



**SELF-REGULATION IN ENGLISH-MEDIUM LEARNING: A CASE OF
CHINESE STUDENTS AT A PRIVATE UNIVERSITY IN THAILAND**



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Abstract

This study investigated the learning strategies of 6 Chinese students and their improvements through self-regulated learning during online learning. The study is a case study. The data is collected using qualitative methods. Semi-structured interviews and learning logs are used for the qualitative data in this study. The results of this study show 7 learning strategies and 4 improvements in self-regulated learning. The 7 learning strategies are: Taking notes, searching on the internet, discussing with teachers and friends, reading and finding more relevant books and articles, preparatory learning, repetition and we-media. They helped the participants to learn more while studying independently. The 4 improvements are to acquire more knowledge, learn independently, flexibility of learning and self-evaluation. After applying the right learning strategies with self-regulated learning, participants have improved in various areas and are willing to continue using self-regulated learning. The above findings of this study will benefit the institutions where the researchers work, researchers in China and Thailand, and the global learning community in the 21st century.

(Total 87 Pages)

Keywords: Chinese Students, Self-regulated Learning, Learning Strategy, Case Study

Student's Signature Thesis Advisor's Signature

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Chapter 1

Introduction

1.1 Background of the Study

In the spring of 2020, affected by COVID-19, foreign language teaching in many colleges and universities shifted from physical classroom teaching to online. On the one hand, the students now are facing the big challenge of online learning where students need to learn more by themselves. The development and application of modern technologies such as cloud computing, big data and artificial intelligence (AI), the “Internet +” and foreign language teaching are continuously and deeply integrated. In addition, informative foreign language teaching is constantly developing in terms of connotation, depth and quality (Chen & Ma, 2019, p. 15).

Based on COVID-19, all universities fully rely on various online teaching platforms and actively carry out online teaching activities to ensure the normal progress and quality of teaching during the epidemic prevention and control period. Online learning is the use of the Internet, multimedia, artificial intelligence and other modern information technology to teach and learn in an interactive way, it usually relies on interactive media such as MU, Zoom platform, Rain Classroom, WeChat and QQ (Chen, 2020, p. 95). Before class, teachers upload handouts through the online platform, and students download them for pre-study through the platform; during class, teachers use the handout library, whiteboard, question bank, multimedia, webcam and screen sharing tools, while students use text. Students interact with each other through text, raise their hands, send flowers and give praise, etc. After the class, teachers publish assignments through the platform, and students submit assignments and feedback through the platform.

The important purpose of English education is to develop students' English language skills, language proficiency, and communicative competence (Yan, 2018, p. 92). These are skills required in the 21st century. Thus, students can apply English more smoothly in communication. English plays an important role in our everyday life. There is a great utility of English in the modern world. Based on these two authors (Chen & Ma), the use of English should continue along with communication needs and other regional languages. In our daily life, English could be used in business, in education, in getting a job and social media. Meanwhile, what strategies the participants use and how the participants could improve themselves by using 'self-regulated learning' is the topic to be researched to explore its effects toward the students' learning in this study.

English-medium instruction (EMI) has become a global phenomenon, with the number of English-taught programs at higher education institutions (HEIS) increasing worldwide (Dearden, 2014). EMI is becoming very popular now in many countries. In many contexts such as Vietnam and Thailand, EMI is closely linked with top-down policy to improve the English proficiency of university graduates in line with a neoliberalist agenda to (theoretically) meet modernization and economic development goals (Kari, Nicola & Jim, 2022, p. 2). The trend towards the internationalization of higher education has driven the rapid development of EMI teaching methods. The establishment of all-English courses is one of the most important means of achieving the high level of internationalization of first-class universities.

1.2 Statement of the Problems

This also happened to my classmates and I. At the beginning of the online course we were confused about a lot of things just like the terms, the assignments and so on. The reasons why we have these problems are different, some of us cannot understand the instruction of the teacher, some of us have a bad internet connection during the class, and some of us lose our attention really fast. It took a long time for us to get used to the online class. This is also the big challenge we need to overcome during the special period.

There are a lot of reasons for a person to learn English. It is the official language of 53 countries. 400 million people around the world speak English as their first language (Language Size, 2015). Not only that, English is listed as one of the official languages in more than a quarter of the countries in the world. One of the obvious challenges students were facing was that most schools used teaching online to classroom during the outbreak. This puts more distance between teachers and students. Many times students did not fully understand what was being taught in class or could not fully focus during the online classes. A lot of the universities now are providing online courses by using English as a Medium of Instruction(EMI). This is also true in my situation, my participants are also learning in the school with EMI and also have the online courses. Because of the participants' language skill, studying online with the EMI are big challenges for them. The problem of how students can use self-regulated learning after class to check and fill in the gaps so that they can fully understand what was taught in class has become a pressing issue.

How to learn English during the pandemic? According to the Ministry of Education's 'Guidance on the Organization and Management of Online Teaching, in General Higher Education Institutions' during the Epidemic Prevention and Control Period', universities nationwide have launched large-scale online teaching in General Higher Education Institutions during the Epidemic Prevention and Control Period colleges and universities across China carried out large-scale online education and teaching. At the same time a lot of problems have appeared from the online study. Lack of experience in online learning is one of them. The equipment around the students cannot meet the needs of online learning, the students own modern information technology level is insufficient, and the network conditions in the place where the students study are unstable. Not proficient in platform operation, switching between multiple class platforms, visual fatigue from watching the screen for a long time, and lack of relevant supporting materials and learning materials. No learning atmosphere, low efficiency, lack of supervision, easily diverted by the surrounding things. The lack of supervision, easy to be distracted by surrounding things, poor parental attitude, family conflicts, etc. Inability to keep up with the teacher's progress, difficulty in understanding the online classroom content, confusion in the learning process, poor learning efficiency,

inability to understand their own knowledge blind spots, poor interaction with the teacher and classmates, teachers unable to answer questions in a timely manner, etc. These are some basic difficulties that the participants have faced.

Another very important question is based on these questions in what ways self-regulated learning could help? Consider the questions in different ways, from the participant's side and the teacher's side. From the participants' side, searching on the Internet for the related knowledge, note-taking, more readings and other ways to improve by themselves. From the teacher's side, teachers can improve their classroom teaching methods, recognize the shortcomings of online teaching, overcome the difficulties of online teaching, and promote the integration of information technology and education teaching (Xie, Li & Wang, 2020, p. 31). In this special situation self-regulated learning is significant to do the study of the problems.

1.3 Significance of the Study

Starting from the autumn of 2019, the COVID -19 situation has become more and more serious all over the world. Teaching has changed from 'onsite' to 'online' arrangement during the breakout in 2020. Students have to adjust themselves and to ensure the time commitment of online learning (Wang & Cai, 2021, p. 56).

This study helps students learn more when they are learning by themselves. The most obvious chaotic situation is how to make learning online as effective as the time before. During the pandemic, the internal and external factors affecting the efficiency of online independent learning of college students are the learning environment resources and learning subjects, both of which are positively correlated with learning efficiency (Xie & Gan, 2021, p. 123). My classmates and I also experienced some difficulties in studying online. For instance, some of my friends have a limited Internet connection during online study. Some stay at noisy places. When they study online, they cannot catch up with class. Based on the situation, self-regulated learning is giving us the way to learn more. We should find the learning strategies which fit the most and learn more.

Nowadays there are more and more students who are learning in Thailand. One of the fast-growing areas of educational cooperation between Thailand and China is the education of international students (Wang,2021). The international students who are studying in Thailand are neither the native speakers of Thai or English. With the growth of the economy of China and the implementation of new opening-up policies by the government of China, more and more Chinese students have chosen Thai universities as their overseas study destination in recent years. According to the Thai Ministry of Education, about 10,000 Chinese students are currently enrolled in Thai universities, accounting for nearly half of all foreign students in Thailand (Ye, 2015). Although some Chinese students at Thai universities received great success, other Chinese students encountered difficulties while studying at universities in Thailand. Ma (2016) indicated that Chinese students encountered many difficulties related to daily life, academic and communication while studying in Thailand. As Chinese students constitute a significant source of international students in Thailand, it is necessary to learn about their situations at Thai universities (Ma, 2016).

English as a resource in the field of academic cognition is not only used as a resource in the field of learning and cognition, but also as a source for acquiring the thinking and values that the language carries. It is an important medium that offers the possibility of integration across disciplines (Li, 2013, p. 47). The English-medium instruction has largely transformed the traditional concept of university English teaching, with non-English majors students who are not English majors receive full English language instruction, and their language input is shifted from basic English to academic English (Li, 2013, p. 47). The curriculum and goals of the program reflect the cooperation and coordination between multiple disciplines. At a superficial level, they initially have the ability to consult foreign literature; at a deeper level, they have the ability to think in English, and English will become an indispensable resource for them to explore their professional fields in a global perspective. At a more advanced level, they have the ability to think in English, which will become an indispensable resource for them to explore their professional fields in a global perspective. Based on the situations mentioned above, students have to help themselves study on their own. Hence, after the online classes, they use their 'self-regulated learning' to learn more from a

number of sources such as learning from YouTubes, websites, and books. In this situation, self-regulated learning has become a successful tool to learning autonomy. This learning strategy is also recommended by Zimmerman (2008).

Self-regulated learning is viewed as proactive processes that students use to acquire skill, such as setting goals, selecting and deploying strategies, and self-monitoring one's effectiveness, rather than as a reactive event that happens to students due to impersonal forces (Zimmerman, 2008, p 167). Based on the learning situation in the COVID-19 period, self-regulated learning is the strategy to help the students with their English learning in this context.

1.4 Study Context

The research takes place at Beau University (pseudonym). It is a private university which teaches international students in English as part of its bilingual education program, and students are required to write their thesis in English. According to the definition given by the Oxford EMI Society: The use of the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English. Students at Beau also use EMI as part of their daily learning routine.

There were 6 participants who volunteered in the interview. They are Sun, Moon, Star, Mars, Jupiter and Mercury in one university where the Chinese students study for Bilingual Education and are being volunteered. All of them had the English learning experience before but they have different methods of their own English learning.

Based on the design of the school program and the background of the students, my research project is significant. Through this study, I hope to know more about the learning strategies and improvements of my participants. Then I can adjust myself in the future. Online learning meets my needs. It will also help me to discover and work more effectively in learning, as well as in helping more students in the future.

1.5 Objectives of the Study

The objectives of this study are:

- 1) to find the participants' learning strategies while learning by themselves.
- 2) to find the improvements of the participants with the use of self-regulated learning.

1.6 Research Questions

There are two research questions in this study:

- 1) What learning strategies do students apply to their self-regulated learning?
- 2) How has Chinese students' self-regulated learning improve in this study?

1.7 Scope of the Study

The scope of this study covers the following information:

1.7.1 Methodology

This research employs a qualitative inquiry. A case study to obtain more accurate findings.

Qualitative is a method that aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds (Feng, 2017, p. 45). Qualitative research, as a type of research and research strategy that differs significantly from traditional quantitative research, has received increasing attention. The researcher in each discipline of the social sciences is

paying more and more attention to it (Feng, 2017, p. 45). With the development of the times, qualitative research has begun to be more widely applied due to the expansion of anthropology and education to sociology, political science, communication science, management and other social sciences.

Case study is used in many situations, to contribute to our knowledge of individual group, organizational, social, political and related phenomena, the case study is not either a data collection tactic or merely a design feature alone but a comprehensive research strategy (Yin, 2009, p 4).

All in all, this case study is qualitatively designed to achieve the objectives and results of the study.

1.7.2 Participants

The participants of the interviews included 6 Chinese students. They are Sun, Moon, Star, Mars, Jupiter and Mercury in a private university whose name is Beau where the Chinese students study for Bilingual Education. All the participants volunteered to be the participants. Six of them are all from the Bilingual Education system. All the 6 participants are international students who came from China.

The six participants all get B2 Level in the English Proficiency Test (CEFR). Even though all the participants have passed the CEFR (Common European Framework of Reference for Languages), but they still want to learn more, they are now suitable to understand what they are doing and have the ability to help themselves while they are learning. All the participants have the basic ability of English but don't have the same English level in daily communication and learning. The participants have 2 interviews during the three months. To show the improvements of using self-regulated learning and the strategies they use while they are learning. For the instrument, the following instrument will be used to collect the data.

1.7.3 Data Collection

In this study, there are 2 types of data: the interviews, and students' learning logs.

Interviews are an important instrument in this research. The common use of qualitative interviews is also undoubtedly due to their potential to provide in-depth information related to 'participants' experiences and viewpoints of a particular topic (Turner, 2010, p. 754). Qualitative interviews rely on developing rapport with participants and discussing, in detail, aspects of particular phenomena being studied (DeMarrais, 2004). Face-to-face interviews facilitate more accurate screening. Interviews are a very important part of the current research. I observe the participants' learning strategies while using the self-regulated learning and the improvements after using self-regulated learning through two interviews and collect more accurate data by combining t3544e participants' learning logs.

To collect the data of the learning logs, the participants are asked to note their learning after class to express the feelings, the strategies, the improvements and the difficulties. The learning logs are gathered for data analysis.

1.7.3.1 Interview

Interviews are a typical research method in which researchers attempt to obtain information from respondents and learn about their experiences, opinions, attitudes, or values (Gray, 2014). A generally accepted typology distinguishes between structured, semi-structured, and unstructured interviews (Robson & McCartan, 2016). Thomas (2009) mentioned that "semi-structured interviews offer the best of both worlds as far as interviews are concerned, combining a list of questions that should be discussed in a structured manner with the freedom to follow up as needed". The semi-structured feature allows for in-depth views and opinions, which is desirable for interviewees to expand their responses (Gray, 2014).

Two semi-structured interviews were conducted with 6 participants. The first interview was conducted during the first week of the project and the second was conducted at the end of the project. The interview questions are in the Appendix.

1.7.3.2 Learning Log

Learning logs are a personalized learning resource for children. Throughout the study, participants are asked to complete the learning logs over the three months (1 semester). The learning logs help participants to record their progress and the feelings that the whole process of self-regulated learning triggers. This can also help participants to frame their learning in a positive way. It could help participants understand more about what they have learned. Participants can fill in the learning log after they have finished the interview.

