



## CHAPTER 6

### COMPARISON OF THAI AND VIETNAMESE STUDENTS' LANGUAGE LEARNING STRATEGIES

Based on the data elicited by the SILL and from the semi-structured interviews shown in Chapters 4 and 5, the comparison of Thai and Vietnamese university students' language learning strategies reveal that while the two groups displayed similarities, differences also prevailed. Table 6.1 summarizes the results of the comparison in the following aspects. First, the ranking of the six categories used by the two groups of students measured by the SILL was presented. Second, in each category, the most and the least frequently used strategies of each group were identified. Additional information elicited from the interviews with regard to a particular category was compared across the two groups of students. The following sections describe and discuss the results of the comparison in the use of the six categories in the following order: Memory, Cognitive, Compensation, Metacognitive, Affective, and Social categories.

#### 6.1. Memory Category

For both Thai and Vietnamese students, this category was ranked sixth. Moreover, both groups agreed that, of all strategies listed in the SILL under this category, visualizing the spelling of a new English word was most frequently used. However, both groups differed in their opinions regarding the least frequently used strategy. That is, the Thai students infrequently used flashcards to remember new English words, whereas the Vietnamese students tended to act out new English words least. The interviews conducted with the Thai students confirmed that Thai students

tended to rely on memorizing the meanings of words, using synonyms when learning English, whereas the Vietnamese students preferred to write new English words down in their notebook. The results of the comparison of Thai and Vietnamese university students' language learning strategies are summarized in the following table.

**Table 6.1: Comparison of Strategies Used by Thai and Vietnamese Students**

<i>Category</i>	<i>Features</i>	<i>Thai Students</i>	<i>Vietnamese Students</i>
<b>Memory</b>	<i>Ranking</i>	Sixth (M=2.75, SD=0.54)	Sixth (M=3.07, SD=0.52)
	<i>Most frequently used strategy</i>	Visualizing the spelling of a new English word	
	<i>Least frequently used strategy</i>	Using flashcards to remember new English words	Acting out physically new English words
	<i>Data from the interviews - how to memorize new English words</i>	Memorizing the meanings of words, using synonyms	Writing new English words down in their notebook and read them repeatedly
<b>Cognitive</b>	<i>Ranking</i>	Second (M=3.07, SD=0.54)	Fifth (M=3.29, SD=0.58)
	<i>Most frequently used strategy</i>	Using glossaries or dictionaries for help	
	<i>Least frequently used strategy</i>	Attending events in which English is spoken	Using idioms or other routines
	<i>Data from the interviews - how to take notes</i>	Taking notes	
<b>Compensation</b>	<i>Ranking</i>	First (M=3.67, SD=0.55)	First (M= 3.59, SD=0.55)
	<i>Most frequently used strategies</i>	Guessing meanings of unfamiliar words	
	<i>Least frequently used strategy</i>	Changing to a topic which they know words	Anticipating what person will say
	<i>Data from the interviews - how to guess the meaning of unfamiliar words</i>	Guessing meanings from contexts or using circumlocutions frequently	Asking for help from their interlocutors or other persons
<b>Metacognitive</b>	<i>Ranking</i>	Third (M=3.24, SD=0.68)	Third (M=3.50, SD=0.56)
	<i>Most frequently used strategies</i>	Learning from own mistakes	Paying attention when someone is saying
	<i>Least frequently used strategy</i>	Planning objectives in learning each week	Finding people to talk to in English
	<i>Data from the interviews - how to prepare yourself before class</i>	Completing the assignments, homework, and readings	
<b>Affective</b>	<i>Ranking</i>	Fifth (M=3.07, SD=0.70)	Fourth (M=3.36, SD=0.64)
	<i>Most frequently used strategy</i>	Trying to relax whenever anxious	Encouraging self to try harder
	<i>Least frequently used strategy</i>	Recording their feelings in learning diaries	
	<i>Data from the interviews - how to relax</i>	Sleeping	Listening to music and going out with friends
<b>Social</b>	<i>Ranking</i>	Fourth (M=3.21, and SD=0.69)	Second (M=3.54, and SD=0.62)
	<i>Most frequently used strategy</i>	Asking speakers to slow down, repeat, or clarify what was said	Asking other people to correct pronunciation
	<i>Least frequently used strategy</i>	Having a regular English learning partner	
	<i>Data from the interviews - how to correct pronunciation</i>	Speaking English with native speakers, and asking native speakers to correct their pronunciation	

Of all the six strategy categories reported by Thai and Vietnamese students, the findings show that Memory category is exclusively used to memorize new English words in learning English. Given the fact that the Memory category is the least frequently used strategy among the six categories of language learning strategies, this finding is consistent with Griffiths and Parr (2001) and Yu's (2003) studies.

