

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

TRAN THI NAM PHUONG

**AN EVALUATION OF STUDENTS' AUTONOMY IN THE
ADVANCED EDUCATION PROGRAM - THAI NGUYEN
UNIVERSITY OF AGRICULTURE AND FORESTRY THROUGH
THE MODEL OF ENGLISH CLUB**

**(Đánh giá năng lực tự chủ của sinh viên chương trình tiên tiến
Đại học Nông Lâm Thái nguyên thông qua mô hình câu lạc bộ tiếng
Anh)**

M.A THESIS

Field: English Linguistics

Code: 8220201

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(APPLICATION ORIENTATION)

Field: English Linguistics

Code: 8220201

Supervisor: Nguyen Thi Hong Minh Ph.D.

THAI NGUYEN - 2019

DECLARATION

I hereby certify that the thesis entitled “**An evaluation of Students’ Autonomy in the Advanced Education Program - Thai Nguyen University of Agriculture and Forestry through the Model of English club**” is the result of my own research for the Degree of Master at the Faculty of Foreign Languages, Thai Nguyen University, and this thesis has not been submitted for any other degrees.

Thai Nguyen, September 2019

Supervisor

Student

Nguyen Thi Hong Minh

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LIST OF ABBRIVIATIONS

AEP	: Advanced Education Program
EFL	: English as a Foreign Language
ELT	: English Language Teaching
IELTS	: The International English Language Testing System
TUAF	: Thai Nguyen University of Agriculture and Forestry

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ABSTRACT

The study intend to examine the autonomy among students in Advanced Program - University of Agriculture - Thai Nguyen University. To the end, 30 students who are memberd of English club in this program were selected to participate in the study. Initially, a survey was carried out to collect the data by introducing a questionnaire and an observation, next students experience 10 week participating in the English club with the activities were chosen by the leaders of the club. After 10 weeks, the survey was conducted the second time, to collected the data. The result of the two surveys were compared and analized, and the outcome of this process was the result of the automomy of students before and after 10 weeks of participation in the English club. The data showed the alteration in positive way of autononomy among students.

Chapter 1: INTRODUCTION

This chapter discusses the reasons for selecting this study, as well as the scope and participants of the study. The structure of this study is also introduced in this chapter.

1.1. Rationale

Recently, learner-center teaching method has been introduced to many schools in Viet Nam, this method is applied to be the placement for teacher-center teaching method that was used for a long time before the revolution of education. The application of a new teaching method revealed the importance of the education that concentrates on the development of students rather than teachers' performance. In other words, the improvement of learners in various aspects should be paid attention. Vietnam culture influenced considerably by the Confucianism owing to the invasion of China in the past, as a result, the ideology of people in Viet Nam partly bears the characteristics of Confucianism which curbed the freedom in classroom of students as well as increased the dependence of students on teachers; that prevented the development of learners' autonomy in both classes and in daily life, while autonomy is an indispensable part of each person's characteristics to help them have a more successful life. According to Benson (2003, p.290), researchers content that the most significant capabilities are those that provide learners with their planning of learning activities, management their progress and evaluation their results. It is noticeable that these abilities are hard to be found in a variety number of students in Viet Nam due to the impact of culture and teaching methodology that have been existing for a long time.

English clubs have gradually become common in Viet Nam, it appeared in not only tertiary institutions but also in secondary and high schools where this kind of learning has demonstrated the effectiveness in English level as well as life skills of students. English clubs could be described as playgrounds where students illustrate their personalities, creativity and values that teachers can hardly recognize in

classrooms. It is worthy noticing that tertiary education emphasises the development of autonomy on students; therefore, there is little of teachers' guidance in these education institutions which leads to the significance of English clubs where students have opportunities to share their experience and help each other in different fields of life.

Since its establishment, English club of Advanced Education Program(EAP) in Thai Nguyen University of Agriculture and Forestry (TUAF) has been showing its attraction to the students of the University due to the fact that the number of members always maintains from 20 to 30 including both Viet Nam students and foreign students. The meeting of the club are held twice a week with the control of a managing board, the club members are involved in the variety of indoor and outdoor activities which are designed creatively and logically, suitable with members' level. In addition, the club plays an pivotal role in the improvement of English speaking skills of students which was proved through results in classes, some members got 5.0 to 5.5 in IELTS tests. The success of this club is undeniable which was acknowledged by both teachers and students in the University, however, there are also aspects changing after participating in activities of English club received no comment from both members and teachers at University. One important aspect that should be received greater attention is the improvement of autonomy has been ignored for a long time despite the fact that the autonomy is a key factor contributing to the well-rounded development of the students in their higher education life.

This thesis was chosen because of the requirement to have an evaluation of learners' autonomy after a period taking part in English club, what are strong points and weak points and what should be implemented to increase the development of autonomy for members of club in particular and for students in general.

1.2. Aim of the study

The study focuses mainly on the investigation of alterations in the students' autonomy after a period taking part in the English club organized by the Advanced - Education Program - Thai Nguyen University of Agriculture and Forestry. Firstly, the study concentrates essentially on the assessment of autonomy among students in Advanced - Education Program. Secondly, the study explores the changes in terms of autonomy of English club participants. Thirdly, the study investigates possibilities and provides recommendations to improve the implementation of the English club for the development of learners' autonomy.

Particularly, it seeks to answer the following questions:

1. How are students in Advanced - Education Program assessed in terms of autonomy through the model of English club?
2. To what extent does the participation in the English club improve learners' autonomy?
3. What could be done to better enhance the implementation of English club in Advanced - Education Program for the improvement of students' autonomy?

1.3. Scope of the study

The study was conducted among students in the Advanced Education Program at Thai Nguyen University of Agriculture and Forestry. The Advanced Education Program trains two majors mainly Food Technology and Environment Management which provides students with one year learning English and 3 years studying major subjects that are taught in English. The participants of the study, mainly the first and second year students with the shortage of English skills, are members of an English club founded 2 years ago with the support in terms of financial and academic aspect by the director of the Program. The operating rule of this club is all members have to join activities using English and there is no usage of books. The meetings take place twice a week with the change of meeting locations from meeting room of library to

coffee shops. The study examined the alterations in the autonomy of 30 students who took part in activities of the English club.

1.4. Significance of the study

The study was conducted with the purpose of measuring the level of autonomy among members of English club at Thai Nguyen University of Agriculture and Forestry and the effects of participation in the English club had made on the participants in order to propose some recommendations for the improvement of the English club in terms of fostering English ability of students.

1.5. Structure of the study

Chapter 1: Introduction - provide an overview of the study

Chapter 2: Literature review - provide theory basement of learners' autonomy and findings of some previous studies to shed light on the significance of the study

Chapter 3: Methodology - an overview of the Dynamic Model which is applied in the survey and research methods for this study.

Chapter 4: Findings and discussions

Chapter 5: Conclusion and recommendations

Chapter 2: LITERATURE REVIEW

This chapter presents the definition of the autonomy, Dynamic model of autonomy, learning environment, extracurricular activities as well as community-based English club.

2.1. Autonomy

2.1.1. Definition

Autonomy has been defined by different researchers throughout the time. Holec (1981, p.3) consider autonomy as “the ability to take charge of one’s own learning”; according to Holec, this capacity is obtained rather than nature. Little (1995, p.176) introduced autonomy “aims to equip learners to play an active role in participatory democracy”. The perspective of Little was supported by Benson (2008, p.4) when he said “because the concept of autonomy in learning draws its meaning from the concept of personal autonomy, it is centrally concerned with the kind of learning that best helps people to lead autonomous lives”. Autonomous life can be interpreted as the individual freedom of choosing goals and relations an important part of a person’s well-being according to Raz (1986, as cited in Benson 2008); in other words, autonomy is the individual freedom and people’s rights to make different choices. Macaro (1997, p.168) presented two main ingredients for the existence of autonomy “autonomy is an ability which is learnt through knowing how to make decisions about the self as well as being allowed to make those decisions”, which means that to be autonomous is not adequate, the learners must be placed under the condition to employ their autonomy.

2.1.2. Dynamic model of Autonomy

Dynamic model of learner autonomy was designed basing on a large number of research with the investigation of perspectives and definitions of different writers around the world. Learner autonomy is a complicated structure with “various dimensions and components” namely a cognitive and metacognitive component, an

effective and a motivational component, an action-oriented component and a social component. Basing on these crucial components, definitions and characteristics of autonomy, a dynamic model of Autonomy and its descriptor which put all these factors into relation was designed. As the explorative - interpretative research was applied, the first versions of dynamic model was discussed workshops with the contribution of experts and researchers, the first workshop was organized at the Centre de Reserches et d'Applications Pédagogiques en Langues at the l'Université de Lorraine. The first versions were introduced in German and French and the translated into English.

