# ABSTRACT

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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.