To collect the data of the learning logs, the participants are asked to note their learning after class to express the feelings, the strategies, the improvements and the difficulties. The learning logs are gathered for data analysis.

1.7.4 Data Analysis

In this study, I used content analysis to analyze three data sets. The three data are pre-interviews, post-interviews, and learning logs. The content of these three data uses “triangulation” for data coding.

1.8 Conceptual Framework

This study used qualitative methodological research with the aim of exploring learning strategies the Chinese students apply to self-regulated learning, and improvements the participants made after using self-regulated learning. Two research instruments were used: interviews and learning logs. Figure 1.1 shows conceptual framework.

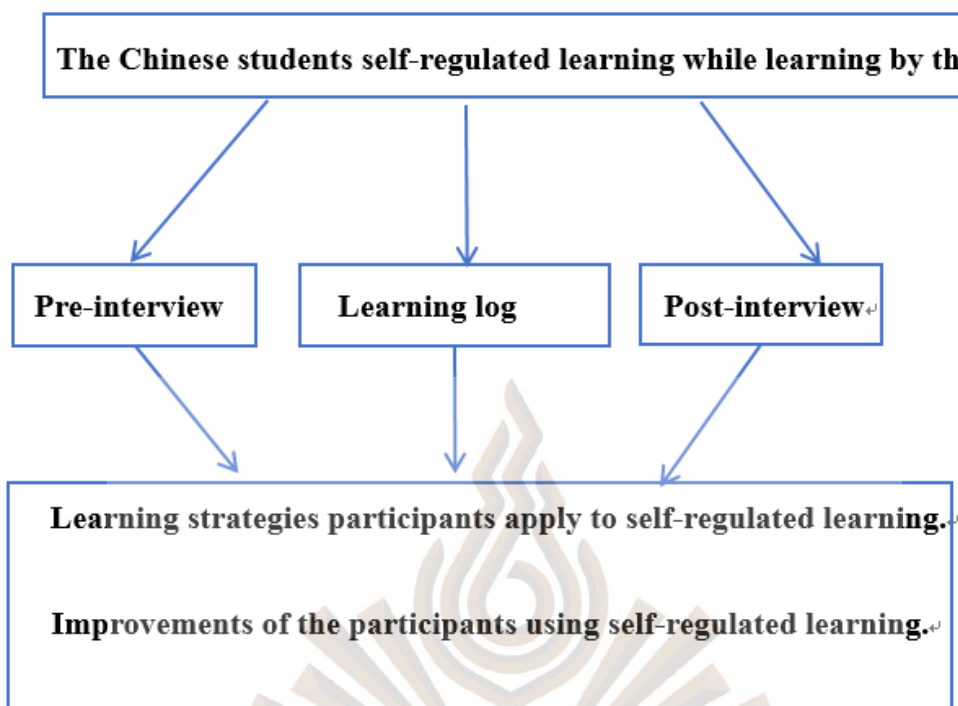


Figure 1.1 Conceptual framework

1.9 Definition of Terms

Self-regulated learning

In this study, it is one strategy my participants use to get needed information from the websites, books in the library, and even from their discussion with friends.

Chinese students

There are 6 students who are coming from China in this research. The students all have an English background but have different English levels. Also the way that the students learn English are also different. Two interviews and one learning log have been done by the 6 Chinese students in this research.

English Medium instruction (EMI)

It is the use of the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English. In this research EMI is also the main mode of instruction at Beau, and students study daily in EMI classes.

Learning strategies

This research means the strategies my participants use to learn English both in class and outside it. Self-regulated learning is the main strategy, but they also apply something like extensive reading, discussion, and concept mapping and charts.

Chapter 2 is the literature review section.



Chapter 2

Literature Review

This chapter is divided into 5 parts: self-regulated learning in English, the development of self-regulated learning, self-regulated learning activities, English medium instruction and online learning.

2.1 Self-regulated Learning

It is obvious that self-regulated learning for the students is important during the pandemic. Self-regulated learning is important for social development, educational change and individual growth (Tang, 2007, p. 3). Self-regulation is also a necessary skill for graduate students. In this way, students can work and learn with less help from teachers. However, this method has a very long history. Over the past three decades, research on self-regulated learning has evolved from its infancy into a relatively mature field of research in learning theory that has important applications for the current trend of online learning and lifelong learning research (Deng & Zhou, 2018, p. 33). Self-regulated learning is becoming increasingly popular among students based on the Covid-19 situation. It is a way for students to self-regulate their thoughts, feelings and actions to help students achieve their goal systematically. Self-regulated learning refers to a person's ability to understand and control their learning environment. Self-regulation skills include goal setting, self-monitoring, self-instruction, and self-reinforcement (Harris, Graham & Mason, 2003). Self-regulation is not a mental skill or an academic achievement, but a self-directed process through which learners transform their mental skills into academic skills (Zimmerman, 2002, p. 65). This allows students to remain attentive and learn more independently, even when no one is with them. They are now more focused and it is easier to achieve the goal they have set themselves before they start working on it.

Self-regulated learning is an important factor that determines the effectiveness of online student learning. In recent years, with the development of smart technologies such as the Internet, online learning and mobile learning (Chen, 2021, p. 65). Technologies are slowly changing the way people learn foreign languages and their behavior. Especially with the advent of Massive Open Online Course (MOOC), online learning has improved significantly in terms of the quality of learning content, the integrity of the learning process and the variety of interaction methods, but there are still challenges in the effectiveness and output of online learning (Chen, 2021, p. 65). The world of education has begun to shift the leadership from students to teachers, teachers can give students help or solve their problems.

With the development of second and foreign language acquisition, the humanistic and instrumental character of English has become more and more prominent (Li, 2017, p. 73). English language learning is widely valued in China, but the external evaluation of English teaching and learning in China is “time-consuming and inefficient”, which makes the majority of English teachers and learners reflect. The use of English learning strategies has long been regarded as an important way to improve the efficiency of English learning and an important learning skill; at the same time, the role of English as a subject in developing the quality of learners' thinking is gradually emphasized. As the most widely spoken language in the world, the role of English in international communication is becoming more and more significant (Yan, 2018, p. 92). Due to globalization, English has become not only a subject but also a tool that is valued by all people. The role of English as an international business language is becoming increasingly clear in the process of economic globalization. People are looking at English learning with high expectations, for example, they think of English as a tool to get a job, an ability to get a promotion and more.

The importance of English as an international lingua franca was increasingly discovered. Throughout these decades of reform and innovation, no matter how majors have developed and educational programs have changed, the role of college English as a compulsory general education course for all non-English-speaking undergraduates has never changed, which also reflects the fact that English is central to undergraduate

studies (Zhang, 2019, p. 230). English has become a teaching tool and more and more teachers are using it in their teaching. English teaching is also becoming more diverse.

In spring 2020, foreign language teaching at many universities shifted from physical classroom teaching to online teaching due to the impact of Covid-19 (Liu, 2020, p. 94). Online teaching is convenient, general and interactive. The core of online teaching is the transmission of knowledge with the help of modern technology, and the teaching idea is still to help students master knowledge and methods with the help of technology. Education is one of the most important areas that is changing in this pandemic. Many schools have developed new types of online courses, so they now offer a large number of different types of online courses to help students learn. One of the key factors for effectiveness is the ability of students to self-regulate their learning. Due to this situation, self-regulated learning has been playing an important role in English teaching in recent years. Self-regulation is important because one of the main functions of education is the development of lifelong learning (Zimmerman, 2002, p. 65).

Overall, self-regulated learning has been improving. Self-regulated learning is gradually coming to the forefront of students' minds. Along with the increased importance and popularity of English language learning, self-regulated learning is a very important method of learning in the current context.

2.1.1 Background of Self-regulated Learning

Self-regulated learning has a long history. Right at the beginning, Mace and his colleagues describe 4 main classes of responses to self-regulated learning: self-monitoring, self-instruction, self-assessment and self-reinforcement. In 1962 and 1977, Vygotsky and Meichenbaun considered self-directed speech to be a precursor to thinking. Kuhl (1984) assumed that “a sufficiently high level of awareness is a prerequisite for accessing volitional strategies” and that access to the entire repertoire of volitional strategies is only possible if the current intention is a self-regulated one (Zimmerman, 2008, p. 127). Theory and research on self-regulated academics emerged in the mid-1980s to address the question of how students become masters of their own

learning processes (Zimmerman, 2008, p. 127). Self-regulated learning is neither an intellectual skill nor an academic achievement. Rather, self-regulation refers to the self-directed process by which learners transform their mental abilities into task-related academic skills (Zimmerman, 2008, p. 127). In the early 1960s, social environment formulations of student learning and achievement gained prominence. Self-regulated learning (SRL) was introduced in the 1970s by the American psychologist Bandura and refers to learning in which learners actively motivate themselves and actively apply appropriate learning strategies. He identified three sub-processes of self-regulation: self-observation, self-evaluation and self-reaction. It can be seen not only as a dynamic learning process or learning activity, but also as a relatively stable learning ability.

Self-regulated learning is a cyclical process that comprises four components. In 1986 Zimmerman gave the definition of 'self-regulated learning'. Students are self-regulated to the extent that they actively participate metacognitively and behaviorally in their own learning process. This means that students must use their feelings, their self-generated thoughts and their actions to achieve the learning goal they have previously set for themselves.

Most characteristics of self-regulated learning require the purposeful use of specific processes, strategies, or responses by students to improve their academic performance (Zimmerman, 2008). Another common feature of self-regulated learning is the self-directed feedback loop during learning. The third common characteristic of self-regulated learning is the description of how and why students use a particular self-regulated process, strategy, or response (Zimmerman, 2008).

2.1.2 The Characteristics of Self-regulated Learning

On the question of what self-regulated learning is, Zimmerman proposed his theory based on the findings of the operational behaviorism school, the social cognitive school and the information processing psychology school.

In 1986, Zimmerman mentioned that although definitions of self-regulated learning involving specific processes often depend on the theoretical orientations of researchers, a common concept of these students as metacognitively and behaviorally active participants in their own learning has emerged.

From the above quote, it is clear that self-regulated learners need to plan, set goals, organize, self-monitor and self-evaluate at various points in the learning process with regard to metacognition (Corno, 1986, p. 336). In terms of motivational processes, these learners reported high levels of self-efficacy, self-attribution and intrinsic interest in the task. They appeared to the researcher to be self-motivated and showed exceptional effort and persistence in the learning process. For example, in an online classroom, some students are unable to follow the teacher's instructions due to connectivity issues with the internet or the knowledge mentioned in class is already known by the students. Students can set goals and manage self-recorded time to set personal goals to learn more in class.

The nature of a student's self-regulated learning includes 3 characteristics. 1. The use of self-regulated learning strategies. 2. Students' responsiveness to self-directed feedback on how to work effectively. 3. The student's independent motivational process. Self-regulated learning theories of academic achievement differ from other accounts of learning and instruction in that they focus on how students select, organize, or create beneficial learning environments for themselves and how they plan and control the amount of their own instruction. (Zimmerman, 1990, p. 13)

Zimmerman believes that learning is only autonomous when the learner is active in all three domains: metacognition, motivation and behavior. More specifically, if a learner can actively apply metacognitive learning strategies, self-motivate learning, actively observe themselves, self-assess and self-respond to their own learning behavior, then their learning is autonomous. According to Zimmerman's definition of the dimensions of self-regulated learning, the characteristics of self-regulated learning can be seen in the following aspects.

Learning motivation, learning motivation is the inner drive of students to learn of their own accord. The learner has an internal state of expectation that drives him to recognize the environmental conditions for achieving the goal (Hui, Wang & Ma, 2015, p.20). An organism's learning is about achieving something. It needs to be aware of the situations and conditions in order to learn how to achieve its goals. Practice has shown that when a student's motivation is established, he learns to achieve his goal. When a student's motivation to learn is established, he or she will take action (Zhou, Sun & Hao, 2007, p. 521). Students are motivated to learn, and then they will consciously engage in various self-learning activities. Students' motivation to learn is determined, and then they will participate in various self-learning activities and learn actively and independently.

“Students' interest in learning, learning activities are determined by their own interests or assigned” to them (Hui, Wang & Ma, 2015, p. 20). Students' autonomy is strongly influenced by the tasks assigned to them. If they like and are interested in learning, the greater the initiative and sense of responsibility for learning.

Self-efficacy is the learner's perception of his or her own abilities, e.g. whether he or she can successfully complete a task. Learners' self-efficacy is, among other things, their confidence and judgment about whether they can achieve the expected results, and can influence their choice of learning tasks, their level of effort, and their willpower. Students with high self-efficacy tend to have confidence in their learning abilities and are able to believe in themselves with enthusiasm when they encounter difficulties. Students believe in themselves and overcome difficulties through their own efforts to achieve their goals. And when they are successful, their self-confidence grows (Feng, 2014. p. 99). They are brave enough to venture into more challenging tasks. Conversely, students with a high sense of self-efficacy tend to be more confident, have a higher sense of self-efficacy and are willing to venture into more challenging tasks. In contrast, students with low self-efficacy tend to lack confidence in themselves and fear failure. When they have difficulties in their studies, they appear restless and bored. When they have difficulties in their studies, they seem restless and bored and are unable to assess the problems objectively and correctly. They are not able to judge the problem

objectively and correctly, do not work hard enough for their studies and cannot persevere. In the long run, they give up.

Attribution of learning, attribution of learning mainly means examining students' interpretation of learning outcomes. There is a phenomenon that some students can maintain a positive and optimistic learning attitude even if their exam results are not satisfactory (Hui, Wang & Ma, 2015, p. 20).

Even with unsatisfactory test scores, some students are able to maintain a positive and optimistic attitude toward learning; they are able to continue to work hard, have confidence in themselves, and believe that they will be successful in their next step. Some students, on the other hand, believe that they are not good enough to learn and therefore develop an inferiority complex and significantly less interest in learning. If they believe that their success is due to their learning ability and their failure is due to insufficient effort, their ability to learn independently will improve in their future studies (Hui, Wang & Ma, 2015, p. 20).