The dynamic model of Autonomy was presented in a sphere shape and “entails the dimensions previously identified as being characteristic of learner Autonomy: an action - oriented dimension, a cognitive and metacognitive dimension, an affective and motivational dimension.” Descriptor for each component was introduced with concrete descriptions of “competencies, skills and behavior formulated as can-do statements”.

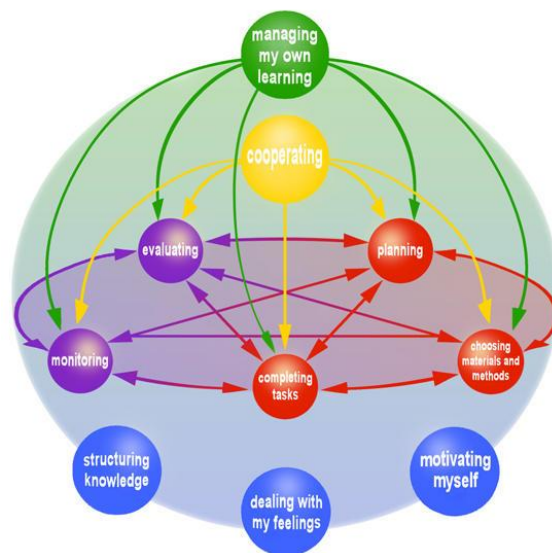


Figure 2.1: Dynamic of learner Autonomy (Tassinari, Maria Giovanna (2010))

Tassinari in 2010 states “this dynamic autonomy model consists of several components. All the components are interconnected and are not organized

hierarchically. Only the category managing my own learning is super-ordinate. The connections between the different components are represented by the arrows.”

There are various aspects of Autonomy which learners or teachers can choose for self- assessment or student assessment with provided questionnaires and explicit descriptor. However, within the limitation of this study, this paper will concentrate mainly on one aspect that related to the activities and characteristics of an English club.

Choosing materials and methods is the skill of selecting a suitable book or materials for learning process which need improving gradually. **Completing tasks** is the component that requires the study place equipped adequately with tools and resources. **Monitoring refers** to the reflection on learning relating subjects from the topic to the learning process which enables someone to realize their own strong points and weak points in learning process. **Evaluating** is the most significant part of the autonomous learning process. “Evaluating one’s own progress and one’s own language competencies is the hardest part of autonomous language learning. It requires practice and normally exchange with other learners, native speakers, learning advisors and teachers.” **Cooperating** is the evaluation of social dimension and interactive dimension of learning language autonomously. The ability to study things with others, to finish the tasks and exchange information with partners as well as the capability of forming plan and reflecting on stages of learning process of each person. **Managing my own learning** is “a superordinate area, which connects all aspects of the learning process” and “summarizes important steps and phases of autonomous learning from the other areas”. **Structuring knowledge** is the common zone of every autonomous phrases and activity.

2.1.3. Autonomy degrees

In 1990s, there were writers who investigated Autonomy in terms of degree, Nunan (1997, p.195) listed five levels of “learner action” which not only involved in the sequence of activity progress in language textbooks but also related to “content”

and “process” including awareness, involvement, intervention, creation and transcendence.

In his paper (1997, p.81), Littlewood stated three-stage model dealing with language acquisition, learning approach and personal development. In terms of language acquisition, Autonomy was considered as the ability to “operate independently with a language” and can use it to convey messages in any contexts - Autonomy as a communicator. In classroom, Autonomy could be defined as the ability of learners to be responsible for their learning - Autonomy as a learner. In larger situations, Autonomy involved in a higher-level which considered Autonomy as a person.

In 1997, Macaro (pp. 170-172) put forward three-stage model relating to “autonomy of language competence”, “autonomy of language learning competence” and “autonomy of choice and action”.

Another point of view came from Scharle and Szabó (2000, p.1), their book named three phase in the development of Autonomy including “raising awareness”, “changing attitudes” and “transferring roles”.

2.2. Language learning environment

2.2.1. Definitions

Schmuck and Schmuck (1978) were the pioneers who introduced the definition of learning environment as what occurs throughout the interaction between teacher-student and student-student and emphasis on components of learning environment namely interpersonal relationships, emotional and structural style of teaching, organization of classrooms, expectations and attitudes of teachers towards students, gender and age of students, level of control, problems of discipline.

In 1995 Entwistle and Tait defined learning environment as the entire learning condition including lectures, assignments, assessments and the availability of learning resources.

Byrne, Hattie and Fraserin 1986 considered ideal learning environment as the place where maximum learning and achievement happen.

Zedan (2010, p.76) shared the similar point of view when describing the desirable learning environment as being “supportive egalitarian, democratic and organized according to pre-determined rules and regulations”.

Miler, Ferguson and Byrne (2000) took the relation between behavior construction and teaching environment into consideration when suggesting that the classroom regime-be it strict or not-and fair actions of the teachers were significant components of the learning environment which affects learning behavior.

2.2.2. Types of learning environment

Throughout the time, the employment of indoor and outdoor learning activities have been improving to boost academic performance and skills among students. According to Malone (2008) if students have the opportunities to expose to both types of learning, their imagination and creativity are expanded. Malone asserted the harmony between indoor and outdoor learning environments verifies the aptitude that learners can perform to exhibit authentic inquiry in various subject areas.

Indoor learning and outdoor learning reveal numerous similarities and differences. Greenaway (1999, as cited in Beard and Wilson, 2006) stated a variety aspects of similarities between indoor and outdoor learning through his stance on indoors and outdoors. First and foremost, students can explore the benefits and drawbacks of both learning environments through powerful images and neutral setting. Second, students have the opportunities to manage their own learning owing to the responsibilities they are in charge of when exposing to both environment. Third, the dimension of knowledge that students acquire depending on the investigation they make into both environments. Finally, the diversity of learning and teaching approaches can be applied in both indoors and outdoors to motivate the learning process of students. It is also agreed by many scholars worldwide that learning

environments are adjusted to be suitable with the aim of imparting knowledge, understanding, skills and attitudes effectively.

Spodek and Saracho (2006) believed that indoors and outdoors are two separate worlds; one of the differences between two environments is outdoors motivate more type of activities than indoors; the open space allows more movements for students while the indoors is limited by the size of classroom. According to Bruce in 2010 sensory learning experiences are available in the outdoors; students can experience the plants in the nature, feel its textures, colors and shapes, hear the sound of feet stepping on dry leaves.

There is a large amount of research on the influence of indoor learning on enhancing the performance of students in science understanding. Wardle in 2004 claimed that immerse indoor environments and positive influence on the quality of learning process; if indoor classrooms are designed in harmony with some factors of outdoors, students' interests and needs can be improved. The indoors can be associated with a wide range of resources and materials to supply the learning of science in the majority of room setting unlike the outdoors, according to Bruce (2010). On the other hand, Jackman in 2011, indoor learning limits the motivation and interest of students for many reasons. He insisted that the noise effect can curb the concentration of students; therefore, calm but active classroom is necessary to enhance the effectiveness of learning process.

According to Jeffery (2006), outdoor learning enhances students' enjoyment and willingness to take part in the outdoors rather than indoors. Fox and Avramidis (2003, as cited in Rickinson, 2004) supported that the outdoors "learning objectives are achieved alongside enjoyable and challenging activities which cannot be performed in conventional settings". Broda (2007, as cited in Hayden, 2012) said that "outdoor education motivates the reluctant learner, adds variety to teaching and learning; helps increase student achievement...and is compatible with many current practices in education". The outdoor environment offers the space for operating different teaching and learning activities, hence students' academic performance has

the possibility to be improved. Nevertheless, in 2011, White present certain negative impacts of outdoor learning that hinder the development of learning process among students owing to the time wasting activities and physical condition of students.

2.3. Extracurricular activities

2.3.1. Definitions

Extracurricular activities are all activities that take place out of the regular school curriculum. According to Holloway (1999, p.87) stated that “the activities are coluntary, and students do not recieve grades for academic credit for them”. These activities are organized outside of the school curriculum, but within the setting of the school. These activities are defined as something done for pleasure and purpose that related a group (Merriam-Webster, 2016). Cadwallader (2002) defined extracurricular activities as the activities that students take part in after the regular school day finished.