With respect to the use of strategies in Memory category, Thai students look for the best way to use memorization as a strategy to help improve the effectiveness of studying English. In this regard, the strategies such as using rhymes, synonyms, and words in sentences used by Thai students confirm Hong-Nam and Leavell's (2006) study revealing that Asian students needed memory strategies to help expand their lexical and language structure repertoire. The results of the current study may be influenced by most classroom instructions in Thailand which are primarily based on audio-lingual and grammar-translation methods even though communicative approach is promoted (Wongsothorn, 2000). The findings also confirm Duong and Nguyen's (2003) conclusions for EFL learners in New Zealand, pointing out that, because memorization is considered part and parcel of students' learning habits. Therefore, teachers and students have to face the fact that memorization will not be eliminated and should not be denied either.

On the other hand, the data from the interviews with the Vietnamese informants showed their preference for writing down new English words in their notebook. This is inconsistent with Wharton (2000) and Yang (1999) who revealed that Asian students expressed strong preferences for Memory strategies rather than other strategies, such as working with others, asking for help, and cooperating with peers. It is possible that the instructional systems typically employed in Vietnam are not frequently didactic and do not emphasize rote memorization (Brogan & Thai Ha,

1999) since English teachers attempt to push communicative teaching approaches to be implemented in English language teaching and learning in Vietnam. However, Wharton and Yang's conclusion may be too generalized, stating that Asian students preferred for Memory category than other strategy categories. This is because both Thai and Vietnamese students reported using this category least among the six categories of language learning strategies.

One explanation for Vietnamese students' preference for writing down new English words in their notebook is that, after the amount of western culture since 1986 expanded in Vietnam had gradually increased, graffiti, as recognized artisans of Western European culture, might not only be accepted but also exert some influences over learning strategies used by these students. Or graffiti in Vietnam may be exerted by the writing system of Chinese culture since Vietnam was also under the power of Chinese colonization for more than 2000 years when Chinese was the most influential language in Vietnam at that time.

Thai and Vietnamese students differ in terms of the least frequently used strategy. Using flashcards may be attributed to the novel western culture for Thais. That is, most Thais did not know or use this strategy in memorizing or learning new English words in the past. Only recently has there been an emergence of this strategy in international and bilingual schools. Therefore, a majority of Thai students learning English in government schools may be not acquainted with using flashcards in memorizing vocabulary. As for Vietnamese students, they used flashcards in memorizing new English words. One explanation for this finding is that they may be more westernized than Thai students due to the influence of Russian and French colonization, which exerts influence on Vietnamese culture. Using flashcards to aid



Vietnamese students in memorizing the new English words, therefore, is quite common in learning English in Vietnam.

Moreover, for Vietnamese students, it was found that acting out physically new English words was the least used strategy. It is possible that these students would first use other strategies, such as using synonyms, or inventing new words in memorizing the new English words. Acting out physically the new English words may be another choice of strategy to be used when they are stuck in explaining some words in a conversation.

## **6.2 Cognitive Category**

With regard to the reported use of Cognitive category, Thai and Vietnamese students were different. First, this category was ranked second for Thai students, whilst fifth for Vietnamese students. The data elicited by the SILL showed that the two groups of students shared similar opinion concerning the most popular used learning strategy. That is, they preferred to use reference materials such as glossaries and dictionaries to help them with English. In contrast, regarding the least frequently used strategy, attending events in which English is spoken was used least for Thai students, whereas using idioms or other routine words was used least for Vietnamese students. Finally, when the researcher asked these students whether they thought and summarized in English when taking notes, the answers to the question indicated that most Thai informants did not frequently take notes in English, whereas most of the Vietnamese informants stated that they always took notes in English.

