การศึกษากลวิธีการเรียนภาษาอังกฤษของนักเรียนในหลักสูตรภาษาอังกฤษ

ในโรงเรียนไทยในระดับชั้นมัธยมศึกษา

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A STUDY OF LANGUAGE LEARNING STRAEGIES OF STUDENTS
IN AN ENGLISH PROGRAM IN THAI SECONDARY SCHOOL

Miss Hathai Daosodsai

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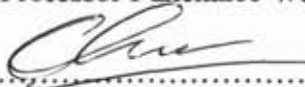
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หทัย ดาวสดใส : การศึกษากลวิธีการเรียนภาษาอังกฤษของนักเรียนในหลักสูตรภาษาอังกฤษใน โรงเรียนไทยในระดับชั้นมัธยมศึกษา. (A STUDY OF LANGUAGE LEARNING STRATEGIES OF STUDENTS IN AN ENGLISH PROGRAM IN THAI SECONDARY SCHOOL) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร. จันทร์ทรงกลด คชเสนี, 122 หน้า.

การวิจัยครั้งนี้มีวัตถุประสงค์ในการสำรวจการใช้กลวิธีการเรียนภาษาของนักเรียนระดับชั้นมัธยมต้น ต้นในโรงเรียนไทยในหลักสูตรภาษาอังกฤษ (English Program) กลุ่มตัวอย่างในงานวิจัยนี้ประกอบด้วย นักเรียนไทยระดับชั้นมัธยมศึกษาปีที่ 1 ในหลักสูตรภาษาอังกฤษ จำนวน 30 คน โดยใช้การเลือกกลุ่ม ตัวอย่างแบบเจาะจง (Purposive Sampling Method) งานวิจัยนี้เก็บข้อมูลโดยใช้แบบสอบถาม และการ สัมภาษณ์ การวิเคราะห์ข้อมูลประกอบด้วยการหาค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน รวมไปถึงการวิเคราะห์ เชิงคุณภาพ (Qualitative Analysis) ซึ่งใช้วิเคราะห์ข้อมูลที่ได้จากการสัมภาษณ์แบบเฉพาะกลุ่ม

ผลการวิจัยครั้งนี้แสดงให้เห็นว่านักเรียนมีการใช้กลวิธีการเรียนเกือบทั้งหมดในระดับปานกลาง มี เพียงส่วนน้อยเท่านั้นที่มีการใช้ในระดับสูง แต่ละกลวิธีการเรียนมีความถี่ในการใช้ที่แตกต่างกัน ทั้งนี้เป็น เพราะนักเรียนมีรูปแบบการเรียนรู้ ความชอบในการเรียนรู้ กิจกรรมการเรียนรู้ และปัญหาทางด้านภาษาที่ แตกต่างกัน ทำให้สรุปได้ว่า นักเรียนจะเลือกกลวิธีการเรียนที่คิดว่าเหมาะสมและมีประสิทธิภาพมากที่สุดเพื่อ นำมาใช้พัฒนาทักษะทางด้านภาษาของตนเอง ดังนั้นอาจารย์ผู้สอนจึงควรตระหนักถึงปัจจัยดังกล่าวเหล่านี้ และนำไปปรับใช้ในการเรียนการสอนเพื่อช่วยส่งเสริมการพัฒนาทักษะทางด้านภาษาของนักเรียน

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ   ลายมือชื่อนิสิต ...หทัย.......ดาวสดใส........................

ปีการศึกษา 2553   ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก ....

HATHAI DAOSODSAI: A STUDY OF LANGUAGE LEARNING STRATEGIES OF STUDENTS IN AN ENGLISH PROGRAM IN THAI SECONDARY SCHOOL. THESIS ADVISOR: ASST. PROF. CHANSONGKLOD GAJASENI, Ph.D., 122 pp.

The purpose of this study is to investigate the use of language learning strategies of students in an English program in a Thai secondary school. The subjects of this study were thirty students in Grade 7 in an English program, selected using a purposive sampling method. Data were collected by means of a questionnaire and a focus-group interview. Data analysis consisted of descriptive analysis to find means ($\bar{x}$) and standard deviation (SD.) and content analysis for data collected from the focus-group interview.

The research findings showed that students employed most of the language learning strategies at a moderate level, with a few at a high level. Each of the strategies reported were used with different frequency because students' learning styles, learning preferences, learning activities, and learning problems were different. Therefore, it can be concluded that students choose language learning strategies that they think are the most suitable for their needs to improve their own language skills. Thus, teachers should realize these factors and apply it to classroom teaching to help students improving their own language skills.

Field of Study: English as an International Language   Student's Signature Hathai D.

Academic Year: 2010   Advisor's Signature C. Gajaseni

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CHAPTER I
INTRODUCTION

Background of the Study

The role of English in Thailand is important since English is considered to be a medium of conversation between nations in this decade (Barrow, 2009). A number of studies have claimed that it is very important for Thai people to be able to communicate in English effectively since this can help improve the economic development of Thailand (Luanganggoon, 2001). The advance of technology and the use of the Internet have made it possible for Thai people to do business with foreign countries and this requires high proficiency in English. However, it has been found that what students have been learned in class cannot be applied with English used in the workplace (Wiriyachitra, 2002). According to Dr. Rom Hiranyapruek, director of Thai Software Park, Thais are very good at technology but cannot make much progress in this field since the competency of English of Thais is low (cited in Wiriyachitra, 2002).

Another industry that can help improve the economics of Thailand and that requires high proficiency in English is tourism. It is said that tourism is the main source of income in Thailand. Though tourists are satisfied with the beauty of Thailand, there might be some who are not at all impressed by a poor command of English of Thais. Richard Barrow, one of the foreign tourists who have been visited numerous countries in Asia (China, Pakistan, India, Malaysia, Indonesia, and Thailand), wrote about his unfavorable experience in Thailand. In his blog,

(Barrow, 2009 : online) he mentioned that he found it very difficult to communicate at tourist attractions and on public transport. This made him think that Thai people could not speak English. Barrow also wrote that he found it funny when he saw Thais cover their ears or run away when he tried to make a conversation. At the end of his article, he gave word of warning that Thais should work faster to have a better communication in English or else tourists will go to other countries like Malaysia, Singapore, and India. This is just one of the examples to show that a poor communication in English can create misunderstanding and a negative attitude towards Thailand.

The reasons why Thais have low proficiency in English might come from the fact that Thailand has never been colonized by English speaking countries and with the concept of national stability, English can only be the first foreign language to study in school (Barrow, 2009). In contrast, countries that were once colonized by English speaking countries use English as the means of communication, which benefits them in terms of English proficiency. This claim can be supported by the results of TOEFL (Test of English as a Foreign Language) and TOEIC (Test of English for International Communication) within countries in Southeast Asia. According to Professor Achara Wongsothorn, Director of the Higher Education Commission's English Proficiency Development Centre (cited in Bunnag, 2005), in 2005, it was found that the TOEFL scores among Thais were only higher than those among Cambodians, who came at the last ranking (the ninth), but lower than those of the other countries in the area (Singapore, the Philippines, Malaysia, Burma, Indonesia, Vietnam, and Laos, respectively). As regards TOEIC, the average score of Thais was 524, compared with the Philippines (751), Singapore (628), Cambodia

(606), Indonesia (471), and Vietnam (446). Dr. Achara Wongsothorn further stated, as cited in Bunnag (2005), that the results of English tests in 2002-2005 university entrance exams also indicated the low proficiency of English of Thais, with scores as low as 30-40 out of 100. From the test results, it can be seen that those countries which were once colonized by English speaking countries have higher proficiency than Thailand.

To be in a better position in the competitive world, English language teaching in Thailand has to be improved in order to prepare students to become good language learners with good communication skills. With the Education Reform (Phase III: 1990-1995) and the problems that have been mentioned earlier, many schools have established international programs to prepare young students for "an increasing intercultural global era" (Fry, 2002, p. 14). As mentioned earlier, high English proficiency is needed in order to improve the economic development of Thailand. At the time of the Education Reform, which was in the early 1990s, the Thai economy was changed to become internationalized. Therefore, the Thai education system needed to adapt its curriculum to make young people ready to enter the competitive world. From there, many schools have also established bilingual programs or English programs (Werachon and Werachon, 2010).

To differentiate international programs and English programs, Dr. Virachai Techavijit gave the definition of an international program as "one whose students and staff are representative of a number of cultural and ethnic origins, where an internationally accepted curriculum is offered and where the ethos is one of the internationalism as distinct from nationalism" (Techavijit, 2007, p. 3). International programs was first approved in 1959 and only served for children of expatriates and

Thai diplomats. Later in 1992, the Thai Government allowed other Thai children to attend international schools. In Thailand, most international schools use the American and British educational systems although other national systems are also presented (such as French, German, and Japanese).

On the other hand, English programs use the curriculum from the Ministry of Education of Thailand. All subjects are taught in English, except Thai studies and the Thai language (Yamwajee, 2003).

Apart from an English program, Mini English Program (MEP) is also provided in some schools. The differences between these two programs are that in an English program, English is used up to eighty percent of the class time, while in MEP, English is allowed to be used up to only fifty percent of the class time per week. Also, Thai teachers act as co-teachers in an English program, whereas in MEP, foreign teachers and Thai teachers work together (which is also known as 'team teaching').

Due to the fact that Thailand has Thai as the only official language and English is served as the world language, students are obliged to study English as the first foreign language at school. Since English is a foreign language, Luanganggoon (2001) says that Thai students tended to be incompetent in English due to the interference of Thai when using English, the lack of chance to practice English outside the classroom, uninteresting English lessons, being inactive learners, being shy to use English with other people, and the lack of responsibility in their own learning.

These problems occur with Thai students in Thai/regular programs, International programs, and English programs, especially for the last two programs,

since classes are conducted by using English as the medium of instruction (except for Thai studies and the Thai language in English programs, where classers are conducted by using the Thai language) and are taught by native speakers. Books and study materials are all in English, which makes it even harder for students to understand the lessons. In English program schools, students can ask for help from Thai teachers by attending extra classes after school. However, students still have to help themselves to understand the lessons or study materials in order to do their school works, homework, or even prepare themselves for examinations. Another problem that occurs with some students in an English program is that students are not able to adjust themselves to the program because their parents just put them there without any preparation in the hope that their children's English proficiency will improve naturally and not realizing that their children might have some problems in learning due to the language difference.

To cope with the problems mentioned above, students are likely to employ learning strategies to help themselves understand the lessons and to perform tasks given by teachers. According to Hismanoglu (2002, p. 2), "since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable." A study of patterns of language learning strategies utilization among high and low proficiency learners has shown that these strategies can determine the success or failure in language learning (Fewell, 2010). Hence, it is important to find out problems that beginning and advanced students face with learning in an English program and their learning strategies to overcome their

problems. In addition, the use of language learning strategies of advanced students in an English program should also be studied to see what strategies are used to become successful in learning.

Seeing the importance of English and the school's willingness to help develop a higher competency in the use of English communication among Thais, Assumption College Samutprakarn has established The Modern Language Program (MLP) and the English Program. The MLP uses English as the medium of instruction and follows the core curriculum from the Ministry of Education. MLP is considered to be a bilingual program since native speakers and Thai teachers are taught cooperatively. Six subjects are covered in this program, which are mathematics, science, social studies, physical education, computer, and English. Grade 1 through Grade 9 in MLP are for only male students, but Grade 10 through Grade 12 are a coeducational study.

On the other hand, an English program (EP) at Assumption College Samutprakarn is also taught by native speakers but with Thai teachers as co-teachers. English is used as the medium of communication, and it covers the following subjects: mathematics, science, social studies, health and physical education, computer, and English. This program is a coeducational study starting from Grade 1 through Grade 12.

Students in the English program of Assumption College Samutprakarn are chosen to be the subjects of the study because of their excellence in academic. Students received scholarships to study abroad and also won a prize in an English-related competition. Because of such evidence, it is worth studying how students

become successful in their studies. In other words, what strategies these students employ to improve their English proficiency.

Research Questions

1) What language learning strategies are used by secondary school students in an English program?

2) What are students' opinions toward language learning strategies?

Objectives of the Study

1) To investigate language learning strategies used by secondary school students in an English program.

2) To explore students' opinions toward language learning strategies.

Scope of the Study

In this study, the main purpose was to investigate language learning strategies used by secondary school students in an English program. Therefore, the study focused only on students in the secondary level in an English program at Assumption College Samutprakarn. Questionnaires were distributed in the second semester of the academic year 2010.

Definition of Terms

Language learning strategies refers to the methods that students choose to help them understand the lessons and facilitate them to become more successful in learning. In this study, they were examined by using a questionnaire adapted from Prakongchati's (2007). Language learning strategies were divided into four main

categories: (1) strategies for preparing oneself for classroom lessons, (2) strategies for understanding the lesson while studying in class, (3) strategies for improving one's language skills, and (4) strategies for expanding one's general knowledge of English. Each strategy is further subdivided and explained with examples, which will be discussed in the literature review section of this study.

Students refer to students in Grade 7 who study at Assumption College Samutprakarn.

An English program in Thai Secondary School refers to an education program that is approved by the Ministry of Education of Thailand to instruct all subjects in English, excluding Thai studies and the Thai language. The program follows the Ministry of Education of Thailand guidelines and taught by native speakers, with Thai co-teachers. In this study, an English program at Assumption College Samutprakarn was selected.

CHAPTER II
LITERATURE REVIEW

Articles, journals, textbooks, and research concerning language learning strategies are reviewed in this study of language learning strategies of beginning level students and advanced level students in an English program in Thai secondary school and will be explained in the following order:

1. The definition of language learning strategies

2. Classifications of language learning strategies

      a. Wenden and Rubin (1987)

      b. O'Malley and Chamot (1990)

      c. Oxford (1990)

      d. Diaz-Rico (2004)

      e. Amato and Snow (2005)

      f. Prakongchati (2007)

3. Related information concerning (language) learning strategies

4. Previous studies concerning language learning strategies

5. Related studies concerning English program in Thai context

The Definition of Language Learning Strategies

Learning Strategies have been defined by many researchers in this field (for example: Rubin, 1975; O'Malley, 1985; Wended and Rubin, 1987; Oxford, 1990; Riding and Rayner, 1998; Chamot, 2004; Diaz-Rico, 2004; Leaver *et al.*, 2005; etc.). However, the definition of this term is said to be unstable. O'Malley *et al.* (1985, p. 22; cited in Griffiths, 2004) puts it:

> There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategies; there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies.

In addition, the word "strategy" can be used interchangeably with other terms. According to Wended (1987; cited in Wenden and Rubin, 1987, p. 7), the term "strategy" can be replaced by "techniques," "tactics," "potentially conscious plans," "conscious employed operations," "learning skills, basic skills, functional skills," "cognitive abilities," "language processing strategies," "problem solving procedures." In this study, various definitions of *language learning strategies* will be clarified for better understanding.

Rubin (1975; cited in Griffiths, 2004, p. 2) stated that *learning strategies* are "the techniques or devices which a learner may use to acquire knowledge." Later in Wenden and Rubin (1987, p. 23), it is stated that *learning strategies* are "strategies which contribute to the development of the language system which the learner constructs and affect learning directly."

O'Malley (1985, p. 23; cited in Griffiths, 2004) defined the term *learning strategies* as "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information."

