GENDER AND ENGLISH LANGUAGE LEARNING STRATEGIES OF UNDERGRADUATE STUDENTS AT RAJAMANGALA UNIVERSITY OF TECHNOLOGY LANNA TAK

BY

MR. JATURONG SAENGAROON

AN INDEPENDENT STUDY PAPER SUBMITTED IN
PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015

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ENTITLED

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ABSTRACT

The purpose of this study is to investigate English language learning strategies used by Thai EFL students enrolled at Rajamangala University of Technology Lanna Tak. It also explores whether or not a difference exists between female and male students in the use of English language learning strategies. Two hundred and thirty-three students in the second semester of academic year 2015 were selected in the study. The Strategy Inventory for Language Learning (SILL) adapted from Oxford (1990) was employed as a research tool in order to measure the use of six types of strategies which consist of memory, cognitive, compensatory, metacognitive, affective, and social strategies. The Statistic Package for the Social Science (SPSS) program was used to analyze all scores from SILL questionnaire. The results revealed that the overall use of English language learning strategies by the students was at the moderate level. The most frequent strategy use was metacognitive strategies, followed by memory and social strategies. The least frequent strategy use was cognitive strategies. Furthermore, it was revealed that there is no statistically significant difference in the overall use of English language learning strategies between male and female students. Both male and female students preferred to use metacognitive strategy most frequently, but cognitive strategy least frequently. The findings of this

study would be beneficial for teachers to develop effective English teaching and to provide students with successful English language learning.

Keywords: English language learning strategies, gender, undergraduate students

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Mr. Jaturong Saengaroon

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CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Over the last few decades, educational institutes all around the world have continuously changed learning and teaching approaches from emphasis on teachers to learners. In the context of language learning, therefore, instructors have not only facilitated students to learn more effectively, but also encouraged them to be autonomous and independent (Yang, 1998).

Since the learners are the most significant factor in the process of language learning, O'Malley & Chamot (1990) and Oxford (1990) accepted that language learning strategies (LLS) have played a key role in the acquisition of a second or foreign language of learners and successful learners have tended to more often use different language learning strategies than unsuccessful learners. Therefore, the selection of appropriate language learning strategies can lead to higher competence of learners (Oxford and Nyikos, 1989).

In Thailand's formal education system, English language learning is compulsory in every educational level from primary school to higher education, but most of the learners cannot reach the required level of English proficiency. So the research studies on English language learning strategies have received attention from several Thai scholars because they believed that those findings and knowledge can raise awareness and assist Thai learners in the use of appropriate English language learning strategies. For example, Tapoon (2008) investigated the relationship between life skills and language learning strategies of first year undergraduate students, Lamatya (2010) studied the use of language learning strategies of high school students with different English achievements, and Pathomchaiwat (2013) examined English language learning strategies used by fourth-year undergraduate students between good and poor proficiency students.

According to those research findings, researchers recommended that realizing and understanding how learners employ language learning strategies could be beneficial for both language learners and instructors.

1.2 Statement of the Problem

Although, there have been a lot of research studies on English language learning strategies in various Thai contexts, to the best of the researcher's knowledge, a few studies have been conducted to investigate the use of English language learning strategies of undergraduate students at Rajamangala University of Technology Lanna Tak. Moreover, those research studies have been focused on English language learning strategies of successful and unsuccessful language learners, but there have been no studies on English language learning strategies between male and female learners. That is why this research was carried out.

1.3 Research Questions

This study aims to answer the following research questions:

1.3.1 What English language learning strategies are more frequently used by EFL students?

1.3.2. Is there a statistically significant gender difference in the use of English language learning strategies between male and female students?

1.4 Research Objectives

There were two main objectives of this present study as follows:

1.4.1 To examine English language learning strategies employed by Thai EFL students enrolled at Rajamangala University of Technology Lanna Tak.

1.4.2 To explore whether or not a difference exists between female and male students in the use of English language learning strategies.

1.5 Definition of Terms

Definitions of the terms of this study are the following:

1.5.1 *Gender* refers to the state of being male or female typically used with reference to biological difference.

1.5.2 *English language learning strategies* refer to the processes and actions that are consciously used by non-native learners to help them to learn or use a language more effectively.

1.5.3 *Undergraduate students* refer to first-year students who enrolled in the fundamental English course at the second semester of academic year, 2015 at Rajamangala University of Technology Lanna Tak.

1.6 Significance of the Study

The results of the study can be adapted for the instructors in order to improve learners' English language learning strategies and adjust appropriate activities associated with each lesson plan. Moreover, English language learning strategies can be compared as an effective tool of the learners to search for knowledge and learn language by themselves.

CHAPTER 2
REVIEW OF LITERATURE

The researcher has reviewed many documents and related studies as follows:

2.1 Definition of Language Learning Strategies

2.2 Concepts of Language Learning Strategies for Successful Learners

2.2.1 Concept of O'Malley & Chamot

2.2.2 Concept of Rebecca Oxford

2.3 Previous Related Studies on Gender and Language Learning Strategies

2.3.1 Research Studies in Other Countries

2.3.2 Research Studies in Thailand

2.1 Definition of Language Learning Strategies

There have been several definitions of language learning strategies that were frequently mentioned as follows:

Wenden and Rubin (1987) defined language learning strategies as processes and lesson plans which learners use to obtain, store, and retrieve language information for communication.

Oxford (1990) stated that the root word of strategy came from the Greek language. In the past, strategy meant as a path to conquer enemies in the war, but in the present it was newly defined as a way to reach a goal. The goal of learning language is the ability of communication. So, language learning strategies refer to specific procedures, techniques, or behaviors that individuals consciously employ to develop apprehension, self-learning and usage of new target language to pursue their goals.

O'Malley and Chamot (1990) mentioned that since language is a complicated thinking skill, language learning strategies refer to special considerations or actions employed by each person for improving comprehension, learning and retention of information.

Cohen (1998) said that language learning strategies mean procedures or behaviors which the learners choose to study and use new target language. He distinguished the functions between language learning strategies and language use strategies in that language learning strategies function about receiving, storing, and managing information. For example, when learning a new word, the learners use a visual perspective to memorize that information. At the same time language use strategies assist the learner in retrieving information and reducing the limitation of communication. For example, if the learners cannot recall some vocabularies, they can use similar words instead.

2.2 Concepts of Language Learning Strategies for Successful Learners

2.2.1 Concept of O'Malley & Chamot

O'Malley and Chamot (1990) studied language learning strategies in the context of EFL and categorized three strategies as follows:

1. Metacognitive strategies refer to functional operations which support the learners plan for learning; think about the procedure of learning, check understanding, and evaluate learning. Additionally, these strategies consist of organizing information, paying attention directly or selectively, planning functionally, managing, monitoring, and evaluating.
2. Cognitive strategies are particularly about learning target language that can assist the students in repeating new vocabularies or information, resourcing references, grouping items systematically, note taking such as including abbreviation, pictures, and numbers, deducting/inducing, substituting similar items, imagining, inferencing, and summarizing.
3. Social/Affective strategies are concerned about mediating social activity and transacting with other people. The main functions of these strategies are to cooperate and question for clarification.

2.2.2 Concept of Rebecca Oxford

Oxford (1990) mentioned that the goal of using language learning strategies was to assist the learner in studying language easier, faster, more effectively and fun. Furthermore, the learner can connect old information with new information easier by themselves.

