LANGUAGE LEARNING STRATEGIES USED BY STUDENTS IN A LANGUAGE SCHOOL

BY

MISS SAROCHA KHUMHOM

A INDEPENDENCE STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2018

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THAMMASAT UNIVERSITY
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INDEPENDENT STUDY PAPER

BY

MISS SAROCHA KHUMHOM

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IN A LANGUAGE SCHOOL

was approved as partial fulfillment of the requirements for
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ABSTRACT

This research aimed to examine and identify the language learning strategies which students in a target language school used to learn English language and become a master in speaking skills. The total 41 participants from different level were tested by using quantitative method. All the students were divided into two group: high and low proficiency group. The questionnaire set was adapted from Inventory of Language Learning (SILL) questionnaire by Oxford (1990). The results showed that students in high level used language learning strategies in higher frequency than low proficiency students. However, metacognitive strategies were in the first strategies used by students from both groups. Affective strategies, on the other hand, were selected as the least used strategies from both students in high level and low level of proficiency.

Keywords: Language learning strategies, speaking skill, English language proficiency

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Miss Sarocha Khumhom

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CHAPTER 1
INTRODUCTION

1.1. Introduction

One of the most important languages and the most spoken languages in the world is English. English is an international language in the globalization era. Because English is a lingua franca, the language of international communication, millions of people choose to study English language as a second language apart from their native language with the expectation that the language will help them improve their career path and their travelling. People with high proficiency in English language will have more opportunities to get a better job than those with low proficiency (Flanegin & Rudd, 2000). However, having a skill in communication in English language is not an easy path. From the four skills, speaking is often considered as the popular form to express meanings and emotions (Bygate, 1980). For language learners, their highest objective is to be able to communicate or express themselves efficiently (Widdowson, 1990). Nevertheless, several obstacles lie on the way to become a master in English language. Speaking, as the most popular skill, has several hindrances, such as vocabulary, pronunciation, and grammar, which cause setbacks in learning English language (Heriansyah, 2012, p. 31).

In Thailand, English language learning has been in the national curriculum which every Thai student needs to learn since kindergarten. English language has become an important part of Thai as in other countries around the world. Learning English language is a significant path to develop the economy and society (Kirkpatrick, 2012; Punthumasen, 2007). A great number of Thai people invest a small fortune to learning this foreign language and to upgrade their language competency. Nonetheless, the results turn out to be different from the statistics. According to IELTS test taker performance report 2017, the report shows Thailand's overall mean scores are 5.98 and 5.24 in the academic test and general test, respectively. This shows that the English competency among Thai people is not outstanding and needs more improvement. There have been several attempts to improve English language curriculum. Many research

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studies have been conducted to find the solution for the problem. The results of the studies point to various aspects.

To sort out the ways to improve English language learning, several researchers conducted research to discover the best way to help language learners to be a master in English language. The examination and grading system are designed and developed to measure students' competency. Thus, the results mainly identify the performance of the students' instead of the language proficiency (Phothongsunan & Suwanarak, 2008).

In order to become a successful language learner, a student has to be an autonomous learner, or to be able to depend upon his/her ability towards language learning. Self-directed learners are capable of selecting the best step and strategies to suit their learning preferences and situations. Language learning strategies can assist L2 learners to improve their proficiency in a second language.

Language learning strategies are a popular topic for researchers as they are a crucial factor for L2 learners in second language acquisition. Moreover, Larsen-Freeman (1986) contends that one should take responsibility for his or her learning and manage their own language learning. Different learning strategies have been established and employed. According to Jones (1998), learning language strategies help create students' motivation so they can become independent in learning English.

According to many English language teachers and several researchers' observations, some students who are able to acquire new language faster and more effectively than other students (Dreyer & Oxford, 1996; Lightbown & Spada, 1999; Vance, 1999). Many studies from the past 40 years have identified a great number of factors such as cognitive, affective, sociocultural, on L2 students' acquisition (Brown, 2000; Dreyer & Oxford, 1996; Oxford & Burry-Stock, 1995). Another reason for the difference in language development is the language learning strategies each student chooses and employs.

