation is relevant to autonomous behavior, learners can also be "autonomously extrinsically motivated" (Deci & Ryan, 2002, p. 15). In other words, extrinsic motivation from other social sources can be internalized. For this reason, support from teachers as well as peers are essential to facilitate learning (Yashima, 2014).

Central to SDT is psychological needs which are innate needs for competence, autonomy, and relatedness (Ryan & Deci, 2000; Yashima, 2014). It is believed that externally regulated activities can lead to autonomy by means of internalization to the extent that learners' three psychological needs are satisfied. In competence, learners may feel that their skills and ability are improved. For autonomy, learners freely choose to participate in the learning process. Finally, for relatedness, learners are supported by others which also concerns sociocultural dimension of learner autonomy explained later in this chapter.

For SDT, different types of extrinsic motivation are classified into degree on a continuum which range from self-determined by the individuals to control by external elements. The followings are the types of extrinsic motivation which are ranged from the least self-determined (Ryan & Deci, 2000; Yashima, 2014):

- *External regulation* is the least self-determined regulation. Learners merely perform an activity for external gain such as grades.
- *Introjected regulation* is a more self-determined regulation. Learners are self-induced to perform an activity to meet their own and other's expectations.
- *Identified regulation* is a more self-governed regulation. Learners perform an activity to reach goals which they set for themselves.
- *Integrated regulation* is the most self-determined regulation. Learners perform an activity to express their sense of self-concept.

To understand learners, a common approach to study learners' motivation is the use of self-reports to measure interest and satisfaction of the activity (Ryan & Deci, 2000).

Moreover, Ushioda (1996) indicated that self-motivation is a major factor in development of autonomy. The link between motivation and autonomy is also evident as Ushioda (2007) further suggested that learners can be self-regulated only when they wish to do so. The positive attitude towards the target language is in line with Dörnyei's (2009) *L2 Motivational Self System* which is a conceptualization of language motivation. In other words, it is the concept of possible selves. Central to L2 Motivational Self System is the *ideal self* which refers to attributes learners would like to have while *ought-to self* refers to the attributes learners believe they ought to have.

Therefore, the level of learner autonomy in the Psychological Dimension is determined by examining the plans and use of affective strategies in the public speaking classrooms. The students' affect is also examined from the confidence and the motivation in the public speaking ability as well as in their learning.

2.4.3 Political-Critical Dimension

First appeared as political dimension, Benson (1997) defined political version of autonomy as the learners' control over the processes as well as the content of their learning. In this regard, the focus is on learners' rights to exercise control over the languages they learn including the ways they use the language.

Additionally, Benson's (1997) political dimension is also regarded as constructivist approach to knowledge and learning. According to Candy (1989), constructivism consists of two major elements. The first is that "discourse of the world is not a reflection of the world but is a social artifact", and another, "knowledge cannot be taught, but must be constructed by the learner (Candy, 1989, p. 96). Accordingly, learners construct their own version of the target language learned. In constructivist approach, therefore, learners are placed at the center of their learning because they take responsibility for their own learning. It can be said that creativity, interaction, and engagement with the target language as well as negotiation of meaning are also crucial to constructivist approach (Benson, 1997).

Oxford (2003) expanded political dimension into political-critical dimension. In this dimension, following Pennycook (1997), learner autonomy is viewed in terms of

power, access and ideology. For Pennycook (1997), development of learner autonomy concerns learners becoming “an author of their own world” (p. 45). In this regard the focus is on learners’ self-concept or sense of self, and learners’ identity.

Although the self-concept and identify are often viewed as interrelated, differences between the two exist. Mercer (2012) specifies that a learner’s self-concept refers to the learners’ general sense of competence as well as the beliefs about themselves, or self-awareness, while learner’s identities are sense of self as a language learner in relation to the learning context. Similarly, identity is defined as “how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities of the future” (Norton, 2000, p. 5).

For this study, self-concept is envisioned as learners’ expressions of selves in a form of creativity. Learners’ identity, on the other hand, is understood from learners’ stances and viewpoints which stemmed from critical thinking skills.

- Creativity

From the literature, the link between creativity and self-concept is apparent as higher creative individuals tend to have stronger self-concept than the less creative peers (Fleith, Renzulli & Westberg, 2002). To understand the notion of creativity, Simonton (1998) suggests two preconditions which are originality and adaptiveness. Originality implies creative productions which are new or unique in relations to certain definable context (Feldhausen & Westby, 2003). On the other hand, adaptiveness refers to learners’ capacity to “provide the solution to some significant problem or achieve some important goal” (Simonton, 2008, p. 680).

Tin (2013) further explains creativity as the human ability which includes the need to make new meaning and ‘do things that are beyond them’ (p. 388). Such ability, Tin (2003) argued, can initiate the Zone of Proximal Development (explained in the following section) which aids learners to ‘stand a head taller than they are’ even without scaffolding by a more capable peer (p. 388). In this regard, learners’ compulsion for creativity is conducive to the development of learner autonomy.

As for the measurement of creativity, the most widely used measure of creativity is the Torrance Test of Creative Thinking comprising three core components which are (Dörnyei & Ryan, 2015, p. 172):

1) Originality: how unique and unusual the responses are
2) Flexibility: how varied the responses are
3) Fluency: how many unusual responses there are

In training of creative abilities, Ottó (1998) adapted five subtasks from the Torrance Test of Creative Thinking to include:

1) Consequences: presenting students with improbable situations and asking them to provide as many consequences they could think of.
2) Unusual uses: asking students to list possible unusual uses for common objects.
3) Common problems: asking students to list a number of problems that might occur in everyday situations.
4) Categories: asking students to list as many things as possible that belonged to a given category.
5) Associations: presenting students with two words and asking them to supply a third one that could be semantically associated with the original two.

Creativity is also connected with the notion of imagination. From Wenger's (1998) concepts of communities of practice, imagination refers to "a process of expanding our self by transcending our time and space and creating new images of the world, and ourselves" (p. 176). In an environment where learners have limited contact with speakers of the target language, the concept of imagined community becomes relevant (Murray, 2011). In this sense "community of imagination" is a construction of learners' personal experiences together with prior knowledge from the past and the imagined elements with reference to the future (Dörnyei & Ryan, 2015; Norton, 2001). With imagined community, "imagined identity" emerges (Norton, 2011, p. 166).

- Critical Thinking Skills

The political-critical dimension of learner autonomy also concerns learner's identity or stance which signifies how the learners view themselves and the world around them. Breen and Mann (1997) explain that autonomy is not merely a set of rules or strategies in language learning process. Focusing on learner's stance, autonomy is viewed as a way of being which suggests a position to engage in the world. In other

words, autonomy entails learners' ability to take a stance, form their opinions, and make judgment regarding what they are learning.

Another aspect of critical thinking skills is that criticality is considered one characteristic of autonomous learners. As described earlier, critical thinking skills is largely related to reflection ability as explained in the sub-dimension of metacognitive strategies in the technical dimension of learner autonomy. Criticality and learner autonomy is believed to be interrelated. Particularly, Little (1991) describes autonomy as a capacity "for detachment, critical reflection, decision making, and independent action" (p. 4). Along the same line, Raya, Lamb and Vieira (2007) also suggest that "the competence to think critically is coextensive with the notion of autonomy and self-sufficiency" (p. 43).

Regarding criticality, Barnett (1997, cited in Pamberton & Nix, 2012, p. 89) identified three ways of being critical which are:

- Critical reason: being critical about formal knowledge
- Critical self-reflection: being critical about our own beliefs and ideas, experiences and practices.
- Critical engagement (action): being critical about the world and our place in it.

According to Vierra et al. (2008), written reflection or journal writing can be a powerful tool to enhance critical competence. However, investigation on learner autonomy and criticality is still limited in the literature (Pamberton & Nix, 2012).

2.4.4 Sociocultural Dimension

Originated as sociocultural perspectives, in Sociocultural dimension, learner autonomy can be developed through "interdependence" and "social mediated" learning processes (Benson, 2007, p. 30). Two versions of sociocultural perspectives are Sociocultural I and Sociocultural II (Oxford, 2003). Sociocultural I is influenced mostly by Vygotsky's sociocultural theory and L2 learning while Sociocultural II is guided by the theories of situated learning and community of practice (Oxford, 2003; Benson, 2007). In this study, however, sociocultural dimension is only discussed in a general sense.

Based on Vygotsky's sociocultural theory of human mental processing, language learning is viewed as social terms in a sense that interactions indeed signify the learning process. For Vygotsky (1978), language is viewed as a 'tool' to socially constructed knowledge. Critical to Vygotsky's sociocultural theory is Zone of Proximal Development or ZPD. For Vygotsky (1978), ZPD is defined as "the difference between the child's developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 85). In other words, ZPD emphasizes the support from interactions with more advanced interlocutors (Lightbown & Spada, 2004).

Murase (2015) suggests that within the sociocultural dimension consists social-interactive and cultural sub-dimension. The social-interactive is in line with Vygotsky's sociocultural theory which focuses on the social interaction in order to develop learner autonomy. Cultural sub-dimension instead focuses on the broad context of culture such as national/ethnic culture as proposed by Palfreyman (2003).

For this study, the main emphasis is on the social interactions and the sub-dimensions in the sociocultural dimension comprise social strategies, and collaboration. Moreover, peer feedback, which is considered a part of collaboration, is also explained.

- Social Strategies

Since learner autonomy is viewed as interdependence, learners' ability to use social strategies to aid their learning concerns largely with the use of social strategies. For Oxford (1990) social strategies include asking questions, cooperating with others, and empathizing with others. In this sense, social strategies relate directly to collaboration.

- Collaboration

Indeed, collaborative decision making within the learning groups is essential for the development of learner autonomy (Little, 1996). Moreover, in a review by Benson (2011), collaborative work whether in pairs or in groups is believed to yield benefits to the development of learner autonomy. For instance, in Chang (2007), students revealed that by "being around autonomous, motivated classmates positively influences their own autonomy (p. 322).

- Peer Feedback

Learner interdependence also suggests the exchange of constructive feedback among learners. Peer feedback, peer assessment, and peer review are often used interchangeably. However, peer assessment implies an umbrella term with peer feedback and peer review being its subsets (Yung, 2012). To make a distinction, peer assessment can be defined as students grading the work or performance of their peers using relevant criteria (Falchikov, 2001).

Topping (1998) also identified peer assessment as "an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (p. 250). Liu & Carless (2006) argued that peer feedback and peer review, means a communication process through which learners enter into dialogues related to performance and standards Therefore, peer assessment, according to Boud & Falchikov (2007), "requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (p.132). Moreover, peer-assessment, peer feedback and peer review included, has particular value in formative assessment since students ask of each other questions they may not otherwise ask their teacher, and explain things to each other using familiar language (Deakin-Crick et al, 2005).

An issue to consider when providing written peer feedback is anonymity of the person providing the feedback. Classes in Thailand which are considered collectivist in nature can be viewed as a face saving culture (Hofstede, 1991). In this context, direct and open feedback may not be welcome because students may be comfortable providing honest feedback. One way to elicit peer feedback in this type of classroom is to shield the identity of the person giving feedback.

In other words, the level of learner autonomy in the Sociocultural Dimension can be examined from the students use of social strategies, and the collaborative tasks in the public speaking classrooms such as group work and peer feedback after each speech.

In summary, the four dimensions of learner autonomy which serve as a basis of the framework for this study are technical, psychological, political-critical, and sociocultural. All four dimensions are interconnected and each of the dimensions also comprises several sub-dimensions based on the literature review. Therefore, the proposed components of learner autonomy can be summarized in Figure 2.1 below.

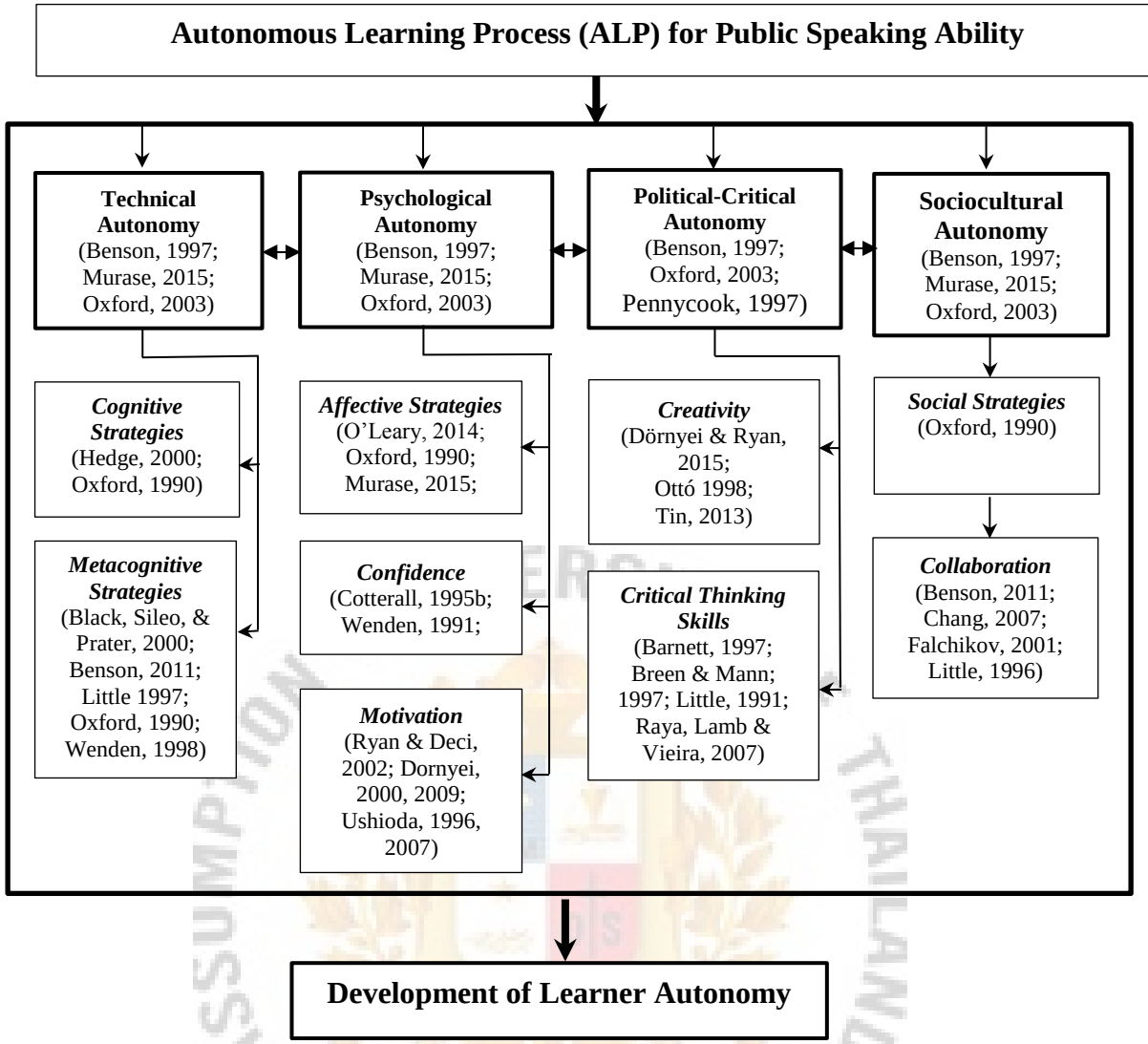

Figure 2.1 The Components of Learner Autonomy

However, it is still a challenge to empirically determine the level of learner autonomy development. Therefore, in the next section the issues of measurement of learner autonomy are described.

2.5 Measurement of Learner Autonomy

Following Murase (2010), a distinction of measurement and assessment of learner autonomy can be made. Assessing of learner autonomy signifies the process of collecting information regarding learner autonomy for the purpose of giving the grade or mark which reflects the level of learner autonomy. In contrast, measuring of learner autonomy entails quantifying the characteristics of learner autonomy with regard to the conceptual and operational definition in specific context (p. 71-72).

Nunan (1997) suggested that development of learner autonomy consists of five levels which are awareness, involvement, intervention, creation and transcendence. The levels of learner autonomy are explained in relation to the implementation in the classroom context according to *what* the students learn or content domain, and *how* the students learn or the process domain. The levels of learner autonomy are described in Table 2.3 below.

Table 2.3 Autonomy Levels of Implementation (Nunan, 1997, p. 195)

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of the pedagogical tasks and identified their own preferred learning styles/ strategies
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learner make choices among ranges of options
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program.	Learners modify/ adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the classroom and make links between the content of the classroom with the world beyond the classroom.	Learners become teachers and researchers.

Moreover, the study also focuses on the autonomous learning process and public speaking ability which is an underexplored area with limited number of previous studies. In the following section, the issues of public speaking ability are discussed.

2.6 Public Speaking Ability

To review the literature regarding public speaking ability, a brief historical account of the speech study is addressed. The art of speaking is dated back to the ancient Egypt and is connected to the skill of persuasion by means of rhetoric. Indeed, the most respected textbook on the art of speaking which is still available today is Aristotle's *Rhetoric* (Huges, 2011). In *Rhetoric*, the teaching is divided into the notion of the speaker, the audience and the materials of the speech and is regarded as a synthesis between theory and application.

Aristotle's *Rhetoric* is resonant in Quintilian's rhetorical training known as the five canons of rhetoric (Dues & Brown, 2004, p. 10):

- Invention: The ability to generate ideas to persuade in a given situation.
- Disposition: The ability to organize ideas for maximum impact.
- Style: The ability to use language appropriately in any situation.
- Memory: The ability to remember facts and ideas.
- Delivery: The ability to speak in a clear, strong voice, and with effective gestures.

From the study of rhetoric to the English language teaching, in a broad sense, speeches and presentations refer to public talk where information is transmitted before an audience. Uses of spoken language in this nature are often regarded as a *performance* (Richards, 2015). In particular, speeches are considered extensive or a monologue with a formal language style which suggests planning (Brown & Abeywickrama, 2010).

Teaching of public speaking ability often follows the five-part sequence which is (Richards, 2015):

1) Building the context: Students examine the context and determine the purposes and the expectations of the audience
2) Modeling and constructing the text: The language features of a speech is examined.

3) Joint construction: The teacher guides students on the development of a speech which can include construction of an effective introduction, the use of connectives between main points, and a captivating conclusion.
4) Independent construction of a presentation text: Students work on their speech independently or interdependently with other members
5) Presentation: Students deliver a speech and receive feedback from the teacher and/or their peers.

As Lucas (2015) suggested, public speaking differs from other types of speaking such as conversations in three aspects. First, public speaking is more highly structured and is usually with limited time. Another is that the language of public speaking is more formal. Finally, public speaking requires a different method of delivery as the speaker addresses to the public at large. For this reason, the evaluation of speeches and presentations tend to rely on their effectiveness or impact on the audience (Richards, 2015).

2.6.1 Issues of Public Speaking Ability

As stated earlier, common issues preventing the development public speaking ability include stage freight or public speaking anxiety (PSA) and foreign language anxiety (FLA). PSA and FLA can be experienced virtually by anyone, and it is number one fear for many people. Such fear can be defined as "fear associated with real or anticipated communication with another person or persons" (McCroskey, 1984, p.13). Moreover, from previous research, it is argued that anxiety affects students' ability to learn as the levels of anxiety rises, the poorer their speaking skills (Hewitt & Stephenson, 2012).

For the first issue, PSA can be categorized into four stages which are pre-preparation, preparation, pre-performance, and performance stage (O'Hair, Rubenstein & Stewart, 2012). Pre-preparation anxiety can take place as ones realize they will have to deliver a speech in the future while some people may experience preparation anxiety or feel overwhelmed as they prepare for a speech. Pre-performance anxieties can occur while rehearsing for a speech, if the anxiety persists for a prolonged period of time, rehearsal may be stopped altogether. The last stage of anxiety is performance anxiety, which is experienced the highest even for veteran speakers when they have to deliver the actual speech.

Another significant issue is FLA which is defined as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning (Maclntyre & Gardner, 1994, p. 284). According to Horwitz, Horwitz, & Cope (1986), there are three major components of foreign language anxiety. The first component is communication apprehension which is often regarded as speech anxiety and stage freight as discussed earlier. Another component is test anxiety which refers to "a type of anxiety stemming from a fear of failure" (Horwitz, et al., 1986, p. 127). The final component is fear of negative evaluation means "apprehension about other's evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively (Horwitz et al., 1986, p. 128).

2.6.2 Issues of Public Speaking Classes in Thai Context

More specifically, although many universities in Thailand offer a public speaking course as either a requirement or an elective course, students in Thailand tend to avoid taking the course as they dread giving a speech even for the classroom (Plangkham & Porkaew, 2012). The issues preventing the development of public speaking ability in the Thai context are mainly lack of confidence, feelings of incompetence when speaking English, and PSA.

For the first issue, with regard to speaking, it is found that Thai students do not feel that they are confident to speak English with international audience simply because they are worried about making mistakes (Boonkit, 2010). In addition, for Thai students, oral presentation and speeches are often viewed as one of the most stressful tasks in language classrooms, especially when the speeches are individual. The reason is that Asian classrooms tend to be collectivist (Hoftstede, 1991; Littlewood, 1999) implying that students may not be used to standing in front of the crowd and exercise their individuality.

The second issue concerns the students' perceptions of their language competency. In a study, Dilbeck, McCroskey, Richmond, and McCroskey (2009) employed a Self-Perceived Communication Competence (SPCC) questionnaire to assess perceived communication competence of 300 Thai university students. The findings suggested that Thai students feel more incompetent when speaking in the public setting and especially with strangers.

The third issue is Thai university students' level of PSA. In their study, Plangkham and Porkaew (2012) employed the four stages of PSA described in the earlier

section. The findings, from 208 university students of private and governmental universities, revealed that students experience PSA at varying stages. However, the highest level of anxiety in public speaking was found in the performance stage. Evidently, PSA is experienced regardless of proficiency or perceived proficiency level. Simply put, public speaking ability poses a major challenge for Thai university students. For this reason, it is worthwhile to explore ways to which students can become better speakers so as to benefit students not only academically but also professionally.

2.6.3 Issues of Assessment of Public Speaking Ability

In higher education, for the most part, class presentations are regarded as effective task to determine how well students learn class materials. Students, in preparation for presentations, also have to engage in critical thinking skills and creativity because they also have to apply knowledge from the class in certain situations. For this reason, it is crucial that the assessment of the presentation reflects the public speaking ability, critical thinking skills, and creativity of the contents. Although the most widely used tool to assess is rubrics, only a limited number of assessment rubrics are published for universal use (Schreiber, Paul & Shibley, 2012).

To elaborate, to assess the public speaking skills, instructors rely on their assessment tool which they develop by themselves (Morreale, Hugenberg, & Worley, 2006). Such use of the tools for assessing students' public speaking certainly faces reliability and validity issues. Therefore, it is essential to establish a valid and reliable assessment tool which can be used universally to assess public speaking skills not only in public speaking class but also for other classes which require oral presentation skills.

To determine effective public speaking ability, Quianthy and Hefferin (1999) specified that effective oral communication involves "generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals" (p. 28). In a study Schreiber, et al., (2012) reviewed the rubrics used to assess public speaking ability and proposed that rubrics with appropriate content validity should comprise nine core areas which are determining of topic and purpose, speech introduction, organization of ideas, use of supporting material, speech conclusion, language use, verbal delivery, nonverbal delivery, and audience adaptation. In addition, through review of popular speaking books, Schreiber, et al., (2012) also suggested two

more areas which are visual aids and persuasiveness. Altogether, there are 11 core areas for effective oral communications.

To assess speeches and oral presentations, a grid or rubrics are commonly used. Holistic scores, or single general scale for global rating, are also likely because of its practicality and ease of use. However, this type of score does not sufficiently provide students with meaningful feedback across categories of assessment (Brown & Abeywickaram, 2010).

By definition, a rubric is "a device used to evaluate open-ended oral and written responses of learners" (Brown & Abeywickaram, 2010, p. 128). Two types of rubrics, which are common to assess public speaking performance, are rating scales and descriptive rubrics. A rating scale rubric comprises key competencies with a rating scale to indicate a degree or level of performance which can be numeric such as a score from 1 to 5 points, or indication of presence or absence of behaviors such as often, sometimes, rarely (Schreiber, et al., 2012). Though rating scales are easy to use, major drawbacks include unclear specification of performance levels which leads to lack of objectivity in rating especially when there is more than one rater (Suskie, 2009). In other words, rating in this manner can face with rater subjectivity which reduces the quality of the rubrics.

In contrast, descriptive rubrics or analytic rubrics are used to separately rate predetermined aspects of performances (Brown & Abeywickaram, 2010). This type of rubrics comprises "descriptions of performances that merit each possible rating" (Suskie, 2009, p. 142). Unlike rating rubrics, descriptive rubrics explicitly differentiate the levels of performance. Advantages of descriptive rubrics include better precision and less subjective with regard to raters when compared to rating rubrics (Schreiber et al., 2012). One major drawback is that raters may take longer initially to rate on the descriptive than on the rating rubrics (Brookhart, 2004). Concerning pedagogical advantage, it is argued that descriptive rubrics are more reliable to assess public speaking ability for both expert and non-expert evaluators than the rating rubric (Schreiber et al., 2012).

In the English Language Teaching context, rubrics to assess public speaking skills are also limited (De Grez, et al., 2012; Yamashiro & Johnson, 1997). In one study, a rating scale is proposed. Yamashiro & Johnson (1997) applied the 14-item consisting of voice control (projection, pace, intonation, and diction), body language (posture, eye-contact, and gesture), content of oral presentation (introduction, body, and conclusion), and effectiveness (topic choice, language use, vocabulary, and purpose). In another, De Grez et al., (2012) employed a descriptive rubric consisting of nine oral presentation

evaluation criteria: three content-related criteria (quality of introduction, structure, and conclusion), five criteria about the nature of the delivery (eye contact, vocal delivery, enthusiasm, interaction with the audience and body language), and a general quality criterion (professionalism).

In the Thai context, in one study, Wimolkasem (2011) developed a rating scale with descriptors to assess students' oral academic presentation using five broad criteria which are organization, content, delivery, language, and visual aids.

The core areas to assess public speaking ability from the rubrics in the four studies described above can be compared with regards to criteria to illustrate to similarities and differences (Table 2.4).

Table 2.4 Comparisons of Criteria to Assess Public Speaking Ability

Criteria	The Four Public Speaking Rubrics from the Literature			
	De Grez et. al (2012)	**Schreiber, Paul & Shibley (2012)**	**Wimolkasem (2011)**	**Yamashiro & Johnson (1997)**
1. Topic selection/ Purpose	-	✓	-	✓
2. Introduction	✓	✓	✓	✓
3. Organization of the Speech/ Structure	✓	✓	✓	✓
4. Speech Content/ use of supporting materials	✓	✓	✓	✓
5. language use/ vocabulary	-	✓	✓	✓
6. Vocal delivery/ Pronunciation	✓	✓	✓	✓
7. Nonverbal delivery	✓	✓	✓	✓
8. Relation to audience	✓	✓	-	-
9. Mannerism	✓	-	✓	-
10. Persuasiveness	-	✓	-	-

Criteria	The Four Public Speaking Rubrics from the Literature			
	De Grez et. al (2012)	Schreiber, Paul & Shibley (2012)	Wimolkasem (2011)	Yamashiro & Johnson (1997)
11. Conclusion	✓	✓	✓	✓
12. Visual aids	-	✓	✓	-

From the above comparisons, altogether, there are 12 core areas to assess public speaking ability which are 1) topic selection and purpose, 2) speech introduction, 3) organization of the speech, 4) speech content/ supporting materials, 5) language use, 6) verbal delivery, 7) nonverbal delivery, 8) relation to the audience, 9) mannerism, 10) persuasiveness, 11) conclusion and 12) visual aids. The areas here also resonated four of the five canons of rhetoric described earlier where *Invention* is speech content, *Disposition* is structure or organization of the speech, *Style* is language use, and *Delivery* is speech delivery.

The four rubrics also shared six common core areas which are 1) speech introduction, 2) organization of the speech, 3) speech content/ supporting materials, 4) verbal delivery, 5) nonverbal delivery, and 6) conclusion. Of the four rubrics, Schreiber, Paul & Shibley (2012) is seen as the most comprehensive regarding the number of criteria and the number of shared commonalities with other rubrics.

2.7 Learner Autonomy and Public Speaking Ability Development

For this study, it is believed that public speaking ability development concerns students' level of learner autonomy. However, the literature with regard to public speaking ability and learner autonomy is still scarce (Everhard, 2015). In addition, it is also difficult to examine students' actual development of learner autonomy without empirical evidence. From the literature, some of possible methods to unveil such evidence employ qualitative tools such as students' diaries and portfolios (Murase, 2015). On the other hand, quantitative tools to measure learner autonomy are also limited.

For this reason, it is worthwhile to examine the process to develop students' public speaking ability while fostering language learner autonomy by employing both qualitative and quantitative instruments. Moreover, the fundamental reason for exploring all four dimensions of learner autonomy is that all four dimensions are interconnected (Benson, 1997; Murase, 2015; Oxford, 2003). From the literature, it is believed that

integration of learner autonomy development into public speaking courses is possible. Each dimension and subdimension of the study's Autonomous Learning Process for Public Speaking Ability which is a framework for learner development and public speaking ability improvement (Figure 2.2) can be described as follows.

For the first dimension, technical dimension, the cognitive strategies subdimension concerns specifically the strategies essential for speaking ability as suggested by Oxford (1990). Likewise, metacognitive strategies subdimension involves the students' metacognitive strategies use such as ability to manage their own learning when they plan and practice the speech on their own outside of class. Metacognitive strategies also focus on the students' ability to reflect upon their speeches as well as their own learning (Everhard, 2015; Yamkate & Intratat, 2012).

In the second dimension, psychological dimension, affective strategies subdimension refers to the students' use of affective strategies in managing their emotion (Oxford, 1990), particularly speech anxiety (Nakatani, 2005). Moreover, the confidence subdimension signifies the students' confidence not only in their learning (Cotterall, 1995b; Swatevacharkul, 2015) but also in their public speaking ability (Boonkit, 2010). The third subdimension, motivation, denotes the students' willingness to learn (Littlewood, 1996; Ushioda, 1996) as well as their willingness to communicate (MacIntyre, Dörnyei, Clément& Noels, 1998; Yashima, 2002) which is vital for the public speaking ability improvement.

As for the third dimension, political dimension, creativity subdimension represents the students' self-expressions and self-concept (Pennycook, 1997; Mercer, 2012) as well as the students' originality and adaptiveness in their public speaking ability development (Lucas, 2015). Additionally, critical thinking skills subdimension concerns personality and identity development (Breen & Mann, 1997), especially for delivery of persuasive speeches where students develop a stance and form arguments (Lucas, 2015).

For the fourth dimension, sociocultural dimension, social strategies subdimension indicates the use of social strategies (Oxford, 1990) when discussing in groups in the public speaking classrooms. The use of social strategies also implies the interactions of the speaker with the audience during the speeches. Lastly, the collaborative subdimension refers the collaboration between the teacher and the students in the classrooms as well as between the students (Benson, 2011; Chang, 2007). Collaboration in study's framework also focuses on the collaborative feedback in the

form of peer feedback (Everhard, 2015; Boud & Falchicov, 2007) which the students gain after each of their speeches.

As explained, improvement of public speaking ability also concerns the development of learner autonomy. Therefore, in this study, the integrated framework for learner autonomy development and public speaking ability improvement can be summarized in Figure 2.2.

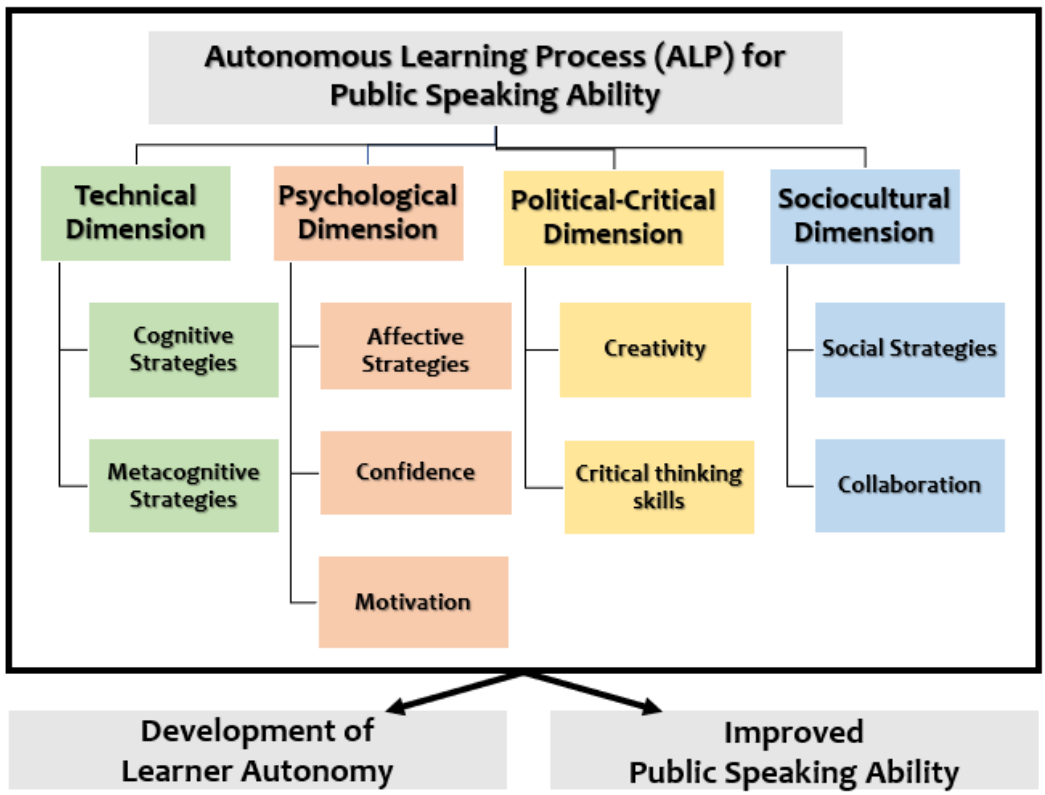

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Figure 2.2 The Framework for Learner Autonomy Development and Public Speaking Ability Improvement

With regard to classroom pedagogy for learner autonomy development, Reinders (2010) suggests five specialist approaches which are learner training, strategy instruction, self-access, language counseling, and specific tools such as portfolios. This study employs three specialist approaches which are also suitable for fostering learner autonomy as well as develop students' public speaking ability.

For the first approach, learner training typically includes skills development for independent learning as well as general study skills (Little, 1995; Rubin & Thompson, 1994). For another, strategy instruction can be integrated into the course or can be offered

as a separate short course to enhance students' use of language learning strategies (Macaro, 2008; Oxford, 1990). Finally, specific tools can be electronic tools aim at the management of learners' language learning process which can promote learner autonomy. Examples of such tools include electronic portfolio (Ekbatani & Pierson, 2000) and online learning environment.

In the next section, related studies regarding development of learner autonomy and public speaking ability improvement are reviewed.

2.8 Related Research Studies

Of the limited studies on development of learner autonomy and public speaking ability improvement and, selected studies conducted abroad as well as in Thailand and discussed below.

2.8.1 Related Studies on Reflection Activities and Learner Autonomy

Based on a social constructivist conception of learner autonomy, O'Leary (2014) focuses on the role of emotions on the development of autonomous language learners in a higher education context. The aims of the study are to identify evidence of autonomy in action in the students' portfolio and to explore the implication for curriculum design within a formal educational setting.

As for the method of the study, the content of 40 e-portfolios which include audio/ written peer feedback and reflective logs are analyzed for evidence of autonomy. Entries in the portfolios are in English. The names of the peers are removed from the portfolio to ensure participant anonymity. The researcher's diaries are also incorporated in the commentary. The analysis focuses on control over cognitive process and emotional intelligence or affect.

Control over cognitive processes can be categorized as attention, task knowledge or metacognitive knowledge at the task level, and reflection. For affect, the focus is on the evidence of students' attempt to use Oxford's (1990) affective strategies which include lower their own anxiety, encourage themselves, and take their emotional temperature.

Findings suggest that portfolio work seems to encourage students to develop their capacity for autonomy. In particular, two key aspects of learner development emerged. The first concerns raising awareness, in line with Nunan (1996), with regard to

metacognitive and affective strategies. The second is development of cognitive/ metacognitive and affective strategies in collaboration with others. Since students collaborate with their peers, psychological dependence on the tutor is ultimately reduced. In closing, O'Leary recommended four practical measures to foster learner autonomy in a formal educational setting which include:

- Integration of autonomy development within the formal curriculum and ensure that assessment strategy contributes to such development
- Sharing of pedagogy of autonomy to the students so that they can develop themselves with regard to cognitive and metacognitive ability (such as peer feedback and collaborative projects)
- Developing activities and tasks which encourage and enable students to develop affective strategies and support others emotionally.
- Listening to students and provide students with opportunity to shape their learning environment. Examples include student-led seminars, and co-production of course materials.

2.8.2 Related Studies on Measurement of Learner Autonomy

Murase (2015) began her research in an attempt to find a suitable approach to measure the effect of a program which encourages autonomous learning. Since there was no suitable instrument to such measurement, Murase (2015) developed the instrument to measure learner autonomy by re-conceptualizing learner autonomy constructs based on the four dimensions of learner autonomy: technical, psychological, political-philosophical, and sociocultural. Theses dimensions are based on Benson (2007) and Oxford (2003). As a result, by using exploratory and confirmatory factor analysis, *Measuring Instrument for Language Learner Autonomy* or MILLA was developed.

Using the data collected from 1,517 students in listening classes in a Japanese tertiary education context, the analysis reveals complex and multidimensional nature of learner autonomy which suggests the interrelationship among the different dimensions.

Implications of Murase's study can be categorized in three aspects. First, with regard to implication for theory, the results show that *MILLA* is a valid and reliable instrument to measure the level of learner autonomy and that there were significant correlations among the dimensions of learner autonomy. The second implication

concerns practice. In this respect, using this type of quantitative instrument can serve a tool for students to reflect on and aware about their own learning process. In addition, it can be used to prompt the discussions on the concept of learner autonomy among students and those involved.

2.8.3 Related Studies on Public Speaking Ability and Learner Autonomy

Instead of focusing on autonomous behaviors, Everhard (2015) explored students' evaluation of language competence and performance of presentation skills through self-assessment and peer-assessment. In her study, peer assessment is seen as a way to increase transparency in the formative assessment process while developing students' capacity for critical reflection and evaluation. In this manner, it is hoped that students apply these skills, with objectivity, to improve their own language performance. The skills of peer-assessment, without prior training, also contribute to the promotion of self-assessment skills crucial to the development of learner autonomy. The study also aims to explore the relationship between peer-, self- and teacher assessment through products and processes of both writing and speaking assignments.

The study involves 2 groups of students each year from 2005-2010. The total is 10 groups (between 18-30 students in each group) or 235 who are English major enrolling in Language Mastery I at Aristotle University of Thessaloniki, Greece. Five research instruments are used in the study which includes Oxford Placement Test (OPT), a Profile Card with detailed interests and ambitions, a Learner Contract to enable students to reflect on strengths and weaknesses, an Assessment Criteria Checklists, and an Assessment Questionnaire in Greek.

Without peer assessment training, there are indications of alignment in assessment between peers, self, and teachers in 9 of the 10 research groups. However, the goal of Everhard's study is not for the consistency between students' and teachers' assessment. Instead, it is to make assessment more transparent for students which, in turn, can encourage students to critically reflect and to bring about self-realization on their own terms.

To sum up, Everhard suggested that cooperative nature of the triangulated peer-, self-, and teacher paves way for learners to assume responsibility for their learning. More empirical evidences with regard to peer assessment as a stepping stone to autonomy is also called for.

To tackle Thai students' problems of anxiety and ineffective preparation for oral presentations, (Yamkate and Intratat 2012) conducted a research using video recording to facilitate the practice of self-assessment. The objective of the study is to examine whether and how video recordings can facilitate students' evaluation of their oral presentation skills and apply the evaluation to improve.

The research instruments are video recordings of students' two presentations and two sets of questionnaires (one for each presentation) which ask students to reflect on their strengths and weaknesses. From the data collected from 19 fourth year Thai students majoring in Engineering. The findings reveal that students show positive attitude towards the use of video recordings to identify areas to be improved especially in terms of non-verbal language use.

The study yields four implications. The first implication is that self-assessment is an integral part in language learning. For the second implication, through video recordings, students have the opportunity to view themselves as a member of the audience which is useful when self-assess their presentation. The third implication is that students should be made aware of the use of the video recording devices during class time as it may distract the speaker away from the audience. Lastly, students should be encouraged to actively seek opportunities practice and develop their oral presentation skills.

2.9 Chapter Conclusion

Chapter two reviews the related literature on the dimensions of learner autonomy and the variables involved. The chapter begins with the review of learner-centeredness which is the basis of independent learning. Then, the concept of learner autonomy is discussed with regard to the dimensions and sub-dimensions of learner autonomy which includes reflections and peer feedback. Measurement of learner autonomy and issues of public speaking ability are described subsequently. The chapter concludes with related research studies.

CHAPTER III

RESEARCH METHODOLOGY

The methodology chapter of this study comprises seven main parts which are context of the study, research design, population and subjects, Autonomous Learner Process (ALP) training, research instruments, data collection procedure, and data analyses. The chapter concludes with research procedures.

3.1 Context of the Study

The setting of the study is in a mandatory fourth-year **"EN4233 Public Speaking in English"** class of an undergraduate Business English program, School of Arts, at an international university in Bangkok, Thailand. As an international program, all classes are taught in English.

As a 3-credit major requirement course for Business English students studying in the School of Arts, the course description and the course objectives based on the course outline as of Semester 2/2016 for EN4233 specify (Table 3.1):

Table 3.1 EN4233 Public Speaking in English Course Description and Course Objectives

Course Description:	Develop skills for effective public speaking in English. Focus on methods and practices for better informative and persuasive speaking, speech organization and visual aids.
Course Objectives:	This course aims to enable students to: 1. work successfully towards the public presentation of a specific project. 2. organize their ideas into coherently structured presentations. 3. practice formal speaking in real life situations. 4. achieve two major goals of Public Speaking – 1) To inform 2) To persuade.

Speeches delivered in class are individual speeches. In preparation for the speeches, students are encouraged to explore topics and materials from any fields of their interest. In other words, students choose and research the content they are interested in and ultimately create the speeches. Teaching and learning in the class therefore gear towards students' interests of the topics for the speeches.

Additionally, prior to taking Public Speaking in English class, students have to pass all of the required English foundation courses (English I-IV). Typically, the class size is approximately twenty to twenty-five students, and the majority of the students are Thai. Classes meet twice a week for 15 weeks. Each class lasts one and a half hour. The length of the course in a semester is equivalent to 15 weeks or 45 hours.

In a semester, each student is required to deliver six to seven minutes speeches four times with and without visual aids. The first two speeches are informative while the last two are persuasive. Students are encouraged to freely choose any topics of their choice. The speech topics are on a first come first serve basis as to prevent duplications of topics. In addition, the students have to take written midterm and examinations as required by the School. The written midterm examination assesses the students' knowledge on informative speaking while the written final exam assesses the knowledge on persuasive speaking. The mark allocation for all teaching and learning activities are summarized in Table 3.2 below:

Table 3.2 EN4233 Public Speaking in English Mark Allocation

Activities	**Mark Allocation (%)**
Class Assignments and Participation	15
Informative Speech	10
Persuasive Speech	10
Midterm: Informative Speech	10
Midterm Written Examination	15
Final: Persuasive Speech	10
Final Written Examination	30
Total	100

It is noted that the passing grade for all required courses is 65%. The grading system for EN4233 Public Speaking in English class according to the course outline for Semester 2/2016 is as follows (Table 3.3):

Table 3.3 EN4233 Public Speaking in English Grading System

Grade	Ranges (%)
A	90-100
A-	87-89
B+	84-86
B	80-83
B-	76-79
C+	70-75
C	65-69
C-	60-64
D	50-59
F	0-49

The only required textbook for the course is the international students' edition of "The Art of Public Speaking" by Lucas (2015). For each session, lectures usually account for 20-30 minutes with class activities to accompany each step of the speech preparation process. The process can be explained as topic selections, organization of main points and use of connectives, use of supporting materials, speech introduction, and speech conclusion. The teaching and learning also include speech outlining and speech rehearsals. The followings are the course contents and the study plan for all sections of EN4233 in Semester 2/2016 (Table 3.4).

Table 3.4 EN4233 Public Speaking in English Course Contents

Week	Contents	Hours	Teaching & Learning Activities, Instructional Media	Materials
1	Introduction to the course in detail.	1.5	Lecture and class discussion, Power Point.	Course Outlines
	Lecture: Choosing a topic, general and specific purpose, and central idea	1.5	Lecture and class discussion, Power Point.	Chapter 4

Week	Contents	Hours	Teaching & Learning Activities, Instructional Media	Materials
2	Lecture and Workshop: Choosing a topic, general specific purposes and central idea	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 4
	Lecture: Organization of the body, main points, strategic order, connectives	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 9
3	Lecture and Workshop: Organization of the body, main points, strategic order, connectives	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 9
	Lecture: Introduction of the speech, conclusion of the speech	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 10
4	Informative Speeches	1.5	Without visual aids	
	Informative Speeches	1.5	Without visual aids	
5	Informative Speeches	1.5	Without visual aids	Chapter 15
	Lecture: Informative Speaking	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 15
6	Lecture and Workshop: Informative Speaking	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 15
	Group informative discussion	1.5	Lecture and class discussion and/or group work. Power Point.	
7	Midterm: Informative Speeches	1.5	Power Point and/or visual aids	
	Midterm: Informative Speeches	1.5	Power Point and/or visual aids	
8	Midterm: Informative Speeches	1.5	Power Point and/or visual aids	
	Revision for Midterm	1.5	Lecture. Power Point	
Written Midterm Examination				
9	Lecture on persuasive speech	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 16
	Lecture and Workshop on supporting your ideas in a speech	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 8

Week	Contents	Hours	Teaching & Learning Activities, Instructional Media	Materials
10	Group persuasive discussion	1.5	Lecture and class discussion and/or group work. Power Point.	
	Lecture on visual aids	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 13
11	Persuasive Speeches	1.5	Without visual aids	
	Persuasive Speeches	1.5	Without visual aids	
12	Persuasive Speeches	1.5	Without visual aids	
	Lecture on methods of persuasion	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 17
13	Lecture and Workshop: Methods of persuasion	1.5	Lecture and class discussion and/or group work. Power Point.	Chapter 17
	Final: Persuasive Speeches	1.5	Power Point and/or visual aids	
14	Final: Persuasive Speeches	1.5	Power Point and/or visual aids	
	Final: Persuasive Speeches	1.5	Power Point and/or visual aids	
15	Feedback	1.5	Class discussion	
	Revision for Final Exam	1.5	Lecture. Power Point	
Written Final Examination				

3.2 Research Design

The study aims to explore the effect of an autonomous learning process (ALP) in English Public Speaking class at Thai tertiary level Business English Program. As Dörnyei (2007) specified, mixed methods are appropriate for classroom research which can be complex. By employing several research approaches, the ability to draw conclusion is ultimately enhanced when comparing to reliance on only one research method alone. Yet, the drawback of the mixed-methods is that the researcher has to be experienced in both quantitative and qualitative research. For this study, to avoid such drawback, measures were cautiously and systematically employed to ensure validity and

reliability of the research instruments, data collection, and data analysis for both the quantitative and qualitative methods (Fraenkel, Wallen, & Hyun, 2015).