Oxford grouped language learning strategies into two major categories, direct and indirect, which are subdivided into 6 strategies. Direct categories include memory, cognitive, and compensatory strategies as follows:

1. Memory strategies help learners to store and retrieve new information of target language. They enable learners to connect a concept from one second or foreign language with another by means of linking mental images, applying pictures and sounds, reviewing lessons, and using body language responses.
2. Cognitive strategies assist learners to comprehend, manipulate or generate target language in direct ways. The learner is concerned about an exchange of messages such as note-taking, summarizing, outlining, and reorganizing information to develop stronger knowledge.
3. Compensatory strategies allow the learner to understand or produce new language despite gaps or missing knowledge. These strategies are made up of various skills, such as guessing the meaning in context, using synonyms and body gestures.

   On the other hand, indirect categories consist of metacognitive, affective, and social strategies as follows:
4. Metacognitive strategies are essential for the learners to plan, monitor and assess the pattern of their own learning language and coordinate the process of learning through paying attention and self-evaluation.
5. Affective strategies are involved with handling the emotions of learners such as recognizing mood and anxiety, expressing about feelings, taking deep breathe, using positive self-talk, and rewarding oneself for good performance.

6. Social strategies support learners interact with other people and comprehend the target language and culture. These include empathizing with others, asking questions for clarification, talking with a foreigner, and learning cultural and social norms.

In summary, according to the concepts of language learning strategies mentioned above, the researcher found that each researcher categorized language learning strategies in different ways depending on their own experiences as language learners or language instructors or their research studies. O'Malley & Chamot classified language learning strategies as three broad strategies, but six strategies were categorized by Oxford. Some strategies were grouped into another strategy. For example, O'Malley & Chamot classified the strategy about memorizing pictures and sound as cognitive strategies, or grouped affective strategies and social strategies together, but these two strategies were separated from each other by Oxford.

The researcher decided to choose Oxford's concept of language learning strategies as a framework of the present study since Ellis (1994) stated that Oxford's taxonomy is the most comprehensive classification of language learning strategies and it was also cited in a large number of research studies on language learning strategies in the context of English as a foreign language.

2.3 Previous Related Studies on Gender and Language Learning Strategies

2.3.1 Research Studies in Other Countries

Yang (2010) undertook a study on language learning strategies employed by 228 undergraduate students in Korea. The researcher modified SILL questionnaires based on Oxford (1990) to collect data. The findings reported that learners' language learning strategies were not influenced by the gender factor, but culture might affect gender differences in LLS use.

Radwan (2011) studied whether or not the use of language learning strategies was related to gender and English proficiency. In this research, 128 Oman undergraduate students majoring in English were surveyed on the use of language learning strategies by using Oxford's SILL. This research reported there are no any significant differences in the use of language learning strategies between male and

female students except in their use of social strategies. Male students used more of those strategies than female students.

Zeynali (2012) conducted a study on whether there was a significant gender difference in the use of language learning strategies. A questionnaire from SILL (Oxford, 1990) was used to gather data from 149 Iranian learners at Institute in Tabriz, Iran. The results indicated that there is a significant gender difference in the use of English language learning strategies between male and female students. Female students were likely to more frequently apply overall language learning strategies than male students. In addition, female students more often employed social and affective strategies than male students.

2.3.2 Research Studies in Thailand

Khamkhien (2010) studied whether or not the use of language learning strategy was related to three variables; motivation, English learning experience, and gender. The participants were Thai and Vietnamese university students who were surveyed by Oxford's 80 item Strategy Inventory for Language Learning (SILL). The finding showed that motivation is the most influential factor for selecting English language learning strategies, followed by English learning experience, and gender, respectively. Moreover, among Thai and Vietnamese students there was no statistically significant difference in the overall use of strategy categories between male and female.

Viriya and Sapirin (2014) examined how different genders affected language learning strategies. The participants of this study were 150 first year undergraduate learners in Thailand. The results of the study showed that learning by using memory, compensatory, affective and social strategies were used more by females than males, but metacognitive strategies were employed more by males than females. Learning by cognitive strategies was equally used in both females and males. However, these finding summarized that there was no difference in language learning strategies between males and females.

Although issues about gender affecting the selection of language learning strategies are common, they are reflecting the difference in using strategies between male and female learners. There are still many opposite results in the previous studies. So, more research studies are necessary to examine the role of gender in language learning strategies.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the methodology used in the study including participants, research instruments, pilot study, data collection, and data analysis.

3.1 Participants

The present study was conducted at Rajamangala University of Technology Lanna Tak. The participants in this research were first-year students who enrolled in the fundamental English course during the second semester of academic year 2015.

The population was 560 students. The participants were selected by simple random sampling using Taro Yaname's (1967) sample size selection, so 233 students were the representative samples.

3.2 Research Instruments

Strategy Inventory for Language Learning (SILL)

The instrument to examine language learning strategies in this research is the Strategy Inventory for Language Learning (SILL), developed by Oxford (1990). The researcher selected this instrument because it has been widely employed with non-native English speaking learners who use English as a second or foreign language all over the world.

It consisted of two sections: background information and SILL. The SILL version 7.0 contains 50 items of learning strategy statements classified into six categories: Memory category, Compensatory category, Cognitive category, Metacognitive category, Affective category, and Social category.

The respondents' opinions were measured using a five-point scale. The numerical representations of the scales were as follows: 1 = almost never true of me; 2 = usually not true of me; 3 = somewhat true of me; 4 = usually true of me; 5 =

almost completely true of me. The language in this questionnaire was shown in Thai. The participants completed it within 20 minutes.

3.3 Pilot Study

Before distributing the final questionnaire, a pilot study was employed to correct some errors and to get some recommendations which might affect or benefit the questionnaire.

The pilot questionnaires were provided to 12 undergraduate students studying in Rajamangala University of Technology Lanna Tak who were not participated in this current study. The researcher requested them to answer the questionnaires, indicate confusing statements and make some comments. Then, the pilot questionnaire was improved to ensure about comprehension, validity, and reliability. After measuring the reliability of the questionnaire calculated by SPSS, it was found that the Cronbach-alpha coefficient for its reliability was estimated at 0.947.

3.4 Data Collection

After requesting for cooperation from classroom lecturers and students, the researcher described to the participants what this research is about and what they had to do. The questionnaires were completed in about thirty minutes. The participants had the right to respond to the questionnaires and they were asked to sign a "consent" form before answering the questionnaires. The researcher collected the data by himself after the midterm examination in April 2016.

3.5 Data Analysis

All scores from SILL questionnaire were computed by SPSS program in order to describe means, standard deviations, and frequency of participants and then the results were interpreted to consider the patterns of language learning strategy employed by undergraduate students at Rajamangala University of Technology Lanna Tak. Arithmetic means in the use of English Language learning strategy were categorized into 3 levels according to Oxford (1990) as follows:

1.0 – 2.4 = low use level

2.5 – 3.4 = medium use level

3.5 – 5.0 = high use level

Moreover, the researcher used t-test to figure out the differences between two independent means in order to determine whether or not there were any significant differences between males and females in the use of language learning strategies.

