

TABLE OF CONTENT

	Page
ACKNOWLEDGEMENTS.....	iv
ABSTRACT.....	v
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xv
LIST OF ABBRIVIATION.....	xvi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background and rationale.....	1
1.2 Research questions.....	8
1.3 Objectives of the study.....	8
1.4 Significance of the study.....	9
1.5 Scope of the study.....	10
1.6 Delimitation of the study.....	10
1.7 Definition of terms.....	11

CHAPTER TWO: LITERATURE REVIEW.....	15
2.1 The theoretical background.....	15
2.1.1 Lifelong learning.....	15
2.1.2 Learning strategies.....	19
2.1.3 Autonomous learner.....	31
2.2 Review of related studies.....	33
2.3 Conclusion.....	37
CHAPTER THREE: RESEARCH METHODOLOGY.....	38
3.1 The participants.....	38
3.2 The research instruments.....	41
3.2.1 Treatment instruments.....	41
3.2.2 Data collecting instruments.....	51
3.3 Data collection.....	57
3.4 Data analysis.....	58
3.5 Summary.....	59
CHAPTER FOUR: RESULTS OF THE STUDY.....	60
4.1 Lesson plan implementation.....	60
4.2 The results and analysis of lifelong learning skills.....	63
4.2.1 Oral presentation tasks.....	63

4.2.2 Listening skill tasks.....	64
4.2.3 Reading skill tasks.....	66
4.2.4 Writing skill tasks.....	67
4.2.5 The results and analysis of higher order thinking skills.....	68
4.2.6 The results and analysis of self-directed learning skills.....	70
4.3 The results and analysis of students learning strategies.....	73
4.3.1 The overall results of the pre/post questionnaire.....	73
4.3.2 Cognitive strategies.....	74
4.3.3 Compensation strategies.....	75
4.3.4 Metacognitive strategies.....	77
4.3.5 Social strategies.....	78
4.4 The results and analysis of interview.....	80
4.5 Conclusion.....	81

CHAPTER FIVE: CONCLUSION, DISCUSSION AND RECCOMENDATIONS.....	83
5.1 Conclusion of the research and finding.....	83
5.2 Discussion of the results.....	89
5.2.1 Learning strategies improve lifelong learning skills.....	89
5.2.2 Students' attitude toward the learning strategies training....	93
5.3 Implication.....	95

5.4 Recommendations.....	96
REFERENCES.....	99
APPENDICES.....	106
Appendix A: A Proto-syllabus	107
Appendix B: Lesson plans	120
Appendix C: The form to evaluate the lesson plan before being Implemented	193
Appendix D: The learning strategies questionnaire	195
Appendix E: The learning strategies questionnaire (Thai version)	198
Appendix F: Lifelong learning tasks	201
Appendix G: The reflection form for task planning and self-evaluating	233
Appendix H: The reflection form for task planning and self-evaluating (Thai version)	236
Appendix I: Interview questions	239
Appendix J: The assessment criteria	241
Appendix K: The students' responding to the reflection form for planning and self-evaluating	245
Appendix L: Students' response to the interview	250
RESUME.....	254

LIST OF TABLES

	Page
Table 2.1 Moral aspects of lifelong learning by Smith & Spurling.....	16
Table 2.2 Lifelong learning skills by Cotton.....	18
Table 2.3 The relationship between lifelong learning skills, and learning strategies.....	22
Table 2.4 The memory strategies by Oxford.....	23
Table 2.5 The cognitive strategies by Oxford.....	25
Table 2.6 The compensation strategies by Oxford.....	26
Table 2.7 The metacognitive strategies by Oxford.....	28
Table 2.8 The affective strategies by Oxford.....	29
Table 2.9 The social strategies by Oxford.....	31
Table 3.1 The contents and the lessons of the strategy training course..	43
Table 3.2 The effectiveness of the lesson plans.....	45
Table 3.3 The improvement of the lesson plans based on the experts' suggestion.....	47
Table 3.4 Language learning activities and learning strategies applied to enhance the students' lifelong learning skills.....	49
Table 3.5 The strategies appeared in the questionnaire, and its items....	53

Table 4.1 The adjustment of the lesson plan after instruction.....	61
Table 4.2 The results of the oral presentation ability.....	63
Table 4.3 The quality of the students' oral presentation ability.....	64
Table 4.4 The results of the listening ability.....	65
Table 4.5 The results of the reading skills tasks.....	66
Table 4.6 The results of the writing ability.....	67
Table 4.7 The results of the higher order thinking ability.....	69
Table 4.8 The overall results of the pre/post questionnaire.....	73
Table 4.9 The frequency of students' application of the cognitive strategy in learning.....	74
Table 4.10 The results of the cognitive strategies used by students.....	75
Table 4.11 The frequency of students' application of the compensation strategy in learning.....	76
Table 4.12 The results of the compensation strategies used by students.....	76
Table 4.13 The frequency of applying the metacognitive strategies.....	77
Table 4.14 The results of the metacognitive strategies used by Students.....	78
Table 4.15 The frequency of applying the social strategy	79
Table 4.16 The results of the students used of social strategies.....	79
Table 4.17 The selection of helpful learning strategies.....	80

LIST OF FIGURES

	Page
Figure 3.1 The summary of the research design.....	40
Figure 4.1 The development of the students listening skill.....	65
Figure 4.2 The development of the students reading ability.....	67
Figure 4.3 The development of the students' writing ability.....	68
Figure 4.4 The development of the students' higher order thinking skills.....	70

LIST OF ABBREVIATIONS

ESL	=	English as a Second Language
EFL	=	English as a Foreign Language
TESOL	=	Teaching English to the Speakers of Other Languages
SPSS	=	The Statistical Package for the Social Science