In this way self-regulated learning is different from the other types of education. It is demanding on the students' personal discipline, the time management, and work requirements.

2.1.3 Different Theories of Self-regulated Learning

As there are different theories, there are a number of authors who study this learning approach or conduct research on it. Zimmerman (2002), for example, argues that learning is only autonomous if the learner is active in all three domains: metacognition, motivation and behavior. Zimmerman has adopted Bandura's social cognitive ideas about how autonomous learning occurs. He believes in the social cognitive ideas that self-regulated learning involves the interaction of self-behavior and environment. The interaction between them is the result of the mutual influence of the three elements.

Zimmerman's cyclical stage model (2000) is the most frequently used and consists of 3 stages: Preparation - Implementation - Self-reflection. In the preparation stage, students analyze the task, set goals and plan the strategies to be used, as well as the motivations and beliefs students have before performing the task. These include self-efficacy, goal orientation, interest and the perceived value of the task. In the implementation phase, students apply a variety of strategies for self-regulation at the external environmental, behavioral, and personal levels, as well as self-monitoring at the metacognitive level, e.g., by observing whether self-regulation has the desired effect. In the self-reflection phase, students evaluate the completion of the task and consider reasons for their success or failure. The positive or negative emotions that arose during the self-regulation learning session influence the next self-regulation session.

Pintrich (2005) argued that self-regulated learning or self-regulation is an active, constructive process in which learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of their environment (Pintrich, 2005, p. 453). He defined the model of the social-cognitive framework. Pintrich believed that self-regulatory activities mediate the relationships between learners and their environment and influence learner performance (Pintrich, 2000, p. 235). His model includes four phases of self-regulation and for each phase four possible domains for self-regulation. The model includes 4 phases, namely (1) forethought, planning and activation; (2) monitoring; (3) control; (4) response and reflection. Each of these phases has four different areas for regulation: cognition, motivation/affect, behavior and context.

Boekaerts (1999) and the three-layer model, Boekaerts' model aimed to capture the different areas of regulation. The first layer of the model was concerned with the regulation of processing modes (i.e. the choice and application of cognitive strategies). The second level referred to the role that metacognitive knowledge and metacognitive skills play in the regulation of learning processes.

The last level focused on self-regulation and had to do with general aspects of learning such as goals and resources (Wernke, Wagener, Anschuetz, & Moschner, 2011). This model integrates these three dimensions and emphasizes the interaction between the layers. These are the forethought phase, the performance or volitional control phase and the self-reflection phase. In the first phase, self-motivation plays an important role, as does self-efficacy.

2.1.4 The Principles of Self-regulated Learning

Self-regulated learning is a systemic quality of self-determination and self-discipline in terms of emotions, cognition and behavior that is both independent and actively transforms otherness in school life (Xu & Huang, 2020 p. 2). In terms of structure, learning autonomy consists of organically interconnected affective autonomy, cognitive autonomy, and behavioral autonomy, which interact with each other to form the overall effect of learning autonomy. In terms of types, learning autonomy can be categorized into groups based on subjective form, rational weight, mode of production, manifestation and mode of functioning. In terms of developmental trends, learning autonomy increases during adolescence as students mature intellectually (Liu & Wang, 2022). The development of learning autonomy is affected by individual students, teaching methods and teaching environment.

A review of relevant teaching and learning ideas and models of active learning in China and abroad can provide four lessons for the development of students' learning autonomy (Liu & Wang, 2022). First, teaching objectives should address the affective, cognitive, and behavioral aspects of learning autonomy to promote learning motivation and facilitate students' transition from passive to active learning. Second, subjects should be more clearly defined to increase student ownership of learning and coordinate autonomy between subjects. Third, teaching methods should be effective, based on learning, teaching first, lecturing later, guiding first, helping later, and giving students sufficient time for autonomy. Fourth, the assessment of teaching should be objective and fair, understand students and support autonomy through motivational assessment.

Zimmerman (2002) believes that learners learn autonomously when they are able to actively apply metacognitive learning strategies and actively observe, assess and respond to their own learning behavior. Self-regulated learning assumes that the learner is able to understand “why they learn, how they learn, when they learn, what they learn, where they learn and with whom they learn” and so on. The learner is aware of the questions of “why, how, when, what, where and with whom” and responds to them. The state of highly regulated learning is: the motivation to learn is intrinsic and self-motivated; the method of learning is planned or the skill has achieved automaticity; the learner’s allocation of learning time is regular and effective; the learner is able to be self-aware of the outcomes of learning; the learner is able to self-monitor the learning process and remains sensitive and adaptable to the physical and social environment in which learning takes place, such as the ability to take the initiative in the learning process. For example, the ability to take the initiative to select and create a resource environment conducive to learning, the ability to select role models and seek help, etc. If learning lacks these characteristics in some areas, it will affect the degree of self-regulated learning (Liu & Wang, 2022).

In actual learning, there is relatively little autonomous and extremely involuntary learning in the full sense of the word (Liu & Wang, 2022). Factors that influence “intrinsic autonomy” include self-efficacy, prior knowledge, metacognitive processes, goals, and emotions. These are the types of behavioral responses that are influenced by self-processes and environmental changes. The factors that influence “environmental autonomy” are mainly the physical and social environment. The process of autonomous learning can be simply described as follows: During the learning process, the learner constantly monitors the learning process internally. During the learning process, the learner constantly monitors and adjusts his cognitive and emotional states, uses various learning strategies, adjusts his learning behavior, and creates and uses the material and social resources in the environment (Li, 2017).

All in all, self-regulation is the ability to control attention, thoughts and emotions. Students who are able to regulate their emotions and behavior are better able to engage with other students and respond to the various activities of the day. The great

thing about self-regulated learning is that it not only relates to learning the subject matter, but having this mindset also allows you to look back more effectively to make up for past regrets and live more efficiently.

2.2 The Development of Self-regulated Learning

Zimmerman (2008) has mentioned the theories for the study of self-regulation and motivation: History and Motivation, Historical Background, Methodological Developments and Future Perspective.

It should be noted that research on self-regulated learning initially used questionnaires and interviews to measure learners' self-regulated learning, with a range of questionnaires, scales and interviews being developed. Curricula have been developed and numerous studies have been conducted on the relationship between self-regulated learning and academic achievement (Zimmerman, 2008). The development of online measurement techniques has set the stage for measuring students' self-regulated learning processes, motivation and beliefs in real-life situations. This allows for the collection of more objective and microscopic data on self-regulated learning processes and provides new and valuable information for research on self-regulated learning.

Achieving self-regulation: a social-cognitive perspective (2000) have mentioned that the social-cognitive perspective defines self-regulation as context-specific processes that are recycled to achieve personal goals, including metacognitive knowledge and skills, affective and behavioral processes, and self-efficacy in relation to the regulatory process, which is quite different from traditional theories that define self-regulation as a single intraindividual state, a genetic inheritance, or a personal developmental stage. The entire cyclical process consists of three interdependent, sequential phases, namely the planning, execution and self-reflection phases.

Boekaerts and Corno (2005) introduced the idea of self-regulation in the classroom: a perspective on assessment and intervention. A review of the research literature on the concept of self-regulated learning and measurement instruments shows

that changes in the concept of self-regulated learning also entail changes in the measurement process. Measurement of self-regulated learning has gone through three successive phases: decontextualized, domain-specific and contextualized measurement, with increasingly advanced and integrated measurement tools and methods. In addition, intervention programs that help students regulate factors such as personal affect, motivation, cognition, and action, to achieve their learning goals are discussed, including the effects of such interventions and the constraints that influence their effectiveness.

Pintrich (2005) has established a conceptual framework for assessing motivation and self-regulated learning in college students (Handbook, 2005). Based on a comparison of student motivation and learning aspects of self-regulated learning (SRL) with aspects of student learning approach (SAL), a conceptual framework for self-regulated learning based on social cognitive and information processing perspectives is proposed as a basis for developing an assessment of measurement instruments for motivation and learning in college students. They also compare the similarities and differences in theoretical assumptions between SRL and SAL and discuss the overlap between the newly proposed self-regulated learning framework and the MSLQ developed by the authors themselves in the 1980s and 1990s, its relationship to general assessment issues, and the similarities and differences between the SRL and SAL perspectives.

Winne and Hadwin (2008) talked about the intertwining of motivation and self-regulated learning. They point out that much of what students do is motivated and that even behind the simple things there is a complex web of student knowledge, creativity, feedback received and a variety of ideas. The authors first discuss the understanding of self-regulated learning, then analyze what a learning task is and how to distinguish between spontaneous and self-regulated learning behaviors, establish a foundation for discussing the intersection of self-regulated learning and motivation, and build on this foundation with a review of representative research on self-regulated learning and motivation.

Winne and Perry (2000) found that the measurement of self-regulated learning. Research on self-regulated learning needs to focus on issues of measurement structure, including the measurement of components such as metacognition, motivation, and strategic behavior. It then summarizes and reviews the measurement methods, including questionnaires, structured interviews, teacher evaluations, out-of-language thinking processes, error detection tasks, tracking, observation, and provides an outlook on future trends.

Furthermore, self-regulated learning emerged from the study of psychological factors such as metacognition, cognition and motivation that influence learners' effective learning, as well as the relationships and interactions between these factors. It was found that learners can perform better when they regulate motivation, cognition and metacognition as a unit. The concept of self-regulated learning was proposed to systematically consider the relationships and general mechanisms of action between these factors. The conceptual model of self-regulated learning has been developed and refined several times, gradually extending to the regulation of the learning process and becoming an important learning approach and strategy. Self-regulated learning is now applied to different types of learners and to teaching and learning in different disciplines. A range of attitude-based, event-based assessment and measurement tools have been developed to support related research. In recent years, attention has been paid to self-regulated online learning and the development of learners' skills for self-regulated online learning, as well as the research, methodology and theoretical constructs of self-regulated online learning. It has become an important future development trend.

In conclusion, from the information I reviewed, such as books, research articles and materials, there are seven words: academic performance, student behavior, motivation, metacognition, environment, belief and performance. They are the key junctions bridging the different research themes and clusters of self-regulated learning.

2.3 Self-regulated Learning Activities

In the long history of self-regulated learning, scholars have made many efforts to enrich the theory of self-regulated learning, make it more mature, and connect theory with practice to better help students achieve academic success. There are many activities in the development of self-regulated learning.

Making notes is one of the most important activities in self-regulated learning. Notes are summaries of source material that are made while listening, studying or observing (Piolat, Olive & Kellog, 2005). Note-taking serves two main functions: encoding - considered a cognitive activity that helps the learner understand and remember the material – and external memorization, which focuses on note-taking as an aid in reviewing or revising the material (Kauffmann, Zhao & Yang, 2011). Research on note-taking has generally attempted to describe the strategies and techniques that lead to note-taking that is relevant and effective for knowledge acquisition (Baker & Lombardi, 1985). In 2003 Santoso and Lawanto used note-taking to investigate how students' review frequency of peers' enhanced guided notes and learning performance reflected on their self-regulated learning skills. Students use the note-taking feature of the program to extract key information or write a summary of a section of text. The notes are automatically tagged with the section they refer to.

Taking notes could help students to memorize the knowledge in the long term and remind them of the points they did not catch up on during class, which also benefits students when they are learning on their own.

Mind mapping is also an important activity in self-regulated learning. A mind map is a tool used to organize ideas, concepts and information and to make thinking more effective and systematic. The mind map model aims to activate the brain's working steps through variations in color, shape and font (Buzan, 2006). The mind map gives students the freedom to search for knowledge and learning experiences on their own (Wette, 2017). Students can also use the software 'MindMaple' to create the mind map. Students can develop their thinking, break down complex concepts and use time effectively during revision.

In international research, several studies have concluded that mind mapping promotes students' thinking development well, especially the development of innovative thinking (Liu, Tong & Yang). In addition, mind mapping combines the concepts of the whole brain, including logic, sequence, orders, words and numbers of the left hemisphere and image, imagination, color, space and whole of the right hemisphere (M, 2011). The study conducted by Hilmiyah in 2019 shows that the Pocket Book Mind Mapping learning medium for quadrilateral material can improve students' self-regulated learning, with an NGain average of 70.49 (Hilmiyah, 2020, p. 1).

Group discussion and learning is also a good activity. Students begin a discussion with a question and then have a series of follow-up questions when it is useful to expand on a topic without losing focus. For example, to facilitate discussion, students can ask probing questions such as “Can you say anything more about this?” If students want a more in-depth discussion, ask them to work in small groups, as smaller groups encourage everyone to participate. At the end of the activity, each group summarizes their discussion to the rest of the class (they can nominate one person to present it) and then reflect with the whole class to summarize everything that all groups have discussed. The research Mogeia has done in 2022 shows that the results of classroom action research can be used as a reference for teachers in the learning process and is more innovative and not boring. Because students will be more active, and students who are less deep mastery of the material will feel helped by a group friend because in a cooperative approach prioritizing teamwork (Mogeia, 2022).

In all, there are many activities that can be done when students are engaged in self-regulated learning. Students can find learning activities that work for them in their own context. As a result, scholars have done many activities in their research, such as note taking, mind map, group discussion and learning and so on. These activities make self-regulated learning more complete and can be applied to a wider range of people. They also provide very good examples for later researchers to study in more depth.

2.4 English Medium Instruction

English-medium instruction (EMI) is the use of English for instruction in academic subjects (other than English itself) in countries or jurisdictions where the majority of the population does not speak English as a first language (Macaro, 2021).

Traditionally, universities are organized according to disciplines, and the transfer of knowledge is limited to certain disciplines. The interconnectedness and systemic nature of the global system require the educational community to adopt a broader framework and an international perspective (Jin, 2022). The supra-disciplinary concept is the highest level of interdisciplinary integration and the appropriateness of the English-only teaching model provides a clear theoretical framework (Jin, 2022).