2.3.2. Benefits of extracurricular activities

In 2001, Beson defined the definition of “out-of-class-learning” as “any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning”. When investigating the variety of activties students can select, it is significant to take benefits of these activities into consideration; Eccles (2003) stated that when taking part in voluntary, school-organized or extracurricular activies, participants will gain school participation and achievement due to the fact that interpersonal skills, positive social norms, membership and stronger connection among people are improved. Daley & Leahy, 2003, emphasised the importance of participating in extracurricular physical activities that affected the mental well-being of young participants by releaving stress, keeping fit and having the feeling of confidence of appearances. Extracurricular activities help to improve students’ life and they provide students with additional skills that will be usefull for their future life (Reynolds, 1996). Klesse in 1994 recognized

the positive relationship between involvement in extracurricular activities and success in many aspects of life.

2.3.3. Relationship between autonomy and extracurricular activities

Language learning environment allows students to practise more that involves students in learning and become successful learners. Learners are successful when they possess the capability of applying different metacognitive learning strategies basing on different and effective learning conditions. According to Wenden (1998), effective metacognitive strategies include planning personal aims and criteria for evaluating learning performance. Continuously assessing learning process provides learners with the opportunities to work out the reasons for their successes and failures, as well as learn from their own and others mistakes (Rodriguez Manzanares & Murply, 2010). When learners obtain these metacognitive strategies and have the ability of managing their learning, they can see themselves as monitor of their own learning (Victori and Lockhart, 1995, p.224). As a result, when students start to be responsible for their autonomous learning and obtain success, they will realize their own success depending on them.

According to Balçikanli (2010), autonomy in out of class language learning activities allow students to be confident and encourage them to make their own decisions. Furthermore, if learners are approaching out of class language activities autonomously, they will possess more positive points of view about English learning, according to Wu (2012). Therefore, when the positive attitude towards language learning is formed, students are tend to maintain their autonomous learning (Cotterall, 1999).

“Interdependence” is necessary component of learner autonomy, autonomy out of the class can be organized in communities where relationships and experiences of learners must be taken into account (Borrero & Yeh, 2010); according to them, this consideration will develop students’ English speaking ability, their feelings about success as well as steady interdependence relationship. Therefore, Gao in 2009 stated that the learners’ participation in the community enhance their autonomous learning.

2.4. Community-based English club

2.4.1. Definition

The club is a worldwide phenomenon concept, community-based English clubs are informal meetings of people who gather according to a schedule and often voluntarily; members of clubs come from different parts of a community, town, village or school for practicing English, they can be professionals or students at different levels, they commit to speaking English during the meetings and they are willing to participate in activities encouraging their English. The primary aim motive of English club is to communicate and practise English in terms of reading, writing, listening, speaking as well as critical thinking by discussing real-life problems and exposing themselves to real conversations. Many researchers support the operation of English club, according to Au (1998), language acquisition is most effective when people apply language for meaning targets and make connection with experience, knowledge, culture through authentic language practice.

2.4.2. Activities in community-based English club

Debate is a discussion about a topic that different people have different views; it enables speakers to express their points of view.

Presentation is a process of illustrating a topic to the audience. It is helpful for practicing speaking and express stance towards a problem. The length of a presentation depends on the speaker or speaking situation.

Poster making is a process of choosing a topic and designs a suitable picture to demonstrate the designer' idea to show on a large paper.

Scavenger hunt is a game that organizers prepare a list of requiring items which the players have to seek and gather. It is usually played in teams.

Role-play is the shift of an individual' behavior to assume a different role that usually has no common with the actor' real characteristics.

Free talk in the coffee shop is an activity that people gather in a shop and have informal conversations about every aspect of life. The purpose of this activity is to create a comfortable environment for people to express their thoughts.

2.5. Previous studies

Maria Giovanna Tassinari (2016) carried out a study at a university Berlin, German; in this study a dynamic model of autonomy was applied to exam the “the dimensions of autonomy and their sub-elements were integrated within a dynamic model for initiating and continuing pedagogic dialogue between students and their teachers and advisors”. The model was proved to be reliable due to the fact that it provided a clear picture for both teachers and learners.

In 2018, Gokhan Yigit & Ozgur Yildirim conducted a study about the perceptions of ELT students related to autonomy in language learning in order to have an insight into the perceptions of ELT students related to learner autonomy among 20 students from the 1st year to 4th year. The data of the study was collected through interviews and analyzed qualitatively in terms of the year of study and the gender. The result showed that the majority of the students possessed similar responsibilities, abilities, and activities. Furthermore, the result showed that different genders show the similar level of importance on responsibilities, abilities and activities, however they had different explanations for giving importance to those aspects. Participants also gave some definitions defining learner autonomy and they illustrated the various notions of learner autonomy.

In 2017, Dilek Cakici conducted a study of an investigation of learner autonomy in Turkey EFL context, the study examined the beliefs of teachers about the level of involvement of teacher in decision making process relating to aspects of learner autonomy. The purpose of the research was to find out the perceptions of learning autonomy of teachers and explore the influence if gender on the views possessed by prospective English as a foreign language teachers. There were 88 participants including 54 females and 34 males in this study. The data were collected

by the questionnaire “Learner Autonomy: the Teachers’ View”. The data then were analyzed in form of percentage level for related items. The results showed that EFL student teachers tended to more responsible in certain aspects of learner autonomy, while dependent on teacher’s support and guidance in other aspects. In addition, the results indicated that males and females held similar views about learner autonomy in EFL context, except for three different aspects showed a clear gap between two genders.

In 2016, Hoi Wing Chan conducted a study about popular culture, English out-of-class activities, and learner autonomy among highly proficient secondary students in Hong Kong. The study showed the ways and the reasons for the participants of proficient learners of English with the concentration on their development of learner autonomy. There were 6 highly proficient secondary school students were selected to take part in the study. The data were collected by interviews and language learning journals. The results showed that participants mainly engaged in self-initiated, interest-driven out-of-class learning, through which they improved result in school and began to develop their autonomy. The result also indicated that out-of-class learning and school performance motivated the growth of each other.

In 2014, Martha Isabel Díaz Ramírez conducted a study about developing learner autonomy through project work in an ESP (English for Specific Purposes class). The data were collected by field notes, semi-structured interviews, questionnaires, students’ artifacts, and video recordings. The results of the study showed that cooperative work in purpose of achieving common interests and support could motivate learner autonomy. The results also presented that students showed self-regulation in regard to facing failures through learning tactics and inside motivation deduced the expectation for accomplishment and knowledge to fulfill a learning goal.

In 2018, Hoang Thu Ba conducted a study of using the Internet to promote business learners’ autonomy in Vietnam. The study was aimed to exam the effectiveness of the Internet usage in boosting business learners’ autonomy and

improving their learning skill. The questionnaires and interviews were employed in this study with the participation of 200 third-year students and 10 teachers of English at the University of Thuong Mai. The qualitative approach was applied in this study and the result showed that students were aware of the autonomy; however, the usage of the Internet was ineffective. Therefore, the study suggested some pedagogical implications that could be used to help teachers realize the role of the Internet in improving learners' autonomy inside and outside of the class.

In 2010, Tin Tan DANG conducted a study about learner autonomy in EFL studies in Vietnam: a discussion from sociocultural perspective. The data was selected from large-scale project and personal reflections to discuss the implementation of local learner autonomy practices and introduced some directions for further research that was teacher needed to take into consideration the local socio-cultural characteristics.

Until now, there has been no studies of autonomy conducted in Thai Nguyen University of Agriculture and Forestry. The level of autonomy and its influence on students has been a question waiting for answers, this paper with the application of dynamic model of Autonomy will investigate the shift in students' level of Autonomy when they take part in English club, from this, the suggestions to improve their autonomy and the autonomy would change their English study process to what extent.

Chapter 3: METHODOLOGY

This chapter discusses the subjects of the study, research method including action research and mixed method, data collection instruments namely questionnaire and observation. The procedure of data collection and data analysis are also presented in this chapter.