Oxford (1990) gave the explanation of the term *strategy* in order to understand learning strategies. She described that the word *strategy* came from ancient Greek term *strategia*, which means that management of troops, ships, or aircraft in the generalship. She explained further that the term *strategy* can be used interchangeably with the term *tactics* since these two words share the same characteristics, which are planning, competition, conscious manipulation, and movement toward a goal. Oxford (1990, p. 7) described the term *learning strategies* as "steps taken by students to enhance their own learning," "tools for active, self-directed involvement, which is essential for developing communicative competence, and also "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations."

Riding and Rayner (1998, p. 79) distinguished two terms: *style* and *strategy* in their book. They explained that "*strategies* can be learned and modified while *style* is a relatively fixed core characteristic of an individual." Hence, for them, *learning strategies* are "a set of one or more procedures that an individual acquires to facilitate

the performance on a learning task." They also compared *learning strategies* as tools to be used to complete a task and can be changed to suit with different tasks. These *strategies* can also be kept and reused again for the future learning situation.

Chamot (2004, p. 14) explained *learning strategies* as "the thoughts and actions that individuals use to accomplish a learning goal" and also "the conscious thoughts and actions that learners take in order to achieve a learning goal."

Diaz-Rico (2004, p. 105) used the term *strategy* to mean "an idea that a learner can employ to increase learning." She also mentioned in her book that learning strategies cannot only be acquired by language learners, but they are also appropriate for teachers as "a learner of teaching education."

One of the recent definitions of *learning strategies* are given by Leaver *et al.* (2005, p. 82). Leaver and her colleagues defined *learning strategies* as "the various behaviors or techniques we use to learn." They also further explained that *learning strategies* can be both employed consciously or automatically. Other definitions were also given by them in the bulletin list as follows:

Learning strategies are …

- Things we do;
- Relatively easy to change;
- Different, depending on our learning styles;
- Effective or not effective for specific situations; and frequently under some level of conscious control

In this study, the meaning of the term *learning strategies* is derived from the definitions from others mentioned above. Hence, *learning strategies* means the methods that students choose to help them understand the lessons and facilitate them to overcome problems in learning. These strategies involve activities done in the classroom and outside the classroom.

Classification of Language Learning Strategies

Language learning strategies have been explored and categorized by many scholars. In this study, language learning strategies will be explained in the following order: Wenden and Rubin (1987), O'Malley and Chamot (1990), Oxford (1990), Diaz-Rico (2004), Amato and Snow (2005), and Prakongchati (2007).

Rubin's (1987) Classification of Language Learning Strategies

Rubin, who are said to be the founder of the work in the field of strategies, talked about strategies that can directly and indirectly affect language learning and he has divided strategies in three types:

- Learning Strategies
- Communication Strategies
- Social Strategies

Learning strategies are further divided into two main types as follows:

- Cognitive Learning Strategies
- Metacognitive Learning Strategies

According to Rubin (1981; cited in Wenden and Rubin, 1987, p. 23), cognitive learning strategies are "the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis or learning materials." Cognitive learning strategies are identified into six main strategies:

1. *Clarification/verification* refers to strategies that learners use to confirm their understanding of the language. Learners try to clarify that their production of words, phrases, or sentences are in accordance with the rule of new language that they are trying ot learn, and then verify and store these information for further use.

2. *Guessing/inductive inferencing* refer to strategies that learners need to use their knowledge to guess the meaning or the speaker's intention. In this strategies, wh- questions (who, what, where, when, and why) and other kinds of speech information can be used to infer the meaning.

3. *Deductive reasoning* also involved the use of previous knowledge to guess the meaning or the speaker's intention but the difference is that deductive reasoning looks for general rules or meaning, whereas inductive reasoning looks for the specific ones.

4. *Practice* refers to strategies such as repetition, rehearsal, experimentation, application rules, imitation, and attention to detail, which focus on the precision of usage and leads to the storage and retrieval of language.

5. *Memorization* also refers to strategies which contribute to the storage and retrieval of language but memorization focus on the process, not the accuracy.

6. *Monitoring* refers to strategies that learners use to indicate mistakes in both linguistic and communication mangers, notice how a message is acquired, and make a decision of what to do about it. According to Rubin, monitoring process can be in both cognitive and metacognitive strategies. Rubin explained that steps 1, 2, and 4 (identifying a problem, determining a solution, and making a correction) are cognitive because they involve direct analysis, transformation, and combination of learning materials. Steps 3 and 5, which involve an action to be taken or the evaluating of the action, are considered to be in metacognitive learning strategies.

Another type of Rubin's learning strategies is metacognitive learning strategies. According to Wenden and Rubin (1987, p. 25), metacognitive learning strategies are "strategies that are used to oversee, regulate or self-direct language learning." With these strategies, learners can choose what and how to learn, prioritize them, and set their goals for learning. Rubin explained further that in the final step of these strategies, learners may plan their learning strategies and change them if they are not successful. O'Malley *et al.* (1983; cited in Wenden and Rubin, 1987, p. 25) gave the list of planning strategies: self-management, advance preparation, advance organizers, directed attention, selective attention, and delayed production.

Communication strategies are not directly related to language learning since the focus is on "the participating in a conversation and getting meaning across or clarifying what the speaker intended" (Wenden and Rubin, 1987, p. 26). Communication strategies are used by speakers when they are faced with problems while communicating with native speakers. Examples of communication strategies are: use of synonyms, use of cognates (words that come from the same root), use of simple sentences, use of semantic contiguity (for example, use of the word "chair" for "stool"), use of gestures or mime, and use of circumlocution or paraphrase (Rubin, 1981; cited in Wenden and Rubin, 1987, p. 26).

Social strategies are "activities learners engage in which afford them opportunities to be exposed to and practice their knowledge" (Wenden and Rubin, 1987, p. 27). In other words, social strategies are any activities that allow you to use the target language. These strategies do not directly lead to the obtaining, storing, retrieving, and using of language. Rubin (1981; cited in Wenden and Rubin, 1987, p. 27) listed activities that create "opportunity for practice": creates situation with natives in order to verify/test/practice; initiates conversation with fellow student/teacher/native speaker; spends extra time in a language lab, listens to television/radio, attends movies or parties or uses advertisements, reads extra books often first in the native language, then in the target language; and identifies learning preferences and selects learning accordingly.

It can be concluded that Rubin's language learning strategies can be divided into two types: direct and indirect strategies. Cognitive strategies and metacognitive strategies can be considered as direct strategies since they both involve steps taken toward self-direct learning. In addition, communication strategies and social strategies

are indirect strategies because they involve activities that can help learners to overcome their learning problems and also allows them to use the target language. Both communication strategies and social strategies match with the definition of language learning strategies in this research.

O'Malley and Chamot's (1990) Classification of Language Learning Strategies

Learning strategies have been classified into three categories as follows:

- Metacognitive Strategies

- Cognitive Strategies

- Social/affective Strategies

Metacognitive strategies are "higher order executive skills that entail planning for, monitoring or evaluating the success of a learning activity." According to O'Malley (1985; cited in Hismanoglu, 2000, p. 5), metacognitive is "a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring or one's production or comprehension, and evaluating learning after an activity is completed." Metacognitive strategies for receptive or productive language included selective attention, planning the organization, monitoring or reviewing attention, and evaluating or checking comprehension (O'Malley *et al.*, 1990, p. 44).

Cognitive strategies, according to O'Malley (1985; cited in Hismanoglu, 2000, p. 5), are "more limited to specific learning tasks and they involve more direct manipulation of the learning material itself." These strategies can be categorized into three groups: rehearsal, organization, and elaboration processes. Cognitive strategies

for listening and reading comprehension are rehearsal, organization, inferencing, summarizing, deduction, imagery, transfer, and elaboration (O'Malley *et al.*, 1990, p. 44).

Social/affective strategies involve "either interaction with another person or ideational control over affect." O'Malley *et al.* (1990, p. 45) listed strategies to be used in listening comprehension: cooperation, questioning for clarification, and self-talk.

O'Malley and Chamot's (1990, p. 46) classification of language learning strategies are summarized in the following table:

Table 2.1: O'Malley and Chamot's (1990) Preliminary Classification of Learning Strategies

O'Malley and Chamot's (1990)

Preliminary Classification of Learning Strategies

Generic strategy classification	Representative strategies	Definitions
Metacognitive stategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.
	Planning	Planning for the organization of either written or spoken discourse.
	Monitoring	Reviewing attention to as task, comprehension of information that should be remembered, or production while it is occurring.
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

Table 2.1: O'Malley and Chamot's (1990) Preliminary Classification of Learning Strategies (Continued)

Generic strategy clssification	*Representative strategies*	*Definitions*
Cognitive strategies	Rehearsal	Repeating the names of items or objects to be remembered.
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
	Inferencing	Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts.
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained.
	Deducing	Applying rules to the understanding of language.
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer	Using known linguistic information to facilitate a new learning task.
	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information.
Social/affective strategies	Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.
	Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing, or examples.
	Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

Taken from: O'Malley, J.M. and Chamot, A.U. (1990, p. 46). *Learning Strategies in Second Language Acquisition.* Cambridge: Cambridge University Press

In comparison with Rubin's language learning strategies, O'Malley and Chamot's language learning strategies also divided their strategies into cognitive and metacognitive strategies. However, Rubin's communication and social strategies are combined and become social/affective strategies in O'Malley and Chamot's language learning strategies.

Oxford's (1990) Classification of Language Learning Strategies

According to Oxford (1990, p. 8), "all appropriate language learning strategies are oriented toward broad goal of communicative competence." She stated further that as the learners' competence grows, strategies can be used to nurture *particular* aspects of that competence: grammatical, sociolinguistic, discourse, and strategic elements. Oxford provided features of language learning strategies as shown in the following table:

Table 2.2: Oxford's (1990) Features of Language Learning Strategies

Oxford's (1990) Features of Language Learning Strategies

Language Learning Strategies:
1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

Source: Oxford, R.L. (1990, p. 9). *Language Learning Strategies: What Every Teacher Should Know.*
Massachusetts: Heinle and Heinle Publishers

Oxford's language learning strategies are divided into two main classes, which are *direct* and *indirect*. Each class is further divided into three groups as follows:

- Direct strategies
    - Memory strategies
    - Cognitive strategies
    - Compensation strategies
- Indirect strategies
    - Metacognitive strategies
    - Affective strategies
    - Social strategies

Oxford (1990, p. 37) stated that "language learning strategies that directly involve the target language are called *direct strategies*." All direct strategies need mental processing of the language and all three strategies (memory, cognitive, and compensation) acted differently for different purposes.

Memory strategies, or mnemonics, have been used to remember practical information in ancient times. It is said that our brain can store "some 100 trillion bits of information," but only some part of them can be used unless learners acquire memory strategies. These strategies are grouped into four sets with the acronym *CARE*: Creating mental linkages, Applying images and sounds, Reviewing well, and Employing action. The table of the memory strategies is shown below:

Table 2.3: Memory Strategies

Memory Strategies			
Creating Mental Images • Grouping • Associating/elaborating • Placing new words into a context	**Applying images and sounds** • Using imagery • Semantic mapping • Using keywords • Representing sounds in memory	**Reviewing well** • Structured reviewing	**Employing action** • Using physical response or sensation • Using mechanical techniques

Taken from: Oxford, R.L. (1990, p. 39). *Language Learning Strategies: What Every Teacher Should Know*. Massachusetts: Heinle and Heinle Publishers

With the acronym *CARE*, Oxford contended that "Take CARE of your memory and your memory will take CARE of you!" She also mentioned that memory strategies enable learners to store "verbal materials" and then make sure of them when communicating. According to Oxford's (1990, pp. 40-43), the explanations and examples of each strategy under memory strategies are explained below:

Creating mental linkages

1. *Grouping* – Classifying or reclassifying language material into meaningful units and can be based on word, topic, practical function, linguistic function, similarity, dissimilarity or opposition, the way one feels about something, and so on. Examples of grouping are labeling the groups, using acronyms to remember the groups, or using different colors to represent different groups.

2. *Associating/elaborating* – Relating new language information to concepts already in memory, such as bread and butter, and can also be part of a

semantic map, which will be explained further under applying images and sounds strategies.

3. *Placing new words into a context* – Placing a word and phrase in a meaningful sentence, conversation, or story in order to remember it. New information is linked with a context to guess the meaning, which will be further described in compensation strategies.

Applying Images and Sounds

1. *Using imagery* – Relating new language information to concepts in memory by means of meaningful visual imagery. The image can be anything from a picture to letters of words. Abstract words can be learned by using this strategy to associate such words with a symbol or picture.

2. *Semantic mapping* – Making an arrangement of words into a picture, which has a key concept at the center or at the top, and related words and concepts linked with the key concept by means of lines or arrows. This semantic mapping shows how words are related to each other.

3. *Using keywords* – Remembering a new word by using auditory and visual links. This strategy involves two steps. First, think about word in the first language (mother tongue) that sounds like the new word (auditory link). Then, create image that show some relationship between the new word and the familiar one (visual link).

4. *Representing sounds in memory* – Remembering new language information according to its sound. This strategy uses sound-based association between the new word and the familiar one, which can be done

in numerous ways. Example from Oxford (1990, p. 42) is (a) link a target language with other words that sound like the target language words, (b) use phonetic spelling and/or accent marks, or (c) use rhymes to remember a word.

Reviewing Well

1. *Structured reviewing* – Reviewing in carefully speed intervals. This strategy is sometimes called "spiraling" because learners keep going back to review what they have been learned while learning new information at the same time. For example, learners may review the lesson that they have learned today in ten minutes, tomorrow, or next week.

Employing Action

1. *Using physical response or sensation* – Physically acting out a new expression, or meaningfully relating a new expression to a physical feeling or sensation.

2. *Using mechanical techniques* – Using creative but tangible techniques, especially involving moving or changing something which is concrete, in order to remember new target language information. Example of this strategy is the use of word cards and a language learning notebook.

Oxford's second direct strategy is *cognitive strategies*. It is said that cognitive strategies are very important in learning a new language and are the most popular strategies acquired by language learner (Oxford, 1990, p. 43). Cognitive strategies consist of four sets of strategies: Practicing, Receiving and Sending Messages,

Analyzing and Reasoning, and Creating Structure for Input and Output. The table of

cognitive strategies is show below:

Table 2.4: Cognitive Strategies

Cognitive Strategies			
Practicing • Repeating • Formally practicing with sounds and writing systems • Recognizing and using formulas and patterns • Recombining • Practicing naturalistically	**Receiving and sending messages** • Getting the idea quickly • Using resources for receiving and sending messages	**Analyzing and reasoning** • Reasoning deductively • Analyzing expressions • Analyzing contrastively (across languages) • Translating • Transferring	**Creating structure for input and output** • Taking notes • Summarizing • Highlighting

Taken from: Oxford, R.L. (1990, p. 44). *Language Learning Strategies: What Every Teacher Should Know*. Massachusetts: Heinle and Heinle Publishers

The combination of the first letter of each strategy can be combined to make

the acronym *PRAC* because "Cognitive strategies are PRACtical for language

learning" (Oxford, 1990, p. 43). The explanations and examples of each strategy

under cognitive strategies are explained below:

Practicing

1. *Repeating* – Saying, listening, or doing something time and again. This

   strategy includes copying a native speaker.

2. *Formally practicing with sounds and writing systems* – Practicing sounds

   (pronunciation, intonation, register, etc.) in a number of ways but not

   naturally or practicing the writing system of the target language.