EMI is a growing global phenomenon in all phases of education and in all educational institutions (Dearden, 2016). Determine the extent to which English language learning benefits from EMI without incurring excessive costs. Show no excessive cost to learning content. It is possible that EMI actually improves content learning, creating a win-win situation. EMI also has a very positive effect on improving students' English language skills.

Many countries in Asia and the Middle East have started to use EMI (Nunan, 2003). Thailand is one of these countries. EMI is not simply “foreign language + subject”, but rather a series of real-life social phenomena in which language skills, subject and topic are coordinated and work together. The aim is to develop a comprehensive ability to deal with social issues.

In my context, EMI is a way that is more accommodating to Chinese students compared to traditional courses in China. My participants are all involved in the EMI courses. In this way, the participants could not only expand their knowledge in their own course, but also improve their English. This is a win-win situation for Chinese students. So EMI is becoming more and more popular all over the world.

2.5 Online Learning

With the continuous development and advancement of “Internet” technology, the traditional teaching and learning method of teacher-led instruction and passive acceptance by students has been challenged as never before. Education has evolved into an era of network information technology (Han, 2022). In the era of Internet information technology, it is especially important to utilize “Internet” technology to promote innovation in teaching methods. Online teaching with its interactive online technology has its advantages: (1) Online teaching expands students' learning path. Students can not only learn the courses of their own college, but also those of other universities. For example, the number of online courses in the MOOC of Chinese college is more than 34,000, and the number of online learners is 540 million (Han, 2022). (2) Students have more flexibility in their study schedule and can organize their study time more freely. Students can organize their study time more freely and view the learning content several times to consolidate their knowledge. (3) APPs such as StudyTong and Tencent Classroom have strengthened online communication between students and teachers. The live pop-ups and group communication also increase the interaction between students and teachers, making it easier for students to solve their problems and confusions.

The introduction of online English teaching means that the learning tools, the learning location, the learning environment and the equipment are different. This brings with it a number of serious challenges for professors, learners and administrators (Chen, 2020). Students face many challenges when learning online with EMI. Online learning poses serious challenges to students' self-motivation and ability to learn independently. In the traditional classroom, there is good discipline in terms of students' behavior, and most students are able to enter and leave the classroom at the prescribed time and participate in each class session as required by the teacher, thus acquiring appropriate English proficiency and building corresponding learning skills. However, discipline is severely weakened in online classes, and there are many cases of students arriving late and leaving early. In order to enrich the content of online teaching, many college teachers also include independent learning in online teaching, but in the end they find that students are not as effective as they should be in practice. This also indicates that students' ability of independent learning is weak and they still depend too much on teachers' lectures (Chen, 2020).

To summarize, although online learning faces many serious challenges, it also points the way for the future development of EMI. It also offers international students a new way of learning. In combination with self-regulated learning, online learning is playing an increasingly important role in education.

2.6 Conclusion

Self-regulated learning has a long history of development and has been refined by many researchers using different approaches. In the special time of Covid-19, online learning has become one of the most important learning strategies for many students. How to learn more in online learning has become a very important question. At the same time, English language teaching is becoming increasingly popular in all countries where English is taught or used as a second or foreign language.

The next chapter is the research methodology.



Chapter 3

Methodology

This Chapter includes my research methodology. The first part explains the methodology. It is a qualitative design case study. Thus, in the next section it shows what this method covers. Next is the study context followed by the research design, participants, data collection and data analysis. The conclusion is given at the end of the Chapter.

3.1 Research Method

This is a qualitative design case study. They are discussed below:

3.1.1 Case Study

As a research method, the case study is used in many situations, to contribute to our knowledge of individual group, organizational, social, political and related phenomena (Yin, 2009, p. 4). The case study has been a common research method in psychology, sociology, political and related phenomena. The case study method allows investigators to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, small group behavior, organizational and managerial processes, neighborhood changes, school performances, international relations and maturation of the industries (Yin, 2009, p. 4).

Case studies can be best understood by reading them. The purpose of a case study is not to study everything going on in the site but to focus on specific issues, problems, or programs (Hays, 2004, p. 218). The questions in the case study will continue the researchers throughout the study. In this study I treat the six participants as

a case to find the learning strategies they use while learning by themselves and the improvements they have made after learning by themselves.

All in all, case study can be all consuming for the researcher, because it is an in-depth study. Case study research results in a wonderful story to read (Hays, 2004, p. 234).

3.1.2 Qualitative Research

The study is based on qualitative research. It aims to address questions concerned with developing an understanding of the dimensions of meaning and experience in people's lives and social worlds (Fossey, Harvey & Davidson, 2016, p. 719). Just as it is difficult to define qualitative research uniformly, there is also no unanimous answer to the question of what the basic types of qualitative research are or which basic research methods belong to the system of qualitative research (Feng, 2017, p. 46). Qualitative research aims to understand and make sense of phenomena from the participants' perspective (Merriam, 2002, p. 5). Merriam also mentions that qualitative research allows researchers to better listen to the voices of respondents, resulting in more comprehensive information and data. In addition, qualitative research is known as a method of market research that focuses primarily on obtaining data through conversation and open communication. The benefits of qualitative research are also obvious, as confirmed by several other researchers: Qualitative research methods are used to uncover the immediate actions and experiences of people in a social activity they are undertaking (Mutch, 2005). Interpretive case studies are ideally conducted in a natural setting without manipulating participants, and meanings are derived from participants' perspectives to paint a complete picture of a particular social setting (Lincoln & Guba, 1985).

What is the essence of qualitative research? There are a variety of different answers in the works of different scholars. According to Flick (2011), a leading German expert on qualitative research methods, the essential characteristics of qualitative research are mainly reflected in the following four aspects: First, the suitability of the

research method and theory for its subject. Secondly, the perspective of the participants and the multidimensionality of their research; thirdly, the reflexivity of the researcher and the research; and fourthly, the reflexivity of the research (Flick, 2011, p. 11).

Some scholars have clearly pointed out that “the facts in this world are socially constructed” (Feng, 2014. p. 99). Precisely because qualitative research views all facts as socially constructed, qualitative research places particular emphasis on understanding socially constructed “meanings”, in contrast to quantitative research, which places great emphasis on “objective facts”. This is another outstanding feature of the qualitative research approach. Over time, qualitative research has found wider and wider application through the expansion of anthropology and pedagogy into sociology, political science, communication studies, management and other social sciences. The introduction and application of qualitative research methods is becoming more widespread and is attracting increasing attention from social researchers.

All in all, qualitative research is used to obtain in-depth information from a small group of participants. It is the appropriate method for my study as my study also focuses on a small group of participants, like Tracy's case study and the case study of six Malaysian students (Azizah Binti & Mohd Zahidi, 2012).

3.2 The Study Context

The research takes place at a private college called Beau (pseudonym). It is a private college with the primary goal of training graduates in the field of national development, focusing on science, technology, design and management. Students encounter a lot of problems during online classes and they have to gain more knowledge through self-regulated learning. This includes independent professions that are essential for the development of one's career. The founding committee of the private college consists of educators, academics and professionals from various state-owned enterprises who agree that higher education in Thailand is still inadequate to meet the demand, especially in the fields of science, technology, design and management.

3.2.1 Participants

The participants of my study are six Chinese students. They are Sun, Moon, Star, Mars, Jupiter and Mercury who study for Bilingual Education. They all volunteered to join this study. Below is the Table of the basic information about the context.

Table 3.1 Participants

Name	Educational background	English level	location	Ways of learning English
No.1 Sun	Bachelor's Degree in Chinese and Master's Degree in Bilingual Education	B2	Thailand	English course and daily communication
No.2 Moon	Bachelor's Degree in physics and Master's Degree in Bilingual Education	B2	Thailand	English course from university, watching the movie and daily communication
No.3 Star	Bachelor's Degree in Chinese and Master's Degree in Bilingual Education	B2	Thailand	Communication and university course
No.4 Mars	Bachelor's Degree in Chinese and Master's Degree in Bilingual Education	B1	Thailand	Communication, listening to the recording and university course
No.5 Jupiter	Bachelor's Degree in English and Master's Degree in Bilingual Education	B2	Thailand	Systematic study of English during university
No.6 Mercury	Bachelor's Degree in Thai and Master's Degree in Bilingual Education	B2	Thailand	Communication and university course

Source: Compiled by researcher 2023

All six participants are international students who came from China. They have reached level B2 in the Common European Framework of Reference (CEFR) English test. These participants have attended the regular English courses at Beau and self-regulated to learn more English to develop themselves. This is one of the reasons why I chose them as participants for this study. I interviewed them twice in the three months that I collected the data.

Beau College students have been studying online for more than two years during the pandemic. The six participants are also experiencing some difficulties with online learning. Without the guidance of a teacher, they have to work harder to keep up with the other students and fully understand the knowledge. They have to use different methods to learn on their own. Self-regulated learning is a method where students focus more on themselves, which benefits them in online learning.

3.3 Data Collection

In this study, there are 2 data to be collected. They are the interviews and the learning logs.

3.3.1 Interviews

Interviews are used as the main instrument in this research. Interviews are a method of data collection that involves two or more people exchanging information through a series of questions and answers (Blackstone, 2019). Face-to-face interviews facilitate more accurate screening. The person being interviewed cannot provide false information, such as gender, age or race, in the screening questions. Also it can capture verbal and non-verbal questions. In another way it can make the participants keep focus. I am the one who controls the interview and can keep the participants focused and on track. Last but not the least, the interview could capture emotions and behaviors. Interviews are a very important part of our current studies.

The data were obtained directly through individual interviews with the participants of this study. The interviews were used to understand the changes in the participants' learning strategies and improvements. In this way, the learning strategies the participants used and the improvements the participants made could be seen.

Table 3.2 The interview schedule

Interview arrangement	Time	Sample questions	Remarks
Interview 1	March	How much do you know about self-regulated learning? How often do you study by yourself after learning online? Did you get any improvement?	6 participants all need to give out a clear answer. The details of the interview are given in the appendix.
Interview 2	May	After several weeks now how much do you know about self-regulated learning? What self-regulated learning strategies are most useful in your context? Why?	

Source: Compiled by researcher 2023

When collecting data, I first obtain permission from the participants. Then interviews are conducted to obtain the data and the interviews are recorded for later analysis of the data. Participants were also asked to submit their learning log that they kept after the study. After the data analysis is completed, all notes are returned. Collect the feedback for the research.

It took me 3 months (1 semester) to collect the data with the participants. A total of 2 interviews were conducted. The first interview took place on the first day of the study and the second at the end of the third month.

3.3.2 Learning Logs

Learning logs are a personalized learning resource for children. Throughout the study, participants are asked to complete the learning logs over the three months (1 semester). The learning logs help participants to record their progress and the feelings that the whole process of self-regulated learning triggers. This can also help participants to frame their learning in a positive way. It could help participants understand more about what they have learned. Participants can fill in the learning log after they have finished the interview.

Table 3.3 The link between research questions and data collection

Research questions	Data
1) What learning strategies do students apply to their self-regulated learning?	1. Interviews 2. Learning logs
2) How has Chinese students' self-regulated learning improved in this study?	1. Interviews 2. Learning logs

Source: Compiled by researcher 2023

3.4 Data Analysis

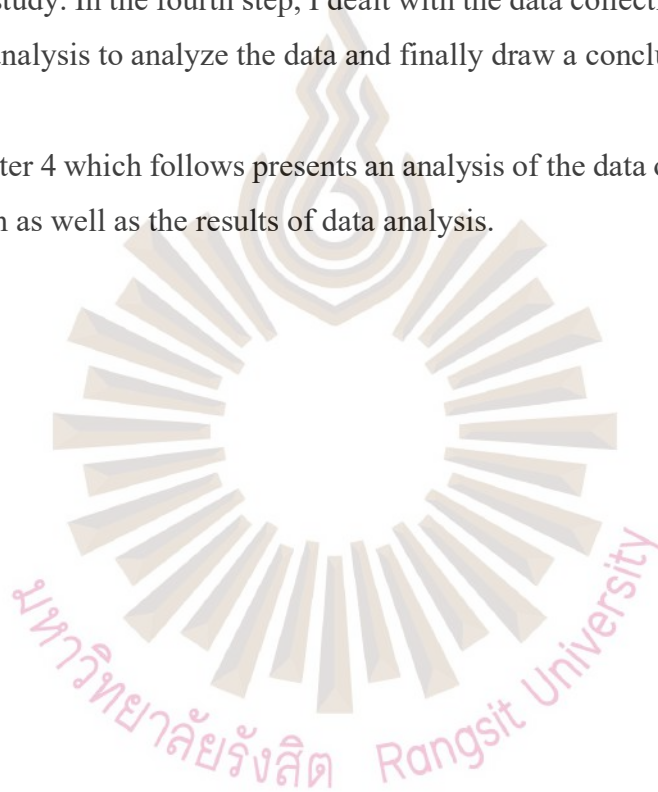
In this study, a triangulation method has been used. I use the data from the first interview, the second interview and the learning logs to triangulate the data.

I use content analysis to analyze the three data sets. Use open coding, selective coding and axial coding to analyze the data. In the open coding part. I first obtain the data from the interviews and the learning logs. The axes are the 2 research questions. In this part, I start to draw connections between the individual codes and group the similar codes together. After conducting the axial code (participants' learning strategies during self-regulated learning, participants' improvements). Transfer the data to the Word file. Then create the code to give the data a name. Organize all data carefully. In particular, code the data question by question during the interview. Code the data according to experiences, thoughts, feelings and reflections of each learning log.

3.5 Conclusion

In this chapter I have explained the details of my research. After a brief introduction, I first clarified that the study is a case study and provided some basic knowledge about quantitative methods. In the second step, I have explored the background of the research, including basic information about the participants, the context of the time and the need for the research. In the third step, I also looked at the design of the study. In the fourth step, I dealt with the data collection. In this research, I used content analysis to analyze the data and finally draw a conclusion.

Chapter 4 which follows presents an analysis of the data obtained in the course of my research as well as the results of data analysis.