Therefore, this study employed a variant of mixed methods approach which is embedded experimental design. For this research design, a qualitative strand is embedded within a quantitative experiment to complement the experimental design (Creswell & Plano Clark, 2011). The research objectives of the study are restated below:

1. To examine the effect of autonomous learning process on public speaking ability of Thai undergraduate students and its effect size.
2. To examine the effect of autonomous learning process on learner autonomy of Thai undergraduate students and its effect size.
3. To explore how learner autonomy is revealed through autonomous learning process in Public Speaking in English class.

To elaborate, primarily, the quantitative data were gathered using a test and a questionnaire and to determine students' public speaking ability and the level of learner autonomy. Gain scores, or the differences between students' pre-test and post-test scores, are compared to determine if students make improvement as a result of the intervention (Nunan & Bailey, 2009). Moreover, to measure the students' level of learner autonomy, the pre-questionnaire and post-questionnaire are administered. The first reason for using questionnaire is that it is considered convenient, practical, and relatively fast to obtain the information. Another reason is that the level of learner autonomy should be measured through self-report rather than from observable behaviors alone (Murase, 2015).

During the intervention, to explore how learner autonomy develops as a result of the ALP, qualitative data is collected primarily in a form of students' two Overall Written Reflections. One is gathered mid-semester, and another is at the end of the semester to allow students to encapsulate their thoughts on their learning which include progress they have made as well as difficulties they countered the whole semester. Teacher's notes which included informal talks with the students during the semester were also taken, when possible, to clarify some of the issues that students did not clearly describe in their reflections

In other words, in the embedded design, the qualitative data is used to triangulate with the quantitative data in the interpretation. The research design can be illustrated in Figure 3.1.

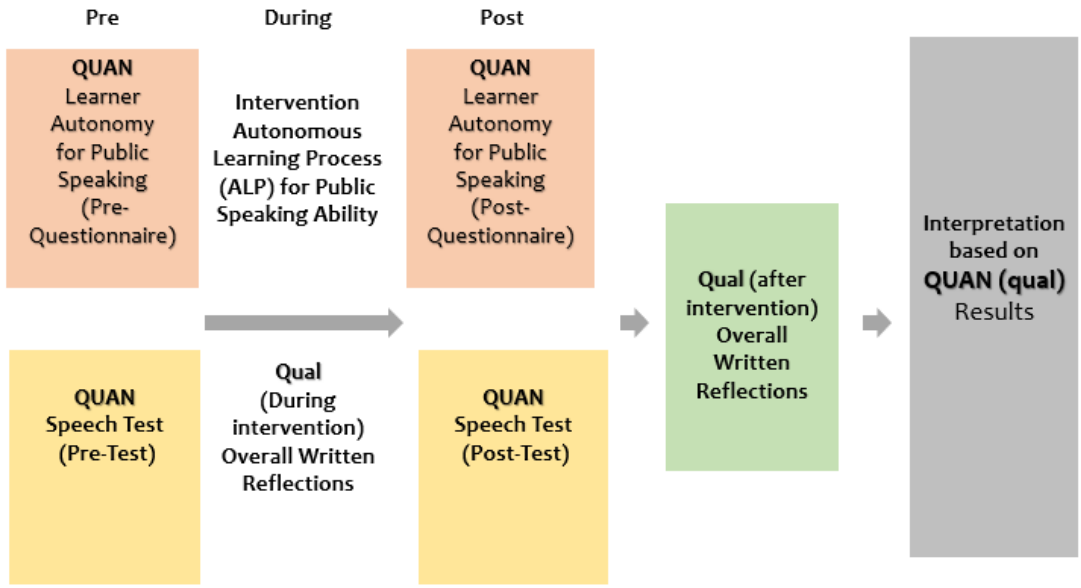

Figure 3.1 Embedded Experimental Research Design

3.3 Population and Subjects

3.3.1 Population

The population for this study consists of students who enrolled in all sections of EN4233 Public Speaking in English class in the first semester of the academic year 2017 (Semester 1/2017) which was from August to December of 2017. Total population in this study is 226 students in 12 sections which was less than the expected number based on Semester 2/2016. The number of students in each section was between 18-20 students.

As for the characteristics of the students in Public Speaking in English course, the majority of students are Thai with only a few international students. For fourth year students, the average age is approximately between 21-23 years old. There is also a higher number of female than male students in the classrooms. Most students enrolled in EN4233 Public Speaking in English class are from Business English major who are taking the course as major requirement. Only a few students are from other majors who are taking it as a free elective.

The students' general proficiency is determined by the grades they received from the previous foundation English course, English IV, that the students had taken prior to taking Public Speaking class. To obtain a passing grade or a 'C', students have to achieve at least 70%. However, the general English proficiency is determined as one characteristic of the students in the class only.

In general, besides EN4233 Public Speaking in English, students also take other subjects which are also taught in English. Each subject students take is 3 credits. The approximate number of credits students take is 15-18 credits or 5-6 subjects including EN4233 Public Speaking in English. Additionally, students' minor subjects are also varied. However, the fields of minor subjects for Business English students are limited to two fields which are Business Administration and Arts.

3.3.2 Subjects Selection

Students in one section of EN4233 are the subjects of the study as discussed in the 'Limitation of the Study' section in Chapter I. Although only one group is selected, threats to internal and external validity can be minimized to achieve generalizability (Nunan & Bailey, 2009) as explained in the next section. From 12 sections (each section already assigned to the teachers by the University's Registrar Office), 2 sections were assigned to the teacher/ researcher of this study. To select the subjects, a cluster sampling technique was employed to randomly select one of the two sections. In this sense, a cluster signifies the whole section. Once selected, every Thai student in the section is the subjects of the study. The total number of students in the section under the study is therefore 19 students out of 20 students.

Regarding the characteristics of the subjects, all of the students were Business English students. The majority was female (84.2%) with the age between 21-23 years old (89.5%). The average GPA prior to taking EN4233 was 2.27 (with a lowest at 2.10 and the highest at 3.59). The students' level of English proficiency based on the grade obtained in English IV is ranged from C to B+ while some of the students were still enrolled in English IV (26.32%). The summary of the characteristics regarding gender, age, nationality, and grade obtained from English IV can be summarized in Table 3.5

Table 3.5 Characteristics of the Subjects

	Characteristics	**Count**	**Percentage (%)**
1.	*Gender:*	*19*	*100.00*
	Male	3	15.8
	Female	16	84.2
2.	*Age:*	*19*	*100.00*
	21-23	17	89.5

	Characteristics	Count	Percentage (%)
	Over 23	2	10.5
3.	*Nationality: Thai*	*19*	*100.00*
4.	*Grade obtained from English IV*	*19*	*100.00*
	B+	3	15.79
	B	3	15.79
	B-	1	5.26
	C+	4	21.05
	C	3	15.79
	Enrolling in English IV in Semester 2/2017	5	26.32

3.3.3 Generalizability of the Findings

This study is mixed-methods design. Therefore, the goal was to generalize the findings to the population beyond the periphery of this study. Two issues concerning the generalizability of the findings or the external validity are representativeness and sufficiency of the subjects regarding the study population.

By using a cluster sampling technique as explained in the earlier section which is considered a probability sampling, the representativeness of the subjects to the population can be ensured. As pointed out earlier, in this study, subject sufficiency is unavoidable. Therefore, a thorough description of the subjects must be provided in a rich and thick manner as to suffice ecological generalizability which is the degree to which the results from this study can be extended to other settings (Fraenkel & Wallen, 2000). In other words, generalizability must be done with caution as described earlier in the context of the study.

Two primary concerns regarding the generalizability of the findings are internal and external validity of the research. In this regard, internal validity of the research brings about external validity.

To achieve internal validity for this study, the following threats which include threats of mortality, history, maturation, testing, instrument decay, statistical regression, and subject attitude were minimized (Fraenkel, Wallen, & Hyun, 2016):

- *Mortality* is the problem of losing the subjects from the study such as students dropping out from the course. However, the EN4233 Public Speaking in English subject is a major requirement which suggests the chance of students dropping is not likely. All 19 students completed EN4233.
- *History* is the occurrences of unforeseen events during the study which could alter the outcome of the study. This can be minimized as the researcher is also the teacher who can be alert to such influences during the study. There were no occurrences of unforeseen events which affected the study.
- *Maturation* or normal development of people regardless of the treatment received is another threat to internal validity concerning participants. For this study, maturation is minimized as the duration of one is semester is only 15 weeks which is not long enough for maturation.
- *Testing* or when pre-test itself is responsible for the improvement instead of the intervention. In this study, testing threats is minimized because the gap between the pre- and post- questionnaires was 15 weeks apart which is long enough to prevent students from memorization. As for the Speech Test, although the topic for the pre-test and post-test is the same, the contents of the speeches were entirely different.
- *Instrumentation decay* which might occur due to exhaustion of the respondents can also be prevented. Questionnaires can be administered in 10-15 minutes. In addition, *Instrumentation* threat is also controlled as the reliability of the research instrument is ensured through rater training (to ensure interrater reliability of the Speech Test scores) and careful piloting of the questionnaire (Nunan & Bailey, 2009) (See section 3.5.1 and 3.5.2).
- *Statistical regression* which might be present when the group under the study is of extremely low or high ability prior to the intervention. This threat can be minimized as the students in this study are of varying ability which is determined by their grade point average prior to enrolling in EN4233 subject (the average GPA was 2.27, with the lowest at 2.10 and the highest at 3.59).
- *Subject attitude* or how the subjects view the study which can be understood as *Hawthorne effect*. This threat is controlled as because, in this study, intervention provided is viewed as a typical teaching and learning rather than an experiment the subjects participate in.

Furthermore, this study also attempts to minimize the threats to external validity. There are four threats which are related to external validity (Nunan & Bailey, 2009).

- *Reactive effects of testing* threat is associated with *testing* threat to internal validity described above. To minimize the threat, it can be said that as internal validity threat is minimized, the external validity threat is also minimized.
- *Reactive effects of experimental arrangements* threat is related to the *subject attitude* threat to internal validity. The relevant threats in this study are *Hawthorne effect*, also discussed earlier, and *Honeymoon effect* or *Novelty effect*. *Honeymoon effect* suggests that the treatment is effectiveness because it is new for the participants. For the study, the threat can be controlled since the study spans over a semester which is long enough to overcome the *Honeymoon Effect*.
- *Interaction effects of selection bias* threat which can occur when the sample in the study is not representative of the population. For this threat, this study used cluster sampling technique to select the section under study. Every student in the section is the subject. Therefore, bias in the selection is controlled.
- *Multiple-treatment interaction* which can occur when the comparison groups receive treatments through interactions with the group under the study. This threat can be minimized as there is only one group in the study.

In sum, when threats to research internal validity are prevented, external validity in this study can be achieved. In this regard, the findings of the study can be verified with other groups in other settings with similar context to this study by means of ecological generalizability.

3.3.4 Ethical Issues

When a research involves human subjects, ethical issues are taken into consideration (Cresswell, 2014). Though the subjects for the study are researcher's students in the class, informed consent form is required to comply with protection of human rights. For this research, the consent form which includes the purpose of the study and guarantee of confidentiality of the research data were signed by all 19 subjects (Appendix L).

3.4 Autonomous Learning Process (ALP) Training in Public Speaking in English Class

Learner training or pedagogical tools in this study is *Autonomous Learning Process (ALP)* for public speaking ability which includes speech training, learning strategy training, and reflection activities. For ALP in the EN4233 Public Speaking in English class, students are trained in four dimensions of learner autonomy. The purpose of the training is to foster students to become autonomous learner as learner training plays a crucial role in the autonomous learning process (Little, 1995).

3.4.1 Training in Four Dimensions of Learner Autonomy

Based on the literature review, learner autonomy can be fostered in four dimensions which are technical, psychological, political-critical, and sociocultural (Benson, 1997; 2001; Oxford, 2003). Students are trained in all four dimensions because each dimension is interconnected (Murase, 2015). In line with Oxford (2003), research in learner autonomy should incorporate as many dimensions rather than one.

The ALP Training aims both at fostering learner autonomy and development of public speaking ability. For this reason, the ALP is focused especially on the features crucial for public speaking class. The ALP training model in this study is a synthesis of learner autonomy training and public speaking ability training.

Since the ALP training and the contents of EN4233 are integrated in to EN4233 course, all course contents which are specified in the EN4233 course outline are included. The ALP for public speaking ability training can be summarized in Figure 3.2. The lesson plans can be found in Appendix O.

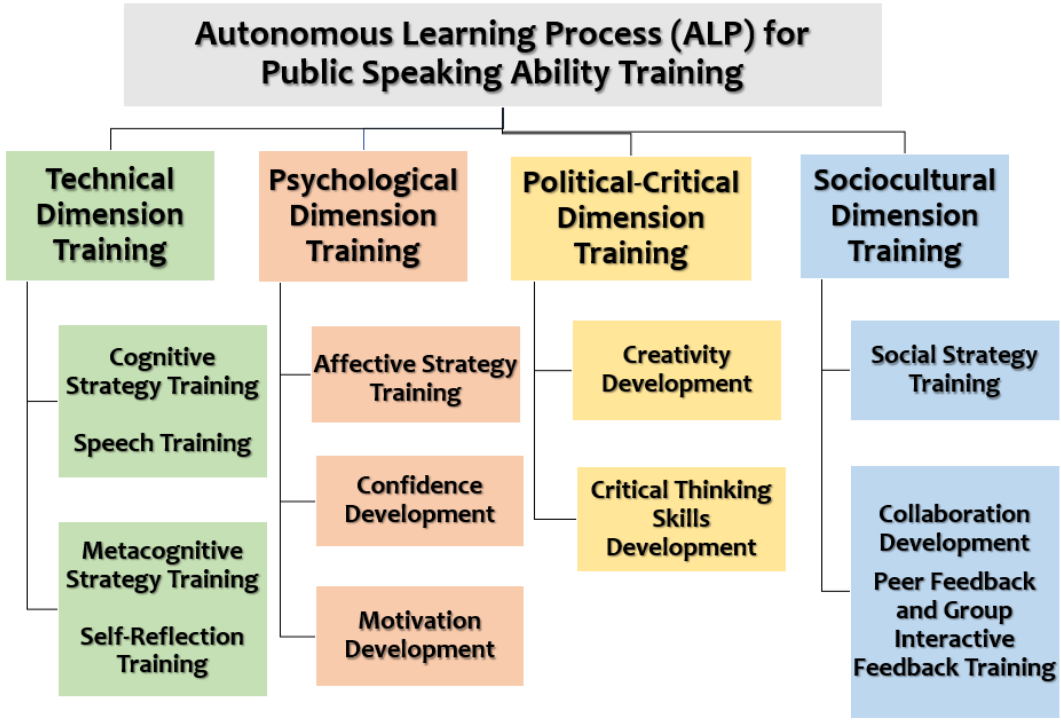

Figure 3.2 Autonomous Learning Process (ALP) for Public Speaking Ability Training

3.4.1.1 Technical Learner Autonomy Training

For the first dimension of learner autonomy, Technical learner autonomy for public speaking ability focuses on learning strategy regarding students' learning behavior. Two components in the technical learner autonomy are cognitive strategy and metacognitive strategy.

- Cognitive Strategy Training:

Cognitive Strategy Training or training of learning strategy focusing on public speaking strategy is adapted from Chamot's (2005) Cognitive Academic Language Learning Approach (CALLA). By explicitly training students to use various learning strategy, public speaking ability can be developed.

Although Chamot (2005) specified six phrases which include preparation, presentation, practice, self-evaluation, expansion, and assessment. Only the first five phases are adopted. The sixth phase, assessment, is omitted because the students will be assessed on their speaking ability rather than the learning strategy used. Using the

Cognitive Strategy Worksheet (Appendix A), the five phases of Technical autonomy training include:

1) Preparation: Students reflect on and discuss with the class regarding their previous experiences with speech/presentations and topics. Current learning strategy used for speech preparation, rehearsal, and delivery is identified in order to build upon other learning strategy for public speaking ability.
2) Presentation: New strategy is introduced and modeled to the students. Students are asked if and how they have used the learning strategy for public speaking ability.
3) Practice: Students practice using new strategy with minimal guidance of the teacher to encourage autonomous learning. Students should be able to identify and distinguish the various learning strategy for public speaking ability.
4) Self-evaluation: After practice, students evaluate the strategy used.
5) Expansion: Students select and transfer strategy to their speech preparation, rehearsal, and delivery.

- Metacognitive Strategy Training:

Adapted from Chamot et al. (1999), metacognitive strategies, especially reflection, is a crucial component of learner autonomy. Through reflection activities, students can manage their learning as well as their public speaking ability. Using the *Metacognitive Strategy Worksheet* (Appendix B), the training comprises three processes with a focus on reflection skills. The three processes include:

1) Planning: Students are trained on self-reflection strategy for public speaking ability by using *Self-reflection Worksheet* (Appendix D). Students are also informed on the criteria on the *Public Speaking Ability Rubric* (Appendix C) which is used to assess their public speaking ability. Students then set the objectives for the speech and plan each speech by writing a speech outline.
2) Monitoring: After setting speech objectives and planning the speech topics, students monitor their strategy used for the speech preparation and rehearsal in relations to the effectiveness of their public speaking ability.

3) Evaluating: Upon completion of each speech, students reflect on what they have done and consider strategy modification for future improvement by writing their self-reflection.

    - Written Reflection Training:

As a part of metacognitive strategy training, students are trained on how to write self-reflection after each speech in English. To justify the use of self-reflection in English, from Little (2007), students should reflect in the target language and that the reflection is most effective when written rather than using questionnaires. Also, writing is important for public speaking class because the students deliver prepared speech rather than impromptu. Therefore, writing is already an integral part in preparation for the speech. In other words, students write before they speak. Moreover, students' self-reflections can reveal of students' autonomous learning process as they documented their learner journey.

For the training, the criteria for the speech feedback which is the Public Speaking Ability Rubric (Appendix C) are provided to the students. The students get into small groups to discuss the criteria to better understand the rubric. Then, students share what they think and how they feel about the rubric with the whole class.

After each speech, students watch their video recorded speech and reflect. The writing of the reflection is a dairy style adapted from McDonough, Shaw and Masuhara (2013), Rubin (2003) and related literature. Using the *Self-reflection Worksheet (Appendix D)*, students are trained on the points of reflection which include speech preparation, speech rehearsal, speech delivery, and improvements for the next speech. Students are also encouraged to reflect on how they feel before, during, and after the speech. Students are informed that their written reflection will not be graded for marks and are only used as a part of their learning process.

3.4.1.2 Psychological Autonomy Training

For psychological autonomy, the emphasis is placed on student's mentality and emotion. For this study, the three components in the psychological autonomy are affective strategy, confidence development, and motivation development.

- Affective Strategy Training:

Affective Strategy Training focuses on strategies students can use to cope with public speaking anxiety, develop motivation and confidence. Affective strategesi helps create positive emotion to cope with anxiety in public speaking. As students feel more positively about themselves, speech anxiety can be reduced.

Using the *Affective Strategy Worksheet* (Appendix E), students first reflect on prior experiences regarding anxiety with speech or presentations and list negative thoughts associating with them. Then, they were introduced to ways to turn negative thoughts into positive ones. One of the ways is to use the power of visualization where students were asked to imagine themselves delivering the speeches successfully.

From the training, students identify the affective strategies they had tried to cope with speech/ presentation anxiety. Students are then trained on affective strategies adapted from Oxford (1990) which includes identification of students' mood and anxiety level, discussions of regarding feelings, rewards for good performance, and employing deep breathing or positive self-talk. From training, students try various affective strategy for public speaking ability, monitor, and evaluate their use of affective strategy by writing their self-reflection (Appendix D).

- Confidence Development:

Concerning students' confidence in their learning ability and public speaking ability, confidence development can be trained in two stages. First, students reflect on and discuss previous positive experiences with oral presentations and topics. By reinforcing the positive experiences, students can gain more confidence in their public speaking ability (Malisuwan, Nasongkhla, & Sujiva, 2015). For the second stage, using *Speech Topics Worksheet* (Appendix F) students compile a list of topics in which they are passionate about. Topics students see themselves as experts in serve as starting point for students' development of confidence. It is believed that students' confidence in the topic choice leads to more confidence in students' public speaking ability. With more confidence in their public speaking ability, students may be compelled to be more autonomous in their learning of public speaking class.

- Motivation Development:

Another aspect of psychological preparation in public speaking class, motivation relates directly to goal setting (Dörnyei, 2009). Goals, in this context, are long-term learning goals while objectives are short-term as in speech objectives. By setting and achieving attainable goals and objectives, students are more motivated to keep trying and reaching higher goals. As a result, when students are more motivated to speak, public speaking ability can be improved.

As stated earlier, as a part of metacognitive strategy training, students plan by setting their own goal and objective in the writing of the self-reflection (Appendix D) such as to gain more audience engagement or to rely less on the use of speaking notes. In this manner, students' motivation can also be developed because they are in control of what they aim to achieve.

3.4.1.3 Political-Critical Autonomy Training

Political-critical autonomy training concerns students' sense of self-concept and identity. In this study, self-concept is examined in a form of creativity while identity is understood and critical thinking skills.

- Creativity Development:

Creativity Development helps students to have original idea for the speech. Students also learn to be adaptive to various speech situations. Creativity can be understood as originality and adaptability (Dörnyei & Ryan, 2015) which also involves a high degree of personalization. Creativity and personalization are undoubtedly crucial for public speaking ability development process from selecting the speech topic, gathering supporting materials, to speech delivery (Lucas, 2015).

For the creativity development training, in a small group, students are trained to exercise creativity in topic selection, and speech outlining using the *Brainstorming and Speech Outline Worksheet* (Appendix G). Through collaborative task, students also learn how to think outside the box. Individually, students are encouraged to freely choose the topics and contents based on their interest. Students then work on creatively narrowing down their individual speech topics and plan the speech outline.

- Critical Thinking Development:

Especially important for persuasive speeches, critical thinking plays a vital role to convince others. Training of critical thinking skills can help students develop standpoint. Students also learn the skills to judge the credibility of the materials they use in the speech.

Critical thinking development comprises two stages which are the process of gathering materials for speeches and, for persuasive speeches, standpoint development. For the first stage, students learn to use critical thinking skills as they learn about how to assess the credibility of the sources. For the second stage, standpoint development is trained by using the topics with various points of views from the *Persuasion Worksheet* (Appendix H). Students then choose their standpoint and work in small groups on supporting arguments as well as to refute opposing arguments.

3.4.1.4 Sociocultural Autonomy Training

Sociocultural dimension of autonomy suggests that learning can be fostered rather through interdependence than total independence (Little, 1990). In this sense, students learn from social interactions. The training in sociocultural dimension consists of three components which are social strategies and written peer feedback training.

- Social Strategy Training:

Social Strategy Training focuses on the learning process which occurs through collaboration among students. Social strategy training is developed from Oxford (1990) which focuses on collaborations with others such as asking questions for verification, asking for clarity on confusing points, and exploring cultural and social norms. In a small group, students are then trained to work collaboratively with others through *Brainstorming and Speech Outline Worksheet* and *Group Interactive Feedback* (explained later in this section). In this sense, through collaborative group work, students engage in group discussions which can potentially develop both public speaking ability as well as learner autonomy.

- Collaboration Development:

Collaboration Development involves understanding of others' feelings which can be fostered through collaboration. In collaboration development, students are trained to have empathy towards others because it is believed that development of learner autonomy involves learning interdependently. By using *Brainstorming and Speech Outline Worksheet* students develop understanding towards others and become aware of others' thoughts and feelings as the group formation constitutes *Group Interactive Feedback* for which students reflect on past performances and provide feedback to others.

According to Richard (2015), skills essential to discussion tasks which students can be trained on are: 1) giving opinions, 2) presenting points of view, 3) supporting point of view, 4) taking a turn, 5) sustaining a turn, 6) listening to others' opinions, 7) agreeing and disagreeing with opinions, and 8) summarizing a position.

- Peer Feedback Training:

Peer Feedback Training is similar to self-reflection training (mentioned earlier in section 3.4.1.1 of this chapter). As an audience, by providing feedback to their peers, students learn how to reflect and form opinions and stances to give criticism constructively which is crucial to the development of learner autonomy. In turn, as a speaker, by receiving peer feedback students also learn about how the audience feels about their speech in order to make improvement. Peer feedback, in this study, takes two forms which are anonymous written peer feedback and Group Interactive Feedback (GIF).

  - Written Peer Feedback Training:

As audience, students are trained to provide feedback on the video recorded speeches from previous semesters. The reason for using written feedback is based on the researcher's observations from teaching public speaking in English for more than fifteen years along with the experiences from judging various speech competitions. The observation is that the rubric-style feedback may cut off students' thoughts and possibly limits students' ability to think beyond what is provided. It is also to prevent audience from randomly checking the numbers on the rubric and instead to encourage students' involvement by paying attention to the speeches in order to provide feedback.

The language of praise and criticism is also discussed as written language can be difficult to interpret at times. Once the students are well informed of the rationale to provide peer feedback, students watch the video recorded speech and practice providing feedback. Feedbacks will then be circulated around the class for comments and suggestions on how to provide feedback which are deem useful for the speakers.

For the training, by using Peer Feedback Worksheet (Appendix I), students reflect on and discuss with the class regarding their previous experiences providing feedback/comments to others before being trained on the peer feedback strategy. Then, students write anonymous peer feedback after each speech to help speakers improve on the speech as well as to demonstrate their ability to assess speeches. Specifically, the reason for anonymity in feedback provision is due to culture. In a collective culture such as Thailand, open criticism can be discouraging (Hofstede, 1991). Therefore, feedback is given anonymously. Additionally, if feedbacks are identifiable, students may find difficult to give negative feedback to their peers and are restricted to only providing positive ones (Topping, 1998). Anonymous peer feedback also yields more critical feedback because the person giving the feedback is free from social pressure and can therefore express more freely about what they feel (Lu & Bol, 2007). However, for the research purpose, each student feedback is identified with a symbol only revealed to the researcher. In this sense, the identity of the student providing the feedback is anonymous to the students but not to the researcher.

For written peer feedbacks, students may use the criteria on the *Public Speaking Rubric* or additional criteria they see fit as basis to provide feedback. In one semester, students write 24 pieces of peer feedback for each of the four speeches (as there are 25 students in the section). Altogether, each student provides peer feedback 96 times.

When students write peer feedback to others, they also keep records of what they write by taking pictures of the feedback and upload onto Google Drive folder. The reason for having the feedback recorded is that students can read what they have written before providing written peer feedback on the next speech. Similarly, when receiving peer feedback, students type all of the feedback and upload onto Google Drive for later view. The intention is that the students can use the peer feedback to make progress on the future speeches. In this sense, students also have 24 individual feedbacks for each of the 4 speeches to consider.

- Group Interactive Feedback (GIF) Training:

To foster sociocultural dimension of learner autonomy, students also participate in *Group Interactive Feedback (GIF)* sessions which is the second form of peer feedback. Instead of only receiving feedback on paper without knowing the source that provided such feedback, in this study, GIF can be another resource to obtain peer feedback. Students can freely form a group for the group interactive feedback activity. The typical group size is between 4-5 members which is considered not too large or too small to generate dynamic discussion (Richards, 2015). The discussion is carried out in the target language which is English as suggested by Little (1997).

During GIF sessions, students openly discuss and seek verbal feedback from their peers after having written self-reflection and read all of the written peer feedback provided to them. In this sense, GIF can serve to reduce ambiguity and confusion from the anonymous peer feedback. It is noted that the identity of the students providing the feedback remains confidential. Additionally, students can also participate in GIF to discuss with their peers on the potential topics for their subsequent speeches. This way, students can be more aware of audience's expectation. It is also a way the students learn about audience analysis in order to prepare their speech topics.

The objectives and justifications for the training of ALP for public speaking ability in each dimension of learner autonomy can be summarized in Table 3.6.

Table 3.6 Dimensions of Learner Autonomy, Training Objectives, and Justifications

Dimensions of Learner Autonomy	**Objectives**	**Justifications**
Technical Autonomy	To help students apply **cognitive strategies** for public speaking ability.	Cognitive strategies, when trained explicitly, is helpful for students to improve public speaking ability as students can apply various strategies for speech preparation, rehearsal, and delivery on their own.

Dimensions of Learner Autonomy	**Objectives**	**Justifications**
	To raise students' awareness of **metacognitive strategies** used and to develop self-reflection strategy for public speaking ability	Metacognitive strategies, especially reflection, is a crucial component of learner autonomy. Through reflection activities, students can plan, monitor, and evaluate their learning as well as their public speaking ability.
Psychological Autonomy	To help students apply **affective strategies** to cope with anxiety in public speaking.	Affective strategies help create positive emotion to cope with anxiety in public speaking. As students feel more positively about themselves, speech anxiety can be reduced.
	To develop students' **confidence** in public speaking ability	When students' confidence is developed, learning ability and public speaking ability can to be improved.
	To develop students' **motivation** to deliver a speech	Students are trained to develop motivation by exploring students' passions for topics and through goal and objective setting. Goals are long-term such expectation after completion of the course while objectives are short terms such as speech objectives. By setting and achieving attainable goals/ objectives, students will be more motivated to keep trying and reaching higher goals. When students are more motivated to speak, public speaking ability can be improved.

Dimensions of Learner Autonomy	**Objectives**	**Justifications**
Political-critical Autonomy	To develop students' **creativity** in public speaking ability	Creativity training helps students to have original idea for the speech with regards to the speech content. Students also use creativity to be adaptive to various speech situations and audience's diverse viewpoints.
	To develop students' **critical thinking skills** in public speaking ability	In order to convince others, students should have critical thinking skills. Training of critical thinking skills can help students develop stance. Students also learn the skills to judge the credibility of the materials they use in the speech.
Sociocultural Autonomy	To help students apply **social strategies** to collaborate with others to develop public speaking ability	Autonomy can be fostered through interdependence. Interdependent learning process requires the use of social strategies as students collaborate with others by asking questions, seeking for clarity.
	To involve students in the reflection process through **collaboration** and **peer feedback**	Students can also engage in the reflection process by providing and receiving constructive criticism to/ from their peers. In turn, by using peer feedback (both written peer feedback and Group Interactive Feedback), students can learn about how the audience feels about their speech and can identify the areas they can improve.

3.4.2 Technological Training

Apart from the ALP training, technological training is also provided to students. In this study, Google Drive, a free cloud storage application available on all on-line platforms is used. Using Google Drive Training Worksheet (Appendix J), students are trained on the use of Google Drive to upload the video recorded speeches, written self-reflections, and written peer feedback. Apart from storing the required files for later view, students can also use Google Drive to save other documents for their research into each of the speech.

For the training, students can easily connect to the Internet and use Google Drive application on their smart phone for the training. Google Drive also works on personal computers and tablets which allows easier access to the files. All files students upload to their specified Google Drive folder are shared with the researcher as part of the data collection for the research as well as for students' retrospective purposes. Unlike traditional hard copy portfolio, Google Drive allows both the researcher and students to have simultaneous and immediate access of all files in the shared folders.

3.4.3 Autonomous Learning Process (ALP) Training Schedule

The ALP training in the four dimensions of learner autonomy is designed to be embedded into the lessons of EN4233 Public Speaking in English class. All speeches in the class are individual speeches whereby the students explore the contents of the speeches based on their genuine interests. To ensure the balance of the required EN4233 contents and the ALP training, Table 3.8 illustrates the comparisons between the original contents and the proposed content revisions together with the proposed ALP training.

Table 3.7 Comparisons between the Original Contents and the Revised Contents with ALP for Public Speaking Ability Training

Week	Original Contents	Revised Contents	ALP for Public Speaking Ability Training	Dimensions of Learner Autonomy
1	Introduction to the course in detail.	Course Introduction ○ **Learner Autonomy for Public Speaking (LAPS) Questionnaire (Pre-questionnaire)**		
	Chapter 4: Lecture on choosing a topic, general and specific purpose, and central idea	○ **Public Speaking Pre-test**		
2	**Chapter 4**: Lecture and Workshop on choosing a topic, general specific purposes and central idea	**Chapter 4**: Choosing a topic, general specific purposes and central idea	*Confidence Development*	Psychological
			Training on *Affective Strategy*	Psychological
			Training on *Social Strategy*	Sociocultural
			Training on *Cognitive Strategy*	Technical
	Chapter 9: Lecture on organization of the body, main points, strategic order, connectives	**Chapter 9**: Organization of the body, main points, strategic order, connectives	*Development of Creativity*	Political-Critical
3	**Chapter 9**: Lecture on organization of the body, main points, strategic order, connectives	**Chapter 8**: Supporting your ideas in a speech, **Chapter 10**: Introduction of the speech, conclusion of the speech	Training on Critical Thinking Skills	Political-Critical

Week	Original Contents	Revised Contents	ALP for Public Speaking Ability Training	Dimensions of Learner Autonomy
		Chapter 15: Informative speaking	Training *on Metacognitive Strategy*	Technical
			Training on Written Self-reflection	Technical
			Training on *Written Peer Feedback*	Sociocultural
4	Informative Speeches	**Chapter 15**: Informative speaking, and Speech outline submission	Training on *Motivation Development*	Psychological
	Informative Speeches	*Informative Speech Delivery (Day 1)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
5	Informative Speeches	*Informative Speech Delivery (Day 2)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
	Chapter 15: Lecture on informative speaking	*Informative Speech Delivery (Day 3)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
6	**Chapter 15:** Lecture on informative speaking	Reflection Session: Group Interactive Feedback	Training on Social Strategy	Sociocultural
				Political-Critical
	Group informative discussion	**Chapter 13**: Visual aids**,** and informative speech topics	Training on *Metacognitive Strategy*	Technical

Week	Original Contents	Revised Contents	ALP for Public Speaking Ability Training	Dimensions of Learner Autonomy
		submission and preparation session		
7	Informative Speeches	*Informative Speech Delivery (Day 1)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
	Informative Speeches	*Informative Speech Delivery (Day 2)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
8	Informative Speeches	*Informative Speech Delivery (Day 3)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
	Revision for midterm	Revision for midterm **Overall written self-reflection #1**		
9	**Chapter 16:** Lecture on persuasive speech	**Reflection on the exams**		
	Chapter 8: Lecture and Workshop on supporting your ideas in a speech	**Chapter 16**: Speaking to persuade	Training on *Critical Thinking Skills*	Political-Critical
10	Group persuasive discussion	**Chapter 16**: Speaking to persuade	Training on *Social Strategy*	Sociocultural
	Chapter 13: Lecture on visual aids	**Chapter 17:** Methods of persuasion	Training on *Critical Thinking Skills*	Political-Critical

Week	Original Contents	Revised Contents	ALP for Public Speaking Ability Training	Dimensions of Learner Autonomy
11	Persuasive Speeches	Persuasive Speech Topics Submission and preparation session	*Motivation Development*	Psychological
			Training on *Critical Thinking Skills*	Political-Critical
	Persuasive Speeches	*Persuasive Speech Delivery (Day 1)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
12	Persuasive Speeches	*Persuasive Speech Delivery (Day 2)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
	Chapter 17: Lecture on methods of persuasion	*Persuasive Speech Delivery (Day 3)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
13	**Chapter 17:** Lecture on methods of persuasion	Reflection Session for Persuasive Speeches and Persuasive Speech Topics Submission	Training on *Social Strategy*	Sociocultural
			Training on *Critical Thinking Skills*	Political-Critical
			Motivation Development	Psychological
			Training on *Critical Thinking Skills*	Political-Critical
	Persuasive Speeches	*Persuasive Speech Delivery (Day 1)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological

Week	Original Contents	Revised Contents	ALP for Public Speaking Ability Training	Dimensions of Learner Autonomy
14	Persuasive Speeches	*Persuasive Speech Delivery (Day 2)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
	Persuasive Speeches	*Persuasive Speech Delivery (Day 3)*	Peer feedback	Sociocultural
				Political-Critical
			Self-reflection	Technical
				Psychological
15	**Feedback**	**Revision for final examination**		
	Revision	**Public Speaking Post-test** **Learner Autonomy for Public Speaking (LAPS) Questionnaire (Post-questionnaire)** **Overall written self-reflection #2**		

As illustrated, the revised content contains all of the original contents with only minor sequential differences to better suit the ALP training. Moreover, from the literature review, the four dimensions of learner autonomy interconnected. For this reason, within the ALP training, students are trained in all four dimensions simultaneously. The four dimensions also span evenly throughout the ALP schedule.

The ALP training schedule along with integrated public speaking lessons, activities, and tools for each dimension of learner autonomy for public speaking ability can be summarized in Appendix O. The training schedule adopted the form of the lesson plans suggested by Brown & Lee (2015). The duration of the training in one semester is 15 weeks long. The lesson plans of the ALP can be found in Appendix O.

In the next section, the roles of the teacher and the students in the ALP are explained.

3.4.4 Roles of the Teacher and the Students in the ALP

3.4.4.1 The Teacher

For the Autonomous Learning Process (ALP), the teacher/researcher serves several roles. First, as a *facilitator*, the teacher provides means for which students can learn independently as well as interdependently with their peers. As a *trainer*, the teacher trains students to take charge of their own learning by using the ALP which is to foster all four dimensions of learner autonomy. As a *consultant*, the teacher also monitors and provides consultation during group work. Finally, the teacher serves as an *observer* to document classroom environments as well as students' behaviors to triangulate with other data collection tools with regards to level of learner autonomy and public speaking ability.

Most importantly, the teacher is a person students can trust. Rapport is significant in this study as students disclose their personal feelings and thoughts to the teacher. Without trust, students may not be comfortable reflecting on how they truly feel and what they sincerely think. By fulfilling the abovementioned roles while also being accessible and available for students, rapport can be built and mutual trust can be gained.

3.4.4.2 The Students

As reflection and feedback are crucial to the Autonomous Learning Process (ALP), students are active participants. The goal for the training in the four dimension of

learner autonomy is to equip students with necessary means to learn independently as well as interdependently. Students are responsible for their learning starting from topic selection. Students are encouraged to creatively and freely choose the topic from their interests. Throughout the semester, students are trained regarding learning strategies to prepare and practice for the speeches so that they can do so independently.

Students also play several roles. First and foremost, students take turn being speakers and audience. As *speakers*, students have to deliver speeches to inform and to persuade the audience. As *audience*, students listen to and participate in the speeches delivered by their classmates. As *self-reflectors*, upon completion of each speech, students also manage and monitor their own learning by writing a self-reflection regarding their past performances and their plans for future improvements. Moreover, as *assessors*, students also learn interdependently from their peers by working in groups and providing peer feedback on the speeches. The peer feedback takes two forms; one is anonymous written peer feedback while another is a group interactive feedback where students verbally discuss with each other about their performances.

3.5 Research Instruments

Since this study employs a mixed-methods design, both quantitative and qualitative instruments, namely speech test, questionnaire, and students' written self-reflection are used to collect the data. The research instruments are explained in accordance to the research objectives of the study.

3.5.1 Speech Test

Speech Test for this study serves as a pre-test and post-test, to determine students' public speaking ability. All speeches are video recorded on students' smart phones and are uploaded on Google Drive for later view. As a precaution, the use of smart phone and the tripod in this study was ensure not to trigger students' anxiety. Moreover, the findings of Gardner, Day, & McIntyre (1992), also indicated the presence of the video camera was not sufficient to produce anxiety.

For the pre-test and post-test speech topic, students deliver speeches on a broad speech topic which is designed for this study to contain both informative and persuasive elements with business implications as students are studying in the Business English program. In addition, the topic for the speech test also allows students to exercise

creativity and critical thinking skills. Students have approximately two days to prepare to deliver a prepared speech without the use of visual aid since the focus is placed on the ability to speak. All students deliver their pre-test speech in one class period. As one class period is 90 minutes and there are 19 students in the class, the speech duration for each student is therefore 3-4 minutes.

Post-test speeches are carried out in a similar manner as pre-test speeches. All post-test speeches are also delivered in one class period. However, since the speeches are prepared with video recording and scripts, pre-test and post-test speeches cannot be the same because students can certainly memorize and repeat the same speech. It is noted that, although the topic for the pre-test and post-test is the same, the speech contents are different. The topic for the pre-test and post-test is:

> *"Describe any product or service of your choice (existing or non-existing), and convince your audience to buy/use your product or use your service"*

To elaborate, the first part of the topic is informative in nature ("to describe") while the latter is persuasive ("to convince"). As for the validity of the topic for the speech test, the topic was proposed and approved by the dissertation examining committee to be used in the study.

Students' scores on the pre-test and post-test and then rated and compared using a 5-point *Public Speaking Ability Rubric* (PSAR). The justification for using rubrics in this study is that rubrics are believed to enhance the consistency of scoring across students as well as between raters (Jonsson & Svingby, 2007). This study also uses descriptive rubrics which are considered more reliable to assess public speaking ability for both expert and non-expert evaluators than the rating rubric (Schreiber et al., 2012).

For the Public Speaking Ability Rubric (PSAR), the criteria were adopted mostly from Schreiber, Paul, & Shibley (2012) with one criterion on pronunciation from Wimolkasem (2011) and an additional criterion from the review of literature and the conceptual framework to include creativity. The reason for adopting the rubric developed by Schreiber, Paul, & Shibley (2012) was because it was widely used to assess informative speeches and persuasive speeches. It was also reported to have high validity using factor analysis and reliability using multiple coders to yield Intra Intra-class Correlation or ICC of 0.93. Some adjustments regarding the choice of words on the rubric were made in order to accommodate the students' understanding.

The rubric used therefore comprises 12 criteria which can be grouped in 4 categories namely, organization, content, delivery, and language use. The followings are the criteria in the rubric. The detailed rubric with the descriptors is included in the Appendix C of this study.

- **Organization:**
  1) Selects a topic appropriate to the audience and occasion
  2) Formulates an introduction that grabs attention, reveals the topic, establishes speaker's credibility, and previews main points
  3) Uses an effective organizational pattern
  4) Develops a conclusion that signals the end and reinforces the central idea

- **Contents:**

  5) Employs compelling supporting materials which exhibits critical thinking skills
  6) Demonstrates speaker's creativity*
  7) Successfully relates the speech to the audience
  8) Constructs a convincing persuasive message with credible evidence

- **Delivery:**

  9) Effectively uses vocal expression (speed and volume) to engage the audience
  10) Demonstrates nonverbal behavior that supports the verbal message

- **Language Use:**

  11) Demonstrates a careful choice of words
  12) Delivers with appropriate pronunciation**

Note:

* *Additional criterion based on the literature review*
** *Adopted from Wimolkasem (2011)*

Students' speeches are rated based on the 5 descriptors which are:

5	means the public speaking ability is 'Advanced'
4	means the public speaking ability is 'Proficient'
3	means the public speaking ability is 'Basic'
2	means the public speaking ability is 'Minimal'
1	means the public speaking ability is 'Deficient'

The assessment criteria of the public speaking ability will be:

0.00-1.50	means the public speaking ability is 'Deficient'
1.51-2.50	means the public speaking ability is 'Minimal'
2.51-3.50	means the public speaking ability is 'Basic'
3.51-4.00	means the public speaking ability is 'Proficient'
4.51-5.00	means the public speaking ability is 'Advanced'

Reliability of Speech Test Scores

The scoring of the Speech Test can be subjected to threat to reliability due to lack of consistency of the individual scores. Such inconsistency can be resulted from raters' subjectivity and bias which may occur during the scoring process (Brown & Abeywickrama, 2010). For this study, raters' subjectivity and bias can be reduced by *training the rater* and obtaining *inter-rater reliability*. The reliability of the test scores is ensured as students' speeches for the pre-test and post- test are scored not only by the researcher but also by another teacher who also teaches public speaking for the past 5 years at the university where the data is collected. The process to ensure reliability of the test scores are as follows:

1) Training the Rater

The process begins with training on the use of rubric. Training is provided to the rater by using 4 recorded speeches (two informative speeches and two persuasive speeches) from previous semesters. It is noted that although the rubric was not in used in

previous semesters, the purpose for using the recorded speeches is solely to determine inter-rater reliability. In other words, whether or not the rubric was introduced to the students is irrelevant here because students' actual scores are not taken into account. After the training on the use of rubric, another 6 recorded speeches (3 informative and 3 persuasive speeches) from previous semesters are rated by the two raters as a practice.

2) Inter-Rater Reliability

Once the raters are trained, video recorded speeches for both pre-test and post-test are scored by the two raters independent using the rubric. The video recorded speeches for pre-test and post-test are also shared on Google Drive to another rater for convenience in scoring.

3) Scoring of the Speeches

Inter-rater reliability is determined by the following steps:

1) Finding the correlation of the two sets of scores: The Speech Test scores by the two raters are compared statistically using Pearson's correlation. The correlation in this study should be high ($r_{xy} \geq 0.70$) and the value of above 0.7 is deem acceptable (Jonsson & Svingby, 2003).
2) Testing whether or not the two sets of scores are different: The Speech Test scores by the two raters are tested using dependent samples t-test. The scores should not be significantly different ($p = 0.05$).