3. *Recognizing and using formulas and patterns* – Knowing routine formulas (such as "Hello, how are you?") and unanalyzed patterns (such as "It's time to …")

4. *Recombining* – Combining known components to make a longer string, as in joining one phrase with another to make a sentence.

5. *Practicing naturalistically* – Practicing the new language in a natural way, such as taking part in the conversation, reading, writing, and listening in the new language.

Receiving and Sending Messages

1. *Getting the idea quickly* – Skim or scan materials to find the specific details. This can help learners to understand what they hear or read in the new language quickly.

2. *Using resources for receiving and sending messages* – Make use of print or nonprint materials to understand incoming messages or deliver outgoing messages.

Analyzing and Reasoning

1. *Reasoning deductively* – A top-down strategy that makes use of the general use to apply with the new target language situations.

2. *Analyzing expressions* – Define the meaning of the new expressions by breaking them into parts.

3. *Analyzing contrastively* – Compare components of the new language (such as sounds, vocabulary, grammar) with the native language to determine similarities and differences.

4. *Translating* – Change a target language expression into the native language or the other way round for understanding or producing the new language.

5. *Transferring* – Using the knowledge of language (such as words, concepts, or structures) from one language to another in order to understand or produce an expression in the new language.

Creating Structure for Input and Output

1. *Taking notes* – Note down the main idea or some important points. This strategy can range from the shopping-list format to the standard outline form.

2. *Summarizing* – Sum up a longer passage into a shorter version.

3. *Highlighting* – Using emphasis techniques (such as underlining, starring, or color-coding) to emphasize the important part of a passage.

The last strategy under direct strategies is *compensation strategies*. It is said that compensation strategies permit learners to speak or write expressions in the new language without entire knowledge (Oxford, 1990, p. 48). Compensation strategies are used to compensate for the lack of vocabulary or grammatical knowledge. Ten strategies are divided into two sets, which are shown in the table below:

Table 2.5: Compensation Strategies

Compensation Strategies	
Guessing intelligently • Using linguistic clues • Using other clues	**Overcoming limitations in spelling and writing** • Switching to the mother tongue • Getting help • Using mime or gesture • Avoiding communication partially or totally • Selecting the topic • Adjusting or approximating the message • Coining words • Using a circumlocution or synonym

Taken from: Oxford, R.L. (1990, p. 48). *Language Learning Strategies: What Every Teacher Should Know*. Massachusetts: Heinle and Heinle Publishers

The first letter of each strategies are combined to make the acronym *GO* (Guessing Intelligently in Listening and Reading, and Overcoming Limitations in Speaking and Writing), since "Language learners can GO far with compensation strategies" (Oxford, 1990, p. 47). The explanations and definitions of each strategy under compensation strategies are explained below:

Guessing Intelligently in Listening and Reading

1. *Using linguistic clues* – Learners look for a language clues to guess the meaning of what they have heard or read in the target language. These language clues can be what learners already knows, learners' own language, or what comes from another language.

2. *Using other clues* – This strategy also has the same function as using linguistic clues but other clues in this strategy come from various sources. Learners can guess the meaning of the expressions of the target language

by exploring the context, situation, text structure, personal relationships, topic, or "general world knowledge" (Oxford, 1990, p. 50).

Overcoming Limitations in Speaking and Writing

1. *Switching to the mother tongue* – Using the mother tongue together with the new language without translating it.

2. *Getting help* – Asking someone to provide the expression that learners do not know in the target language.

3. *Using mime or gesture* – Using body movement or gesture instead of an expression to show the meaning.

4. *Avoiding communication partially or totally* – This strategy is used when learners face some difficulties while communicating. It involves avoiding some specific topics, avoiding some specific expressions, simply leaving the conversation.

5. *Selecting the topic* – Learners choose the topic that interests them or the topic which they have adequate vocabulary or grammar of to participate in the conversation.

6. *Adjusting or approximating the message* – Change the message by abandoning some information, making the statement simpler, or using vocabulary that means almost the same thing as intended.

7. *Coining words* – Creating new words to express the desired ideas.

8. *Using a circumlocution or synonym* – Describing the concept (circumlocution) or using the words that have the same meaning (synonym) instead of saying the exact word.

On the other hand, *indirect strategies* are those strategies that "support and manage language learning without (in many instances) directly involving the target language" (Oxford, 1990, p. 135). Under indirect strategies, they are divided into three groups (metacognitive, affective, and social), and all are practical to be used in all language learning situations and found language skills: listening, reading, speaking, and writing because those activities in indirect strategies can be used to solve language learning problems.

Metacognitive strategies are "actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process" according to Oxford (1990, p. 136). Metacognitive strategies consist of three sets of strategies: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. The table of metacognitive strategies is shown below:

Table 2.6: Metacognitive Strategies

Metacognitive Strategies		
Centering your learning	**Arranging and planning your learning**	**Evaluating your learning**
• *Overviewing* and linking with already known material • Paying attention • Delaying speech production to focus on listening	• Finding out about language learning • Organizing • Setting goals and objectives • Identifying the purpose of a language task (purposeful listening/reading/speaking/ writing) • Planning for a language task • Seeking practice opportunities	• Self-monitoring • Self-evaluating

Taken from: Oxford, R.L. (1990, p. 137). *Language Learning Strategies: What Every Teacher Should Know*. Massachusetts: Heinle and Heinle Publishers

The first letter of each strategy under metacognitive strategies can be combined to make an acronym *CAPE*. Oxford (1990, p. 136) made it easy to remember these strategies by saying "Metacognitive strategies make language learners more CAPE-able." The explanations and definitions of each strategy under metacognitive strategies are explained below:

Centering Your Learning

1. *Overviewing and linking with already know material* – Connect a key concept, principle, or set of materials in an upcoming activity with what learners already know. This strategy can be done by following three steps: learning why the activity is being done, building the necessary vocabulary, and making the connection.

2. *Paying attention* – Deciding whether to pay attention in general and ignore distracters (by direct attention), and/or to pay attention to specific points of the language or situational details (by selective attention)

3. *Delaying speech production to focus on listening* – Postpone the speech production in the new language until listening comprehension skills are getting better. This strategy is also called "silent period" by some language theorists.

Arranging and Planning Your Learning

1. *Finding out about language learning* – This strategy involves reading books or talking with other people and use the information received to improve learners' own language learning.

2. *Organizing* – Set up a schedule, physical environment (such as space, temperature, sound, and lighting), and language learning notebook in order to understand and related them to optimal learning.

3. *Setting goals and objectives* – Learners can set both long-term goals (such as being able to converse in a formal conversation by the end of this semester) and short-term goals (such as finish reading the outside reading by Wednesday).

4. *Identifying the purpose of a language task* – Deciding the objective of the particular language task in four skills (listening, reading, speaking, or writing). For example, listening to the news to get specific information on politics, reading a novel for enjoyment, speaking to the police to ask for the direction, and writing a card to invite a friend for a birthday party.

5. *Planning for a language task* – Thinking about what language components and functions are needed to perform a task. This strategy involves four steps: describing the task or situation, defining its needs, checking one's linguistic resources, and thinking about whether any other language elements or functions should be used in the task or situation.

6. *Seeking practice opportunities* – Looking for a chance to practice the new language in a natural way, such as watching a second/foreign language films, reading a second/foreign books, and joining an international social club where the target language will be used. Just by consciously thinking in the new language can create the opportunities to practice as well.

Evaluating Your Learning

1. *Self-monitoring* – Knowing one's own mistakes, identifying the source of errors, and trying to get rid of such errors.

2. *Self*-evaluating – Assessing one's own progress in the new language. For example, checking whether one read the text faster and understanding it more than two months ago.

The second indirect strategy is *affective strategies*. According to Oxford (1990, p. 140), affective refers to "emotions, attitudes, motivations, and values." The affective side of the learners has great influence on the success and failure in learning a language. Good language learners are those who can control their own emotions and attitudes about learning, whereas bad language learners may have negative feelings toward the new language and this can slow down the learning process. Teachers can create the appropriate atmosphere for students in learning a language by changing the structure of the classroom, provide more naturalistic communication, and teach students to use affective learning strategies. The table of affective strategies is shown below:

Table 2.7: Affective Strategies

Affective Strategies		
Lowering your anxiety • Using progressive relaxation, deep breathing, or mediation • Using music • Using laughter	**Encouraging yourself** • Making positive statements • Taking risks wisely • Rewarding yourself	**Taking your emotional temperature** • Listening to your body • Using a checklist • Writing a language learning diary • Discussing your feelings with someone else

Taken from: Oxford, R.L. (1990, p. 141). *Language Learning Strategies: What Every Teacher Should Know*. Massachusetts: Heinle and Heinle Publishers

As can be seen from the diagram, affective strategies are divided into three sets: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. The first letter of each strategy can be combined to make the acronym *LET*. To better remember these strategies, memorize the saying "affective strategies help language learners LET their hair down!" (Oxford, 1990, p. 140). The explanations and definitions of each strategy under affective strategies are explained below:

Lowering Your Anxiety

1. *Using progressive relaxation, deep breathing, or meditation* – This strategy can help learners to relax their muscles in the neck, face, and all muscle groups in the body. Learners can also focus on a mental image or sound as one of the relaxation techniques.

2. *Using music* – Listen to soft or soothing music (such as classical music) to relax.

3. *Using laugher* – Watching comedy movies, reading cartoon, listening to jokes, and so on as ways to relax oneself.

Encouraging Yourself

1. *Making positive statements* – Compliment yourself as to feel better and more confident in learning the new language.

2. *Taking risks wisely* – Try to put yourself into a language learning situation, even though there is a chance that you might make a mistake.

3. *Rewarding yourself* – Give yourself something as a reward when you do good in the new language performace.

Taking Your Emotional Temperature

1. *Listening to your body* – Paying attention to what the body tells you. This can be positive (such as happiness, interest, calmness, and pleasure) and negative (such as stress, tension, worry, fear, and anger).

2. *Using a checklist* – Discover your feelings, attitudes, and motivations about language learning in general and also specific language tasks by using a checklist.

3. *Writing a language learning diary* – Write down your progress or feelings concerning the process of learning a new language in the diary.

4. *Discussing your feelings with someone else* – Talking about your feelings about language learning with other people (such as friends, parents, and teachers).

The last indirect strategy by Oxford (1990) is *social strategies*. Oxford (1990, p. 144) put it this way: "Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process." The table of social strategies is shown below:

Table 2.8: Social Strategies

Social Strategies		
Asking questions	**Cooperating with others**	**Empathizing with others**
• Asking for clarification or verification • Asking for correction	• Cooperating with peers • Cooperating with proficient users of the new language	• Developing cultural understanding • Becoming aware of others' thoughts and feelings

Taken from: Oxford, R.L. (1990, p. 145). *Language Learning Strategies: What Every Teacher Should Know*. Massachusetts: Heinle and Heinle Publishers

Social strategies are consisted of three sets: Asking Questions, Cooperating with Others, and Empathizing with Others. The first letter of each strategy can be combined to make the acronym *ACE* with the saying "ACE language learners use social strategies!" (Oxford, 1990, p. 145). The explanations and definitions of each strategy under social strategies are explained below:

Asking Questions

1. *Asking for clarification or verification* – Asking the speaker to explain, repeat, give examples, or paraphrase something so as to make sure that you have received the intended message from the speaker correctly.

2. *Asking for correction* – Asking someone to correct your errors and this often happens in writing.

Cooperating with Others

1. *Cooperating with peers* – Working with other language learners in a group or pair so as to improve language skills.

2. *Cooperating with proficient users of the new language* – Working with native speakers or other people who are proficient in the new language. This strategy often happens outside the classroom, where learners pay attention to the conversational roles or each person.

Empathizing with Others

1. *Developing cultural understanding* – Trying to empathize with other people by learning about their cultures and their relation to that culture.

2. *Becoming aware of others' thoughts and feelings* – Observing the behavior of others and their thoughts and feelings when appropriate.

When compare with both language learning strategies above, it can be seen that Oxford's language learning strategies are clearly divided into direct and indirect strategies. Unlike Rubin, Oxford's cognitive strategies belong to direct strategies, whereas metacognitive strategies are under indirect strategies. Both Oxford's direct and indirect strategies match with the definition of language learning strategies in this research.

Diaz-Rico's (2004) Classification of Language Learning Strategies

Diaz-Rico (2004) also divided language learning strategies into two main classes, which are *indirect* and *direct* strategies. She mentioned in her book that *indirect* strategy tends to happen unconsciously and automatically, where *direct* strategy is used in the directed way and occurs at a conscious level (Diaz-Rico, 2004, p. 106).

One of the *indirect* strategies method suggested by Diaz-Rico (2004, pp. 107-108) is to honor learners' second-language use strategies. A second-language use strategies are used when the learner cannot produce accurate linguistic forms in the target language. It is also employed as tools that help the learner's language reception and production.

Other indirect strategies are to adapt instruction to learners' varying styles (Diaz-Rico, 2004, pp. 109-114). The benefits of knowing students' learning styles for instructors are that they can be used to plan a course and set up activities to help students in learning. When students know their own learning styles, they can use this information to support themselves in learning.

Under *indirect strategies*, Diaz-Rico introduced four types of strategies: teach cognitive strategies, teach metacognitive strategies, teach social-affective strategies, and teach academic survival and study skills. These strategies will be explained as follows:

1. *Teach Cognitive Strategies*

Diaz-Rico (2004, p. 114) gave the definition of cognitive strategies as "the strategies as person thinks and acts in order to complete a task." To enhance the cognitive functions, Diaz-Rico suggested five tools: schema building, scaffolding, alternative information representation and graphic organizer, critical thinking, and creative thinking and risk talking.

- *Schema building*: Students use schemata when they recognize a connection between what they know and their learning experience. Teachers can help students build schemata by introducing something that stimulate students' speakers, do some experiments, and so on.

- *Scaffolding*: Learners use this tool to help themselves build knowledge. Teachers can also help students by asking key questions or using verbalization to give the opportunity for students to speak out, which will finally lead to the success of the task. Teachers can use scaffolding techniques to help students build schemata.

- *Alternative information representation and graphic organizers*: Graphic organizers can help students link their concepts together and make it visible for understanding. Learners with poor reading skills may benefit from these graphic organizers since they can interact with the concepts by using mind maps or other organizers. Each organizer has its own functions

and serves different purposes. For example: *sequential organizers* are used to show events in order, *compare-contrast organizers* are used to compare characteristics in the story, and *classification organizers* are used to create hierarchies or matrixes.

- *Critical thinking*: Students who have critical thinking skills are those students who can think for themselves, analyze ideas, know what are facts and opinions, and are able to give opinions, reasons, and solve problems. It is said that self-understanding derived from critical thinking (Diaz-Rico, 2004, p. 122).

- *Creative thinking and risk taking*: Language classes can make use of creative thinking skills through various activities. Teachers can encourage students to use creative thinking skills by asking them to revise the story that they have just read, give opinions toward characters or setting in the story, or even asking students to brainstorms to create a new story.

2. *Teach metacognitive strategies*

According to Diaz-Rico (2004, p. 124), metacognitive strategies "involve direct teaching of strategies that help students plan what and how they want to learn." These strategies include monitor, manage, and motivate while learning, and evaluate what have been learned and how it has been done. Diaz-Rico's metacognitive strategies are shown in the table below:

Table 2.9: Diaz-Rico's (2004) Metacognitive Strategies

Strategy	Function
Self-management	Rearranging learning activity to suit personal preferences
Functional planning	Identifying and organizing strategies to perform tasks
Advanced organization	Skimming concepts of task material beforehand
Organizational planning	Sequencing or ordering task features
Selective attention	Deciding in advance on which specific aspects of task to focus
Self-monitoring	Correcting cognitive processes during use
Self-evaluation	Judging how well a task has been accomplished

Taken from Diaz-Rico, L.T. (2004, p. 125). *Teaching English Learners: Strategies and Methods.* Boston: Pearson Education, Inc.