Chapter 4

Research Results

4.1 Introduction

This Chapter presents the results of the study, which is based on two data - the interview and the learning logs. The results are analyzed to answer the 2 research questions:

- 1) What learning strategies do students use in their self-regulated learning?
- 2) How has Chinese students' self-regulated learning improved in this study?

The detailed answers are as follows:

4.2 Qualitative Data Analysis

According to the content analysis method, the result provides a more precise explanation for the two research questions after collecting the data from the interview questions.

There are six volunteers, including four females and two males, all six participants are students of bilingual education.

4.3 Students' Learning Strategies in Their Self-regulated Learning

Here are the result of learning strategies the participants use in their self-regulated learning.

There are 6 interview questions during the first interview and 5 interview questions during the second interview. They were used to garner the answers for both research questions. These interview questions are:

- 1) How much do you know about self-regulated learning?
- 2) What do you usually do after learning online to increase your knowledge?
- 3) What kind of self-regulated learning do you use?
- 4) How often do you study by yourself after learning online? Did you get any improvement?
- 5) Here comes the last question: Which self-regulated learning strategy supports your online learning best? How?
- 6) How do you feel about English-medium instruction while learning?

The following excerpts from the interviews show the learning strategies the participants received when they applied 'self-regulated learning' to their courses. Some are demonstrated below:

First, Note-taking: the interviews with the six participants reveal that five of them took notes during self-study. Here is the evidence of the participants' notes from the interview.

“I always take notes during the online class. When there is something that I'm not familiar with I can realize it as quickly as possible. I will first write down all the questions that I don't know or I can't catch up with.”
(Interviewee 1, Personal communication, March 1, 2023).

“I like to note down the questions or mark them so that I have a chance to come back and deal with them again.” (Interviewee 3, Personal communication, March 1, 2023)

“I will watch the playback again, and then take notes and find out my own problems.” (Interviewee 5, Personal communication, March 1, 2023)

“During the class I will focus on those questions and make notes. After class, I would review and come back to the questions that I had not yet answered.” (Interviewee 6, Personal communication, March 1, 2023)

“I usually write down those important parts, but I won't focus on every point because I need more time to listen to the teacher. After class, I organize my notes in the shortest possible time, and I will go over the teacher's PPT repeatedly so that I can record the important parts of what I learned in class.” (Interviewee 4, Personal communication, March 1, 2023)

“I think the EMI lessons are good for me because I have taken notes in class so I can keep up with the teacher most of the time, and for those unfamiliar knowledge I will write down and learn it later.” (Interviewee 1, Personal communication, March 1, 2023)

Based on the answers above, most of the participants took notes to remind them of what they have learned, especially during the online learning mode and taking note is a useful way for the students to improve their learning during the English medium instruction.

Second, surfing the Internet (to find more information, to learn more, to gain more insights into the topic the participants were taught): This is evidence that participants use the Internet as a strategy when learning independently. The interview data show that this is the most common method used by the participants when learning on their own. However, they use different functions of the Internet. In this part, I have

focused on the interviews of the individual participants to confirm whether using the Internet is the most useful and effective method of self-learning.

It can be clearly seen that, for Sun, searching online is still the most useful way for the participant after using self-regulated learning for around a semester. Below are more evidence given by Sun:

“Searching online now is really helpful. You can find almost all the information that you need.” (Interviewee 1, Personal communication, March 1, 2023)

“For me, because I've been busy with my thesis lately, I've definitely been using the internet the most to search for the answer.” (Interviewee 1, Personal communication, May 30, 2023)

As for Moon, he told me:

“I think what I use most frequently is probably the Internet and asking for help. The first way I ask for help is to go online, and the second way is to discuss the problem with my teachers or classmates.” (Interviewee 2, Personal communication, March 1, 2023)

“At the moment, in this form, it is definitely more from the network and self-media. As countries are opening up and the epidemic prevention policy is slowing down, other ways are also followed by a return of the phenomenon. So, if I look at myself at the moment, I'm still mainly on the Internet.” (Interviewee 2, Personal communication, May 30, 2023)

Moon has shown that no matter what he learns, he still searches online or takes various courses via the Internet. In this way, online searching is now a very important way for self-regulated learning.

Then Star and Jupiter claim:

“I have, there are 2 strategies which I feel are most important to me: one is the teachers’ help, another is searching on the Internet.” (Interviewee 3, Personal communication, March 1, 2023)

“I still search through the Internet and when I face some problems that I have difficulty solving, I sometimes use the forum to ask for advice from people who are students or teachers like us.” (Interviewee 3, Personal communication, May 30, 2023)

“I am definitely more inclined to search online because I prefer the feeling of learning by myself. Another thing is that I prefer to use self-publishing in some forum because it is very good and efficient to have someone to give me different points.” (Interviewee 5, Personal communication, March 1, 2023)

“The best way for me to self-regulate my studies is to search the Internet. First of all my self-regulated learning will mostly be accompanied by listening to online classes again by myself. So when I encounter a problem, I find time to solve it in no time, so searching the Internet immediately is a very practical method for me.” (Interviewee 5, Personal communication, May 30, 2023)

For Star and Jupiter; therefore, searching online is still the most useful way to learn. There is a common point between them, but it differs from that of the other participants. But for searching for information online, they also use the forum to get different information and knowledge from different people.

“The best way for me to find what I want is to check the Internet. Because of the way I study, I usually need or want to know certain answers urgently

so the internet is the last resort.” (Interviewee 4, Personal communication, March 1, 2023)

“For me, the most I did before was googling, and because of procrastination I rarely had the opportunity to discuss it with others. It's not like everyone can just happen to show up on my deadline.” (Interviewee 4, Personal communication, May 30, 2023)

Mars is a completely different case for all participants. The participants have been plagued by procrastination for a long time. This participant's learning strategies are different from those of most other participants. In this situation, online search is still the most important way. Here is the evidence for Mercury's online learning. It is clear from the data that online search is still a very important learning strategy while participants are learning.

“For me I think it's using the internet to search if there is something I don't find on the internet. I will send an email to the teacher but will write my own thoughts.” (Interviewee 6, Personal communication, March 1, 2023)

“This question was actually asked in the previous interview, and I still think it is searching the Internet as well as having discussions with my classmates.” (Interviewee 6, Personal communication, May 30, 2023)

The data shows that surfing the Internet is the most useful method for participants to learn while self-studying. All six participants choose this strategy for self-study.

Third, discuss with teachers or friends: to clarify what they want to know, to confirm their understanding, and to find more sources): It is clear from the interviews that the Sun, Moon, Star and Mercury like to communicate with their teachers and friends when they are faced with difficulties that they cannot solve. Jupiter does not really like to communicate with others because of his personality. Mars is always

plagued by procrastination although he has the ability to talk but usually has no time to talk to the teachers and classmates. It shows that the participants who are willing to take help from teachers and classmates will get a lot of useful information and various points to help them learn. Star mentions one way to use the forum, even if it happened online, but using the forum itself is one way to seek help.

“If there’s questions that I didn’t write down, I will ask my friend for help.”
(Interviewee 1, Personal communication, March 1, 2023)

“So slowly I found myself as if I had developed such a habit and these methods are more effective. If I find that there are points I do not understand, or sometimes feel quite hard to understand. Then I will either go online or ask my classmates to solve this problem quickly when I study.” (Interviewee 1, Personal communication, May 30, 2023)

“The second way is to discuss the problem with my teachers or classmates. I think it's in the discussion. The discussion and collision can produce a great spark. I feel very willing to talk to people, and have an outgoing personality.”
(Interviewee 2, Personal communication, March 1, 2023)

“For me, now that I have come to Thailand, the best way to learn is to follow the teacher face to face.” (Interviewee 2, Personal communication, May 30, 2023)

“There are 2 strategies which I feel are most important to me: one is the teachers’ help, another is searching on the Internet.” (Interviewee 3, Personal communication, March 1, 2023)

“I sometimes use the forum to ask for advice from people who are students or teachers like us.” (Interviewee 3, Personal communication, May 30, 2023)

“For the thesis semester I will organize and think about it, and if there are still questions I don't understand, immediately seek help from the teacher.” (Interviewee 6, Personal communication, March 1, 2023)

“This question was actually asked in the previous interview, and I still think it is searching the Internet as well as having discussions with my classmates.” (Interviewee 6, Personal communication, May 30, 2023)

“And I think EMI is very good for another reason, which is that during the semester I was writing my dissertation, I had a lot of opportunities to have face-to-face meetings with my teachers, because my English improved and even communication became smoother.” (Interviewee 2, Personal communication, May 30, 2023)

The data above confirm that most participants also choose discussion with teachers and friends as an important learning strategy, but it also depends on the personality of the participants whether they want to communicate with other people. Also English medium instruction gives the participants another way to communicate better with their teachers and classmates.

Fourth, read and find more relevant books and articles: The interviews show that the participants also read relevant books and articles while learning (e.g. Sun, Moon, Star and Mercury). As mentioned in the interview, they could also use the internet as a tool to read more relevant books and materials. This is a very good method to make learning less difficult. The evidence is shown as follows:

“I need to read a lot of relevant literature, so searching the Internet is the most effective and fastest way.” (Interviewee 1, Personal communication, May 30, 2023)

“Sometimes I also check the related books.” (Interviewee 2, Personal communication, May 30, 2023)

“I would read a lot during the follow-up process to stock up on knowledge, either in books or online, which made it less difficult for me to do my thesis. Most of my data came from the internet.” (Interviewee 6, Personal communication, May 30, 2023)

“Finally, we know a way, it should be from the physical book. From the physical book, in fact, now the physical book discount also played a very strong role. Now of course the book is also quite beautifully done, sometimes the price is really high. This is also the reason why we now have a lot of physical books, sales are not very good.” (Interviewee 2, Personal communication, March 1, 2023)

“I think the EMI lessons are good for me because I have taken notes in class so I can keep up with the teacher most of the time, and for those unfamiliar knowledge I will write down and learn it later such as read more relevant books or materials.” (Interviewee 3, Personal communication, March 1, 2023)

The data shows that even though all the students choose to search on the Internet, more than half of the participants still read relevant books and articles.

Fifth, prep learning: from the interview, Mercury is the one who really uses prep learning as the main learning strategy in learning. The method of ‘learning before the lesson’ is widespread. Goal setting also plays an important role in prep learning, which has also been shown with the Moon and Jupiter, as the following evidence shows:

“First of all, I have a habit of enjoying the prep process, it means to learn before the class, but the prep I'm talking about here tends to be more of a class period because it's more of a way for the course semester. I will first read the PPT given by the teacher so that I have an overall grasp of the knowledge, but also have a lot of questions.” (Interviewee 6, Personal communication, March 1, 2023)

“I like to set goals, because I think a person can only have a clear direction for the next step if the goal is clear.” (Interviewee 6, Personal communication, March 1, 2023)

“I always set different and detailed goals before learning, just like today I will finish writing the note from the class or finish my assignment, then I will try my best to finish it.” (Interviewee 5, Personal communication, March 1, 2023)

“I still think that the first thing is that you should first determine your own learning goals, and then only after you have this goal, will you be able to adjust your learning. Choose the way which fits you the best.” (Interviewee 2, Personal communication, May 30, 2023)

Overall, some students want to study before class to find out what they don't understand. In class, focus more on the difficulties encountered during pre-learning. This is also a useful strategy.

Sixth, Revision after class: In addition to prep learning, some participants also use revision as an important means of learning. Participants chose to do the evaluation themselves so that they know what they did not understand in class. Jupiter is a unique method of revision. Jupiter records the lesson and watches the playback after the lesson. This method is suitable for students whose English skills are very limited and who cannot keep up with the teachers and their classmates. Self-regulated learning is a very flexible learning method. The information shows how the students answer my questions:

“My approach may not be the same as others, as I have a habit. I don't really like to keep my head down and take notes during class. I find it very inefficient and sometimes I can't even hear what the teacher is saying. I like to record the class, and I don't write anything during the class, just listen to the teacher, and when the class is over, I will watch the playback again, and

then take notes and find out my own problems.” (Interviewee 5, Personal communication, March 1, 2023)

“Later on when I finish the whole thing I always look back on what I can improve more next time or if there’s knowledge I haven’t got or didn’t solve.” (Interviewee 5, Personal communication, May 30, 2023)

“I will first write down all the questions that I don t know or I can't catch up with. If there’s questions that I didn’t write down, I will ask my friend for help.” (Interviewee 1, Personal communication, March 1, 2023)

“I will first write down all the questions that I don t know or I can't catch up with. If there’s questions that I didn’t write down, I will ask my friend for help.” (Interviewee 3, Personal communication, March 1, 2023)

“During the EMI classes, I think I don't understand in the class sometimes but I can review after the class.” (Interviewee 5, Personal communication, May 30, 2023)

Repetition is also a useful strategy, provided that the participant learns by himself. Based on the different learning strategies, there are different types of revision. Students use the type of revision that suits them best when studying alone. So that they could not only improve their English level by English medium instruction but also can get more knowledge in their courses.

Seventh, We-Media: Moon's interview reveals that there is a word called We-Media. We-Media is a global innovation agency, a publisher, a studio and an incubator for networked knowledge and culture. It's a very useful way to learn these days. We-Media is curated and edited by Andrew Nachison. Since 2006, he has built and moderated a global network of leaders in media, technology, business and creativity. We-Media is not only suitable for teaching English, but can be used in any area of learning.

“Now, We-Media is flooded with our life. I just recently uploaded Xiaohongshu, and then, before, it was on the B site. I got a lot of useful tips and information from social media as well.” (Interviewee 2, Personal communication, March 1, 2023)

We-Media is a fairly new concept associated with technology and social apps. It is also a useful strategy for participants because it is still evolving and offers new points of view to participants.

The participants indicated that the learning strategies of self-regulated learning are taking notes, researching on the internet, taking help from teachers and classmates, reading more relevant books and articles, preparatory learning, revision after learning and we-media. It is clear from the participants' learning strategies that self-regulated learning is a very flexible learning method that can be adapted to their own way of learning. No matter which learning strategy the participants choose, it must be a strategy that suits their own situation.