There have been numerous research studies on the topic of language learning strategies. In Thailand, language learning strategies are also one of the popular topics for conducting research. However, the majority of the studies relating to language learning strategies in Thailand were carried out in Thai schools or institutions following the standard curriculum of the Ministry of Education in Thailand. Research on the subject of language learning strategies in a school with special classroom content,

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teaching methods, and teaching styles has not been common. To fill in this gap, a school with special curriculum and teaching method was searched for. One language school met all the requirements about the lesson content, learning objectives, and teaching strategies. This school encourages students to speak and communicate without much attention to grammar or any examination results because of the different objectives and curriculum from other schools. In selecting this school, this study may help educators to understand and identify specific language learning strategies used by learners from different curriculums.

1.2. Research Questions

1. What learning strategies do students with high proficiency employ?
2. What learning strategies do students with low proficiency employ?
3. What are the differences and similarities in the language learning strategies used by students with both high proficiency and low proficiency?

1.3. Scope of the Study

This study will focus on learning strategies employed by students at one specific language school only. The school placement assessment and curriculum supported the purpose of the study to find out which strategies are the most efficient for improving speaking skill. It is mandatory in this school that every student take a designed assessment test before starting the class. The system assists the researcher in dividing students into two different groups: students with good command of English and students with poor command of English.

1.4. Definition of terms

The definitions of the terms of this research are as follows:

Language learning strategies: the techniques in language learning that L2 leaners employ to learn a new language by Oxford (1990).

A language school: a language school in Samutprakarn Province in Thailand.

High proficiency students: students who are able to communicate in English properly and confidently.

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Low proficiency students: students who have some struggles when communicating in English and have a limited vocabulary.

1.5. Research Limitations

This research is a case study and cannot be generalized. It was conducted in only one language school with approximately 40 volunteer students. Due to the small samples, the results cannot be generalized. Further researches or the future researchers who hold an interest to language learning strategies can conduct another study with a larger amount of people. Nevertheless, the outcome of the current study will assist both English language teachers and L2 students from this institute to identify the learning strategies that provide the best results.

1.6. Significance of This Study

There have been multiple research studies on this topic in the past. However, this study is sought to confirm the previous results and discover further information. The data collection as well as data analysis in this research can help students in their English language learning to become an expert in English language communication.

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CHAPTER 2
REVIEW OF LITERATURE

This chapter contains the basic background information of factors that help improve English learning performance. There are a variety of factors that have an effect to English language study but there are only few that play a vital role in improving English; however, there are a considerable number of factors that affect English learning. This current research includes the factors as follows:

2.1 Oxford's Learning Strategies

Language learning strategies are strategies which language learners adopting to help and support them in improving their language ability and competency. The language learners chose the strategies they intend to use and manage them (Pressley with McCormick, 1995). Scarcella & Oxford (1992) define language learning as "specific actions, behaviors, steps, or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a different language task – used by students to enhance their own learning."

Oxford (1990) divides language learning strategies into two systems: direct strategy systems and indirect strategy systems. Direct strategies relate to the language in several aspect and situation. Indirect strategies, on the contrary, involve learning management.

Direct strategies include three groups of strategies, which are memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies also contain of three strategy groups: metacognitive strategies, affective strategies, and social strategies. Both direct and indirect strategies connect with each other. Every strategy is able to support and assist the strategies in the same group or
he other groups.

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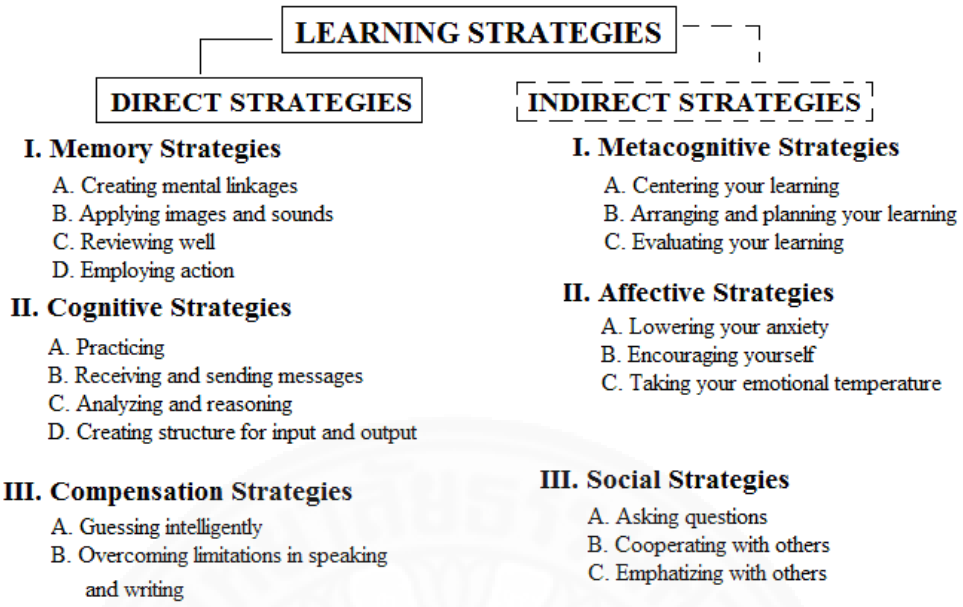