As reflected by the responses from the interviews, the two groups of students differ in the language used in taking notes. That is, Thai students do not take notes in English, while Vietnamese students do when learning English. It is plausible that

since English has been taught in Thai to students in primary schools, Thai students may be more acquainted with taking notes in Thai rather than in English. That is, they can follow English lessons in class in written Thai better than in English. Conversely, for Vietnamese students, they are pushed to be exposed to English in classroom setting as much as possible according to the communicative teaching method used for instruction. Thus, they may be more adept in taking notes in English than in Vietnamese. Moreover, again it should be noted, hereby, that the colonization and their familiarity with foreign language may have a profound influence on Vietnamese students' thought and attitudes towards the use of foreign language. Probably, these explanations are reflected by taking notes in English of Vietnamese students in learning English.

The analysis shows a similarity in terms of the most frequently strategy used by the two groups of students, indicating the strong preference for using bilingual dictionaries. This finding is consistent with Arani's (2005) study which revealed that such a strategy was the most preferred strategy for Medical students. One explanation may be that, in general, a dictionary is a primary source or tool necessary for learning a language, especially learning English as a second language or foreign language, where English is not used as an official language or in everyday life. Hence, using bilingual dictionary is considered practical than monolingual dictionary as users can compare between words to be used and their mother tongue. Moreover, from the researcher's observation, most of Thai and Vietnamese language students would have a dictionary or an electronic dictionary with them when learning English. In addition, using dictionaries may be the quickest way they can find the meanings of words, the part of speech of words, or learn related words. Thus, it is not surprising that both

Thai and Vietnamese students studying English as a foreign language rely on using bilingual dictionaries when learning English.

The fact that Thai students rarely attend events in which English is spoken may be explained by the status of English as a foreign language. That is, the use of English remains minimal in day to day communication or outside the classroom. Besides, the medium of instruction mostly used in regular English classes is Thai, the mother tongue. These reasons may be attributed to a lack of opportunity for Thai students to use or interact in English outside the classroom or attend events in which English is primarily used as a means of communication. Moreover, it may be said that a majority of Thai students are shy to speak English with other people. According to Pornpibul (2005), Thai students have lacked the skills to communicate competently, and they are shy to speak English with their friends or other people. Therefore, Thai students may not be interested in attending the event in which English is spoken.

For Vietnamese students, they infrequently used idioms or other routine words. According to Canh (1999), although communicative approach is pushed in learning English in Vietnam, students rarely have opportunities for English communication outside the classroom. What they have learned inside the classroom is for future use, rather than for immediate use. Therefore, in this context, it is critical to maintain a good balance between instruction, correction, and communication. In this case, it may be said that the difficulty in creating realistic English situations for Vietnamese students who have no real-life communication in English may lead to the infrequent use of idioms or routines.

### 6.3 Compensation Category

The data measured by the SILL revealed that the two groups of students shared the same opinion towards the most dominant strategies under Compensation category. That is, they would guess meanings of unfamiliar words, and use circumlocutions or synonyms most. However, the analysis of the data obtained from the SILL also revealed that Thai students rarely changed to a topic which they know words, while Vietnamese students hardly anticipated what person might say. In addition, the interviews with the Thai informants also confirmed the frequent use of guessing meanings from contexts and using circumlocutions in conversation. Meanwhile, the Vietnamese informants reported that asking for help from interlocutors with the meanings of unfamiliar words was the strategy that they preferred to use most.

Given the order rank of Compensation category used by Thai and Vietnamese students, the results of this study are consistent with several studies focusing on language learning strategies of EFL learners. For example, Yu's (2003) and Kaotsombut and Suwattananand's (2004) studies indicated that compensation category was reported being used the most frequently by Thais, while Memory category was reported being the least frequently used. According to Oxford (1990), not only beginners but also advanced learners and even native speakers used Compensation strategies to help them overcome difficulties when speaking and writing. Furthermore, all students, when performing their English in classes, are expected to use English as a medium in learning and mastering English. Thus, when they are unable to communicate, they will try to use various Compensation strategies in order to reach their goals and objectives. Therefore, with the consistency of the



findings, it might be said that Compensation category is the exclusive learning category of learning strategies of every EFL student.

The study showed that the two groups of students tended to guess meanings of new words from contexts and circumlocutions. These findings are consistent with Srinarawat and Jitbunjong's (ศิษุ ศรีนราวัฒน์ และรัชดาพรรณ จิตต์บรรจง, 2544) study which determined the connection between learning strategies and the participants' levels of achievement. Their study found that two groups of Thai undergraduate students from two levels of achievement, a high achievement group and a low achievement made use of guessing meanings of new words during a conversation, circumlocutions, and trying out new words though uncertain about whether they can use those words.