3.5.2 Learner Autonomy for Public Speaking (LAPS) Questionnaire

To measure students' level of learner autonomy for public speaking, *Learner Autonomy for Public Speaking (LAPS) Questionnaire*, a 5-point likert-scale questionnaire adapted from Cohen, Oxford, & Chi (2003), Marase (2015) and Oxford (1990) is employed. The reason for using an adapted version rather than a pre-existing tool is to correspond with the context of this study as suggested by Griffiths & Oxford (2014). In using the questionnaire to collect the data, it is believed to be easy, convenient, and practical to obtain information which is personal and private. In addition, likert-scale type is employed as the study aims to explore the subjects' level of learner autonomy by means of self-report.

Development of the LAPS Questionnaire

The questionnaire was developed based on the review of the literature concerning dimensions of learner autonomy. The LAPS Questionnaire consists of 1) demographic information and 2) measurement of learner autonomy for public speaking ability.

To elaborate, the first section of the questionnaire comprises demographic information such as age, gender, nationality, and prior experiences such as time spent abroad and public speaking activities which students attended. The data collected in this section were also later cross-referenced with the data collected in the other two sections when necessary.

To determine the students' level of learner autonomy, the second section of the questionnaire concerns the four dimensions of learner autonomy which are technical autonomy, psychological autonomy, political-critical autonomy, and sociocultural autonomy. The 42 questions of the questionnaires will include:

- Technical Dimension of Learner Autonomy: Cognitive Strategies, Metacognitive Strategies
- Psychological Dimension of Learner Autonomy: Affective Strategies, Confidence, and Motivation
- Political-critical Dimension of Learner Autonomy: Creativity, and Critical Thinking Skills
- Sociocultural Dimension of Learner Autonomy: Social Learning Strategies, and Collaboration

In the questionnaire, students were asked to respond to each statement on the 5-point likert scale by choosing the most appropriate answer among "strongly agree", "agree" "neither agree nor disagree", "disagree" and "strongly disagree". The scoring was from 5, 4, 3, 2, 1 where the statements marked "strongly agree" was given a weight of 5 while the statements marked "strongly disagree" was given a weight of 1 respectively.

The interpretation of the measurement of Learner Autonomy for Public Speaking is as follows:

5 means the level of autonomous learner for public speaking is ‘very high’.

4 means the level of autonomous learner for public speaking is ‘high’.

3 means the level of autonomous learner for public speaking is ‘moderate’.

2 means the level of autonomous learner for public speaking is ‘low’.

1 means the level of autonomous learner for public speaking is ‘very low’.

The evaluation criteria of the questionnaire are as follows:

0.00-1.50 means the level of autonomous learner for public speaking is ‘very low’.

1.51-2.50 means the level of autonomous learner for public speaking is ‘low’.

2.51-3.50 means the level of autonomous learner for public speaking is ‘moderate’.

3.51-4.50 means the level of autonomous learner for public speaking is ‘high’.

4.51-5.00 means the level of autonomous learner for public speaking is ‘very high’.

Validity of the questionnaire

For the content validity of the LAPS Questionnaire, five English language teaching experts who held a doctoral degree with more than 10 years of English teaching experiences judge the LAPS Questionnaire for its congruence between the objectives and the questionnaire statements.

Once the experts rated the statements, the rated statements were calculated for the Index of Item-Objective-Congruence (IOC) as suggested by Rovinelli & Hamnbleton (1977).

The ratings are:

The statement clearly taps objectives	(Yes)	=	1
Uncertain or unclear	(Questionable)	=	0
The statement does not tap objectives	(No)	=	-1

The value of IOC can be calculated from the following equation:

$$\text{IOC} = \sum \frac{R}{N}$$

$\sum R$ = Sum of scores checked by at least three experts

N = Number of experts

The comments and suggestions from the experts who judge the LAPS Questionnaire were taken into consideration for the development of the questionnaire used in the study. Comments from experts were obtained during the month of July, 2017. Originally, the LAPS questionnaire consisted of 53 statements with the overall IOC at 0.71. However, 9 statements with unacceptable value of IOC were eliminated and some statements were revised as suggested by experts. With the remaining statements, the overall content validity was at 0.80. (Appendix K).

The LAPS questionnaire, therefore, consisted of 42 statements in four dimensions which can be summarized as:

- *Technical Dimension of Learner Autonomy:*
  - Cognitive Strategies: 6 statements
  - Metacognitive Strategies 5 statements
- *Psychological Dimension of Learner Autonomy:*
  - Affective Strategies: 4 statements
  - Confidence: 5 statements
  - Motivation: 5 statements
- *Political-critical Dimension of Learner Autonomy:*
  - Creativity: 2 statements
  - Critical Thinking Skills: 4 statements
- *Sociocultural Dimension of Learner Autonomy:*
  - Social Learning Strategies: 7 statements
  - Collaboration: 4 statements

Piloting of LAPS Questionnaire

After adjustment of the statements in the LAPS Questionnaire to obtain the acceptable value of IOC, the questionnaire is pre-piloted to six students. The purpose of the pilot is to determine the level of language difficulty in the questionnaire. The six students with mixed level of English proficiency were asked to explain the meaning of each statement in their own words in Thai or in English to check their understanding. One minor change was made. From students' comments, the word "rehearse" from the questionnaire was changed to "practice" as it was less technical for most students.

Reliability of the Questionnaire

After a minor adjustment described above, the LAPS Questionnaire was piloted in a form of online questionnaire (Google Forms) to find the reliability of the questionnaire. The subjects for the piloted questionnaires were 60 third and fourth year Business English students who had not taken EN4333 Public Speaking in English class. The reason for choosing students who had not taken the course yet is that the characteristics of the students were the most resemblance to the students who participated in the main study (First semester, academic year 2017). The collected data from the pilot study of the LAPS questionnaire were then analyzed to find its Cronbach's alpha coefficient to determine the reliability of the questionnaire. It is found that the reliability of the questionnaire is 0.95 which could be appropriate for the main study. In addition, the reliability of each dimension of learner autonomy is as follows:

- Technical Dimension = 0.84
- Psychological Dimension = 0.92
- Political-critical Dimension = 0.85
- Sociocultural Dimension = 0.87

Administering the LAPS Questionnaire

The pre-questionnaire was administered at the beginning the semester (Week 1) while the post-questionnaire was administered at the end of the semester (Week 15) to compare the level of learner autonomy after the Autonomous Learning Process (ALP) intervention. The language of the questionnaire was English because the subjects of the

study are fourth year students majoring in Business English program at an international university where English is the medium of instruction. The students' English proficiency to answer the questions in English is believed to be adequate.

3.5.3 Overall Written Reflections

To identify students' learning strategies, a written account such as a diary or reflection is believed to be an effective instrument (Chamot, 2005). In the written reflection, students can document their own observations about their learning experiences as well as the ways they handle their learning problems.

In this study, students' written self-reflection serves as both a pedagogical tool as well as a research tool. As a pedagogical tool to foster learner autonomy, students are trained on how to write self-reflection to monitor their learning progress and to set goals for improvement. The language of the self-reflection is English as students' English proficiency is adequate as described earlier.

During a semester, after watching their video-recorded speeches, students write self-reflections for each of the four speeches they deliver. The self-reflections are uploaded onto students' Google Drive folders which are also shared with the researcher. By having their self-reflection on their mobile devices, students can have access at whenever they want. The self-reflection can be used as guidelines for preparation and improvement of the subsequent speeches. During the semester, students write four self-reflections as there are four speeches in a semester excluding public speaking pre-test and post-test.

The self-reflection guidelines provided to students are designed based on McDonough, Shaw and Masuhara (2013), Rubin (2003) and related literature. Students are trained to reflect on 1) speech preparation, 2) speech rehearsal, 3) speech delivery, 4) peer feedback they received, and 5) peer feedback they provided. The guidelines discussed here are related to the notion of learner autonomy as they may reveal learners' ability and responsibility to learn with regard to behaviors (technical dimension), affect (psychological dimension), identity (political dimension), and interdependence (sociocultural dimension).

However, in writing the self-reflection, students can also freely reflect on other issues beyond the provided guidelines. Guidelines for written self-reflections are as follows:

1. **Reflection on speech preparation:** topic selection, source of information**,** and preparation techniques
2. **Reflection on speech rehearsal:** rehearsal strategy, feelings during rehearsal (anxiety and confidence), and evaluation of rehearsal strategy
3. **Reflection on speech delivery:** feelings during the speech (and after the speech), difficulties during the speech, and evaluation of speech performance against goals and objectives

For the research instrument, students write two overall self-reflections at Week 8 after the completion of informative speeches and at Week 14 after the completion of persuasive speeches. The purpose for the over self-reflection is to explore how learner autonomy is revealed by comparing the two reflections. Students write the reflection according to the above guidelines with additional guidelines which are:

1. **Reflection on peer feedback received:** feedback content, and applicability for speech improvement
2. **Reflection on peer feedback provided:** feedback content, and applicability for speech improvement

The justification for including peer feedback into the written self-reflection is that peer feedback is intended to yield benefits to the speaker (the person receiving the feedback). Therefore, it is more meaningful to explore how the speaker use and view the feedback they received.

The written self-reflection guidelines based on dimensions of learner autonomy is summarized in the table 3.9.

Table 3.8 Written Self-Reflection Guidelines and Dimensions of Learner Autonomy

Reflection Guidelines		**Dimensions of Learner Autonomy**
Reflection on speech preparation	• Topic selection • Source of information • Preparation techniques	• Political-critical • Sociocultural • Technical

Reflection Guidelines		**Dimensions of Learner Autonomy**
Reflection on speech rehearsal	• Rehearsal strategy/ evaluation of strategy • Feelings during rehearsal (anxiety and confidence)	• Technical/ Sociocultural/ Political-critical • Psychological
Reflection on speech delivery	• Feelings during the speech (and after the speech) • Difficulties during the speech • Evaluation of speech performance against goals and objectives	• Psychological • Technical/ Political • Technical/Psychological/ Political/ Psychological
Reflection on peer feedback received	• Feedback content • Applicability for speech improvement	• Technical/ Psychological/ Sociocultural • Political-critical/ Sociocultural
Reflection on peer feedback provided	• Feedback content • Applicability for speech improvement	• Technical/ Psychological Political-critical • Political-critical/ Sociocultural

Validity of the Instrument

For the content validity of the written self-reflection guidelines, 5 English language teaching experts who held a doctoral degree with more than 10 years of teaching experiences judge the written self-reflection guidelines for its congruence between the objectives and the guidelines. Once the experts rated the guidelines, the data collected were calculated for the Index of Item-Objective-Congruence (IOC) as described earlier. Comments from the experts were taken into consideration for the development of the self-reflection question guidelines used in the study. The overall IOC was 0.84 (Appendix D).

In addition, as the researcher can access students' self-reflection at any time, students' language and content ambiguity on the self-reflection can be minimized because the researcher can verify with the students at any time during the semester. The researcher also took notes during the class activities such as during the speeches, group work, peer feedback writing, and Group Interactive Feedback (GIF) sessions. Note taking also includes informal talks to the students in and outside of class. This is because in the reflections, some of the students referred to the class activities and conversations with classmates and the teacher. In this sense, the purpose of the teacher's notes is only is to aid the data interpretation and the discussion sections of this study.

3.6 Data Collection Procedure

In this section, data collection procedure for quantitative and qualitative data for each research question is described as follows:

3.6.1 Data Collection for the First Research Objective

1) *Speech Test* (Pre-test)*:* The administration of the test was done in the following manner:

    1) On the beginning of the Semester 1/2017 (Week 1, Session 1), after the course introduction, the students were informed about the pre-test. They were explained that that they were to deliver a 3-4 minutes prepared speech on the following period on the topic "*Describe any product or service of your choice (existing or non-existing) and convince your audience to buy/use your product or use your service*". They were also aware that no marks were given as the speech test was served to determine the level of the students' public speaking ability prior to studying the course only.
    2) Students were given time to select the product/service for the pre-test and wrote their choice on the sign-up sheet at the end of the period. The sign-up was to ensure no duplication of the product/service.
    3) The students were trained on the use of Google Drive (Appendix J) to store their recorded speeches and other activities in the ALP.

4) On the second session (Week 1, Session 2), the students delivered the speeches on a voluntarily basis by writing their names on the blackboard to signify the order which they would like to deliver.
5) The speeches were video recorded using the students' smart phones and uploaded onto students' Google Drive which was also shared to the researcher. To video record the speech, the smart phone was placed on a tripod in the middle of the class, and the students took turn taking the responsibility of the recording and adjustment of the tripod. The students also took turn keeping the time, displaying the sign (1 Minute) when there was one-minute remaining, and ringing a bell when the time was up.
6) The video recorded speeches were then assessed using *Public Speaking Ability Rubric* by the teacher/ researcher and another Public Speaking in English teacher to ensure the reliability of the test scores. Following Wimolkasem (2011), the scores range from 0.00-5.00 based on the 5-point scale of the rubric. The assessment took several days in order to minimize the effects of fatigue on assessment.

2) *Speech Test* (Post-test): The administration of the test was done in the following manner:
   1) On the second to last session of the semester (Week 15, Session 1), the students were reminded about the post-test. The topic for the test was given to the students again. Students were explained that the product/service the students choose for the pre-test cannot be the same for the post-test.
   2) In the same manner as the pre-test, the students were given time to select the product/service for the pre-test and wrote their choice on the sign-up sheet at the end of the period. The sign-up was to ensure no duplication of the product/service, and that they were indeed different from the pre-test.
   3) On the last session (Week 15, Session 1), the students delivered the speeches on a voluntarily basis in the same manner as the pre-test.
   4) The speeches were video recorded and uploaded onto students' Google Drive. The students also took turn recording the speeches and keeping the time.
   5) The video recorded speeches were then assessed using *Public Speaking Ability Rubric* by the teacher/ researcher and another Public Speaking in English teacher to ensure the reliability of the test scores. The scores range

from 0.00-5.00 based on the 5-point scale of the rubric. The assessment took several days in order to minimize the effects of fatigue on assessment.

3.6.2 Data Collection for the Second Research Objective

- *Learner Autonomy for Public Speaking (LAPS) Questionnaire*: The questionnaire was administered in the following steps:

1) At the beginning of the semester (Week 1, Session 1), to obtain the level of students' learner autonomy for public speaking ability prior to the implementation of the ALP, the paper-based pre-questionnaire was distributed to the students. The reason for using the paper-based was to ensure that the students could easily and carefully read and answer the questionnaires.
2) At the end of the semester (Week 15, Session 2), during the last fifteen minutes of the session, to obtain the level of students' learner autonomy for public speaking ability after the implementation of the ALP, the paper-based post-questionnaire was distributed to the students in the same manner as the pre-questionnaire.

3.6.3 Data Collection for the Third Research Objective

- *Overall Written Reflections*: During the semester, students delivered two informative and two persuasive speeches. Students also received anonymous peer feedback for each of the speech they delivered. From the four speeches delivered, each student wrote two Overall Written Reflections. The first Overall Written Reflections was after the two informative speeches and the second Written Reflections was after the two persuasive speeches. The reflections were then uploaded on Google Drive.

3.7 Data Analyses

The mixed-methods data analysis comprises analytic techniques appropriate for both quantitative and qualitative data as well as the mixing of the two form. The analysis steps, therefore, depends upon timing, weighting, and mixing of the data in the embedded design. (Creswell & Plano Clark, 2011). For this study, the qualitative strand is

embedded within an experimental intervention. The quantitative and qualitative data are first analyzed separately. Then, the embedded qualitative data is compared with quantitative data to determine the convergence of the whole set of the data. The steps for the data analyses for each research objectives are described as follows:

3.7.1 Data Analysis for the First Research Objective

"To examine the effect of autonomous learning process on public speaking ability of Thai undergraduate students and its effect size"

For the first objective, students' scores from the pre-test and post-test of the Speech Test were analyzed using a dependent samples t-test to test the hypothesis. The hypothesis for this research question is "*Public speaking ability of the students in the post-test will significantly increase from the pre-test* ($p = 0.05$)". The scores were also analyzed based on the four categories of the *Public Speaking Ability Rubric* (organization, content, delivery, and language use). Also, to measure the magnitude of the treatment effect, Cohen's d effect size is calculated. The data analysis procedures are as follows:

1) For scores of the Speech Test, two raters independently scored students' Speech Test (pre-test and the post-test) using *Public Speaking Ability Rubric*. The reliability of the scores was ensured by means of inter-rater reliability. In addition, since the number of the subjects under the study is small (19), the collected data were first checked for a normal distribution of the data to ensure that it does not violate the basic assumptions for parametric test. The Shapiro-Wilk test ($p > 0.05$) indicated that the scores were normally distributed (Appendix C).
2) Pearson's correlation was computed (Appendix C), and it could be concluded that the correlations between the raters were very high for both pre-test ($r_{xy} = 0.95$) and post-test ($r_{xy} = 0.94$).
3) The raters' scoring was also statistically compared to further ensure that the test scores were not significantly different by using the dependent-samples t-test (Appendix C). The scoring of the two raters were not significantly different for the pre-test scores ($t(18) = 0.90$, $p > 0.05$). The same was also true for the post-test scores of two raters ($t(18) = 2.05$, $p > 0.05$). In this regard,

it can be concluded that the scores of the of the Speech Tests (Pre-test and Post-test) were reliable to measure the magnitude of the effect size of the autonomous learning process on public speaking ability in English public speaking class.

3.7.2 Data Analysis for the Second Research Objective

"*To examine the effect of autonomous learning process on learner autonomy of Thai undergraduate students in Public Speaking in English class its effect size"*

For the second research objective, students' scores from *Learner Autonomy for Public Speaking (LAPS) Questionnaires*, pre-questionnaire and post-questionnaires were analyzed to find mean scores and standard deviation (SD) for each of dimension of learner autonomy. To test the hypothesis: "*The level of students' learner autonomy for public speaking ability in the post-questionnaire will significantly increase from the pre-questionnaire* ($p = 0.05$)", a dependent samples t-test was employed.

Since the number of the samples is small (19), the collected data were also checked for a normal distribution of the data to ensure that it does not violate the basic assumptions for parametric test. The Shapiro-Wilk test ($p > 0.05$) showed that the scores were normally distributed (Appendix K). The scores were also analyzed based on the four dimensions of learner autonomy (Technical Dimension, Psychological Dimension, Political-Critical Dimension, and Sociocultural Dimension).

3.7.3 Data Analysis for the Third Research Objective

"To explore how learner autonomy is revealed through autonomous learning process in Public Speaking in English class?"

To answer the third research objective, qualitative data collected from students' Overall Written Reflection were analyzed as students reflected upon the ALP.

For the qualitative data, thematic content analysis was used for the analyses of the students' Overall Written Self-reflection. Content analysis, according to Bauer (2000), refers to "systematic classification and counting of text units to distill a large amount of material into a short description of some of its features" (p. 132-133). Specifically, to explore the written text of students' reflection and feedback, a strategy

employed in the study was thematic content analysis. According to Smith (1992), thematic content analysis serves to assess characteristics and experiences of individuals. In other words, thematic content analysis is useful to explore person-based variables without the use of questionnaires (Nuendorf, 2002).

The steps to analyze the Overall Written Reflections were:

1) Using thematic content analysis approach, the qualitative data were analyzed to determine keywords for possible categorization and theme.
2) To quantify the data, same or similar information was counted, and converted into percentage to determine the frequency of each category and themes.
3) For the purpose of inter-rater reliability consistency estimate, 10 Overall Written Reflections were selected. A normal distribution was checked using Shapiro-Wilk test ($p > 0.05$) and it is determined that the data was not normally distributed (Appendix D),
4) Correlations of quantified data by two coders were calculated by using a nonparametric test, Spearman's Rho, since the data was not normally distributed. The correlations between the raters were very high for both Overall Reflection 1 ($r_{xy} = 1.00$) and Overall Reflection 2 ($r_{xy} = 0.99$) (Appendix D).
5) The coders' quantified data was then statistically compared to further ensure that the test scores were not significantly different by using the dependent-samples t-test (Appendix D) which showed that the scoring of the two raters were not significantly different for the 1st Overall Written Reflection ($t(29) = 1.36$, $p > 0.05$). The same was also true for the 2nd Overall Written Reflection scores of two raters ($t(26) = 1.00$, $p > 0.05$). For this reason, the coding of the Overall Written Reflection was ensured that they were reliable to determine how learner autonomy is revealed through autonomous learning process in English public speaking class.

The teacher's notes, however, were not coded as it would only be used the purpose of verification and clarification of the Overall Written Reflections findings. Some of the excerpts of the conversations with the students as appeared in the teacher's notes were also included in the interpretation and the discussions of the results.

Altogether, there are three main research instruments which are Speech Test, LAPS Questionnaire, and the Overall Written Reflections. To summarize how the four

dimensions of learner autonomy can be revealed from the ALP, the research instruments which were used for each sub-dimension are exhibited in Table 3.9.

Table 3.9 Research Instruments and Dimensions of Learner Autonomy

Dimensions of Learner Autonomy	Sub-dimensions	Descriptions	Instruments
Technical	Cognitive Strategies	Speech preparation, rehearsal, and delivery strategies	Speech Test
			LAPS Questionnaire
			Overall Written Reflections
	Metacognitive Strategies	Capacity to plan, monitor and evaluate on one's own learning	LAPS Questionnaire
			Overall Written Reflections
Psychological	Affective Strategies	Capacity to manage anxiety	Speech Test
			LAPS Questionnaire
			Overall Written Reflections
	Confidence	Self-confidence to deliver speeches	Speech Test
			LAPS Questionnaire
	Motivation	Passion for speech topics and ability to set goals/ objectives	Speech Test
			LAPS Questionnaire
			Overall Written Reflections
Political-Critical	Creativity	Originality of the speech topics and adaptability to various speech situations	Speech Test
			LAPS Questionnaire
			Overall Written Reflections (regarding peer feedback)
	Critical thinking skills	Capacity to develop stance on persuasive issues and ability to judge credibility of the sources for speeches	Speech Test
			LAPS Questionnaire
			Overall Written Reflections (regarding peer feedback)
Sociocultural	Social strategies	Capacity to collaborate with others and provide constructive criticism to others	LAPS Questionnaire
			Overall Written Reflections (regarding peer feedback)

3.7.4 Mixed-Methods Data Analysis

The steps involved in the mixed-methods, embedded design, are analysis of the primary data, analysis of the secondary data, and further mixed-methods analysis to determine how and in what way the secondary data support or augment the primary data (Creswell & Plano Clark, 2011). For this study, after the quantitative (Speech Test and the LAPS Questionnaire) and qualitative data (Overall Written Reflections) were analyzed, the emerged themes from the embedded data (the Overall Written Reflections) was compared to the findings of the Speech Test as well as the LAPS Questionnaires. Then, to determine whether the data sets were in convergence or considered an augmentation, the quantified emerged themes were compared to the level of improvement on both the Speech Test and the LAPS Questionnaire. The mixed-methods data analysis can be illustrated in Figure 3.3.

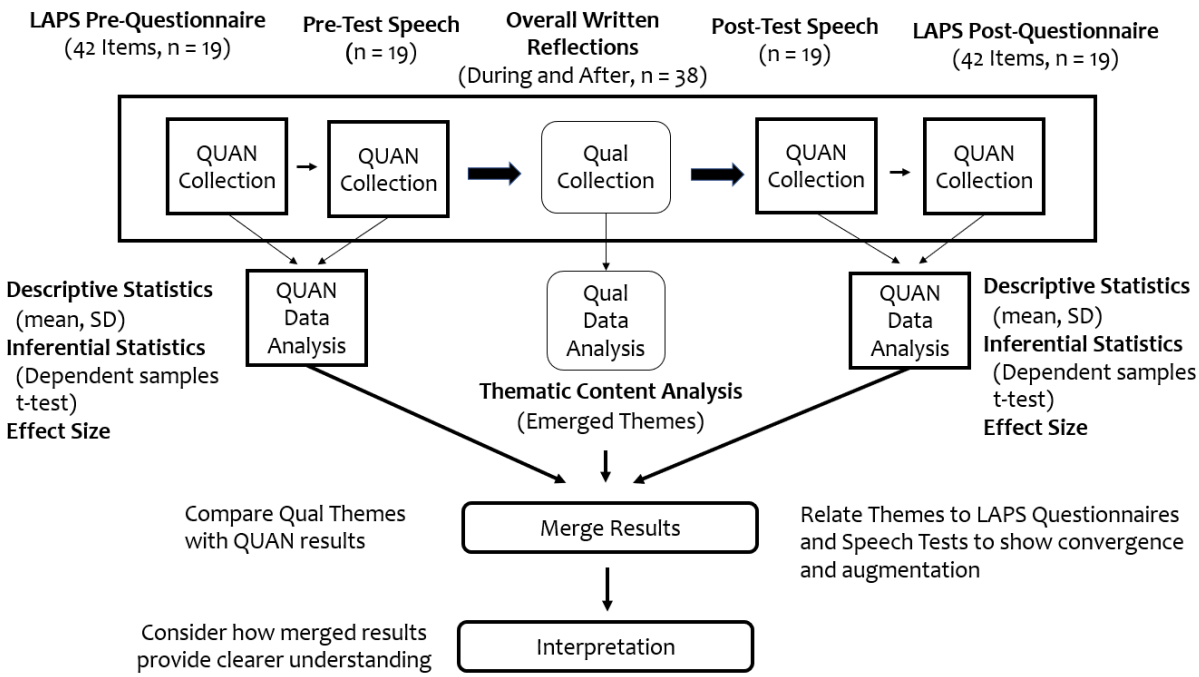

Figure 3.3 Mixed-Methods Research Procedures

To conclude, the data analyses in this study in accordance to the research objectives can be summarized in Table 3.10.

Table 3.10 Research Instruments, the Quality of the Instruments, and Data Analyses based on the Research Objectives

Research Objectives	Research Instruments	Data Analyses
1. To examine the effect of autonomous learning process on public speaking ability of Thai undergraduate students and its effect size	• Speech Test (Pre-test and Post-test) *Interrater Reliability: r_{xy} = 0.95 for the Pre-Test and r_{xy} = 0.94 for the Post-Test*	• Dependent samples t-test • Effect size
2. To examine the effect of autonomous learning process on learner autonomy of Thai undergraduate students in Public Speaking in English class and its effect size	• Learner Autonomy for Public Speaking (LAPS) Questionnaire (Pre-questionnaire and Post-questionnaire) *Content validity (IOC) is 0.80 and the reliability (Cronbach's alpha) is 0.95*	• Dependent samples t-test
3. To explore how learner autonomy is revealed through autonomous learning process in Public Speaking in English class	• Students' Overall Written Reflections *Interrater Reliability: r_{xy} = 1.00 for the 1st Reflections and r_{xy} = 0.99 for the 2nd Reflections.*	• Thematic content analysis

3.8 Research Procedures

The research procedures for this study which comprises preliminary, pilot, and main phase can be illustrated in Figure 3.4.

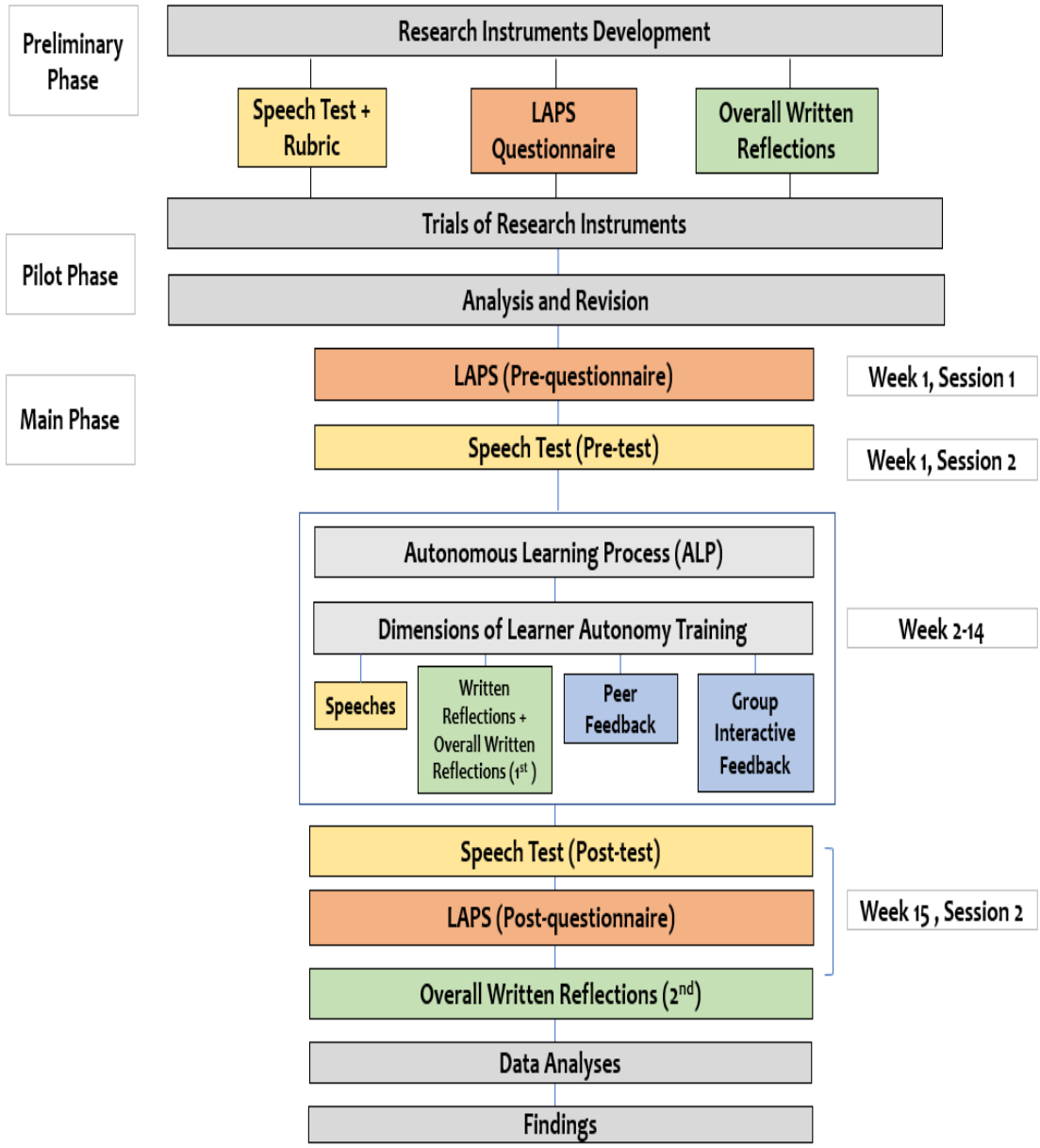

Figure 3.4 Research Procedures

CHAPTER IV

FINDINGS

Chapter IV presents the findings to answer the research objectives of the study. The first part concerns the findings of the quantitative data collected from the Speech Test to answer the first research objective. The second part of the chapter presents the quantitative findings collected from Learner Autonomy for Public Speaking (LAPS) questionnaire to answer the second research objective. The third part concerns the qualitative findings collected from Overall Written Reflections to answer the third research objective. Moreover, the fourth part of the chapter exhibits the convergence and augmentation of the qualitative and quantitative findings which provide insights into the answers to both first and second research objectives

4.1 Results of the First Research Objective

The data collected from the Speech Test which is quantitative data is presented to answer the first research objective and the to test the hypothesis. The effect size is calculated to determine the magnitude of the effect of the autonomous learning process (ALP) for public speaking ability on the students' public speaking ability. Comparisons between the Speech Test scores (pre-test and post-test) were also presented.

4.1.1 Results of the Speech Test

To answer the first research objective: *To examine the effect of autonomous learning process on public speaking ability of Thai undergraduate students and its effect size,* the dependent samples t-test was calculated to test the hypothesis: *Public speaking ability of the students in the post-test will significantly increase from the pre-test*. It was determined that, on average, the students' scores of the Speech Post-Test were significantly higher than the scores of the Speech Pre-Test ($t(18) = 10.13$, $p < 0.05$) (Table 4.1). The hypothesis is accepted.

Table 4.1 Statistical Test of Mean of the Speech Test

Speech Test	N	Mean	SD	Assessment	Mean Gain	t	df	Sig. (One-tailed)
Pre-Test	19	3.15	0.35	Basic	0.75	10.13	18	0.00
Post-Test	19	3.90	0.29	Proficient				

4.1.2 The Effect Size of the ALP of Public Speaking Ability

To further answer the first research objective, the effect size (ES) was measured by G*Power, a free to use power analysis software for statistical tests developed by Erdfelder, Faul, & Buchner (1996). G*Power analysis yielded *d* value which signified the magnitude of the effect. The ES interpretation was then established according to Cohen (1988). *Cohen's d* values and the interpretation for the magnitude of the effect are specified as:

$d < 0.20$ = small effect
$d > 0.2$ and < 0.5 = medium effect
$d > 0.8$ = large effect

Using the mean and SD of the Speech Test (pre and post-test), the ES was computed with G*Power and it was determined that Cohen's *d* is 2.33 (Appendix N). It can be inferred that magnitude of the effect of the ALP on public speaking ability is large. In other words, from the Common Language Effect Size (CLES) in McGraw and Wong (1992), the large effect size ($d = 2.33$) can be interpreted that the probability that a student's score sampled at random from the Post-test will be greater than a student's score sampled from the Pre-test is 0.92 or 92%.

4.1.3 Comparisons between Speech Pre-test and Post-test

To compare, the students' average score of the Speech Pre-test is 3.15 (SD = 0.35), which means that their public speaking ability is '*Basic'* according to the assessment criteria on the Public Speaking Ability Rubric. The minimum score is 2.42 or '*Minimal'* and the maximum is 3.75 or '*Proficient'*. On the other hand, the students' average score of the Speech Post-test is 3.90 (SD = 0.29), or '*Proficient'*. For the Post-test, the minimum score is 3.17 or '*Basic'* and the maximum is 4.33 or '*Proficient'*.

The Speech Test scores were assessed based on the Public Speaking Ability Rubric (Appendix C) which consisted of four categories namely organization, content, delivery, and language. Comparisons between the Speech Pre-Test and Post-Test scores are exhibited in Table 4.2.

Table 4.2 Statistical Comparison of the Speech Test Scores based on Each Category of the Public Speaking Ability Rubric

Criteria	Speech Test	N	Mean	SD	Assessment	Mean Gain	t	df	Sig. (One-tailed)
Organization	Pre	19	3.16	0.39	Basic	0.75	7.05	18	0.00
	Post	19	3.91	0.66	Proficient				
Content	Pre	19	3.05	0.44	Basic	0.82	7.23	18	0.00
	Post	19	3.87	0.39	Proficient				
Delivery	Pre	19	3.00	0.62	Basic	0.87	5.90	18	0.00
	Post	19	3.87	0.47	Proficient				
Language Use	Pre	19	3.50	0.60	Proficient	0.50	3.78	18	0.00
	Post	19	4.00	0.65	Proficient				

The results in Table 4.2 indicated that the Speech Post-test scores were significantly increased from the Pre-test scores in all four categories ($p = 0.00$) and in all 12 criteria (Appendix C). Based on the categories of Public Speaking Ability Rubric, from the Post-test, the assessment was the highest in language use (Mean = 4.00, SD =0.65), and organization (Mean = 3.91, SD = 0.66), and followed by content (Mean = 3.87, SD = 0.39) and delivery (Mean = 3.87, SD = 0.47).

Furthermore, based on the observed mean gain, the area students improved the most is delivery, followed by content, organization and language used. In other words, students' public speaking ability improved from *Basic* to *Proficient* with regards to their speech delivery, speech content, and speech organization. The students also significantly improved on their language used but remained in the same range as *Proficient*.

The analysis of each of the 12 criteria on the Public Speaking Ability Rubric (Appendix C) also revealed the lowest and the highest assessment on the Pre- and Post-test. For the Pre-test, display of nonverbal behavior, criteria 10, was assessed the lowest among other criteria at *Basic* level (Mean = 2.68, SD =0.89). On the other hand, topic selection, criteria 1, was assessed the highest as *Proficient* (Mean = 3.63, SD = 0.60). For

the Post test, the lowest is students' use of supporting materials, criteria 5, which was assessed as *Proficient* (Mean = 3.74, SD = 0.65). The highest are also topic selection, criteria 1, (Mean 4.05, SD = 0.23) and relation to audience, criteria 7, (Mean = 4.05, SD = 0.85) which are both assessed as *Proficient*.

It is also worthwhile to note that the area students most improved after the implementation of the ALP is nonverbal behavior which is from *Basic* (Mean = 2.68, SD =0.89) to *Proficient* (Mean = 3.79, SD = 0.54). However, the area students least improved is topic selection. Though the scores improved, the assessment remained in the same *Proficient* level for the Pre-test (Mean = 3.63, SD = 0.60) and the Post-test (Mean = 4.05, SD = 0.23).

4.2 Results of the Second Research Objective

The data collected from the Learner Autonomy for Public Speaking Ability (LAPS) Questionnaire which is quantitative data is presented to answer the second research objective and the to test the hypothesis. The effect size is calculated to determine the magnitude of the effect of the autonomous learning process (ALP) for public speaking ability on the student's level of learner autonomy. Comparisons between the pre-questionnaire and post-questionnaire were also presented.

4.2.1 Results of the Learner Autonomy for Public Speaking Ability (LAPS) Questionnaire

To answer the second research objective: *To examine the effect of autonomous learning process on learner autonomy of Thai undergraduate students in Public Speaking in English class*, the dependent samples t-test was calculated to test the hypothesis: *The level of students' learner autonomy for public speaking ability in the post-questionnaire will significantly increase from the pre-questionnaire.* It was found that the level of learner autonomy for public speaking ability in the post-questionnaire were significantly higher than the level of the pre-questionnaire ($t(18) = 5.56$, $p < 0.05$) (Table 4.3). The hypothesis is accepted.

Table 4.3 Statistical Test of Mean of the LAPS Questionnaire

LAPS Questionnaire	n	Mean	SD	Level of Learner Autonomy	Mean Gain	t	df	Sig. (One-tailed)
Pre-questionnaire	19	3.51	0.43	Moderate	0.51	5.56	18	0.00
Post-questionnaire	19	4.02	0.48	High				

4.2.2 The Effect Size of the ALP for public speaking ability on Learner Autonomy

The calculation of the effect size (ES) of the ALP on learner autonomy for public speaking ability suggested Cohen's *d* is 1.28 (Appendix N) and it can be stated that the magnitude of the effect of the ALP on students' learner autonomy for public speaking ability is large. The large effect size (d = 1.28) can be inferred that a probability that a student's score sampled at random from the post-questionnaire will be greater than a student's score sampled from the pre-questionnaire is 0.80 (McGraw and Wong, 2002).

4.2.3 Comparisons between LAPS Pre-Questionnaire and Post-Questionnaire

The students' scores were examined for further analysis. The students' average scores on the Learner Autonomy for Public Speaking Ability or LAPS Pre-Questionnaire is 3.51 (SD = 0.43), which means that their level of learner autonomy *Moderate*. The minimum score is 2.83 or *Moderate* and the maximum is 4.36 or *High*. On the contrary, the students' average score of the LAPS Post-Questionnaire is 4.02 (SD = 0.48), or a *High* level on the LAPS scale. For the post-questionnaire, the minimum score is 2.95 or *Moderate* and the maximum is 4.69 or *Very high*.

The LAPS Questionnaire comprises four dimensions which are Technical, Psychological, Political-Critical, and Sociocultural. Comparisons between each dimension with regards to pre-questionnaire and post-questionnaire are shown in the Table 4.4.

Table 4.4 Statistical Comparisons of the LAPS Questionnaire Based on Each Dimension of Learner Autonomy

Dimensions		n	Mean	SD	Level of Learner Autonomy	Mean Gain	t	df	Sig. (One-tailed)
Technical	Pre	19	3.49	0.41	Moderate	0.61	6.16	18	0.00
	Post	19	4.10	0.52	High				
Psychological	Pre	19	3.31	0.46	Moderate	0.58	5.40	18	0.00
	Post	19	3.89	0.56	High				
Political-Critical	Pre	19	3.82	0.62	High	0.36	2.68	18	0.00
	Post	19	4.18	0.61	High				
Sociocultural	Pre	19	3.61	0.53	High	0.39	3.51	18	0.00
	Post	19	4.00	0.53	High				

The dependent samples t-test also revealed that the LAPS Post-Questionnaire scores were significantly increased from the Pre-Questionnaire scores in all four dimensions ($p = 0.00$). From the Post-questionnaire, the highest level of learner autonomy was in Political-Critical Dimension (Mean = 4.18, SD = 0.61), and followed by Technical Dimension (Mean = 4.10, SD = 0.52), Sociocultural Dimension (Mean = 4.00, SD = 0.53), and Psychological Dimension (Mean = 3.89, SD = 0.56).

Furthermore, by comparing the Pre-questionnaire and Post-questionnaire or the mean gain, it can be seen that the students improved the most in the Technical Dimension, and followed by Psychological Dimension, Sociocultural Dimension, and Political-Critical Dimension. To put simply, it appears that the students' level of learner autonomy was significantly increased from *Moderate* to *High* in Technical and Psychological Dimension. The students' level of autonomy was also significantly increased but remained in the same level as *High* in Political-Critical and Sociocultural Dimension.

Since each of the dimension also comprises sub-dimensions, it is also worthwhile to examine the average scores of each sub-dimension. The dependent samples t-test was calculated to determine the level of autonomy in each sub-dimension. It was indicated that the level of autonomy significantly increased from the LAPS Pre-Questionnaire to the Post-Questionnaire ($p < 0.05$) as displayed from Table 4.5 to Table 4.8.

For the first dimension, Technical Dimension which comprises cognitive and metacognitive strategy, students' level of autonomy with regards to cognitive strategy is

high in both LAPS Pre- and Post-Questionnaire (Table 4.5). The scores, however, significantly increased from 3.83 (SD = 0.55) to 4.18 (SD = 0.59). For metacognitive strategy, the students' level of autonomy significantly increased from *moderate* (Mean = 3.12, SD = 0.50) to *high* (Mean = 4.01, SD = 0.58). In this sense, students used metacognitive strategy at a lower level than cognitive strategy before the implementation of ALP and used at a similar level with cognitive strategy afterwards.

Table 4.5 Statistical Comparisons of LAPS Questionnaire: Technical Dimension

Technical Dimension		**n**	**Mean**	**SD**	**Level of Learner Autonomy**	**Mean Gain**	**t**	**df**	**Sig. (One-tailed)**
Cognitive Strategies	Pre	19	3.83	0.55	High	0.35	3.38	18	0.00
	Post	19	4.18	0.59	High				
Metacognitive Strategies	Pre	19	3.12	0.50	Moderate	0.89	5.75	18	0.00
	Post	19	4.01	0.58	High				

For Psychological Dimension, in all three sub-dimensions, students reported *moderate* level of learner autonomy in the LAPS Pre-Questionnaire and *high* level in the Post-Questionnaire (Table 4.6). For affective strategy, the increase was from 3.24 (SD = 0.69) to 3.80 (SD = 0.66). The level of confidence increased from 3.28 (SD = 0.57) to 3.71 (SD = 0.67). For the last sub-dimension, motivation, the increase was from 3.40 (SD = 0.70) to 4.16 (SD = 0.66). From the results, students' level of affective strategy increased after the implementation of the ALP. The same was also true for students' confidence and motivation.

Table 4.6 Statistical Comparisons of LAPS Questionnaire: Psychological Dimension

Psychological Dimension		**n**	**Mean**	**SD**	**Level of Learner Autonomy**	**Mean Gain**	**t**	**df**	**Sig. (One-tailed)**
Affective Strategies	Pre	19	3.24	0.69	Moderate	0.56	3.07	18	0.00
	Post	19	3.80	0.66	High				
Confidence	Pre	19	3.28	0.57	Moderate	0.43	3.27	18	0.00

Psychological Dimension		n	Mean	SD	Level of Learner Autonomy	Mean Gain	t	df	Sig. (One-tailed)
	Post	19	3.71	0.67	High				
Motivation	Pre	19	3.40	0.70	Moderate	0.76	4.99	18	0.00
	Post	19	4.16	0.66	High				

The third dimension, Political-Critical Dimension, consists of creativity and critical thinking skills. The level of learner autonomy significantly increased but remained within the same level as *high* for both LAPS Pre- and Post-Questionnaire (Table 4.7). The level of creativity increased from 3.79 (SD = 0.65) to 4.16 (SD = 0.69) while the level of critical thinking skills increased from 3.83 (SD = 0.72) to 4.20 (SD =0.65). This means that the increase after the implementation of ALP, although significant, was not as drastic as other dimensions discussed previously.

Table 4.7 Statistical Comparisons of LAPS Questionnaire: Political-Critical Dimension

Sub-dimensions		n	Mean	SD	Level of Learner Autonomy	Mean Gain	t	df	Sig. (One-tailed)
Creativity	Pre	19	3.79	0.65	High	0.37	2.11	18	0.02
	Post	19	4.16	0.69	High				
Critical Thinking Skills	Pre	19	3.83	0.72	High	0.37	2.28	18	0.02
	Post	19	4.20	0.65	High				

For Sociocultural Dimension, students' level of autonomy concerning social strategy significantly increased from *moderate* (Mean = 3.41, SD = 0.57) to *high* (Mean = 3.70, SD = 0.66). The level of collaboration also significantly increased from *high* (Mean = 3.96, SD = 0.58) to *very high* (Mean = 4.51, SD = 0.66) (Table 4.8). The results indicated that students' level of autonomy concerning collaboration after the implementation of ALP was the highest comparing to all other sub-dimensions.

Table 4.8 Statistical Comparisons of LAPS Questionnaire: Sociocultural Dimension

Sub-dimensions		n	Mean	SD	Level of Learner Autonomy	Mean Gain	t	df	Sig. (One-tailed)
Social Strategies	Pre	19	3.41	0.57	Moderate	0.29	2.19	18	0.02
	Post	19	3.70	0.66	High				
Collaboration	Pre	19	3.96	0.58	High	0.55	4.19	18	0.00
	Post	19	4.51	0.50	Very high				

In sum, the quantitative findings suggested that public speaking ability of the students in the post-test significantly increased from the pre-test ($p = 0.00$) which is from *Basic* to *Proficient* level after the implementation of the ALP. The effect size is determined as large ($d = 2.33$).

The findings also indicated that the level of students' learner autonomy for public speaking ability in the post-questionnaire significantly increased from the pre-questionnaire ($p = 0.00$) which is from *Moderate* to *High* level. On average, the level of learner autonomy for public speaking ability before the implementation of the ALP is *Moderate* (Mean = 3.51, SD = 0.43) and the level after the implementation of the ALP is *High* (Mean = 4.02, SD = 0.48). Its effect is also large ($d = 1.28$).