3.1. Participants of the study

Participants of the study were 30 students in Advanced-Education Program at University of Agriculture and Forestry. They are members of an English club organized and managed by the Program with the purpose of motivating the English learning process among students and creating a healthy environment for students to participate in after the classes. They are first and second year students with 12 females and 18 males aging from 18 to 20 years. The majority of the participants are people from Thai Nguyen city, some of them from different provinces namely Bac Giang, Lang Son, Nam Dinh. They are studying English course lasting for 1 year provided by the Program in order to equip them with necessary English skills before they enter 3 years of studying major subjects. The course is divided into 2 terms the first term is the introduction of basic everyday English owing to the fact that the level of English among first year students is relatively low in comparison with the requirement of the major subjects; the second term is the preparation for the IELTS test, the expectation outcome is IELTS band score of 4.5. Four English skills are emphasised on during the course namely speaking, writing, reading and listening with the coursebooks are selected carefully by teachers of the program. First year students are not familiar with the new learning environment at university because they have just experienced a transition from high school to higher education institution; therefore, there are a variety of challenges they have to confront to get on well with new peers and new learning environment.

30 students took part in the English club organized by students to help each other study better. There were two meetings per week on Thursdays and Saturdays,

there were a management board with 3 members who decided activities for every meeting. The management board found out activities from the internet and selected the most suitable activities for their club including: scavenger hunt, debate, free talk in coffee shop to create the English speaking environment for every member of the club.

3.1.1. Respondents of the questionnaires

30 students who are members of the English club took part in the questionnaires. They experienced activities of the English club that paved the way for the possibility that they could provide precise answer for each question in the questionnaire.

3.2. Research method

With the purpose of investigating the changes in Students' Autonomy through the Model of English club. The study was conducted in the University of Agriculture and Forestry with 30 participants who are the members of English club organized and managed by the students of Advanced Education Program. The majority of the participant is first year students.

3.2.1. Action research

Action research is a useful tool for educators to conduct studies on various fields. The concepts of action research was introduced by some scholars.

According to Kemmis & Mc Taggart, 1982, "*Action research can be defined as a combination of the terms "action" and "research" Action research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching, and learning. The ultimate result is improvement in what happens in the classroom and school*".

In his paper, Wallace defined "*Action research is a strategy for teacher to make changes and develop professionally by reflecting on their own everyday teaching.*" (1998, p.16)

From a different viewpoint Harmer stated that “*Action research is the name given to a series of procedures teachers can engage in either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures*” (2002, p.p.344-345).

There are some models of action research that were put forward in different papers, in 1995, McBride & Schostak stated a model of 8 steps to implement the action research



Figure 3.1: Action research cycle

It is noticeable from the diagram provided above that, the cycle process starts with the identification of the problem area, followed by collecting initial data, from which survey was conducted to confirm the problem stated in stage 1. After that, the data collected from the first survey, some adjustments in activities are introduced and are analyzed to form the hypothesis and to have data to compare and contrast with the post survey. The next step of this action research study is planning action.

In this study, the research action is applied in the period of collecting data; the researcher will look at the activities, topics for discussions and the participation of the club members to analyze the influence of these factors to the autonomy of the participants.

3.2.2. Mixed method

In this study, both quantitative research and qualitative research are flexibly adapted in order to be suitable for context and aim of this study. The first and post survey are conducted with questionnaires to compare and contrast the variation in the autonomy among participants. The data collected from questionnaires will be analyzed quantitatively to draw the differences between participants.

3.3. Data collection instruments

This study employed questionnaires to collect data from the subjects. The researcher decided to make use of questionnaire due to the fact that Questionnaires provide the researcher with the capability of collecting a significant amount of data at relatively little cost. Questionnaire distributed by post can be posted to the target group, and the respondents can opt for the answer whenever it is most convenient for them (Gilbert 2001). This study also employed the observation to collect and compare data.

3.3.1. Questionnaire

Questionnaires are employed in this study due to the convenience they offer, students could complete the questionnaire when it was convenient for them, and the questionnaires were sent to emails of the participants, as a result, they had the sense of freedom and had no influence from surrounding environment; therefore the reliability of the answers were improved. Moreover, students had different learning schedule, it was difficult for the researcher to meet them in person to collect data.

There are 2 questionnaires were used in this study, these questionnaires were designed to answer the research questions that were posed at the beginning of the study. One questionnaire was used twice before and after 10 weeks of participating

in the English club to evaluate the autonomy among students; and to investigate the alteration in autonomy of students. The second questionnaire was used to exam the operation of the English club and to suggest some recommendations for the implement of the English club in the future. The first questionnaire is designed basing on the Dynamic model with nine different criteria, the latter was designed according to the activities that were applied during the meeting process of the club.

Questionnaire 1 consisted of 9 sections with the scale from 1 to 5 (1=always true, 2=usually true, 3=true, 4=rarely true, 5= never true). Section 1 aimed at investigating the aspect of choosing materials and methods including 4 questions. Section 2 aimed at investigating the aspect of completing tasks with 3 questions. Section 3 aimed at investigating the aspect of monitoring with 3 questions. Section 4, 5 and 6 aimed at investigating the aspect of evaluating, cooperating and managing my own learning with 2 question respectively. Section 7 aimed at investigating the aspect of the structuring knowledge with 1 question. Section 8 aimed at investigating the aspect of the dealing with my feeling including 2 questions. Section 9 aimed at investigating the aspect of motivating myself with 1 question.

Questionnaire 2 consisted of 4 sections, the first section aimed at examing the frequency of participation among students with scale from 1 to 4 (1=always, 2=usually, 3=often, 4=rarely). The section 2 aimed at investigating the usefulness and the interest of the activities used in English club with scale from 1 to 4 (1= very useful/ very interesting, 2=somewhat useful/ somewhat interesting, 3= not very useful/ not very interestion, 4=not at all usefull/ not at all interesting). Section 3 aimed at investigating the difficulties students confronted when participating in the club. Section 4 aimed at explore the recommendations that students can make to improve the implement of the English club.

3.3.2. Observation

The observation was employed in the study to collect the data about the autonomy of students during meetings of the English club in order to see the effect of the participant in the club on students .

The observation sheet was adapted from the the Dynamic model with aspects selected from nine aspects of autonomy according to Dynamic model. Each item of the observation was scored on a scale of 1 to 4 including All students=4; most of students=3; some of students=2, no students=1. The observation sheet investigated the number of students who had the ability of completing the task and controlling their feeling during the meeting. The observation also investigated the activeness of students in their group work and the ability of speaking out new knowledge that did not provided in the English coursebook of students.

3.4. Procedures of data collection

Step 1: questionnaire about the autonomy of students was used to collect the data about the level of autonomy among subjects.

Step 2: questionnaire about the autonomy of students was employed after 10 weeks to investigate the shiftment in the automony among subjects.

Step 3: questionnaire about English club activities was applied to collect the data about the effectiveness of activities applied in the English club.

3.5. Procedures of data analysis

The software **Statistical Package for the Social Sciences** (SPSS version 20) was used to analyze the data after being collected from step 1, 2 and. Data from step 2 was compared with data from step 1 to see the difference between two stages.

Cronbach alpha was introduced by Lee Cronch in 1951 to provide a measurement of internal consistency of a test or scale expressed a number from 0 to 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct; therefore it is connected to the inter-relatedness of the items within the test. Reliability estimates show the amount of measurement error in a test. Put simply, this interpretation of reliability is the correlation of test with itself. There are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95. A low value of alpha could be due to a low number of questions, poor interrelatedness between items or heterogeneous constructs. The Cronbach alpha was used to exam the reliability of the questionnaires.

Chapter 4: FINDINGS AND DISCUSSIONS

This chapter reports the findings drawn from the data which were collected to reveal the answers to the research questions. The data collected questionnaires and observations will be analyzed to give answers for the research questions.

