

ABSTRACT

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Key Words: LEARNER AUTONOMY, MOTIVATION, LANGUAGE LEARNING STRATEGIES, STUDENTS, TEACHERS

Name: MI CHNA HTAW

Thesis Title: A STUDY OF LEVEL OF LEARNER AUTONOMY IN ENGLISH LANGUAGE LEARNING PERCEIVED BY STUDENTS AND TEACHERS AT MYANMAR MIGRANT HIGH SCHOOLS IN MAE SOT

Thesis Advisor: ASST.PROF. DR. ROSUKHON SWATEVACHARKUL

Abstract

The objectives of this study were 1) to investigate the level of learner autonomy of Myanmar Migrant High School students; 2) to investigate the teachers' perceptions of learner autonomy of Myanmar Migrant High School students.

This study took the form of a mixed method quantitative and qualitative design using a questionnaire to collect quantitative data, and semi-structured interview to gather qualitative data for the students. The subjects were 155 Myanmar migrant high school students from New Blood School and Hsa-Thoo-Lei school in Mae-Sot Thailand. The 5-points Likert scale questionnaire consists of two domains behavioral dimension of learner autonomy and psychological dimension of learner autonomy. The-sub domain of behavioral dimension of learner autonomy are cognitive learning strategies and meta-cognitive learning strategies and the sub domain of psychological dimension of learner autonomy are affective learning strategy and motivation. Semi-structured interviews were also conducted to gain insights. For the teachers, the semi-structured interview applied to collect the qualitative data.

The subjects of the teachers were 5 teachers who are teaching English to Myanmar migrant high school students from New Blood School and Hsa-Thoo- Lei School in Mae Sot Thailand.

The findings revealed that the level of students' learner autonomy is at the high level .To elaborate, the findings are at the high level of learner autonomy “behavioral dimension of learner autonomy” and “psychological dimension of learner autonomy” The students are highly motivated to learn English, highly use of affective learning strategy, followed by meta- cognitive learning strategy and cognitive learning strategy .The findings from students' interview revealed five themes: *Theme 1: The attitudes towards English learning*, sub theme 1.1: *Positive attitude towards English learning*, Sub theme 1.2: *Participation in planning the lesson*, *Theme 2: More emphasis on traditional teaching methods*, *Theme 3: Strong Motivation to learn English*, *Theme 4: Students and teachers as the important persons in English learning process* and *Theme 5: Learning responsibly for one's own learning success*. The findings from teachers' interview also revealed the themes which describe teachers' perceptions of learner autonomy towards to their students. The themes are *Theme 1: Learn by themselves as learner autonomy*, *Theme 2: Value of Learner Autonomy*, *Theme 3: Traditional learning methods*, *Theme 4: Internal motivational factors and level of Autonomy*, *Theme 5: Motivation to learn English and the importance of English* and *Theme 6: Students and teachers as the most important in students' learning of English*.

This study provided implications and recommendations for educational administrators, teachers of English, and future researchers in order to apply the findings and to conduct further research on related issues.