4.4 Improvement of the Participants from Interview

Self-regulated learning is a way for participants to improve while learning on their own after class. There are 5 interview questions (see Appendix A, B).

Through the experience of comparison in online learning, participants have found some different types of strategies that could fit their learning when they learn on their own. After learning independently for several weeks, all participants improved in different ways. The excerpts are as follows:

1. After several weeks now how much do you know about self-regulated learning?
2. How have your self-regulated learning supported your online learning so far?

3. What self-regulated learning strategies are most useful in your context? Why?
4. Do you think students who study online need to do self-regulated learning? Why?
5. How about students in general, do they need self-regulated learning? Why?

4.4.1 Acquire More Knowledge

The interviews with the various participants show that the participants have now acquired more knowledge during the learning process than before. Self-regulated learning plays a positive role in this area, here are the examples from the interviews:

“Through self-regulation I have acquired more knowledge and sometimes I even feel that I have ventured into more areas because I have consulted a lot of different materials in the process of continuous learning, so I have gained something beyond the textbook.” (Interviewee 2, Personal communication, May 30, 2023)

“I even think that self-regulated learning is not limited to online learning, but can go deeper into our lives.” (Interviewee 3, Personal communication, May 30, 2023)

“Also, through self-regulation, when I watch the online course again and take notes, I make it a priority to take notes and then immediately solve the problems that are difficult for me and those that I am not familiar with. Self-regulated learning helped me to overcome some difficulties to a great extent so that I could progress as fast as other students.” (Interviewee 5, Personal communication, May 30, 2023)

“Especially after the thesis semester, when I set myself milestones and tried to plan my time wisely, I improved significantly both in terms of the total

amount of knowledge I received and the completion of my thesis, so my attitude towards studying became more positive and I made great progress.” (Interviewee 4, Personal communication, May 30, 2023)

“My classmates and I have more communication. The improvement of my English is not only limited to listening and speaking skills, but also my reading and writing skills, which is a great help in the dissertation semester.”(Interviewee 3, Personal communication, May 30, 2023)

“I also learned more because I started to study with a plan. I hope this way of teaching will be maintained because it is very effective.” (Interviewee 4, Personal communication, May 30, 2023)

“EMI is a very innovative way of teaching, and at the same time it allows students to acquire knowledge while improving their English skills in the same way.” (Interviewee 6, Personal communication, May 30, 2023)

Based on the participants' data, all participants have improved during the period of self-regulated learning and understand more of the knowledge they have learned in class.

4.4.2 Independent Learning

The concept of self-regulated learning shows that self-regulated learning is a way of learning that participants should learn themselves. After a few weeks of using the learning strategies of self-regulated learning, the participants were now able to learn more independently to solve the problems they encountered instead of relying only on the teachers. All six participants use self-regulated learning to learn by themselves and express a positive attitude that they would like to use self-regulated learning in their further learning, here are some examples from the interview:

“As students we have to try to solve such problems ourselves. Besides, even in the classroom I believe that few people can say that they are 100% familiar with the content of the teacher's lectures, so when we encounter such problems, self-regulated learning gives us a way to solve the problem and the possibility.” (Interviewee 2, Personal communication, May 30, 2023)

“Not only online classes, when we are learning a different skill such as a musical instrument back home we still have to practice ourselves repeatedly to achieve the desired results, so it is very necessary.” (Interviewee 2, Personal communication, May 30, 2023)

“No matter what situation we are in, as a student we definitely have to face the assignments alone and the exams alone. Whether it is an exam or doing homework we inevitably have to study, and this is especially true for online classes.” (Interviewee 4, Personal communication, May 30, 2023)

Here is also an important point made by Moon, who mentions that self-regulated learning is not suitable for every learner. A learner's personality also plays an important role in deciding whether self-regulated learning suits their type of learning. That is a very good point.

4.4.3 Flexibility of Learning

All participants gave different answers to this question because everyone learns differently. The questions can be divided into several parts, namely goal setting, time management and self-assessment. This also fits in with Zimmerman's cyclical phase of self-regulated learning.

First, Goal setting: All six participants, regardless of which learning strategy they use, agree that the first step in learning is to have a learning goal. Unlike the younger students, the participants are able to set more detailed goals after using self-directed learning, here are the examples from the interview:

“I like to set goals, because I think a person can only have a clear direction for the next step if the goal is clear.” (Interviewee 6, Personal communication, March 1, 2023)

“I always set different and detailed goals before learning, just like today I will finish writing the note from the class or finish my assignment, then I will try my best to finish it.” (Interviewee 6, Personal communication, March 1, 2023)

“First of all, he should be a learner, he has a sense of initiative, he feels that learning to learn is a happy thing. When he is happy, he is willing to do it. He may want to be happy with himself first, right? Then, he may have a goal, he feels that after learning this thing, he can make a qualitative leap, or have some value, so that his own life value gets a boost.” (Interviewee 2, Personal communication, March 1, 2023)

“I often have a goal like how many questions I am going to solve today.” (Interviewee 1, Personal communication, March 1, 2023)

“Because of my thesis, I have a clear goal of what I want to achieve every day or every time I study, and what kind of progress I want to make.” (Sun, Interview 2)

“I also gained some insights into goal setting. I think that as graduate students we are no longer primary school students, we can set a big goal such as I have to finish chapter 2 of my thesis by Saturday, and then divide the time to reach the goal, which is actually very flexible, and when we self-evaluate the result is also the big goal.” (Interviewee 5, Personal communication, May 30, 2023)

“I think the biggest help is self-regulation, I put my subjective consciousness, that is what I said before, I have clear goals, and I adjusted my strategy.”
(Interviewee 2, Personal communication, May 30, 2023)

All participants improved in goal setting, which shows that goal setting is one of the most important components when participants learn independently. Participants need to have a goal so that they know what they are doing and what they can improve. Different participants have different goals, which also proves that self-regulated learning is flexible for different people.

Second, Time management: This shows that if participants want to achieve their goal, they need to control themselves and manage their time in order to achieve it. Here are the examples of time management:

“We have to ensure that we are on target to complete the progress, rather than just get by, we must eliminate the mentality of getting by or we find it very difficult to achieve our goals.” (Interviewee 6, Personal communication, March 1, 2023)

“But I may have to look at the priority of this matter, because we are now talking about self-regulation. I think this is self-initiated, subjective and active to enjoy the learning process.” (Interviewee 2, Personal communication, March 1, 2023)

“Especially after the thesis semester, when I set myself milestones and tried to plan my time wisely, I improved significantly both in terms of the total amount of knowledge I received and the completion of my thesis, so my attitude towards studying became more positive and I made great progress.”
(Interviewee 4, Personal communication, March 1, 2023)

All in all, as Mercury said, “We need to make sure we are on track to complete the progress” If the participants have a goal, this is the part where they need to manage

the time to achieve the goal. They have to achieve the goal in a certain amount of time. The participant pays attention to the priority of the goal, manages the time and achieves the goal so that they can continue to improve after learning.

Third, Self-evaluation and self-reaction: Self-assessment and self-reaction are the last part of self-regulation. In these two parts, the participants have to find out what they have learned and what they have not learned, and evaluate the result of learning and problem solving. From the interviews, it can be seen that the words self-assessment and self-response appear more in the second interview, with self-regulated learning playing a positive role in the participants and the participants being willing to learn and know more about it. As part of the cyclical phase, self-assessment and self-reaction are very important. All participants have a positive attitude when they realize that there are certain points that they have not finished or caught up on, and they react to it themselves. Here are the examples from the interviews:

“Self-evaluation and monitoring is the first part of the cycle model. In this session, learners are expected to judge the efficacy of their learning based on their prior performance and results. In other words, the learner is expected to be able to evaluate his or her current ability and level of competence on a particular learning task. For the self-evaluation part we should have a chance to do it before our self-regulated learning to see where we are and what we need to improve in the future.” (Interviewee 2, Personal communication, May 30, 2023)

“The teacher's comments actually gave me an assessment to a certain extent, and I would check my own assessment against the teacher's, so that I could solve more problems in the next study session.” (Interviewee 1, Personal communication, May 30, 2023)

“I figured out that self-evaluation is actually very important to me. If we just finish what we planned to do on time, once we finish we feel like, ok fine I

am done and never look back.” (Interviewee 6, Personal communication, May 30, 2023)

“I always look back on what I can improve more next time or if there’s knowledge I haven’t got or didn’t solve.” (Interviewee 5, Personal communication, March 1, 2023).

Self-regulated learning is a very flexible learning in every step, the participants can always combine the learning strategies with their own situation. As a learner, it is very important to be flexible in learning and to combine other learning strategies with self-regulated learning in order to improve.

4.5 Data Analysis of Learning Log

In the learning logs, three parts are included:

- 1) What I have done during self-regulated learning.
- 2) How often do I study during a week by using self-regulated learning?
- 3) My questions about self-regulated learning.

The data of the learning logs also answered the two research questions, 1) What learning strategies do students apply to their self-regulated learning? 2) How much has self-regulated learning improved Chinese students’ English learning in this study? The results are shown below:

4.5.1 Learning Strategies

According to the data from the learning log, note-taking, online searching, communicating with teachers and friends, and extensive reading are the methods that participants use while learning independently.

The following data shows that searching the internet is a very important method in self-regulated learning.

“I am seeking help from not only the internet and the teachers. I sometimes use social media to help me.” (Interviewee 2, Learning log, May 31, 2023)

“I also like to use the internet to solve my questions.” (Interviewee 1, Learning log, May 31, 2023)

“Line out the questions and search the questions by using the internet.” (Interviewee 3, Learning log, May 31, 2023)

“Once I know where my problems are I will search on the internet.” (Interviewee 5, Learning log, May 31, 2023)

Communication with teachers and classmates is another learning strategy used by participants in self-study. The results are presented as follows:

“After the class if I realize there’s still questions I haven’t solved I will communicate with my teachers.” (Interviewee 6, Learning log, May 31, 2023)

“When I am learning by myself I will first focus on my questions and if there’s more questions I will directly go and ask my teachers and classmates for help.” (Interviewee 1, Learning log, May 31, 2023)

“I am seeking help from not only the teachers and the internet. I sometimes use social media to help me.” (Interviewee 2, Learning log, May 31, 2023)

“Talk with my friends and classmates to share my progress.” (Interviewee 3, Learning log, May 31, 2023)

Extensive reading is also a way for the participants to learn by themselves and it could be shown from Moon and Star.

“Sometimes the books are also quite useful, but it is better for long-term learning.” (Interviewee 2, Learning log, May 31, 2023)

“Check the resources I have found and note, especially the articles I have found and save.” (Interviewee 3, Learning log, May 31, 2023)

All in all, the learning strategies in the learning logs are searching the internet, communicating with teachers and friends, and reading extensively. These are the learning strategies that suit online learning for most participants.

4.5.2 Improvement of the Participants

All participants have a positive attitude towards self-regulated learning. Even though they use different learning strategies, all participants have made different improvements. Here are the participants' improvements: goal setting, time management and self-assessment.

Here are the improvements which have shown in the learning logs. The result are shown as follow:

“In the knowledge part, I think by learning this way my English really gets improved. In the method, I gained a more comprehensive understanding of the theory.” (Interviewee 5, Learning log, May 31, 2023)

“But recently I am doing much better.” (Interviewee 4, Learning log, May 31, 2023)

“I have learned a lot of stuff while learning by myself. Not only the thesis, I have made huge progress during the time of working on my thesis.”
(Interviewee 2, Learning log, May 31, 2023)

Many participants have improved in setting goals. Participants are beginning to realize that goal setting should be flexible and tailored to their personal situation. You can see the result below:

“It is very important to set a goal before learning. Once I have the goal it is easier for me to reach my goal because I am clear with what I am doing.”
(Interviewee 3, Learning log, May 31, 2023)

“I also gained some insights into goal setting. I could set a goal of what I am going to do.” (Interviewee 5, Learning log, May 31, 2023)

“The clear goal is a very good start of self-regulated learning.” (Interviewee 1, Learning log, May 31, 2023)

Time management is also an area that most participants have improved. This is shown by how often they study by themselves in a week in order to achieve their goal. The participants were able to manage their time according to their own situation. The results are presented below:

“It depends on how I set my goal and how much work I need to finish.”
(Interviewee 3, Learning log, May 31, 2023)

“It depends on my own schedule. While I am on a tight schedule I can work every day until I reach the goal or I finish the task. If the schedule is not that tight I might work 2-3 times a week, it is kind of flexible.” (Interviewee 5, Learning log, May 31, 2023)

“3 times a week, the length of the time depends on my own schedule.”
(Interviewee 6, Learning log, May 31, 2023)

“But recently I am doing much better because I realize that sometimes I couldn’t finish it by only one time.” (Interviewee 4, Learning log, May 31, 2023)

“The highest frequency of my learning is to learn every day. If I have a longer term of learning, I might do it a bit slow. I don’t have a specific time of learning but I like to learn in the evening.” (Interviewee 2, Learning log, May 31, 2023)

Self-evaluation is another area in which some of the participants improved. From the learning log data, it appears that participants are beginning to recognize the importance of self-evaluation after learning. Some of the participants believe that self-evaluation plays an important role in learning and could help them to learn more and faster, so they would like to use self-evaluation more in the future. The results are presented below:

“Self-evaluation is also important to me. I start to look back after learning by myself to see if I have made any improvements or if there’s any points I haven’t solved during the class so that I could solve them and make big progress.” (Interviewee 6, Learning log, May 31, 2023)

“Also from my point of view, sometimes we don’t really need to do the self-evaluation in the short term. We would also put it into a longer time or into a specific period.” (Interviewee 1, Learning log, May 31, 2023)

In summary, all the data from the learning logs show that the strategies used by the participants in self-study are searching the Internet, communicating with teachers and friends, and reading related books and articles. The improvements of the

participants are goal setting, time management and self-assessment, which are also consistent with the result of the interviews.