4.1. Results of the pre-survey questionnaire about autonomy

Table 4.1: results of the pre-survey questionnaire

	Always true	Usually true	True	Rarely true	Never true
1. Choosing materials and methods					
1.1. I search different sources for the materials need for my learning.	0	0	6.7%	23.3%	70%
1.2. I decide which materials I will use based on my learning need.	0	0	6.7%	30%	36.3%
1.3. I search new learning methods if I get bored with my current one.	0	0	13.3%	10%	64.7%
1.4. I decide which learning method is used for one specific situation.	0	0	10%	16.7%	73.3%
2. Completing tasks					
2.1. I always organize a time and a place for my learning.	0	0	3.3%	30%	66.7%
2.2. I set myself a task.	0	0	3.3%	26.7%	70%

	Always true	Usually true	True	Rarely true	Never true
2.3. I can carry out my learning plan in order to achieve my goal.	0	0	6.7%	23.3%	70%
3. Monitoring					
3.1. I recognize my strengths and my weaknesses.	0	0	10%	30%	60%
3.2. I recognize what prevent me from completing a task.	0	0	10%	33.3%	56.7%
3.3. I always reflect on my learning.	0	0	13.3%	30%	56.7%
4. Evaluating					
4.1. I evaluate my learning process.	0	0	6.7%	33.3%	70%
4.2. I evaluate my materials and resources for learning.	0	0	6.7%	26.7%	66.7%
5. Cooperating					
5.1. I want to learn with others.	0	0	6.7%	33.3%	60%
5.2. I decide when to operate with others.	0	0	6.7%	26.7%	66.7%
6. Managing my own learning					
6.1. I set goal for my learning.	0	0	3.3%	26.7%	70%
6.2. I plan my learning independently.	0	0	3.3%	23.3%	73.3%
7. Structuring knowledge					
7.1. I know what I need to complete a task or achieve a goal in my learning.	0	0	3.3%	33.3%	36.3%
8. Dealing with my feelings					
8.1. I am aware of my feelings.	0	0	3.3%	26.7%	70%
8.2. I can control my feeling when I am learning.	0	0	10%	23.3%	66.7%
9. Motivating myself					

	Alway s true	Usually true	True	Rarely true	Never true
9.1. I motivate myself in a way that works for me.	0	0	6.7	36.7	56.7

1=always true, 2= usually true, 3=true, 4=rarely true, 5= never true

The table illustrates the result of the first questionnaire which investigated the autonomy among students at Advanced-Education Program.

It is noticeable that the majority of the students had no awareness of autonomy in all examined aspects; a very small number of them showed relatively low level of autonomy.

Taking choosing materials and methods into consideration, a large number of respondents chosen the option of never true; the ability of searching different sources of materials, searching new learning methods and deciding learning method for specific situation constituted the highest percentage with around 70%; while the ability of deciding materials to use took about 36%. Lower than 30% of the respondents chosen the choice of rarely true in all four provided questions and under 15% of them had the choice of true.

Regarding the aspect of completing the task, about 70% of the respondents said that they never organized the time and place for their learning, set themselves a task or carry out their leaning plan to achieve their goal. Approximately 30% of the respondents rarely did the aspects investigated and lower than 7% of them made the selection of true.

Regarding the capability of monitoring, around 60% of respondents accepted that they never recognized their strengths and weaknesses, the obstacles for their task completion or reflect on their learning. About 30% of them said that rarely did the examined aspects and about 10% of them made the choice of doing.

Take the ability of cooperating into account, about 65% of the respondents said that they never wanted to learn with others or decided when to operate with others; while about 30% of them accepted that they rarely did these activities and a mere of 7% of the respondents did these activities.

Regarding the aspect of managing learning, around 70% of the respondent accepted that they never set goal for their learning or planned their learning independently. While about 25% of them rarely did these activities and a mere of 3% of the respondents did.

Taking structuring knowledge into consideration, around 35% of the participants accepted that they never or rarely know what they need to complete a task or achieve a goal in their learning. And about 3% of them did these activities.

Regarding the ability of dealing with feelings, around 65% of the respondents said that they never had the awareness of their feelings or control their feeling when they are learning. About 25% of them rarely did these activities and lower than 10% of did.

Regarding self - motivating ability, about 55% of the respondents agreed that they never motivated themselves in a way that works for them. 36% of them rarely did and about 6% of them did.

This illustrated a low level of autonomy among students, a majority of them rarely or never did actions illustrating autonomy in all aspects investigated.

Table 4.2: Statistics of the result of the pre-survey questionnaire

	N	Min	Max	Mode	Mean	Std. Deviation
I search different sources for the materials need for my learning.	30	3	5	5	4.63	0.615
I decide which materials I will use based on my learning need.	30	3	5	5	4.57	0.626

	N	Min	Max	Mode	Mean	Std. Deviation
I search new learning methods if I get bored with my current one.	30	3	5	5	4.63	0.718
I decide which learning method is used for one specific situation.	30	3	5	5	4.63	0.669
I always organize a time and a place for my learning.	30	3	5	5	4.63	0.556
I set myself a task.	30	3	5	5	4.67	0.547
I can carry out my learning plan in order to achieve my goal.	30	3	5	5	4.63	0.615
I recognize my strengths and my weaknesses.	30	3	5	5	4.5	0.682
I recognize what prevent me from completing a task.	30	3	5	5	4.47	0.681
I always reflect on my learning.	30	3	5	5	4.43	0.728
I evaluate my learning process.	30	3	5	5	4.53	0.629
I evaluate my materials and resources for learning.	30	3	5	5	4.6	0.621
I want to learn with others.	30	3	5	5	4.53	0.629
I decide when to operate with others.	30	3	5	5	4.6	0.621
I set goal for my learning.	30	3	5	5	4.67	0.547
I plan my learning independently.	30	3	5	5	4.7	0.535
I know what I need to complete a task or achieve a goal in my learning.	30	3	5	5	4.6	0.563
I am aware of my feelings.	30	3	5	5	4.67	0.547
I can control my feeling when I am learning.	30	3	5	5	4.57	0.679

	N	Min	Max	Mode	Mean	Std. Deviation
I motivate myself in a way that works for me.	30	3	5	5	4.5	0.63
Valid N (listwise)	30					

1=always true, 2= usually true, 3=true, 4=rarely true, 5= never true

The table shows the statistics of the first questionnaire with maximum value is (5) and minimum value is (3); the Mode of all aspects is (5). The aspect of choosing materials and methods has Mean ranging from (4.57) to (4.63); the aspect of completing tasks has Mean ranging from (4.63) to (4.67); the aspect of monitoring has Mean ranging from (4.43) to (4.50); the aspect of evaluating has Mean ranging from (4.53) to (4.60); the aspect of cooperating has Mean ranging from (4.53) to (4.60); aspect of managing my own learning has Mean ranging fro (4.67) to (4.70); the aspect of structuring knowledge has the Mean of (4.6); the aspect of dealing with my feelings has the Mean ranging from (4.57) to (4.57), the aspect of motivating myself has the Mean of (4.50). As a result, the autonomy of students in all aspects investigated was relatively low; they rarely or never did activities performing the autonomy.

4.2. Results of the post-survey questionnaire about autonomy

Table 4.3: Results of the post-survey questionnaire

	Always true		Usually true		True		Rarely true		Never true	
	pre	post	pre	post	pre	post	pre	post	pre	post
1. Choosing materials and methods										
1.1 .I search different sources for the materials need for my learning.	0	10%	0	33.3%	6.7%	50%	23.3%	6.7%	70%	0
1.2. I decide which materials I will use based on my learning need.	0	10%	0	33.3%	6.7%	53.3%	30%	3.3%	36.3%	0

	Always true		Usually true		True		Rarely true		Never true	
1.3. I search new learning methods if I get bored with my current one.	0	10%	0	33.3%	13.3%	50%	10%	6.7%	64.7%	0
1.4. I decide which learning method is used for one specific situation.	0	13.3%	0	26.7%	10%	50%	16.7%	10%	73.3%	0
2. Completing tasks										
2.1. I always organize a time and a place for my learning.	0	3.3%	0	53.3%	3.3%	43.3%	30%	0	66.7%	0
2.2. I set myself a task.	0	6.7%	0	43.3%	3.3%	43.3%	26.7%	6.7%	70%	0
2.3. I can carry out my learning plan in order to achieve my goal.	0	13.3%	0	30%	6.7%	53.3%	23.3%	3.3%	70%	0
3. Monitoring										
3.1. I recognize my strengths and my weaknesses.	0	10%	0	33.3%	10%	50%	30%	6.7%	60%	0
3.2. I recognize what prevent me from completing a task.	0	10%	0	33.3%	10%	50%	33.3%	6.7%	56.7%	0
3.3. I always reflect on my learning.	0	13.3%	0	36.7%	13.3%	50%	30%	0	56.7%	0
4. Evaluating										
4.1. I evaluate my learning process.	0	3.3%	0	36.7%	6.7%	56.7%	33.3%	3.3%	70%	0
4.2. I evaluate my materials and resources for learning.	0	6.7%	0	30%	6.7%	53.3%	26.7%	10%	66.7%	0
5. Cooperating										
5.1. I want to learn with others.	0	13.3%	0	40%	6.7%	43.3%	33.3%	3.3%	60%	0
5.2. I decide when to operate with others.	0	13.3%	0	46.7%	6.7%	40%	26.7%	0	66.7%	0
6. Managing my own learning										
6.1. I set goal for my learning.	0	10%	0	33.3%	3.3%	53.3%	26.7%	3.3%	70%	0
6.2. I plan my learning independently.	0	10%	0	33.3%	3.3%	50%	23.3%	6.7%	73.3%	0
7. Structuring knowledge										
7.1. I know what I need to complete a task or achieve a goal in my learning.	0	6.7%	0	30%	3.3%	46.7%	33.3%	16.7%	36.3%	0

	Always true		Usually true		True		Rarely true		Never true	
8. Dealing with my feelings										
8.1. I am aware of my feelings.	0	10%	0	43.3%	3.3%	46.7%	26.7%	0	70%	0
8.2. I can control my feeling when I am learning.	0	10%	0	33.3%	10%	53.3%	23.3%	3.3%	66.7%	0
9. Motivating myself										
9.1. I motivate myself in a way that works for me.	0	10%	0	33.3%	6.7%	50%	36.7%	6.7%	56.7%	0

1=always true, 2= usually true, 3=true, 4=rarely true, 5= never true

The table illustrates the result of the post-survey after 10 weeks of participation in the English club.