CHAPTER 4
RESULTS

This chapter describes the research finding received from SILL questionnaires to examine the use of English language learning strategies of undergraduate students at Rajamangala University of Technology Lanna Tak. The results of the study were presented in statistical and descriptive forms as follows:

4.1 General background information

4.2 The use of six English language learning strategies

4.3 The comparison of English language learning strategies used by different genders

4.4 Additional opinions on English language learning strategies

4.1 General background information

In this study, 233 questionnaires were distributed to first-year undergraduate students at Rajamangala University of Technology Lanna Tak and all questionnaires were returned. The number and percentage of subjects were presented in Table 1 as follows:

Table 1: *Gender*

Gender	No. of Students	Percentage (%)
Male	99	42.5
Female	134	57.5
Total	233	100

Table 1 shows that 42.5% of the respondents were male and 57.5% of them were female.

Table 2: *Age*

Age	No. of Students	Percentage (%)
Less than 17	4	1.7
17-19	106	45.5
More than 19	123	52.8
Total	233	100

Table 2 shows that the largest group of respondents or 52.8% of them were more than 19 years old. 45.5% of them were 17-19 years old and the smallest group of respondents or 1.7% of them were less than 17 years old.

Table 3: *Faculty*

Faculty	No. of Students	Percentage (%)
Engineering	58	24.9
Fine Arts and Architecture	35	15.0
Science and Agriculture	32	13.7
Business and Liberal Arts	108	46.4
Total	233	100

Table 3 shows that the majority of respondents or 46.4% of them were studying in the Faculty of Business Administration and Liberal Arts. 24.9% of them were studying in the Faculty of Engineering, 15.0% of them were studying in the Faculty of Fine Arts and Architecture and 13.7% of them were studying in the Faculty of Science and Agriculture Technology.

Table 4: *Years of learning English language*

Years	No. of Students	Percentage (%)
Less than 12 years	6	2.58
12-14 years	94	40.34
15-17 years	127	54.51
More than 17 years	6	2.58
Total	233	100

Table 4 shows that the majority of respondents or 54.51% of them have learnt English language for 15-17 years. 40.34% of them have learnt English language for 12-14 years, and 2.58% of them have learnt English language for less than 12 years and more than 17 years.

Table 5: *The latest grade students got in English subject*

Grade	No. of Students	Percentage (%)
A	26	11.2
B+	17	7.3
B	52	22.3
C+	39	16.7
C	69	29.6
D+	6	2.6
D	20	8.6
F	4	1.7
Total	233	100

Table 5 shows that the majority of respondents or 29.6% of them got grade C in English subject, 22.3% of them got grade B, 16.7% of them got grade C+, 11.2% of them got grade A, 8.6% of them got grade D, 7.3% of them got grade B+, 2.6% of them got grade D and the minority of respondents or 1.7% of them got grade F.

4.2 The use of six English language learning strategies

The use of six English language learning strategies of undergraduate students at Rajamangala University of Technology Lanna Tak were presented in means and standard deviation.

Table 6: *Level of usage of English language learning strategies in each category*

Strategies	Mean	S.D.	Level of Usage	Rank
Memory	3.15	0.81	Moderate	2
Cognitive	3.03	0.88	Moderate	6
Compensatory	3.08	0.99	Moderate	5
Metacognitive	3.22	0.82	Moderate	1
Affective	3.13	0.87	Moderate	4
Social	3.14	0.86	Moderate	3
Total	3.13	0.87	Moderate	

Table 6 shows that first-year undergraduate students used all English language strategies at a moderate level (the overall mean score =3.13). The most frequently used strategy was the metacognitive strategy (mean score = 3.22), followed by memory strategy, social strategy, affective strategy and compensatory strategy (mean scores = 3.15, 3.14, 3.13 and 3.08, respectively). The least frequently used strategy was cognitive strategy (mean score = 3.03).

4.3 The comparison of English language learning strategies used by different genders

Each of the English language strategies used by male and female students was presented in mean and standard deviation.

Table 7: *The Use of Memory Strategies by Undergraduate Students*

Items	Male Students				Female Students			
	Mean	**S.D.**	**Level**	**Rank**	**Mean**	**S.D.**	**Level**	**Rank**
1. I think of relationships between what I already know and new things I learn in English.	3.38	0.72	Moderate	1	3.96	0.76	High	1
2. I use new English words in a sentence so I can remember them.	2.84	0.77	Moderate	7	3.13	0.75	Moderate	6
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	3.30	0.76	Moderate	2	3.49	0.77	Moderate	2
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	3.27	0.90	Moderate	3	3.28	0.79	Moderate	3
5. I use rhymes to remember new English words.	3.08	0.78	Moderate	4	3.21	0.73	Moderate	4
6. I use flashcards to remember new English words.	2.83	0.90	Moderate	8	2.91	0.71	Moderate	9
7. I physically act out new English words.	2.91	1.1	Moderate	6	2.96	0.90	Moderate	8
8. I review English lessons often.	2.61	0.81	Moderate	9	3.03	0.86	Moderate	7
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.06	0.80	Moderate	5	3.18	0.80	Moderate	5
Total	**3.03**	**0.83**	**Moderate**		**3.20**	**0.83**	**Moderate**	

Table 7 shows that the overall mean score of memory strategies used by both male and female students was in a range of moderate level (mean score = 3.03 and 3.20). The most frequently used strategy by male students was item 1 “I think of

relationships between what I already know and new things I learn in English." (mean score = 3.38) while the least used strategy by male students was item 8 "I review English lessons often." (mean score = 2.61).

For female students, the most frequently used strategy was also item 1 "I think of relationships between what I already know and new things I learn in English." (mean score = 3.96) which was in a high level whereas the least used strategy by females was item 6 "I use flashcards to remember new English words." (mean score = 2.91) which was in a moderate level.

Table 8: *The Use of Cognitive Strategies by Undergraduate Students*

Items	Male Students				Female Students			
	Mean	**S.D.**	**Level**	**Rank**	**Mean**	**S.D.**	**Level**	**Rank**
1. I say or write new English words several times.	3.01	0.85	Moderate	7	3.11	0.69	Moderate	6
2. I try to talk like native English speakers.	3.16	0.89	Moderate	4	3.48	0.86	Moderate	1
3. I practice the sounds of English.	3.39	0.82	Moderate	1	3.40	0.87	Moderate	2
4. I use the English words I know in different ways.	3.21	0.94	Moderate	3	3.06	0.80	Moderate	8
5. I start conversations in English.	2.93	1.03	Moderate	10	2.82	0.82	Moderate	12
6. I watch English language TV shows spoken in English or go to movies spoken in English.	3.32	1.02	Moderate	2	3.21	0.94	Moderate	4
7. I read for pleasure in English.	2.63	0.97	Moderate	13	2.81	1.0	Moderate	13
8. I write notes, messages, letters, or reports in English.	2.59	0.98	Moderate	14	2.71	0.98	Moderate	14
9. I first skim an English passage (read over the passage quickly) then go back and read carefully.	2.90	0.86	Moderate	11	2.96	0.93	Moderate	9
10. I look for words in my own language that are similar to new words in English.	3.11	0.96	Moderate	5	3.10	0.8	Moderate	7

Table 8 (continued)

tems	Male Students				Female Students			
	Mean	**S.D.**	**Level**	**Rank**	**Mean**	**S.D.**	**Level**	**Rank**
11. I try to find patterns in English.	3.09	0.77	Moderate	6	3.15	0.91	Moderate	5
12. I find the meaning of an English word by dividing it into parts that I understand.	2.97	0.79	Moderate	9	3.24	0.88	Moderate	3
13. I try not to translate word-for-word.	2.99	0.74	Moderate	8	2.93	0.74	Moderate	10
14. I make summaries of information that I hear or read in English	2.73	0.86	Moderate	12	2.83	1.07	Moderate	11
Total	**3.00**	**0.89**	**Moderate**		**3.06**	**0.88**	**Moderate**	

Table 8 shows that the overall mean score of cognitive strategies by both male and female students was in a range of moderate level (mean score = 3.00 and 3.06). The most frequently used strategy by male students was item 3 “I practice the sounds of English.” (mean score = 3.39) while the least used strategy by male students was item 8 “I write notes, messages, letters, or reports in English.” (mean score = 2.59).