Figure 2.1: Learning strategies chart (adapted from Oxford, 1990)

Cognitive strategies are strategies enabling learners to learn a new language through various techniques. Metacognitive strategies are strategies that allow students to select learning styles that suit their needs and preferences. Memory strategies are the strategies that involve techniques for learners to remember. Students do not have to understand the lesson deeply . Although memory strategies are in the same group as cognitive strategies and composition strategies, which are categorized in direct strategies, utilizing these strategies have a negative impact on the proficiency of the students, especially in terms of grammar and vocabulary test performance as shown in Purpura (1997).

Compensatory strategies are known as the productive skill strategies, namely speaking skill and writing skill. These strategies are controversial about. Whereas Cohen (1998) considers these strategies as steps to improve language, Oxford (1990) views them as language learning strategies. Compensatory strategies, as stated by Oxford and Ehrman (1995), are related to the language competence of English language native speakers learning a foreign language.

Affective strategies also relate to students' language ability as demonstrated in Dreyer and Oxford (1996) as well as Oxford and Ehrman (1995). The outcome of the

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studies contrasted with the study by Mullins (1992). Mullins' research showed that affective strategies negatively affect students' proficiency.

Social strategies give students opportunities to engage in activities that allow them to work or cooperate to practice language. The strategies were reported as important in regard to L2 language competency in research conducted by Dreyer and Oxford (1996) and Oxford and Ehrman (1995)

Regarding previous research, metacognitive strategies are the most used compared to others (Abu Shamis, 2003; Khalil, 2005; Nisbet, 2002; Han & Lin, 2000; Riazi, 2007, Nisbet & Tindall & Arrayo, 2005, Gharbavi & Mousavi, 2012, Lee & Heinz, 2016, Ismail & Al-Khatib, 2013, Tirabulkul, 2005, Altuney, 2014). Cognitive strategies are the second most popular strategy (Al-Buainain, 2010; Abu Shamis, 2003).

The least used learning strategies are affective strategies. A variety of previous research results revealed language learning students tended to employ affective strategies less frequently compared to other strategies (Altuney, 2014; Bremner, 1999; Dulger, 2012; Hong-Nam & Leavell, 2006; Oxford, 1990; Wharton, 2000).

2.2. Factors Affecting Learning Strategies

Numerous studies discovered a connection between the language learning strategies with the other factors that could affect learning language, such as motivation, attitude, English proficiency level, culture, experience, educational background, learning contexts, learners' characteristics, learning styles (Deneme, 2008; Khamkhien, 2010; Ko, 2001; Liao, 2000; Peng, 2001; Yang, 1992).

2.2.1. Motivation

Motivation is connected with the language learning strategies according to several research studies. In the studies of Mochizuki (1999), Yutaka (1996) and Wharton (2000), motivation was found to be associated with the choice of learning strategies. Moreover, students with higher motivation to learn a new language seem to employ more strategies (Oxford and Nyikos 1989). According to Mochizuki (1999) compensation strategies were the most used strategies whereas affective strategies were the least used strategies.

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2.2.2. Gender

Among the considerable amount of research on factors influencing the use of language learning strategies, gender has gained a lot of interest. Numerous researchers investigated this factor (Chamot & Keatley, 2004; Griffith, 2003; Goh & Kwah, 1997; Gu, 2002; Henno, 2012; Hong-Nam & Leavell, 2006; Mochizuki, 1999; Mutar, 2018; Wharton, 2000; Yang, 2010; Yang, 2013). Research has produced conflicting results. No differences in choosing learning strategies were found between males and females (Griffith, 2003; Henno, 2012; Mutar, 2018; Wharton, 2000; Yang, 2010). In contrast, it was found that males and females select strategies in a slightly different way.