4.3 Results of the Third Research Objective

The data collected from students' Overall Written Reflections (the first and the second), which are qualitative data, are presented to answer the third research objective.

4.3.1 Results from the Overall Written Reflections

To answer the third research objective: *To explore how learner autonomy is revealed through autonomous learning process in Public Speaking in English class,* the data collected from students' Overall Written Reflections were analyzed employing thematic content analysis to determine keywords for possible categorization and theme. The coded data was subsequently quantified by counting and converting into percentage to determine the frequency of each category and themes as to how learner autonomy was revealed through the autonomous learning process (ALP).

The first Overall Written Reflection were collected after the completion of two informative speeches (Week 8 of the semester, after two informative speeches), and the second Overall Written Reflections were collected after the completion of two persuasive speeches (Week 15 of the semester, after two persuasive speeches). Based on 14 guided questions (Appendix D), the students reflected on five areas which include speech preparation, speech rehearsal, speech delivery, peer feedback students received, and students' peer feedback writing.

Through coding, categorization, and data reduction, five themes emerged. Therefore, learner autonomy as revealed through the ALP is derived from the following themes:

Theme 1: Use and plans of the learning strategies
Theme 2: Evaluation of learning and learning strategies
Theme 3: Capacity to provide/ receive ideas, praise, and criticism with sensitivity
Theme 4: Increased positive emotions as compared to negative emotions
Theme 5: Sense of self-awareness and better understanding of self

The quantified qualitative results from the two Overall Written Reflections are presented side by side in accordance to the five emerged themes which are presented in Table 4.9.

Table 4.9 Quantified Results from Each Emerged Theme

Theme		1st Reflection		2nd Reflection		% Gain
		Count	%	Count	%	
1)	Use and plans of the learning strategies	181	25.64	142	23.28	-2.36
2)	Evaluation of learning and learning strategies	174	24.65	163	26.72	2.08
3)	Capacity to provide and accept ideas, praise, and criticism with sensitivity	164	23.23	137	22.46	-0.77
4)	Increased positive emotions as compared to negative emotions	105	14.87	92	15.08	0.21

Theme		1st Reflection		2nd Reflection		% Gain
		Count	%	Count	%	
5)	Sense of self-awareness and better understanding of self	82	11.61	76	12.46	0.84
Total		**706**	**100.00**	**610**	**100.00**	

From Table 4.9, when comparing the two reflections, the findings appear to differ the approximately -1.00 – 2.00% for each emerged theme. Selections of excerpts from students' Overall Written Reflection are provided to accompany the quantified results. However, since the students did not discuss the same issues on both reflections, it is not possible to present excerpts of the same students when comparing the findings. Only in some categories, the excerpts of the same students are presented. In addition, the number of excerpts presented are also varied based on the percentage of the categories. The excerpts were taken as they were without editing. It is noted that the code 'S' and the number in the parenthesis is used instead of the students' actual name.

Moreover, teacher's notes also presented, when possible, to provide clarification to some of the ambiguity in students' written reflection. Informal talks with the students during the Group Interactive Feedback (GIF) sessions as well as at the end of the semester were also included (as appeared in the teachers' notes) to further elaborate students' thoughts and reflections. In presentation of the findings, the teacher's notes in the parenthesis were inserted to aid better understanding in students' reflections and the excerpts from informal talks.

4.3.1.1 Theme 1: Use and Plans of the Learning Strategies

The first theme emerged as students revealed the use and plans for their learning strategies throughout the ALP training. As a process, students began their reflection with preparation strategies (14.36 % and 11.27%), and rehearsal strategies (38.67% and 45.77%). Next in the process is the speech delivery. However, students did not explicitly describe how they used the strategies. Instead, they described their plans for future use of the learning strategies in their next speeches based on their own reflection of their speeches (29.83% and 20.42%), the content of the peer feedback (9.39% and 14.08%), and the peer feedback writing (7.73% and 8.45%). The findings are presented in Table 4.10.

Table 4.10 Theme 1: Use and Plans of the Learning Strategies

Use and plans of the learning strategies		1st Reflection		2nd Reflection		% Gain
		Count	%	Count	%	
1)	**Use of learning strategies:**	**96**	**53.04**	**81**	**57.04**	**4.00**
	Preparation strategies	26	14.36	16	11.27	-3.09
	Rehearsal strategies	70	38.67	65	45.77	7.10
2)	**Plans for future use of learning strategies:**	**85**	**46.96**	**61**	**42.96**	**-4.00**
	To use other rehearsal, pronunciation, and self-study strategies based on the self-reflection on the speech delivery	54	29.83	29	20.42	-9.41
	To use other affective strategies based on peer feedback	17	9.39	20	14.08	4.69
	To use other remembering and speaking strategies based on the peer feedback writing	14	7.73	12	8.45	0.72
	Total	**181**	**100%**	**142**	**100%**	

1) Use of Learning Strategies

The learning strategies students described the most in their reflections are rehearsal strategies and preparation strategies. For the data presentation purpose, the findings presented here are based on the process of public speaking ability development which started from the preparation phase.

- *Preparation Strategies*

In the ALP, preparation strategies involve strategy to draft a speech outline and to gather supporting materials from credible sources. The emphasis was also placed on the reliability of the speech sources and contents which are relatable to the speaker and the audience. From the reflections, the most frequent strategies students used in the speech preparation is writing the speech outlines and reviewing the speech contents for better understanding.

1st Overall Written Reflection	2nd Overall Written Reflection
"I review those contents to see how much I can understand and how it could relate to me and my audience." (S11)	*"I tried to make it (the content) short and use my own words ... to make the audience understand my main points."* (S7)
"I prepare my speech by outlining what I want to talk about." (S15)	*"I arranged them (the main points) in (strategic) order according to the book."* (S13)

Students also wrote the speech script as a part of their preparation strategies. On the first reflection students used more remembering strategies to aid the script writing while on the second reflection, students focused more on the reliability of the supporting materials when preparing the speech script.

1st Overall Written Reflection	2nd Overall Written Reflection
"I write in paragraphs and try to remember it." (S1)	*"I wrote the script and search the evidences from the Internet."* (S6)
"I wrote the script by recall my memory (on the content)." (S10)	*"When I had the information (supporting materials) I needed then I started to write the script."* (S11)

Some students paid attention on the amount of the preparation effort, but only on the first reflection.

1st Overall Written Reflection	2nd Overall Written Reflection
"I prepared my speeches around 3-5 days before speaking." (S17)	-
"I have taken time research and practicing more than any courses." (S19)	

Another strategy, preparation with visual aid, was mentioned only on the first reflection. It is noted that students were required to have visual aid for their speech once for informative speech and once for persuasive speech. For the second reflection, students did not mention the use of visual aid and instead listed preparation with friends as other strategy.

1st Overall Written Reflection	2nd Overall Written Reflection
"I prepared with visual aids on the second speech" (S5)	*"I consult with my friends when I prepare, if it is okay"* (S2)

"I prepared the second speech by using the picture to support my content and to make audience understand all the main points" (S8)	

- *Rehearsal strategies:*

The next phase is the rehearsal phase which took place after students had already prepared their speech. Among the rehearsal strategies, the most common strategy students employed is remembering strategy to memorize speech contents, script, and speaking notes.

1st Overall Written Reflection	2nd Overall Written Reflection
"At first, I used script but for the second time I tried to remember all the details." (S4)	*I rehearsed with myself by reading all details first and then I use speaking notes in order to remember it (the content).* (S7)
I rehearsed my speech by reading and remembering and then I practice without script. (S14)	*"I usually tried to remember the script… When I said it wrong, I would start from the beginning again."* (S11)

Apart from remembering strategies, they also employed speaking and, especially, pronunciation strategy while they rehearsed.

1st Overall Written Reflection	2nd Overall Written Reflection
"I listed and pronounced difficult vocabulary. I have to speak out loud the details of my contents." (S7)	*"I often said it out loud (during rehearsal) and fixed the script until it was good enough."* (S11)

Students regulated their rehearsal by addressing the amount of the speech rehearsal. The rehearsals ranged from a few times to 3-5 days before the speech delivery. The most common rehearsal frequency is only 2-5 times.

1st Overall Written Reflection	2nd Overall Written Reflection
"I practiced my speech 2-3 times at home… I rehearse alone and I used script when I forgot some supporting points" (S8)	*"I practiced more than 3-5 times at home. And before talked to the audience, I rehearsed alone and I tried to speak without note."* (S8)
"I practice whenever I like it, such as when I am taking a bath, doing makeup, or eating. I practice until I feel ok." (S16)	*"I practiced only 2-3 times and only when I feel ok to prevent nervousness. I don't want to pressure myself as well."* (S16)

Not only that the students reflected on their rehearsal strategies as mentioned above, a few students also described how they regulated their rehearsal by using recording devices and timer so as to reach 6-7 minutes for each speech.

1st Overall Written Reflection	2nd Overall Written Reflection
"I record my voice to manage the time (during rehearsal)." (S12)	*"I kept the time by phone to estimate the time I used for the speech (rehearsal)."* (S6)

2) Plans for future use of learning strategies

In the students' reflections, students described their plans for future use of the learning strategy based on differing phases of the speech training the reflection activities. Some of the strategies students planned to use are rehearsal, pronunciation, self-study, and affective strategies which were different from the ones they tried before. Specifically, students reflected on the three phases which are the reflection on the speech delivery, peer feedback received, and peer feedback writing.

- *To use other rehearsal, pronunciation, and self-study strategies based on the self-reflection on the speech delivery*

Based on their reflection on the speech delivery, students mentioned their plans to use other rehearsal strategy such as to rehearse without a script, rehearse with a mirror, and rehearse with friends.

1st Overall Written Reflection	2nd Overall Written Reflection
"I plan to practice more, especially practice without using the script. Moreover, I will record the video while practicing so I can see myself." (S3)	*"In the future, I will practice with a mirror or with friends to know how I deliver or how my speech flows."* (S7)
"I will ask my friends to listen to my speech while practicing and I will practice with the podium, so it seems like I deliver the real speech." (S9)	*"I should manage time and spend time to practice in front of other people, maybe my speech will be better." (S10)*

They also focused on the plans to polish their pronunciation and to speak clearer and more naturalistically.

1st Overall Written Reflection	2nd Overall Written Reflection
"I will try to get audience attention by speaking more clearly and use words that are more interesting." (S14)	*"I should practice to pronounce correctly by speaking and listening a lot more."* (S7)

"I think that I would talk to my friends and people around me in English and let them correct if I make mistakes" (S15)	

Interestingly, students also wished to use more self-study strategy such as self-talk and taking an additional self-improvement course to enhance their ability.

1st Overall Written Reflection	2nd Overall Written Reflection
"My plan is to watch more TED talk. I surprise the way each speaker get attention from the audience." (S1)	*"To improve myself, not only TED talk, but I think I have to watch other subtitles movies and news too."* (S1)
"I will try to speak to myself out loud about the things in my head in English…. and try to listen to English news or music more." (S2)	*"I'm quite an introvert person, so my plan is to take a personal development course or study something that uses a lot of interpersonal skills."* (S11)

Some students mentioned their plan to use different preparation strategies and affective strategies after they reflected upon their speech delivery.

1st Overall Written Reflection	2nd Overall Written Reflection
"I plan to manage the information (contents) more wisely and carefully. (S13)	*"I should prepare more and to give attention to the practice more."* (S4)
"I have to control my feelings and I should relax more in the next speech." (S18)	*"I should control my movement and eye-contact in order to reduce stress and relax more during the speech."* (S7)

- *To use other affective strategies based on peer feedback*

After reviewing the peer feedback after each speech, students described their plans to use different rehearsal and delivery strategy. Also, students focused more on affective strategy and confidence on the first reflection.

1st Overall Written Reflection	2nd Overall Written Reflection
"From the comments, I seem to worry… I should smile more and look at the audience around the room." (S7)	*"I should pronounce clearly and correctly to avoid misunderstanding."* (S7)
"(Based on the comments) I should try different ways to be confident when I speak" (S15)	*"All the comments told me that I shouldn't use script because if I don't use, I will be more professional."* (S9)
"I learned that I still make the same mistakes (spoke too fast and used scripts a lot) for two	*"They recommended me to improve. For example, I need to manage my time and pause wiser."* (S13)

speeches, so I have to practice more to avoid those mistakes." (S10)	

- *To use other remembering and speaking strategies based on the peer feedback writing*

From writing feedback to others, students also reflected upon what they observed from other speakers. Some students learned from mistakes of others while some students learned from good examples. Though not explicitly, students described their plans to change the strategy by imitating others. Students mentioned remembering strategies to reduce reliance on scripts and notes. They also noted the value of concentration on their classmates' speeches.

1st Overall Written Reflection	**2nd Overall Written Reflection**
"I learned to improve from their weaknesses... I should manage my content by using shorts and simple words." (S7)	*"I learned a lot by making comments. I can relate those weaknesses of others to my weakness and remind myself not to do those things (such as using too much script, didn't get attention well)."* (S2)
"I have learned that everyone has his/her own ways to attract attention from the audience which I can learn to imitate… Writing comments also helps me concentrate on my friends' speeches." (S13)	*When I concentrate on them to give comments, I can adapt their speaking technique to use with myself in the next speeches."* (S18)

4.3.1.2 Theme 2: Evaluation of Learning and Learning Strategies

Apart from the use and plans of the learning strategy, students evaluated their learning and the learning strategy used which was emerged as the second theme. Students reflected the most on their evaluation of speech delivery which can be classified as speech delivery difficulties (29.31% and 26.99%) and speech delivery improvement (17.82% and 23.31%). Follows the evaluation of speech delivery is the evaluation of rehearsal strategy (27.59% and 23.31%). The other three areas are evaluation of peer feedback (12.07% and 11.04%), evaluation of preparation strategy (10.34% and 12.88%) and evaluation of the feedback given to others (2.87% and 2.45%). However, the data

presentation for Theme 2 is in accordance to the ALP which starts from speech preparation, rehearsal, delivery, peer feedback writing, and peer feedback given to others.

Table 4.11 Theme 2: Evaluation of Learning and Learning Strategies

Evaluation of Learning and Learning Strategy		1st Reflection		2nd Reflection		% Gain
		Count	%	Count	%	
1)	Evaluation of preparation strategies	18	10.34	21	12.88	2.54
2)	Evaluation of rehearsal strategies	48	27.59	38	23.31	-4.28
3)	Evaluation of the speech delivery improvement	31	17.82	38	23.31	5.49
4)	Evaluation of the speech delivery difficulties	51	29.31	44	26.99	-2.32
5)	Evaluation of peer feedback contents, accuracy, and usefulness	21	12.07	18	11.04	-1.03
6)	Evaluation of the ability to provide feedback to others	5	2.87	4	2.45	-0.42
Total		**174**	**100%**	**163**	**100%**	

1) Evaluation of preparation strategies

Students exhibited their ability to evaluate their use of preparation strategies. In their reflection, they concentrated on the effectiveness of preparation strategies. They evaluated the strategies used a bit higher in frequency on the second reflection (12.88%) than on the first one (10.34%).

1st Overall Written Reflection	2nd Overall Written Reflection
"I think understanding each (main) point is better than try to remember it (the script)" (S1)	*"I used speaking note only in my last speech. The reason is I want to try it and it gave me both advantage and disadvantage."* (S16)
I think that only my own experience may not be enough to inform" (S15)	*"In each speech I tried to use the new way for preparing because I want to know which is better for me"* (S17)

Students also evaluated their speech preparation effort such as whether they had sufficient speech preparation. Most students felt that they did not had enough preparation and implied that they needed more time to prepare.

1st Overall Written Reflection	2nd Overall Written Reflection
"I have a very short time to practice and I didn't practice well due to I have a lot of things to do." (S5)	*"The persuasive speech was bad because I had a short time to prepare"* (S6)
"I think (the preparation for) the first speech was not good enough, so I try to prepare more on the second speech" (S14)	*"I prepared the last speech differently from other speeches because it is the last speech for this subject. But I have no time to do it well. I try as much as I can, but it is not good as I want"* (S16)

In particular, on their second reflection, students addressed their preferences on preparation strategies while on the first reflection they did not.

1st Overall Written Reflection	2nd Overall Written Reflection
-	*"I thought that I want to present without the script (use only main points) to present from my heart."* (S5)

2) Evaluation of rehearsal strategies

Similar to evaluation of rehearsal strategy, students compared the effectiveness of rehearsal strategy. It appeared that students concerned more about the effectiveness of their rehearsal strategies on their first reflection (27.59%) rather than on the second reflection (23.31%). Understandably, as students described more rehearsal strategies on the first reflection, their evaluation also increased.

1st Overall Written Reflection	2nd Overall Written Reflection
"…standing in front of a mirror was useless because when I stood in front of the audience I was nervous and stuck. After the first speech, I asked my sister as audience while I practice so I would get comments from her." (S9)	*"I think to practice too much makes me speak not naturally."* (S2)
"I used the script less than the first time. I think it is easier for me when I have a visual aid because I can use it as a guide to recall what I want to say." (S11)	*"I did not write everything (for the speech), I just knew the main points to deliver. That works for me."* (S5)

However, they evaluated the speech rehearsal effort and time spent on the rehearsal equally on both reflections. In their evaluation, they simply stated whether they had sufficiently rehearsed on their first reflection. On the second reflection, however, they provided more details of their rehearsal effort which suggested their improved ability in the reflection writing.

1st Overall Written Reflection	2nd Overall Written Reflection
"I think I have enough practice because I practice so many times…" (S3)	*"I have enough time for the third speech but for the last speech I must admit that I only have 2 days to practice as I have a lot of homework."* (S3)
"First time I thought it (the practice) was enough but it's not." (S13)	*"Some speeches I feel good because I have time to prepare and practice. But some speeches I am unhappy because I have less time to do it*." (S17)

In addition to the evaluation of rehearsal strategies and rehearsal effort, some students further addressed their preferences of the rehearsal strategies by comparing the effectiveness or ineffectiveness of the strategies. They specifically stated the strategies which were appropriate to them.

1st Overall Written Reflection	2nd Overall Written Reflection
"Actually, I like to rehearse alone but I think to rehearse with others to hear their feedback would be more effective." (S2)	*Because I understand each point, I can relax more (during rehearsal) so it is better to deliver from my understanding (than to remember the whole script)."* (S1)
"When I practiced with my friends I always laugh, and I forgot my content so the best way for me is practice by my own." (S10)	*"I prefer practicing alone and I cannot really do it with others and the rehearsal is usually worse than my actual speech."* (S19)

3) Evaluation of the speech delivery difficulties

Concerning students' evaluation of their speech delivery, the reflections can be categorized as difficulties they encountered in their speech delivery and improvements they observed from their reflection on the speech delivery. Difficulties, in this sense, imply that students expressed the areas they have difficulties with but did not specify how they intended to handle such difficulties. Students mentioned their difficulties based on the Public Speaking Ability Rubric (in terms of organization, content, delivery, and language) slightly less on the second reflection (22.98%) than one the first one (23.89%). Students described their difficulties mostly on the areas on delivery.

1st Overall Written Reflection	2nd Overall Written Reflection
"I never gave speeches to the given time. Besides, I forgot what to say and it created obvious pause… the way I spoke may not catch the audience's attention. It might sound boring." (S11)	*"I have to improve the way I deliver, to make it clearer… also my gestures, my eye-contact, and varying tone."* (S1)
"The thing that bothers me the most is my unnatural gestures that don't go with what I was talking about." (S19)	*"I always pronounce incorrectly, and my audience might misunderstand my points… also I speak monotone."* (S3)

Another area the students reflected upon concerns their affect which comprises anxiety and confidence.

1st Overall Written Reflection	2nd Overall Written Reflection
"I should find how to improve my confidence in order to make it (the speech) better." (S5)	*"I want to be more confident, but I have to practice more or have many experiences in the future."* (S1)
"Seeing myself in the video, I have seen many mistakes… I looked (my non-verbal/ posture) too excited during the speech." (S18)	*"Giving many speeches made me less nervous, but I still get nervous."* (S11)

4) Evaluation of the speech delivery improvement

On the other hand, students also evaluated their delivery strategy in terms of their improvement based on Public Speaking Ability Rubric criteria (organization, content, delivery, and language). In terms of frequency, students described more on their second reflection (19.25%) than on the first one (13.33%). In their reflections, students mainly evaluated their speech improvement on their speech delivery (verbal and non-verbal) and speech organization.

1st Overall Written Reflection	2nd Overall Written Reflection
"I think I make more eye-contact than the first one and speak more naturally. (S3)	*"I think I can speak slowly and I can provide more credibility."* (S8)
The area I improved is the topic because the second topic was related (to audience) more than the first one… and the words are common enough." (S9)	*Since I've done everything in this class, I think I've improved in organization of the speech, eye-contact, and somewhat choices of words."* (S13)
"I think I can control myself more in the second speech because I read the script less than the first speech." (S10)	*"I feel that I did better… I can speak without reading the script."* (S14)

Students also reflected on their improvement on their use of strategy in the area of affect which are anxiety and confidence. Mainly students described how they managed to be more relaxed and more confident.

1st Overall Written Reflection	2nd Overall Written Reflection
"I can deliver my speech well because I can find someone to focus and I can smile to relax more." (S7)	*"I thought that I was more relaxed (on the 4th speech) and spoke more fluently than 1st – 3rd speech."* (S9)
Moreover, I have more confidence while giving the speech." (S3)	*I think I am more confident… This course is helpful, I can present smoothly for other subjects because I learn how to present correctly."* (S15)

5) Evaluation of peer feedback contents, accuracy, and usefulness

Concerning the peer feedback students received after each speech, students reflected by evaluating the accuracy of peer feedback and whether they accepted or agreed with the contents of the feedback. Some also compared the peer feedback with those of the teacher so as to verify the accuracy. It should be noted that another way students verified the accuracy of the peer feedback is through Group Interactive Feedback (GIF) which took place after the submission of students' written reflection.

1st Overall Written Reflection	2nd Overall Written Reflection
"Some said my voice is clear and loud but some said they don't like my tone. I don't know which is true.. I have to check the video again." (S1)	"*I am thankful, and I accept their comments, it can help me improve my speeches."* (S7)
"Reading the comments that are similar with teacher and friends' comments, I realized it was true and I will not do it (mistakes) next time." (S18)	*"Most comments are about using the script, no eye-contact, and speaking too fast. I accepted them and I also agree."* (S10)

Usefulness is another area in students' evaluation of the peer feedback. On the first reflection, some students did not perceive the usefulness of the peer feedback. On the contrary, on the second reflection, students felt that the feedback was useful as it can aid the improvement on the next speech.

1st Overall Written Reflection	2nd Overall Written Reflection
"Some of the them (comments) are not useful. For example, 'You should be more relaxed'. Well, I would definitely do it if I could." (S11)	*"Some comments give me useful suggestion that I can use to improve."* (S17)

Another student also expressed the viewpoint towards the peer feedback during an informal talk at the end of the semester in the following excerpt.

> *"I learned a lot from the (audience) comments. They told me many things I should improve such as when I look at the script. Or I know, when they enjoy my topic or not"* (S3)

Finally, students evaluated their peer feedback with regard to the encouragement gain from their peer. This is especially evident on the second reflection. Students appeared to appreciate the feedback from their peers more as they progressed through the semester as witnessed from the GIF sessions.

1st Overall Written Reflection	2nd Overall Written Reflection
-	*"Comments from friends are positive and gave me support to make better speeches."* (S13) *"When I received compliments, it cheers me up and made me feel like my effort has paid off."* (S16)

6) Evaluation of the ability to provide feedback to others and usefulness of their contribution

The last area is the evaluation of students' own ability to provide peer feedback. In particular, students expressed their concern on their perceived inability to provide feedback. This concern was only apparent on the first reflection as students expressed the lack of experience in both peer feedback writing and public speaking in English.

1st Overall Written Reflection	2nd Overall Written Reflection
"For the first speech, I commented on somethings that is useless such as the speaker's appearance. I am not professional in speaking to give comments to others." (S9)	-

On the feedback writing ability, the same student mentioned during the GIF session that:

> *"For the first speech, I chose to present the first one so there is no comments to see before I have to write comment. So I comment what I saw such as her (the speaker's) appearance. I know, now, that it was not a good way. It's not like what I give now"* (S9)

Moreover, the same student also expressed an apology, still on the first reflection, regarding the politeness of the peer feedback content.

1st Overall Written Reflection	2nd Overall Written Reflection
"I didn't think about my words, and I would like to apologize. I learned that my comments should be more polite." (S9)	-

Lastly, students reflected on the perceived usefulness of their feedback contents to others. In this sense, students wrote their peer feedback with a purpose to help others. It should be noted that the student who felt inadequate in their peer feedback writing ability (on the first reflection) had a complete change in perspective on the second reflection.

1st Overall Written Reflection	2nd Overall Written Reflection
"I think my comments will improve their performance in the next time." (S10)	*"I've learned about telling the truth to the speaker and I thought that my comments can make them change a lot."* (S9)

4.3.1.3 Theme 3: Capacity to Provide and Accept Ideas, Praise, and Criticism with Sensitivity

The third theme concerns students' capacity to provide and accept ideas, praise, and criticism with sensitivity which revolved around the reflection activities, especially the peer feedback and Group Interactive Feedback (GIF) sessions, in the ALP training. Students' capacity to provide and accept praise and criticism was exhibited in students' reflections on the contents of the peer feedback they received (36.59% and 32.12%) and the content of their own peer feedback writing (28.66% and 28.47%). In addition, students also described the strategies they used when in the peer feedback writing (12.80% and 16.06%) and their knowledge on how to provide praise and criticism (11.59% and 13.14%).

Moreover, students described in their reflections how ideas for speech topics can be generated through GIF sessions (7.93% and 8.03%) and how they gained under better understanding of audience through peer feedback as well as GIF sessions (2.44% and 2.19%). The findings are presented in Table 4.12.

Table 4.12 Theme 3: Capacity to Provide/ Receive Ideas, Praise, and Criticism with Sensitivity

Capacity to provide and accept ideas, praise, and criticism with sensitivity		1st Reflection		2nd Reflection		% Gain
		Count	%	Count	%	
1)	Contents of the peer feedback received	60	36.59	44	32.12	-4.47
2)	Contents of students' own peer feedback writing	47	28.66	39	28.47	-0.19
3)	Strategies for providing peer feedback	21	12.80	22	16.06	3.26
4)	Empathy and compassion to provide praise and criticism	19	11.59	18	13.14	1.55
5)	Idea generation for speech topics through group interactive feedback	13	7.93	11	8.03	0.1
6)	Better understanding of audience through peer feedback and group interactive feedback	4	2.44	3	2.19	-0.25
	Total	**164**	**100%**	**137**	**100%**	

1) Contents of the peer feedback received

The first area is the contents of the peer feedback which can be categorized in accordance to the Public Speaking Ability Rubric (organization, delivery, content, and language). Students described the contents of the feedback slightly more in frequency on the first reflection (31.93%) than on the second one (29.85%). The majority the peer feedback contents concerns more on speech delivery (verbal and non-verbal) and content of the speech than the speech organization and language.

1st Overall Written Reflection	2nd Overall Written Reflection
"Most comments are I speak naturally and have a well-organized speech. I also speak loud and clear." (S3)	*"They commented that I spoke too fast and it made the speech finished too early. Also, I used many technical words."* (S4)
"My audience comment to me about clear speaking and providing good information (content) that is helpful… and I look at the script ." (S8)	*"Most of them said that I have good pronunciation and gave the speech naturally, but I often looked at the notes. The audience also asked me to smile more."* (S11)
"They said that I should avoid using the script and make more eye-contact. Some said that my voice monotone and suggest that I use	*For example, I need to tell more of my story; I should emphasize words or use different tone."* (S13)

various tones to make my story more interesting." (S10)	

In addition, the contents of the peer feedback also include whether the speaker seemed nervous.

1st Overall Written Reflection	2nd Overall Written Reflection
"I seem to worry about many things and looked nervous. My voice is quite soft and I didn't have eye-contact." (S7)	*"I looked nervous and excited. They told me to prepare more."* (S4)

2) Contents of feedback given to others

The next area students reflected upon is the contents of their own peer feedback. On both reflections, students mention the contents at approximately the same proportion (28.66% and 28.47%). The contents revolved around the criteria within the Public Speaking Ability Rubric (organization, content, delivery, and language). However, they reflected in greater details comparing to the contents of the peer feedback received mentioned earlier.

1st Overall Written Reflection	2nd Overall Written Reflection
"I consider whether the topic is related to the audience or not. I listen to their intro, body, and conclusion if they cover all the important points or not." (S3)	*"The criteria that I used to give comments are their voice, and if they read the script or not. Also, the speech is easy to understand or not, or is it interesting to the audience?"* (S9)
"I comment on their voice, pronunciation, gesture, eye-contact and so-on." (S10)	*"I looked for clearness and loudness of their voice; I looked for well-organized speech; I looked for interesting topic; I looked for their own experience and reliable support, etc."* (S13)
I usually give comments on the topics. I also commented on pronunciations or some words that the speaker didn't say clearly which might give wrong understanding." (S11)	*"I comment on what I saw in their speech. My criteria are gestures, speaking smoothly, tone of voice, and eye-contact."* (S14)

3) Strategies for peer feedback writing

Along with the contents of their peer feedback writing, students also explained their strategies for peer feedback writing. The first strategy is to write based on own standpoint or personal opinion on the topic.

1st Overall Written Reflection	2nd Overall Written Reflection
"I think about what I learned in class and my personal opinions and listen to the speech – do I understand clearly or not? And am I OK with it" (S2)	*"I wrote my view of the topic that I agree or disagree with it."* (S15)
	"I had knowledge on their topic, I would tell them too if the information they gave was not the same as I knew" (S11)

Some students bear in mind the positive and supportive nature of feedback as they wrote the peer feedback.

1st Overall Written Reflection	2nd Overall Written Reflection
"I started with improvement part and end with their good points. I try to write with more positive comments to make them feel confident." (S1)	*"I give comments that support others. But it should be the truth more than to complain them. I think everyone try their best and no one wants to get bad feedback."* (S17)

Students also included honesty as a strategy when providing feedback at higher frequency on the second reflection. They also placed an emphasis on an inclusion of suggestions on speech improvement in the peer feedback writing at a higher frequency on the second reflection.

1st Overall Written Reflection	2nd Overall Written Reflection
"I commented directly (honestly) but try not to use bad words so the reader will not feel upset." (S14)	*"I commented honestly based on their performance."* (S13)
"If they did good, I gave them compliments. If they did bad, I commented and gave them suggestions." (S16)	*"For my comments for others, I had been commented on their strong points and then suggested in what to improve."* (S19)

A student also pointed out the notion of honesty in the feedback during the Group Interactive Feedback (GIF) sessions.

> *"The GIF is a useful space for us to have two-way communication that I can discuss directly and be honest in my feedback. I did comment to my friend honestly and tell him the way to improve. He later told me that he really appreciated that."* (S15)

Lastly, some students explicitly stated that they used the Public Speaking Ability Rubric as a guide for the peer feedback writing.

1st Overall Written Reflection	2nd Overall Written Reflection
"I observe speakers during the speeches and used the guides (Public Speaking Ability Rubric) that the teacher gave." (S17)	*"I commented others by using the criteria (Public Speaking Ability Rubric) that I have studied in class."* (S2)

4) Empathy and compassion to provide praise and criticism

Another sub-theme is students' description of what they learned on how to provide praise and criticism, especially in writing. In particular, students paid attention on language on the peer feedback writing which showed empathy and compassion towards others. From the students' reflections, students suggested that the contents of the peer feedback should also sensitive to others' feelings. In this sense, in providing praise and criticism, students also had to carefully arrange their ideas before writing.

1st Overall Written Reflection	2nd Overall Written Reflection
"*I know that I should not write the comments during the speech because the speaker may feel nervous. I have to think and arrange my ideas carefully because I want it to be useful. The comments should not be rude or hurt feelings".* (S3)	*"Never write only negative comments because that will hurt my friends' feelings. I learned that my comments will be useful to give how to improve"* (S15)
"I avoid to comment to hurt their feeling. Words can hurt people's feeling more than I can expect. That's what I learned from making comments." (S6)	"*I've learned to use appropriate language for suggestions. I think before I write because strong language, even if it is true, it will hurt them. For compliments, I learned to give specific details, so they can understand."* (S16)

5) Idea generation for speech topics through group interactive feedback

Students also revealed how ideas can be generated from the Group Interactive Feedback (GIF) sessions. As students reflected upon their topic selection process which is a part of the speech preparation, students explicitly stated that the GIF sessions were indeed considered a source for their ideas. To elaborate, apart from discussions of each students' past performance, the GIF sessions also served as a peer support on speech preparation. Students can pitch their ideas and learn about others' perceptions and standpoints on certain topics.

1st Overall Written Reflection	2nd Overall Written Reflection
"I consulted with my friends before I really choose my topic." (S13)	*"Before I make a decision (about the topic), I talked to my friends in the classroom."* (S7)
"I had talked about the topic with my friends when we have group interactive feedback." (S18)	*"I consulted with my friends if it (the topic) was OK."* (S2)

The excerpts above can be supported by the teacher's notes and the conversations with the students regarding the GIF sessions. Though not all students generated a topic from the GIF sessions, many students did use the activities as the starting point to further develop their topics because they can exchange ideas with others in the group. The excerpts from the informal talks are as follows.

> *"I think the (GIF) session is useful because normally we don't speak English so the GIF help us to exchange knowledge and suggestion. We can know that our topic is interesting to the audience or not."* (S8)

> *"When I discuss in GIF group, I get a lot of new perspective of others about my topic"* (S10)

6) Better understanding of audience from peer feedback and Group Interactive Feedback (GIF) sessions

The last sub-theme is students' reflections on how better understanding the audience from the peer feedback and GIF sessions group interactive feedback can benefit their topic generation. Reviewing the contents on the peer feedback, many students commented on the speakers' topic choices whether it was suitable for audience. In other words, students understood the audience more regarding their likes and dislikes, and whether the topics were interesting or boring. Also, in the peer feedback, many students justified their standpoints on the topic which allows the speakers to adjust the speech topic and main points in the future.

1st Overall Written Reflection	2nd Overall Written Reflection
"The comments can help me to know which topics are interesting for my audience." (S1)	*"I will know exactly the different viewpoints of my audience about the topics I selected. It can guide me to carefully choose the topic in the future."* (S15)

GIF sessions also contributed to students' new ideas for the speech topics while learning about other viewpoints on the topics of their interest. The excerpts from the students (during the GIF sessions) regarding the attitudes toward the GIF are:

> *"When we are in groups, some of my friends can tell me if my idea or boring or not. It's good to know what they think so I can bring something that can be interesting for them."* (S15)

> *"For me, I like the group work (GIF sessions) the most, I love listening to others' ideas and sharing mine as well. Different people, different perspectives so I gain new ideas from this activity."* (S16)

However, another student pointed out that having the GIF sessions with friends who knew each too well might not generate as many ideas because they may share too much of the same interests.

> *"I think putting friends who knew each other well would be productive in the GIF group because they can be really honest, but it might not generate new ideas. Maybe we have same interests or like the same thing."* (S11)

4.3.1.4 Theme 4: Increased Positive Emotions as Compared to Negative Emotions

Students depicted their emotions in their reflections which emerged as the fourth theme. Students' emotions were determined by the adjectives denoting students' feelings and perceptions as found in their reflections. The adjectives were classified as either positive and negative. Some of the positive emotions are *satisfied*, *confident*, and *happy* while negative emotions are *not satisfied, nervous*, and *excited*. It is noted that the adjective *excited* in students' reflection was used in the negative sense comparable to the adjective *nervous*.

In their reflections, students disclosed their emotion in four phases on the reflection activities which are speech preparation, speech rehearsal, speech delivery, and peer feedback. Students revealed their emotions the most when they reflected on their speech delivery (41.90% and 51.09%) which follows by the speech rehearsal (37.14% and 30.43%) peer feedback (20.00% and 17.39%). The area students described their emotion the least is speech preparation (0.95% and 1.09%).

When comparing the positive and negative emotions from the reflections, on the first reflection, students expressed more negative than positive emotion in all areas except the peer feedback. On the second reflection, however, students reported more positive and negative emotions in all areas. Indeed, students did not mention any negative emotion in their reflection on speech preparation and peer feedback. In other words, in the reflections, students reflected upon their increased positive emotions as compared to negative emotions. The findings are exhibited in Table 4.13.

Table 4.13 Theme 4: Increased Positive Emotions as Compared to Negative Emotions

Increased Positive Emotions as Compared to Negative Emotions		1st Reflection		2nd Reflection		% Gain
		Count	%	Count	%	
	Emotions towards speech preparation	**1**	**0.95**	**1**	**1.09**	**0.14**
1)	Positive emotion towards speech preparation	0	0.00	1	1.09	1.09
	Negative emotion towards speech preparation	1	0.95	0	0.00	-0.95
	Emotions towards speech rehearsal	**39**	**37.14**	**28**	**30.43**	**-6.71**
2)	Positive emotion towards speech rehearsal	18	17.14	15	16.30	-0.84
	Negative emotion towards speech rehearsal	21	20.00	13	14.13	-5.87
	Emotions towards speech delivery	**44**	**41.90**	**47**	**51.09**	**9.19**
3)	Positive emotion towards speech delivery	17	16.19	27	29.35	13.16
	Negative emotion towards delivery	27	25.71	20	21.74	-3.97
	Emotions towards peer feedback	**21**	**20.00**	**16**	**17.39**	**-2.61**
4)	Positive emotion towards peer feedback	16	15.24	16	17.39	2.15
	Negative emotion towards feedback	5	4.76	0	0.00	-4.76
	Total	**105**	**100%**	**92**	**100%**	

1) Emotions towards speech preparation

The area students reflected the least is the emotions towards the speech preparation. From each of the reflection, only one student mentioned the emotion. On the first reflection, a student expressed distress in the topic selection which was coded as negative emotion while another student expressed the ease of preparation which was coded as positive emotion on the second reflection. In other words, students did not pay much attention to the emotion towards the speech preparation other than their perceived distress or ease of the preparation.

1st Overall Written Reflection	2nd Overall Written Reflection
	Positive emotion:
-	*"It was easy to prepare my speeches."* (S9)

Negative emotion	
"It was difficult for me when I had to come up with a topic because my interest in very broad." (S11)	-

Regarding ease of preparation, informal talks with the students also revealed that when the topic was selected from experience, it became easier to speak than to take the topic from the Internet.

> *"At first when I had to prepare the speech, I only find information on the Internet to use and it was hard to remember anything. So I said Err and Ahh a lot. Later, it was easy to prepare because I start from what I like and my experiences first.* (S9)

2) Emotions towards speech rehearsal

Another area of reflection is students' emotions towards speech rehearsal. Students mainly expressed their emotions regarding their level of satisfaction, anxiety and confidence of their speech rehearsal. Positive emotions were expressed at a similar frequency from both reflections (17.14% and 16.30%). However, negative feelings dropped from 20.00% on the first reflection to 14.13% on the second reflection. From the excerpts below, especially on the second reflection, students appeared to gain understanding of their negative emotions based on their reasoning and specific plans for future change.

1st Overall Written Reflection	**2nd Overall Written Reflection**
Positive emotions:	
"I am satisfied in second speech rehearsal because I have enough time to do it." (S2)	*"I am not nervous and very satisfied with my rehearsal as I wish I could present like I practice."* (S3)
"I feel good when I practice. I feel confident and can remember everything when I practice." (S12)	*"When rehearsing I don't feel nervous, I felt confident instead."* (S13)
Negative emotions:	
"I wasn't satisfied with my rehearsal because I still made the same mistakes that I told I should improve." (S9)	*"I don't think I was satisfied with my rehearsal because I use the same way for all my rehearsal."* (S15)
"When I rehearse I felt nervous and I thought I didn't have enough practice." (S18)	*"I'm quite nervous every time I practice. So, I practiced only 2-3 times or when I feel OK to prevent nervousness as I don't want to pressure myself."* (S16)

3) Emotion towards speech delivery

For the reflections on the speech delivery, students described much more negative emotions (25.71%) than the positive emotion (16.19%) on the first reflection. Conversely, students expressed much more positive emotions (29.35%) than negative emotions (21.74%) on the second reflection. Similar to the reflections on speech rehearsal, the emotions students described concern whether they are satisfied, nervous or confident. Particularly for the negative emotions, students almost always stated their reasons for having such emotions.

1st Overall Written Reflection	2nd Overall Written Reflection
Positive feelings:	
"I felt more comfortable and satisfied with my second speech than the first one." (S13)	*I did not feel nervous in the last speech. I had more confidence... I am satisfied with my speech because I presented my experience and I need to share to my audience"* (S5)
"I'm quite satisfied with them (the speeches) but I like the first one more." (S16)	*I am most satisfied with my last speech because I used less script… although I forgot some points, but it was ok and smooth."* (S15)
Negative feelings:	
"In the real speech, I always feel nervous because I am a shy person." (S5)	*I am satisfied with the topic but not satisfied with my speech because I didn't prepare well.* (S4)
"I am so dissatisfied with it (the speech) because I cannot remember the quote and many things I write." (S15)	*"Sometimes I am unhappy (about the speech) because I have less time to prepare and then I am not confident."* (S7)

It can be seen that the students generally felt more positive and satisfied with their speeches towards the end of the semester. Moreover, from the informal talk, a student mentioned the emotion when making a presentation in other subjects. Although the anxiety was there, the student felt that it was manageable:

> "*After taking this class, I know many people feel less nervous when they have to present. I don't think it's for me. I think I am nervous for every presentations. But what I feel is that now I know that my nervousness and those feelings will be gone. It's hard to describe, but when I present, I can. I will still get nervous. But it is OK."* (S11)

Another student commented on the sense of confidence gain as a result of taking the class which can be applied to other classes including the opportunity for a business competition which required presentation skills.

> "*I study in another subject, and the teacher asked us to form a team to compete in some business competition, I forgot the full name. And we have to present. If it was before (taking this class) I would say no. But really, I think, why not? It was the first time too. We didn't win. (Laugh). But we were the final 10. Enough."* (S15)

4) Emotions towards peer feedback

Another area students disclosed their emotion is the reflection on their peer feedback. Students received their peer feedback after they had written the self-reflection of each speech. Students described positive emotions approximately at the same rate on both reflections (9.64% and 11.94%). Students generally expressed how they felt appreciated and thankful of the peer feedback.

On the other hand, only a few students described negative emotions on the first reflection (3.01%) as being upset and disagreement with the feedback content. Interestingly, negative emotion was diminished to none on the second reflection (0.00%).

1st Overall Written Reflection	**2nd Overall Written Reflection**
Positive feelings:	
"I was happy with my audience's comments because they gave more details …" (S9)	*I felt really good and very thankful to those who wrote the comments. Sincerely, it is like a mirror to reflect my weakness to me*. (S2)
".. all the comments from my audience make me feel good.. and I am very thankful to all comments from my audience." (S17)	*"I feel pleased because I can follow (the suggestions in) the comments."* (S14)
Negative feelings:	
"I received comments about things that are not necessary. Sometimes I did it (delivered the speech) correctly but they (audience) didn't understand." (S2)	-
"Some comments made me feel bad… and at first I got upset." (S14)	

To illustrate the adjectives used in describing positive and negative emotions in the reflections, a word cloud generator software was used. Typically, a word cloud is a

visual depiction of words where the size of the words suggested the frequency in comparisons to other words under the analysis. The adjectives can be displayed in Figure 4.1.

Figure 4.1: Adjectives Used in Describing Emotions in the Reflections

To sum up, the emotions elicited from the 1st reflection seem to be much more frequent, especially the negative emotions, than from the 2nd reflection. More importantly, negative emotions were also significantly minimized while positive emotions were not.

4.3.1.5 Theme 5: Sense of Self-Awareness and Better Understanding of Self

Sense of self-awareness and better understanding of self merged as the fifth theme from the students' reflections. Students elicited their sense of awareness in four areas.

The highest frequency of self-awareness reflection is topic selection (41.46% and 46.05%) and follows by content or sources selection (21.95% and 22.37%). Self-awareness was also revealed in the area of motivation for the topic selection (12.20% and 6.58%) and awareness of language ability based on their speech delivery which occurred only on the second reflection (0.00% and 3.95%).

Students also revealed their understanding of self in two areas of reflections which are understanding of strengths and weaknesses from the peer feedback (20.73% and 14.47%) and better understanding of the self-analysis from the peer feedback writing (3.66% and 6.58%). The findings are presented in the following table (Table 4.14).

Table 4.14 Sense of Self-Awareness and Better Understanding of Self

Sense of Self-awareness and Better Understanding of Self		**1st Reflection**		**2nd Reflection**		**% Gain**
		Count	**%**	**Count**	**%**	
1)	**Sense of self-awareness:**	**63**	**76.83**	**60**	**78.95**	**2.12**
	Awareness of passion and interests (from topic selection)	34	41.46	35	46.05	4.59
	Awareness of standpoint (from content/ sources selection)	18	21.95	17	22.37	0.42
	Awareness of motivation (from topic selection)	10	12.20	5	6.58	-5.62
	Awareness of language ability and limitations (from speech delivery)	0	0.00	3	3.95	3.95
2)	**Better understanding of self:**	**20**	**24.39**	**16**	**21.05**	**-3.34**
	Understanding own strengths and weakness in the speech delivery (from peer feedback)	17	20.73	11	14.47	-6.26
	Understanding how to self-analyze (from peer feedback writing)	3	3.66	5	6.58	2.92
	Total	**82**	**100%**	**76**	**100%**	

1) Sense of self-awareness

The first sub-theme is students' sense of self-awareness as found in students' reflections. Sense of self-awareness refers to students' internal awareness of their likes,

dislikes, including their ability and inability. First, students' sense of self-awareness was expressed from the reflection on topic selection. Students described how they searched within themselves for the speech topics that they liked or passionate about based on their past experiences and current their interests (41.46% and 46.05%).