For female students, the most frequently used strategy by female students was item 2 “I try to talk like native English speakers.” (mean score = 3.48) which was in a moderate level while the least used strategy by female students was item 8 “I write notes, messages, letters, or reports in English.” (mean score = 2.71) which also was in a moderate level.

Table 9: *The Use of Compensatory Strategies by Undergraduate Students*

Items	Male Students				Female Students			
	Mean	**S.D.**	**Level**	**Rank**	**Mean**	**S.D.**	**Level**	**Rank**
1. To understand unfamiliar English words, I make guesses.	3.31	0.84	Moderate	1	3.51	0.72	High	1
2. When I can' t think of a word during a conversation in English, I use gestures.	3.22	0.88	Moderate	2	3.31	0.91	Moderate	2
3. I make up new words if I do not know the right ones in English.	2.89	0.97	Moderate	5	2.96	0.87	Moderate	5
4. I read English without looking up every new word.	2.76	0.82	Moderate	6	2.73	1.0	Moderate	6
5. I try to guess what the other person will say next in English	3.13	0.96	Moderate	3	3.00	0.85	Moderate	4
6. If I can't think of an English word, I use a word or phrase that means the same thing.	3.08	1.0	Moderate	4	3.05	0.98	Moderate	3
Total	**3.07**	**0.91**	**Moderate**		**3.09**	**0.89**	**Moderate**	

Table 9 shows that the overall mean score of compensatory strategies used by male and female students was in a range of moderate level (mean score = 3.07 and 3.09). The most frequently used strategy by male students was item 1 "To understand unfamiliar English words, I make guesses." (mean score = 3.31) while the least used strategy by male students was item 4 "I read English without looking up every new word. (mean score = 2.76).

For female students, the most frequently used strategy by female students was item 1 "To understand unfamiliar English words, I make guesses." (mean score = 3.51) which was in a high level while the least used strategy by female students was item 4 "I read English without looking up every new word. (mean score = 2.73) which was in a moderate level.

Table 10: *The Use of Metacognitive Strategies by Undergraduate Students*

Items	Male Students				Female Students			
	Mean	**S.D.**	**Level**	**Rank**	**Mean**	**S.D.**	**Level**	**Rank**
1. I try to find as many ways as I can to use my English.	3.32	0.96	Moderate	1	3.37	0.80	Moderate	3
2. I notice my English mistakes and use that information to help me do better.	3.15	0.75	Moderate	6	3.20	0.73	Moderate	6
3. I pay attention when someone is speaking English.	3.06	0.82	Moderate	7	3.35	0.83	Moderate	4
4. I try to find out how to be a better learner of English.	3.29	0.81	Moderate	3	3.53	0.84	High	1
5. I plan my schedule so I will have enough time to study English	3.06	0.99	Moderate	7	3.01	0.85	Moderate	9
6. I look for people I can talk to in English.	3.18	0.89	Moderate	5	3.22	0.91	Moderate	5
7. I look for opportunities to read as much as possible in English.	2.89	0.71	Moderate	9	3.06	0.84	Moderate	8
8. I have clear goals for improving my English skills.	3.24	0.74	Moderate	4	3.19	0.70	Moderate	7
9. I think about my progress in learning English.	3.32	0.84	Moderate	1	3.43	0.78	Moderate	2
Total	**3.17**	**0.83**	**Moderate**		**3.26**	**0.81**	**Moderate**	

Table 10 shows that the overall mean score of metacognitive strategies used by both male and female students was in a range of moderate level (mean score = 3.17 and 3.26). The most frequently used strategy by male students was item 1 “I try to find as many ways as I can to use my English.” (mean score = 3.32) and item 9 “I think about my progress in learning English.” (mean score = 3.32) while the least used strategy by male students was item 7 “I look for opportunities to read as much as possible in English.” (mean score = 2.89).

For female students, the most frequently used strategy by female students was item 4 “I try to find out how to be a better learner of English.” (mean score = 3.53) which was in a high level whereas the least used strategy by female students was item 5 “I plan my schedule so I will have enough time to study English.” (mean score = 3.01) which was in a moderate level.

Table 11: *The Use of Affective Strategies by Undergraduate Students*

Items	Male Students				Female Students			
	Mean	**S.D.**	**Level**	**Rank**	**Mean**	**S.D.**	**Level**	**Rank**
1. I try to relax whenever I feel afraid of using English.	3.20	0.85	Moderate	3	3.31	0.73	Moderate	2
2. I encourage myself to speak English even when I am afraid of making a mistake.	3.30	0.90	Moderate	2	3.50	0.80	High	1
3. I give myself a reward or treat when I do well in English.	3.05	0.92	Moderate	4	3.04	0.95	Moderate	5
4. I notice if I am tense or nervous when I am studying or using English.	3.05	0.79	Moderate	4	3.14	1.04	Moderate	3
5. I write down my feelings in a language learning diary.	2.72	0.85	Moderate	6	2.83	1.0	Moderate	6
6. I talk to someone else about how I feel when I am learning English.	3.36	0.85	Moderate	1	3.14	0.82	Moderate	3
Total	**3.11**	**0.86**	**Moderate**		**3.16**	**0.89**	**Moderate**	

Table 11 shows that the overall mean score of affective strategies used by both male and female students was in a range of moderate level (mean score = 3.11 and 3.16). The most frequently used strategy by male students was item 6 “I talk to someone else about how I feel when I am learning English.” (mean score = 3.36) while the least used strategy by male students was item 5 “I write down my feelings in a language learning diary.” (mean score 2.72).

For female students, the most frequently used strategy by female students was item 2 “I encourage myself to speak English even when I am afraid of making a mistake.” (mean score = 3.50) which was in a high level whereas the least used strategy by female students was item 5 “I write down my feelings in a language learning diary.” (mean score = 2.83) which was in a moderate level.

Table 12: *The Use of Social Strategies by Undergraduate Students*

Items	Male Students				Female Students			
	Mean	**S.D.**	**Level**	**Rank**	**Mean**	**S.D.**	**Level**	**Rank**
1. If I do not understand something in English, I ask the other person to slow down or say it again.	3.38	0.82	Moderate	1	3.54	0.99	High	1
2. I ask English speakers to correct me when I talk	3.36	0.76	Moderate	2	3.31	0.91	Moderate	2
3. I practice English with other students.	3.09	0.82	Moderate	4	3.03	0.80	Moderate	4
4. I ask for help from English speakers.	3.09	0.87	Moderate	4	2.82	0.93	Moderate	6
5. I ask questions in English.	2.89	0.90	Moderate	6	2.84	0.79	Moderate	5
6. I try to learn about the culture of English speakers.	3.19	0.87	Moderate	3	3.19	0.85	Moderate	3
Total	**3.17**	**0.84**	**Moderate**		**3.12**	**0.88**	**Moderate**	

Table 12 shows that the overall mean score of social strategies used by male and female students was in a range of moderate level (mean score = 3.17 and 3.12). The most frequently used strategy by male students was item 1 “If I do not understand something in English, I ask the other person to slow down or say it again.” (mean score = 3.38) while the least used strategy by male students was item 5 “I ask questions in English.”(mean score = 2.89). For female students, the most frequently used strategy by female students was item 1 “If I do not understand something in English, I ask the other person to slow down or say it again.” (mean score = 3.54) which was in a high level whereas the least used strategy by female students was item 4 “.I ask for help from English speakers.” (mean score = 2.82) which was in a moderate level.