Furthermore, it was found that changing to a topic which they know words was used least. One explanation for this strategy is that Thai students may not prefer to talk about a situation or topic they do not know well or know almost nothing because they are shy or feel embarrassed when they make mistakes. As a result, they may choose or engage in the topic or event they are involved or know well.

The data elicited from the interviews with the Vietnamese informants highlight the importance of asking for help from their interlocutors. According to Brown (2000), a strategy commonly found among second language learners is a direct appeal for help. In a way, they may ask a native speaker or the teacher when they do not know the exact word they want to use. Alternatively, they may try to guess the target word and then ask the interlocutors if it is corrected. Consistent with Brown's suggestion, the current study reveals that Vietnamese students turn to ask for help from the interlocutor most often when they had communication problems. Therefore, if Brown's claim can explain the findings of the present study in the sense that such a compensation strategy like asking for helps from the interlocutors or peers can

promote Vietnamese students to be proficient in learning English, such a strategy is an intriguing strategy.

#### **6.4 Metacognitive Category**

There is a consensus on the reported use of Metacognitive category by Thai and Vietnamese students. That is, this category was ranked third among the six categories of language learning strategies used by both Thai and Vietnamese students. However, looking at the strategies under this category, Thai students tended to learn from their mistakes most, while Vietnamese students paid attention when someone was saying most. Furthermore, both Thai and Vietnamese students differently reported the least preferred strategy. Thai students rarely planned learning objectives each day or each week to accomplish in learning English, while finding people to talk to in English was used least for Vietnamese students. Finally, the responses from the interviews showed an agreement that most of informants from the two groups of students completed the assignments and readings before attending English classes.

The ranking of Metacognitive category reported by both groups is consistent with Mullins' (1992) study on successful English language learning strategies used by Thai university students. Her study revealed that, of all the six categories, metacognitive category was ranked third. This finding is also partly confirmed by Oxford's (1990) study, illustrates that Metacognitive category, related to general problem-solving strategies during the planning and monitoring learning processes is quite frequently employed by EFL learners.

Thais preferred to learn from their mistakes in using English may be explained by the fact that learning autonomy and life-long learning are promoted as a goal of Thai education. Therefore, in general Thai students should learn or practice by

themselves first before asking for help from classroom teachers or other people. In this case, learning from their mistakes is appropriate in English language learning because the students may realize what they have incorrectly done and will not do it over again. Besides, Thai students participating in this study may be familiar with the approach that teachers will ask students to correct their mistakes before providing them the answer keys. These reasons can support such learning behaviour, showing that Thai students prefer to learn from their mistakes.

Meanwhile, Vietnamese students preferred to pay attention when someone said a statement or lectured. This finding is probably explained by the assumption that a majority of Vietnamese students may be curious to learn new things from other people. Also, these students are studying in the field of language and literature. Therefore, in general they should understand the concept of both language and culture of the target language. As a result, to avoid misunderstanding in conversation, these students may try to listen very carefully to what speakers are talking about. Moreover, in a manner of speaking, it is appropriate that interlocutors should pay attention to what the speaker is saying. Giving attention to what they say, thus, may be one of the useful strategies for them, which show the intention of the listeners and can help their English learning.

However, Thai students rarely planned to accomplish in the learning English each day or each week may be explained by the fact that, since Thai students have to learn a lot of subjects per semester (about 6 to 8 subjects), they will undoubtedly have to do a number of assignments and exercises after class, including external readings for the next class. Therefore, they may not have much time to plan or set goal to accomplish learning English each week.

Another point to consider is that both Thai and Vietnamese students rarely found people to talk to in English. One possible explanation is that, for Vietnamese students, as claimed by Canh (1999), when Vietnamese students fail to understand something, they do not dare to ask for clarification in public for fear of losing face. In the classroom, they are not pro-active enough to initiate interaction either. These are influenced by Confucianism like Thai society. Furthermore, similar to Thai students, particularly in the past, Vietnamese students are expected to sit in silence unless the teacher calls them individually to speak in class. When a particular student is called upon to speak, his or her response tends to be very brief in the form of either a phrase or a short sentence. This may be the explanation why Thai and Vietnamese students are not interested in finding people, especially native speakers to talk to in English.

Moreover, for Thais, finding people to talk to in English is a fairly used strategy. Probably, they are shy to speak English with their peers or counterparts as Thai is a dominant language in Thai society. Normally, they will speak Thai, their mother tongue, with their friends in their everyday life. Therefore, this may lead to the lack of opportunity to practice English speaking skill for Thai students, leading to the serious problems about speaking performance of Thai students which does not meet the standard.