It is obvious that respondents of the survey said that they did actions that presented their autonomy; there was a clear shift towards the positive result.

Regarding the aspect of choosing materials and methods, there was around 10% of the respondents said that they always did investigated actions; while there was about 30% of them accepted that they usually performed these activities and around 50% of them did these actions and below 10% of them rarely did these actions. No one had the respondent of never did these actions which is completely different from the previous survey.

Taking completing tasks into consideration, around 10% of the respondents said that they always did examined actions, around 50% of them accepted that they usually did or did investigated actions; below than 7% of the subjects they rarely performed completing task actions and no student chosen the option of never performing these actions.

Regarding the aspect of monitoring, about 10% of the respondents said that always did investigated actions; about 40% of them accepted that they usually did or did these actions; while below 7% of them said that they rarely did these actions and no subject had the choice of never performing these actions.

In terms of evaluating, around lower than 7% of the subjects agreed that they always performed these actions; about 30% of the subjects said that they usually did these actions and about 55% did these actions and lower than 10% of them rarely did; meanwhile there is 0% of the subjects accepted that they never did.

Regarding the aspect of cooperating, around 13% of the respondents said that they always did the investigated actions; about 40% of the respondents agreed that they usually did or did and below 10% of them said they rarely did.

Taking the aspect of managing my own learning into consideration, there was 10% of the subjects said that they always performed questioned actions, about 33% of them agreed that they usually did; around 50% of them said that they did and lower than 7% of them said that they rarely did; while, there was no option of never doing.

With reference to the aspect of structuring knowledge, 6.7% of the subjects said that they always performed the investigated action; 30% of them said that they usually did, 46.7 % of them did and 16.7% of them said they rarely did; while no one chosen the choice of never.

Regarding the aspect of dealing with my feelings, 10% of the respondents always did the examined actions, around 40 % of them said that usually did or did and lower than 3.5% of them rarely did.

Taking motivating myself into account, the number of the respondents who always did investigated action stood at 10%, this number for usually did was about 33% and 50% of the subjects said that they did while 6.7% rarely did and no one never did.

This showed a positive alteration in autonomy of students after 10 weeks; they did or usually did actions indicating autonomy in all aspects investigated.

Table 4.4: statistics of the post-survey questionnaire result

	N	Min	Max	Mean	Mode	Std. Deviation
I search different sources for the materials need for my learning.	30	1	4	2.53	3	0.776
I decide which materials I will use based on my learning need.	30	1	4	2.5	3	0.731
I search new learning methods if I get bored with my current one.	30	1	4	2.53	3	0.776
I decide which learning method is used for one specific situation.	30	1	4	2.57	3	0.858
I always organize a time and a place for my learning.	30	1	3	2.4	2	0.563
I set myself a task.	30	1	4	2.5	2	0.731
I can carry out my learning plan in order to achieve my goal.	30	1	4	2.47	3	0.776
I recognize my strengths and my weaknesses.	30	1	4	2.53	3	0.776
I recognize what prevent me from completing a task.	30	1	4	2.53	3	0.776
I always reflect on my learning.	30	1	3	2.37	3	0.718
I evaluate my learning process.	30	1	4	2.6	3	0.621
I evaluate my materials and resources for learning.	30	1	4	2.67	3	0.758
I want to learn with others.	30	1	4	2.37	3	0.765
I decide when to operate with others.	30	1	3	2.27	3	0.691
I set goal for my learning	30	1	4	2.5	3	0.731
I plan my learning independently.	30	1	4	2.53	3	0.776

	N	Min	Max	Mean	Mode	Std. Deviation
I know what I need to complete a task or achieve a goal in my learning.	30	1	4	2.73	3	0.828
I am aware of my feelings.	30	1	3	2.37	3	0.669
I can control my feeling when I am learning.	30	1	4	2.5	3	0.731
I motivate myself in a way that works for me.	30	1	4	2.53	3	0.776
Valid N (listwise)	30					

1=always true, 2= usually true, 3=true, 4=rarely true, 5= never true

The table shows the statistics of the first questionnaire with maximum value is (4) and minimum value is (1); the Mode of almost aspects is (3). The aspect of choosing materials and methods has Mean ranging from (2.50) to (2.57); the aspect of completing tasks has Mean ranging from (2.40) to (2.50); the aspect of monitoring has Mean ranging from (2.37) to (2.53); the aspect of evaluating has Mean ranging from (2.60) to (2.67); the aspect of cooperating has Mean ranging from (2.27) to (2.37); aspect of managing my own learning has Mean ranging fro (2.50) to (2.53); the aspect of structuring knowledge has the Mean of (2.73); the aspect of dealing with my feelings has the Mean ranging from (2.37) to (2.50), the aspect of motivating myself has the Mean of (2.53). This showed a clear alteration in the autonomy of students after 10 weeks, they did or usually did actions that demonstrated the autonomy in 9 investigated aspects of Dynamic model.

Table 4.5: Pair differences between pre-survey and post-survey

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	2.100	1.094	.200	1.692	2.508	10.515	29	.000
Pair 2	2.033	.964	.176	1.673	2.393	11.549	29	.000
Pair 3	2.267	.640	.117	2.028	2.506	19.408	29	.000
Pair 4	2.067	.640	.117	1.828	2.306	17.696	29	.000
Pair 5	2.233	.568	.104	2.021	2.446	21.524	29	.000
Pair 6	2.167	.592	.108	1.946	2.388	20.043	29	.000

Pair 7	2.167	.648	.118	1.925	2.409	18.322	29	.000
Pair 8	1.967	1.098	.200	1.557	2.377	9.810	29	.000
Pair 9	1.900	.607	.111	1.673	2.127	17.133	29	.000
Pair 10	2.067	.450	.082	1.899	2.235	25.167	29	.000
Pair 11	1.933	.583	.106	1.716	2.151	18.154	29	.000
Pair 12	2.067	1.048	.191	1.675	2.458	10.798	29	.000
Pair 13	2.167	.592	.108	1.946	2.388	20.043	29	.000
Pair 14	2.333	.479	.088	2.154	2.512	26.655	29	.000
Pair 15	2.167	.648	.118	1.925	2.409	18.322	29	.000
Pair 16	2.167	1.020	.186	1.786	2.548	11.636	29	.000
Pair 17	1.867	.507	.093	1.677	2.056	20.149	29	.000
Pair 18	2.300	.596	.109	2.077	2.523	21.138	29	.000
Pair 19	2.067	.450	.082	1.899	2.235	25.167	29	.000
Pair 20	1.967	.556	.102	1.759	2.174	19.372	29	.000

The table illustrates the pair differences between pre-survey and post-survey of the aspects of autonomy investigated in the study. All of the p value = .000 which could be concluded that there was a high possibility of improvement among students in all aspects of autonomy investigated in this study.

Table 4.6: Realibility of the pre-survey and post-survey results

Cronbach's Alpha	N of Items
.714	40

Regarding the Cronbach's Alpha value of the pre-survey and post-survey is 0.714. Based on this reliability test, it can be concluded that these research instruments are of acceptable internal reliability.