Table 13: *The Comparison of English Language Learning Strategies Used by Male and Female Students*

Strategies	Male Students				Female Students				T-test	Sig (2-tailed
	Mean	S.D.	Level	Rank	Mean	S.D.	Level	Rank		
Memory	3.03	0.83	Moderate	5	3.20	0.83	Moderate	2	-2.942	**0.004**
Cognitive	3.00	0.89	Moderate	6	3.06	0.88	Moderate	6	-0.688	0.492
Compensatory	3.07	0.91	Moderate	4	3.09	0.89	Moderate	5	-0.357	0.721
Metacognitive	3.17	0.83	Moderate	1	3.26	0.81	Moderate	1	-1.183	0.238
Affective	3.11	0.86	Moderate	3	3.16	0.89	Moderate	3	-0.552	0.581
Social	3.17	0.84	Moderate	1	3.12	0.88	Moderate	4	0.576	0.565
Overall	**3.09**	**0.86**	**Moderate**		**3.14**	**0.86**	**Moderate**		-0.970	**0.533**

According to the statistics shown in Table 13, it can be seen that for male students, all strategies were used at moderate level (mean score = 3.09). Metacognitive and social strategies had the highest mean score (3.17) followed by affective, compensatory, and memory strategies (mean scores = 3.11, 3.07, and 3.03 respectively). The least frequently used strategies were cognitive strategy which had the lowest mean score (3.00).

Similarly, for female students, all strategies were used at moderate level (mean score = 3.14). Metacognitive strategies had the highest mean score (3.26) followed by memory, affective, social, and compensatory strategies (mean scores = 3.20, 3.16, 3.12, and 3.09 respectively). The least frequently used strategies were cognitive strategy which had the lowest mean score (3.06).

Moreover, when comparing the mean scores of English language learning strategies used by different genders, it can be found that the mean scores of each strategy used by female students are higher than that of male students except for the mean score of social strategy used by male students.

Furthermore, when considering statistical significance or a t-test analysis on each strategy, it can be seen that there is no statistically significant difference (sig > 0.05) in the use of each strategy between male and female students except for memory strategy which is different at a statistically significant level of 0.05 (sig < 0.05).

However, when calculating statistical significance or a t-test analysis on overall strategies, it can be said that there is no statistically significant difference (sig > 0.05) in the use of all strategies between male and female students.

4.4 Additional opinions on English language learning strategies

This part presents additional opinions on other English language learning strategies given from some respondents. 6.87 % of the respondents reported their additional English language learning strategies which are summarized as follows:

1. Learning English language on free internet websites such as YouTube, and online English courses.
2. Using social network such as Facebook, Line, and Twitter to improve English speaking and writing skills.
3. Remembering frequent vocabularies from online games, cartoon books emails, and magazines.
4. Finding many key terms to help understand English passages.
5. Watching English movies to practice listening skills.
6. Drawing pictures to describe unknown vocabularies.

A summary of the study and findings, conclusions, and recommendations for further research are presented in the next chapter.

CHAPTER 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The last chapter presents a summary of the study, a summary of the findings, discussion, conclusions, and recommendations for further research.

5.1 SUMMARY OF THE STUDY

5.1.1 Objectives of the Study

This study aims to examine English language learning strategies used by first-year undergraduate students at Rajamangala University of Technology Lanna Tak and to explore the differences in the use of English language learning strategies between male and female students in terms of the level of usage.

5.1.2 Subjects, Materials and Procedures

The subjects of this study were first-year undergraduate students who were studying in the second semester of academic year 2015 at Rajamangala University of Technology Lanna Tak.

The research instrument for data collection was the 50-item Strategy Inventory for Language Learning (SILL) questionnaire Version for Speakers of Other Languages Learning English, developed by Oxford (1990), version 7.0 (ESL/EFL).

The SILL questionnaires in Thai version were distributed to students after the midterm examination in April 2016. Each student was asked to complete the questionnaire in their English class. The time limit to anwer the questionnaire was 15-20 minutes.

5.2 SUMMARY OF THE FINDING

The results of the study can be summarized as follows:

5.2.1 General Background Information

The respondents of this study consisted of 99 males (57.5%) and 134 females which accounted for 42.5%. Moreover, most of them were aged more than 19 years old (52.8%), followed by 17-19 (45.5%), and less than 17 years old

(1.7%). Furthermore, the majority of respondents were studying in the Faculty of Business Administration and Liberal Arts (46.4%), followed by the Faculty of Engineering (24.9%), the Faculty of Fine Arts and Architecture (15%), and the Faculty of Science and Agriculture Technology (13.7%). Mostly, they have learnt English language for 15-17 years (54.51%), followed by 12-14 (40.34%), and less than 12 (2.58%) and more than 17 years (2.58%). Finally, in English subject 29.6% got grade C followed by grade B (22.3%), grade C+ (16.7%), grade A (11.2%), grade D (8.6%), grade B+ (7.3%), grade D (2.6%), and grade F (1.7%).

5.2.2 The Use of Six English Language Learning Strategies

The finding reveals that all English language learning strategies used by first-year undergraduate students were at moderate level. The most frequently used strategies were metacognitive (mean score = 3.22), followed by memory, social, affective, and compensatory strategies (mean scores = 3.15, 3.14, 3.13, and 3.08, respectively), whereas the least frequently used strategies were cognitive strategy (mean score = 3.03).

5.2.3 The Comparison of English Language Learning Strategies Used by Different Genders

When detailed items under each type of six strategies were examined, the findings can be described as follows:

Memory strategies – These strategies were ranked as the fifth strategies by male students and the second by female students. However, both male and female students used these strategies at moderate level (mean score = 3.03 and 3.20). When looking at detailed items of memory strategies, the most frequently used strategies by both genders were the same, while the least frequently used strategies were different. Male students reported using item 1 “I think of relationships between what I already know and new things I learn in English.” (mean score = 3.38) most frequently, while item 8 “I review English lessons often.” (mean score = 2.61) was reported as the least used. The most frequently used strategy by female students was also item 1 (mean score = 3.96), whereas the least used was item 6 “I use flashcards to remember new English words.” (mean score = 2.83).