1st Overall Written Reflection	2nd Overall Written Reflection
"I prepared my speeches by selecting topic that I thought I like and have some experiences on it." (S9)	*"I must know seriously about the topic in order to share to my audience."* (S5)
"I prepare both my speeches by thinking about things I am expert in or I am interested in." (S2)	*"I picked the topic that I think it is interesting and I have passion toward it."* (S19)

Sense of self-awareness concerning students' standpoint on various issues is also found as students reflected on the sources their content selection. Once the topics were selected, students had to search for contents to support their points and to enhance their credibility as a speaker. For this process, students had to critically verified and refuted online and print materials before using them as their supporting materials (21.95% and 22.37%). In this regard, students explored more profoundly their own standpoint on the topic from the supporting materials. In fact, students were able to describe more explicitly how the content selection enhanced their knowledge and their credibility on the second reflections.

1st Overall Written Reflection	2nd Overall Written Reflection
"I searched the support of my idea from Pantip.com." (S6)	*"I tried to find some sources on the Internet or research to support my idea in order to build my credibility."* (S7)
"I chose some content from the website and science book." (S7)	*"I research for more information (online) to enhance my knowledge regarding the content."* (S19)

Students were also aware of their own motivation to select the topics for their speeches (12.20% and 6.58%). Interestingly, for the most part, students mentioned that their motivation was to provide knowledge to the audience. In other words, students employed their internal awareness and standpoint of the topic to externalize them for the benefits of the audience. Some students tried to achieve further by convincing others to believe in the topic.

1st Overall Written Reflection	2nd Overall Written Reflection
"My topic could be useful to them (audience)." (S3)	*"I want my audience to get new knowledge."* (S6)
"My topic will help them (audience) in some ways for sure." (S16)	*"I have to make the audience agree and believe in my topic."* (S8)

Finally, sense of self-awareness regarding students' ability is also revealed from the reflections on the speech delivery (0.00% and 3.95%). One student realized the level of speaking ability in comparison to the writing ability. Another student explained how the speaking ability acquired can be help achieve further goals. However, the sense of self-awareness in this regard was only apparent on the second reflections.

1st Overall Written Reflection	2nd Overall Written Reflection
-	*"I think I can write better than I can give a speech."* (S13)
	"I know I have space (room) to be better. If I can do this, other things will be easy." (S15)

Regarding students' ability, from informal talks at the end of the semester, one student elaborated more on the writing ability as compared to the speaking ability. The student stated that:

> *"When I write, I have time to think and maybe revise. But when I speak, I feel I don't have time to think. Then I have awkward pauses. I just know myself now. OK, I can present better but still it is not as good as my writing."* (S13)

In addition, another student also explained more regarding the phase "*other things will be easy*" that:

> *"As you know in this class, I have to present a lot. And at first it was very hard. It is still hard, but I think I can keep improving. For other subjects too. I can use it (presentation skills). I know how to present so it is better."* (S15)

2) Better understanding of self

The second sub-theme is students' better understanding of self in terms of their strengths and weaknesses to deliver the speeches as well as how to self-analyze from peer feedback and peer feedback writing. In other words, while the sense of self-awareness refers to students' internal awareness, better understanding of self, in this manner, refers to students' understanding of self from having written dialogs with others.

First, students depicted the better understanding of self from peer feedback which they received after each speech (20.73% and 14.47%). Seemingly, students learned more about their own potential to develop further based on the feedback contents. However, students did not explicitly elaborate on their specific strengths and weaknesses as they only wrote in a general sense. They did, in fact, admitted that they discovered parts of themselves they did not realize before.

1st Overall Written Reflection	2nd Overall Written Reflection
"I have learned that I cannot be so full of myself as I still have many errors which need to be improved." (S13)	*"I learned a lot about myself that I didn't know or didn't see about before."* (S14)
"I know my good and bad points and which one to improve. I understand myself more." (S16)	*"I am grateful about the comments which gave me knowledge and let me know more about myself which I can use to develop myself in the future."* (S17)

From the GIF sessions, some students mentioned that they realized their strengths and weakness from the peer feedback. Some of the excerpts are:

> *"I get comments like I speak naturally and have a well organization. And smile. I also speak loud and clear. It's nice to know that they think my organization is good. The outline was difficult to write."* (S3)
>
> *"The comments are that I can capture everyone's attention by making jokes and I can use visual aid properly. They also think I have more improvement because I can relate the topic to myself very well. I am very happy with that."* (S15)
>
> *"The comments told me that when I didn't use the script, it is better and I look like a professional."* (S9)

Lastly, though not a very high in frequency, students gained better understanding of self through peer feedback writing (3.66% and 6.58%). In their reflections, students mentioned that as they observed others in the speeches, they also reflected upon themselves.

1st Overall Written Reflection	2nd Overall Written Reflection
"To make comments, I learn how to analyze others and myself." (S16)	*"When I give praise and recommendations to others, I've got to practice my writing skills and it helps me to feel more comfortable to express myself."* (S13)

Referring to the peer feedback writing skills, students explained more concerning how to give comments to others.

> *"I write a lot in the comments so they (the speakers) can understand me. Also because I like getting long comments…I have time to think, but not too long (to write comments), so I have to write clearly with examples. Comments like this help me practice writing too."* (S13)

> *"I say Umm and Err a lot when I speak. I also notice some of them are like me too. I think it is some kind of nervousness. So when I comment others, I think like.. me too. And I think maybe nervousness and Err.. Ahh are the same. I try, you know, to be not excited"* (S9)

To summarize, the five themes which emerged from the students' reflections are 1) Use and Plans of the Learning Strategies, 2) Evaluation of Learning and Learning Strategies, 3) Increased Positive Emotions as Compared to Negative Emotions, 4) Capacity to Provide/ Receive Ideas, Praise, and Criticism with Sensitivity, and 5) Sense of Self-Awareness and Better Understanding of Self.

The findings in the *Theme 1* revealed students' use and plans to use the learning strategies. Students reflected upon the use of rehearsal strategies the most which included remembering strategies to memorize speech contents and speaking notes. They also reflected upon the use of preparation strategies such as drafting the speech outline and reviewing the speech contents. Students also described the plans to use different learning strategies to prepare, rehearse, and deliver the speeches based on their own reflection and their peer feedback.

For the *Theme 2*, students evaluated their learning as well as their learning strategies. On both reflections, students reflected the most on their speech delivery which can be categorized as evaluation on improvement and difficulties they encountered. Next, students focused on the evaluation on their rehearsal strategies, sufficiency of their efforts, and the preferences of the learning strategy. The students also evaluated their preparation strategies and the contents of the peer feedback at a similar frequency. The category students evaluated the least was on their own peer feedback writing.

In *Theme 3*, students elicited their capacity to provide and accept ideas, praise, and criticism with sensitivity which resulted from the reflection activities, particularly the peer feedback and Group Interactive Feedback (GIF). For this Theme, on both reflections, students discussed the content of the peer feedback and their own peer feedback writing. Students also revealed their strategy and empathy in providing the peer

feedback. Lastly, students mentioned the GIF sessions as the sources of their idea generations and insights into audiences' thoughts.

For the *Theme 4*, students disclosed their emotions the most towards their speech delivery. Students also discussed their emotions towards the speech rehearsal and the peer feedback. Hardly any student revealed the emotion towards the speech preparation. In all categories, with an exception of emotions towards peer feedback, students revealed more negative emotions on the first reflection and more positive emotions on the second reflection. For the emotions on peer feedback, students felt more positively on both reflections and there was no negative emotion on the second reflection.

Finally, the findings on *Theme 5* suggested students' sense of awareness and better understanding of self. From the speech preparation and delivery, students unveiled their passion, likes, motivation, as well as limits and ability of their speaking. Additionally, students also gained better understanding of themselves regarding the strengths and weakness to deliver the speeches and insights into self-analysis from the peer feedback contents and the peer feedback writing.

In the next section, the convergence of the quantitative and qualitative results is explained in order to triangulate the findings of the first and second research objective.

4.4 Integration of Mix-Methods Data Analysis: Convergence and Augmentation of the Results

Since the study employed mixed-research methods, embedded design, the interpretation of the quantitative and qualitative results must be compared to determine their convergence. The interpretation of the results concerns the areas students improved from the ALP rather than simply the level of public speaking ability or learner autonomy. In this section, qualitative results in five emerged themes are interpreted based on the quantitative results from the Speech Test and LAPS Questionnaires. The interpretation of the results suggested that the Theme 1, 2, and 4 were in convergence to the results of the Speech Test while Themes 3 and 5 were considered an augmentation. Moreover, all five themes were found to be in convergence to the results of the LAPS Questionnaire. The summary of the results and the interpretation can be illustrated in Figure 4.2.

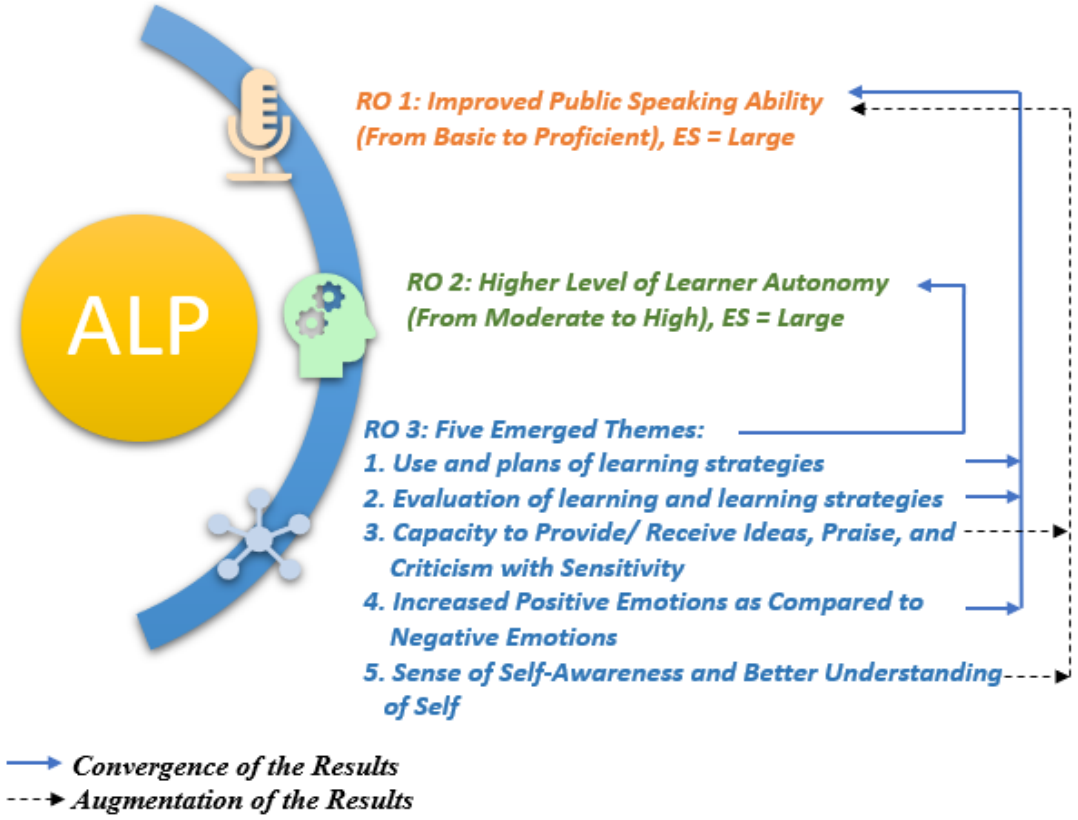

Figure 4.2: Summary of the Interpretation of the Results

4.4.1 *The Five Themes and Results of the Speech Test*

From the Speech Test, the students significantly improved from *Basic* (Mean = 3.15, SD = 0.35) to *Proficient* (Mean = 3.90, SD = 0.29) after the implementation of the ALP. More specifically, students improved the most on delivery, and followed by content, organization, and language use. The improvement can also be explained from the students' written reflections.

To explain the convergence of the results, the emerged themes are interpreted based on the categories of the Public Speaking Ability Rubric. Their rehearsal strategies and memory strategies are directly related to the speech delivery and language use. On the other hand, preparation strategies such as transferring and analyzing information, and writing the speech outlines indicated the content selection, and main points organization.

1) Convergence of the Themes 1, 2, and 4 and Results of the Speech Test

The themes which were in convergence with the Speech Test are Theme 1, Theme 2, and Theme 4. In *Theme 1 The Use and Plans of the Learning Strategies*, the results of

the two overall written reflections showed that the students reflected the most on the use of rehearsal strategies and preparation strategies. On the use of learning strategies, students reflected on rehearsal strategies the most (38.67% and 45.77%). The students also reflected on their plans to use the rehearsal strategies based on the speech delivery (28.83% and 20.42%), and the peer feedback (9.39% and 14.08%). Another learning strategy students reflected upon was preparation strategies (14.36% and 11.27%).

The results here suggested that the students did pay much more attention to finetune their speech delivery than any other categories. It can be implied that from the ALP, students paid the most attention on the delivery in the reflection which resulted in the most improvement. Along the same line, as the students paid less attention on content and organization their reflection, their improvement was also less than the delivery. On the language use, only a few students mentioned handling difficulty in pronunciation and technical terms during the rehearsals which implied only some attention on the language use. Therefore, the results of the Theme 1 are in convergence with the results of the Speech Test.

In *Theme 2 Evaluation of Learning and Learning Strategies,* students reflected the most on the evaluation of their speech delivery which comprised delivery improvement (17.82% and 23.31%) and delivery difficulties (29.31% and 26.99%). Clearly, students described more improvement and less difficulties on the second reflections which is consistent with the improved scores on the Speech Test.

Following reflection on speech delivery evaluation is rehearsal strategies (27.59% and 23.31%) while the last area of evaluation is preparation strategies (10.34% and 12.88%). Similar to the results in Theme 1, students placed much greater emphasis on the delivery than content and organization. As the students monitored and evaluated their learning strategies regarding the delivery, their improvement is more prevalent. On the other hand, the area which did not receive attention in the evaluation is the language use. Thus, the results are also in convergence with those of the Speech Test as the students improved the most on the delivery and the least on language use.

In *Theme 4 Increased Positive Emotions as Compared to the Negative Emotions*, students disclosed their emotions in the most when they reflected on their speech delivery (41.90% and 51.09%) and follows by the speech rehearsal (37.14% and 30.43%). The area students described their emotion the least is speech preparation (0.95% and 1.09%). Again, similar to the results of Theme 1 and Theme 2, students described much more about their emotions towards the speech delivery but did not disclose much on the content

and organization from the preparation phase. Students' positive emotions such as expressions of satisfaction also exemplified their sense of achievement. In this manner, the highest positive emotions pointed to speech delivery which is also corresponding to the results of the Speech Test.

2) Augmentation of the Themes 3 and 5 to the Results of the Speech Test

However, Theme 3 and Theme 5 are considered an augmentation to the Speech Test results as there were more insights from the qualitative findings than from the criteria on the Public Speaking Ability Rubric.

In *Theme 3 Capacity to Provide and Accept Ideas, Praise, and Criticism with Sensitivity*, the results are not in complete convergence with the Speech Test because the feedback from the peer feedback and the GIF sessions did not suggest the frequency based on delivery, content, organization, and language use. The results, instead, pointed to the notion of collaborative feedback which is an essential part of the ALP. Reflections and feedbacks are believed to augment the development of public speaking ability and learner autonomy which is discussed in the next section.

In *Theme 5 Sense of Self-Awareness and Better Understanding of Self*, similar to Theme 3, the findings did not point to the categories on the Public Speaking Ability Rubric. Instead, the findings led to a further exploration of students' self-concept or identity and its significance to the development of public speaking ability which is an augmentation to the learner autonomy discussed in the next section.

4.4.2 *Results of the Emerged Themes and the LAPS Questionnaire*

From the LAPS Questionnaire, the students improved the most in the Technical Dimension, followed by Psychological Dimension, Sociocultural Dimension, and Political-Critical Dimension. Based on the emerged themes from the students' reflections, all four dimensions of learner autonomy can be revealed. Thus, the two data sets were in convergence.

First is Technical Dimension of learner autonomy which comprises cognitive strategies and metacognitive strategies. The emerged themes suggested the students' use and plans of cognitive strategy in their speech preparation, rehearsal, and delivery (Theme 1 and Theme 2). Students also described their metacognitive strategy used as they evaluated their learning as well as learning strategies involved in the speech training

and reflection training within the ALP training (Theme 2). Throughout the ALP training, students engaged in trial and errors with the varying learning strategy. Students were aware of their learning strategy usa and were able to select the learning strategy suitable for the undertaking tasks. Since the highest frequencies of the emerged themes are in Theme 1 and Theme 2, it is corresponding to the highest improvement in the Technical Dimension on the LAPS Questionnaire. Thus, the results are in convergence.

Next is Psychological Dimension which consists of affective strategy, confidence and motivation. When comparing the findings from the first and the second reflections, the students appeared to have increased control over their emotions which signified the use of affective strategies (Theme 1). Evidently, students reflected more positive emotions than negative emotions. Along the same line, they also reported more confidence in the second reflections (Theme 4). Motivation, on the other hand, was only evident in the students' reflection regarding their motivation to select the topics for their speeches (Theme 5). Interestingly, most speech topics were originated from the students' experiences and passions. However, the students' motivation to speak, found in the reflections, was to provide new knowledge and to convince the audience which were indeed the objectives of the public speaking class: to inform, and to persuade. For the improvement in the Psychological Dimension, the findings on the Theme 4 is more prevalent than on the Theme 1 and Theme 5. More importantly, the students disclosed much more positive emotions towards public speaking ability after the implementation of the ALP which is in line with the findings of the LAPS Questionnaire.

The third dimension is Political-Critical Dimension which includes students' creativity and critical thinking skills. Creativity, which can be defined as having originality in the idea, was also found in students' reflection when students described how they searched within themselves for the speech topics or added personalization to the speech contents to offer new perspectives to the audience (Theme 5). It should be noted that creativity was not explicitly well described in reflections. Instead, students' creativity was more evident in the speech test scores, since it was one criterion in the Public Speaking Ability Rubric, and the discussions during the GIF sessions. From the notes, as the semester progressed, students seemed to display more personalization such as adding personal insights and providing new perspectives to the concerned issues as supporting materials for their speeches. Related to creativity, critical thinking skills was also evident in the students' reflections. In particular, students engaged in critical thinking in the evaluation of the speech contents and peer feedback contents (Theme 3).

In this sense, they used their critical thinking skills to justify the accuracy of the information presented to them.

The last dimension of Sociocultural Dimension which consists of social strategies and collaboration. From the students' reflections, students used and planned to use social strategy mostly in the speech preparation and rehearsal (Theme 1). The findings also suggested that the GIF sessions also contributed to the students' use of social strategy in the topic selection and speech rehearsal process. In addition, it was also found that students were also sensitive to others' feelings when providing praise and criticism (Theme 3). Students also described that intention of the peer feedback writing was to help others improve which was the cultivation of collaboration among students (Theme 3). The qualitative findings here provided more insights into how the students engaged in the ALP and what they gained from the ALP, especially regarding collaboration in order to improve public speaking ability. The findings on the reflections also in support of the LAPS Questionnaire on the improvement of Sociocultural Dimension.

From the emerged themes, it can be inferred that learner autonomy was revealed in students' capacity to use, plan, and evaluate their learning and learning strategies. Students also appeared to have better control over their emotion as they reported more position than negative emotions towards their speech preparation, rehearsal, delivery, and the peer feedback that they received. Moreover, students demonstrated their capacity to provide and receive ideas, praise, and criticism, and doing so with sensitivity towards others' feelings. Lastly, the learner autonomy is revealed as the students depicted their sense of awareness and better understanding of self through the speech training and reflection training activities in the ALP. Learner autonomy as revealed in the ALP can be summarized in Figure 4.3.

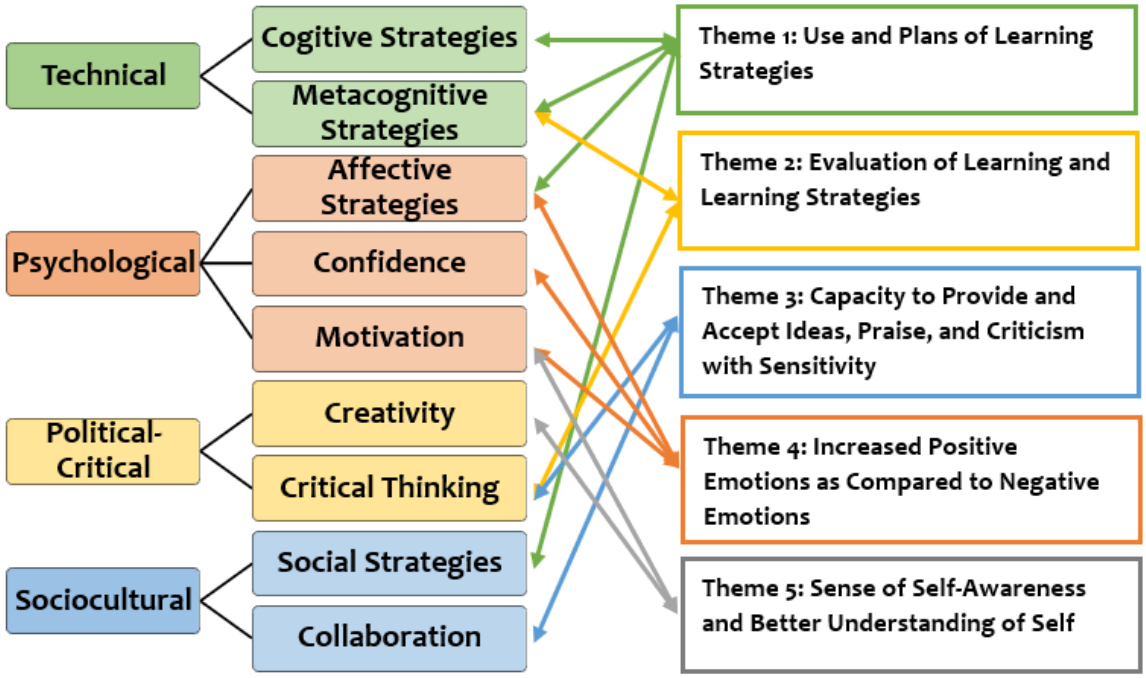

Figure 4.3: Summary of Learner Autonomy as Revealed from the Emerged Themes

4.5 Chapter Conclusion

This chapter presents the results of quantitative and qualitative data analyses in order to answer the research questions and the research objectives. The first research objective was to examine the effect of autonomous learning process (ALP) on public speaking ability and learner autonomy of undergraduate students. The results from Speech Test indicated that, on average, the students' scores of the Speech Post-test were significantly higher than the scores of the Speech pre-test. Indeed, the speech scores significantly increased in all four categories which are speech organization, speech content, and speech delivery, and language use. In other words, students' public speaking ability improved from *Basic* to *Proficient* according to the Public Speaking Ability Rubric descriptors. A further statistical analysis also suggested that magnitude of the effect of the ALP on public speaking ability is large.

The second research objective was to examine the level of learner autonomy of undergraduate students in Public Speaking in English class. The results of the LAPS questionnaire indicated the level of learner autonomy for public speaking ability in the Post-questionnaire were significantly higher than the level of the Pre-questionnaire in all dimensions of learner autonomy. Regarding the level of learner autonomy, students

increased from *Moderate* to *High* based on the LAPS Questionnaire evaluation criteria. Moreover, the magnitude of the effect of the ALP on learner autonomy is also large.

The third research objective was to explore how learner autonomy is revealed through the autonomous learning process (ALP) in Public Speaking in English class. From Thematic Content Analysis of the students' Overall Written Reflections, five themes emerged which are 1) use and plans of the learning strategy, 2) evaluation of learning and learning strategy, 3) increased positive emotions as compared to negative emotions, 4) capacity to provide/ receive ideas, praise, and criticism with sensitivity, and 5) sense of self-awareness and better understanding of self.

The last section of the chapter presented the convergence and augmentation of the quantitative and qualitative results which provided more insights into the answers to both research objective one and research objective two.

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CHAPTER V

SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

Chapter V consists of three main parts. The chapter begins with the summary of the study which includes the problem statement, research objectives, population and subjects, research design, research instruments, data collection and data analysis procedures, and findings of the study. The second part of the chapter presents the discussions and the implications of the findings. The chapter concludes with the recommendations of the study.

5.1 Summary of the Study

5.1.1 Statement of the Problem

- *Speech Anxiety*

Speech anxiety is considered by many as one of the greatest fears. Speech anxiety is defined as "an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons" (McCroskey, 1977, p. 78). For public speaking classrooms, speech anxiety can pose a challenge for students to develop public speaking ability. Despite a high number of students experiencing speech anxiety, only limited studies regarding strategies to help students cope with such anxiety are available (Bodie, 2010).

In the Thai context, findings revealed that Thai students in speaking classes do not have courage and confidence to converse in English with international speakers because they did not want to make mistakes (Boonkit, 2010; Chinpakdee, 2015). Another factor which possibly led to low confidence to speak English is students' unwillingness to communicate (Forman, 2005). Moreover, another concern for language classrooms in Thailand is the teaching and learning methods to develop students' English communication skills in the context where the language students use in and outside of class is dominantly Thai (Sa-Ngiamwibool, 2010; Suwannoppharat & Chinokul, 2015).

- *Learner Autonomy and Public Speaking Ability*

As a part of Thai educational reform, the Thai Ministry of Education has been advocating for student-centered classrooms rather than teacher-centered classrooms (National Qualifications Framework for Higher Education in Thailand, 2006). Closely related to student-centered approach is the notion of learner autonomy which is considered as one of the desirable educational goals (Cotteral, 1995; Benson, 2007; and Borg, 2012). As such, there is a need to integrate autonomous learning into the classrooms to meet the specifications of Thailand Qualification Framework (TQF).

Especially for the public speaking classrooms, it is believed that learner autonomy can be applied since individual public speaking tasks depend upon the students' responsibility and capacity to manage their own learning in preparation and rehearsals of their speeches both in and out of classes. However, the literature regarding learner autonomy and public speaking ability development is still scarce (Everhard, 2015). Indeed, with available literature regarding specific skills and classroom autonomy, speaking skills, especially public speaking and oral presentation, are among the least explored area.

5.1.2 Research Objectives

1) To examine the effect of autonomous learning process on public speaking ability of undergraduate students in Public Speaking in English class and its effect size. and its effect size.
2) To examine the effect of autonomous learning process on learner autonomy of undergraduate students in Public Speaking in English class and its effect size.
3) To explore how learner autonomy is revealed through autonomous learning process in Public Speaking in English class.

5.1.3 Population and Subjects of the Study

The population of the study consisted of students enrolling in 12 sections of EN4233 class during the Semester 1/2017 (August-November 2017). A cluster sampling method was employed to select only one section. As the scope of the study is Thai students only, all 19 Thai students in the section (out of 20) were included as the subjects of the study.

5.1.4 Research Design

This study employs a variant of mixed methods approach which is embedded experimental design. For this research design, a qualitative strand is embedded within a quantitative experiment to supplement the experimental design (Creswell & Plano Clark, 2011). Gain scores, or the differences between students' pre-test and post-test scores, were compared to determine whether students made progress during the class (Nunan & Bailey, 2009). During the intervention, qualitative data was collected from students' reflections and teacher's observation. The subsequent overall written self-reflection along with teacher's observation notes were also gathered to provide more insight into the quantitative findings. Simply put, in this embedded design, the qualitative data is used to triangulate the quantitative findings

5.1.5 Research Instruments

1) Speech Test

The Speech Test, comprising the informative and persuasive element, serves as a pre-test and post-test, to determine students' public speaking ability. The speech duration for each student is 3-4 minutes. The topic for the pre-test and post-test is:

> *"Describe any product or service of your choice (existing or non-existing), and convince your audience to buy/use your product or use your service"*

Students delivered the pre-test speeches on Week 1 and delivered the post-test speeches on Week 15. The scores on the pre-test and post-test and then rated and compared using a 5-point Public Speaking Ability Rubric adapted from Schreiber, Paul, & Shibley (2012) and Wimolkasem (2011). Two raters assessed the speech scores, and the interrater reliability was ensured. Pearson correlations are 0.95 for the pre-test and 0.94 for the post-test.

2) Learner Autonomy for Public Speaking Ability (LAPS)

The purpose of LAPS questionnaire is to measure students' level of learner autonomy for public speaking ability in a 5-point likert-scale. The questionnaire was developed based on Cohen, Oxford, & Chi (2002), Marase (2015) and Oxford (1990) and the review of the literature concerning dimensions of learner autonomy and public

speaking ability. The content validity is 0.80. The LAPS questionnaire consisted of 42 statements in four dimensions of learner autonomy (technical, psychological, political-critical, and sociocultural). The questionnaire was piloted to 60 students to ensure its reliability. The Cronbach's alpha was calculated at 0.95. The pre-questionnaire was administered on Week 1 and the post-questionnaire was administered on Week 15 of the semester.

3) Overall Written Reflections

In addition, to explore how learner autonomy is revealed through self-reflection, students' written self-reflection is used. Students were trained to reflect on: speech preparation, speech rehearsal, speech delivery, peer feedback received, and feedback given to others. Altogether, there are 14 guideline questions. The content validity is 0.84. Students wrote two Overall Written Self-reflections. The first was on Week 8 after the completion of two informative speeches, and the second on at Week 14 after the completion of two persuasive speeches. Thematic content analysis was employed, and interrater reliability was ensured. Spearman's Rho was 1.00 for the first Overall Written Reflection and 0.99 for the second Overall Written Reflection.

5.1.6 Data Collection Procedures

Since the study took a form of mixed-methods, the quantitative data collection which comprises Speech Test (pre- and post-test) and the questionnaire (pre- and post-questionnaire) were administered by the researcher on Week 1 and Week 15 of the semester respectively. For the qualitative data collection, Overall Written Reflections were collected on Week 8 and Week 14

5.1.7 Data Analyses

The data analyses can be summarized based on the research objectives as:

For the first and second research objective, mean scores and standard deviations (SD) of the Speech Test as well as pre- and post-questionnaire were calculated. The mean and SD of the pre- and post-scores were then compared to determine whether they significantly increased. Although the samples under the study may appear to be small (n

= 19), the normality test indicated the data was normally distributed and the parametric tests can be applied. The dependent samples t-test was employed to test the hypothesis. The effect size was also calculated.

For the third research objective, the qualitative data from the Overall Written Reflections were analyzed. Using thematic content analysis, the findings were coded and categorized in order to determine the frequency. It is noted that in cases where certain words (such as the pronouns without referring to the subjects) were used or the sentences in the reflections were unclear due to unintentionally omitted information, the teacher's notes were used to provide more insights to the students' reflections. In this sense, the teacher's notes are used to edit the qualitative data for the analysis.

Moreover, as a mixed-methods design, the qualitative findings were then interpreted based on the quantitative findings (Speech Test and LAPS Questionnaire) to determine the convergence, divergence, or augmentation of the data sets.

5.1.8 Findings

The findings are summarized according to the research objectives.

1) Public speaking ability of the students in the post-test significantly increased from the pre-test ($p = 0.00$) after the implementation of the ALP. In other words, students improved from *Basic* (Mean = 3.15, SD = 0.35) to *Proficient* (Mean = 3.90, SD = 0.29). The effect size is determined as large ($d = 2.33$).
2) The findings also indicated that the level of students' learner autonomy for public speaking in the post-questionnaire significantly increased from the pre-questionnaire ($p = 0.00$). On average, the level of learner autonomy for public speaking ability before the implementation of the ALP is *Moderate* (Mean = 3.51, SD = 0.43) and the level after the implementation of the ALP is *High* (Mean = 4.02, SD = 0.48). Its effect is also large ($d = 1.28$).
3) Learner autonomy is revealed through autonomous learning process as classified in five emerged themes which are 1) students' use and plans of the learning strategies, 2) students' evaluation of learning and learning strategies, 3) students' increased positive emotions as compared to negative emotions, 4) students' capacity to provide/ receive ideas, praise, and criticism with sensitivity, and 5) students' sense of self-awareness and better understanding of self. Moreover, to determine the convergence or augmentation of the data sets, the five emerged themes were compared to the

quantitative results from the Speech Test and LAPS Questionnaires. The comparison revealed that the Themes 1, 2, and 4 were in convergence to the results of the Speech Test while Themes 3 and 5 were considered an augmentation. All five themes were also found to be in convergence to the results of the LAPS Questionnaire. Divergence was not found among the data sets.

5.2 Discussions of the Findings

The discussions of the findings are presented in accordance to the research objectives. As a mixed-methods design, the quantitative and qualitative data are compared (Creswell & Plano Clark, 2011). The mixing of the data also occurred here at the interpretation stage when discussing the results. For this reason, the second and the third research objectives are discussed concurrently. In other words, in a mixed-methods design, the quantitative findings of the second research objective (the effect of the ALP on the level of learner autonomy) is best explained by the qualitative findings of the third research objective (how learner autonomy is revealed from the ALP).

5.2.1 The Effect of Autonomous Learning Process (ALP) on Public Speaking Ability

From the Speech Test, it was determined that students' public speaking ability was significantly improved from *Basic* to *Proficient* after the implementation of the ALP. Indeed, the students significantly improved in all four categories (organization, content, delivery and language use) and all 12 criteria of the Public Speaking Ability Rubric (see Table 4.2 and Appendix C). The magnitude of the effect is large (d = 2.33). The findings corroborated the previous studies (Everhard, 2015; Yamkate & Intratat, 2012) that the integration of autonomous learning in the public speaking classrooms can improve the students' public speaking ability.

The primary reason for the public speaking ability improvement as a result of the ALP could be explained as speech anxiety reduction. From the ALP, the students could reduce the speech anxiety by confidence development and moral support from both their peers and the teacher. Moreover, the ALP enables the students to improve their public speaking ability through the use of video-stimulated recall and the training and the use of descriptive Public Speaking Ability Rubric.

5.2.1.1. Speech Anxiety Reduction

The first reason for the improvement in the public speaking ability is the speech anxiety reduction. Typically, when students experience anxiety while delivering the speeches, verbal signs of anxiety can include fillers and unusual speed of the speech. Similarly, nonverbal signs of anxiety and low self-confidence can be visually observed as eye-contact avoidance, shaking of hands, and other fidgets (Chinpakdee, 2015). All of which were well observed from the students' Pre-Test Speech suggesting that the students' experienced speech anxiety when delivering the speech (Appendix C).

However, from the Post-Test Speech, the students displayed much less signs of anxiety after the implementation of the ALP (Appendix C). In particular, the students significantly improved both on the *Vocal Quality* (Criteria 9) and *Nonverbal Behaviors* (Criteria 10) from *Basic* to *Proficient*. In other words, the improvement in the nonverbal behaviors and vocal quality suggested that the students experienced less anxiety when delivering the speech. From the ALP, the students could reduce the speech anxiety by the following reasons:

1) Confidence Development

One of the most challenging tasks for the students is the topic selection. For this reason, the students were trained to develop confidence by exploring their passion for the topics from experiences and interests. When the students speak about what they deeply cared about, they are able to develop their confidence and can speak at the greater length (Mazer & Titsworth, 2012; Lucas, 2015). Clearly, there is a link between passion and confidence to speak publicly.

Evidently, the findings from the LAPS questionnaire indicated the students' improvement in *Passion towards the Topic* (Item 24) from *Moderate* to *High*. In line with their passion towards the speech topic, the findings from the LAPS also revealed the development in *Confidence in the Topic* (Item 17) from *Moderate* to *High*. *Confidence when Delivering the Speech* (Item 19*)* was also developed in *Moderate* level. Moreover, as appeared in the Overall Written Reflections, the students noted the confidence development from the ALP as:

1. *I did not feel nervous in the last speech. I had more confidence... I am satisfied with my speech because I presented my experience and I need to share to my audience"* (S5)

2. *"It (the class) can help me to improve myself, for example, about my confident when I have to speak in public or when I have to present in other subjects."* (S12)

3. *"I had been afraid of speaking in public but after I completed this class, I think I will not be nervous as much as I did"* (S19)

Furthermore, from the Post-Test Speech, the students also became less reliant on the speech script and were able to speak more naturally from their own understanding. It can be implied that students' freedom to choose their own topics based on their passion and past experiences enhances their willingness to communicate. L2 Willingness to communicate or L2 WTC is defined as "the readiness to enter into discourse at a particular time with a specific persons or persons, using L2" (MacIntyre, Dörnyei, Clément, R., & Noels, 1998, p. 547). The findings of this study yielded similar conclusion as Yashima's (2002) findings in the Japanese context which suggested that L2 WTC can lead to lower anxiety and increased confidence in the communication ability. Confidence development and freedom of choice in choosing the topics and contents for the speeches, which promotes WTC, are also essential to foster autonomous learning.

2) Peer Moral Support

Another reason the students could reduce and manage the speech anxiety is the moral support from their peers. Speech anxiety can be indeed induced by the unfamiliar and seemingly unfriendly classmates. On the contrary, when the students feel connected to and supported by their classmates, the speech anxiety can be drastically reduced (Carlson, Dwyer, Bingham, Cruz, Prisbell, & Fus 2006). Therefore, in the ALP, the students were made aware of the importance of the audience support to the speaker.

To help the speakers manage speech anxiety, the students were trained on the supportive nature and the mannerism of the audience in order to create a friendly and supportive classroom climate. Some of the mannerism include nodding, smiling, and maintaining eye-contact with the speakers. The findings from the Overall Written Reflections suggested that peer support created supportive classroom climate (see Table 4.13). An excerpt from a student's Overall Written Reflection illustrated this point.

> *"Moreover, this time I can delivery my speech well because I can find someone to focus on and I can smile to relax my face more."* (S7)

Apart from the moral support from the audience, peer moral support also appeared in the forms of positive peer feedback and words of encouragement from the Group Interactive Feedback (GIF) sessions. The excerpts from the Overall Written Reflections regarding the positive comments from their peers are:

1. *"Comments from friends are positive and gave me support to make better speeches."* (S13)
2. *"When I received compliments, it cheers me up and made me feel like my effort has paid off."* (S16)

Support and encouragement to one another can create a less anxious setting for the students to deliver their speeches. The findings of the study also concurred with the findings of Yashima's (2002) which is in the Japanese context as well as Akkakoson's (2016) in the Thai context in that as students develop familiarity with each other, anxiety can decrease, and confidence can be developed.

3) Teacher Moral Support

Apart from peer moral support, the speech anxiety can be reduced by moral support from the teacher. This is because supportive classroom climate is also associated with the teacher's use of verbal and nonverbal support (Glaser & Bingham, 2009). Similar to the training of audience mannerism, the teacher's nonverbal behavior has to be supportive during the students' speeches. When the speakers look at the teacher, they should find support and comfort in order to ease their anxiety. One student observed in the Overall Written Reflection that looking at the teacher is less nerve wrecking than looking at others in the audience.

> *"The difficulty in the class for me is to give the speech in front of the class, it has always been hard for me, so I think that's why I have less eye-contact. However, when I gave the speech and looked at Ajarn, it was better than look at others, because when I tried to look at others I would get nervous and forget everything."* (S11)

Clearly, anxiety can be reduced by the teacher moral support. In the ALP, the teacher is approachable and available for students. In this sense rapport is built and mutual trust between the teacher and the students is gained. The role of the teacher in supporting the students is especially significant at the beginning of the ALP as the students learn how to cope their anxiety. Learner autonomy, in part, depends upon the

balance of the teacher's restraint from influencing the students and the students' refrainment to seek the teacher's guidance (La Ganza, 2008). However, when the students developed greater capacity to manage and reduce anxiety on their own or with peer support, the role of teacher moral support gradually reduced. Such capacity to manage anxiety is considered a characteristic of autonomous learners (Oxford, 1991; 2003).

Based on peer and teacher moral support discussed earlier, the implication is that the affective strategies should be explicitly trained in the public speaking classrooms. Since anxiety can be experienced in different levels and contexts, the students should be provided the opportunities to use affective strategies. Moreover, because peer moral support is important, the students should be trained on the language use and pragmatic of the written and verbal feedback such as politeness strategies. The goal is to enable the students to provide constructive yet supportive and compassionate feedback to others. The last implication concerns the teacher support. Since the students sought out emotional support from their teacher, the attention is paid on the reduction of the power distance between the teacher and the students (Littlewood, 1999).

5.2.1.2. Video-Stimulated Recall

The second reason for the improvement in the public speaking ability is the employment of video-stimulated recall (VSR). A stimulated recall is typically used to explore the students' thought process or learning strategies during the activity or task (Gass & MacKey, 2000). To elaborate, in this study, the VSR is used as the students viewed their video recorded speeches in order to recall and reflect upon their performance. Moreover, rather than only recalling from their own memory in order to reflect, the video recordings also allow the students to view their performance in the eye of the audience. This holistic view of the speeches enables the students to make progress in their public speaking ability.

Using the video-stimulated recall is essential because the students, as the speakers, can engage in active reflection when they reflected upon their speeches. In the reflection process, the students had to identify their past and current performance before they perceived their future behaviors, and they finally had to employ bridging strategies to change their behaviors (Jensen & Harris, 2015). From the Overall Written Reflections, the students described that because the speeches were video recorded on the students'

own smart phone, they can easily monitor their performance by watching the recorded speeches in order to make improvement. The following excerpts from the Overall Written Reflections illustrated the importance of the stimulated recall:

1. *"I am very satisfied the first speech, I think it's the best speech I ever present. This must be the result of recording video that I can see and improve myself."* (S1)
2. *"First, I thought that record video for what? I am very shy, I did not want it. But, now I know that it can help me to see myself when I present, and I can improve myself to be better."* (S5)
3. *"Overall, based on my past speeches, I have got to realize about my mistakes during delivering the speech (Thanks to the videos). Even though I was confident that I'm not bad at public speaking, but when seeing myself in videos, I then have seen many mistakes that needed to be fixed."* (S19)

The findings from the Overall Written Reflections indicated that the students could identify the areas to be improved with specific plans which resulted in the improvement of their public speaking ability (see Table 4.10). The video recordings improve reflective skills and develop more reflective behaviors which result in better performance. The study's findings concurred with Yamkate and Intratat (2012) which suggested that public speaking ability can be improved by the video-stimulated recall.

The implication is that video-stimulated recall should be a part of the teaching and learning in the public speaking classrooms. By having the opportunity to examine their own recorded speeches, the students' autonomous behaviors are also fostered as the students engage in active reflection. At the same time, with the access to the recorded speeches, the teacher can evaluate more carefully and more accurately. The video-stimulated recall therefore benefits both the students and the teacher in the public speaking classrooms.

5.2.1.3. Training and Utilization of the Rubric

The third reason for the improvement in the public speaking ability is the training and the utilization of the Public Speaking Ability Rubric (Appendix C) which is a descriptive rubric. In the ALP, the students were introduced to and trained on the use of the rubric with thorough explanations of the rubric descriptors. Examples were also given to clarify the meaning of each descriptor. With the knowledge of the rubric, the students can easily understand the requirement for each of the speech. After the speech, the

students can reflect upon the speech based on the rubric. Moreover, in preparation for the subsequent speech, the students can plan their improvement using the rubric as the basis. Therefore, the rubric is believed to contribute to the improvement in the public speaking ability.

Indeed, the use of rubric is significant in many ways. A review by Panadero & Jonsson (2013) suggested how rubrics can potentially aid achievement which include anxiety reduction, aiding feedback process, and support self-regulation. In this study, regarding anxiety reduction, when the students understand the expectation of their speeches and how they are assessed, they can be less anxious. Secondly, the teacher's feedback can be better understood when the rubric is used. Furthermore, from the Overall Written Reflections, the students made use of the rubric when giving peer feedback (see Table 4.11) as can be seen in the following excerpts:

1. *"I commented others by using the criteria (Public Speaking Ability Rubric) that I have studied in class."* (S2)
2. *"Because I am not the professional so, I gave the comments to other by using my feeling, tried to observe to the thing that speaker did during their speeches such as their pronunciations, body movements or sounds and I used the guide from the teacher's advice."* (S17)

Third, the rubric can also support self-regulation because the rubric is essential when making plans in the evaluation process. In fact, from the Overall Written Reflections, the students referred to the rubric when they evaluated their difficulties as well as the improvements in the speech delivery (see Table 4.11). From their self-reflections, the students can make plans on their own to improve based on the aspects and the descriptors of the rubrics.

The implication is that the students should be well trained on the use of the descriptive rubrics in the assessment of the speeches. Each of the rubric descriptors should be thoroughly explained because the band of the descriptors also serves as an expected goal in the students' public speaking ability improvement. The students should have a copy of the rubric, a file or in paper, so that they can refer to for the preparation, rehearsal, delivery, and the reflection of their speeches. The role of rubrics is not only important in the improvement of public speaking ability, but also in fostering self-regulation behaviors and autonomous learning.

To sum up, there are three reasons which could explain how the ALP contributed to the students' improvement in the public speaking ability. The first reason is the students' speech anxiety reduction. After the implementation of the ALP, the students were able to reduce anxiety from the confidence development, moral support from the peers, and the moral support from the teacher. The second reason is the utilization of the video-stimulated recall in the reflection process which forms reflective behaviors to enable the better performance. The third reason the training and the utilization of the rubric which aids the process of speech preparation, and the feedback process. Based on the three reasons provided, the impact of the ALP is that the students' public speaking ability can significantly improve. The magnitude is, therefore, large.

5.2.2. The Effect of Autonomous Learning Process (ALP) on Learner Autonomy and How Learner Autonomy was Revealed

The findings from the Learner Autonomy for Public Speaking Ability (LAPS) Questionnaire indicated that the students' level of learner autonomy significantly improved after the implementation of the ALP from *Moderate* to *High* (see Table 4.3). A further analysis of the LAPS findings revealed that the students improved in all four dimensions of learner autonomy (see Table 4.4) and in all nine sub-dimensions (see Table 4.5 to Table 4.8, and Appendix K). The magnitude of the effect is also large (d = 1.28).

Moreover, the analysis of the qualitative data, the Overall Written Reflections, yielded five emerged themes: 1) students' use and plans of the learning strategies, 2) students' evaluation of learning and learning strategies, 3) students' capacity to provide/ receive ideas, praise, and criticism with sensitivity, 4) students' increased positive emotions as compared to negative emotions, and 5) students' sense of self-awareness and better understanding of self. The emerged themes, which are converged and augmented the LAPS questionnaire results, certainly indicated how learner autonomy is revealed.

In this section, the findings from the above themes are merged with the findings of the LAPS questionnaire to discuss the improvement of the level of learner autonomy. The improvement as a result of the ALP can be discussed as 1) learning strategies as a prerequisite of learner autonomy, 2) capacity to reflect and the formation of reflective behaviors, 3) positive affect towards learning, and 4) identity construction. The discussions in relations to the five emerged themes can be summarized in the Table 5.1.