3. *Teach social-affective strategies*

Diaz-Rico (2004, p. 126) gave the definition of *social strategies* as "the actions that learners choose to take in order to interact or communicate with other learners, the teacher, or with native speakers." Students may ask others for clarification or explanation about their use of language. In addition, *affective strategies* refer to "emotions, attitudes, motives, and values" (Oxford, 1990; cited in Diaz-Rico, 2004, p. 126). Students use these strategies to help themselves increase their confidence, lower their anxiety, or find ways to reward themselves when they have accomplished their learning goals.

Teachers can help students develop social-affective strategies by giving them opportunities to talk about key concepts of the lesson, create a noncompetitive environment in learning, and monitor students' progress as encouragement.

4. *Teach academic survival and study skills*

Diaz-Rico (2004, p. 127) defined *academic survival skills* as "an aspect of academic competence comprising cultural skills (native-language cultural skills, target-culture skills, and knowledge of target-culture academia) and study skills."

Students' success in learning a target language comes from their academic experiences in their first language. Academic survival skills are said to be a universal skill. However, *study skills* vary across cultures (Diaz-Rico, 2004, p. 130). Students from different cultures are trained to learn differently. Learners may train to memorize the lesson, how to take notes while studying, or how to use the library.

Diaz-Rico's language learning strategies also involve cognitive, metacognitive, and social-affective strategies like Rubin, O'Malley and Chamot, and Oxford. Unlike others, Diaz-Rico's language learning strategies are for teachers, rather than for learners. Therefore, teachers can use Diaz-Rico's language learning strategies to teach learner useful strategies to overcome their learning problems.

Amato and Snow's (2005) Classification of Language Learning Strategies

Amato and Snow (2005, pp. 93-98) mentioned about the original Cognitive Academic Language Learning Approach (CALLA) by Chamot and O'Malley (1987, 1994). CALLA is considered to be one of the metacognitive strategies, which help students to cope with language problems. This metacognitive process starts from *organizing/planning*, followed by *managing your own learning, monitoring*, and ends with *evaluating*. However, in terms of teaching, many teachers found that this classification system does not help them to select which strategies to teach (Amato and Snow, 2005, p. 94). Because of this reason, the reorganization of language learning strategies was established by National Capital Language Resource Center (2003: cited in Amato and Snow, 2005, p. 94), which divided language learning strategies into two main types: metacognitive strategies and task-based strategies. These two main categories of the reorganization of learning strategies are shown below:

Table 2.10: Amato and Snow's (2005) Metacognitive Strategies

Metacognitive Strategies	
Strategy	**Description**
Organize/Plan	Plan the task or content sequence, how to accomplish the task, and set goals
Manage your own learning	Determine how you learn best, arrange conditions that help you learn, seek opportunities for practice, and focus your attention on the task
Monitor	While working on a task: check your progress on the task, check your comprehension as you use the language, and check your production as you use the language
Evaluate	After completing a task: assess how well you have accomplished the learning task, assess how well you have applied the strategies, and decide how effective the strategies were in helping you accomplish the task

Taken from Amato, R. and Snow, M.A. (2005, p. 95). *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. New York: Pearson Education, Inc

Table 2.11: Amato and Snow's (2005) Task-Based Strategies

Task-Based Strategies	
Use What You Know	
Strategy	**Description**
Use background knowledge	Think about and use what you already know to help you do the task and make associations
Make inferences	Use context and what you know to figure out meaning and read and listen between the lines
Make predictions	Anticipate information to come and make logical guesses about what will happen
Personalize	Related new concepts to your own life, experiences, knowledge, beliefs, and feelings
Transfer/Use cognates	Apply your linguistics knowledge of other languages (including native language) to the target language and recognize cognate
Substitute/Paraphrase	Think of a similar word or descriptive phrase for words you do not know in the target language
Use Your Imagination	
Use imagery	Use or create an image to understand and/or represent information
Use real objects/Role play	Act out and/or imagine yourself in different roles in the target language and manipulate real objects as you use the target language

Table 2.11: Amato and Snow's (2005) Task-Based Strategies (Con.)

Use Your Organization Skills	
Find/Apply patterns	Apply a rule, make a rule, and sound out and apply letter/sound rules
Group/Classify	Relate or categorize words or ideas according to attributes
Use graphic organizers/Take notes	Use of create visual representations of important relationships between concepts and write down important words and ideas
Summarize	Create a mental, oral, or written summary of information
Use selective attention	Focus on specific information, structures, key words, phrases, or ideas
Use a Variety of Resources	
Access information sources	Use the dictionary, the Internet, and other reference materials, seek out and use sources of information, follow a model, and ask questions
Cooperate	Work with others to complete tasks, build confidence, and give and receive feedback
Talk yourself through it (self-talk)	Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available and your goals.

Taken from Amato, R. and Snow, M.A. (2005, p. 95). *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. New York: Pearson Education, Inc.

Metacognitive strategies are once again appeared in one of the recent language learning strategies. However, Amato and Snow introduced new strategies, which are called 'task-based strategies'. These strategies suggest learners to use what they know, their imagination, organizational skills, and other sources in order to learn a language, which are practical for learners.

Prakongchati's (2007) Classification of Language Learning Strategies

Prakonchati's (2007, pp. 134-149) classification of language learning strategies was derived from students' interview based on her study entitled *Factors Related to the Use of Language Learning Strategies by Thai Public University Freshmen* in 2007. The strategies are divided into four main categories, which are explained below:

1. *Strategies for preparing oneself for classroom lessons*

These strategies are further subdivided into two parts, which are strategies that students use before and after coming to class.

- *Before class*

   Students study the course detail before coming to class to understand the lesson better in classroom learning with teacher; prepare themselves physically by eating something before coming to class to prevent themselves from feeling hungry while studying; attempting to attend the class; and doing revision of the previous lessons.

- *After class*

   Students review their own notes/summary to understand what they have learned in class better; attempting to review today's lessons after class; doing homework or assignments; personally approaching the teacher by asking teacher to explain things that they do not understand in class; practicing what is learning in class with the teacher; and discussing the second language learning problems with the teacher.

2. *Strategies for understanding the lessons while studying in class*

These strategies include paying close attention to the lesson with teachers' help, avoid talking with other students while studying, think to oneself along with the teacher's instruction, or double checking what is learned with friends. They are divided into two groups, which are intra-personal interaction and inter-personal interaction.

- *Intra-personal interaction*

  Intra-personal interaction involves managing themselves to gain full understanding while studying in class by trying to get a seat in the front row, taking notes while studying, trying to understand English by translating into Thai, and consulting a dictionary.

- *Inter-personal interaction*

  Inter-personal interaction involves having the teacher and classmates help them understand what has been taught in class by asking the teacher for clarification, joining a language study group, choosing to sit near students proficient in the target language, and participating in the classroom activities.

3. *Strategies for improving one's language skills*

The saying "the more they practice, the better language skills they will possess" suits well with these strategies, which are divided into two groups: media utilization and non-media utilization.

- *Media utilization*

  This strategy involves reading on-line materials (such as news, articles, tales, stories, and film script in English), reading printed material (such as books, magazines, and newspapers in English), reading any English-printed resources (such as labels on drugs or consumer goods, computer instructions/functions in English), contacting Thai or foreign friends through e-mail, MSN, or SMS texts with computer or mobile phones in English, watching English-speaking films without looking at Thai subtitles, watching TV programs in English, listening to English songs, listening to radio programs in English, and imitating a native speaker from media (such as films, songs, TV shows) to enrich their vocabulary and improve reading and listening skills.

- *Non-media utilization*

  This strategy involves practicing writing with English texts (such as poems, greeting cards, or diaries), conversing in English with teachers, peers, siblings, or foreigners, and talking to oneself in English.

4. *Strategies for expanding one's general knowledge of English*

The saying "the more they practice, the more their general knowledge of English expands" suits well with these strategies, which are divided into two groups: media utilization and non-media utilization.

- *Media utilization*

  This strategy involves practicing English with a commercially packaged English program (such as TOEFL and IELTS), playing

games for vocabulary enrichment (such as English crossword puzzles),

and seeking out information in English through surfing the Internet.

- *Non-media utilization*

This strategy involves having extra tutorials (such as attending extra

classes at a private language school, having a personal tutor teaching

English at home, taking short English courses abroad); translating

English news, song lyrics, poems, etc. into Thai; giving tutorials to

others like junior students, peers, or siblings; having one's own

language learning notebooks; using a dictionary for vocabulary

enrichment; practicing general English with family members; joining

leisure or social activities to practice and improve one's English (such

as joining English camps and entering singing contests); and getting a

job to practice English (such as working part-time at an international

restaurant).

Of all the language learning strategies mentioned above, Prakongchati's language learning strategies are considered to be the most applicable for this study since they focus on activities done rather than theories behind them. Moreover, Prakongchati's learning strategies correspond with the definition of language learning strategies in this study. In addition, most of other's language learning strategies were reported to be used with the studies in foreign countries. Unlike Prakongchati (2007), her language learning strategies was derived from the interview with Thai students, which has the same context with the present study. Therefore, Prakonchati's (2007) language learning strategies is used in this study.

Related Information (Concerning) Language Learning Strategies

Nisbet and Shucksmith (1986; cited in Riding and Rayner, 1998, p. 84) talked about the nature of learning strategies, the structure of learning strategies, learning strategies and learning performance, the strategic learner, and the development of strategic learning, which will be explained below:

The Nature of Learning Strategies

Riding and Rayner (1998, p. 84) stated that it is important to differentiate between learning activities and learning strategies and they concluded that "an activity becomes strategic when it is particularly appropriate for the individual learner." Learning activities/strategies by Nisbet and Shucksmith (1986; cited in Riding and Rayner, 1998, p. 84) are listed in the table below:

Table 2.12: Nisbet and Shucksmith's (1986) Learning Activities/Strategies

Type	Description
Asking questions	Defining hypotheses, establishing aims and the parameters of a task, discovering audience, relating a task to a previous piece of work
Planning	Deciding on tactics and timetables, reduction of task or problem into components, identification of skills or competencies required
Monitoring	A continuous attempt to match efforts, answers and discoveries to initial questions or purposes
Checking	Carrying out a preliminary assessment of performance and results at a particular stage of a activity
Revising	A review response to assessment involving redrafting or recalculating or the revision of set goals
Self-testing	Final assessment both of results and performance on task

Taken from Riding, R.J. and Rayner S.G. (1998, p. 84). *Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behavior.* London, David Fulton Publishers Ltd

The Structure of Learning Strategies

Riding and Rayner (1998, p. 84) stated that *learning strategy hierarchy* in their book. They gave examples from Baron (1978), who divided strategies into three types: relatedness search strategies, stimulus analysis strategies, and checking strategies, and Kirby (1984), who identified learning strategies into two levels: micro-strategies and macro strategies.

<u>*Baron's (1978) Learning Strategy Hierarchy*</u>

Baron (1978; cited in Riding and Rayner, 1998, pp. 84-85) divided strategies into three types according to a level of generalization, which are as follows:

- *Relatedness search strategies*: identify a new problem in reference to what they have already known

- *Stimulus analysis strategies*: analyze a task and break it down into its components

- *Checking strategies*: control and evaluate responses to the learning task in order to reach a suitable response

<u>*Kirby's (1984) Learning Strategy Hierarchy*</u>

Kirby (1984; cited in Riding and Rayner, 1998, p. 85) identified learning strategies into two levels, which are as follows:

- *Micro-strategies*: strategies which are task specific and related to particular knowledge and abilities.

- *Macro-strategies*: strategies which are more general and related to emotional and motivation factors.

Learning Strategies and Learning Performance

Weber (1978, 1982; cited in Riding and Rayner, 1998, p. 85) gave the list of 'efficient learning's strategies,' which he believed could enhance students' learning. These strategies included thinking and learning activities as follows:

- Attending to detail

- Identifying starting points

- Establishing and testing hypotheses

- Forward planning

- Systematic exploratory behavior

- Reasoning and deducing

- Divergent thinking

The Strategic Learners

Weinstein and Van Mater Stone (1996; cited in Riding and Rayner, 1998, p. 89) defined the strategic learners as those who use knowledge about themselves as learners, use different types of academic types, use strategies and tactics for acquiring, integrating, and applying new learning, use prior content, and use both present and future contexts in which their knowledge could be useful. They also added that these learners can be recognized by their ability to use knowledge to succeed in their learning goals and be able to monitor and evaluate their own learning performance. In addition, Weinstein and Van Mater Stone (1996; cited in Riding and Rayner, 1998, p. 89) stated that the strategic learners should behave in the following ways:

- Creating a plan to reach a goal

- Selecting the specific strategies or methods to use to achieve a goal

- Implementing the methods selected to carry out the plan

- Monitoring progress on both a formative and a summative basis

- Modifying the plan, the methods, or even the original goal, if appropriate

- Evaluating the outcome in order to make a decision about further learning

The Development of Strategic Learning

The development of strategic learning consists of four stages: sensing and preferring, selecting, extending the learning strategy, and developing a repertoire of learning strategies.

- *Sensing and Preferring*

  In a learning situation, students will sense whether the learning task is easy or difficult for them to complete, aware of the style of structure they prefer, aware of the formats or situations of learning that they think are more helpful and more comfortable for them.

- *Selecting*

  After sensing what is suitable for them in learning, students are then likely to choose or select the most appropriate mode or structure of learning that suit their styles and can lead them to be successful in learning.

- *Extending the Learning Strategy*

    There are three types of strategies involved in this phase of strategic learning, which are translation strategies, adaptation strategies, and reduction of processing load strategies. In *translation*, students may change mode of learning into what they prefer and suit with their learning styles. Students may *adapt* their learning when there is no style that suits their own, and they can *reduce the informational processing load* by using strategies such as selective reading.

Developing a Repertoire of Learning Strategies

This strategy can be encouraged by teachers or trainers and encouragement is considered to be "an important first step towards the development of a repertoire of learning strategies as well as *instructional design*" (Riding and Rayner, 1998, p. 95). Another approach to develop a repertoire of learning strategies is 'intervention,' which aims to support students' learning style and enhance their learning.

Chamot *et al.* (1999, p. 7) talked about the *Cognitive Academic Language Learning Approach (CALLA)*, which is "an instruction model that integrates current educational trends in standards, content-based language instruction, learning strategies, and portfolio assessment." CALLA model can help students to become independent learners and can evaluate their own learning. CALLA model consists five phases, which are preparation, presentation, practice, evaluation, and expansion.

The *preparation* phase is the time to prepare students to be ready for strategies instruction. It can begin with transforming the classroom into the learner-centered classroom. Chamot *et al.* (1999, p. 53) defined a learner-centered classroom as "an

environment that crates and fosters independent students who are aware of their learning processes and who, through this awareness, are able to take control of their learning." Activities that can be done in order to create a leaner-centered classroom are setting learning responsibilities, asking students to think about what they need to do to learn a language and setting persona language goals, and letting students assess themselves so as to increase their involvement in learning.