Cognitive strategies – These strategies were ranked as the sixth strategies and used in a range of moderate level by both male and female students (mean score = 3.00 and 3.06). When looking at detailed items of cognitive strategies, the most frequently used strategies by both genders were different, while the least frequently used strategies were the same. Male students reported using item 3 "I practice the sounds of English." (mean score = 3.39) most frequently, while item 8 "I write notes, messages, letters, or reports in English." (mean score = 2.59) was reported as the least used. The most frequently used strategy by female students was item 2 "I try to talk like native English speakers." (mean score = 3.48), whereas the least used was item 8 "I write notes, messages, letters, or reports in English." (mean score = 2.71)

Compensatory strategies – These strategies were ranked as the fourth strategies by male students and the fifth by female students. However, both male and female students used these strategies at moderate level (mean scores = 3.07 and 3.09). When looking at detailed items of compensatory strategies, the most and least frequently used strategies by both genders were the same. Male students reported using item 1 "To understand unfamiliar English words, I make guesses." (mean score = 3.31) most frequently, while item 4 "I read English without looking up every new word." (mean score = 2.76) was reported as the least used. The most frequently used strategy by female students was also item 1 (mean score = 3.51), whereas the least used was item 4 "I read English without looking up every new word." (mean score = 2.73)

Metacognitive strategies – These strategies were ranked as the first strategies used by both males and females at moderate level (mean scores = 3.17 and 3.26). When looking at detailed items of metacognitive strategies, the most and least frequently used strategies by both genders were different. Male students reported using item 1 "I try to find as many ways as I can to use my English." (mean score = 3.32) most frequently, while item 7 "I look for opportunities to read as much as possible in English." (mean score = 2.89) was reported as the least used. The most frequently used strategy by female students was item 4 "I try to find out how to be a better learner of English." (mean score = 3.53), whereas the least used was item 5 "I plan my schedule so I will have enough time to study English." (mean score = 3.01)

Affective strategies – These strategies were ranked as the third strategies used by both male and female students at moderate level (mean scores = 3.11 and 3.16). When looking at detailed items of affective strategies, the most frequently used strategies by both genders were different, while the least frequently used strategies were the same. Male students reported using item 6 "I talk to someone else about how I feel when I am learning English." (mean score = 3.36) most frequently, while item 5 "I write down my feelings in a language learning diary." (mean score = 2.72) was reported as the least used. The most frequently used strategy by female students was item 2 "I encourage myself to speak English even when I am afraid of making a mistake." (mean score = 3.50), whereas the least used was item 5 "I write down my feelings in a language learning diary." (mean score = 2.83)

Social strategies – These strategies were ranked as the first rank used by male students and the fourth by female students. However, both male and female students used social strategies at moderate level (mean scores = 3.17 and 3.12). When looking at detailed items of social strategies, the most frequently used strategies by both genders were the same, while the least frequently used strategies were different. Male students reported using item 1 "If I do not understand something in English, I ask the other person to slow down or say it again." (mean score = 3.38) most frequently, while item 5 "I ask questions in English."(mean score = 2.89) was reported as the least used. The most frequently used strategy by female students was also item 1 (mean score = 3.54), whereas the least used was item 4 "I ask for help from English speakers." (mean score = 2.82)

The findings revealed that male students prefer to use metacognitive and social strategies most frequently (mean score = 3.17 and 3.12), but cognitive strategy least frequently (mean score = 3.00), whereas female students prefer to use metacognitive most frequently (mean score = 3.26), but cognitive strategy least frequently (mean score = 3.06). Moreover, the findings also reported that, of the mean scores of each strategy used by different genders, female students used all six types of English language learning strategies more often than male students, for except social strategies. Furthermore, when considering statistical significance on each strategy, there is only a statistically significant difference in the use of memory

strategy among other strategies. However, when calculating statistical significance on overall strategies, there is no statistically significant difference in the use of all strategies between male and female students.

5.3 DISCUSSION

This part discusses the overall use of English language learning strategies employed by first-year undergraduate students, and the examination of the differences in the use of English language learning strategies between male and female students.

5.3.1 Research question one: What English language learning strategies are more frequently used by EFL students?

The present study reports that first-year undergraduate students at Rajamangala University of Technology Lanna Tak used metacognitive strategy the most, followed by memory, social, affective, compensatory, and cognitive strategies, respectively. This result is consistent with the results of the study of Tirabukul (2005), Qing(2013), and Thangpatipan (2014) which revealed that metacognitive strategy was the highest strategy use of learners in their research studies. It may be seen that metacognitive strategies are the strategy which can help students plan, monitor and evaluate their own language learning corresponding to the student-centered learning approach.

5.3.2 Research question two: Is there a statistically significant gender difference in the use of English language learning strategies between male and female students?

Before answering this research question, the researcher would like to discuss the use of each type of six strategies between male and female students, it was found as follows.

Memory strategies – In the present study, female students used memory strategies more frequently than male students did. The finding of this study is consistent with the study of Ok (2003) which reported that female students showed

more frequent use of memory strategies than male students. This may reveal that female students were more likely to remember, store, and retrieve new information as a solid foundation in learning English language.

Cognitive strategies – In the present study, female students used cognitive strategies more frequently than male students did. The finding of this study is congruent with the study of Xue (2015) in that female students reported a higher use of cognitive strategies than male students. This may indicate that female students used more cognitive means such as repeating new words, note-taking, and summarizing information to facilitate the English language learning process than male students.

Compensatory strategies – In the present study, female students used compensatory strategies more frequently than male students did. The finding of this study is consistent with the study of Goh and Foong (1997) which revealed that compensatory strategies were employed more often by female students. This may show that female students tend to employ more compensatory means such as guessing unknown words, using gestures, and making up new words to understand gaps or missing knowledge than male students.

Metacognitive strategies – In the present study, female students used metacognitive strategies more frequently than male students did. The finding of this study is congruent with the study of Xue (2015) which reported that metacognitive strategies were used more often by female students. This may be explained because female students are more concentrated about English language learning patterns and processes such as paying attention, monitoring learning progress and self-evaluation.

Affective strategies – In the present study, female students used affective strategies more frequently than male students did. The finding of this study is consistent with the study of Zeynali (2004) in that female students revealed a higher use of affective strategies than male students. Since the characteristics of females are being stronger in expressing sensitivity, empathy, and emotion than males, so those characteristics may affect the use of language learning strategies.

Social strategies – In the present study, male students used social strategies more frequently than female students did. The finding of this study is congruent with Radwan's study (2011) which explained that this might be possible from different

social contexts in this university, thus male students were more likely to interact, cooperate, and empathize with others.

Moreover, when considering overall strategies used by different genders, the finding shows that female students used overall strategies more frequently than male students did except social strategy. The finding of this study is consistent with the study of Radwan (2011) which, surprisingly, reported that male students used more social strategies than female students. Radwan explained that the cultural background of those students was dominated by men, thus men need to develop extremely good social skills to operate in that context. Similarly, it seems to be caused by the fact that Rajamangala University of Technology Lanna Tak was a male technical college before, so males have an advantage over females in student numbers. Another reason is that some random classes consisted of mostly male students, particularly those in the Faculty of Engineering and Architecture. They may feel free to use English to communicate with each other, thus this might affect the frequent use level of social strategy in this study.

However, when considering statistical significance or t-test analysis on each strategy, the study reveals that there is no statistically significant difference in the use of each strategy between male and female students except for memory strategy. The finding of this study is consistent with the study of Dongyue (2004) which explained that there is a statistically significant gender difference in the use of memory strategies since female students might more often employ memory strategies than male students in order to gather a variety of new information as a stronger foundation for their English language learning.