Hong-Nam and Leavell (2006) determined that females are likely to use learning strategies more often than males. It is reported that females favor social strategies together with metacognitive strategies more than the rest of the strategies whereas metacognitive strategies and compensation strategies were the favorite strategies of males. Female learners selected memory strategies least often and whereas affective strategies were least used for males. On the contrary, Wharton (2000) reported that males are more likely to use language learning strategies than females. This finding was supported by Yang 2013, who conducted research to investigate the relationship between the use of language learning strategies and gender.

Numerous research studies have tried to find a connection between gender and the use of language learning strategies, but the relationship remains unclear because of conflicting findings.

2.2.3. Ethnic and Cultural Influences

Ethnicity and culture influence learners' learning styles together with the choice of learning strategies (Reid, 1987). This study was encouraged by Liu & Littlewood (1997) who undertook research about the impact of ethnicity and culture on learning patterns.

Students with the same ethnicity and/or culture appear to have a similar pattern. On the contrary, the study methods of students with dissimilar ethnicity and culture are markedly different.

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2.2.4. Age

Chen (2014) studied the influence of age on the choice of strategies by L2 students. The research indicated that students in different age groups showed dissimilar preferences in regard to selecting learning strategies. Therefore, age was a factor that can affect the choice of learning strategies used, especially memory strategies, compensation strategies, metacognitive strategies, and affective strategies. Older learners tended to utilize some strategies more than younger learners whereas younger learners employed some strategies with higher frequency. The results were consistent with Prokop (1989), who found that students change their strategies so that they can manage to meet all the requirements from their teachers. Soori (2014) also carried out research to search for a relationship between age and language learning strategies. Students in each age group preferred different learning strategies. This finding was in accordance with previous studies by Prokop (1989) and Chen (2014).

In terms of age, Sadeghia and Attar (2012) conducted research on the age factor, the starting age of learning English in particular. It was found that the age of starting learning English language has an influence on the choice of learning strategies. Different starting ages affect the objectives and motivation of learners in learning language. People starting at a young age people focused on communicating and conveying meaning. On the other hand, learners who started learning at an older age emphasized preparation for examinations.

2.2.5. Language Learning Experiences

Experience in learning language is another factor that was examined by Purdie & Oliver (1999). They undertook the research on language learning strategies of young learner. The results suggested that students with more experience are more likely to select some strategies such as cognitive strategies and memory strategies than others. This led to the conclusion that learners' language learning experience is linked to the learning strategies as mentioned in an earlier study.

2.3. Related Research Studies

The relationship between achievement and language learning has been investigated using Rebecca Oxford's Strategy Inventory for Language Learning (SILL) for nearly two decades by a great number of researchers. Most of the findings have

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determined that the level of language competency is associated with learning proficiency (Green & Oxford, 1995; Griffiths, 2003; Magogwe & Oliver, 2007; Mullins, 1992; O'Malley & Chamot, 1990; Olivares-Cuhat, 2002).

Studies on degree of frequency that students employ learning strategies have been carried out many times. Students with a higher level of competency have been found to use more strategies than lower level students (Janphaosaeng, 2006; Takeuchi, 2003; Tam, 2013; Dhanarattigannon, 1990; Lappayawichit, 1998; Gharbavi & Mousavi, 2012; Yang, 2013; Mulvihil, 2016; Gursoy & Eken, 2017; Mutar, 2018). They not only use strategies more often, they also selected more appropriate strategies for the task assigned. These students even have the ability to adapt their strategies to suit their learning style whereas unsuccessful students are likely to choose unsuitable strategies (Van & Abraham, 1990).

The variety of strategies used has also been the subject of investigations. The findings revealed that the higher level of proficiency, the wider variety of strategies learners are likely to use (Ardiansyah, 2015; O'Malley & Chamot, 1990; Yang, 2013). In contrast, unsuccessful students employ a fewer amount of strategies (Chen, 1990; O'Malley & Chamot,1989; Gu & Johnson, 1996; also cited in Cabaysa & Baetiong, 2010 p. 24). As mentioned in various studies, the number of strategies employed by students are directly linked to the proficiency level of the learners.

Researchers have not only investigated successful students' learning strategies, some researchers have also conducted studies on students with low and medium proficiency (Chen, 2001; Mutar, 2018; Gharbavi & Mousavi, 2012). These studies, have found that students at medium level and low levels of proficiency have slightly dissimilar learning strategies. Gharbavi & Mousavi (2012) determined that learners at an advance and intermediate level engage in some strategies at the same rate. The most used strategies at the advanced and intermediate level are metacognitive strategies and social strategies, respectively. This suggests that the proficiency level influences the strategies used. Mutar (2018) found that learners at high and mid levels employed some strategies more than learners at a low level.