### **6.5 Affective Category**

From the analysis, the findings show certain differences in using this category by Thai and Vietnamese students. This category was ranked fifth for Thai students, while ranked fourth for Vietnamese students. Furthermore, of all affective strategies listed in this category, trying to relax when anxious about using English was the most frequently used strategy for Thai students, whereas encouraging self to continue to try



harder and do the best in learning English was most frequently used by Vietnamese students. However, with regard to the least used strategy by the two groups of students, the data elicited by the SILL revealed that they did not record their feelings about learning English in diaries. The interviews data confirmed that sleeping was the strategy that Thai students used most to relax from learning English for Thai students, while Vietnamese students preferred listening to music and going out with their friends.

The findings indicated that trying to relax when anxious about learning English is a common strategy for language students. This is because, for Thai students, this strategy was reflected by both the data elicited by the SILL and the interviews. For Vietnamese students, trying to relax when anxious about learning English was also reflected by both the data measured by the SILL and from the interviews, indicating that going out, riding motorbike, listening to the music are the strategies employed to relax from learning English.

Given the fact that Vietnamese students preferred encouraging themselves to try harder and do the best may be possible that Vietnamese students in this study are quite hard-working, disciplined and diligent. Besides, historically, the fact that Vietnam was under colonization by Russia and France for a long time had pushed and driven Vietnamese people to be determined, patient, and disciplined until they were free from being colonized. Moreover, according to Tuy (1999), cited in Canh (1999), in Vietnam, education is imperative because Vietnamese people view English as a tool for more attractive and lucrative employment opportunities. In addition, students who fail in exams are viewed as academic incompetent. Therefore, encouraging them to keep trying harder and best, influenced by the historical events and their

inspiration, is the strategy that they preferred to use most frequently when learning English.

Moreover, for both Thai and Vietnamese students, it is interesting to find the low use of recording the feelings about learning English in diaries. A possible explanation for this may be that writing diaries or journals are not an Asian outline. That is, the two groups of students never have writing a diary in their mind as this practice belongs to western culture. For these students, it is possible that they might choose to express their feelings about learning English to their friends, parents or teachers who are regarded as the reliable persons for them if they have a problem about learning English, as reflected by the responses from the interviews.

#### **6.6 Social Category**

With respect to the order rank of Social category, for Thai students, this category was ranked fourth, while second for Vietnamese students. Furthermore, the two groups of students are different in the most frequently used strategy. That is, Thai students preferred to ask speakers to slow down, repeat, or clarify what was said, while Vietnamese students expressed a preference for asking people to correct their pronunciation. However, the data elicited by the SILL showed a similarity to the part of the least used strategy. That is, both groups of students rarely have a regular English learning partner. Moreover, the interview data revealed that most of the informants were interested in speaking English with native speakers, and asking native speakers to correct their pronunciation.

Given the ranking of Social category, the rank finding is partly in line with Phillips' (1991) study with Asian ESL students enrolled in college IEPs (a language learning institute for pre-admissions university ESL students). The study revealed

that Asian ESL students used Social category more than Affective and Memory categories.

In this study, it is interesting to find that Social category was the second strategy preferred by Vietnamese students. As suggested by Oxford (1990), cooperation is an imperative element in students' learning because it can "*encourage positive independence and mutual support*" (p. 146) and show a host of positive effects such as higher self-esteem, increased confidence and enjoyment, greater and more rapid achievement, etc. In this case, the use of Social category by Vietnamese students might have been influenced by their classroom instructions providing a wide variety of activities encouraging students to work with others, or motivating them to use English in class with their counterparts. These may be one of the reasons partly supporting the high English performance of Vietnamese students and their use of Social category.

More interestingly, for Thai students, Social category was ranked fourth among the six categories of language learning strategies. This is strange because the current English curriculum in Thailand places emphasis on life-long education for self and social improvement through promoting communicative competence (Wongsothorn, 2000). Thai students are expected to use Social strategies more in English learning, especially in classroom setting. According to Maskhao (2002), one explanation for this unexpected finding may lie in the problem of classroom teachers who may not be adept in new teaching methods, promoting learner-centered and interaction with peers in classes, and providing increased amounts of naturalistic communication.