Finally, when considering statistical significance or t-test analysis on overall strategies, the present study reports that there is no statistically significant difference in the overall use of English language learning strategies between male and female students. The findings of this study is consistent with the studies of Hong-Nam & Leavell (2006) and Khamkhien (2010) which revealed that all students sometimes use all strategies with no differences between males and females. This may be because individual students have very limited opportunities to practically use each strategy, especially in large classes and outside classes. Furthermore, there may be other factors such as attitudes, interests, and needs which influence an individual's

learning. That is why there is no difference in learning strategies in between males and females in this study. Thus, in order to truly understand each learning strategy, we have to consider other factors affecting an individual's learning and this is needed for further investigation.

5.4 CONCLUSIONS

This research study aimed at investigating English language learning strategies employed by first-year undergraduate students at Rajamangala University of Technology Lanna Tak and exploring a possible relationship between ELLS use and gender. This study examined the strategy usage of 233 students through administering Oxford's (1990) SILL. The findings reported that overall the students used ELLS at a moderate level. Metacognitive strategies were used most frequently whereas cognitive strategies were used least frequently. Therefore, students can find opportunities to use these strategies as much as possible, particularly less frequently used strategies. At the same time, teachers and curriculum planners can adopt these strategies in order to provide suitable lessons for students' needs. Additionally, gender was not significantly related to the use of ELLS. This means that gender did not influence the use of ELLS between male and female students. Thus, they tended to employ various strategies with the purpose of achieving English language learning.

5.5 RECOMMENDATION FOR FURTHER RESEARCH

The following recommendations are based on the findings and conclusions of this current study.

5.5.1 This study investigated and compared the use of English language learning strategies by male and female students. Further research should be conducted to compare the use of English language learning strategies by good and poor students

5.5.2 Besides the gender factor, other factors such as personality, the learner's attitude and learning tasks can probably influence the selection of appropriate learning strategies. Therefore, research on a variety of variables

affecting the selection of language strategies use and what factors contribute to students' English learning achievement would also be interesting to conduct.

5.5.3 Apart from SILL questionnaires, in-depth interviews should be used to collect more information about English language learning strategies.

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APPENDICES

APPENDIX A
SILL Questionnaire in Thai

แบบสอบถามวิจัย

เรื่อง

การใช้กลวิธีการเรียนรู้ภาษาอังกฤษ

ของนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา วิทยาเขตจังหวัดตาก

คำชี้แจง

1. แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการทำวิจัยเรื่อง ปัจจัยทางเพศที่มีผลต่อการใช้กลวิธีการเรียนรู้ภาษาอังกฤษของนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา วิทยาเขตจังหวัดตาก มีวัตถุประสงค์เพื่อศึกษาการใช้กลวิธีการเรียนรู้ภาษาอังกฤษของนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา วิทยาเขตจังหวัดตากและเพื่อศึกษาปัจจัยทางเพศมีผลต่อการใช้กลวิธีการเรียนรู้ภาษาอังกฤษของผู้เรียนหรือไม่ อย่างไร

2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามข้อมูลพื้นฐาน

ตอนที่ 2 แบบสอบถามเกี่ยวกับกลวิธีการเรียนรู้ภาษาอังกฤษของผู้เรียน

ตอนที่ 3 ความเห็นเพิ่มเติมเกี่ยวกับกลวิธีการเรียนรู้ภาษาอังกฤษของผู้เรียน

3. ผลการวิจัยจะเป็นแนวทางในการพัฒนาการใช้กลวิธีการเรียนรู้ภาษาอังกฤษของนักศึกษาให้สอดคล้องหรือเอื้อต่อการเรียนรู้ในกิจกรรมการเรียนการสอน ดังนั้น จึงขอความร่วมมือจากนักศึกษาในการตอบแบบสอบถามและโปรดตอบทุกข้อตามความเป็นจริง

ผู้วิจัยขอขอบพระคุณในความร่วมมือของท่านมา ณ โอกาสนี้

จาตุรงค์ แสงอรุณ

ผู้วิจัย

ตอนที่ 1 แบบสอบถามข้อมูลพื้นฐาน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ☐ ตามความเป็นจริง

1. เพศ

   ☐ 1. ชาย ☐ 2. หญิง

2. อายุ

   ☐ 1. ต่ำกว่า 17 ปี ☐ 2. 17 – 19 ปี ☐ 3. มากกว่า19 ปี

3. คณะที่กำลังศึกษาอยู่

   ☐ 1. คณะวิศวกรรมศาสตร์

   ☐ 2. คณะศิลปกรรมและสถาปัตยกรรมศาสตร์

   ☐ 3. คณะวิทยาศาสตร์และเทคโนโลยีการเกษตร

   ☐ 4. คณะบริหารธุรกิจและศิลปศาสตร์

4. ท่านเรียนวิชาภาษาอังกฤษมาเป็นระยะเวลา _____ ปี _____ เดือน

5. เกรดวิชาภาษาอังกฤษที่ผ่านมาล่าสุด: _____

ตอนที่ 2 แบบสอบถามกลวิธีการเรียนรู้ภาษาอังกฤษ

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ☐ ตามการปฏิบัติเป็นจริง

หมายเลข 1 หมายถึง ไม่เคยปฏิบัติ

หมายเลข 2 หมายถึง ปฏิบัติน้อย

หมายเลข 3 หมายถึง ปฏิบัติปานกลาง

หมายเลข 4 หมายถึง ปฏิบัติมาก

หมายเลข 5 หมายถึง ปฏิบัติมากที่สุด

ส่วนที่ 1 กลวิธีในการจำ

ข้อความ	ระดับในการปฏิบัติ				
	1 ไม่เคย	2 น้อย	3 ปานกลาง	4 มาก	5 มากที่สุด
1.ท่านคิดว่าในการเรียนภาษาอังกฤษนั้น มีความสัมพันธ์กันระหว่างสิ่งที่ได้เรียนรู้ไปแล้วกับสิ่งที่ได้เรียนรู้ใหม่					
2. ท่านจำคำศัพท์ใหม่ได้โดยการใช้คำศัพท์นั้นแต่งประโยค					
3. ท่านเชื่อมโยงเสียงของคำศัพท์ใหม่กับรูปภาพหรือภาพเพื่อช่วยจำคำศัพท์นั้นได้					
4. ท่านจำคำศัพท์ใหม่ โดยนึกถึงภาพของสถานการณ์ที่อาจจะต้องใช้คำศัพท์นั้น					
5. ท่านใช้เสียงคล้องจองเพื่อช่วยจำคำศัพท์ใหม่					
6. ท่านใช้บัตรคำเพื่อช่วยจำคำศัพท์ใหม่					
7. ท่านใช้ท่าทางประกอบเพื่อจดจำคำศัพท์ใหม่					
8. ท่านทบทวนบทเรียนภาษาอังกฤษเสมอ					
9. ท่านจำคำศัพท์หรือวลีใหม่ๆ โดยการจำตำแหน่งของคำศัพท์ในหน้าหนังสือ บนกระดานหรือบนป้ายข้างถนน					