Abbas (2014) explored the language learning strategies students used to master speaking skill. Although this research did not use SILL questionnaire to explore the strategies used, the researcher interpreted the finding using Oxford's learning strategies.

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Memory strategies, cognitive strategies, as well as metacognitive strategies were the most used strategies by language learners to practice their speaking, respectively. Affective strategies, in contrast, were the least used strategies by this group of students. Similarly, Wael & Asnur & Ibrahim (2018) examined the connection between speaking competency and language learning strategies, finding that the most used strategies by students were memory strategies. The researchers also attempted to identify the learning strategies for improving speaking skill by comparing the strategies employed by successful students and unsuccessful students. The findings showed that cognitive strategies were the most used strategies and compensation strategies were in second place, which was in contrast to other studies. However, the most used strategies by unsuccessful students were memory strategies, similar to the results of Abbas (2014) and Wael & Asnur & Ibrahim (2018).

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CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes the key elements of the research methodology of the study: (1) participants, (2) research instrument, (3) data collection, and (4) data analysis.

This chapter is divided into three sections. Section 3.1 is about the participants of this study. The second section 3.2 provides the explanation of the instrument and procedures employed. The last section 3.3 identifies the data analysis.

3.1. Participants

The total 50 students from the selected language school participated in this research. The participants consisted of both males and females who attended the target school. There was no limit regarding age or education background for the respondents. The participating students had different backgrounds in learning English language, including the duration of enrolling in the language school. The study targeted students at high levels and low levels to join the survey in equal number.

The reason for choosing this sample was the education system in this school, which assisted in categorizing students. All of the students were divided into levels depending on their English language competency and speaking proficiency. Level one was beginner level and level six was advanced and the highest level. Students at level four and above would be placed in high proficiency students' group whereas students from level one to level three would be placed in the low proficiency students' group.

Students had to pass the placement test before being placed in a class suitable for their language ability. The school employed a rubric for speaking to categorize students. The assessment criteria were vocabulary, grammar fluency, communication and pronunciation (Appendix A).

This was a case study limited to one language school in the Samutprakarn area. The selection of the participants was based on the ease of access. It could be considered convenience sampling. These students came from the class this researcher was teaching or used to teach. Therefore, the teacher and the students were familiar with each other.

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This allowed the teacher to be able to gather the information from questionnaire rapidly with accurate feedback.

3.2. Instrument and Procedures

This research was quantitative research. The researcher used the most popular method: a questionnaire. Two sets of research questionnaires were prepared with the purpose of collecting the data from each student. The first part of the questionnaire aimed to gather general information (Nunan & Bailey, 2009) It also included demographic and personal information relating to factors in LLS such as the level of proficiency, educational background, age, and gender. The second part was the SILL – ELL questionnaire (Appendix B). All questions in this questionnaire were modified and validated by Ardasheva & Tretter (2013) from SILL Version 7.0 (ESL/EFL) invented by R. Oxford (1989) (Appendix C). The 50-item questionnaire was reduced to a 28-item questionnaire. However, the goal of the two sets of questionnaires was similar: to identify and measure the learning strategies using by the participants in this research. The memory strategies questions were in item 1 – 7, following cognitive strategies (Item 8 – 12), compensation strategies (Item 13 – 17), metacognitive strategies (Item 18 – 21), affective strategies (Item 22 – 24) and social strategies (Item 25 – 28). All the instructions and questions were translated into Thai so students at low levels could understand them clearly and correctly (Appendix D).

The SILL questionnaire had been translated in various languages and conducted in many research studies. The person that invented and developed this questionnaire was Oxford (1990). This set of questions was initially used with an objective to measure strategies in learning language and identify the other factors related to learning strategies, such as age, gender, language competency etc. The SILL questionnaire was tested from time to time and the initial version's limitations had been reported. Oxford acknowledged and tried to improve the SILL by adding other aspects.

3.3. Data Collection

After receiving the permission from the school manager and the school owner, the researcher requested the timetable for each level to plan for the data collection period.

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The researcher selected a different class to be certain that the number of students at the higher level and lower level were as equal as possible before distributing the surveys.