Table 5.1 Discussions based on the Five Emerged Themes

	Themes	Discussions
1.	Theme 1: Use and Plans of the Learning Strategies	Learning Strategies as a Prerequisite of Learner Autonomy
2.	Theme 2: Evaluation of Learning and Learning Strategies	Capacity to Reflect and the Formation of Reflective Behaviors
	Theme 3: Capacity to Provide/ Receive Ideas, Praise, and Criticism with Sensitivity	
3.	Theme 3: Capacity to Provide/ Receive Ideas, Praise, and Criticism with Sensitivity	Positive Affect towards Learning
	Theme 4: Increased Positive Emotions as Compared to Negative Emotions	
4.	Theme 5: Sense of Self-Awareness and Better Understanding of Self	Identity Construction

5.2.2.1 Learning Strategies as a Prerequisite of Learner Autonomy

The findings from the Theme 1 and the LAPS questionnaire both suggested the significant increase in the use of learning strategies. The study's findings are aligned with Nakatani's (2005) which revealed the strategy training (especially cognitive and metacognitive strategies) can significantly improve the students' oral proficiency test scores.

For learners to develop autonomous learning behaviors, the capacity to utilize learning strategies is fundamental (Benson, 1997; Macaro, 2008; Murase, 2015). For this reason, it is believed that learning strategies are considered a prerequisite of learner autonomy. Learner training is also viewed as a helpful resource to enable students to be more active in the classrooms (Dickenson, 1992). Increasingly, research findings from the literature suggested that the effective use of learning strategies is linked to higher levels of achievement in a second language (Gardner & MacIntyre, 1992).

Since the use of learning strategies often depends upon the types of tasks at hands, in this study, the increase use of learning strategies can be observed from the types of the speeches trained in the ALP. The findings from this study revealed that the types of the

speeches which could enhance the use and plans of the learning strategies are persuasive speeches and prepared speeches.

1) Use of Cognitive Strategies in Persuasive Speeches

To clarify, the students delivered the informative speeches for the first half of the semester, and persuasive speeches on the second half of the semester. Comparing to informative speeches, persuasive speeches indeed required higher effort in credibility building as well as the effort in supporting or refuting claims. In this manner, cognitive strategies are especially required in order to convince the audience.

In the ALP, students were trained on the use of cognitive strategies specifically for speaking skills. From the LAPS questionnaire, cognitive strategy used significantly increase in the *High* level (see Table 4.5). Similarly, the findings from the Overall Written Reflections (Theme 1, see Table 4.10) also revealed the students' use of their cognitive strategies. The findings pointed at the use of cognitive strategies at the speech preparation stage to enhance credibility of the speaker and evidences or supporting materials in order to persuade. In line with another study, Chou (2011) also found that cognitive strategies were mostly used by the participants, who were Taiwanese university students, at the preparation stage in both individual and group oral presentation.

The cognitive strategies which students employed more in persuasive speeches is analyzing and reasoning. This is because to persuade, as speakers, students had to engage in researching skills in order to critically determine supporting materials to defend or refute a claim (Lucas, 2015). At the same time, as audience, students also engaged in mental dialog with the speakers using analyzing and reasoning in order to decide whether to agree or disagree with the speakers' point of view before writing the peer feedback. In other words, the use of cognitive strategies in the public speaking class suggested to higher level of learner autonomy especially in the Technical Dimension.

2) Use of Learning Strategies in Prepared Speeches

Contrary to the impromptu speeches where speakers were given no preparation time, in the ALP, students delivered prepared speeches. Generally, for prepared speeches, the students had to invest their time and effort into the supporting material preparation as well as speech rehearsals. The findings from the LAPS questionnaire regarding the speech preparation and the speech rehearsal revealed that students improved in the

preparation and the practice of words and expressions (Appendix K) which is a result of use of the metacognitive strategies.

From the Overall Written Reflections findings in Theme 1, students described preparation and rehearsal strategies the most comparing to other strategies (Table 4.9 and 4.10). Typically, for a prepared speech, students had to draft a speech outline, research supporting materials, draft a speech script and speaking notes before preceding speech rehearsal. Then for the rehearsal, the students tried to remember the contents (from scripts or notes), before practicing either alone or with others. To put simply, the findings suggested that the cognitive strategies involved in the rehearsals are remembering or memory strategies and practice with sound alone or with others (Table 4.10).

Since the speeches are prepared and the students can reflect upon their speeches in order to improve, metacognitive strategies are involved. Evidently, the improvement in the public speaking ability corresponded with the improved in the use of metacognitive strategies on the LAPS questionnaire which is from *Moderate* to *High* (see Appendix K). The metacognitive strategies concerning prepared speeches are arranging and planning the learning.

The Overall Written Reflections also revealed the students' planning of the learning strategies (See Table 4.10). To improve the public speaking ability, the students reflected upon their plans to revise their rehearsal strategies, pronunciation strategies, and affective strategies. Moreover, when the students practice the speeches with others in the class, social strategies are also involved. The findings from the Overall Written Reflections also indicated that some students, during the rehearsals, consulted and received comments from their classmates regarding pronunciation, the speed of the speech, and the time spent on the main points. The revised strategies resulted in the improvement in the speech delivery (verbal and non-verbal) as well as the language use. The level of learner autonomy is also improved in Technical, Psychological Dimension, and Sociocultural Dimensions.

The implication is that, to develop learner autonomy in the public speaking classrooms, informative speeches should be trained as a stepping stone for persuasive speeches. This is because although some learning strategies are enhanced from informative speeches, cognitive and metacognitive strategies are more developed than others from the persuasive speeches. The second implication is that the speeches should be prepared rather than impromptu. The time and effort invested in the preparation and

the rehearsal can certainly foster the students' autonomous learning behaviors which result in the higher level of learner autonomy.

5.2.2.2 Capacity to Reflect and Formation of the Reflective Behaviors

The second reason for the learner autonomy development is that the ALP capacitates the students' reflection from multisource feedback which leads to the formation of reflective behaviors. Reflection on the learning process and reflective behaviors are considered an integral part of autonomous learning (Benson, 2011; Little, 1997). In this study, Learner Training in the ALP include reflective practices on the speeches which could be categorized as self-reflection, peer feedback, and group interactive feedback (GIF). After each speech, the students also received feedback from the teacher. The reflective activities as well as the teacher's feedback constitute the multisource feedback which shaped the students' reflective behaviors.

The students' capacity to reflect upon their learning is evident from the Overall Written Reflections findings (Theme 2, see Table 4.11). Likewise, the findings from the LAPS questionnaire also revealed the increased use of metacognitive strategies which are essential to enhance the capacity to reflect (Appendix K). The formation of reflective behaviors can be explained as the provision of the multisource feedback, and the cyclical nature of the reflection process.

1) Multisource Feedback

The multiplicity of the sources in this study includes self (the students' self-reflection), classmates (peer feedback and Group Interactive Feedback), and the teacher (written feedback and the scores based on the rubric). Essentially, from the pool of multisource feedback, the students demonstrated the capacity to reflect and critically evaluated each of the feedback and formulated their overall reflection of the speeches.

Regarding critical thinking skills, on the LAPS questionnaire, the students improved on *Ability to Evaluate the Information Received* (Item 28) which is the *High* level and *Viewpoint Development* (Item 30), also in the *High* level. The students' capacity to critically judge the feedback contents is crucial because they had to make sense of the diverse perspectives about their performance in order to plan for further improvement. In this sense, critical thinking skills and the capacity to reflect are indicative of autonomous behaviors.

The capacity to reflect upon the multisource feedback is evident in the findings of the Overall Written Reflections (Theme 2, see Table 4.11). The findings suggested the capacity to evaluate the learning strategy used and the quality of the speech delivery. Moreover, the findings indicated the capacity to evaluate the content of the peer feedback. In particular, students evaluated the peer feedback contents regarding accuracy, and usefulness. In this manner, the students also engaged in critical thinking since they had to evaluate the contents of peer feedback against their own self-reflection. To elaborate, regarding accuracy, the students received up to 18 pieces of peer feedback from the audience (the total number of the students is 19) for each speech. Some students expressed that they viewed the recorded speech once again to verify the accuracy of the comments when contradictions were found among the feedback contents.

Additionally, some of the students described that they had to critically examine the contents and consider whether they agreed or disagreed with the feedback. Regarding usefulness, the students not only determined the accuracy of the peer feedback contents, but they also synthesized the praise and the criticism and critically decided how they could be of use for further improvement.

Another source of the feedback is the Group Interactive Feedback (GIF). In this regard, the GIF is considered collaborative feedback. The students exercised critical thinking skills when they contributed their opinion during the GIF. For critical thinking, the findings from the LAPS questionnaire revealed that students improved in *Ability to Evaluate the Information Received* (Item 28) which is the *High* level, and *Viewpoint Development* (Item 30), also in the *High* level. Clearly, the students' demonstrated improvement on their critical thinking, especially from the GIF, as the semester progressed. The level of leaner autonomy in the Political-Critical Dimension is therefore increased.

Moreover, the findings from the Overall Written Reflections revealed that the students did use the information generated from the GIF to support their learning. The reason is that the GIF provided more clarity and insights into the peer feedback. They also reported that they took advice from their GIF sessions together with their own reflection in order to make plans to improve. The findings from the Overall Written Reflections (Theme 3, see Table 4.12), supported the students benefited from the GIF sessions, especially regarding topic selection. Some students (S13 and S15) even suggested that there should be GIF sessions before each of the speech as it can help them to be more confident in their topic selection.

Teacher's feedback also plays multiple roles in the multisource feedback. First, teacher's feedback is considered evaluative feedback. In the ALP, the teacher provided feedback on the speech by using the rubric as well as feedback in writing. Second, the teacher's feedback indicates alignment in terms of the feedback quality among the peers and the teacher. From the Overall Written Reflections, the students made comparisons between the peers' feedback content and the teacher's (see Table 4.11). For the most part, the students viewed that the contents are similar. Some students added at times the teacher's feedback was more specific than the peer feedback, and it included questions for them to reflect upon. Moreover, the teacher's feedback can be regarded as moral support as mentioned earlier (in Section 5.2.1.1). Together with the peer feedback, the students described that the feedback was useful for them to improve.

From the multisource feedback, it can be said that the students' critical thinking is also developed as a result of the cyclical reflection activities in the ALP. Critical thinking is often viewed as higher level cognitive function (Nosratinia, & Zaker, 2014). The students' improvement in each speech based on their plans is also a testament that they developed the capacity to critically apply the multisource feedback to their speeches.

2) Cyclical Reflection Process

Another explanation for the reflective behaviors could be the cyclical nature of the reflection process in the ALP. In other words, repetitive tasks allow for the habit formation. To recap, the reflection process in the ALP is considered cyclical. After the self-reflection writing training, the students wrote their reflections by recalling and replaying their recorded speeches and then uploaded the reflection on Google Drive. They then were given the written peer feedback which they also stored on Google Drive. Once the peer feedback was uploaded, the students participated in the GIF sessions to reflect upon their speeches and to plan for the subsequent speeches. Then, the teacher's written feedback with the scores based on the Public Speaking Ability Rubric were given to the students. After that, the students wrote overall reflections to include the speech development process (preparation, rehearsal, and delivery), the feedback received (from audience and the teacher), and the peer feedback given to others. The reflection process in the ALP can be summarized in Figure 5.1.

In the ALP, the students underwent the reflection process four times (for the four speeches throughout the semester). As such, the process allows the students to

systemically plan, monitor, and evaluate their learning. Thus, the cyclical and repetitive nature of the reflection process is believed to facilitate the formation of the reflective behaviors which is significant to the development of learner autonomy.

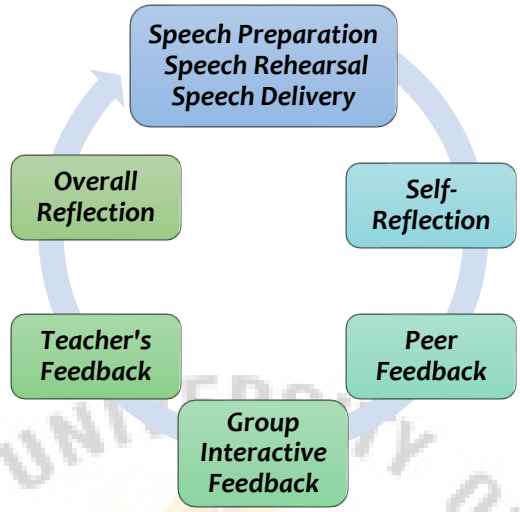

Figure 5.1 The Reflection Process in the ALP

The impact of the multisource feedback and the reflection process is the students' increased responsibility. From the teacher's observation, the students exhibited their responsibility over their learning with only two absents (one absent is 1.5 hours), on average, for the entire 15 weeks (45 hours). Seven students (from 19 in total) indeed had a perfect (100%) class attendance. In this manner, each of the student received the peer feedback from almost all of their classmates in every speech. Time spent and the effort the students endured on each speech indicated their increased responsibility over their learning. In other words, as the students continuously underwent the reflection process in the ALP, not only that the reflective behaviors are formed, but their sense of responsibility is also enhanced.

Moreover, not only that the students are more responsible for their own learning, they also exhibit responsibility over their peers' learning by providing constructive peer feedback. Autonomous learners are indeed responsible learners (van Lier, 1996). However, in this context, the responsibility in the learning also extends to others. When the students willingly assume more responsibility over the learning, both for themselves and over others, the role of the teacher can be gradually reduced.

The impact of the multisource feedback and the cyclical reflection process discussed earlier leads to the following implications:

1) The Role of the Teacher

The first implication is the teacher's role. In the ALP, the role of the teacher is crucial especially during the reflection training of the ALP. First, the training of the self-reflection should be thorough. Guided questions can serve as a starting point to stimulate reflective behaviors. It is believed that guided questions for reflection can be used as directions for the students who may not have experiences in writing reflections (Husu, Toom, & Patrikainen, 2008). The teacher should be supportive in the student's self-reflection by regularly providing feedback to stimulate further reflection as well as establishing trust essential to genuine self-reflection. Mutual trust can indeed lead to more meaningful teaching and learning experiences. The students can become more responsible for their learning.

The teacher should train the students to express themselves when providing peer feedback. In the process, the students are made aware of the constructive and meaningful nature of the peer feedback. Moreover, the teacher should facilitate the GIF sessions so that the students' discussions are productive. In this sense, be providing peer feedback and participating in the GIF sessions, the students also assume more responsibility towards the learning of others in a collaborative manner. In this sense, to foster autonomous learning, the teacher should integrate classroom activities such as reflective activities so that the students not only exhibit responsibility over their own learning but to also take responsibility over others' learning or shared responsibility. Such activities, which include self-reflection and peer feedback, are believed to be the catalyst to autonomous learning.

2) Peer Feedback Training and the Characteristics of Meaningful Feedback

Another implication is the significance of peer feedback training. For the training of the peer feedback, the students should be encouraged to express their points of views while keeping in mind the applicability of the feedback to the speakers. Contrary to the check-list peer feedback, the written peer feedback allowed the students to communicate their thoughts with detailed explanations to the speakers. Some of the examples of the peer feedback contents with details are:

1. *"Your voice is loud and clear enough. You can organize your speech quite well. I can see from your references that you have prepared yourself quite well. This make me*

agree with you 3.75/5. Although, you looked at your note quite a bit too much towards the end." (From S13)

2. *"I do strongly agree with your topic and supporting main point. You also have strong evidence to support. Only one thing you need to improve is that you should try not to look down at your note. I observe that you are most confident for 3rd speech. Good job!"* (From S15)
3. *"If you pronounce /r/,/s/,/t/ sound more clearly, it will be better. Just be calm. Overall is good. I think you should avoid to say "Err" when you thinking you can do it but just try to take a deep breath and speak. I agree with you to eat heathy food, but this topic is too simple*." (From S10)

From the content of the peer feedback, rather than commenting the likes and dislikes, as most students did at the beginning of the semester, the students were able to provide constructive criticism to the speakers and to offer detailed suggestions for improvement. From the ALP, the students showed development regarding their ability to write peer feedback based on number of words provided, and the feedback quality and the variety of the contents. The contents of the peer feedback (the feedback of a student, S19, given to the speeches by another student, S15) from the first time to the last time can be compared as follows:

1. *"The overall speech is really good. Using clear voice, correct pronunciation and grammar. Also, I feel that the speech is very well-prepared."*
2. *"Your presentation is very creative. I don't know that it's your intention to make it funny or not. But it was so funny and good at the same time. It leaves me speechless. Good job!"*
3. *"Your speech is well-organized, and I agree with your point because sometimes I annoyed when someone used an acronym when talking to me as well, I guess it would work similar to Jargon. Just try to reduce looking at your script, it will be perfect."*
4. *"Your speech was great! I strongly agree especially the EveAndBoy part, I think it should be removed lol. However, I think that it is very difficult for me to avoid being attracted to promotion (the topic of the 4th speech)"*

As illustrated, from only providing the praises on the first two times, the student moved to a more constructive feedback which included the stance on the topic and the reasons for agreement or disagreement. Therefore, the peer feedback training benefited both the receivers and the providers.

Moreover, the students should be trained on the characteristics of meaningful peer feedback. Initially, from the GIF and the teacher's observation, not all peer feedback was deemed useful. In fact, at the beginning of the ALP, some students expressed doubt regarding the accuracy of the peer feedback. Through peer feedback training, the students developed empathy and compassion towards others as they provided praise and criticism to their peers. The findings from the Overall Written Reflections suggested that collaboration and critical thinking allows for the construction of meaningful peer feedback. The characteristics of a meaningful feedback as derived from the Overall Written Reflections and the GIF are polite, sincere, constructive, specific, and supportive. The following excerpts regarding the peer feedback drawn from the Overall Written Reflections could be used as examples to train the students to write peer feedback:

Polite:

1. *"Moreover, the comments should not too rude to hurt others feeling."* (S3)
2. *"I never wrote to hurt people feeling because words can kill."* (S6)
3. *"I've learned to use appropriate language for suggestion. Think before write because if use too strong language, even it's the truth but it will hurt them"* (S16)

Sincere and Truthful:

1. *"I felt really good and very thankful to those who wrote comment sincerely, it is like a mirror to reflect my weakness to me."* (S2)
2. *"I have learned about telling the truth to the speaker and I thought that my comment can make them change a lot."* (S9)
3. *"I wrote the truth. If they did well, I give them compliment but if they didn't, I wrote them suggestion, but I try to avoid strong language."* (S16)

Constructive (with Suggestions)

1. *"I had been commented about their strong points and then suggested in what to improve."* (S19)

Specific in Details

1. *I feel happy with my comments because after I read the comments I know which part that I need to improve, so I can make better presentation in the next time. (S3)*

2. *"The comments that I think I can make use of them are 'Your voice was not loud.', 'I didn't catch your main points.' These comments make me know where my mistakes are and I can fix them."* (S11)
3. *"I have to write them with specific details, so they actually understand where they are good and bad at."* (S16)

Supportive

1. *"They (the peer feedback) gave me support for delivering my next speeches." (S13)*
2. *"We should support others but still telling them the truth." (S17)*

Simply put, to maximize the use of the peer feedback, the students should be trained on the politeness of the language use and honesty of the content. Otherwise, the students' linguistic ability, or lack thereof, could constitute a barrier to provide a meaningful feedback.

3) Collaborative Learning and the Use of Social Strategies

The third implication is that collaborative learning should be a part of the teaching and learning activities in the public speaking classrooms. By doing so, the social strategy use in the collaboration can increase, and the reflection activities can be more profound. Social strategies from the LAPS questionnaires can be divided into two parts, social interactions among the students, and social interactions between students and the teacher. In the ALP, collaborative learning such as GIF sessions are essential to promote learner interdependence and lessen teacher's dependence.

For the social interactions among the students, the findings from the LAPS questionnaire (Appendix K) revealed that the students made progressed in, *Discuss with Others in English during Activities* (Item 32), from *Moderate to High* and *Talk to Others to Choose the Speech Topic* (Item 34). The findings suggested that as students interacted with each other in the target language, not only their public speaking ability improved, the level of autonomy also increased.

One explanation for the improvement is that, in the ALP, the activities were designed to be group work as it is believed that collaboration can lead to development of learner autonomy (Benson, 2011; Chang, 2007; and Little, 1996). One student noted that:

> *"I think activities in the class make me have more friends. First time, I study alone and when I do many activities with my friends I have more friends. Moreover, they suggest me about works in class many times."* (S4)

However, the group members should not exceed five which was an ideal size to generate dynamic discussions (Richards, 2015). The activities include brainstorming sessions to critically and creatively construct speech outlines for different types of speeches, and GIF sessions after each speech to exchange feedback and to generate ideas for the subsequent topics. One mechanism to encourage students to interact in English was the use of smart phone to audio record the talks. The voice recording was also not intrusive, and the students can interact without distraction but are aware that the discussions are carried on in English only.

Contrary to the increase in social interactions among the students in the LAPS questionnaire, the social interaction between the students and the teacher decreased which suggested less dependence on the teacher after the implementation of the ALP. The findings from the LAPS questionnaire revealed the decrease in *Discuss with the Teacher on the Topic* (Item 37) and *Talk to the Teacher about How to Better Prepare, Plan, Practice, and Deliver a Speech* (Item 38). In other words, as the students interacted with each other more, their dependence on the teacher is lessened.

In addition, from the teacher's observation, the interactions between the students and the teacher in general did not decrease. Students did seek advice on the lessons and other activities in the class. The decrease was indeed only concerning the topic choice and the ways to improve their public speaking ability as they could also gain input from the GIF sessions. They were able to find suitable topics on their own and also gain support from the peers in order to improve. The role of the teacher regarding the topic selection, therefore, gradually decreased as a result of the ALP. As for the teacher's role in supporting the development of public speaking ability, the teacher's written feedback based on Public Speaking Rubric which was considered collaboration seems to be sufficient.

5.2.2.3 Positive Affect towards Learning

The third reason for the development of learner autonomy, especially in the Psychological Dimension, is that the students developed positive affect towards learning. Anxiety, confidence, and motivation are considered factors signifying the intensity of the students' affective filter (Krashen, 1982). Such affective filter can indeed hinder learning. To lessen the affective filter, in the ALP, the training of the affective strategies focuses on turning negative thoughts about giving a speech into positive thoughts by the power of visualization (Appendix E). The premise was that if the students could imagine

themselves delivering the speeches successfully, then they were at least half-way towards accomplishing the speech delivery.

From the LAPS questionnaire, the use of affective strategies significantly improved from *Moderate* to *High* (see Appendix K). The ALP could help lower students' affective filter and create positive affect which enable the students to have self-encouragement to deliver the speeches. Therefore, when the positive affect is enhanced, the filter is less intensified, and the students can learn better. which is an indication that their affect is enhanced. From the ALP, the positive affect towards learning can be enhanced from mutual motivation and satisfaction towards learning.

1) The Importance of Collaborative Learning on Mutual Motivation Development

The emerged findings from the Overall Written Reflections also revealed that the students indeed generated ideas for their speeches from the peer feedback and the GIF sessions (Theme 4, Table 4.12). In this sense, collaborative learning group such as the GIF sessions can lead to mutual motivation development.

From the LAPS questionnaire, collaboration can be divided into collaboration with others in the class and collaboration with the teacher. For the collaboration with other students, the students made improvement in *Learning to Improve from the Peer Feedback* (Item 40) from *High* to *Very High* and *Ability to Provide Peer Feedback with Constructive Criticism* (Item 41) which remained in the *High* level.

By participating in the GIF, the students indeed learned to develop their ideas for their speeches. For some students, the GIF was the place where they could learn other students' feelings towards their topic choice, which they can further developed into a speech topic. For others, especially the students who were not confident about what topics to select, the GIF served as a starting point to generate interest in the topics. From the teacher's observation, in one GIF session (Week 6, Session 1), a student (S12) was reluctant about the topic choice. However, to the student's surprise, another student (S10) in the group showed genuine curiosity towards the topic and the rest of the group was also particularly interested. The student was excited and started to explain her background knowledge on the topic. The members then suggested ideas for the main points based on their curiosity. The topic was further developed to be an informative speech. The student also reflected in the Overall Written Reflections that the GIF was

useful because of the exchanged ideas. Collaborative learning is then emerged as the result of the ALP.

In the process, mutual motivation is developed. Mutual motivation, in this study, is a coined term to describe the motivation which was initially stimulated by others (the motivation to satisfy others, or extrinsic motivation) and consequently became internalized as the students discovered their own passion on the topic (to satisfy their own needs). Indeed, motivation can be intrinsic which is derived from personal satisfaction or extrinsic which is controlled by other external factors (Ryan & Deci, 2002). When the students delivered the speeches on the topics that the audience would like to hear, they became more invested in the subject matter and more confident in their public speaking ability. The audience were motivated to listen to the speech, and the speakers were motivated to speak. In other words, though intrinsic motivation is crucial to autonomous learning process, extrinsic motivation can also be internalized through support from teachers and peers (Yashima, 2014). Hence, mutual motivation is developed. The excerpts from the Overall Written Reflections suggested the benefits of the GIF to the students' public speaking ability improvement.

1. *"I like our group work because we can express our idea and also comment on friend's topic. After we shared our opinion, everyone can apply it in the presentation. Moreover, we can practice speaking English as I merely speak English in class. Hahaha. The activities in class are useful because we can apply in our speech."* (S3)

2. *"I think it (the GIF session) is very useful for the students because normally we do not speak English in the classroom so work as the group work can help us to exchange the knowledge and suggestions. We can know that the topic will be interesting for the audience or not"* (S8)

The findings of the study support the existing research finding (Stefanou & Salisbury-Glennon, 2002) concerning the undergraduate students' significant increase in both motivation and cognitive strategies after participating in a learning group. Learning group is considered important to the students' learning, as being around autonomous, motivated classmates positively influences their own autonomy (Chang, 2007). Apart from the mutual motivation development, the students also used the GIF session as a space to practice social and interaction skills in English. As the students reflected, the GIF provided chances for them to speak English more in a natural setting.

2) Satisfaction and Pride towards the Learning

The positive affect towards the learning also emerged from the satisfaction and pride which resulted in the development of the learner autonomy, especially in the Psychological Dimension. From the LAPS questionnaire, the students improved in a similar proportion in all items concerning affective strategies (Appendix K). However, the most improved was in *Self-Encouragement Despite Fear of Making Mistakes* (Item 13), which is in the *High* level.

Moreover, from the Overall Written Reflections, the students described much more satisfaction towards their performance on the second reflection than on the first one (see Theme 3, Table 4.13). The students not only expressed more satisfaction particularly on the speech rehearsal and the speech delivery, but the satisfaction also stemmed from the praise and encouragement from the peer feedback as discussed earlier. The sense of satisfaction indeed signified the sense of achievement. Achievement is related to learner autonomy which is stemmed from both the students' feeling of knowing and the feedback from other sources (van Lier, 1996). Overall, the students also reflected that they were satisfied with their progress and were proud of their accomplishment during the semester. One student noted that:

> *"I feel happy because most of my audience enjoy my speech and I feel proud of my speeches."* (S5)

Furthermore, from the findings in Theme 4, as the students described their nervousness during the speeches, some of them were quite satisfied with the turnout of the speeches. Such satisfaction and pride could be one source of self-encouragement for the students to put more effort in the next speech. Indeed, from the students' reflections, the use of sentence starters such as "I can", "I should", and "I will" which are followed by the specific courses of action to improve signified their self-encouragement to do better. These findings could be explained by Attribution Theory which is associated with ones' perceptions of the reasons of success or failure in their learning (Weiner, 1984). More specifically, four major types of attributions are ability, task difficulty, effort, and luck (Dickinson, 1995). In other words, when the students believed that they could make progress, the conviction allowed them to prosper. Hence, the level of learner autonomy is improved especially in the Psychological and Sociocultural Dimensions.

The implication is that the attention must be paid on the reinforcement of the positive affect. Positive affect can be enhanced by the explicit training of the affective strategies as discussed earlier. Once the students are in control of their negative affect such as anxiety, the affective filter can be lower and they are able to cope with the speech anxiety.

The second implication is the role that the teacher plays in nurturing a pressure-free classroom climate. From the Overall Written Reflections findings, one of the anxiety stimulants is the pressure over the marks for each of the speech. Inevitably, the students take class in hope that they could pass. To lessen the pressure, the teacher must shift the students' attention on the progress they make on each of the speech rather than on the marks. When the students are aware of the progress as a result of their effort, they became more appreciative of their learning success over the grade received. The teacher could have personal interactions with the students or writing in response to the students' reflections. Additionally, the teacher should cultivate friendly classroom atmosphere where classmates are supportive of each other. Pedagogically, the attention should also be paid on the opportunities in and outside of class for the students to bond and forge friendship beyond the wall of the classrooms (McIntyre & Gregersen, 2012). The bottom line is that public speaking is not only an individual effort, but it also requires the support from the audience. Learning is therefore an interdependent as well as an independent effort.

5.2.2.4 Identity Construction

The fourth reason for the development of learner autonomy is the students' identity construction. The findings in *Theme 5* (Table 4.14) suggested that the emergence of self as the result of the ALP derived from the students' increased awareness and better understanding of self. This can be explained as the students explored ways to speak as themselves and transformed themselves from the multisource feedback.

1) Speaking as Themselves: Students' Transportable Identity

Students' increased awareness of self can be discussed as the identity or self-discovery through the selection of the speech topic and the contents. As discussed earlier, the students were trained to develop self-confidence by exploring their passions based on their past experiences and their wishes and dreams. In the process, the students learned

about their identity as a person through their interests and background knowledge. Identity is understood as an individual sense of self which is in relation to some social context (Morita, 2004).

The notion of identity is significant especially in the public speaking class. Indeed, the speeches that the students delivered were not merely English texts where the students memorize and spoke in front of the class. In such case, the students only learn how to memorize without having true understanding of what they delivered and hence opinions were not formed. The ability to express themselves cannot be developed. On the other hand, in the ALP, the students were trained to explore their identity through passion, engage in critical thinking, personalize their ideas and exercise creativity. In this way, the students learned to develop their public speaking ability by using what they believe as a starting point, researching further for evidences to support their stance, and creatively conveying the message to the audience. This is to say that, in the ALP, the students were trained to speak as themselves.

To speak as themselves, sense of identity can be expressed in terms of creativity or originality and personalization. Regarding creativity, the findings from the LAPS and the Speech Test concurred. On the LAPS, the students improved in both items. On *Ability to Offer New Perspectives to the Audience* (Item 27), the students improved from *Moderate* to *High*. In addition, *Using Own Idea for the Speech* (Item 26), the students improved but remained in the same *High* level. On the Speech Test, the students also showed significant increase in *Creativity* which also included *Personalization of the Idea* from *Basic* to *Proficient*. Thus, it can be said that the students were able to creatively express themselves as a result of the ALP.

Indeed, when the students are encouraged to speak as themselves, they are more likely to feel involved and motivated to communicate (Ushioda, 2011). Motivation, in this sense, is directly linked to students' identity. Crucial to this study is the notion of transportable identity which is defined as "identities that are usually visible, that is, assignable or claimable on the basis of physical or culturally based insignia which furnish the intersubjective basis for categorization" (Zimmerman, 1998, p. 91). For instance, a student is not only a student. His or her transportable identity may include an anime collector, a popular budget travel blogger, and a swimmer on the university team.

The implication is that by bringing in the students' transportable identities into the classroom, the students can select the aspects of their identities to engage and in order to express themselves (Ushioda, 2011). In other words, when the students are encouraged

to speak as themselves in the target language regarding their preferred transportable identities, the motivational impact on their learning is significantly increased. By definition, autonomous learners are motivated learners. Therefore, identity is connected to learner autonomy.

To summarize, there are four points of discussions which could explain how the ALP contributed to the improvement of the level of learner autonomy and how learner autonomy is revealed. First, learning strategies are prerequisite of learner autonomy, and the study's findings revealed that the types of the tasks can enhance the use and plans of learning strategies. Second, the students' capacity to reflect and their formation of reflective behaviors indicates the improvement of learner autonomy. Such capacity to reflect is found in both LAPS questionnaire and the Overall Written Reflections. Third, as the students developed more positive affect towards their learning after the implementation of the ALP, their level of learner autonomy is improved. Mutual motivation is also developed, and the students are more satisfied and prouder of their learning. Lastly, the students' construction of identity leads to the improvement in learner autonomy. Based on these four points discussions, the impact of the ALP is that the students' level of learner autonomy can significantly improve. The magnitude is, therefore, large.

The study's discussions based on the research objectives are summarized in Table 5.2.

Table 5.2 Summary of the Discussions

Research Objectives	Results	Discussions	
		Possible Reasons	**Implications**
1. To examine the effect of autonomous learning process on public speaking ability of Thai undergraduate students and its effect size.	1. After the implementation of the ALP, the students' public speaking ability based on the Speech Tests (Pre- and Post-test) significantly improved (p =0.00) from *Basic* (Mean = 3.15, SD = 0.35) to *Proficient* (Mean = 3.90, SD = 0.29). 2. The effect size is determined as large (d = 2.33).	1. Speech anxiety reduction from: • Confidence development • Peer moral support • Teacher's support	1. Explicit training of affective strategies 2. Politeness strategies in peer feedback 3. Reduction of the power distance between the teacher and students
		2. The employment of the video-stimulated recall	1. Video-stimulated recall to aid reflection and assessment
		3. The training and utilization of the rubric	1. Detailed explanations of the descriptive rubric 2. Students' awareness of the rubric for the assessment
2. To examine the effect of autonomous learning process on learner autonomy of Thai undergraduate students and its effect size.	1. After the implementation of the ALP, the level of students' learner autonomy for public speaking ability based on the LAPS questionnaires (Pre- and Post-questionnaire) significantly increased (p	1. Learning strategies are prerequisite of learner autonomy: • Use of cognitive strategies in persuasive speeches • Use of learning strategies in prepared speeches	1. Persuasive speeches as the goal since cognitive strategies are more developed than informative speeches. 2. Prepared rather than impromptu speeches to foster autonomous learning behaviors from time and effort invested.

Research Objectives	Results	Discussions	
		Possible Reasons	**Implications**
3. To explore how learner autonomy is revealed through autonomous learning process in Public Speaking in English class.	= 0.00) from *Moderate* (Mean = 3.51, SD = 0.43) to *High* (Mean = 4.02, SD = 0.48). 2. The effect size is determined as large (d = 1.28). 3. From the Overall Written Reflections, there are five emerged themes. 4. Themes 1, 2, and 4 were in convergence to the results of the Speech Test while Themes 3 and 5 were considered an augmentation. 5. All five themes were found to be in convergence to the results of the LAPS Questionnaire.		
		2. Capacity to reflect and formation of the reflective behaviors due to: • Multisource feedback • Cyclical reflection process	1. Teacher's facilitation of the reflection activities 2. Thorough peer feedback training which includes characteristics of meaningful feedback 3. Encouragement of collaborative learning
		3. Positive affect towards learning from: • Mutual motivation development • Satisfaction and pride towards the learning	1. Explicit training of the affective strategies to enhance positive affect 2. Teacher's responsibility in nurturing a pressure-free classroom climate
		4. Identity construction by: • Transportable identity	1. Students to speak as themselves in the target language regarding their preferred transportable identity

5.3 Recommendations of the Study

Based on the findings and the discussions, the recommendations of the study can be divided into the recommendations for research consumers and for further research.

5.3.1 Recommendations for Research Consumers

5.3.1.1 For the Teachers of English

1) The findings of the first and second research objectives indicated that the autonomous learning process (ALP) can help improve the students' public speaking ability and the level of learner autonomy. Therefore, to integrate the ALP into the classrooms, it is recommended that the students are explicitly trained on learning strategies relevant to the public speaking ability.
2) For other classrooms which requires public speaking ability, it is recommended that the students are explicitly trained on the learning strategies as suggested by the ALP so as to foster learner autonomy and the public speaking ability in the particular subjects.
3) Based on the findings of third objective, it is recommended that the reflective activities are incorporated into the classrooms. Students should be thoroughly trained on the writing of self-reflection especially in the context where the students do not have the experience in reflection writing or any other reflective activities. The reflections should be in the target language so as to foster language learner autonomy (Little, 2007). Guiding questions should be provided to aid the students in the writing.
4) Moreover, the students should be trained on the peer feedback writing. The training should include the linguistic element such as politeness strategy so that the students can make use of the peer feedback to improve the public speaking ability.
5) Specifically, the self-reflection and peer feedback should not be a check-list. This is because in writing the students can reflect their thoughts more profoundly. In cases where the students' English proficiency is lower than intermediate, L1 can be used but only minimally. In the process, from the self-reflections, the students understand themselves more and the teacher also better understands the students.

Ultimately, from peer and teacher's written feedback, support and compassion can emerge while feedback in a form of check-list cannot.

6) For the role of the teacher in the reflection process, it is recommended that the teacher regularly and rigorously responded to the students' reflections. Written responses can serve as a personal conversation between the students and the teacher. Questions can be addressed for fruitful discussions and further reflection, and words of encouragement can be expressed. The teacher's feedback on the reflections can be helpful as the students learn to appreciate the value of reflections. When the students appreciate the value of the reflections on their learning, the level of learner autonomy can improve.
7) The students should be trained on the use of technological devices for the reflection activities. For instance, students can view their previous speeches and reflection activities (self-reflection and peer feedback) stored on the Google Drive before they prepare, rehearse, or deliver the next speeches. The students could use timing devices or video record the speeches to check the performance such as clarity, pace, and volume. With the technology on hand, the students can make evaluation of the speeches and described their plans to improve in the subsequent speeches.

5.3.1.2 For the Education Administrators

Autonomous learning process with learning strategy training and reflective activities should be integrated into the curriculum since it can potentially fulfil the goal of the Ministry of Education which stresses learner-centeredness approach and the development of life-long learners who are in fact autonomous learners.

5.3.1.3 For Material Developers

1) The materials for public speaking classrooms should include the activities for the learning strategy training as well as the reflection activity.
2) Particularly, the materials for the feedback training should include linguistic elements such as useful expressions and politeness strategy in writing.

5.3.2 Recommendations for Further Research

1) There is a need to add a controlled group into the design to ensure the effectiveness of the autonomous learning process in public speaking in English class.
2) The level of reflection from the students' Overall Written Reflections should be examined to confirm the study's findings. The purpose is also to triangulate the findings with the Learner Autonomy for Public Speaking (LAPS) questionnaire. For instance, further studies could adopt Leijen, Valna, Leijen, and Pedaste (2012) on the four levels of reflections which are description, justification, critique, and discussion.
3) Replication of the study should be made to ensure the reliability and generalizability of the findings.
4) Further studies should explore the attitude of the students towards the ALP.

5.4 Chapter Summary

The chapter begins with a summary of the study which includes the statement of the problem, research objectives, population and subjects, research design, research instruments, data collection procedures, data analysis, and findings. As a mixed-research design, the findings were then discussed by integrating the quantitative and the qualitive data analyses based on the research objectives.

The discussions begin with the possible reason for the improvement in the public speaking ability as a result of the intervention of ALP for public speaking ability (the first research objective) which is speech anxiety reduction. From the ALP, the students could reduce anxiety because the passion and the freedom to choose the topic can develop their confidence which, in turn, reduced their anxiety. Peer and teacher moral support especially in the forms of words of encouragement also contributed to the reduction in the speech anxiety. Another possible reason for the improvement in the public speaking ability as a result of the intervention of the ALP for public speaking ability is the use of video-stimulated recall to aid the reflection process. The last reason is the training and the employment of the Public Speaking Ability Rubric which is a rubric with descriptors.

The rubric also helped reduce anxiety as well as aided the reflective behaviors essential for the learner autonomy development.

Moreover, the level of learner autonomy (the second research objective) and how learner autonomy was revealed from the ALP (the third research objective) can be discussed as learning strategies as a prerequisite of learner autonomy which can be observed from the types of the speeches. The students' capacity to reflect and the formation of the reflective behaviors from multisource feedback can possibly lead to the higher level of learner autonomy especially in the Technical Dimension. Furthermore, the students also developed positive affect towards learning as a result of the ALP. In this regard, the level of learner autonomy in the Psychological and Sociocultural Dimensions were improved. Lastly, the ALP led to identity construction as the students learned to speak as themselves. The level of learner autonomy in the Political-Critical Dimension was then improved.

The chapter is concluded with recommendations for the research consumers and further research.

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APPENDICES

Appendix A	Cognitive Strategies Worksheet
Appendix B	Metacognitive Strategies Worksheet
Appendix C	Public Speaking Ability Rubric (Scoring Rubric)
	Public Speaking Ability Rubric (with Descriptors)
	Statistically Test to Ensure Interrater Reliability of the Speech Test Scores
	Statistical Test of the Average Speech Test Scores
Appendix D	Self-Reflection Worksheet
	Index-of-Item-Congruence (IOC) of the Overall Written Reflections
	Overall Written Self-Reflection Worksheet (Informative Speeches)
	Overall Written Self-reflection Worksheet (All Speeches)
	Statistical Test to Ensure Intercoder Reliability (Overall Written Reflections)
Appendix E	Affective Strategies Worksheet
Appendix F	Topics Worksheet
Appendix G	Brainstorming and Speech Outline Worksheet
Appendix H	Persuasion Worksheet
Appendix I	Peer Feedback Worksheet
Appendix J	Google Drive Training
Appendix K	Index-of-Item-Congruence (IOC) of the Learner Autonomy for Public Speaking Questionnaires (LAPS)
	Learner Autonomy for Public Speaking Questionnaire (Pre- and Post-Questionnaire)
	Statistical Test of the Average Level of Learner Autonomy for Public Speaking Questionnaires (Pre- Questionnaire and Post- Questionnaire)
	Statistical Test of Normality (LAPS Questionnaire)
Appendix L	Informed Consent
Appendix M	Qualifications of the Experts for the Instrument Validation, Interrater, and Intercoder
Appendix N	Effect Size
Appendix O	Lesson Plans

Appendix A

Cognitive Strategies Worksheet

Activity 1: **"Previously……..."**

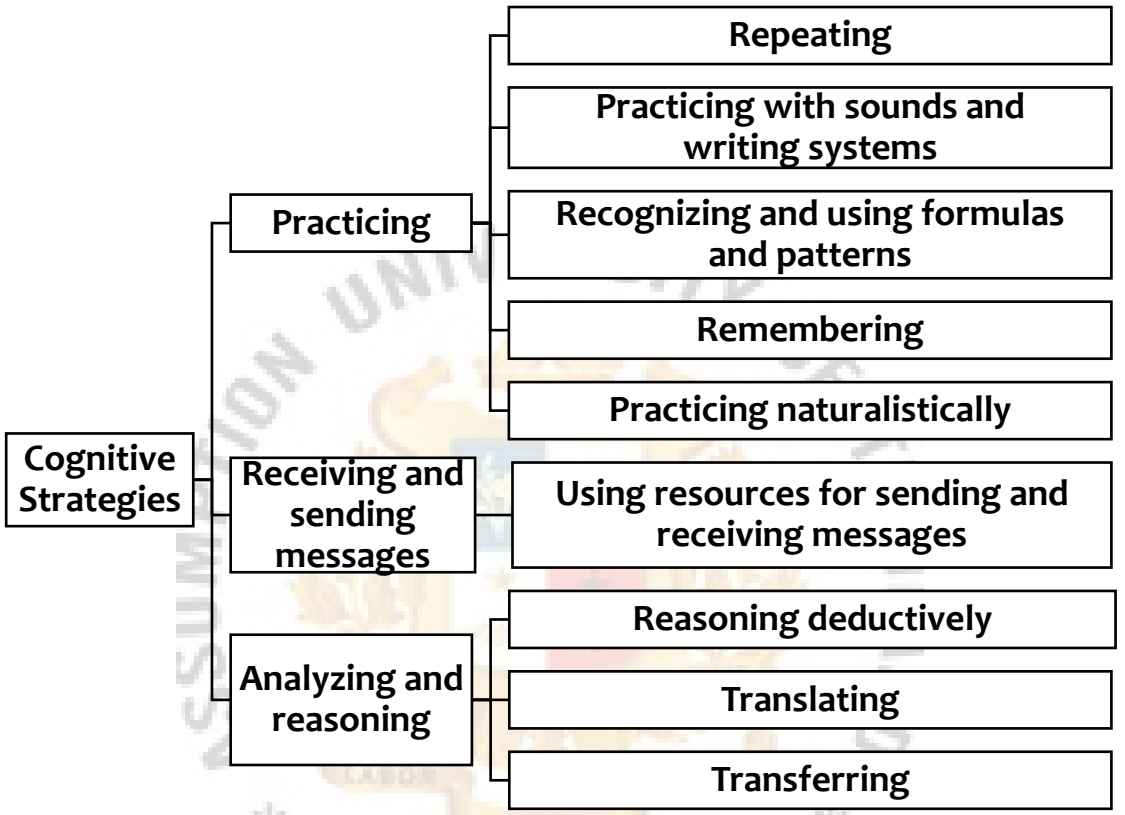
Discuss with your group members: What are some of your previous experiences with speeches/presentations and topics? How did you normally **prepare, rehearse,** and **deliver** your speeches/ presentations? What are some of your techniques?

List as many techniques as you can think of:

Phases	Techniques
Speech Preparation:	
Speech Rehearsal/ Practice	
Speech Delivery	

Activity 2: **"Cognitive Strategies for speaking skills"**

Are you familiar with the following cognitive strategies? Have you used them in your speeches before? If not, which ones would you like to apply to your speeches?



Activity 3: **"2 truths and a dream"**

Spend no more than 5 minutes to tell us 3 things about yourself. Two things about you are true and one is a dream. The goal is to tell as if all 3 things about you are true. The audience will guess which one is your dream.

Activity 3.1 **Follow up on "2 truths and a dream"**

From your impromptu speech, which strategies did you use? Were they useful? If not, which strategies might be more suitable? Why?

_____

_____

_____

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Activity 4 **"Let me try…"**

For your speeches, which strategies do you think you will use to prepare, rehearse, and deliver your speeches? Why?