Following the preparation phase is *presentation*. In this phase, teachers should demonstrate how to use the strategy and name the strategy while giving examples. Then, teachers should explain the importance of the strategy and tell learners when to use the strategy. The last step in this presentation phase is to ask students to describe how to use the strategy.

The third phase of CALLA model is *practice*. In this phase, students have the chance to practice their learning strategies for better understanding, which can help students to become independent learners. This can be done by integrating strategies practice into regular course work, selecting appropriately challenging tasks, encouraging students to practice the strategies introduced, coach students to use strategies when given frequent cues and feedback, encourage students to choose their own strategies and to develop a repertoire of strategies, and focus on students' learning processes.

Evaluation is the fourth phase of the CALLA model and the most important phase since students can take control of their learning by doing self-evaluation. Students can choose by themselves whether to employ this strategy in their learning or not. Teachers can also take part in this phase by evaluating how students apply

learning strategies into the learning situation and their own learning strategies instruction, and then adapt their instruction to meet students' needs to enhance students' learning. These can be done by doing class discussions; learning strategy checklists; asking students to keep learning logs, diaries, or journals; giving out questionnaires or interview; or doing learning strategies experiments.

The last phase of the CALLA mode is *expansion*. It is the phase where students need to transfer language learning strategies that they have learned to other contexts that they are not familiar with or when they encounter with the new task. Teachers can help students by asking them to transfer the strategy to homework or assignments. When students feel comfortable to use the strategy when asked, they can start to apply the strategy into other new contexts by themselves. The expansion phase should be supported and combined into regular class activities. Teachers can ask students to discuss how they can expand the strategy to be used in the new contexts, other language activities, other academic subjects, and nonacademic situations. Teachers can also encourage students through positive feedback so as to support them.

When looking at the four stages of the development of the strategic learners and the five phases of the CALLA model, it goes in parallel form. In the first three phases of the CALLA model (preparation, presentation, and practice), learners start to *sense* that there are some learning strategies to help them learn a language and have the chance to experience some strategies. Learners may *prefer* some strategies than others. Then, at the fourth phase of the CALLA model (evaluation), learners begin to make a *selection* whether which strategies to use and match with their learning style.

Finally, at the last phase of the CALLA model (expansion), learners start to *extend* the learning strategies to other learning contexts.

To help learners to become successful language learners, teachers should acquire the CALLA model and integrate it in classroom activities. In this way, learners will learn how to use learning strategies to solve their learning problems and enhance their language skills.

Cottrell (2003, p. 59-96) talked about the *C-R-E-A-M Strategy for Learning*. Each letter in *C-R-E-A-M* stands for Creative, Reflective, Effective, Active, and Motivated respectively, which will be explained as follows:

1. *Creative*

   Creativity is important to generate ideas of what strategy to use and apply to your learning. Many approaches are introduced to foster creativity such as thinking that there is more than one right answer and try to find as many answers as possible or ask 'what if …?' questions and find out the answer to those questions.

2. *Reflective*

   Students should reflect on their own learning to improve learning performance by considering their own motivation, change in their attitudes and ideas, the appropriateness of strategies chosen and the tasks, the skills needed to complete different kinds of assignments, the obstacle in learning, and any gaps in their knowledge or skills. Cottrell (2003, p. 65) suggested five methods to develop reflection, which are keep a learning journal, use the self-evaluation

questionnaires, keep an updated profile or portfolio, make constructive use of feedback from tutors, and fill in progress sheets regularly.

3. *Effective*

This strategy involves how to organize the state of mind, space, time, materials, are resources (including information technology or IT) to suit your learning. People have different way to get themselves into a study mood since there are many distracters that can prevent them in learning (such as TV, telephone, computer going shopping, etc.). In order to be able to study effectively, students should find out what is the right study environment for them and convert the distractions to become their learning tools. For example, if you want to go shopping, study your notes first and then go shopping if you still need to. However, you should think about what you have just read while walking to check how much you can remember since this can help yourself remember the notes better than when you sit still on the table.

4. *Active Learning*

Cottrell (2003, p. 87) compared the characteristics of passive learning and active learning as follows:

Table 2.13: Cottrell's (2003) Characteristics of Passive Learning and Active Learning

Characteristics of passive learning	Characteristics of active learning
1. You wait for directions and information to be fed to you.	1. You look for ways of being more involved in what you are learning.
2. Information is delivered to you – you just follow what is said or written, and do as you are told.	2. You are engaged in the whole learning process (and in a position to see why information has been selected).
3. Different pieces of information are treated as separate units.	3. You look for links between different things that you discover.
4. You repeat information without understanding.	4. You make a conscious effort to make sense of, and find meaning in, what you learn. Understanding is usually deeper.
5. You don't reflect upon what you have learnt.	5. You are involved in reflection and self-evaluation.
6. You may become bored and tired easily.	6. Your attention span is longer because your mind is more fully engaged.
7. You use surface processing, in which case you are less likely to understand or remember.	7. Long-term memory is assisted. If you understand what you learn, and keep relating what you learn to what you already know, you are more likely to remember what you have learnt.
8. You are less likely to be able to use what you learn.	8. Linking information helps you to see how you can apply it to different situations.
9. What you study may seem irrelevant.	9. Learning is personalized and interesting.

Source: Cottrell, S. (2003). *The Study Skills Handbook*. New York: Palgrave Macmillan, Ltd

5. *Motivated Learning*

Motivation plays an important role in the success of language learning. The capacity in learning is low when one lacks the motivation in learning. Therefore, you should strengthen your motivation by setting goals. When you reach your goals, give a reward to yourself and aim for the next goal.

However, if you feel bored or frustrated in your learning, find someone who can encourage you and increase your motivation in learning.

Learners may find C-R-E-A-M strategy helpful since it suggests ways for learners to be more motivated in learning, which in turn leads to the successfulness in learning. In fact, all strategies mentioned above are necessary for both teachers and students. For teachers, it is helpful for them to know the structure of learning strategies and how to help students to be independent learners. In addition, students should also know the characteristics of active learners and what to do to become a strategic learner in order to become successful in language learning.

Previous Studies Concerning Language Learning Strategies

Studies of language learning strategies have been widely done by many researchers around the world. Many variables (such as gender, school year, and language proficiency) are used to find out the relationship between language learning strategies and such variables in many studies. Some of the studies are being reviewed in this study as follows:

Ok (2003) investigated the use of language learning strategies of secondary students with the relation to some variables (sex, school year, and proficiency in grammar). Oxford's classification of language learning strategies was used in this study. The result showed that students used compensation strategies the most and affective strategies the least. Girls were reported to employ all six strategies more than boys. Students in the 1st school year were reported to have the high proficiency of use in metacognitive, cognitive, affective, and social strategies. In contrast, students in the 3rd school year were reported to use compensation and memory strategies at a high

frequency. The researcher also found out that students with high proficiency were reported to use more strategies than lower proficiency level students.

Like Ok (2003), Salem (2006) used Oxford's classification of language learning to study the role of motivation, gender, and language learning strategies in EFL proficiency. The result showed that females had a higher perception of learning EFL than males and had made more attempts to use language learning strategies. The study also found that females used more memory, cognitive, and compensation strategies than other strategies. However, among both female and male undergraduate students, the study reported that the more frequently used strategies were cognitive and metacognitive strategies, where affective strategy was reported to be the least frequently used.

Like others, Yabukoshi (2006) employed Oxford's classification of language learning strategies to investigate how Japanese junior high school students learned English as a Foreign Language (EFL) inside and outside the classroom. The results showed that students had the high frequency use in cognitive strategies and the low frequency use in metacognitive strategies. They also employed vocabulary learning strategies over strategies that helped them in terms of listening skill.

The similar result was shown in Griffiths (2003), who also examined the relationship between language learning strategies, proficiency, and changes in strategy use over time. The results showed that students who made the most progress in learning were one how had the increase in the use of language learning strategies and the frequency of their language learning strategies use.

Other studies concerning language learning strategies and language proficiency provided the similar results with those mentioned above. For example, Yang (2007) investigated the frequency of strategy use among junior college students across high, intermediate and low English proficiency groups. Strategy Inventory for Language Learning (SILL) was used to collect data and it was found that the most frequently used was compensation, followed by social, cognitive, metacognitive, affective, and memory strategies, respectively. In the Taiwanese context, the study showed that high proficiency level students employed all language learning strategies more often than those who had low proficiency level. This can be concluded that proficiency level has an impact on language learning strategy use.

Another study by Lai (2009), whose work examined the relationship between learning strategy use and the pattern of strategy use based on language proficiency and which also conducted in Taiwan and employed Oxford's classification of language learning strategies, showed that the most proficient learners used metacognitive and cognitive strategies the most and used memory strategies the least. In contrast, the least proficient learners employed social and memory strategies more than cognitive and metacognitive strategies.

The similar result was shown in Saitakham (2010), whose work investigated the use of English learning strategies employed by postgraduate international students at School of Education Sciences, Northeast Normal University (NENU) in China. This study used both quantitative and qualitative research methods and reported different results. Quantitatively, the results showed that the most frequently used language learning strategies were compensation strategies, where affective strategies were the least frequently used. However, the qualitative findings showed that social

strategies had the highest frequently used, where compensation strategies were reported to have the least frequently used.

From the above studies, it can be concluded that the females tend to employ language learning strategies in their study more than males. Also, students who have higher language proficiency tend to acquire more language learning strategies than those who have lower language proficiency. Moreover, all these studies were conducted in English as a foreign context, which is similar to the context of this study. Therefore, the result of this study would be likely provided the similar results.

Related Studies Concerning English Program in Thai Context

Many studies regarding English program in Thai context have been conducted by numerous researchers to explore many aspects, such as, teachers, parents, and students' opinions toward an English program, learning problems of students in an English program, and some learning strategies concerning students' in an English program, which will be reviewed in this section.

Studies regarding parents or students' opinions toward an English program have been investigated in various studies. Padiwaradda (2006) explored the reasons why parents sent their children to study in an English program and their opinions toward the program in five aspects (i.e. management, instruction, instructional media, measurement and evaluation, and learner developments). The results showed that parents decided to send their children to study in an English program because they considered English as an important language and an English program was an opportunity for their children to learn English with native speakers.

Another study by Angwara (2006) explored teachers and students' opinions toward an English program. The comparison between two groups of subjects was also investigated at in the study. The results showed that there was no significant difference of attitude towards English program between teachers and students. However, there were significant differences of the attitudes towards English program at .01 levels among students in secondary level (grade 7-9) in various variables (learning achievement, studying habit, further orientation, and attitudes towards English subject).

Apart from comparing the attitudes between teachers, parents, and students in an English program, a comparison between attitudes between students in an English program and a regular program was also investigated by Suraputhai (2007). The research findings showed that students in both programs had high positive attitudes toward English language learning, but students in an English program showed significantly higher positive attitudes at .05 level.

In addition to the comparison of the attitudes between students in an English program and regular program, Suraputhai (2007) explored the differences between learning strategies of both groups of students. The result showed that students in both programs employed cognitive strategies to control their learning activities. However, students in an English program used learning strategies more often than students in a regular program at the significant level of .05.

Thipakorn (2009) examined communication strategies use between students with high and low English proficiency in an English program. Communication strategies consisted of sub-strategies, such as, compensation strategies, avoidance

strategies, intra-actional strategies, and interactional strategies. The research findings showed that high proficiency students used compensation strategies more often than avoidance strategies and used more intra-actional strategies than interactional strategies, when compared with low proficiency students.

The use of mental imagery strategies was explored by Piyathida (2006) to compare students' English reading comprehension and the creative writing ability of English program students before and after employing the mental imagery strategies. The research findings showed that students had higher scores in English reading comprehension test and their writing ability was improved to very good level (26.66%), good level (40%), and fair level (33.33%) by using creative writing ability test, after learning through the mental imagery strategies.

Other than opinions toward English program and language learning strategies used, learning problems in students in an English program should not be ignored since students' needs are important for teachers to create learning activities to suit their needs and can solve their problems. Sirigul (2006) investigated learning problems in students in an English program and found that problems that students faced were language competency and uninteresting subjects. These two problems did not cause trouble to their learning. She also found that cultural differences between students and native speakers was not a barrier to their language learning.

In summary, previous studies concerning English program in Thai context, for the most part, involve opinion towards an English program and specific learning strategies to improve specific learning problems. However, students may have different language problems and may need different strategies to solve their problems

because of the differences in their learning styles and the preferences in language learning activities. Therefore, it was worth to investigate language learning strategies used of students in an English program and their opinions toward those strategies. The findings could help English language teachers to create learning activities to support students learning and could improve students' language skills eventually.

CHAPTER III
METHODOLOGY

The purpose of this chapter is to describe the research design of this study. Firstly, the population and sample of the study will be explained, followed by context of study and the explanation of research instruments used. Afterwards, data collection and data analysis will be discussed.

Population and Sample

The population of this study was Thai students who study in an English program in Thailand. In the Thai context, students can start studying in an English program at various class levels, depending on the school's curriculum. Some schools start an English program from Grade 1 and finish at Grade 6 or Grade 9. However, many schools start from Grade 7 and finish at Grade 12. However, the participants of this study were students in Grade 7, who were studying in an English program at Assumption College Samutprakarn. Thirty students were chosen, using the purposive sampling method, and 10% of these students (3 students) were chosen for a focus-group interview.

Context of Study

This study was conducted at Assumption College Samutprakarn in Samutprakarn, Thailand, which is a private school under Saint Gabriel's Foundation of Thailand. An English program at Assumption College Samutprakarn is taught by native speakers with co-Thai teachers. English is used to conduct the class and cover

seven subjects: mathematics, science, social studies, health and physical education, computer, and English. This program is a coeducational study starting from Grade 1 through Grade 12. The number of students in each class of each grade is thirty students, which is in accordance with the Ministry of Education of Thailand's regulation.

Research Instruments

Questionnaire

The 45-item questionnaire designed by Prakongchati (2007) was used as the main instrument for data collection in this study. Each item in this questionnaire was derived from the students' interview based on her study entitled *Factors Related to the Use of Language Learning Strategies by Thai Public University Freshmen* in 2007. In the first phase of her study, Prakongchati conducted focus-group interviews with freshmen from 44 public universities to discover what language learning strategies those students used. Then, she divided students' answers into four main language learning strategies as follows:

1. Strategies for preparing oneself for classroom lessons

    a. Before class

    b. After class

2. Strategies for understanding the lessons while studying in class

    a. Intra-personal interaction

    b. Inter-personal interaction

3. Strategies for improving one's language skills

    a. Media utilization

    b. Non-media utilization

4. Strategies for expanding one's general knowledge of English

    a. Media utilization

    b. Non-media utilization

All of the four strategies contained 45 items, and each group of strategies contained 10, 12, 12, and 11 items, respectively. Prakongchati used Alpha Coefficient (α) or Cronbach Alpha to check the internal consistency of the questionnaire. The reliability of this questionnaire as a whole is .95, which is considered to be high in comparison with the acceptable reliability coefficients of .70 (Prakongchati, 2007). Four main categories have the reliability estimated at .91, .89, .94, and .89, respectively.