In the first step of data collection, the researcher introduced the topic of this study and her objectives to the current students and previous students who were willing to participate and cooperate in this research. However, level 4 to level 6 students seldom joined the class. Consequently, the process to collect the data needed to be conducted separately to suit their learning style. For upper-level students, the questionnaire was distributed to them through an online survey using an online survey creator. The link of the survey website was sent to them directly. Meanwhile, lower level students were given paper-based questionnaires. The researcher distributed the question papers in the classroom and then waited in case that they had some questions or needed clear explanations of certain items. The researcher expected to receive 90% of the set of the given questionnaires, or approximately 45 sets of questionnaires. After finishing collecting the data, the researcher received only 41 sets of questionnaires, or around 80%, which was lower than the expected feedback.

3.4. Data Analysis

A 5-point Likert-type scale was applied in this study.

The questionnaire used provided five answers for each question. The answer began with (1) Never or almost never true of me to (5) Always or almost always true of me. The score of all answer in the questionnaire can be seen below:

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

All of the students' responses were examined and analyzed by using averages. The results were placed into three basic categories. These three groups were high with the mean score 3.5 – 5.0, moderate with the mean score 2.5 – 3.49, and low with the mean score 1.0 – 2.49. The researcher employed and adapted the frequency ratings of

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strategy used from Weng, Yunus and Embi (2016), which was adapted from Oxford (1990).

Frequency of use	**Responses**	**Mean scores**
High	Always true of me	4.50 – 5.00
	Usually true of me	3.50 – 4.49
Moderate/medium	Sometimes true of me	2.50 – 3.49
Low	Usually not true of me	1.50 – 2.49
	Never true of me	1.00 – 1.49

Table 3.1: Frequency Ratings for Strategy Use

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CHAPTER 4
RESULTS AND DISCUSSIONS

With the set of the questions given to the participants, only 41 answer papers were returned correctly and fully. Therefore, 41 answer papers were analyzed. The results of this study will be presented part by part as follows:

1. **Part one** is about general information of the learners who participated in this study. This part consisted of the first question to the eighth question inquiring about demographic details and the factors that could impact the results of the language learning study.
2. **Part two** will answer all the research questions mentioned in the first chapter. The further details of the strategies used by students in both the high level group and the low level group will be clarified.
4. **Part three** will provide the summary of the research questions and the comparison of the learning strategies employed by the participants from the two groups.

4.1. General Information

The objective of these questions was to identify the factors, apart from language proficiency, that could affect the learning strategies used by the participants. The factors were gender, age, educational background, years of studying English language, reason for studying English, self-evaluation of proficiency, practice frequency, ethnicity and current study level.

The first question aimed to find out the participants' gender. The results (Table 4.1) showed that there were 25 female participants, or 61%, while male participants were 39%, or 16 people.

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Gender	Number of students	Percentage
Female / Women	25	61.0%
Male / Men	16	39.0%
Total	**41**	**100%**

Table 4.1.: Participants' Gender

The second question written in the questionnaire was about age as can be seen in the Table 4.2 showing the age distribution. The question was multiple choice. Students could choose their age from all the alternatives. The results showed that most of the students were aged between 10 to 19 years, or 37%, followed by the group of students aged between 30 to 39 years (31.7%) and 20 to 29 years old (24.4%). Only 7% were 40 years or older.

Years old	Number of students	Percentage
10 – 19	15	36.6%
20 – 29	10	24.4%
30 – 39	13	31.7%
40 or older	3	7.3%
Total	41	100.0%

Table 4.2: Participants' age

Question number three asked about their educational background in which the participants had to select their highest education level. The findings (Table 4.3) showed that students had graduated or were currently studying for a tertiary degree while approximately one-third of students held diplomas or certificates. The respondents with tertiary degrees could be divided into 46.3% with undergraduate degrees, 12.2% with master's degree and 2.4% with a doctoral degree.

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Education background	Number of students	Percentage
Diploma / Certificate	16	39.0%
Bachelor's degree	19	46.3%
Master's degree	5	12.2%
Doctoral degree.	1	2.4%
Total	41	100.0%

Table 4.3: Participants' Education background

Years of learning was the fifth question. According to table 4.4, nearly half of the learners (48.8%) reported studying English language for no more than three (3) years whereas the rest of the participants had more than five (5) years in learning English language. Nearly one-fourth of participating students answered they had been studying English language for more than 10 years.