According to the use of having a regular English learning partner, the interesting point lies in the least favorite use of this strategy by the two groups of

students. As suggested by Oxford (1990), this strategy can enhance and promote learning second or foreign language, particularly in language classroom. In this case, as earlier mentioned, Thai students are shy to speak English either with Thais or native speakers. Moreover, most Thai teachers still use a textbook-based and grammar-translation approach that lessons mostly focus on grammatical structures, vocabulary, and reading. Therefore, in regular English classrooms, Thai students might not have a chance to practice social interaction with their counterparts. For Vietnamese students, it might be true that they are familiar with practicing by themselves at home by using electronic tools (e.g., CD-ROM and voice recorders) to improve their English performance. This is substantiated by the responses from the interviews with Vietnamese students, showing that most of informants rely on using voice recorders, surfing the Internet to read news, using CD-ROM to practice their English skills. As a result, they may prefer to learn by themselves rather than consult with English learning partners.

### **Conclusion**

In this chapter, a comparison of Thai and Vietnamese students' language learning strategies reveals similarities and differences, providing a basic understanding of the learning strategies used by the two groups of students when learning English. Indeed, the two groups of students share similarities and differences in the use of language learning strategies in the following aspects. First, with respect to the ranking of strategy categories, Thai and Vietnamese students preferred to use Compensation category most and Memory category least. Meanwhile, Metacognitive category was ranked third, out of the six strategy categories.



Second, in order to draw a conclusion regarding individual strategy use in each category, guessing meanings of unfamiliar words was the strategy that both Thai and Vietnamese students preferred to use most. Also, it appears that skimming then reading carefully was also frequently used by the two groups of students. Moreover, there are certain strategies that the two groups of students tend to use most, but different in their ranking order. They are using circumlocutions or synonyms, glossaries or dictionaries for help, asking others for words when they are stuck, and learning from mistakes. However, with respect to the least used strategy, Thai students infrequently recorded feelings in learning diaries ( $M=1.95$ ), whereas Vietnamese students infrequently acted out physically new English words ( $M=2.46$ ). Table 6.2 summarizes the top ten strategies that Thai and Vietnamese students preferred to use most.

Table 6.2: Comparison of the Top Ten Frequently used Strategies

<i>Thai Students</i>				<i>Vietnamese Students</i>			
<i>Strategy No.</i>	<i>Strategy</i>	<i>Mean</i>	<i>S.D.</i>	<i>Strategy No.</i>	<i>Strategy</i>	<i>Mean</i>	<i>S.D.</i>
41	Guessing meanings of unfamiliar words	4.19	0.96	41	Guessing meanings of unfamiliar words	4.23	1.02
46	Using circumlocutions or synonyms	4.19	0.92	66	Encouraging self to try harder	3.98	0.83
31	Using glossaries or dictionaries for help	4.10	1.18	50	Playing attention when someone is speaking	3.96	0.84
45	Asking others for words if they are stuck	3.81	0.94	31	Using glossaries or dictionaries for help	3.90	1.18
63	Learning from own mistakes	3.81	1.08	46	Using circumlocutions or synonyms	3.90	1.00
51	Paying special attention to specific English aspects	3.80	1.11	45	Asking others for words if they are stuck	3.85	0.98
72	Asking speakers to slow down, repeat, or clarify what was said	3.75	1.15	56	Having clear goals for learning English	3.85	0.92
44	Using gestures or own language when they are stuck	3.73	1.07	63	Learning from own mistakes	3.85	1.04
65	Trying to relax when anxious	3.73	1.18	74	Asking other people to correct pronunciation	3.81	1.03
29	Skimming then reading carefully	3.68	0.98	29	Skimming then reading carefully	3.77	0.98

The interview data also showed certain additional differences in the use of language learning strategies by the two groups of students. First, in memorizing new English words, Thai students preferred using synonyms, while Vietnamese students preferred writing the new English words down in their notebooks. Second, Thai students preferred taking notes in Thai, whereas Vietnamese students preferred taking

notes in English. Next, sleeping was the strategy that Thai students used to relax from learning English, whilst listening to music and going out with friends for Vietnamese students. Finally, Thai students preferred guessing meanings from contexts or using circumlocutions frequently, while Vietnamese students preferred asking for help from their interlocutors or other persons.

In this chapter, it can be concluded that most of explanations for the differences in language learning strategies used by Thai and Vietnamese students lie in cultural differences between Thai and Vietnam as well as the influence of teaching methods employed in teaching and learning English of each country.