A 4-point rating scale was used to assess the frequency of language learning strategies used by public university freshmen and is explained below:

0 = Never

1 = Sometimes

2 = Often

3 = Always or almost always

The questionnaire was divided into two parts: demographic data and data regarding language learning strategy use. The purpose of this questionnaire was to find out what types of language learning strategies public university freshmen use and

how often. The questionnaire has two versions: English version for discussion in her study and Thai version as the actual instrument for data collection. The Thai translation of the strategy questionnaire was used to help minimize the misunderstanding of low-ability students and guarantee the accuracy of results. The translation was done by Prakongchati herself and was already checked for validity by her main supervisors, other experts, and colleagues who were native Thai speakers. Since the questionnaire was used to find out the frequency of the strategy use, it is therefore appropriate to be used with this study. However, some statements in the questionnaire needed to be adapted to suit the subjects of this study, which are explained below:

Item 1(A): *Study the course details before hand* is **changed into** *Read the book before coming to class* because students in the secondary school level do not have course details or course outline to look at before class.

Item 4(A): *Practice English with a commercially packaged English program (e.g. TOEFL, IELTS, Follow Me)* is **deleted** because students in the secondary school level do not need to take such tests.

Item 4(B): *Take any job to practice English (e.g. being a local/young guide in the hometowns, working part-time at a restaurant, where there are many foreign customers)* is **deleted** because most students in the secondary school level do not work part-time.

With the deletion and the integration of some related items, the number of items of questionnaire in this study was reduced to 34 items. In this study, the actual instrument for data collection is the Thai version to avoid misunderstanding of the

questions. Prakongchati's Thai version questionnaire was simplified by the researcher and was checked by three experts for validity using Index of Congruency (IOC) with the scale below:

Appropriate   = 1

Normal   = 0

Inappropriate = 2

Items that were rated below 0.5 were revised and replaced in the questionnaire. Two items were revised as follows:

Item 2(A): *"Try to get a seat in the front row"* is **changed into** *"If you can, you will try to get a seat in the front row."*

Item 2(J): *"Choose the seat next to friends who are more proficient in English"* also **changed into** *"If you can, you will try to sit near friends who are more proficient in English."*

After the questionnaire had been revised, it was piloted with students in Grade 7 at Assumption College Samutprakarn, but not the same class as the sample of this study. The researcher asked ten students to complete the questionnaire, followed by a focus-group interview to discuss about the questionnaire. Their suggestions and comments were analyzed and used to revise the questionnaire as an actual data collection tool in the main study.

From the pilot study, students reported that some of the questions in the questionnaire were quite long and the format looked complicated, which made them

feel lazy to read and continue to complete the questionnaire. With this result, the researcher simplified the wordings once again and changed the format to ensure ease of reading.

Focus-group Interview

Based on the results from the questionnaire, questions for the focus-group interview were generated to obtain in-depth information about students' opinions toward language learning strategies. Researcher asked 3 experts to validate the questions to ensure the internal validity before using them in the actual study. There were altogether 9 questions and the answers from the participants were categorized based on four types of language learning strategies. Questions for the interview session were not piloted because the researcher constructed the interview questions based on the responses on the questionnaire.

Data Collection

The researcher was permitted to conduct the research with Assumption College Samutprakarn students in December, 2010. This phase took around 10 days in order to get all responses from the participants and another five days for a focus-group interview to get in-depth information. Ten percent of students were asked to participate in a focus-group interview. Three students were chosen for the focus-group interview based on their responses in the questionnaire regarding how they used language learning strategies. Student 1 reported to be the only one out of 30 students who had never used the dictionary while doing her homework/assignments, whereas Student 2 had the low use of learning strategies but managed to obtain good grades in

class. In contrast, Student 3 reported to be the only one who had a personal tutor to help her with homework and give extra tutorial at home.

Data Analysis

The collected data were analyzed to answer three research questions. Descriptive analysis (percentages, frequencies, and means) was employed to analyze the data from the questionnaire.

For data analysis, the frequency and mean of each language learning strategies were reported in the four main categories. The coding system for data analysis is as follows:

1. Strategies for preparing oneself for classroom lessons (Prep)

- Before class (BC)

- Read the book before coming to class (PrepBC1)

- Prepare yourself physically (i.e. sleep early, eat something before coming to class, etc.) (PrepBC2)

- Attempt to attend the class (i.e. have textbook and notebook ready before class begins) (PrepBC3)

- Do revision of the previous lessons in the textbook (PrepBC4)

- After class (AC)

- Review your own notes/summary (PrepAC1)

- Do homework/assignments regularly (PrepAC2)

- Approach teachers to ask for clarification (PrepAC3)

- Practice what is learned with teachers (PrepAC4)

- Discuss L2 learning problems with teachers (PrepAC5)

2. Strategies for understanding the lessons while studying in class (Und)

    - Intra-personal interaction (Intra)

- Try to get a seat at the front if possible (UndItra1)

- Avoid talking with friends while studying (UndItra2)

- Take notes while studying (UndItra3)

- Think to yourself along with teachers' instructions (UndItra4)

- Try to understand what is learned in English by thinking along in Thai (UndItra5)

- Use a dictionary when doing assigned work (UndItra6)

    - Inter-personal interaction (Inter)

- Double check what is learned with friends after class or outside class hour (UndIter1)

- Join a language study group with friends (UndIter2)

- Choose to sit near friends who are more proficient in English if possible (UndIter3)

- Pay attention to what teachers teach (UndIter4)

3. Strategies for improving one's language skills (Imp)

- Media Utilization (Mu)

- Practice reading by surfing the internet or read English literature (i.e. novels, news, stories, etc.) (ImpMu1)

- Learn new words from various sources (i.e. labels, posters, billboards, etc.) (ImpMu2)

- Talk with Thai or foreigners' friends in English via e-mail, MSN, or SMS (ImpMu3)

- Practice listening by listening to news or watching soundtrack movies without looking at Thai subscript (ImpMu4)

- Practice speaking by imitating the native speakers (i.e. imitate what the movie characters say, etc.) (ImpMu5)

- Non-media utilization (Nm)

- Practice writing in English by writing a diary or greeting cards in English (ImpNm1)

- Practice speaking with teachers, friends relatives, and native speakers (ImpNm2)

- Ready to make correction when using English incorrectly (ImpNm3)

4. Strategies for expanding one's general knowledge of English (Exp)

    - Media utilization (Mu)

- Learn new vocabulary by playing English-related games (i.e. crosswords, scrabble, etc.) (ExpMu1)

- Find information by surfing the Internet in English (ExpMu2)

    - Non-media utilization (Nm)

- Take extra tutorial course (i.e. have a personal tutor or go to a tutoring school, etc.) (ExpNm1)

- Use a dictionary for vocabulary enrichment (ExpNm2)

- Join any school English-related activities (i.e. English camp or join any English-related competition, etc.) (ExpNm3)

- Practice English with intimates who are proficient in English (i.e. teachers, friends, family members, etc.) (ExpNm4)

- Give tutorials to others like junior students, friends, or siblings. (ExpNm5)

As mentioned in Chapter 3, the frequency of language learning strategies use was measured by the means of each strategy use. At this stage, the frequency of strategies use are being classified as 'high', 'medium', and 'low' in response to the 4-point rating scale, which were:

0	=	Never
1	=	Sometimes
2	=	Often
3	=	Always or almost always

Therefore, the lowest use of language learning strategies is 0.00 and the highest use is 3.00, with 1.50 as the central point between the low and the high value. The means of the frequency of language learning strategies use are ranged from 0.00 to 3.00, which were:

0.00 – 0.99	=	Low use
1.00 – 1.99	=	Moderate use
2.00 – 3.00	=	High use

The summarization of the measure of the frequency of language learning strategies use is shown below:

Figure 3.1: The measure of the frequency of language learning strategies use

```
0 --------------------- 1 --------------------- 2 ------------------------ 3
Never          Sometimes          Often                    Always
                                                      or almost always
0.00 ----------------- 1.00----------------2.00 ------------------------3.00
     Low use           Moderate use              High use
```
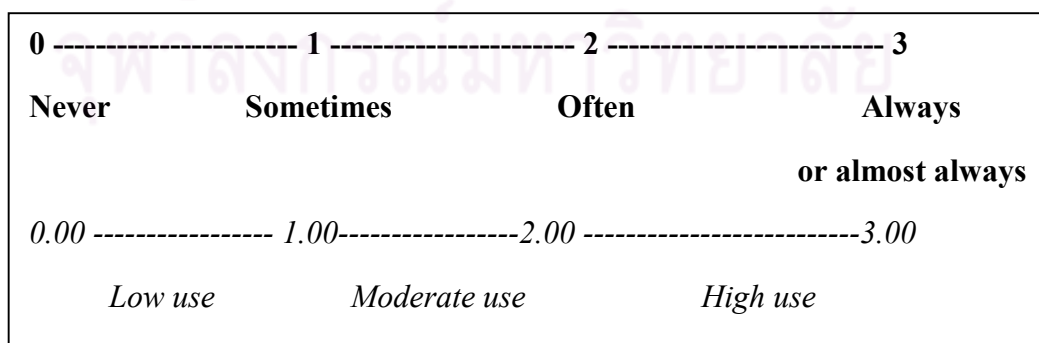
(Source: Prakongchati 2007)

The focus-group interview part was analyzed using content analysis. The findings from the analysis were presented in the form of tables, graphs, and descriptions in the following chapter.

The summarization of the data analysis phase is shown in the table below:

Table 3.2: The Summarization of the Data Analysis Phase

Research Questions	Objective	Instrument	Data Analysis
1. What language learning strategies are used by secondary school students in an English program?	To investigate language learning strategies used by secondary school students in an English program	Questionnaire	Descriptive analysis
2. What are students' opinions toward language learning strategies?	To explore students' opinions toward language learning strategies	Focus-group interview	Content analysis

CHAPTER IV
FINDINGS

The purpose of this chapter is to describe the research findings in this study. Firstly, the demographic data will be explained. Afterward, the overall strategy use reported by 30 students in an English program in a Thai secondary school will be explored. This will be followed by the results from a focus-group interview.

Demographic Data

The subjects of this study were 30 students in an English program in a Thai Secondary school. This research was conducted at Assumption College Samutprakarn with students in Grade 7 in an English program. Students were asked to fill out their personal information, such as name, gender, English grade from the previous semester, and their self-rated English proficiency. The results are shown as follows:

Table 4.1: Gender of participants

Gender	Number	Percentage
Male	16	53.3
Female	14	46.7
Total	**30**	**100.0**

Of the total 30 students, 16 of them (53.3%) was male and another 14 students (46.7%) were female.

Table 4.2: English Grade from the previous semester

Grade	Number	Percentage
A	16	53.3
B	14	46.7
Total	**30**	**100.0**

Based on Table 4.2, among 30 students, approximately half of the population (53.3%) reported to get an 'A' grade from the previous semester. Students who got a 'B' grade accounted for 46.7% (14 students).

Table 4.3: Self-Rated English proficiency

Self-Rated English Proficiency	Number	Percentage
Beginner	1	3.3
Intermediate	24	80.0
Advanced	5	16.7
Total	**30**	**100.0**

According to Table 4.3, the majority of students (80%) rated their English proficiency in an intermediate level. Five students (16.7%) reported to have an advanced level of English skills, and only one student (3.3%) thought of herself as a beginner.

Use of Language Learning Strategies

The research findings were divided into four categories as follows:

I. Strategies for preparing oneself for classroom lessons

II. Strategies for understanding the lessons while studying in class

III. Strategies for improving one's language skills

IV. Strategies for expanding one's general knowledge of English

From this point on, the research questions were answered and presented in terms of frequency and means in the following order:

Research Question 1: What language learning strategies are used by secondary school students in an English program?

Research Question 2: What are students' opinions towards language learning strategies?

Research Question 1: What language learning strategies are used by secondary school students in an English program?

Strategies for preparing oneself for classroom lessons

Table 4.4: The overall strategy use for preparing oneself for classroom lessons (N=30)

Before Class

Strategy	$\bar{x}$	SD.	Meaning
PREPBC1	**1.27**	.78	Moderate use
PREPBC2	1.67	.80	Moderate use
PREPBC3	**2.00**	.64	High Use
PREPBC4	1.60	.62	Moderate Use

After Class

Strategy	$\bar{x}$	SD.	Meaning
PREPAC1	1.43	.82	Moderate Use
PREPAC2	**2.23**	.68	High Use
PREPAC3	**1.03**	.49	Moderate Use
PREPAC4	1.23	.68	Moderate Use
PREPAC5	1.17	.91	Moderate Use

In the before class category, the strategy that had the highest use was 'attempt to attend the class' (PREPBC3) with the means of 2.00. The strategy that had the lowest use was 'read the book before coming to class' (PREBC1), with the means of 1.27.

In the after class category, the strategy that had the highest use is 'do homework/assignments regularly' (PREPAC2) with the means of 2.23. The strategy that had the lowest use was 'approach teachers to ask for clarification' (PREPAC3) with the means of 1.03.

Strategies for understanding the lessons while studying in class

Table 4.5: The overall strategy use for understanding the lessons while studying in class (N=30)

Intra-personal Interaction

Strategy	$\bar{x}$	SD.	Meaning
UNDITRA1	1.53	.90	Moderate use
UNDITRA2	**1.33**	.60	Moderate use
UNDITRA3	1.83	.74	Moderate use
UNDITRA4	1.57	.68	Moderate use
UNDITRA5	**1.93**	.69	Moderate use
UNDITRA6	1.43	.68	Moderate use

Inter-personal Interaction

Strategy	$\bar{x}$	SD.	Meaning
UNDITER1	1.43	.73	Moderate use
UNDITER2	**1.17**	.70	Moderate use
UNDITER3	1.63	.81	Moderate use
UNDITER4	**1.83**	.65	Moderate use

In the intra-personal interaction category, the strategy that had the highest use was 'try to understand what is learned in English by thinking along in Thai' (UNDITRA5) with the means of 1.93. The strategy that had the lowest use was 'avoid talking with friends while study (UNDITRA2) with the means of 1.33.

In the inter-personal interaction category, the strategy that had the highest use was 'pay attention to what teachers teach' (UNDTER4) with the means of 1.83. The strategy that had the lowest use was 'join a language study group with friends' (UNDITER2) with the means of 1.17.

Strategies for improving one's language skills

Table 4.6: The overall strategy use for improving one's language skills (N=30)

Media Utilization

Strategy	$\bar{x}$	SD.	Meaning
IMPMU1	1.77	.68	Moderate use
IMPMU2	**1.80**	.80	Moderate use
IMPMU3	1.57	.82	Moderate use
IMPMU4	1.73	.69	Moderate use
IMPMU5	**1.27**	.58	Moderate use

Non-media Utilization

Strategy	$\bar{x}$	SD.	Meaning
IMPNM1	1.50	.82	Moderate use
IMPNM2	**1.40**	.67	Moderate use
IMPNM3	**1.83**	.79	Moderate use

In the media utilization category, the strategy that had the highest use was 'learn new words from various sources' (IMPMU2) with the means of 1.80. The strategy that had the lowest use was 'practice speaking by imitating the native speakers' (IMPMU5) with the means of 1.27.

In the non-media utilization category, the strategy that had the highest use was 'ready to make correction when using English incorrectly' (IMPNM3) with the means of 1.83. The strategy that had the lowest was 'practice speaking with teachers, friends, relatives, and native speakers' (IMPNM2) with the means of 1.40.