4.3. Results of the questionnaire about the implement of the English club

4.3.1. Frequency of participation

Table 4.7: Frequency of participating in the English club

	Frequency	Percent	Valid Percent	Cumulative Percent
always	17	56.7	56.7	56.7
Valid usually	11	36.7	36.7	93.3
often	2	6.7	6.7	100.0

Total	30	100.0	100.0
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The two tables present the frequency of participation of the students during 10 weeks.

It is noticeable that students took part in the English club with a high frequency.

There are 56.7% of the students always joined the meetings of the English club; the number of the students who usually participated in meetings of the English club was 36.7% and this number for those who often participated in was a mere of 6.7%. there was no student who never took part in the meetings of the club.

4.3.2. Levels of usefulness and interest of activities employed in the English club

Table 4.8: Results of the level of usefulness and interest survey

	Level of usefulness				Level of interest			
	1	2	3	4	1	2	3	4
Debate	26.7%	36.7%	23.3%	13.3%	3.3%	36.7%	53.3%	6.7%
Presentation	53.3%	30%	10%	6.7%	3.3%	26.7%	46.7%	23.3%
poster making	6.7%	36.7%	46.7%	10%	3.3%	26.7%	53.3%	16.7%
Scavenger hunt	13.3%	50%	30%	6.7%	70%	20%	10%	0
Role play	10%	30%	43.3%	16.75%	3.3%	73.3%	20%	3.3%
free talk in coffeeshop	56.7%	33.3%	10%	0	60%	30%	10%	0

1=very useful/interesting; 2=somewhat useful/interesting; 3=not very useful/interesting; 4=not at all usefull/interesting

The table shows the level of usefulness and interest of 6 different activities employed in the English club meetings.

It is noticeable that presentation and free talk in the coffeeshop is activities that are the most useful for participant; meanwhile, scavenger hunt and free talk in the coffeeshop are the most interesting activities for students.

In terms of debate, 26.7% of the students found it very useful, 36.7% of them found it somewhat useful, this number for not very useful was 23.3 and not at all useful was 13.3. While, 3.3% of the students found it very interesting, 36.7% of them found it somewhat interesting, 53.3% of them found it not very interesting and 6.7% of them found it not at all interesting.

Regarding presentation, the percentage of students who said that it was useful was more than a half; 30% of them said that it was somewhat useful, one tenth of them found it not very useful and 6.7% of them admitted that it was not at all useful. While, there was 3.3% of the students found it very interesting, 26.7% of them found it somewhat interesting, 46.7% of them found it not very interesting and 23.3% of them found it not at all interesting.

Considering poster making, the proportion of the students who agreed that it was very useful was 6.7%, this number for somewhat useful was 36.7%, for not very useful was nearly a half and for not at all useful was 10%. While, 3.3% of the participants said that it was very interesting, 26% of them said that it was somewhat interesting; more than a half of them said it was not very interesting and 16.7% of them said that it was not interesting at all.

With reference to scavenger hunt, there were 13.3% of the students found it very useful, a half of them agreed that it was somewhat useful, 30% of them found it not very useful and 6.7% of them found it not at all useful. Meanwhile, 70% of the students said that it was very interesting, 20% of them said that it was somewhat interesting, 10% of them found it not very interesting and no one found it not at all interesting.

Regarding role play, the percentage of students who agreed that it was very useful was 10%, 30% of them found it somewhat useful, this number for not very useful was 43.3%; and 16.75% of them found it not at all useful. Meanwhile, 3.3% of the participants accepted that it was very interesting, 73.3% of them found it somewhat interesting, 20% of them found it not very interesting and 3.3% of them found it not at all interesting.

Taking free talk in the coffee shop into consideration, there was 56.7% of the participants found it very useful, 33.3% of them found it somewhat useful, 10% of them agreed that it was not very useful and no one found it not at all useful. While, 60% of them found it very interesting, 30% of them found it somewhat interesting and 10% of them found it not very interesting and no one found it not at all interesting.

This showed that there were activities that drew both interest and brought usefulness to participants; while there were activities that were useful, however not interesting or vice versa.

4.3.3. Challenges confronted by students when participating in the English club

Table 4.9: Challenges confronted by students when participating in the English club

Challenges	Percentages
No comfortable place for meeting	96.7%
No time for club meetings (heavy school schedule)	83.3%
English level gap	33.3% %
Language difficulty	23.3%
Unsuitable discussing topics	10%

The table demonstrates the challenges that students had to deal with in the process of participating in the English club.

It is clear that place and time arrangement were two big problems for students; while there were other difficulties that curbed the participation of the students.

96.7% of students agreed that the place for the club meeting was not suitable and comfortable due to the limitation of space. 83.3% of students said that they had difficulty arranging time from the club meetings owing to the heavy school schedule.

English level gap also prevented the effectiveness of the English club, 33.3% of students said that they found it was challenging to catch up with some students who had high level of English which causes the situations when some good students monopolized during the discussion time.

There was 10% of students found the topics for discussing were an obstacle for their participation because they were complicated or they had no knowledge for these topics.

4.3.4. Expectations of students for future implement of the English club

Table 4.10: Expectations of students for future implement of the club

Expectations	Percentages
More guidance from teachers	50%
More interesting activities	83.3%
Organize a field trip	86.6%

The table shows the expectations of students for the future implement of the English club.

It is noticable that the majority of students want to take part in more activities of the club.

83.3% of students wanted the club to have more interesting activities; while 86.6% of them expected to have a field trip and 50% of them wanted to have the guidance from teachers.

4.4. Findings from observation

This observation was conducted by the researcher during the study process to exam the autnomony. There was a clear alteration of students throughtout the course of 10 weeks. At the first week of the study, a majority of the students were passive during the process of group work and a mere number of students could completed the task introduced by the leader of the club; students often got angry during the debate

time and they used only language in coursebook for their arguments. A lot of students could not follow activities of the club they showed confusion and kept asking for assistance from other members. Some of students could not start a conversation with others and they spoke nothing during the meeting.

After 10 weeks, students became much more active in their group work, all groups could completed the task provided by the leader of the club; some groups could completed the task before the time allowance. Students participated in the activities of the meeting enthusiastically with a large number of vocabulary did not appear in the coursebook. A lot of students were confident in speaking, they waited for their turn to talk and were willing to listen to other opinions with a positive attitude. When meeting a new vocabulary or structure, students were willing to ask without hesitation and other members explained nicely by providing synonyms or example. Students came to the place for meeting early and set up chair for meeting, they interacted happily and actively; they were willing to share their opinions and feelings which was different from their demonstration at the first week.

4.5. Discussion of all findings

Basing on the findings of the questionnaire 1, it was found that the autonomy of students after 10 weeks participating in the English club showed a clear improvement for the beginning with almost students rarely or never performed the actions that demonstrated autonomy; after 10 weeks, the students performed or usually performed these actions. Findings from questionnaire 2 showed that students participated in the meetings of English club with a high frequency. Presentation and free talk in the coffeeshop is activities that are the most useful for participants; meanwhile, scavenger hunt and free talk in the coffeeshop are the most interesting activities for students; and debate, poster making and role play were activities with average percentage of interest and usefulness. The questionnaire 2 also helped to figure out the challenges that students confronted in the process of participation namely no comfortable place for meeting, no time for club meetings due to heavy school schedule, the gap in level of English among students and unsuitable discussing

topics. The expectations of students was showed including they expected more guidance from teachers. More interesting activities and they wanted to have a field trip with club members. The observation indicated the improvement in the autonomy of students that was demonstrated in their activeness in participating group work in club as well as the ability of completing tasks introduced by club the leader, together with the large number of vocabulary that was applied in their speaking that did not appear in the course book. Students became active in interaction with others and were willing to share their opinion or feelings.

Chapter 5: CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the main findings of the study; recommendations were suggested. In this chapter, the limitations of the research and recommendations for further study were also presented.