4.6 Summary

In this Chapter, the results are presented by analyzing the in combination with the qualitative data (interviews) and the learning logs. It shows the results to the two research questions: 1) Participants use note-taking, online research, discussions with teachers and friends, reading relevant books and articles, preparatory learning, reviewing after class, and we-media as their main learning strategies while learning independently. 2) Participants' improvements are acquiring more knowledge, flexibility in learning and self-assessment. The entire study shows that students encounter many difficulties in their online courses with English as the language of instruction. English language instruction helps students not only in learning English but also in their academic performance. To ensure that they are learning enough, students can use self-regulated learning in conjunction with other learning strategies. Through self-regulated learning, students can not only learn more during their online courses, but they can also use it for the rest of their lives to achieve the goal of lifelong learning.

Chapter 5

Conclusion, Discussion, and Recommendations

5.1 Findings of the Study

The findings of the study are shown as below:

5.1.1 Learning Strategies the Students Apply in Their Self-regulated Learning

Searching the Internet. All participants mainly use the Internet to help them with their self-study. This shows that searching the Internet is one of the most important learning strategies used by Chinese students for self-study. 2. Note-taking: the participants take notes at different times, some before class, some during class, some after class, regardless of when they take notes, note-taking is very useful for participants in self-study. 3. Discuss with teachers and friends. Participants reported asking their teachers and classmates for help. This is a good strategy for students to solve their questions and improve themselves. 4. Reading and searching for more relevant books and articles is also a good way for participants to learn, but the information in the books is limited, especially at the moment when students want to find a direct answer. 5. Prep learning: One participant recommends prepared learning as a strategy. Prepared learning means that students learn before class so that they can receive the questions during class and then solve the questions. 6. Revision: participants chose to do assessment for themselves during revision so that they can learn more and more efficiently. 7. We-Media, this comes from Moon, when the participant uses We-Media, the internet is still the important tool to make this possible.

The similar results from the participants' learning logs showing the answer to the two research questions also proved that self-regulated learning is one of the most important learning strategies while students are independent learners.

5.1.2 Improvement of Chinese Students' Learning

The data analysis on the improvement of Chinese students' learning shows that all Chinese students have a positive attitude towards their learning. All the participants agree that they have improved via EMI. The interview shows that students improve especially when they use self-regulated learning in conjunction with their own way of learning via EMI. Self-regulation has played a very positive role in my online learning process.' (Moon, Interview 2)

The data show that Chinese students have improved in various ways. First, they acquire more knowledge through self-regulated learning. When students learn on their own, they use Internet search and communication with teachers and classmates as their main strategies. In this way, students have more opportunities to acquire more knowledge, so they have the chance to learn more.

The participants also learned a lot about the independence of learning. All participants experienced that they can learn for themselves and are willing to learn more in the future. Instead of relying on the teacher, the participants were able to solve their own problems first. Participant 4 is a very special participant who struggles with procrastination. In this way, the participants sometimes failed in some areas of self-regulated learning such as time management. The six participants were more able to solve the difficulties themselves after applying self-regulated learning with the combination of their own learning strategy and the situation. Self-regulated learning is not only suitable for online learning, but also for different areas in different subjects, such as learning an instrument. As students, we have to try to solve such problems by ourselves. In the classroom, there are still some moments that we can't catch up with, but now students can learn more independently, which could benefit their further learning.

The next improvement is the flexibility of learning. After several weeks of self-regulated learning, students are now able to set their own learning goals based on their different levels and purpose. Some participants set a big goal, while others prefer to set small goals and learn step by step. When it comes to time management, more participants also agreed that even if they have set a goal, they are now more flexible when it comes to how they manage their time to achieve their goal.

Self-evaluation is another part that the participants have improved. But for Jupiter, who was already using self-evaluation as a tool before the study, 5 of the participants are starting to use self-evaluation and think that it will help them to find out what they have not yet learned in order to acquire more knowledge. All participants agree that they are willing to self-assess in the future.

5.2 Discussion

The discussion of the findings are shown as below:

5.2.1 Learning Strategies the Students Apply in Their Self-regulated Learning

According to the results of the study, the main learning strategies used by Chinese students after self-regulated learning are searching the Internet, discussing with teachers and classmates, taking notes, reading related books and literature, and We-media. These strategies show that students have a positive attitude towards self-regulated learning and that self-regulated learning plays a very positive role in Chinese students' online learning. In addition, the use of self-regulated learning before and after self-regulated learning became more diverse. Online learning is a very useful method nowadays, which is also mentioned by him, Wang and Wu in 2022. Online learning uses modern information technologies such as multimedia and artificial intelligence for teaching and learning. After self-regulated learning, students have made more progress and improvement than before by using a greater variety of learning strategies. This is also consistent with what Zimmerman mentioned in the context of self-regulated

learning: learners' belief that they are capable of engaging in appropriate actions, thoughts, feelings, and behaviors to pursue valuable academic goals while self-monitoring and self-reflecting on their progress toward goal attainment. Students begin to focus on their own behavior and use a variety of strategies to achieve different goals. Diverse learning strategies are important to achieve goals.

5.2.2 Improvement of Chinese students

In this study, the results show that the participants improved in various areas. Participants were able to acquire more knowledge while learning independently, and they were also able to learn independently and flexibly. Compared to before, participants were able to set better and more detailed goals, they began to manage their time and evaluate themselves as learners. Self-regulated learning has a positive effect on all participants. Even if the participants have different levels of English, different learning backgrounds or even different personalities. The improvements of the participants show that the participants become self-regulated learners. Furthermore, all participants are able to set a goal, manage the time to reach the goal and evaluate themselves. This corresponds to Zimmerman's three phases of self-regulated learning: the forethought phase, the execution phase and the self-reflection phase.

At the same time, self-regulated learning is itself a very flexible learning method. Self-regulated learning works in different ways for different students. The choice of learning strategies in self-regulated learning is also directly related to the personality of the participant. Introverts are more inclined to research on the internet or read relevant books, while extroverts prefer to communicate with others. Students need to discipline themselves to set their own goals based on their own learning and self-evaluate in order to progress faster or achieve their goals more effectively.

Due to the introduction of online courses, there are many Chinese students who find it difficult to keep up with the teacher in online learning or miss a lot of knowledge during periods of inattention. Students urgently need to find a way to help them do what they are supposed to do to ensure quality learning and progress. Different students

encounter various problems when they study on their own after school, such as they cannot control their time and cannot achieve their goals, or they set very big goals and finally realize that they cannot achieve their goals and then give up learning. In this study, I conducted interviews with six participants who practiced self-regulated learning for one semester (three months). I found that the participants made great progress and evaluated self-regulated learning itself very positively, indicating that self-regulated learning is necessary for Chinese students in online learning and self-regulated learning itself is a very flexible way of learning. How to master self-regulated learning and integrate it into one's reality is a question worth exploring.

All in all, through Self-regulated learning and EMI, participants not only improve their English, but also their other academic skills in many other areas.

5.3 Recommendations

There are 2 recommendations for 2 different groups of the stakeholders of this study: teachers, and future researchers.

5.3.1 To Teachers

Based on the analysis and discussion of the learning strategies used by the participants during self-regulated learning and the participants' improvements, the results of this study have some implications for college teachers.

Based on the result of the current study the implications for college English teachers are as follows.

(1) Use different methods to help students embrace online

Thus, teachers can optimize the effectiveness of teaching and learning based on the results of students' attitudes. Specifically, teachers can improve their communication and collaboration with students. Share real-time information with

students at regular intervals during lessons. And listen to students' confusions and requests. The teacher can also guide students to self-regulated learning or other learning methods so that they learn enough to improve their learning ability and confidence during the online course.

(2) Recommend more books and articles

The study showed that students faced many problems during online classes and their overall learning success was not as good as offline learning. There are a number of reasons for this, such as problems with the internet connection and the fact that students find it difficult to concentrate for long periods of time.

In conclusion, I believe that the quality of students' learning can be significantly improved if teachers communicate with students, understand students' different problems, provide appropriate solutions and help students to self-regulate their learning.

5.3.2 To Future Researchers

The results of the study can benefit other researchers in their professional work, because other researchers can gain knowledge about self-regulated learning through this study and explore further topics in the field of self-regulated learning. It also inspires other researchers to conduct self-regulated learning and English language learning online.

Other researchers can learn from this study what kind of learning strategies students use in self-regulated learning and what benefits they derive from them. This study can be a reference for colleges to carry out self-regulated learning activities during the epidemic, and it can also help college teachers to improve their online teaching methods and effectively improve students' learning.

5.4 The Limitation of the Research

The interviews were conducted online during the outbreak, so the interview time was relatively limited and the data obtained was somewhat restricted.

5.5 Summary

This chapter summarizes the results of this study. The study found that Chinese students use many different learning strategies in self-regulated learning: Searching online, communicating with classmates and teachers, taking notes, we-media, reading relevant books, etc. These strategies greatly helped Chinese students to ensure the quality of learning and learn more in online classes. At the same time, Chinese students have made great progress in self-regulated learning, they have acquired more knowledge, become more independent and can flexibly use various learning strategies in learning. Self-regulated learning is flexible and therefore applicable to a variety of students and a variety of disciplines. Finally, suggestions for future research are made in light of the design and findings of this study.



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APPENDIX A

Interview Questions 1

มหาวิทยาลัยรังสิต Rangsit University

Interview Questions 1

Question number	Interview question	Note
1.	How much do you know about self-regulated learning?	
2.	What do you usually do after learning online to increase your knowledge?	
3.	How often do you study by yourself after learning online? Did you get any improvement?	
4.	What kind of self-regulated learning do you use?	
5.	Which self-regulated learning strategy supports your online learning best? How?	
6.	How do you feel about English Medium Instruction (EMI)?	





Interview Question 2

Question number	Interview question	Note
1.	After several weeks now how much do you know about self-regulated learning?	
2.	How have your self-regulated learning supported your online learning so far?	
3.	What self-regulated learning strategies are most useful in your context? Why?	
4.	Do you think students who study online need to do self-regulated learning? Why?	
5.	How about students in general, do they need self-regulated learning? Why?	





Consent Form



RSU-ERB.005-1 หนังสือแสดงเจตนายินยอม อายุไม่ต่ำกว่า 18 ปีบริบูรณ์
(Informed Consent Form 18+)



วันที่ 02 เดือน 02 พ.ศ. 2023

ข้าพเจ้า Song Luyi อายุ 28 ปี อาศัย Regent Court

70 Phetchaburi Rd, Thanon Phetchaburi, Ratchathewi, Bangkok, 10400 โทรศัพท์ 06 14894849

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัยเรื่อง Self-regulation in English-medium Learning: A Case of Chinese Students at a Private University in Thailand

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น ค่าตอบแทนที่จะได้รับค่าใช้จ่ายที่ข้าพเจ้าจะต้องรับผิดชอบจ่ายเอง โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดปิดบังซ่อนเร้น

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้:

ข้าพเจ้าได้ทราบถึงสิทธิที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัย และสามารถถอนตัวหรืองดเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบต่อค่าบริการหรือกิจกรรมที่เกี่ยวข้องที่ข้าพเจ้าจะได้รับต่อไปในอนาคต และยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หากข้าพเจ้ามีอาการผิดปกติ รู้สึกไม่สบายกาย หรือมีผลกระทบต่อจิตใจของข้าพเจ้าเกิดขึ้นระหว่างการวิจัย ข้าพเจ้าจะแจ้งผู้วิจัยโดยเร็วที่สุด และหากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัยขึ้นกับข้าพเจ้า ข้าพเจ้าจะสามารถติดต่อกับ

ผู้วิจัยชื่อ Song Luyi โทรศัพท์ 0614894849 ได้ตลอด 24 ชั่วโมง

หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ได้ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย

ข้าพเจ้าจะสามารถติดต่อกับประธานคณะกรรมการฯ หรือเลขานุการฯ ได้ที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน อาคารอาทิตย์ อุไรรัตน์ (อาคาร 1) ชั้น 5 ห้อง 504 มหาวิทยาลัยรังสิต 52/347 หมู่บ้านเมืองเอก ถ.พหลโยธิน ต.หลักหก อ.เมือง จ.ปทุมธานี 12000 หมายเลขโทรศัพท์ 0-2791-5728 โทรสาร 0-2791-5682

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงลายมือชื่อไว้

ลงชื่อ

ลงชื่อ Luyi Song

ผู้เข้าร่วมการวิจัย/ผู้แทนโดยชอบธรรม

ผู้ขอความยินยอม/หัวหน้าโครงการวิจัย

วันที่...02...../.....02...../.....2023.....

วันที่...02...../.....02...../.....2023.....