ส่วนที่ 2 กลวิธีที่ใช้ความรู้ความเข้าใจ

ข้อความ	ระดับในการปฏิบัติ				
	1 ไม่เคย	2 น้อย	3 ปานกลาง	4 มาก	5 มากที่สุด
1. ท่านพูดและเขียนคำศัพท์ใหม่หลายๆครั้ง					
2. ท่านพยายามพูดให้ได้เหมือนเจ้าของภาษา					
3. ท่านพยายามฝึกออกเสียงภาษาอังกฤษ					
4. ท่านใช้คำศัพท์ที่รู้หลากหลายรูปแบบ					
5. ท่านเป็นฝ่ายเริ่มต้นบทสนทนาภาษาอังกฤษ					
6. ท่านดูรายการโทรทัศน์หรือภาพยนตร์ที่เป็นภาษาอังกฤษ					
7. ท่านอ่านหนังสือภาษาอังกฤษเพื่อความเพลิดเพลิน					
8. ท่านจดบันทึกข้อความ เขียนจดหมายหรือทำรายงานเป็นภาษาอังกฤษ					
9. ท่านอ่านบทความภาษาอังกฤษอย่างคร่าวๆในครั้งแรก แล้วย้อนกลับมาอ่านอย่างละเอียดอีกครั้ง					
10.ท่านมองหาคำศัพท์ภาษาไทยที่มีความหมายใกล้เคียงกับความหมายของคำศัพท์ภาษาอังกฤษ					
11.ท่านพยายามหารูปแบบต่างๆในการใช้ภาษาอังกฤษ					
12. ท่านหาความหมายของคำศัพท์โดยแบ่งคำศัพท์นั้นออกเป็นส่วนๆที่ท่านเข้าใจ					
13. ท่านพยายามไม่แปลความหมายคำศัพท์ภาษาอังกฤษแบบคำต่อคำ					
14. ท่านสรุปข้อมูลที่ได้ฟังหรืออ่านเป็นภาษาอังกฤษ					

ส่วนที่ 3 กลวิธีที่ใช้การเสริมและการทดแทน

ข้อความ	ระดับในการปฏิบัติ				
	1 ไม่เคย	2 น้อย	3 ปานกลาง	4 มาก	5 มากที่สุด
1. ท่านใช้วิธีการเดาเพื่อเข้าใจคำศัพท์ใหม่ที่ไม่คุ้นเคย					
2. ท่านใช้ท่าทางประกอบเมื่อนึกคำศัพท์ไม่ออกระหว่างการสนทนา					
3. ท่านคิดคำศัพท์ใหม่ขึ้นมาถ้าไม่ทราบคำศัพท์ภาษาอังกฤษที่ถูกต้อง					
4. ท่านอ่านภาษาอังกฤษโดยไม่เปิดพจนานุกรมหาความหมายของคำศัพท์ทุกคำ					
5. ท่านพยายามเดาคู่สนทนาว่าจะพูดอะไรต่อไป					
6. เมื่อท่านนึกคำศัพท์ภาษาอังกฤษไม่ออก ท่านจะใช้คำหรือวลีที่มีความหมายคล้ายคลึงกันแทน					

ส่วนที่ 4 กลวิธีที่ใช้อภิปัญญา

ข้อความ	ระดับในการปฏิบัติ				
	1 ไม่เคย	2 น้อย	3 ปานกลาง	4 มาก	5 มากที่สุด
1. ท่านพยายามหาโอกาสใช้ภาษาอังกฤษให้ได้มากที่สุด					
2. ท่านสังเกตข้อผิดพลาดในการใช้ภาษาอังกฤษแล้วนำข้อผิดพลาดนั้นมาปรับปรุงแก้ไข					
3. ท่านให้ความใส่ใจเวลาใครพูดภาษาอังกฤษ					
4. ท่านพยายามหาวิธีการที่ทำให้ภาษาอังกฤษของตนดีขึ้น					
5. ท่านจัดตารางเวลาเพื่อการศึกษาหรือการทบทวนเนื้อหาภาษาอังกฤษ					

ข้อความ	ระดับในการปฏิบัติ				
	1 ไม่เคย	2 น้อย	3 ปานกลาง	4 มาก	5 มากที่สุด
6. ท่านพยายามหาคนที่สามารถพูดภาษาอังกฤษด้วยได้					
7. ท่านหาโอกาสอ่านหนังสือภาษาอังกฤษให้มากที่สุดเท่าที่จะทำได้					
8. ท่านมีเป้าหมายชัดเจนที่จะการพัฒนาทักษะภาษาอังกฤษต่างๆให้ดีขึ้น					
9. ท่านคิดถึงความก้าวหน้าของตนในการเรียนภาษาอังกฤษ					

ส่วนที่ 5 กลวิธีด้านอารมณ์

ข้อความ	ระดับในการปฏิบัติ				
	1 ไม่เคย	2 น้อย	3 ปานกลาง	4 มาก	5 มากที่สุด
1. ท่านพยายามผ่อนคลายเมื่อรู้สึกกลัวเวลาใช้ภาษาอังกฤษ					
2. ท่านให้กำลังใจตัวเองเมื่อรู้สึกกลัวว่าจะพูดภาษาอังกฤษผิด					
3. ท่านให้รางวัลตัวเองเมื่อรู้สึกว่าใช้ภาษาอังกฤษได้ดี					
4. ท่านสังเกตตนเองว่า ตึงเครียดหรือประหม่าหรือไม่เมื่อใช้ภาษาอังกฤษ					
5. ท่านจดบันทึกความรู้สึกในการเรียนภาษาอังกฤษ					
6.ท่านพูดคุยกับผู้อื่นถึงความรู้สึกในการเรียนภาษาอังกฤษ					

ส่วนที่ 6 กลวิธีด้านสังคม

ข้อความ	ระดับในการปฏิบัติ				
	1 ไม่เคย	**2** น้อย	**3** ปานกลาง	**4** มาก	**5** มากที่สุด
1. ถ้าท่านไม่เข้าใจบทสนทนาภาษาอังกฤษ ท่านจะขอให้ผู้นั้นพูดช้าลงหรือพูดใหม่อีกครั้ง					
2. เมื่อท่านพูดผิด ท่านขอให้เจ้าของภาษาแก้ไขให้					
3. ท่านฝึกพูดภาษาอังกฤษกับเพื่อนๆ					
4. ท่านขอความช่วยเหลือทางภาษาอังกฤษจากเจ้าของภาษา					
5. ท่านถามคำถามเป็นภาษาอังกฤษ					
6.ท่านพยายามเรียนรู้วัฒนธรรมของเจ้าของภาษา					

ตอนที่ 3 ความคิดเห็นเพิ่มเติมเกี่ยวกับกลวิธีการเรียนรู้ภาษาอังกฤษของผู้เรียน

ท่านใช้กลวิธีการเรียนรู้ภาษาอังกฤษด้วยวิธีใดบ้าง โปรดอธิบาย

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APPENDIX B

SILL Questionnaire in English

Version 7.0 (ESL/EFL)
© R. Oxford, 1989

l. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.

14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can' t think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can' t think of an English word, I use a word or phrase that means the same thing.

SILL

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
4l. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

SILL

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

BIOGRAPHY

Name	Mr. Jaturong Saengaroon
Date of Birth	August 31, 1976
Educational Attainment	1999: Bachelor of Science (Statistics), Naresuan University
	2002: Master of Science (Information Technology), King Mongkut's Institute of Technology Ladkrabang
Work Position	Tutor, Smart Kids Center, Sukhothai
Scholarship	2005: Student Scholarship IT Training Program in Cooperate of Thai-India Government
Work Experiences	2010: Lecturer, The Faculty of Accountancy and Management, Mahasarakham University, Thailand