5.1. Conclusion

After the process of collecting and analyzing the data, the study could be summarized in some points. Initially, the study was conducted during a course of 10 week with the participation of 30 students who were members of an English club, the participants answered 3 questionnaires, one questionnaire was at the beginning of the study and two questionnaires at the end of 10 week course. Secondly, from the result collected by the first questionnaire, it is possible to answer the first question raised at the beginning of the study, the students at Advanced-Education Program's level of autonomy is relatively low with around two third of the students never performed any activities that indicated autonomy in 9 investigated aspects namely choosing materials and methods, completing tasks, monitoring, evaluating, cooperating, managing learning, structuring knowledge, dealing with feelings and self-motivation. Meanwhile, a very small number of students rarely did these activities with around 20%. And a mere of below 10% of students did mentioned activities. Thirdly, regarding the second question that was raised at the beginning of this study, it could be concluded that the participation in the English helped to improve the autonomy of

the participants in all investigated aspects namely choosing materials and methods, completing tasks, monitoring, evaluation, cooperating, managing my own learning, structuring knowledge, dealing with my feelings and motivating myself. There was an obvious alteration in the autonomy among students after 10 weeks participating in the English club, students started to shape the routine of performing actions that related to their own autonomy with about 10% of them always did the actions of autonomy; from 30% to 50% of them usually applied or applied the actions demonstrating autonomy and a mere of lower than 10% of them rarely did these actions. A signal that illustrates the positive impact of the participation in the English club on the participants is that 0% of the students never did any action showing autonomy after 10 weeks. Fourthly, regarding the third question of the study, there are some actions that should be done to improve the implement of the English activity including teachers should pay more attention to the club; they should provide assistance when it is necessary to avoid cases when students have the difficulty dealing with a vocabulary or grammar problems. Next, the speaking time of each member should be determined and there should be a timekeeper who is responsible for stopping members when it is up to avoid some members who monopolize the meeting. Moreover, the topics for discussing should be selected with care to avoid causing arguments among members; the purpose of the English club should always be reminded by the leaders of the club. In addition, more activities that create speaking environment for participants should be employed more such as free talk in the coffee shop or presentation, in these cases some new forms of the free talk or presentation should be applied to avoid causing boredom among members.

5.2. Recommendations

From the findings of the study, there are certain methods that could be applied to improve the implement of the English club.

Regarding the challenge of no comfortable place for meeting, the university or faculty should provide club a comfortable place such as a classroom specialized for

club meeting. The club should also think of outdoor meeting to make the meeting become more interesting, outside learning environment would help to motivate the creativity and increase space intelligence for students.

With reference to the challenge of heavy school schedule, the university or faculty should take club activities into consideration due to its effectiveness. Learning schedule of students should be provided time for club meeting as an official activity of students to encourage the participation of students.

In terms of the difference between English level of students that prevents them from participating in activities of club, there should be a small interview of members by the leader in advance to know the level of members to select suitable activities; in case the gap is too large, teachers should provide help to divide club into small group with students of the same English level. The club should also provide help to members who could not catch up with the club by tutoring.

Regarding the difficulty of language, there are certain terms which students could not understand or English structures that students find difficult to deal with; members should ask teachers for help to make sure every member understand the new or difficult concepts. Another alternative is students can search the internet or other learning resources for the information needed for the study.

With regards to the difficulty if unsuitable discussing topics, the leader of the club should select the topics with care; there should be a small survey completed by club members about topics that they want to discuss or want to learn more to help the leader make decision easier and suitable with the expectation of the members.

In terms of the expectation of having more guidance from teachers, more interesting activities and organization of a field trip, university or faculty should have some teachers who are in charge of club activities to provide students with help when it is necessary. These teachers should discuss with the leader of the club about

activities to find the most suitable ones for members of. The university and faculty should also allow and motivate clubs to organize more activities.

5.3. Implications

After the study completed, the result helps the researcher answered the questions raised the beginning of the study, with the summary was written in the previous chapter of this research paper. There are practical meanings for teachers, students and the Advanced Education Program in improving the autonomy.

First, for teachers, the implement of English club should be reinforced in all English learning environment, teachers should provide guidance for activities as well as the shortage of English knowledge and skills for students in the process of participating in the English club. Motivation should also be provided by teachers to help students overcome difficulty confronting.

Second, for students, the participation in English club is an effective method of improvement English skill as well as the autonomy in terms of choosing materials, completing tasks, monitoring, evaluating, cooperating, managing my own learning, structuring learning, structuring knowledge, dealing with feelings and self-motivating. Therefore, students should take part in the meeting of English club and they should also make contributions about activities, weaknesses of the club to the leader to help for the improvement of the club.

Third, for the Advanced Education Program, due to the effectiveness of the English club, the implement of the club should be concentrated on more. The schedule of students should be eased to provide a suitable time for the participation of students in meetings of English club. The Program should encourage the participation of students by providing more support in terms of place for meeting, funding and reward for students.

5.4. Limitations

In spite of the best effort of the researchers, there are some limitations that still exist. First and foremost, the number of the participants in this study is small, therefore the result of this study shows the scale of a small English community. The questionnaire to investigate the autonomy of students is a self-evaluation; therefore the objective of the results was partly limited. This study was the investigation of the beginning stage of the action research, there are remaining steps that should be employed to collect more concrete data.

5.5. Suggestions for further studies

Basing on the limitation mentioned in the previous part, there are some recommendations for researchers in the future. The study should be conducted in a large scale in a various English speaking community from primary to higher education level. In addition, some more research instruments should be employed to reduce the subjective of the self-evaluation.

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APPENDIX A

QUESTIONNAIRE FOR AUTONOMY

Gender:

Age:

Always s true	Usually true	True	Rarely true	Never true
1	2	3	4	5

1. Choosing materials and methods

1.1. I search different sources for the materials I need for my learning

1	2	3	4	5
---	---	---	---	---

1.2. I decide which materials I will use based on my learning need

1	2	3	4	5
---	---	---	---	---

1.3. I search new learning methods if I get bored with my current one

1	2	3	4	5
---	---	---	---	---

1.4. I decide which learning method is used for one specific situation

1	2	3	4	5
---	---	---	---	---

2. Completing tasks

2.1. I always organize a time and a place for my learning

1	2	3	4	5
---	---	---	---	---

2.2. I set myself a task

1	2	3	4	5
---	---	---	---	---

2.3. I can carry out my learning plan in order to achieve my goal

1	2	3	4	5
---	---	---	---	---

3. Monitoring

3.1. I recognize my strengths and my weaknesses

1	2	3	4	5
---	---	---	---	---

3.2. I recognize what prevent me from completing a task

1	2	3	4	5
---	---	---	---	---

3.3. I always reflect on my learning

1	2	3	4	5
---	---	---	---	---

4. Evaluating

4.1. I evaluate my learning process

1	2	3	4	5
---	---	---	---	---

4.2. I evaluate my materials and resources for learning

1	2	3	4	5
---	---	---	---	---

5. Cooperating

5.1. I want to learn with others

1	2	3	4	5
---	---	---	---	---

5.2. I decide when to operate with others

1	2	3	4	5
---	---	---	---	---

6. Managing my own learningg

6.1. I set goal for my learning

1	2	3	4	5
---	---	---	---	---

6.2. I plan my learning independently

1	2	3	4	5
---	---	---	---	---

7. Structuring knowledge

7.1. I know what I need to complete a task or achieve a goal in my learning

1	2	3	4	5
---	---	---	---	---

8. Dealing with my feelings

8.1. I aware of my feelings

1	2	3	4	5
---	---	---	---	---

8.2. I can control my feeling when I am learning

1	2	3	4	5
---	---	---	---	---

9. Motivating myself

9.1. I motivate myself in a way that works for me

1	2	3	4	5
---	---	---	---	---

APPENDIX B

QUESTIONNAIRE FOR CLUB ACTIVITIES

1. How often do you participate in meeting sessions of English club

always	usually	often	rarely
1	2	3	4

2. Put a tick about activities employed in the club

	Level of usefulness				Level of interest			
	Very useful	Some what useful	Not very useful	Not at all usefull	Very interesting	Somewhat interesting	Not very interesting	Not at all interesting
Debate								
presentation								
poster making								
Scavenger hunt								
Role play								
free talk in coffeeshop								

3. What difficulties did you confront when in the process of participating the English club? (Ex: in terms of time, place, planning, organizing activities, cooperating with others.....)

4. What recommendations you want to make to improve the effectiveness of the English club? (Ex: regarding facilities, university support, teacher support.....)

APPENDIX C

OBSERVATION

All students = 4; most of students = 3; some of students = 2, no students = 1

Students applied new English language materials for meetings.				
Students completed the task provided by the leader of club.				
Students are active in their group work.				
Students control their feeling during the meeting.				
Students are confident when speaking.				
Students make comments on others work.				
Students can follow task instructions easily.				
Students have difficulty in engaging activities.				
Students make contribution to discussions.				
Students can start a conversation easily.				
Students can state their opinions easily.				
Students do not want to share their feelings.				
Students do not speak any thing in meeting.				
Students participate in orgazing room for meetings.				
Students ask for meanings vocabulary or structures they do not know.				