_____

_____

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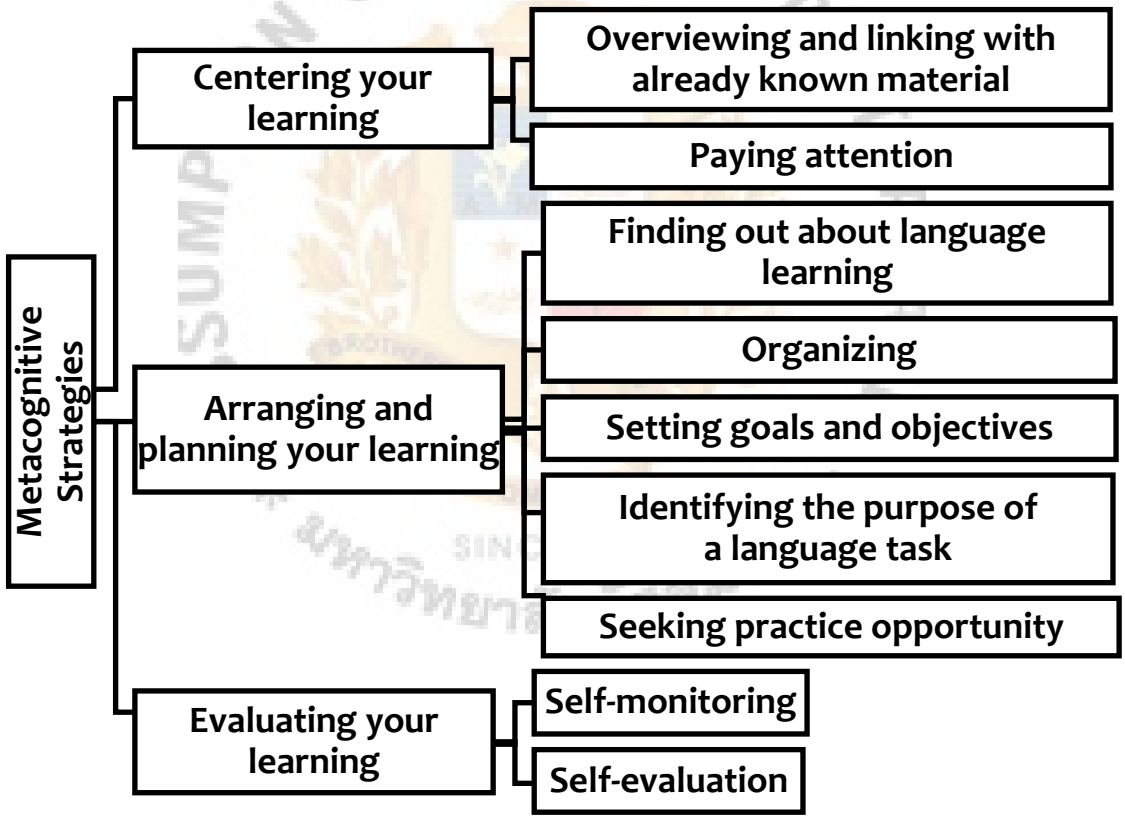
_____

Appendix B

Metacognitive Strategies Worksheet

Activity 1: **"Metacognitive Strategies for Speaking Skills"**

Are you familiar with these metacognitive strategies? How might you apply these strategies in learning public speaking?



Activity 2 **"What have I done? What will I do?"**

A. For your first speech, which metacognitive strategies did you use? Are they useful? Why or why not?

B. For your next speech, which metacognitive strategies are you planning on using?

Appendix C

Public Speaking Ability Rubric (Scoring Rubric)

Speaker: _____ **Section: _____**

Topic: _____ **Pre-test**

"Describe any product or service of your choice (existing or non-existing), and convince your audience to buy/use your product or use your service"

No.	*Criteria*		5	4	3	2	1
	The speaker…						
1.	**Organization**	Selects a **topic** appropriate to the audience and occasion					
2.		Formulates an **introduction** that grabs attention, reveals the topic, establishes speaker's credibility, and previews main points					
3.		Uses an effective **organizational pattern**					
4.		Develops a **conclusion** that signals the end and reinforces the central idea					
5.	**Content**	Employs compelling **supporting materials** which exhibits **critical thinking skills**					
6.		Demonstrates speaker's **creativity**					
7.		Successfully **relate**s the speech **to the audience**					
8.		Constructs a convincing **persuasive** message with **credible evidence**					
9.	**Delivery**	Effectively uses **vocal expression** (**speed** and **volume**) to engage the audience					
10.		Demonstrates **nonverbal behavior** that supports the verbal message					
11.	**Language**	Demonstrates a careful **choice of words**					
12.		Delivers with appropriate **pronunciation**					

Total:

_____ / 5

Additional Comments:

Speaker: _____ **Section: _____**

Topic: _____ **Informative Speech #1**

No.	*Criteria*		5	4	3	2	1
	The speaker…						
1.	**Organization**	Selects a **topic** appropriate to the audience and occasion					
2.		Formulates an **introduction** that grabs attention, reveals the topic, establishes speaker's credibility, and previews main points					
3.		Uses an effective **organizational pattern**					
4.		Develops a **conclusion** that signals the end and reinforces the central idea					
5.	**Content**	Employs compelling **supporting materials** which exhibits **critical thinking skills**					
6.		Demonstrates speaker's **creativity**					
7.		Successfully **relate**s the speech **to the audience**					
8.	**Delivery**	Effectively uses **vocal expression** (**speed** and **volume**) to engage the audience					
9.		Demonstrates **nonverbal behavior** that supports the verbal message					
10.	**Language**	Demonstrates a careful **choice of words**					
11.		Delivers with appropriate **pronunciation**					

Total:
_____ / 5

Additional Comments:

Speaker: _____ **Section: _____**

Topic: _____ **Informative Speech #2**

No.	*Criteria*		5	4	3	2	1
	The speaker…						
1.	**Organization**	Selects a **topic** appropriate to the audience and occasion					
2.		Formulates an **introduction** that grabs attention, reveals the topic, establishes speaker's credibility, and previews main points					
3.		Uses an effective **organizational pattern**					
4.		Develops a **conclusion** that signals the end and reinforces the central idea					
5.	**Content**	Employs compelling **supporting materials** which exhibits **critical thinking skills**					
6.		Demonstrates speaker's **creativity**					
7.		Successfully **relate**s the speech **to the audience**					
8.	**Delivery**	Effectively uses **vocal expression** (**speed** and **volume**) to engage the audience					
9.		Demonstrates **nonverbal behavior** that supports the verbal message					
10.		Skillfully makes use of **visual aids**.					
11.	**Language**	Demonstrates a careful **choice of words**					
12.		Delivers with appropriate **pronunciation**					

Total:

_____ / 5

Additional Comments:

Speaker: _____ **Section: _____**

Topic: _____ **Persuasive Speech #1**

No.	*Criteria*		5	4	3	2	1
	The speaker…						
1.	**Organization**	Selects a **topic** appropriate to the audience and occasion					
2.		Formulates an **introduction** that grabs attention, reveals the topic, establishes speaker's credibility, and previews main points					
3.		Uses an effective **organizational pattern**					
4.		Develops a **conclusion** that signals the end and reinforces the central idea					
5.	**Content**	Employs compelling **supporting materials** which exhibits **critical thinking skills**					
6.		Demonstrates speaker's **creativity**					
7.		Successfully **relate**s the speech **to the audience**					
8.		Constructs a convincing **persuasive** message with **credible evidence**					
9.	**Delivery**	Effectively uses **vocal expression** (**speed** and **volume**) to engage the audience					
10.		Demonstrates **nonverbal behavior** that supports the verbal message					
11.	**Language**	Demonstrates a careful **choice of words**					
12.		Delivers with appropriate **pronunciation**					

Total:
_____ / 5

Additional Comments:

Speaker: _____ **Section: _____**

Topic: _____ **Persuasive Speech #2**

No.	*Criteria*		5	4	3	2	1
	The speaker…						
1.	**Organization**	Selects a **topic** appropriate to the audience and occasion					
2.		Formulates an **introduction** that grabs attention, reveals the topic, establishes speaker's credibility, and previews main points					
3.		Uses an effective **organizational pattern**					
4.		Develops a **conclusion** that signals the end and reinforces the central idea					
5.	**Content**	Employs compelling **supporting materials** which exhibits **critical thinking skills**					
6.		Demonstrates speaker's **creativity**					
7.		Successfully **relate**s the speech **to the audience**					
8.		Constructs a convincing **persuasive** message with **credible evidence**					
9.	**Delivery**	Effectively uses **vocal expression** (**speed** and **volume**) to engage the audience					
10.		Demonstrates **nonverbal behavior** that supports the verbal message					
11.		Skillfully makes use of **visual aids.**					
12.	**Language**	Demonstrates a careful **choice of words**					
13.		Delivers with appropriate **pronunciation**					

Total:
_____ / 5

Additional Comments:

Speaker: _____ **Section: _____**

Topic: _____ **Post-test**

"<u>Describe</u> any product or service of your choice (existing or non-existing), and <u>convince</u> your audience to buy/use your product or use your service"

		Criteria	5	4	3	2	1
		The speaker…					
1.	**Organization**	Selects a **topic** appropriate to the audience and occasion					
2.		Formulates an **introduction** that grabs attention, reveals the topic, establishes speaker's credibility, and previews main points					
3.		Uses an effective **organizational pattern**					
4.		Develops a **conclusion** that signals the end and reinforces the central idea					
5.	**Content**	Employs compelling **supporting materials** which exhibits **critical thinking skills**					
6.		Demonstrates speaker's **creativity**					
7.		Successfully **relate**s the speech **to the audience**					
8.		Constructs a convincing **persuasive** message with **credible evidence**					
9.	**Delivery**	Effectively uses **vocal expression** (**speed** and **volume**) to engage the audience					
10.		Demonstrates **nonverbal behavior** that supports the verbal message					
11.	**Language**	Demonstrates a careful **choice of words**					
12.		Delivers with appropriate **pronunciation**					

Total:

_____ / 5

Additional Comments:

Public Speaking Ability Rubric (with Descriptors)

	Performance Standard		*Advanced (5)*	*Proficient (4)*	*Basic (3)*	*Minimal (2)*	*Deficient (1)*
	The speaker…						
1.	**Organization**	Selects a **topic** appropriate to the audience and occasion	Topic engages audience; topic is worthwhile, timely, and presents new information to the audience	Topic is appropriate to the audience and situation and provides some useful information to the audience	Topic is untimely or lacks originality; provides scant new information to audience	Topic is too trivial, too complex, or inappropriate for audience; topic not suitable for the situation	A single topic cannot be deduced
2.		Formulates an **introduction** that grabs attention, reveals the topic, establishes speaker's credibility, and previews main points	Excellent attention getter; firmly establishes credibility; sound orientation to topic; clear thesis; preview of main points cogent and memorable	Good attention getter; generally, establishes credibility; provides some orientation to topic; discernible thesis; previews main points	Attention getter is mundane; somewhat develops credibility; awkwardly composed thesis; provides little direction for audience	Irrelevant opening; little attempt to build credibility; abrupt jump into body of speech; thesis and main points can be deduced but are not explicitly stated	No opening technique; no credibility statement; no background on topic; no thesis; no preview of points
3.		Uses an effective **organizational pattern**	Very well organized; main points clear, mutually exclusive and directly related to thesis; effective transitions and signposts	Organizational pattern is evident, main points are apparent; transitions present between main points; some use of signposts	Organizational pattern somewhat evident; main points are present but not mutually exclusive; transitions are present but are minimally effective	Speech did not flow well; speech was not logically organized; transitions present but not well formed	No organizational pattern; no transitions; sounded as if information was randomly presented

		Performance Standard	*Advanced (5)*	*Proficient (4)*	*Basic (3)*	*Minimal (2)*	*Deficient (1)*
	The speaker…						
4.		Develops a **conclusion** that signals the end and reinforces the central idea	Provides a clear and memorable summary of points; refers back to central idea/ big picture; ends with a strong conclusion or call to action	Appropriate summary of points; some reference back to central idea; clear conclusion or call to action	Provides some summary of points; no clear reference back to central idea; closing technique can be strengthened	Conclusion lacks clarity; trails off; ends in a tone at odds with the rest of the speech	No conclusion; speech ends abruptly and without closure
5.	**Content**	Employs compelling **supporting materials** which exhibits **critical thinking skills**	All key points are well supported with a variety of credible materials (e.g., facts, stats, quotes, etc.); sources provide excellent support for the central idea; all sources clearly cited	Main points were supported with appropriate material; sources correspond suitably to the central idea; nearly all sources cited	Points were generally supported using an adequate mix of materials; some evidence supports the central idea; source citations need to be clarified	Some points were not supported; a greater quantity/ quality of material needed; some sources of very poor quality	Supporting materials are nonexistent or are not cited
6.		Demonstrates speaker's creativity	Speaker completely personalizes the speech; creativity and originality are evident	Speaker show signs of personalization of the speech; an attempt is made to demonstrate creativity and originality	Speaker partially shows signs of personalization of the speech; minimal creativity and originality	Speakers very little signs of personalization of the speech; very little creativity and originality	No attempt to personalize the speech; creativity and originality are not evident
7.		Successfully **relate**s the speech **to the audience**	Speaker shows how information is personally important to audience; speech is skillfully tailored to	Speaker implies the importance of the topic to the audience; presentation is adapted to audience	Speaker assumes but does not articulate the importance of topic; presentation was minimally	The importance of topic is not established; very little evidence of audience adaptation; speaker	Speech is contrary to audience beliefs, values, and attitudes; message is generic or canned; no attempt is

		Performance Standard	Advanced (5)	Proficient (4)	Basic (3)	Minimal (2)	Deficient (1)
	The speaker…						
			audience beliefs, values, and attitudes; speaker makes allusions to culturally shared experiences	beliefs, attitudes and values; an attempt is made to establish common ground	adapted to audience beliefs, attitudes, and values; some ideas in speech are removed from audience's frame of reference or experiences	needs to more clearly establish a connection with the audience	made to establish common ground
8.		Constructs a convincing persuasive message with credible evidence	Articulates problem and solution in a clear, compelling manner; supports claims with powerful/ credible evidence; memorable call to action	Problem and solution are clearly presented; claims supported with evidence and examples; clear call to action	Problem and solution are evident; most claims are supported with evidence; recognizable call to action	Problem and/or solution are somewhat unclear; claims not fully supported with evidence; call to action vague	Problem and/or solution are not defined; claims not supported with evidence; no call to action
9.	**Delivery**	Effectively uses **vocal expression** (**speed** and **volume**) to engage the audience	Excellent use of vocal variation, intensity and pacing; vocal expression natural and enthusiastic; avoids fillers	Good vocal variation and pace; vocal expression suited to assignment; few if any fillers	Demonstrates some vocal variation; enunciates clearly and speaks audibly; generally, avoids fillers (e.g., um, uh, like)	Sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear; often uses fillers	Speaks inaudibly; enunciates poorly; speaks in monotone; poor pacing; distracts listeners with fillers
10		Demonstrates **nonverbal behavior** that supports the verbal message	Posture, gestures, facial expression and eye contact well developed, natural, and display high levels	Postures, gestures and facial expressions are suitable for speech, speaker appears confident	Some reliance on notes, but has adequate eye contact, generally avoids	Speaker relies heavily on notes; nonverbal expression stiff and unnatural	Usually looks down and avoids eye con-tact; nervous gestures and nonverbal behaviors distract

		Performance Standard	Advanced (5)	Proficient (4)	Basic (3)	Minimal (2)	Deficient (1)
	The speaker…						
			of poise and confidence		distracting mannerisms		from or contradict the message
11.	Language	Demonstrates a careful **choice of words**	Language is exceptionally clear, imaginative and vivid; completely free from bias, grammar errors and inappropriate usage	Language appropriate to the goals of the presentation; no conspicuous errors in grammar; no evidence of bias	Language is unnatural (sound like a rehearsed text); sometimes biased	A memorized text; level of language sophistication needs to be improved; occasionally biased	Many errors choice of words; extensive use of jargon, slang, sexist/racist terms
12		Delivers with appropriate **pronunciation**	Very clear, simple and natural spoken language; free of grammatical errors; very good pronunciation.	Clear, simple and natural use of spoken language; a few unimportant grammatical errors; good pronunciation.	Noticeable grammatical and pronunciation errors, some of which lead to miscomprehension.	Pronunciation is hardly comprehensible; Lots of grammatical mistakes which seriously impair comprehension.	Full of grammatical errors; pronunciation is incomprehensible.

Statistically Test to Ensure Interrater Reliability of the Speech Test Scores

Test of Normality (for the Speech Test Scores)

	Shapiro-Wilk		
	Statistic	**df**	**Sig. (2-tailed)**
Rater 1 (Pre-test scores)	0.97	19	0.70
Rater 2 (Pre-test scores)	0.98	19	0.88
Rater 1 (Post-test scores)	0.93	19	0.16
Rater 2 (Post-test scores)	0.96	19	0.56

Inter-Rater Reliability (Pre-test Scores)

		Rater 1 (Pre-test scores)	**Rater 2** (Pre-test scores)
Rater 1 (Pre-test scores)	**Pearson Correlation**	1	.950**
	Sig. (2-tailed)		.000
	N	19	19
Rater 2 (Pre-test scores)	**Pearson Correlation**	.950**	1
	Sig. (2-tailed)	.000	
	N	19	19

** Correlation is significant at the 0.01 level (2-tailed).

Inter-Rater Reliability (Post-test Scores)

		Rater 1 (Post-test scores)	**Rater 2** (Post-test scores)
Rater 1 (Post-test scores)	**Pearson Correlation**	1	0.94**
	Sig. (2-tailed)		0.00
	N	19	19
Rater 2 (Post-test scores)	**Pearson Correlation**	0.94**	1
	Sig. (2-tailed)	0.00	
	N	19	19

**. Correlation is significant at the 0.01 level (2-tailed).

Statistical Test of the Speech Test Scores (From the Raters)

Speech Test	n	Mean	SD	t	df	Sig. (One-tailed)
Rater 1 (Pre-test scores)	19	3.16	0.35	0.90	18	0.38
Rater 2 (Pre-test scores)	19	3.13	0.31			
Rater 1 (Post-test scores)	19	3.90	0.29	2.05	18	0.06
Rater 2 (Post-test scores)	19	3.85	0.30			

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Statistical Test of the Average Speech Test Scores

(Pre-Test and Post-Test)

Criteria		Speech Test	n	Mean	SD	Assessment	Gain	t	df	Sig. (One-tailed)
1.	**Topic Selection**	Pre	19	3.63	0.60	Proficient	0.42	3.02	18	0.00
		Post	19	4.05	0.23	Proficient				
2.	**Introduction**	Pre	19	3.21	0.63	Basic	0.74	4.92	18	0.00
		Post	19	3.95	0.52	Proficient				
3.	**Organization**	Pre	19	3.00	0.47	Basic	0.84	5.33	18	0.00
		Post	19	3.84	0.37	Proficient				
4.	**Conclusion**	Pre	19	2.79	0.63	Basic	1.00	4.62	18	0.00
		Post	19	3.79	0.54	Proficient				
5.	**Supporting Materials**	Pre	19	3.00	0.58	Basic	0.74	3.68	18	0.00
		Post	19	3.74	0.65	Proficient				
6.	**Creativity**	Pre	19	2.89	0.57	Basic	1.00	5.85	18	0.00
		Post	19	3.89	0.46	Proficient				
7.	**Relation to audience**	Pre	19	3.58	0.51	Proficient	0.47	2.14	18	0.02
		Post	19	4.05	0.85	Proficient				
8.	**Persuasion**	Pre	19	2.74	0.73	Basic	1.05	5.04	18	0.00
		Post	19	3.79	0.54	Proficient				
9.	**Vocal quality**	Pre	19	3.32	0.58	Basic	0.63	4.02	18	0.00
		Post	19	3.95	0.52	Proficient				
10.	**Nonverbal behaviors**	Pre	19	2.68	0.89	Basic	1.11	5.14	18	0.00
		Post	19	3.79	0.54	Proficient				
11.	**Choice of words**	Pre	19	3.47	0.70	Basic	0.53	3.29	18	0.00
		Post	19	4.00	0.67	Proficient				
12.	**Pronunciation**	Pre	19	3.53	0.61	Proficient	0.47	2.96	18	0.00
		Post	19	4.00	0.67	Proficient				

Appendix D

Name: **Sec.**
Topic:

Self-Reflection Worksheet

Instructions: From watching your recorded speech (you can watch it **as many times as you like**, but please watch from the beginning to the end ☺) and your memory of the speech, write your self-reflection on your **preparation**, your **practice**, and your **delivery** in class. You may use the following guidelines, as well as your own opinion.

1. **Reflection on speech preparation:**
    - How did you prepare for your speech? How many topics have you considered? What were they? Why did you decide on this topic?
    - Did you talk to anyone about finding a topic? Did you come up with it by yourself? Did you find in our class, or did you find it elsewhere?
    - How did you prepare the content for the main points? Where did you get the information from?

_____
_____
_____
_____
_____
_____

2. **Reflection on speech rehearsal (when you practiced):**
    - How did you practice for the speech? (Did you practice? Did you practice alone or with others? Did you use a script or speaking notes when you practice?)
    - How many times did you practice? Or how long?
    - How did you feel about your practice? (Are you satisfied with your practice? Why or why not?) Did you feel have enough practice?

_____

_____

_____

_____

_____

_____

3. Reflection on speech delivery:

- How do you feel during your speech delivery?
- How do you feel about your audience? Do you think they enjoy your speech?
- Were you satisfied with your speech? Why or why not? (Please be specific on the parts you are/ are not satisfied with)
- Which parts do you feel you need further improvements? What are your plans to improve them for the next speech?

_____

_____

_____

_____

_____

_____

Index-of-Item-Congruence (IOC) of the Overall Written Reflections

Item	Objectives	Opinion Scores of Experts					Total Scores	IOC Value	Content Validity
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
1	Reflecting on topic selection	1	1	1	1	1	5	**1.00**	Yes
	Reflecting on the sources of speech content	1	1	1	1	1	5	**1.00**	Yes
2	Reflecting on preparation techniques	1	1	1	1	0	4	**0.80**	Yes
3	Reflecting on rehearsal strategy/ evaluation of strategy	1	1	1	1	1	5	**1.00**	Yes
4	Reflecting on rehearsal strategy/ evaluation of strategy	1	1	1	1	1	5	**1.00**	Yes
5	Reflecting on feelings during rehearsal	0	1	1	1	0	3	**0.60**	Yes
6	Reflecting on feelings during and after the speech	0	1	1	1	0	3	**0.60**	Yes
7	Reflecting on speech performance against goals and objectives	1	1	1	1	1	5	**1.00**	Yes
8	Reflecting on difficulties during the speech	1	1	1	1	1	5	**1.00**	Yes
9	Planning for future improvement	1	0	1	1	1	4	**0.80**	Yes
10	Reflecting on the feedback content	0	1	1	1	0	3	**0.60**	Yes
11	Reflecting on feelings when receiving feedback	1	1	1	1	1	5	**1.00**	Yes
12	Reflecting on the applicability of the feedback on speech improvement	1	1	1	1	0	4	**0.80**	Yes
13	Reflecting on the feedback content	1	0	1	1	0	3	**0.60**	Yes
14	Reflecting on the applicability of the feedback on speech improvement	1	1	1	1	0	4	**0.80**	Yes

The content validity of the questionnaire is 0.84

Overall Written Self-reflection Worksheet

(Informative Speeches)

Reflection on speech preparation:

1. How did you prepare for the speeches (such as topic selection, and speech content)?
2. Did you prepare differently for each speech? Please explain.

_____

_____

_____

_____

_____

_____

Reflection on speech rehearsal:

3. How did you rehearse for the speeches? (Did you rehearse alone or with others? Did you use a script or speaking notes?)
4. Did you rehearse differently for each speech? Why or why not?
5. How did you feel about your rehearsal? (Were you nervous? Did you have enough practice? Were you satisfied with your rehearsal? Why or why not?)

_____

_____

_____

_____

_____

_____

_____

Reflection on speech delivery:

6. How do you feel about your speeches? Were you satisfied with your speeches? Why or why not?
7. Which areas do you think you've improved?
8. Which areas do you feel you need further improvements?
9. What are your plans to improve them?

_____
_____
_____
_____
_____
_____
_____
_____

Reflection on audiences' comments received:

10. What comments did you receive from your audience? How are they similar or different from your teacher's comments?
11. How did you feel about the comments?
12. What have you learned about the comments?

_____
_____
_____
_____
_____
_____
_____

Reflection on feedback given to others:

13. How did you comment on other speakers? What criteria do you use?

14. What have you learned about making comments?

_____
_____
_____
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_____

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Overall Written Self-reflection Worksheet

(ALL Speeches)

Reflection on speech preparation:

1. How did you prepare for the speeches (such as topic selection, and speech content)?
2. Did you prepare differently for each speech? Why or why not?

_____
_____
_____
_____
_____

Reflection on speech rehearsal:

3. How did you rehearse for the speeches? (Did you rehearse alone or with others? Did you use a script or speaking notes?)
4. Did you rehearse differently for each speech? Why or why not?
5. How did you feel about your rehearsal? (Were you nervous? Did you have enough practice? Were you satisfied with your rehearsal? Why or why not?)

_____
_____
_____
_____
_____

Reflection on speech delivery:

6. How do you feel about your speeches? Were you satisfied with your speeches? Why or why not?
7. Which areas do you think you've improved?
8. Which areas do you feel you need further improvements?
9. What are your plans to improve them?

_____

_____

_____

_____

_____

Reflection on audiences' comments received:

10. What comments did you receive from your audience? How are they similar or different from your teacher's comments?
11. How did you feel about the comments?
12. What have you learned about the comments?

_____

_____

_____

_____

_____

Reflection on feedback given to others:

13. How did you comment on other speakers? What criteria do you use?
14. What have you learned about making comments?

_____

_____

_____

_____

_____

Statistical Test to Ensure Intercoder Reliability

(Overall Written Reflections)

Statistical Test of Normality (Overall Written Reflections)

	Shapiro-Wilk		
	Statistic	**df**	**Sig. (2-tailed)**
Rater 1 (The 1st Overall Written Reflection)	0.91	30	0.01
Rater 2 (The 1st Overall Written Reflection)	0.91	30	0.01
Rater 1 (The 2nd Overall Written Reflection)	0.93	27	0.06
Rater 2 (The 2nd Overall Written Reflection)	0.91	27	0.02

Inter-Coder Reliability (the 1st Overall Written Reflections)

			Rater 1	Rater 2
Spearman's rho	**Rater 1** (The 1st Overall Written Reflection)	Correlation Coefficient	1.00	1.00**
		Sig. (2-tailed)	.	0.00
		N	30	30
	Rater 2 (The 1st Overall Written Reflection)	Correlation Coefficient	1.00**	1.00
		Sig. (2-tailed)	0.00	.
		N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Inter-Coder Reliability (the 2nd Overall Written Reflections)

			Rater 1	Rater 2
Spearman's rho	**Rater 1** (The 2nd Overall Written Reflection)	Correlation Coefficient	1.00	0.99**
		Sig. (2-tailed)	.	0.000
		N	27	27
	Rater 2 (The 2nd Overall Written Reflection)	Correlation Coefficient	0.99**	1.000
		Sig. (2-tailed)	0.00	.
		N	27	27

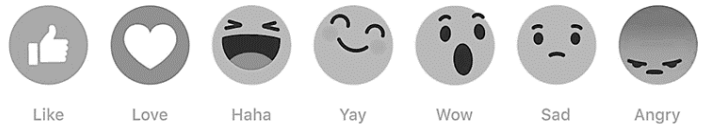
**. Correlation is significant at the 0.01 level (2-tailed).

Statistical Test of the Overall Written Reflections (From the Coders)

Speech Test	n	Mean	SD	t	df	Sig. (One-tailed)
Coder 1 (The 1st Overall Written Reflection)	28	14.21	10.65	1.36	27	0.18
Coder 2 (The 1st Overall Written Reflection)	28	14.10	10.59			
Coder 1 (The 2nd Overall Written Reflection)	27	12.67	9.11	1.00	26	0.33
Coder 2 (The 2nd Overall Written Reflection)	27	12.81	9.14			

Appendix E

Affective Strategies Worksheet



Activity 1: **"Negative Energy vs. Positive Energy"**

1. What are some of your negative thoughts about giving a presentation? List as many as you can.

_____

_____

_____

_____

_____

_____

- Now, let's turn those negative thoughts into something more positive..

_____

_____

_____

_____

_____

- How can we think positively? Consider these…

Negative thoughts:

- I wish I don't have to give this speech
- I am not a great public speaker
- I'm always nervous when I give a speech
- No one will be interested in what I have to say

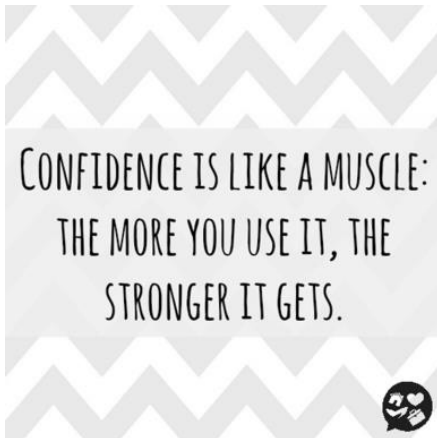
Positive thoughts:

- This is a chance for me to share my ideas and gain experience
- No one is perfect, but I am getting better with each speech I gave
- Everyone is nervous. If other people can handle it, I can too
- I have a good topic and I am fully prepared. Of course, they'll be interested

Activity 2 **"Quotes I like…"**

Find inspirational quotes on Pinterest which might help you feel more confident. Share them with your group members and discuss why you like them.

Example:



Activity 3 **"Affective Strategies for Speaking Skills"**

Discuss with your group members:

- Are you familiar with these affective strategies? How might you apply these strategies with your speeches?

Affective Strategies		Have you used it?	
		Yes	No
Lowering your anxiety	**Using progressive relaxation, deep breathing, or mediation**		
	Using music		
	Using laughter		
Encouraging yourself	**Making positive statements**		
	Taking risks wisely		
	Rewarding yourself		
Taking your emotion temperature	**Listening to your body**		
	Using a checklist		
	Writing a language learning diary		
	Discussing your feelings with someone else		

- How might you apply these strategies with your speeches?

_____

_____

_____

_____

_____

Appendix F

Topics Worksheet

"My passion…"

List as many things as possible things you consider your passion:

What did you love to do when you were a child?
What do you enjoy doing the most?
What are your favorites? What are you into?
What is the one thing you cannot live without?
What areas you feel you are most confident in?

Appendix G

Brainstorming & Speech Outline Worksheet

Activity 1 **"What's my topic?"**

1. Get into a group of 4-5 members. Open any page of your text book, and **choose any 3 nouns**. Write them in the space provided below, and pass the paper clockwise to the group next to you.
2. Now your group is presented with 3 nouns. **Choose 1 that you like the most**, circle it, and pass the paper again, clockwise.
3. With the chosen topic, now write the topic on Activity 2 and assign a **type of informative speech** and pass the paper clockwise.
4. With the chosen topic, **choose a strategic order** appropriate for the given type of informative and pass the paper clockwise.
5. Now, this is your actual topic. Draft an outline of the speech by narrowing down the topic into a **specific purpose** suitable for the type of informative speech and given strategic order. Be as **creative** as possible.
6. Finally, write your **main points**, with reasonable **supporting materials**.

Topics:	**1.**
	2.
	3.

Activity 2 **"Speech Outline"**

Topic:

General purpose: To inform/ To Persuade

Type of Speech: _____

Strategic Order: _____

Specific purpose: To inform/ To persuade my audience _____

_____

_____

Central idea:

_____

_____

_____

Main points:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix H

Persuasion Worksheet

Activity 1 **"Let's debate"**

Consider the following debate topics:

1. Homework is a waste of time
2. Prisoners should be allowed to vote
3. Every child should have a mobile phone
4. Beauty contest should be banned
5. Advertising is harmful

Your group members are split into 2 sides. Then, flip a coin to determine the proponent and the opponent. Work with your partners to develop arguments. You are given 10 minutes to debate.

Activity 2 **Follow up**

As you listen to your opponent, what have you learned? How would you evaluate the strength/ weaknesses of your arguments against your opponents'?

_____

_____

_____

Appendix I

Peer Feedback Worksheet

After each speech, as an audience, you should write your feedback for the speakers. In writing the feedback:

1. You may use the criteria on the **Public Speaking Rubric** or you can use **your own criteria**.
2. In writing of the feedback, try to write in a way that the speakers can understand easily. For example, fragments and phrases should be avoided.
3. Also, be specific in your feedback such as providing examples for better understanding.

Instead of signing your name, **use the last 3 digits of your ID.**

Example:

For _____   **From 123**

Some of the questions to help write feedback:

- What do you like most/least about the speech?
- What do you think is the speaker's strength/weakness?
- What did you learn from the speech? What do you find most useful/ least useful?
- Be specific, how should the speaker improve for the next speech?
- Anything else you would like to tell the speaker?

For: From:	For: From:	For: From:
For: From:	For: From:	For: From:

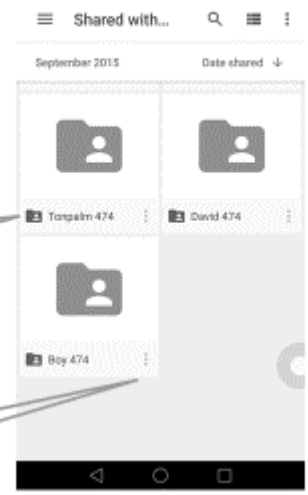
Appendix J

Google Drive Training

Google Drive

1. Create a folder
2. Name your folder:

Nickname Sec. 1/2017

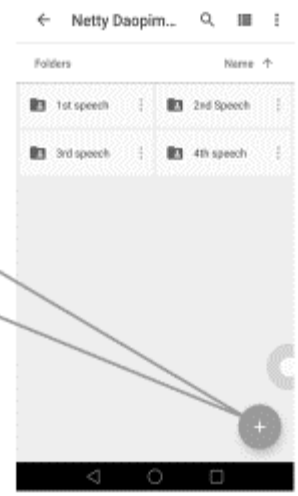


3. Add people:

spikynida@gmail.com

4. Create sub-folders:

1st Speech
2nd Speech
3rd Speech
4th Speech



Appendix K

Index-of-Item-Congruence (IOC) of the Learner Autonomy for Public Speaking Questionnaires (LAPS)

Original LAPS

Item	Objectives	Opinion Scores of Experts					Total Scores	IOC Value	Content Validity
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
1	Preparing for speech contents	0	1	1	1	0	3	0.60	Yes
2	Preparing for speech contents	-1	1	1	1	1	3	0.60	Yes
3	Rehearsing speeches	0	1	1	1	1	4	0.80	Yes
4	Rehearsing speeches	0	1	0	1	1	3	0.60	Yes
5	Delivering speeches	0	1	1	1	1	4	0.80	Yes
6	Delivering speeches	-1	1	0	1	1	2	0.40	No
7	Delivering speeches	-1	1	1	1	1	3	0.60	Yes
8	Speech planning	1	1	1	1	1	5	1.00	Yes
9	Speech planning	1	1	1	1	0	4	0.80	Yes
10	Monitoring ability to give a speech	0	1	1	1	1	4	0.80	Yes
11	Evaluating learning through reflection after speech	1	1	0	0	0	2	0.40	No
12	Evaluating learning through reflection after speech	0	1	0	1	1	3	0.60	Yes
13	Evaluating learning through reflection after speech	1	1	1	1	1	5	1.00	Yes
14	Lowering anxiety	0	1	1	1	0	3	0.60	Yes

15	Lowering anxiety	-1	1	1	0	0	1	0.20	No
16	Self-encouraging	1	1	1	1	1	5	1.00	Yes
17	Self-encouraging	1	1	0	0	1	3	0.60	Yes
18	Taking emotion temperature	1	1	1	1	0	4	0.80	Yes
19	Taking emotion temperature	0	0	1	-1	0	0	0.00	No
20	Having confidence in public speaking ability	1	1	1	-1	1	3	0.60	Yes
21	Having confidence in public speaking ability	1	1	1	-1	1	3	0.60	Yes
22	Having confidence in public speaking ability	1	1	1	-1	1	3	0.60	Yes
23	Having confidence in public speaking ability	1	1	1	1	0	4	0.80	Yes
24	Having confidence in public speaking ability	-1	1	1	1	1	3	0.60	Yes
25	Having an extrinsic motivation	1	1	1	1	1	5	1.00	Yes
26	Having an intrinsic motivation	1	1	1	1	1	5	1.00	Yes
27	Having an intrinsic motivation	1	1	1	1	1	5	1.00	Yes
28	Being passionate for the speech topic and content	1	1	0	1	1	4	0.80	Yes
29	Being passionate for the speech topic and content	1	1	1	1	0	4	0.80	Yes
30	Having freedom to choose the speech topic and contents	1	0	0	1	0	2	0.40	No
31	Having freedom to choose the speech topic and contents	1	1	1	1	1	5	1.00	Yes
32	Having an original idea and the ability to use it on speech topic and contents	0	1	0	1	-1	1	0.20	No

33	Having an original idea and the ability to use it on speech topic and contents	1	1	1	1	1	5	1.00	Yes
34	Being critical of the informative received	-1	1	0	1	1	2	0.40	No
35	Being critical of the informative received	0	1	0	1	1	3	0.60	Yes
36	Being critical of the informative received	1	1	1	1	1	5	1.00	Yes
37	Having a standpoint	1	1	1	1	0	4	0.80	Yes
38	Having a standpoint	1	1	1	1	0	4	0.80	Yes
39	Learning through interactions with other students in the class	1	1	1	1	0	4	0.80	Yes
40	Learning through interactions with other students in the class	1	1	1	1	0	4	0.80	Yes
41	Learning through interactions with other students in the class	1	1	1	0	0	3	0.60	Yes
42	Learning through interactions with other students in the class	1	1	1	1	1	5	1.00	Yes
43	Learning through interactions with other students in the class	1	1	1	1	0	4	0.80	Yes
44	Learning public speaking through interactions with the teacher	1	1	1	0	1	4	0.80	Yes
45	Learning public speaking through interactions with the teacher	1	1	1	1	0	4	0.80	Yes
46	Working with others in class activities	1	1	1	1	1	5	1.00	Yes

47	Providing and receiving peer feedback after each speech	1	1	1	1	1	5	1.00	Yes
48	Providing and receiving peer feedback after each speech	0	1	1	0	0	2	0.40	No
49	Providing and receiving peer feedback after each speech	0	1	0	1	1	3	0.60	Yes
50	Using teacher's feedback for improvement	1	1	1	1	1	5	1.00	Yes
51	Using teacher's feedback for improvement	0	1	1	0	0	2	0.40	No

The content validity of the questionnaire is 0.71

Revised LAPS

Item	**Objectives**	**Opinion Scores of Experts**					**Total Scores**	**IOC Value**	**Content Validity**
		Expert 1	**Expert 2**	**Expert 3**	**Expert 4**	**Expert 5**			
1	Preparing for speech contents	0	1	1	1	0	3	0.60	Yes
2	Preparing for speech contents	-1	1	1	1	1	3	0.60	Yes
3	Rehearsing speeches	0	1	1	1	1	4	0.80	Yes
4	Rehearsing speeches	0	1	0	1	1	3	0.60	Yes
5	Delivering speeches	0	1	1	1	1	4	0.80	Yes
6	Delivering speeches	-1	1	1	1	1	3	0.60	Yes
7	Speech planning	1	1	1	1	1	5	1.00	Yes
8	Speech planning	1	1	1	1	0	4	0.80	Yes

Item	Objectives	Opinion Scores of Experts					Total Scores	IOC Value	Content Validity
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
9	Monitoring ability to give a speech	0	1	1	1	1	4	0.80	Yes
10	Evaluating learning through reflection after speech	0	1	0	1	1	3	0.60	Yes
11	Evaluating learning through reflection after speech	1	1	1	1	1	5	1.00	Yes
12	Lowering anxiety	0	1	1	1	0	3	0.60	Yes
13	Self-encouraging	1	1	1	1	1	5	1.00	Yes
14	Self-encouraging	1	1	0	0	1	3	0.60	Yes
15	Taking emotion temperature	1	1	1	1	0	4	0.80	Yes
16	Having confidence in public speaking ability	1	1	1	-1	1	3	0.60	Yes
17	Having confidence in public speaking ability	1	1	1	-1	1	3	0.60	Yes
18	Having confidence in public speaking ability	1	1	1	-1	1	3	0.60	Yes
19	Having confidence in public speaking ability	1	1	1	1	0	4	0.80	Yes
20	Having confidence in public speaking ability	-1	1	1	1	1	3	0.60	Yes
21	Having an extrinsic motivation	1	1	1	1	1	5	1.00	Yes
22	Having an intrinsic motivation	1	1	1	1	1	5	1.00	Yes
23	Having an intrinsic motivation	1	1	1	1	1	5	1.00	Yes

Item	Objectives	Opinion Scores of Experts					Total Scores	IOC Value	Content Validity
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
24	Being passionate for the speech topic and content	1	1	0	1	1	4	0.80	Yes
25	Being passionate for the speech topic and content	1	1	1	1	0	4	0.80	Yes
26	Having freedom to choose the speech topic and contents	1	1	1	1	1	5	1.00	Yes
27	Having an original idea and the ability to use it on speech topic and contents	1	1	1	1	1	5	1.00	Yes
28	Being critical of the informative received	0	1	0	1	1	3	0.60	Yes
29	Being critical of the informative received	1	1	1	1	1	5	1.00	Yes
30	Having a standpoint	1	1	1	1	0	4	0.80	Yes
31	Having a standpoint	1	1	1	1	0	4	0.80	Yes
32	Learning through interactions with other students in the class	1	1	1	1	0	4	0.80	Yes
33	Learning through interactions with other students in the class	1	1	1	1	0	4	0.80	Yes
34	Learning through interactions with other students in the class	1	1	1	0	0	3	0.60	Yes
35	Learning through interactions with other students in the class	1	1	1	1	1	5	1.00	Yes

Item	Objectives	Opinion Scores of Experts					Total Scores	IOC Value	Content Validity
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
36	Learning through interactions with other students in the class	1	1	1	1	0	4	0.80	Yes
37	Learning public speaking through interactions with the teacher	1	1	1	0	1	4	0.80	Yes
38	Learning public speaking through interactions with the teacher	1	1	1	1	0	4	0.80	Yes
39	Working with others in class activities	1	1	1	1	1	5	1.00	Yes
40	Providing and receiving peer feedback after each speech	1	1	1	1	1	5	1.00	Yes
41	Providing and receiving peer feedback after each speech	0	1	0	1	1	3	0.60	Yes
42	Using teacher's feedback for improvement	1	1	1	1	1	5	1.00	Yes

The content validity of the questionnaire is 0.80

Name: …… ID……..… Sec. ……..

Learner Autonomy for Public Speaking Questionnaire

This questionnaire is a part of a research study on **"the Effects of Autonomous Learning Process on Public Speaking Ability and Learner Autonomy of Undergraduate Students"**. The purpose is to measure students' level of learner autonomy for public speaking ability. Please read the instruction and each statement carefully. Your responses will be treated as confidential and will not have any effect on your grade in the course.

Part I: Demographic Information

1. **Gender:** ☐ Male ☐ Female
2. **Age:** ☐ Under 18 ☐ 18-20 ☐ 21-23 ☐ Over 23
3. **Nationality:** ☐ Thai ☐ Non-Thai, please specify ……
4. **Time spent abroad:**

4.1 Have you lived/ studied/ worked abroad?

☐ Yes ☐ No (please go to Question **4.3**)

If yes, which country? And for how long?

1) …… for ……weeks/ months/ years
2) …… for ……weeks/ months/ years
3) …… for ……weeks/ months/ years

4.2 When you were living/ studying/ working abroad in the country mentioned in Question **4.1**, how often did you use English for communication?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

4.3 Other than the country mentioned in Question **4.1**, have you ever travelled to other foreign countries where you use English for communication?

☐ Yes ☐ No

If yes, which countries? ……

And for how long? ……

5. **Experiences with public speaking ability:**

5.1 Have you participated in speech contests?

☐ No ☐ Yes, please provide details ……

5.2 Have you been an MC?

☐ No ☐ Yes, please provide details ……

5.3 Have you ever participated in debates?

☐ No ☐ Yes, please provide details ……..…….

Part II: Measurement of Learner Autonomy for Public Speaking Ability

Instructions: Please state how much you agree or disagree with the following statements by marking ✓ where appropriate.

5 = strongly agree
4 = agree
3 = neither agree nor disagree
2 = disagree and
1 = strongly disagree.

Items	Statements	5	4	3	2	1
Technical Dimension of Learner Autonomy:						
•	***Cognitive Strategies***					
1.	When preparing for speech contents, I try not to translate the materials word-for-word.					
2.	When preparing for speech contents, I summarize the information I have gathered in English.					
3.	I practice my speech by saying new words and expressions to myself.					
4.	For my speech, I check how unfamiliar words are pronounced and practice saying them.					
5.	When I don't know how to say something, I find other ways to express the idea such as using a synonym, paraphrasing, and providing an example.					
6.	I use gestures to emphasize my point of view in public speaking.					
•	***Metacognitive strategies***					
7.	I plan my schedule so I will have enough time to prepare and practice for a speech.					
8.	I set the objectives of what I aim to achieve for each speech.					
9.	I learn my public speaking mistakes and use that information to help me do better.					
10.	I write a self-reflection on my performance after each speech.					