Years of learning English	Number of students	Percentage
0-3	20	48.8%
3-5	0	0.0%
5-8	2	4.9%
8-10	9	22.0%
10+	10	24.4%
Total	41	100.0%

Table 4.4: Participants' years of learning English

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The sixth questions tried to explore the reasons for learning English language and to seek their motivation. There were a variety of reasons presented in the questionnaire. To meet foreigners and make friends, and to advance on their career path were at the top of the list with 26.8% (Table 4.5). Moreover, to broaden one's knowledge in general, to prepare to study aboard and to travel aboard were also popular answers with 17.1%, 9.8% and 9.8% respectively. Only 4.9% selected to pass exams in English language and to be able to read books and documents in English.

Reason for learning English	**Number of students**	**Percentage**
To meet foreigners and make friends.	11	26.8%
To broaden my knowledge in general.	7	17.1%
To travel abroad.	4	9.8%
To advance my career path	11	26.8%
To pass the exam in English language	2	4.9%
To prepare myself to study abroad	4	9.8%
To be able to read books and document in English	2	4.9%
other	0	0.0%
Total	41	100.0%

Table 4.5: Participants' reasons for learning English

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Ethnicity	Number of students	Percentage
White	0	0.0%
Black	0	0.0%
Latino	0	0.0%
Asian	41	100.0%
Other	0	0.0%
Total	41	100.0%

Table 4.6: Participants' Ethnicity

The next factor that was examined was ethnicity (Table 4.6). All of the participants were Asian as their ethnicity was Thai.

Practice frequency	Number of students	Percentage
Every day	3	7.3%
Every other day	3	7.3%
Every 2 – 3 days	12	29.3%
Every week	23	56.1%
Total	41	100.0%

Table 4.7: Participants' English language practice frequency

A question about the frequency of practicing English was included. More than half said they practiced English every week (Table 4.7). However, the students who practiced English every day and every other day accounted for merely 7% or 3 students for each choice.

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Language proficiency	Number of students	Percentage
Fluently	0	0.0%
Somewhat fluently	4	9.8%
Not very well	13	31.7%
Can speak a little	23	56.1%
Not at all	1	2.4%
Total	41	100.0%

Table 4.8: Participants' self-evaluated language proficiency

The last question asked the participants to analyze their proficiency level. Almost 100% of the students knew some English (Table 4.8). Compared with other findings, only one person could speak English fluently and none chose not knowing any English language; 56.1% of the respondents replied, "can speak a little". A small number stated they did not know many words.

4.2. Findings

4.2.1. Learning Strategies Employed By High-Proficiency Students

Regarding the first research question (What learning strategies do students with high proficiency employ?), the pictures and the table showing the overall results are presented on the previous pages. However, the details of the use of each strategy will be explained further in this chapter.

According to the findings, metacognitive strategies were at the top on the list in terms of frequency use with the highest mean score at 3.72, rated as highly used strategies. Four items in the survey asked about the strategies (Table 4.9). Three out of four items are shown in table 13: "I listen well (carefully) when people speak English. (item 19)", "I notice my English mistakes and try to do better. (item 18)" and "I look for ways to be a better student of English. (item 20)" were calculated into high used techniques (mean score more than 3.50). On the contrary, the last item "I think about

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how well I am doing in English. (item 21)" was pointed out as the medium used strategies.

Strategies	Item	Questions	Mean	SD	Rank
Metacognitive strategies	18	I see my English mistakes and try to do better.	3.93	0.96	2
	19	I listen well (carefully) when people speak English.	4.00	0.76	1
	20	I look for ways to be a better student of English.	3.73	1.16	3
	21	I think about how well I am doing in English.	3.20	1.32	4

Table 4.9: Metacognitive strategies used by students at a high level

The second most frequently used strategies in learning English language were compensation strategies. The item in compensation strategies was rated as high use and medium use and none of the item had low frequency use (Table 4.10). When students do not know but guess the meaning (Item 16 "I try to guess (predict) what people will say next in English.") and use simpler words to communicate (item 17 "If I can't think of an English word, I use a word that means the same thing") had high frequency use. Learners also had medium use for item 13 (**"**If I can't think of an English word, I show what I mean with my hands."), item 14 (**"**I make up a new word if I can't think of an English word.") and item 15 (**"**When I read in English, I don't look up every new word in a dictionary.").

