

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
LIST OF TABLES.....	xiii
LIST OF FIGURE.....	xv
CHAPTER ONE INTRODUCTION.....	1
1.1 Rationale and Statement of the problem.....	1
1.2 Objectives of the Study.....	5
1.3 Research Questions.....	5
1.4 Significance of the study.....	6
1.5 Scope of the study.....	6
1.6 Delimitation of the study.....	7
1.7 Definition of terms.....	7
CHAPTER TWO LITERATURE REVIEW.....	10
2.1 Learner Training.....	10
2.2 Autonomy.....	14
2.3 Language Learning Strategies.....	19
2.3.1 Meta-cognitive Strategies.....	22
2.3.2 Cognitive Strategies.....	24
2.3.3 Social Affective Strategies.....	31
2.4 Oral Presentation.....	33
2.5 Related Research.....	36
2.6 Conclusion.....	40
CHAPTER THREE METHODOLOGY.....	42
3.1 Research Questions.....	43
3.2 Target Group.....	43

3.3 Research Design.....	44
3.4 Research Instrument.....	44
3.4.1 Experimental Instrument.....	45
3.4.2 Data Collecting Instrument.....	49
3.4.2.1 Criteria of assessment for an oral presentation.....	49
3.4.2.2 Checklists of useful words and phrases for giving an oral presentation.....	50
3.4.2.3 Questionnaire.....	51
3.4.2.4 Semi-structure Interview.....	53
3.5 Data Collecting Procedure .....	53
3.6 Data Analysis.....	54
CHAPTER FOUR RESULTS.....	56
4.1 The analysis of internal validity of the lesson plans.....	57
4.2 The result of the students' oral presentation score.....	59
4.3 The result of the number of useful words and phrases when giving an oral presentation.....	64
4.4 The questionnaire's result.....	69
4.4.1 Students' usages of meta-cognitive strategies.....	70
4.4.2 Students' usage of cognitive strategies.....	71
4.4.3 Students' usage of social affective strategies.....	79
4.5 The analysis of semi-structure interview.....	80
CHAPTER FIVE: DISCUSSIONS AND SUGGESTIONS.....	88
5.1 Research Questions and findings.....	88
5.2 Research Discussions.....	90
5.2.1 Students oral presentation skills makeover: Before and after training...90	90
5.2.1.1 Meta-cognitive Strategies.....	92
5.2.1.2 Cognitive Strategies.....	93
5.2.1.3 Social Affective Strategies.....	95

5.2.2 Learner autonomy V.S. Learning Strategies.....	96
5.3 Research Suggestions.....	99
5.3.1 Suggestions for training.....	99
5.3.2 Suggestions for further research.....	100
REFERENCES.....	102
APPENDICES.....	108

## LIST OF TABLES

	Page
<b>Table 2.1:</b> Strategy and its description by O’Malley and Chamot.....	26
<b>Table 2.2:</b> A comparison between cognitive and metacognitive processes.....	30
<b>Table 3.1:</b> Content and strategies objective of the lesson plans.....	46
<b>Table 3.2:</b> Summary of language learning strategies used for this study.....	51
<b>Table 4.1:</b> An interpretation of mean scores.....	58
<b>Table 4.2:</b> The result of the reliability of the lesson plans being taught through language learning strategies.....	58
<b>Table 4.3:</b> Participants’ university grading system.....	60
<b>Table 4.5:</b> Paired samples test of the students’ oral presentation score pre- and post-training and t-test under their own categories, delivery, content and language.....	62
<b>Table 4.6:</b> Mean score of the overall students’ oral presentation and t (t-test).....	64
<b>Table 4.7:</b> The number of useful words and phrases used by each student.....	66
<b>Table 4.8:</b> Mean Score, SD and t-test of students’ usage of useful phrases when Giving an oral presentation pre and post training.....	67
<b>Table 4.9:</b> Hours students spent in preparing an oral presentation.....	70
<b>Table 4.10:</b> The comparison of students’ usage of evaluation strategy.....	71
<b>Table 4.11:</b> Interpretation of a mean score.....	72
<b>Table 4.12:</b> The comparison of mean score and degree of usage on different aspects of directed attention strategy.....	72
<b>Table 4.13:</b> Percentage of students usage selected attention strategy.....	74
<b>Table 4.14:</b> Number of students used summary strategy.....	74
<b>Table 4.15:</b> No. of sources used by the students in searching information for an oral presentation.....	75

Table 4.16: Students' preferred sources of information.....	76
Table 4.17: Students' usage of organization strategy.....	76
Table 4.18: Time spent on rehearsing first and second oral presentation.....	77
Table 4.19: The comparison of the mean score and degree of students' usage Of note-taking strategy.....	78
Table 4.20: Comparison of the mean score and degree of students' usage of Memory strategy.....	79
Table 4.21: No. of students and percentage of students' usage self-talk strategy.....	79

**LIST OF FIGURE**

	Page
<b>Figure 2.1: Meta-cognitive Processes.....</b>	<b>23</b>

PAYAP UNIVERSITY

## LIST OF APPENDICES

	Page
Appendix A: Lesson plans.....	109
Appendix B: The criteria of assessment for the lesson plan.....	146
Appendix C: The Criteria of assessment for an oral presentation.....	147
Appendix D: Checklist of useful words and phrases when giving an oral Presentation.....	148
Appendix E: Questionnaire (English version).....	150
Appendix F: Questionnaire (Thai version).....	153
Appendix G: Interview Questions.....	156
Appendix H: Students' oral presentation score rated by the three scorers.....	157
Appendix I : Inter-Rater reliability (Pre-Training).....	158
Appendix J: Inter-Rater reliability (Post-Training).....	159
Appendix K: Interview Script.....	160
Appendix L: Student's oral presentation audio CD.....	168