Items	Statements	5	4	3	2	1
11.	I evaluate the improvement of my public speaking ability by comparing each speech I give.					
Psychological Dimension of Learner Autonomy:						
• *Affective Strategies*						
12.	When I am nervous about a speech, I know how to cope with it by deep breathing, and other relaxation techniques.					
13.	I encourage myself to speak English even when I am afraid of making mistakes.					
14.	I give myself a reward or treat when I do well in public speaking.					
15.	I notice if I am tense or nervous when I am giving a speech.					
• ***Confidence***						
16.	I am confident about my speech preparation.					
17.	I am confident about my topic.					
18.	I am confident about my speech contents.					
19.	I am confident when I have to deliver a speech.					
20.	I am able to develop confidence in public speaking.					
• ***Motivation***						
21.	The job I want in the future may require public speaking ability.					
22.	I enjoy studying public speaking.					
23.	I enjoy giving speeches to audience.					
24.	I am passionate about my speech.					
25.	I want to use my experiences as a source of a speech.					
Political-critical Dimension of Learner Autonomy:						
• ***Creativity***						
26.	When I have to choose a topic, I try to use my own idea.					
27.	I am able to offer my audience new perspectives on my speech contents.					
• ***Critical Thinking Skills***						

Items	Statements	5	4	3	2	1
28.	I look for good supporting evidence before I believe anything in a speech.					
29.	I think about other possible alternatives beyond what I hear from the speeches.					
30.	I use what I learn in public speaking class as a starting point and try to develop my own ideas about it.					
31.	For my speech, I make sure my supporting materials are credible when I persuade others.					
Sociocultural Dimension of Learner Autonomy:						
•	***Social Strategies***					
32.	During class activities, I discuss with other students in English.					
33.	I talk to other students in the class about how they are learning public speaking.					
34.	I talk to other students about topics to choose for my speech.					
35.	I practice my speech with other students.					
36.	I ask other students in the class for advice about how to prepare, plan, practice, and deliver a speech.					
37.	I talk to my teacher about topics to choose for my speech.					
38.	I talk to my teacher about how to better prepare, plan, practice, and deliver a speech.					
•	***Collaboration***					
39.	I find it useful to have group activities when studying public speaking.					
40.	From peer feedback after each speech, I can learn how to improve my speech.					
41.	I am able to provide peer feedback with constructive criticism to others after their speech.					
42.	From my teacher's feedback after each speech, I can learn how to improve my speech.					

Statistical Test of the Average Level of Learner Autonomy for

Public Speaking Questionnaires (Pre- Questionnaire and Post- Questionnaire)

	Item		n	Mean	SD	Level
Technical Dimension						
Cognitive Strategies						
1.	When preparing for speech contents, I try not to translate the materials word-for-word.	Pre	19	3.63	0.83	High
		Post	19	4.05	0.78	High
2.	When preparing for speech contents, I summarize the information I have gathered in English.	Pre	19	3.68	0.75	High
		Post	19	4.26	0.73	High
3.	I practice my speech by saying new words and expressions to myself.	Pre	19	3.63	1.01	High
		Post	19	4.21	0.63	High
4.	For my speech, I check how unfamiliar words are pronounced and practice saying them.	Pre	19	4.11	0.88	High
		Post	19	4.37	0.90	High
5.	When I don't know how to say something, I find other ways to express the idea such as using a synonym, paraphrasing, and providing an example.	Pre	19	4.11	0.66	High
		Post	19	4.16	0.83	High
6.	I use gestures to emphasize my point of view in public speaking.	Pre	19	3.68	0.67	High
		Post	19	4.00	0.89	High
Metacognitive Strategies						
7.	I plan my schedule so I will have enough time to prepare and practice for a speech.	Pre	19	3.32	0.67	Moderate
		Post	19	3.16	0.96	Moderate
8.	I set the objectives of what I aim to achieve for each speech.	Pre	19	3.26	0.73	Moderate
		Post	19	3.74	0.73	High
9.	I learn my public speaking mistakes and use that information to help me do better.	Pre	19	3.79	0.71	High
		Post	19	4.32	0.82	High
10.	I write a self-reflection on my performance after each speech.	Pre	19	2.27	0.81	Low
		Post	19	4.63	0.68	Very high
11.	I evaluate the improvement of my public speaking ability by comparing each speech I give.	Pre	19	2.95	0.78	Moderate
		Post	19	4.21	0.79	High
Psychological Dimension						
Affective Strategies						
12.	When I am nervous about a speech, I know how to cope with it by deep breathing, and other relaxation techniques.	Pre	19	3.16	1.07	Moderate
		Post	19	3.74	0.93	High
13.	I encourage myself to speak English even when I am afraid of making mistakes.	Pre	19	3.58	0.77	High
		Post	19	4.21	0.71	High

	Item		n	Mean	SD	Level
14.	I give myself a reward or treat when I do well in public speaking.	Pre	19	2.63	1.30	Moderate
		Post	19	3.32	1.16	Moderate
15.	I notice if I am tense or nervous when I am giving a speech.	Pre	19	3.58	0.84	High
		Post	19	3.95	1.03	High
Confidence						
16.	I am confident about my speech preparation.	Pre	19	2.95	0.52	Moderate
		Post	19	3.26	0.87	Moderate
17.	I am confident about my topic.	Pre	19	3.37	0.68	Moderate
		Post	19	4.00	0.88	High
18.	I am confident about my speech contents.	Pre	19	3.37	0.90	Moderate
		Post	19	3.79	0.85	High
19.	I am confident when I have to deliver a speech.	Pre	19	2.95	0.85	Moderate
		Post	19	3.47	0.96	Moderate
20.	I am able to develop confidence in public speaking.	Pre	19	3.79	1.08	High
		Post	19	4.00	0.75	High
Motivation						
21.	The job I want in the future may require public speaking ability.	Pre	19	3.79	1.13	High
		Post	19	4.05	0.91	High
22.	I enjoy studying public speaking.	Pre	19	3.68	0.82	High
		Post	19	4.32	0.67	High
23.	I enjoy giving speeches to audience.	Pre	19	3.05	0.91	Moderate
		Post	19	4.05	0.85	High
24.	I am passionate about my speech.	Pre	19	2.89	0.94	Moderate
		Post	19	3.84	0.96	High
25.	I want to use my experiences as a source of a speech.	Pre	19	3.58	0.90	High
		Post	19	4.53	0.70	Very high
Political-critical Dimension of						
Creativity						
26.	When I have to choose a topic, I try to use my own idea.	Pre	19	4.11	0.81	High
		Post	19	4.42	0.69	High
27.	I am able to offer my audience new perspectives on my speech contents.	Pre	19	3.47	0.70	Moderate
		Post	19	3.89	0.88	High
Critical Thinking Skills						
28.	I look for good supporting evidence before I believe anything in a speech.	Pre	19	3.89	0.88	High
		Post	19	4.32	0.75	High
29.	I think about other possible alternatives beyond what I hear from the speeches.	Pre	19	3.79	0.85	High
		Post	19	3.95	0.85	High
30.	I use what I learn in public speaking class as a starting point and try to develop my own ideas about it.	Pre	19	3.74	0.73	High
		Post	19	4.21	0.79	High
31.	For my speech, I make sure my supporting materials are credible when I persuade others.	Pre	19	3.89	0.88	High
		Post	19	4.32	0.95	High
Sociocultural Dimension						
Social Strategies						

	Item		n	Mean	SD	Level
32.	During class activities, I discuss with other students in English.	Pre	19	2.89	0.88	Moderate
		Post	19	4.00	0.94	High
33.	I talk to other students in the class about how they are learning public speaking.	Pre	19	3.26	0.93	Moderate
		Post	19	3.68	0.82	High
34.	I talk to other students about topics to choose for my speech.	Pre	19	3.32	0.95	Moderate
		Post	19	4.21	0.92	High
35.	I practice my speech with other students.	Pre	19	3.32	0.95	Moderate
		Post	19	3.21	1.40	Moderate
36.	I ask other students in the class for advice about how to prepare, plan, practice, and deliver a speech.	Pre	19	3.53	0.96	High
		Post	19	3.58	1.07	High
37.	I talk to my teacher about topics to choose for my speech.	Pre	19	3.95	0.85	High
		Post	19	3.63	0.96	High
38.	I talk to my teacher about how to better prepare, plan, practice, and deliver a speech.	Pre	19	3.63	0.90	High
		Post	19	3.58	0.90	High
Collaboration						
39.	I find it useful to have group activities when studying public speaking.	Pre	19	3.74	0.93	High
		Post	19	4.26	0.65	High
40.	From peer feedback after each speech, I can learn how to improve my speech.	Pre	19	4.05	0.78	High
		Post	19	4.68	0.58	Very high
41.	I am able to provide peer feedback with constructive criticism to others after their speech.	Pre	19	3.79	0.79	High
		Post	19	4.42	0.61	High
42.	From my teacher's feedback after each speech, I can learn how to improve my speech.	Pre	19	4.26	0.81	High
		Post	19	4.68	0.48	Very high

Statistical Test of Normality (LAPS Questionnaire)

		Shapiro-Wilk		
		Statistic	**df**	**Sig. (2-tailed)**
Pre-questionnaire	Technical Dimension	0.97	19	0.73
	Psychological Dimension	0.96	19	0.56
	Political-critical Dimension	0.93	19	0.14
	Sociocultural Dimension	0.94	19	0.27
	LAPS (All Dimensions)	0.95	19	0.37
Post-questionnaire	Technical Dimension	0.94	19	0.29
	Psychological Dimension	0.91	19	0.07
	Political-critical Dimension	0.91	19	0.08
	Sociocultural Dimension	0.96	19	0.51
	LAPS (All Dimensions)	0.95	19	0.37

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Appendix L

Informed Consent

Dear Students,

I am a PhD student in English Language Teaching at Graduate School of Human Sciences, Assumption University. I am conducting a research on "*The Effect of Autonomous Learning Process on Public Speaking Ability and Learner Autonomy of Thai Undergraduate Students*" as my PhD dissertation.

Upon taking part in my research, your responses (with your names removed to preserve your identity) in the questionnaires, written self-reflections, recorded audio and speeches will be used as my data. I assure that only authorized personnel will have access to your responses.

Participation is voluntary and there are no penalties for deciding not to participate, skipping questions, or withdrawing your participation. You may choose not to participate in this research without negatively impacting your grade or your relationship with me, as your instructor.

If you have any questions or concerns about this research and activities involved, please let me know or contact me via Line, e-mail, or in person (in or outside the classroom).

Thank you very much for your consideration.

Sincerely,

Nida Boonma

****

I _____ (print name) certify that I am at least 18 years of age and agree to take part in this research study.

Signature: _____Date: _____

Appendix M

Qualifications of the Experts for the Instrument Validation, Interrater, and Intercoder

No.	Name	Qualifications	Areas of Expertise	Affiliation
Experts for Instrument Validation (LAPS Questionnaire and Overall Written Reflections)				
1.	Assoc. Prof. Dr. Suphat Sukamolson	Ph.D. (Educational Measurement and Evaluation), Chulalongkorn University M.S. (Applied Linguistics), Edinburgh University, Scotland M. Ed. (Teaching English as a Foreign Language), Chulalongkorn University B.A. (Education), Mahasarakarm University	ELT, Testing and Assessment	Maejo University Language Center Former Director, Chulalongkorn University Language Institute (CULI)
2.	Asst. Prof. Dr. Ngamthip Wimolkasem	Ph.D. (Applied Linguistics), University of Southampton, UK M.A. (Applied Linguistics), Mahidol University B.A. (German), Chulalongkorn University	ELT, Learning Strategies, Reading Strategies, Learner Autonomy, and Applied Linguistics	Dean, Faculty of Applied Arts, King Monkut's Institute of Technology North Bangkok
3.	Assoc. Prof. Dr. Joseph Foley	Ph.D. (Education and Linguistics), University of London, UK Dip. Ed. (Education), University of London, UK	ELT and Applied Linguistics	Graduate School of English, Assumption University

No.	Name	Qualifications	Areas of Expertise	Affiliation
		PGCE (EFL/FSL), University of London, UK B.A. (English, French) Dublin University, UK		
4.	Asst. Prof. Dr. Soisithorn Isarangkura	Ph.D. (English as an International Language), Chulalongkorn University M.A. (Linguistics and English Language Teaching), University of Leeds, U.K. B.A. (English) (First-Class Honors), Thammasat University	ELT, Public Speaking, Phonology, and Applied Linguistics	Graduate School of English, Assumption University
5.	Dr. Nuttakritta Chotipaktanasook	Ph.D (Education), University of Canterbury, New Zealand M.A. (Language and Communication), National Institute of Development and Administration (NIDA) B.A. (English for Business Communication), Sripatum University	ELT and CALL	Head, Business English Department, Faculty of Arts, Dhurakij Pundit University
Interrater for the Speech Test				
1.	Ajarn Sarit Sriribud	M.A. (Language and Communication), National Institute of Development and Administration (NIDA)	ELT, Public Speaking, and Linguistics	School of Arts, Assumption University *Instructor of Public Speaking in English

No.	Name	Qualifications	Areas of Expertise	Affiliation
		B.A. (Business English), Assumption University * Winner of various speech competitions, Instructor of Public Speaking in English, and a Speech Coach		
Intercoder for the Overall Written Reflections				
1.	Ajarn Parinun Permpoonsab	Ph.D. Candidate (English Language Teaching), Assumption University M.A. (Speech Communication), New York University, USA B.A. (English), Chulalongkorn University	ELT and Reflective Practices	School of Arts, Assumption University

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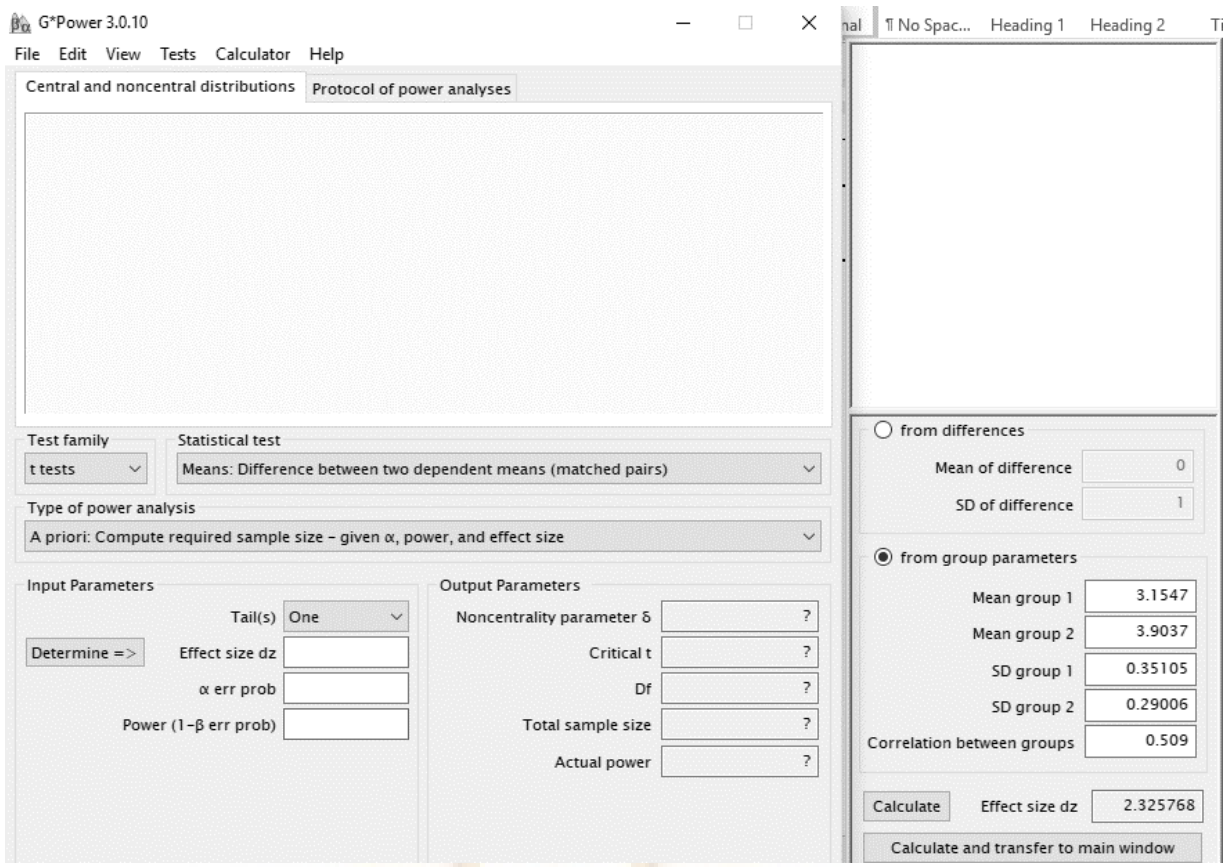
Appendix N

Effect Size

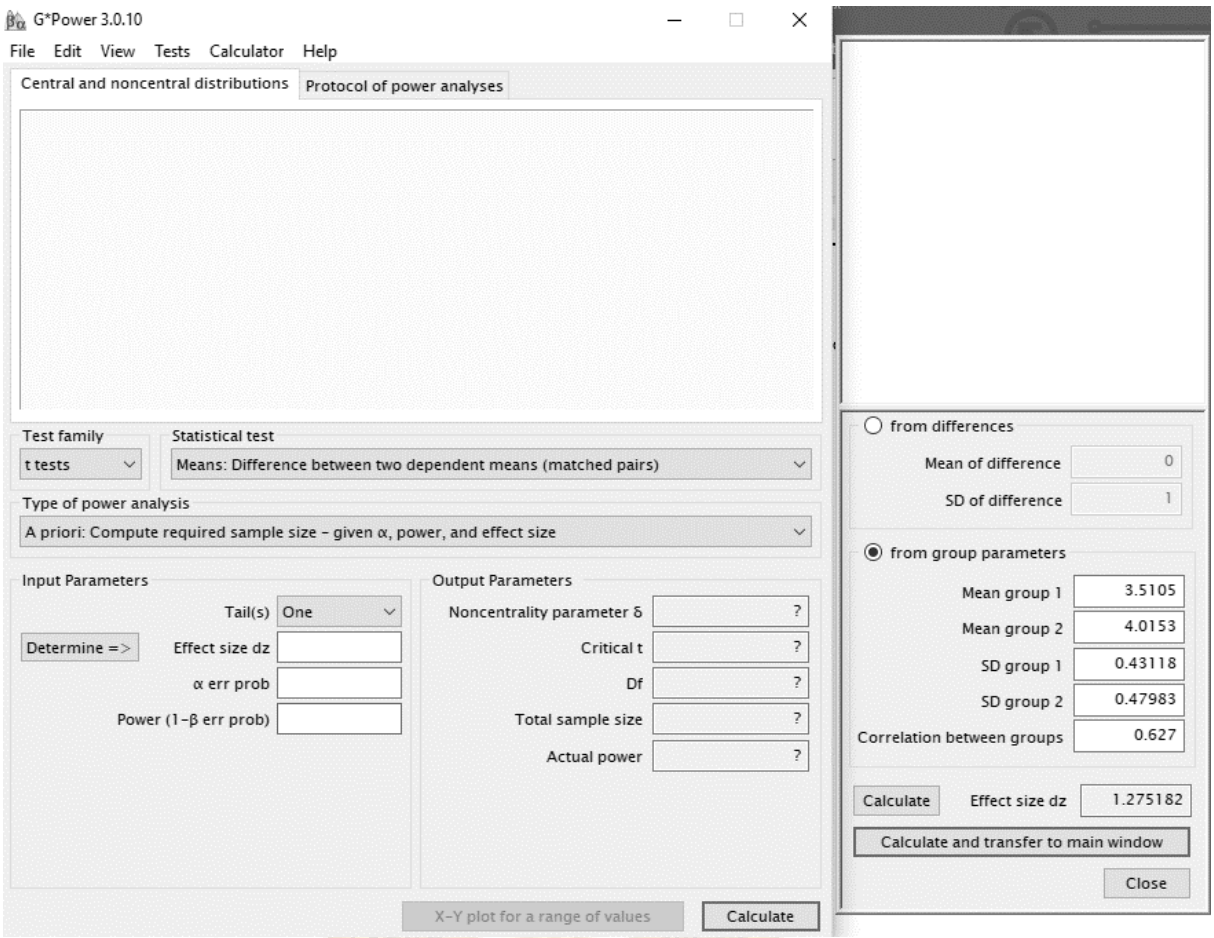
Speech Test (Pre-Test and Post-Test)



Using G*Power → Means: Difference between two dependent means (matched pairs)

Mean Pre-test	3.1547
Mean Post-test	3.9037
SD Pre-test	.35105
SD Post-test	.29006
Correlations between groups	.509
Effect Size (Cohen's d)	2.325768

Learner Autonomy for Public Speaking Questionnaire (Pre-Questionnaire and Post-Questionnaire)



Using G*Power → Means: Difference between two dependent means (matched pairs)

Mean Pre-questionnaire	3.5105
Mean Post-questionnaire	4.0153
SD Pre-questionnaire	0.43118
SD Post-questionnaire	0.47893
Correlations between groups	0.627
Effect Size (Cohen's d)	1.27518

Appendix O

Lesson Plans

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
1	1	• Course Introduction • *Learner Autonomy for Public Speaking (LAPS) Questionnaire (Pre-questionnaire)*	1. Teachers explains the course goals and objectives. 2. Teacher asks the students "What do you expect from this class?" and "What do you hope to accomplish by the end of the semester?" 3. Students discuss expectations of the course and the teachers elicit the answers from the students. 4. Teacher distributes and explain the LAPS questionnaires and the consent form to the students. 5. Teacher explains the purpose and the process of the Speech Test (pre-test) and asks the students write their topic on the signup sheet.		• Course outline • *Learner Autonomy for Public Speaking (LAPS) Questionnaire (Pre-questionnaire** • *Informed Consent (Appendix I)*
	2	*Speech Test (Pre-Test)*	1. Teacher asks students to take turn recording and keeping the time of the Speech Test. 2. Teacher explains process of the Speech Test, how to record, how to time, and how to save the speeches. 3. To record the speeches, using the speaker's smartphone, students		• *Speech Test (Pre-Test) (Appendix C)* • *Public Speaking Ability Rubric* (Appendix C)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			take turn video recording the speeches. 4. To time the speech, using a stopwatch on a smartphone, student take turn keeping the time of the speeches. 3 minutes into the speech, the time keeper shows the sign "One Minute" to signal that the speaker has 1 more minute left to speak. When the time is up, the time keeper rings the bell. 5. Students deliver individual speeches of 3-4 minutes. The sequence of the speeches is based on the signup sheet. 6. Students save the video recorded speeches on their smartphones.		
2	1	**Lesson 1: Choosing a topic, general purpose, specific purposes and central idea** ***Terminal Objectives*** *Students will be able to:* • Choose the speech topic based on their passion • Determine general purpose, specific purpose, and central idea of a speech • Use affective and cognitive strategies relating to public speaking ability			

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		Enabling Objectives *Students will be able to:* • Develop confidence by exploring their passion as speech topics	(10-15 minutes) 1. Teacher asks students to think about the speeches and presentations in the past by asking "How many presentations have you had?" and "Which ones are your favorite, why?" and asks students to share with the class. 2. Teacher encourages students to reflect on positive experiences with speech/ presentations in the past. 3. Students share their experiences to the class and the teacher compliments the students for the courage. 4. Teacher distributes "My Passion" Worksheet. 5. Students make a list of topics they have background knowledge on, and that they can speak with confidence and passion. They can do so my listing on their own or by using the guided questions on the worksheet.	Psychological	• *Topics Worksheet: My Passion* (Appendix F)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			6. Teacher encourages the students to list as many topics as possible. 7. Students keep the list of the topics to be used for the future speeches.		
		• Describe affective strategies to cope with speech anxiety	(10-15 minutes) 8. Teacher ask the students what they feel about public speaking and if they have ever faced difficulties. 9. Teacher elicits the answers and distributes Affective Strategies Worksheet. 10. Teacher introduces affective strategies to the students. 11. Students complete the tasks on the worksheet which includes how to turn negative thoughts into positive ones and strategy check-list. 12. Students identify their current affective strategies used to cope with speech/ presentation anxiety.	Psychological	• *Affective Strategies Worksheet* (Appendix E)
			(40-45 minutes) 13. Referring to Chapter 5 of the textbook, teacher introduces the		

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		• Identify general purpose, specific purpose, and central idea	students to types of general purposes, how to narrow down the topic into specific purposes, and formulate the central idea of a speech. 14. Teacher distributes Brainstorming & Speech Outline Worksheet and asks students to form groups of 4-5 members. 15. Teacher explains the process to brainstorm for topic selection, discuss and find common ground among group members. 16. As a group, students discuss and work on their topic selection.	Sociocultural	• *Chapter 5: Choosing a topic, general specific purposes and central idea* • *Brainstorming & Speech Outline Worksheet* (Appendix G)
		• Practice narrowing down the speech into general purpose, specific purpose, and central idea	(20 -25 minutes) 17. To apply what they learn in Chapter 5, with group members, students draft a speech outline using the content of their interests to include general and specific purpose, and central idea.	Sociocultural	• *Brainstorming & Speech Outline Worksheet* (Appendix G)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		• Identify cognitive strategies to prepare, rehearse, and deliver the speeches	18. Teacher discusses with the students the learning strategies involved in making a speech from preparation, rehearsal, and delivery. 19. Teacher distributes Cognitive Strategy Worksheet and introduces various cognitive strategies relevant to speaking skills. 20. Students discuss with group members regarding cognitive strategies they have used and plan to use and complete the worksheet.	Technical Sociocultural	• *Cognitive Strategies Worksheet* (Appendix A)
	2	**Lesson 2: Organization of main points, strategic orders, and speech connectives** ***Terminal Objectives*** *Students will be able to:* • Choose the strategic order of main points appropriate for a speech • Creatively construct the main points for a speech • Use speech connectives appropriate for the speech main points			

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		Enabling Objectives *Students will be able to:* • Exercise creativity in the speech topic and main points • Identify the strategic orders for informative speeches • Practice using various types of speech connectives	(40-45 minutes) 1. Teacher discusses with the students the impact of the speaker's creativity on the audience. 2. Students share with the class the examples of the speeches/ presentations they think are considered creative. 3. Referring the Chapter 9 of the textbook, teacher explains to the students the strategic orders of main points for informative speeches which are chronological, spatial, causal and topical. 4. To exercise creativity, teachers asks students work with their group members to come up with unusual speech topics. 5. With group members, students work on the Brainstorming & Speech Outline Worksheet to select the strategic order of main points and draft the main points. 6. After completion of the speech outline, with group members, students practice using various	Political-Critical Sociocultural	• *Chapter 9: Organization of the main points, strategic order, and connectives* • *Brainstorming & Speech Outline Worksheet* (Appendix G)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			types of speech connectives based on the main points they create. 7. Students share with the class their speech outline. 8. Teacher provides feedback on the strategic orders of main points and the use of connectives.		
3	1	**Lesson 3: Supporting Materials/ Speech Introduction and Conclusion** ***Terminal Objectives*** *Students will be able to:* • Compile credible supporting materials appropriate for the main points • Create introduction and conclusion for a speech			
		Enabling Objectives *Students will be able to:* • Classify different types of supporting materials • Judge the credibility of the supporting materials based on the sources	(70-75 minutes) 1. Referring to Chapter 8 of the textbook, teacher discusses the types of supporting materials and the ways to evaluate the credibility of the sources. 2. With examples of sources, teacher asks students to offer their evaluation on the credibility of the sources.	Political-Critical	• *Chapter 8: Supporting your ideas in a speech*

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		• Select the supporting materials for the main points • Write an outline for a speech introduction and conclusion	3. Teacher explains various ways supporting materials are verbally cited in a speech. 4. In a group, from the main points students created as a group in the previous class and the Brainstorming & Speech Outline Worksheet, students find supporting materials online and evaluate the credibility of the sources. 5. Students share with the class the supporting materials they use to support the main points. 6. Other groups offer their points of view on the credibility of the sources. 7. Referring to Chapter 10 of the textbook, teacher discusses the functions of the speech introduction and conclusion. 8. Students work with group members to draft an outline of an introduction and conclusion. 9. Students share with the class their speech introduction and speech conclusion. 10. Students provide feedback on the effectiveness of the introduction and the conclusion.	Sociocultural	• *Brainstorming & Speech Outline Worksheet* (Appendix G) • *Chapter 10: Introduction of the speech, conclusion of the speech*

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
	2	**Lesson 4: Types of Informative Speaking, Speech Outline, and Speaking Notes** ***Terminal Objectives*** *Students will be able to:* Determine the different types of informative speeches Use metacognitive strategies relevant to public speaking ability			
		Enabling Objectives *Students will be able to:* • Explain the types of informative speeches • Identify metacognitive strategies to prepare, rehearse, and deliver the speeches	(30-35 minutes) 1. Referring to Chapter 15 of the textbook, teacher discusses the types of informative speeches. 2. Students provide examples of the speech topics based on the types of the informative speeches. 3. Teacher distributes Metacognitive Strategy Worksheet and introduces metacognitive strategies to the students. 4. With group members, the students discuss various use of metacognitive strategies. 5. Individually, students make plans for the first informative speech regarding the topic, ways to prepare, and ways to rehearse the speech.	Technical	• *Chapter 15: Informative speaking* • *Video recorded of the Speech Test (Pre-test)* • *Metacognitive Strategy Worksheet* (Appendix B)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		• Identify the criteria on the Public Speaking Ability Rubric • Practice writing the self-reflection of the speech	(25-30 minutes) 6. Teacher asks the class how the speeches should be assessed and elicit examples of criteria suggested by the students. 7. Teacher then introduces Public Speaking Ability Rubric and explains the descriptors. 8. Students are made aware of how the rubric is used to assess their speeches. 9. Teacher introduces self-reflection writing and asks the class if students have experiences writing self-reflection. 10. Teacher distributes Overall Written Reflection Worksheet, explains the guided questions and the process of reflection. 11. To train students to write self-reflection, students are asked to think of their Speech Test and watch the video recorded speeches. 12. Teacher encourages students to reflect and express themselves in writing as much as they can. 13. Students are trained on the points of reflection which	Technical	• *Public Speaking Ability Rubric* (Appendix C) • *Self-Reflection Worksheet* (Appendix D)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			include speech preparation, speech rehearsal, speech delivery, and improvements for the next speech.		
		• Practice giving peer feedback based on the rubric	(25-30 minutes) 14. Teacher introduces the practice of peer feedback after each speech and distributes Written Peer Feedback Worksheet 15. Students get into their groups and discuss their expectations on the feedback such as the point they would like to get suggestions on and how to give praise and constructive criticism. 16. Students are asked to think of a classmate's speech and write peer feedback to include what the speaker has done well and ways the speaker can improve the speech. 17. To remain anonymous, instead of using the students' names on the peer feedback, the students use the last 3 digits of their ID to identify themselves.	Sociocultural	• *Peer Feedback Worksheet* (Appendix I)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			18. Students share with each other what they wrote on the peer feedback.		
4	1	*Speech Outline Submission: Informative Speech #1*	(60-65 minutes) 1. Based on the students' passion/ interests/ expertise on the topics, students set the objective (specific purpose) of their informative speech. 2. Students submit their speech outline to include topic, general purpose, specific purpose, central idea, main points, strategic order of the main points and type of and draft their speaking notes. 3. Students sign up for the date they are going to deliver the speeches.	Psychological Technical	• *Brainstorming & Speech Outline Worksheet* (Appendix G)
		Google Drive Training	(15-20 minutes) 4. To train the students to use Google Drive to store the video recorded speech, self-reflection, and peer feedback, teacher distributes Google Drive Training Worksheet.		• *Google Drive Training Worksheet* (Appendix J)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			5. Each student set up a Google Drive folder and share the folder with the teacher.		
	2	*Informative Speech Delivery (Day 1)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 6-minute individual speeches according to the signup sheet. 3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection.	Technical Sociocultural Political-Critical	• *Peer Feedback Worksheet* (Appendix I)
			5. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C) • *Self-Reflection Worksheet* (Appendix D)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
5	1	*Informative Speech Delivery (Day 2)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 6-minute individual speeches according to the signup sheet. 3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection. 5. For the students who already uploaded the video and the self-reflection, they can obtain the peer feedback from the teacher.	Technical Sociocultural Political-Critical Sociocultural	• *Peer Feedback Worksheet* (Appendix I)
			6. After watching their recorded speech, students write self-	Technical	• *Public Speaking Ability Rubric* (Appendix C)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			reflection (at home) and upload the file on Google Drive.	Psychological	• *Self-Reflection Worksheet* (Appendix D)
	2	*Informative Speech Delivery (Day 3)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 6-minute individual speeches according to the signup sheet. 3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection. 5. For the students who already uploaded the video and the self-reflection, they can obtain the peer feedback from the teacher.	Technical Sociocultural Political-Critical Sociocultural	• *Peer Feedback Worksheet* (Appendix I)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			6. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C) • *Self-Reflection Worksheet* (Appendix D)
6	1	**Lesson 5: Reflection on Informative Speeches and Preparation for the next speeches (Group Interactive Feedback)** **Terminal Objectives** *Students will be able to:* Provide praise and criticism to others regarding their speeches Develop ideas for the topics of the next speech			
		Enabling Objectives *Students will be able to:* • Describe characteristics of	(40-45 minutes) 1. Teacher asks the students how they felt with their first speeches and gave the peer feedback to the speakers of the 3rd day (after they uploaded their self-reflection on Google Drive). 2. Teacher introduces **Group Interactive Feedback (GIF**) that it is a chance for the	Sociocultural	• *Peer Feedback Worksheet* (Appendix I)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		effective speeches, effective speakers, and useful comments from the audience. • Use social strategies to provide praise and criticism to others	students to discuss the performance of their first speech as well as the plans for the next speech. 3. Students form groups consisting of 4-5 members for the GIF session. 4. To start the GIF, teacher explains that the discussions will be in English only. Each group will audio record their discussions and upload to Google Drive. 5. Teacher provides topics for the students to discuss which include characteristics of effective speeches, effective speakers, and useful comments from the audience. 6. Students summarize what they discuss and share with the class. 7. Then, teacher asks students to discuss their past performance and plans for the next speech. 8. Teacher explains to students the strategies to give praise and	Political-Critical	

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			criticism. When discussing the performance of others, students should be polite in the language use and be specific in their comments. 9. Then, students work together and reflect on the speeches in order to provide feedback to each other.	Sociocultural	
		• Use social strategies to receive feedback on the speech topics	(40-45 minutes) 10. Once everyone in the group receive feedback, each student can pitch their idea for the next speech topic in order to receive comments from other members. 11. Individually, students summarize the feedback they receive and list ideas for the next speech topic. 12. Students upload the audio recorded GIF sessions and share with group members for future use.	Political-Critical Sociocultural	

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			13. At the end of class, teacher distributes the scores of the speeches with teacher's written feedback to the students. 14. Students upload the scores with the teacher's feedback on Google Drive.		
	2	**Lesson 6: Using Visual Aids** *Speech Outline Submission: Informative Speech #2* **Terminal Objectives** *Students will be able to:* Choose the visual aids appropriate for the speech			
		Enabling Objectives *Students will be able to:* • Identify different types of visual aids for a speech	(15-20 minutes) 1. Referring to Chapter 13 of the textbook, teacher discusses various types of visual aids and the ways to use them to support the main points of a speech. 2. With examples, students identify different types of visual aids and comment on the effectiveness of each type.	Technical	• *Chapter 13: Visual aids*

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		Speech Outline Submission: Informative Speech #2	(60-66 minutes) 3. Based on the students' passion/ interests/ expertise on the topics, students set the objective (specific purpose) of their informative speech. 4. Students submit their speech outline to include topic, general purpose, specific purpose, central idea, main points, strategic order of the main points and type of and draft their speaking notes. 5. Students sign up for the date they are going to deliver the speeches. 6. Students make plans for the use of the visual aids.	Psychological Technical	• *Brainstorming & Speech Outline Worksheet* (Appendix G)
7	1	*Informative Speech Delivery (Day 1)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 6-minute individual speeches according to the signup sheet.	Technical	• *Peer Feedback Worksheet* (Appendix I)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection.	Sociocultural Political-Critical	
			5. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C)
	2	*Informative Speech Delivery (Day 2)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 6-minute individual speeches according to the signup sheet. 3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in	Technical Sociocultural	• *Peer Feedback Worksheet* (Appendix I)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection. 5. For the students who already uploaded the video and the self-reflection, they can obtain the peer feedback from the teacher.	Political-Critical Sociocultural	
			6. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C) • *Self-Reflection Worksheet* (Appendix D)
8	1	*Informative Speech Delivery (Day 3)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 6-minute individual speeches according to the signup sheet. 3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in	Technical Sociocultural	• *Peer Feedback Worksheet* (Appendix I)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection. 5. For the students who already uploaded the video and the self-reflection, they can obtain the peer feedback from the teacher.	Political-Critical Sociocultural	
			6. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive. 7. Students reflected on the 2 informative speeches and write Overall Written Reflection (1st) and upload it on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C) • *Overall Written Reflection (1st)** (Appendix D)
	2	**Revision for Midterm Examination**			
9	1	**Reflection on the exams**			
	2	**Lesson 7: Types of Persuasive Speeches** ***Terminal Objectives*** *Students will be able to:* Determine the different types of persuasive speeches Formulate arguments in debates			

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		Enabling Objectives *Students will be able to:* • Explain the types of persuasive speeches • Determine their standpoint on the debate topic • Choose the evidences to support and refute claims	(75-80 minutes) 1. Referring to Chapter 16 of the textbook, teacher discusses the types of persuasive speeches. 2. Students then provide examples of the speech topics based on the types of the persuasive speeches. 3. Teacher introduces Debates and discusses the simplified rules of debates and the importance of persuasions. 4. Students are divided into teams based on interests on given debate topics. 5. Students work in teams to debate by formulating the arguments, refuting the claims of the opponents. 6. Audience votes (by show of hands) for the winning teams and provide reasons for their votes.	Political-Critical Sociocultural Technical Political-Critical	• *Chapter 16: Speaking to persuade* • *Persuasion Worksheet* (Appendix H)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			7. Teacher asks students how they feel about debates and discusses challenges and difficulties students face during the debate/ persuasion. 8. Teacher elicits suggestions on how to overcome such difficulties and preparation for the persuasive speeches	Psychological Sociocultural	
10	1	**Lesson 8: Organization of Persuasive Speeches** ***Terminal Objectives*** *Students will be able to:* • Choose the strategic order of main points based on the types of persuasive speeches • Creatively construct the main points for persuasive speeches			
		Enabling Objectives *Students will be able to:* • Identify the strategic orders for persuasive speeches	(40-45 minutes) 1. Referring to Chapter 16 of the textbook, teacher explains the strategic orders of main points appropriate for persuasive speeches which are topical, problem-solution, problem-	Political-Critical	• *Chapter 16: Speaking to persuade*

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		• Exercise critical thinking in main points	cause-solution, and Monroe's Motivated Sequence. 2. With examples, students identify the strategic orders for persuasive speeches. (40-45 minutes) 3. Using debate topics, students work in groups to draft outline either with supporting arguments or opposing arguments. 4. Students share their outline with the class and provide comments on the effectiveness of the arguments of other teams.	Sociocultural Political-Critical	• *Brainstorming & Speech Outline Worksheet* (Appendix G)
	2	**Lesson 9: Methods of persuasion** ***Terminal Objectives*** *Students will be able to:* • Build credibility of the speaker in persuasion • Make use of credible evidences to enhance the persuasive arguments			

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		• Practice establishing credibility of the speaker • Practice using evidences to support the main points	(40-45 minutes) 1. Referring to Chapter 17 of the textbook, teacher discusses factors of credibility (speakers' competence and characters). 2. Based on a given topic (such as the best restaurant to visit), students give examples of how speakers can establish credibility using competence and characters of speakers. (40-45 minutes) 3. Referring to Chapter 16 of the textbook, teacher explains how evidences are used to support the arguments in persuasive speeches. 4. Students work in groups. Based on the drafted outline from the previous class, students discuss with group members on credibility, evidences, and linguistic features of persuasion.	Political-Critical Sociocultural	• Chapter 17: Methods of persuasion • *Brainstorming & Speech Outline Worksheet* (Appendix G)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
11	1	*Speech Outline Submission: Informative Speech #2*	(70-75 minutes) 1. Based on the students' passion/ interests/ expertise on the topics, students set the objective (specific purpose) of their persuasive speech. 2. Students submit their speech outline to include topic, general purpose, specific purpose, central idea, main points, strategic order of the main points and type of and draft their speaking notes. 3. Students sign up for the date they are going to deliver the speeches. 4. Students make plans for the use of the visual aids.	Psychological Political-critical	• *Brainstorming & Speech Outline Worksheet* (Appendix G)
	2	*Persuasive Speech Delivery (Day 1)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 7-minute individual speeches according to the signup sheet.	Technical	

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection.	Sociocultural	• *Peer Feedback Worksheet* (Appendix K)
				Political-Critical	
				Sociocultural	
			5. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical	• *Public Speaking Ability Rubric* (Appendix C) • *Written Self-Reflection* (Appendix D)
				Psychological	
12	1	*Persuasive Speech Delivery (Day 2)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 7-minute individual speeches according to the signup sheet. 3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be	Technical	
				Sociocultural	
				Political-Critical	• *Peer Feedback Worksheet* (Appendix K)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			given to the speakers on the following day after they write their self-reflection. 5. For the students who already uploaded the video and the self-reflection, they can obtain the peer feedback from the teacher.	Sociocultural	
			6. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C) • *Written Self-Reflection Worksheet* (Appendix D)
	2	*Persuasive Speech Delivery (Day 3)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 7-minute individual speeches according to the signup sheet. 3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection.	Technical Sociocultural Political-Critical	• *Peer Feedback Worksheet (*Appendix K)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			5. For the students who already uploaded the video and the self-reflection, they can obtain the peer feedback from the teacher.	Sociocultural	
			6. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C) • *Written Self-Reflection Worksheet* (Appendix D)
13	1	**Lesson 10: Reflection Session on Persuasive Speeches and Preparation for the next speeches (Group Interactive Feedback)** **Terminal Objectives** *Students will be able to:* • Provide praise and criticism to others regarding their speeches • Develop ideas for the topics of the next speech			
		Enabling Objectives *Students will be able to:*	(40-45 minutes) 1. Teacher asks the students how they felt with their 3rd speeches and gave the peer feedback to the speakers of the 3rd day (after	Sociocultural	

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
		• Describe characteristics of effective persuasive speeches, effective speakers, and useful comments from the audience. • Use social strategies to provide praise and criticism to others	they uploaded their self-reflection on Google Drive). 2. Students form groups consisting of 4-5 members for the GIF session. 3. To start the GIF, teacher explains that the discussions will be in English only. Each group will audio record their discussions and upload to Google Drive. 4. To begin the GIF, teacher provides topics for the students to discuss which include characteristics of effective persuasive speeches, effective speakers, and useful comments from the audience. 5. Students summarize what they discuss and share with the class. 6. Then, teacher asks students to discuss their past performance and plans for the next speech. 7. Then, students work together and reflect on the speeches in	Political-Critical Sociocultural	

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			order to provide feedback to each other.		
		• Use social strategies to receive feedback on the speech topics	(40-45 minutes) 8. Students pitch their topic ideas for the next speech with their group members to obtain feedback. 9. Students develop arguments and work on evidences to support or refute their claims. 10. Students summarize what they obtain from the GIF session and work on their speech outline.	Sociocultural	• *Brainstorming & Speech Outline Worksheet* (Appendix G)
				Political-Critical	• *Brainstorming & Speech Outline Worksheet* (Appendix G)
					• *Brainstorming & Speech Outline Worksheet* (Appendix G)
	2	*Persuasive Speech Delivery (Day 1)*	1. Teacher reminds students of the process to record the speech, and to write anonymous peer feedback. 2. Students delivery 7-minute individual speeches according to the signup sheet. 3. For each speech, two students volunteer to video record and keep the time. 4. After each speech, students write peer feedback and put them in	Technical	• *Peer Feedback Worksheet* (Appendix I)
				Sociocultural	

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection.	Political-Critical	
			5. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C) • *Self-Reflection Worksheet* (Appendix C)
14	1	*Persuasive Speech Delivery (Day 2)*	1. Students delivery 7-minute individual speeches according to the signup sheet. 2. For each speech, two students volunteer to video record and keep the time. 3. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection. 4. For the students who already uploaded the video and the self-reflection, they can obtain the peer feedback from the teacher.	Technical Sociocultural Political-critical Sociocultural	• *Peer Feedback Worksheet* (Appendix I)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			5. After watching their recorded speech, students write self-reflection (at home) and upload the file on Google Drive.	Technical Psychological	• *Public Speaking Ability Rubric* (Appendix C) • *Self-Reflection Worksheet* (Appendix D)
	2	*Persuasive Speech Delivery (Day 3)*	1. Students delivery 7-minute individual speeches according to the signup sheet. 2. For each speech, two students volunteer to video record and keep the time. 3. After each speech, students write peer feedback and put them in the peer feedback bags (with the speaker's names on it) to be given to the speakers on the following day after they write their self-reflection. 4. For the students who already uploaded the video and the self-reflection, they can obtain the peer feedback from the teacher. 5. Teacher reminds the students about the Speech Test (Post-Test) for the following class. 6. Students sign up for the topics of the Speech Test (Post-Test).	Technical Sociocultural Political-critical Sociocultural	• *Peer Feedback Worksheet* (Appendix I)
			7. After watching their recorded speech, students write self-	Technical	• *Public Speaking Ability Rubric* (Appendix C)

Week	Class	Topics and Objectives	Procedures and Time	Dimensions of Learner Autonomy	Research Tools* / Pedagogical Tools
			reflection (at home) and upload the file on Google Drive. 8. Students reflected on all of the speeches and write Overall Written Reflection (2nd) and upload it on Google Drive.	Psychological	• *Self-Reflection Worksheet* (Appendix D) • *Overall Written Reflection* (2nd)* (Appendix D)
15	1	**Revision for Final Examination**			
	2	• *Speech Test (Post-Test)* • *Learner Autonomy for Public Speaking (LAPS) Questionnaire (Post-questionnaire)*	1. Teacher asks students to take turn recording and keeping the time of the Speech Test. 2. Students deliver 3-4 minutes individual speeches according to the signup sheet. 3. Students upload the video recorded speeches on Google Drive. 4. Teacher distributes the LAPS questionnaires to the students. 5. Teacher concludes the class.		• *Public Speaking Ability Rubric* (RT) • *Public Speaking Ability Rubric* (Appendix C) • *Learner Autonomy for Public Speaking (LAPS) Questionnaire (Post-questionnaire)** (Appendix K)

BIOGRAPHY

NAME & SURNAME: Nida Boonma

DATE OF BIRTH: 20 February, 1978

POSITION: Full-time lecturer

EDUCATION:

BBA Marketing, Ohio University, USA, 2000

MA International Affairs (International Development Studies), Ohio University, USA, 2002

WORK EXPERIENCE:

Upon graduation in 2002, Nida Boonma returned to Thailand to join the Business English Department, Faculty of Arts, Assumption University where she has been teaching ever since. The subjects taught include Public Speaking in English, Introduction to Business Research Writing, and English for Airline Business. Her research interests include learner autonomy, public speaking ability, and reflection practices.

AWARDS:

- Scholarship to pursue an MA in International Development Studies at Ohio University, USA
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