Strategies for expanding one's general knowledge of English

Table 4.7: The overall strategy use for expanding one's general knowledge of English (N=30)

Media Utilization

Strategy	$\bar{x}$	SD.	Meaning
EXPMU1	1.**57**	.89	Moderate use
EXPMU2	**1.53**	.68	Moderate use

Non-media Utilization

Strategy	$\bar{x}$	SD.	Meaning
EXPNM1	1.33	.96	Moderate use
EXPNM2	**1.67**	.66	Moderate use
EXPNM3	**1.13**	.73	Moderate use
EXPNM4	1.60	.56	Moderate use
EXPNM5	1.53	.73	Moderate use

In the media utilization strategy, the strategy that had the highest use was 'learn new vocabulary by playing English-related games' (EXPMU1) with the means of 1.57. The strategy that had the lowest use was 'find information by surfing the Internet in English (EXPMU2) with the means of 1.53.

In the non-media utilization, the strategy that had the highest use was 'use a dictionary for vocabulary enrichment' (EXPNM2) with the means of 1.67. The strategy that had the lowest use was 'join any school English-related activities' with the means of 1.13.

It can be concluded from the tables shown above that students in an English program employed almost all language learning strategies at the moderate level, in

exception of 'attempt to attend the class regularly' strategy and 'do homework/assignments regularly' strategy with the high use.

Research Question 2: What are students' opinions toward language learning strategies?

10% of the subjects (3 students) were interviewed in-depth to get further information about their opinions toward language learning strategies. The data collected during the focus-group interview were categorized according to 4 language learning strategies in Prakongcharti (2007). The findings were as follows:

1. Strategies for preparing oneself for classroom lessons

Students showed positive attitude towards strategies for preparing oneself for classroom lessons. This could be supported by their answers: 'When I do not understand something, I will ask my friends or teachers to explain it to me,' and 'I will advise someone who want to be good at English to always do homework/assignments regularly.'

2. Strategies for understanding the lessons while studying in class

Students showed positive attitude towards strategies for understanding the lessons while studying class. This could be supported by their responses: 'I will wait until the class is finished and then ask my friends to teach me what I did not understand,' 'I can understand the lesson well by paying attention in class and ask someone when I do not understand some points,' and 'I will call my friends and ask them to teach me if I do not understand the lesson in the textbook or cannot do homework.'

3. Strategies for improving one's language skills

Students showed positive attitude towards strategies for improving one's language skills. This could be supported by their answers: 'I like to watch soundtrack movies because I can learn new vocabulary and practice my listening skill at the same time,' 'I get lots of vocabulary from reading and practice my listening skill from watching movies and listening to songs,' and 'I like to read English novels because I can practice my reading skill and get new vocabulary at the same time.'

4. Strategies for expanding one's general knowledge of English

Students showed positive attitude towards strategies for expanding one's general knowledge of English. This could be supported by their responses: 'Taking extra tutorial provides extra knowledge that I have not learned in class before,' and 'The good points of having a personal tutor is that I can ask about things that I do not understand from the classroom and help me with my homework.'

In summary, students showed positive attitude towards the use of all language learning strategies. It can be concluded from the interview that students used language learning strategies mainly to help themselves understand the lesson and improve their four English skills (listening, speaking, reading, and writing).

Overall, the findings showed that students in an English program employed language learning strategies frequently to understand the lessons and improve their English skills, which could be supported by the level of language learning strategies used (high use and moderate use) and their positive attitude towards language learning strategies.

CHAPTER V
DISCUSSION

The purpose of this chapter is to discuss the research findings that are reported in Chapter 4. As mentioned in the earlier chapters, the objective of this study is to investigate the use of language learning strategies of students in an English program in Thai secondary school. Thirty students were given questionnaires to complete. The research findings showed that most strategies were reported to have a moderate use. The summarization of the research findings will be shown in brief below:

Strategies for preparing oneself for class lessons were divided into before class and after class categories. The highest strategy use for before class category was 'attempt to attend the class' ($\bar{x}$ = 2.00) and the lowest use was 'read the book before coming to class' ($\bar{x}$ = 1.27). In addition, the highest use for after class category was 'do homework/assignments regularly' ($\bar{x}$ = 2.23) and the lowest use was 'approach teachers to ask for clarification' ($\bar{x}$ = 1.03).

Strategies for understanding the lessons while studying in class were divided into intra-personal interaction and inter-personal interaction. The highest strategy use for inter-personal interaction category was 'try to understand what is learned in English by thinking along in Thai' ($\bar{x}$ = 1.93) and the lowest use was 'avoid talking with friends while studying' ($\bar{x}$ = 1.33). As for the inter-personal interaction category, the highest use strategy was 'pay attention to what teachers teach' ($\bar{x}$ = 1.83) and the lowest use was 'join a language study group with friends' ($\bar{x}$ = 1.17).

Strategies for improving one's language skills were divided into media utilization and non-media utilization. The highest strategy use for media utilization category was 'learn new words from various sources' ($\bar{x}$ = 1.80) and the lowest use was 'practice speaking imitating the native speakers' ($\bar{x}$ = 1.27). In the non-media utilization, the highest strategy use was 'ready to make correction when using English incorrectly' ($\bar{x}$ = 1.83) and the lowest use was 'practice speaking with teachers, friends, relatives, and native speakers' ($\bar{x}$ = 1.40).

Strategies for expanding one's general knowledge of English were also divided into media utilization and non-media utilization. The highest strategy use for media utilization category was 'learn new vocabulary by playing English-related games' ($\bar{x}$ = 1.57) and the lowest use was 'find information by surfing the Internet in English' ($\bar{x}$ = 1.53). As for the non-media utilization category, the highest strategy use was 'use a dictionary for vocabulary enrichment' ($\bar{x}$ = 1.67) and the lowest use was 'join any English-related activities' ($\bar{x}$ = 1.13).

Evidences and examples from literature reviews and a focus-group interview will be used to discuss the research findings in this section.

The Language Learning Strategies Used by Secondary School Students in an English Program

Though students were already in an English program, where they used English at school every day, there was still a need to improve their English skills. This might be because students felt that their English grades could improve if their English skills were better. In order to achieve this, students employed language learning strategies to help them to learn. Since the textbooks and other materials in an English program school are all in English, students need to be able to understand them in order to do well in class as well as in the exams. Beare (2011: online) described strategies that can help students improve their English skills in many ways. These strategies included choosing any reading and listening materials that one is interested in to create enjoyable learning experiences, which can lead to more effective learning. The majority of students also chose to learn new words from various sources, which was a way to seek an opportunity to learn from materials that were surrounding them, such as the Internet, books, and movies. In addition, they were willing to take risk by using English anytime they could and they were ready to make corrections when using English incorrectly. Diaz-Rico's (2004) classification of language learning strategies referred to this strategy as 'creative thinking and risk taking.' Under this strategy, teachers can encourage students to take risk by using English to do class activities. Students might make mistakes while dealing with these activities but this is a good strategy because they tend to remember their mistakes and tend not to do them again. However, in terms of speaking skills, students in an English program made few attempts to practice speaking skills with teachers, friends, relatives, or imitating the native speakers. This might be because students had to speak English in the classroom

everyday and they were not aware that speaking English at school every day was a way to help to practice their speaking. The communication between students and teachers was in English since it was required by the school rule. Students were also expected to speak English with each other but, according to the answer from the interview, they talked in Thai. The reason behind this might be because students had inadequate vocabulary to speak in some topics (Wang, 2006). This can lead students to feel shy to speak with friends in case they made a mistake.

In addition to strategies that can help students to improve their language skills, students in an English program were also reported to have used strategies for understanding the lessons. As mentioned earlier that all textbooks and materials in an English program are written in English, which is not students' native language, students may find it hard to understand the lesson. Classes were also taught in English by foreign speakers. That is to say, the language used in both the materials and the instruction were not the students' native language. Therefore, students needed to acquire language learning strategies in order to understand what was being taught. From the research findings, the majority of students tried to understand what was learned in English by thinking along in Thai. O'Malley and Chamot's (1990) referred to this strategy as 'transferring,' as evidenced when students used the knowledge of the Thai language and transferred it to English. Students also pay attention to what teachers were teaching, which was one of the ways to understand the lesson. Students in an English program need a lot of concentration while studying in class since English is used as a medium of instruction, which is not their native language. This strategy is put under the strategy of 'centering your learning' in Oxford's (1990) classification of language learning strategies, which stated that students chose to pay

attention in general and ignore distracters. Peterson (2011: online) called a way to ignore distracters as 'active listening,' which is one of the important study skills that students need in order to pay attention in class and understand the lesson better. The answer from the interview showed that students reported to have more understanding in the lesson if they listened to teachers closely with no interruption from their friends. Students were also preferred to study by themselves rather than with the help from others if not necessary. An (2011: online) called it as 'self-study' strategy, where students have the capability to cope up with the lessons that they do not understand by themselves.

Since English is not a native language for students in an English program, the important thing for students to follow is to practice. Practicing can help students understand the lessons better. In this study, students did homework/assignments regularly after class as a way to practice their language skills. Wenden and Rubin (1987) referred to this kind of strategy as 'practicing,' which involves doing the four English skills (listening, speaking, reading, and writing) repeatedly. Based on the interview with Student 2, he reported to have used this strategy in high frequency when compared with the other strategies. He believed that doing homework/assignments everyday was a way to practice what he had learned in class and prepared himself for exams at the same time. Student 3 also mentioned that the best way to learn was to practice every day so that she would remember what she had learned better. Another method that can be used to understand the lessons better is to read before coming to class. This strategy was not chosen much by students in an English program since the majority of them believed that they would not understand the book, which was written in English, if they had to read it by themselves.

According to Wang (2006), the main reason for students' loath of reading is an inadequate in vocabulary. In order to know the meaning of unknown words, students turn to consult the dictionary. This can lead students to feel bored of reading because students have to slow down their reading when they have to look the words up on the dictionary. However, when students had problems with reading or understanding the lessons, they did not ask teachers for clarification. This might be because students were reluctant to approach teachers or too shy to ask questions in class. According to Kern (2011: online), the Thai educational system is "one way style of education" and he explained that this type of instruction made students feel that they should not ask questions. The answers from the interview also showed that all of them preferred to ask other people (such as friends or relatives) for explanation.

Since students in an English program have to study in English, which is not their native language, students may feel depressed and find it hard to understand the lessons. They might not be motivated to learn and this can create unsuccessful learning. Students turned to find a way to learn that can create more fun to them, such as games and other entertainment like the Internet, because it can provide both knowledge and pleasure at the same time, so students would have fun in learning. In other words, it can be said that students will be more willing and more motivated to learn if they feel that learning is fun. Williams (2006) stated that students should be motivated to create successful learning. In addition, the use of dictionary can also make students frustrated in learning. Some students found it hard to use and they were lazy to find the words. This might be because students felt that using the dictionary was the waste of time and it interrupted their reading, as supported in Wang (2006). Wang stated further that the dictionary is not only useful for finding the meaning of

unknown words, but it can also be dangerous if we use it too much. The solution is that students should be trained how to use the dictionary so that they can use it effectively. Students can also guess the meaning from the context to find the meaning of words, which is of the strategies mentioned in Amato and Snow's (2005) task-based strategies.

Teaching Implications

The research findings discussed above can be implied to both English teaching and learning. The findings showed that students employed all strategies in different frequency and this could be presumed that students had different learning styles, learning problems, and learning preferences. The implications from the study are listed in the following:

1. Based on the research findings, teachers should adjust their teaching strategies to suit students' learning strategies to increase students' attention and participation in the classroom. For example, if students prefer to watch soundtrack movies or listening to English songs to gain new vocabulary or practice listening skills, teachers should try to add the media into the curriculum to encourage and attract students to participate in the classroom activities. However, teachers should be trained on how to use media as their teaching aids and combine them with their instruction as effectively as possible.

2. Teachers should know students' learning styles and preferences from the beginning so they can plan activities that can suit each learning style. This can be done by asking students to fill out the questionnaire of learning

styles and learning preferences since the first class, so teachers can plan extracurricular activity that students can enjoy. When students feel that learning is fun, they will be more willing to accept new things and learn more. This can also increase their learning motivation.

3. Different students employ different strategies at different frequency to respond to their needs. Also, it is said that students will employ the second language's strategies when they feel that they cannot produce the target language as well as they want (Diaz-Rico, 2004, pp. 107-108). Therefore, teachers can help students to overcome their problems by teaching them strategies to be used to improve each language skill with examples. Students can benefit from strategic trainings in the sense that they will realize what the language learning strategies are and how they can adapt those strategies to be used with their own needs to solve their language problems.

Recommendations for Future Research

Since this study was conducted with subjects who had similar characteristics, that is, they studied in an English program and they share similar English proficiency level (Intermediate level), the researcher feels that it is necessary to investigate the contradiction between students with low and high proficiency levels on how they use language learning strategies and the frequency of such use. The study should be both quantitative and qualitative to obtain in-depth information. The researcher has some recommendations for future research as follows:

1. An experimental study should be conducted to test whether a particular language learning strategies can work effectively with low proficiency students or not.

2. A longitudinal study should be conducted to examine the effectiveness of the strategies. Further studies can be done by given strategic training to the subjects of the study with low proficiency levels and see whether their proficiency level increases after receiving the training or not.

3. Further studies can compare language learning strategies used between students from different types of education programs, e.g. regular Thai school program, an international program, and bilingual program. The results from the future study can be useful for teachers to plan activities to match with the nature of each type of educational program.