ในกรณีผู้ปกครองของผู้เข้าร่วมการวิจัยไม่สามารถอ่านหนังสือได้ผู้ที่อ่านข้อความทั้งหมดแทนผู้ปกครองของผู้เข้าร่วมการวิจัย คือ..... จึงได้ลงลายมือชื่อไว้เป็นพยาน

ลงชื่อ _____ พยาน



RSU-ERB.005-1 หนังสือแสดงเจตนายินยอม อายุไม่ต่ำกว่า 18 ปีบริบูรณ์
(Informed Consent Form 18+)



วันที่ 02 เดือน 02 พ.ศ. 2023

ข้าพเจ้า Song Luyi อายุ 28 ปี อาศัย Regent Court

70 Phetchaburi Rd, Thanon Phetchaburi, Ratchathewi, Bangkok, 10400 โทรศัพท์ 0614894849

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัยเรื่อง Self-regulation in English-medium Learning: A Case of Chinese Students at a Private University in Thailand

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่าง ๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น ค่าตอบแทนที่จะได้รับค่าจ้างที่ข้าพเจ้าจะต้องรับผิดชอบจ่ายเอง โดยได้อ่าน ข้อความ ที่มีรายละเอียด อยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย โดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดปิดบังซ่อนเร้น

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้

ข้าพเจ้าได้ทราบถึงสิทธิที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัย และสามารถถอนตัวหรืองดเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบต่อการบริการหรือกิจกรรมที่เกี่ยวข้องที่ข้าพเจ้าจะได้รับต่อไปในอนาคต และยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หากข้าพเจ้ามีอาการผิดปกติ รู้สึกไม่สบายกาย หรือมีผลกระทบต่อจิตใจของข้าพเจ้าเกิดขึ้นระหว่างการวิจัย ข้าพเจ้าจะแจ้งผู้วิจัยโดยเร็วที่สุด และหากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัยขึ้นกับข้าพเจ้า ข้าพเจ้าจะสามารถติดต่อกับ

ผู้วิจัยชื่อ Song Luyi โทรศัพท์ 0614894849 ได้ตลอด 24 ชั่วโมง

หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย ข้าพเจ้าจะสามารถติดต่อกับประธานคณะกรรมการฯ หรือเลขานุการฯ ได้ที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน อาคารอาทิตย์ อุไรรัตน์ (อาคาร 1) ชั้น 5 ห้อง 504 มหาวิทยาลัยรังสิต 52/347 หมู่บ้านเมืองเอก ถนนพหลโยธิน ต.หลักหก อ.เมือง จ.ปทุมธานี 12000 หมายเลขโทรศัพท์ 0-2791-5728 โทรสาร 0-2791-5689

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงลายมือชื่อไว้

ลงชื่อ

ลงชื่อ

Luyi Song

ผู้เข้าร่วมการวิจัย/ผู้แทนโดยชอบธรรม

ผู้ขอความยินยอม/หัวหน้าโครงการวิจัย

วันที่ 02 / 02 / 2023

วันที่ 02 / 02 / 2023

ในกรณีผู้ปกครองของผู้เข้าร่วมการวิจัยไม่สามารถอ่านหนังสือได้ผู้ที่อ่านข้อความทั้งหมดแทนผู้ปกครองของผู้เข้าร่วมการวิจัย คือ..... จึงได้ลงลายมือชื่อไว้เป็นพยาน

ลงชื่อ

พยาน



RSU-ERB.005-1 หนังสือแสดงเจตนายินยอม อายุไม่ต่ำกว่า 18 ปีบริบูรณ์
(Informed Consent Form 18+)



วันที่ 02 เดือน 02 พ.ศ. 2023

ข้าพเจ้า Song Luyi อายุ 28 ปี อาศัย Regent Court
70 Phetchaburi Rd., Thanon Phetchaburi, Ratchathewi, Bangkok, 10400 โทรศัพท์ 0614894849

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัยเรื่อง Self-regulation in English-medium Learning: A Case of Chinese Students at a Private University in Thailand

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น ค่าตอบแทนที่จะได้รับค่าใช้จ่ายที่ข้าพเจ้าจะต้องรับผิดชอบจ่ายเอง โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย โดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดปิดบังซ่อนเร้น

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้:

ข้าพเจ้าได้ทราบถึงสิทธิที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัย และสามารถถอนตัวหรืองดเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบต่อค่าบริการหรือกิจกรรมที่เกี่ยวข้องที่ข้าพเจ้าจะได้รับต่อไปในอนาคต และยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หากข้าพเจ้ามีอาการผิดปกติ รู้สึกไม่สบายกาย หรือมีผลกระทบต่อจิตใจของข้าพเจ้าเกิดขึ้นระหว่างการวิจัย ข้าพเจ้าจะแจ้งผู้วิจัยโดยเร็วที่สุด และหากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัยขึ้นกับข้าพเจ้า ข้าพเจ้าจะสามารถติดต่อกับ

ผู้วิจัยชื่อ Song Luyi โทรศัพท์ 0614894849 ได้ตลอด 24 ชั่วโมง

หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย ข้าพเจ้าจะสามารถติดต่อกับประธานคณะกรรมการฯ หรือเลขานุการฯ ได้ที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน อาคารอาทิตย์ อุไรรัตน์ (อาคาร 1) ชั้น 5 ห้อง 504 มหาวิทยาลัยรังสิต 52/347 หมู่บ้านเมืองเอก ถ.พหลโยธิน ต.หลักหก อ.เมือง จ.ปทุมธานี 12000 หมายเลขโทรศัพท์ 0-2791-5728 โทรสาร 0-2791-5689

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงลายมือชื่อไว้

ลงชื่อ Song Luyi ลงชื่อ Luyi Song

ผู้เข้าร่วมการวิจัย/ผู้แทนโดยชอบธรรม

ผู้ขอความยินยอม/หัวหน้าโครงการวิจัย

วันที่ 02/02/2023

วันที่ 02/02/2023

ในกรณีผู้ปกครองของผู้เข้าร่วมการวิจัยไม่สามารถอ่านหนังสือได้ผู้ให้อ่านข้อความทั้งหมดแทนผู้ปกครองของผู้เข้าร่วมการวิจัย คือ..... จึงได้ลงลายมือชื่อไว้เป็นพยาน

ลงชื่อ _____ พยาน



RSU-ERB.005-1 หนังสือแสดงเจตนายินยอม อายุไม่ต่ำกว่า 18 ปีบริบูรณ์
(Informed Consent Form 18+)



วันที่ 02 เดือน 02 พ.ศ. 2023

ข้าพเจ้า Song Luyi อายุ 28 ปี อาศัย Regent Court

70 Phetchaburi Rd, Thanon Phetchaburi, Ratchathewi, Bangkok, 10400 โทรศัพท์ 0614894849

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัยเรื่อง Self-regulation in English-medium Learning: A Case of Chinese Students at a Private University in Thailand

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของกรวิจัยและความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น ค่าตอบแทนที่จะได้รับค่าใช้จ่ายที่ข้าพเจ้าจะต้องรับผิดชอบจ่ายเอง โดยได้อ่าน ข้อความ ที่มีรายละเอียด อยู่ใน เอกสารชี้แจงผู้เข้าร่วมการวิจัย โดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดปิดบังซ่อนเร้น

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้

ข้าพเจ้าได้ทราบถึงสิทธิ์ที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัย และสามารถถอนตัวหรืองดเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบต่อการศึกษาหรือกิจกรรมที่เกี่ยวข้องที่ข้าพเจ้าจะได้รับต่อไปในอนาคต และยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หากข้าพเจ้ามีอาการผิดปกติ รู้สึกไม่สบายกาย หรือมีผลกระทบต่อจิตใจของข้าพเจ้าเกิดขึ้นระหว่างการวิจัย ข้าพเจ้าจะแจ้งผู้วิจัยโดยเร็วที่สุด และหากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัยขึ้นกับข้าพเจ้า ข้าพเจ้าจะสามารถติดต่อกับ

ผู้วิจัยชื่อ Song Luyi โทรศัพท์ 0614894849 ได้ตลอด 24 ชั่วโมง

หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย

ข้าพเจ้าจะสามารถติดต่อกับประธานคณะกรรมการ หรือเลขานุการฯ ได้ที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน อาคารอาทิตย์ อุไรรัตน์ (อาคาร 1) ชั้น 5 ห้อง 504 มหาวิทยาลัยรังสิต 52/347 หมู่บ้านเมืองเอก ถ.พหลโยธิน ต.หลักหก อ.เมือง จ.ปทุมธานี 12000 หมายเลขโทรศัพท์ 0-2791-5728 โทรสาร 0-2791-5889

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงลายมือชื่อไว้

ลงชื่อ Lili 李莉

ลงชื่อ Luyi Song

ผู้เข้าร่วมการวิจัย/ผู้แทนโดยชอบธรรม

ผู้ขอความยินยอม/หัวหน้าโครงการวิจัย

วันที่ 02/02/2023

วันที่ 02/02/2023

ในกรณีที่ผู้ปกครองของผู้เข้าร่วมการวิจัยไม่สามารถอ่านหนังสือได้ผู้ที่อ่านข้อความทั้งหมดแทนผู้ปกครองของผู้เข้าร่วมการวิจัย คือ..... จึงได้ลงลายมือชื่อไว้เป็นพยาน

ลงชื่อ _____ พยาน



RSU-ERB.005-1 หนังสือแสดงเจตนายินยอม อายุไม่ต่ำกว่า 18 ปีบริบูรณ์
(Informed Consent Form 18+)



วันที่ 02 เดือน 02 พ.ศ. 2023

ข้าพเจ้า Song Luyi อายุ 28 ปี อาศัย Regent Court
70 Phetchaburi Rd, Thanon Phetchaburi, Ratchathewi, Bangkok, 10400 โทรศัพท์ 0614894849

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัยเรื่อง Self-regulation in English-medium Learning: A Case of Chinese Students at a Private University in Thailand

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น ค่าตอบแทนที่จะได้รับค่าใช้จ่ายที่ข้าพเจ้าจะต้องรับผิดชอบจ่ายเอง โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดปิดบังซ่อนเร้น

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้:

ข้าพเจ้าได้ทราบถึงสิทธิที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัย และสามารถถอนตัวหรืองดเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบต่อค่าบริการหรือกิจกรรมที่เกี่ยวข้องที่ข้าพเจ้าจะได้รับต่อไปในอนาคต และยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หากข้าพเจ้ามีอาการผิดปกติ รู้สึกไม่สบายกาย หรือมีผลกระทบต่อจิตใจของข้าพเจ้าเกิดขึ้นระหว่างการวิจัย ข้าพเจ้าจะแจ้งผู้วิจัยโดยเร็วที่สุด และหากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัยขึ้นกับข้าพเจ้า ข้าพเจ้าจะสามารถติดต่อกับ

ผู้วิจัยชื่อ Song Luyi โทรศัพท์ 0614894849 ได้ตลอด 24 ชั่วโมง

หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย

ข้าพเจ้าจะสามารถติดต่อกับประธานคณะกรรมการฯ หรือเลขานุการฯ ได้ที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน อาคารอาทิตย์ อุไรรัตน์ (อาคาร 1) ชั้น 5 ห้อง 504 มหาวิทยาลัยรังสิต 52/347 หมู่บ้านเมืองเอก ต.พหลโยธิน ด.หลักหก อ.เมือง จ.ปทุมธานี 12000 หมายเลขโทรศัพท์ 0-2791-5728 โทรสาร 0-2791-5689

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงลายมือชื่อไว้

ลงชื่อ Zhangtao 张浩

ลงชื่อ Luyi Song

ผู้เข้าร่วมการวิจัย/ผู้แทนโดยชอบธรรม

ผู้ขอความยินยอม/หัวหน้าโครงการวิจัย

วันที่...02...../.....02...../.....2023.....

วันที่...02...../.....02...../.....2023.....

ในการนี้ผู้ปกครองของผู้เข้าร่วมการวิจัยไม่สามารถอ่านหนังสือได้ผู้ให้อ่านข้อความทั้งหมดแทนผู้ปกครองของผู้เข้าร่วมการวิจัย คือ..... จึงได้ลงลายมือชื่อไว้เป็นพยาน

ลงชื่อ _____ พยาน



RSU-ERB.005-1 หนังสือแสดงเจตนายินยอม อายุไม่ต่ำกว่า 18 ปีบริบูรณ์
(Informed Consent Form 18+)



วันที่ 02 เดือน 02 พ.ศ. 2023

ข้าพเจ้า Song Luyi อายุ 28 ปี อาศัย Regent Court
70 Phetchaburi Rd, Thanon Phetchaburi, Ratchathewi, Bangkok, 10400 โทรศัพท์ 0614894849

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัยเรื่อง Self-regulation in English-medium Learning: A Case of Chinese Students at a Private University in Thailand

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น ค่าตอบแทนที่จะได้รับค่าใช้จ่ายที่ข้าพเจ้าจะต้องรับผิดชอบจ่ายเอง โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดปิดบังซ่อนเร้น

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้:

ข้าพเจ้าได้ทราบถึงสิทธิ์ที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัย และสามารถถอนตัวหรือหยุดเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบต่อการศึกษาหรือกิจกรรมที่เกี่ยวข้องที่ข้าพเจ้าจะได้รับต่อไปในอนาคต และยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หากข้าพเจ้ามีอาการผิดปกติ รู้สึกไม่สบายกาย หรือมีผลกระทบต่อจิตใจของข้าพเจ้าเกิดขึ้นระหว่างการวิจัย ข้าพเจ้าจะแจ้งผู้วิจัยโดยเร็วที่สุด และหากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัย หรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัยขึ้นกับข้าพเจ้า ข้าพเจ้าจะสามารถติดต่อกับ

ผู้วิจัยชื่อ Song Luyi โทรศัพท์ 0614894849 ได้ตลอด 24 ชั่วโมง

หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ได้รับไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย

ข้าพเจ้าจะสามารถติดต่อกับประธานคณะกรรมการฯ หรือเลขานุการฯ ได้ที่สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน อาคารอาทิตย์ อุไรรัตน์ (อาคาร 1) ชั้น 5 ห้อง 504 มหาวิทยาลัยรังสิต 52/347 หมู่บ้านเมืองเอก ด.พหลโยธิน ต.หลักหก อ.เมือง จ.ปทุมธานี 12000 หมายเลขโทรศัพท์ 0-2791-5728 โทรสาร 0-2791-5689

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงลายมือชื่อไว้

ลงชื่อ Wang Hao

ลงชื่อ Luyi Song

ผู้เข้าร่วมการวิจัย/ผู้แทนโดยชอบธรรม

ผู้ขอความยินยอม/หัวหน้าโครงการวิจัย

วันที่ 02...../.....02...../.....2023.....

วันที่ 02...../.....02...../.....2023.....

ในกรณีที่ผู้ปกครองของผู้เข้าร่วมการวิจัยไม่สามารถอ่านหนังสือได้ผู้ที่อ่านข้อความทั้งหมดแทนผู้ปกครองของผู้เข้าร่วมการวิจัย คือ..... จึงได้ลงลายมือชื่อไว้เป็นพยาน

ลงชื่อ..... พยาน

BIOGRAPHY

Name	Luyi Song
Date of Birth	22 December 1995
Place of Birth	Tangshan, Hebei, China
Education Background	Langfang Teachers University Bachelor of Industrial design, 2017 Rangsit University, Thailand Master of Education in Bilingual Education and English Language Teaching, 2023
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