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APPENDICES

APPENDIX A

Appendix A: Questionnaire used for actual study (Thai)

แบบสอบถามกลวิธีการเรียนภาษาอังกฤษ

แบบสอบถามนี้ได้ถูกสร้างขึ้นเพื่อรวบรวมข้อมูลเกี่ยวกับกลวิธีการเรียนภาษาอังกฤษของนักเรียน

ไทยที่ศึกษาในหลักสูตรภาษาอังกฤษ (English Program) ข้อมูลที่ได้รับจะถูกนำมาใช้เพื่อ

ประกอบการทำวิทยานิพนธ์และไม่มีผลกระทบต่อนักเรียน ทั้งนี้ ผู้วิจัยใคร่ขอความร่วมมือในการ

กรอกข้อมูลส่วนตัวและข้อมูลในการติดต่อกลับเพื่อขยายผลในการวิจัยต่อไป ขอบคุณที่ให้ความ

ร่วมมือ

นางสาว หทัย ดาวสดใส

โทร. 081-348-0818, 086-345-7703

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ส่วนที่ 1

ข้อมูลของผู้ตอบแบบสอบถามของนักเรียนไทยในหลักสูตรภาษาอังกฤษ

คำชี้แจง: โปรดทำเครื่องหมาย (X) หรือกรอกข้อความที่<u>**ตรงกับความเป็นจริงของนักเรียน**</u>

1. **ชื่อ-นามสกุล** _____ **ชื่อเล่น** _____

2. **เพศ**   ☐ **ชาย**   ☐ **หญิง**

3. **เกรดวิชาภาษาอังกฤษในภาคเรียนที่ผ่านมา** _____

4. **นักเรียนประเมินความรู้ความสามารถในการใช้ภาษาอังกฤษของตนเองอยู่ใน**
   ระดับใด

   ☐ **สูง**   ☐ **ปานกลาง**   ☐ **ต่ำ**

5. **เบอร์โทรศัพท์**

   _____

6. **อีเมล์** _____

ส่วนที่ 2

กลวิธีการเรียนภาษาอังกฤษ

คำชี้แจง: โปรดอ่านและพิจารณากลวิธีการเรียนภาษาอังกฤษในแต่ละหมวด และทำเครื่องหมาย

(X) ในช่องที่**ตรงกับความเป็นจริงของนักเรียน** ในแต่ละคำถามไม่มีข้อถูกและไม่มีข้อผิด เกณฑ์

ที่นักเรียนใช้ในการตอบคำถามมีดังนี้

- "สม่ำเสมอ" หมายถึง นักเรียนมีการใช้กลวิธีการเรียนนั้นๆอย่าง <u>สม่ำเสมอ</u> หรือมากกว่า 90 เปอร์เซ็นต์

- "บ่อย" หมายถึง นักเรียนมีการใช้กลวิธีการเรียนนั้นๆ <u>บ่อย</u> หรือมากกว่า 50 เปอร์เซ็นต์

- "บางครั้ง" หมายถึง นักเรียนมีการใช้กลวิธีการเรียนนั้นๆ <u>เป็นครั้งคราว</u> หรือน้อยกว่า 50 เปอร์เซ็นต์

- "ไม่เคย" หมายถึง นักเรียน <u>ไม่เคย</u> ใช้กลวิธีการเรียนนั้นๆเลย

ตัวอย่าง

1. กลวิธีที่ใช้ในการเตรียมตัวก่อนเข้าห้องเรียนและหลังจากเข้าชั้นเรียน

กลวิธีการเรียนภาษาอังกฤษ	สม่ำเสมอ	บ่อย	บางครั้ง	ไม่เคย
1. ศึกษาบทเรียนล่วงหน้าก่อนเข้าชั้นเรียน		X		

1. กลวิธีที่ใช้ในการเตรียมตัวก่อนเข้าห้องเรียนและหลังจากเข้าชั้นเรียน

กลวิธีการเรียนภาษาอังกฤษ	สม่ำเสมอ	บ่อย	บางครั้ง	ไม่เคย
1. ศึกษาบทเรียนล่วงหน้าก่อนเข้าชั้นเรียน				
2. เตรียมความพร้อมทางด้านร่างกาย เช่น เข้านอนแต่หัวค่ำ ทานอาหารก่อนเข้าห้องเรียน				
3. มีความตั้งใจในการเข้าเรียน เช่น เตรียมหนังสือ และสมุดจดงานให้พร้อมก่อนเรียน				
4. ทบทวนบทเรียนที่เรียนไปแล้วในหนังสือ				
5. ทบทวนสิ่งที่จดไว้ในสมุดจดงาน				
6. ทำการบ้านและงานที่ได้รับมอบหมายจากอาจารย์				
7. ขอพบอาจารย์เพื่อซักถามในส่วนที่นักเรียนไม่เข้าใจ				
8. ฝึกฝนสิ่งที่เรียนมากับอาจารย์ผู้สอนนอกชั้นเรียน				
9. พูดคุยกับอาจารย์เกี่ยวกับปัญหาการเรียนภาษาอังกฤษ				

2. กลวิธีในการเรียนที่ช่วยให้เข้าใจบทเรียนในชั้นเรียน

กลวิธีการเรียนภาษาอังกฤษ	สม่ำเสมอ	บ่อย	บางครั้ง	ไม่เคย
1. ถ้าเลือกที่นั่งได้เอง จะเลือกที่นั่งแถวด้านหน้า				
2. ไม่คุยกับเพื่อนในขณะที่เรียน				
3. จดสิ่งที่เรียนในสมุด				
4. คิดตามอาจารย์ผู้สอน				
5. ทำความเข้าใจบทเรียนภาษาอังกฤษด้วยการคิดตามเป็นภาษาไทย				
6. ใช้พจนานุกรมเพื่อหาคำศัพท์ เช่น ในขณะที่ทำงานที่ได้รับมอบหมาย				
7. ตรวจสอบความเข้าใจโดยการถามเพื่อนร่วมชั้นเรียนหลังเลิกเรียน หรือนอกเวลาเรียน				
8. เข้าร่วมกลุ่มติวภาษาอังกฤษกับเพื่อน				
9. ถ้าเลือกได้ จะเลือกนั่งใกล้กับเพื่อนที่เก่งภาษาอังกฤษ				
10. ฟังอาจารย์ผู้สอนอย่างตั้งใจ				

3. กลวิธีการเรียนที่ใช้ในการพัฒนาทักษะภาษาอังกฤษ

กลวิธีการเรียนภาษาอังกฤษ	สม่ำเสมอ	บ่อย	บางครั้ง	ไม่เคย
1. ฝึกการอ่านด้วยการเข้าเว็บไซต์ หรืออ่านหนังสือภาษาอังกฤษ เช่น นิยาย ข่าว เรื่องเล่า				
2. เรียนรู้คำศัพท์ใหม่จากที่ต่างๆ เช่น ฉลากสินค้า โปสเตอร์ โฆษณา				
3. คุยกับเพื่อนคนไทย หรือต่างชาติ เป็นภาษาอังกฤษผ่าน e-mail, MSN หรือ SMS				
4. ฝึกการฟังภาษาอังกฤษจากการ ฟังข่าว หรือดูหนัง soundtrack โดย ไม่ดูคำแปลภาษาไทย				
5. ฝึกการพูดด้วยการเลียนแบบ เจ้าของภาษา เช่น พูดตามตัวละคร ในหนัง				
6. ฝึกการเขียนภาษาอังกฤษจากการ เขียนไดอารี หรือคำอวยพรใน เทศกาลต่างๆ เช่น วันเกิด				
7. ฝึกการพูดภาษาอังกฤษกับ อาจารย์ เพื่อน ญาติพี่น้อง และ เจ้าของภาษา				
8. เตรียมพร้อมที่จะถูกแก้ไขเมื่อใช้ ภาษาอังกฤษผิดวิธี				

4. กลวิธีการเรียนที่ใช้ในการเพิ่มพูนความรู้ทั่วไปทางภาษาอังกฤษ

กลวิธีการเรียนภาษาอังกฤษ	สม่ำเสมอ	บ่อย	บางครั้ง	ไม่เคย
1. เรียนรู้คำศัพท์ใหม่ๆจากการเล่นเกม เช่น crosswords, scrabble				
2. ค้นหาข้อมูลต่างๆเป็นภาษาอังกฤษผ่านอินเทอร์เน็ต				
3. เรียนพิเศษ เช่น ให้ครูมาสอนที่บ้าน หรือไปเรียนที่โรงเรียนสอนภาษา				
4. ใช้พจนานุกรมเพื่อช่วยเพิ่มความรู้เรื่องคำศัพท์				
5. เข้าร่วมกิจกรรมของโรงเรียน เช่น เข้าค่ายภาษาอังกฤษ หรือเข้าร่วมการแข่งขันที่เกี่ยวกับภาษาอังกฤษ เป็นต้น				
6. ฝึกใช้ภาษาอังกฤษกับผู้ใกล้ชิดที่เก่งภาษาอังกฤษ เช่น อาจารย์ เพื่อน และสมาชิกในครอบครัว				
7. สอนภาษาอังกฤษให้คนอื่น เช่น รุ่นน้อง เพื่อน หรือพี่น้อง เป็นต้น				

ขอบคุณที่ให้ความร่วมมือ

APPENDIX B

Appendix B: Questionnaire used for actual study (English)

The Questionnaire for Language Learning Strategies Study

This questionnaire was designed to collect information about language learning strategies of Thai students in an English program. The data collected will be used for discussion in this thesis and will have no effect on students. Your personal and contact information will be used by the researcher to contact you to clarifying some points. Thank you for your cooperation.

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Section 1

Demographic Information

Instruction: Please mark (X) or fill in the information that best suit you.

1. **Name** _____ **Nickname** _____

2. **Gender**   ☐ **Male**   ☐ **Female**

3. **English grade from previous semester** _____

4. **How do you evaluate your English proficiency level?**

    ☐ **High**   ☐ **Moderate**   ☐ **Low**

5. **Contact number** _____

6. **E-mail address** _____

Section 2

Language Learning Strategy

Instruction: Please read each statement carefully and mark (X) in the box that **best suited your situation**. There is no correct or incorrect answer for your responses. The criteria for the responses are as follows:

- "Always" means students used the strategy more than 90 percent of the time.

- "Often" means students used the strategy more than 50 percent of the time.

- "Sometimes" means students used the strategy less than 50 percent of the time.

- "Never" means students <u>never</u> use the strategy.

Example

1. Strategies for preparing oneself for classroom lessons

Language Learning Strategies	Always	Often	Sometimes	Never
1. Read the book before coming to class		X		

1. Strategies for preparing oneself for classroom lessons

Language Learning Strategies	Always	Often	Sometimes	Never
1. Read the book before coming to class				
2. Prepare yourself physically (i.e. sleep early, eat something before coming to class, etc.)				
3. Attempt to attend the class (i.e. have textbook and notebook ready before class begins)				
4. Do revision of the previous lessons in the textbook				
5. Review your own notes/summary				
6. Do homework/assignments regularly				
7. Approach teachers to ask for clarification				
8. Practice what is learned with teachers				
9. Discuss L2 learning problems with teachers				

2. Strategies for understanding the lessons while studying in class

Language Learning Strategies	Always	Often	Sometimes	Never
1. Try to get the seat at the front if possible				
2. Avoid talking with friends while studying				
3. Take notes while studying				
4. Think to yourself along with teachers' instructions				
5. Try to understand what is learned in English by thinking along in Thai				
6. Use a dictionary when doing assigned work				
7. Double check what is learned with friends after class or outside class hour				
8. Join a language study group with friends				
9. Choose to sit near friends who are more proficient in English if possible				
10. Pay attention to what teachers teach				

3. Strategies for improving one's language skills

Language Learning Strategies	Always	Often	Sometimes	Never
1. Practice reading by surfing the Internet or read English literature (i.e. novels, news, stories, etc.)				
2. Learn new words from various sources (i.e. labels, posters, billboards, etc.)				
3. Talk with Thai or foreigners' friends in English via e-mail, MSN, or SMS				
4. Practice listening by listening to news or watching soundtrack movies without looking at Thai subscript				
5. Practice speaking by imitating the native speakers (i.e. imitate what the movie characters say, etc.)				
6. Practice writing in English by writing a diary or greeting cards in English				
7. Practice speaking with teachers, friends, relatives, and native speakers				
8. Ready to make correction when using English incorrectly				

4. Strategies for expanding one's general knowledge of English

Language Learning Strategies	Always	Often	Sometimes	Never
1. Learn new vocabulary by playing English-related games (i.e. crosswords, scrabble, etc.)				
2. Find information by surfing the Internet in English				
3. Take extra tutorial courses (i.e. have a personal tutor or go to tutoring school, etc.)				
4. Use a dictionary for vocabulary enrichment				
5. Join any English-related school activities				
6. Practice English with intimates who are proficient in English (i.e. teachers, friends, family members, etc.)				
7. Give tutorials to others like junior students, friends, or siblings				

Thank you for your cooperation
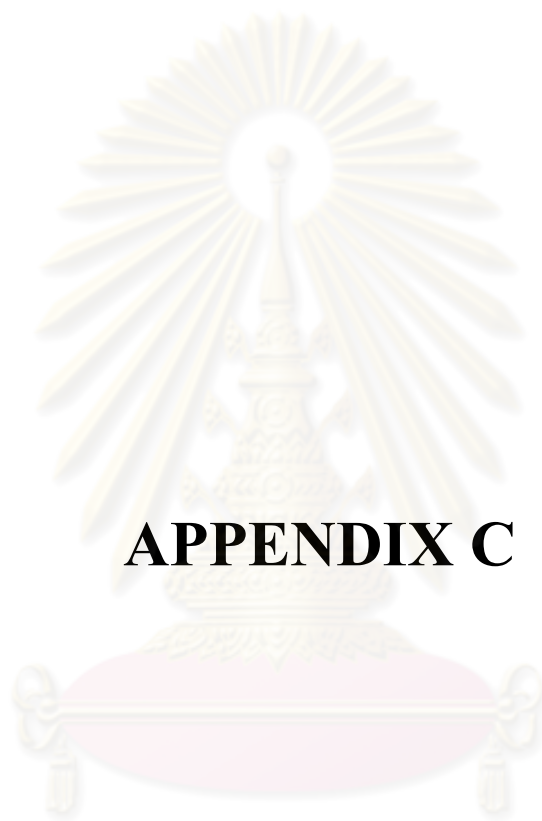
APPENDIX C

Appendix C: Questions for a focus-group interview (Thai)

1. ถ้านักเรียนไม่เข้าใจในสิ่งที่อาจารย์ต่างชาติสอนในห้องเรียน นักเรียนจะทำอย่างไร

2. นักเรียนจะทำอย่างไนถ้าอ่านหนังสือเรียนไม่เข้าใจ หรือทำการบ้านไม่ได้

3. เวลาเจอคำศัพท์ที่ไม่เคยเจอมาก่อน นักเรียนมีวิธีค้นหาความหมายของคำศัพท์นั้นอย่างไร

4. นักเรียนคิดว่า การเรียนพิเศษเพิ่มเติมนอกห้องเรียน มีส่วนช่วยในการพัฒนาทักษะภาษาอังกฤษของตนเองหรือไม่

5. นักเรียนคิดว่า สื่อต่างๆที่มีการใช้ภาษาอังกฤษเป็นสื่อกลาง เช่น หนังสือพิมพ์ ภาพยนตร์ นิยาย หรืออินเตอร์เน็ต มีส่วนช่วยพัฒนาทักษะภาษาอังกฤษของตนเองหรือไม่

6. นักเรียนเคยใช้วิธีการเรียนอะไรที่ระบุในแบบสอบถามบ้าง นักเรียนชอบวิธีการเรียนนั้นๆหรือไม่ และใช้ได้ผลหรือเปล่า

7. มีวิธีการเรียนอะไรบ้างที่นักเรียนคิดว่าใช้แล้วไม่ได้ผลบ้าง และเพราะเหตุใดถึงคิดว่าใช้ไม่ได้ผล

8. นักเรียนมีวิธีการเรียนอื่นๆนอกเหนือจากที่ระบุในแบบสอบถามหรือไม่ ถ้ามี วิธีการที่นักเรียนเลือกใช้เป็นแบบไหน และมีวิธีการใช้อย่างไร

9. นักเรียนจะแนะนำวิธีการเรียนที่นักเรียนใช้แล้วได้ผลกับคนอื่นที่ต้องการพัฒนาทักษะภาษาอังกฤษหรือไม่ อย่างไร

APPENDIX D

Appendix D: Questions for a focus-group interview (English)

1. What would you do if you do not understand what the teacher teachers in class?

2. What would you do if you do not understand the textbook or cannot do homework?

3. What would you do if you find words that you do not know the meanings?

4. Do you think having extra tutorials can help you improve your English skills?

5. Do you think any media that use English as the medium of conversation, such as newspapers, songs, movies, and the Internet can help improve your English skills?

6. What language learning strategies in the questionnaire have you used? Do you like those strategies? Are they effective?

7. What language learning strategies do you find ineffective? Why do you think it is ineffective?

8. Do you have any other strategies that have not been mentioned in the questionnaire? What is it and how do you use it?

9. Will you advise other people who would like to improve their English skills to use the language learning strategies? What will you advise them to do?

BIOGRAPHY

Miss Hathai Daosodsai was born on September 17, 1985 in Bangkok, Thailand. She received a B.A. in Business English, Faculty of Arts, from Assumption University with Certificate of Honors for obtaining the grade point average of 3.69 for the academic year 2007-2008. Currently, she is employed by Kumon Institute of Education (Thailand) to work as an English instructor at Sapankwai branch office.