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Strategies	Item	Questions	Mean	SD	Rank
Compensation strategies	13	If I can't think of an English word, I show what I mean with my hands.	3.47	1.13	3
	14	I make up a new word if I can't think of an English word.	2.67	1.45	4
	15	When I read in English, I don't look up every new word in a dictionary.	2.60	1.18	5
	16	I try to guess (predict) what people will say next in English.	3.87	1.06	1
	17	If I can't think of an English word, I use a word that means the same thing.	3.73	0.88	2

Table 4.10: Compensation strategies used by students at a low level

Strategies	Item	Questions	Mean	SD	Rank
Social strategies	25	If I don't understand, I ask English speakers to slow down or say it again.	3.73	1.10	1
	26	I ask English speakers to correct me when I talk.	2.93	1.44	4
	27	I practice English with other students.	3.13	1.06	2
	28	I ask for help from English speakers.	3.13	1.25	2

Table 4.11: Social strategies used by students at a high level

Social strategies were the third most frequently used strategies. All of the items were at a high and medium rate (table 4.11). Item 25 ("If I don't understand, I ask English speakers to slow down or say it again.") was the only item rated as high frequency use. It can be concluded that students tended to practice English language or ask their friends or other people for help in studying English. Respondents also reported that they practice English with their school friends (item 27), asked native speakers for help (item 28) and request native speakers to correct their speaking (item 26), with

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moderate use. Social strategies were used very often in communication (Ardiansyah 2015).

Strategies	Item	Questions	Mean	SD	Rank
Memory strategies	1	I use flashcards to learn new English words.	2.27	1.03	7
	2	I use rhymes to help me learn new English words.	2.47	1.06	6
	3	I act out new English words.	2.67	1.05	5
	4	I use new English words in a sentence to help me learn them.	2.93	1.03	4
	5	I learn new words by thinking about when I can use them.	3.07	0.96	3
	6	When I hear a new English word, I think of a picture to help me learn the word.	3.33	0.90	2
	7	I learn new words by thinking about where I first saw them on the page, on the board, or on a street sign.	3.40	1.24	1

Table 4.12: Memory strategies used by students at a high level

Most of the learning methods in memory strategies had moderate use whereas there were two methods used at a low rate (table 4.12). Previous research revealed that memory strategies were the most used whereas in this study they had medium to low use. From the results, it can be seen that learners with high proficiency reported they employed the strategy of “I learn new words by thinking about where I first saw them on the page, on the board, or on a street sign. (item 7)”, “When I hear a new English word, I think of a picture to help me learn the word. (item 6)”, “I learn new words by thinking about when I can use them. (item 5)”, “I use new English words in a sentence to help me learn them. (item 4)” And “I act out new English words. (item 3)” as a medium use method. On the other hand, students rated item 2 (“I use rhymes to help me learn new English words.”) and item 1 (“I use flashcards to learn new English words.”) had low frequency use.

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Strategies	Item	Questions	Mean	SD	Rank
Cognitive strategies	8	I read for fun in English.	3.20	0.94	1
	9	I first read a page (a text) quickly and then go back and read it carefully.	2.47	1.25	4
	10	I look for words in English that are like my own language.	3.07	1.44	2
	11	I break long words into small parts to figure out what they mean.	2.87	1.25	3
	12	I make summaries of things I hear or read in English.	2.33	1.05	5

Table 4.13: Cognitive strategies used by students at a high level

Cognitive strategies were in fifth place of the strategies employed by students with high proficiency. The results showed that respondents used these strategies at medium and low rates (table 4.13), such as “I read for fun in English. (item 8)”, “I look for words in English that are like my own language. (item 10) and “I break long words into small parts to figure out what they mean. (item 11) at a moderate level; meanwhile, “I first read a page (a text) quickly and then go back and read it carefully. (item 9) and “I make summaries of things I hear or read in English. (item 12) were rated at a low level of use.

Strategies	Item	Questions	Mean	SD	Rank
Affective strategies	22	I give myself a gift or a treat when I do well in English.	1.87	0.99	3
	23	I write about how I feel when I am learning English in my journal.	2.13	1.36	2
	24	I talk to people about how I feel when I am learning English.	3.00	1.00	1

Table 4.14: Affective strategies used by students at a high level

Affective strategies, as the least employed strategies by high proficiency students, relate to students’ emotions and attitude towards learning English language. Although these strategies were the sixth ranked strategies in this survey, they were used

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at medium frequency (table 4.14). Item 24 (“I talk to people about how I feel when I am learning English.”) was the only item in affective strategies that had medium use. The two items that were employed with low frequency were item 23 (“I write about how I feel when I am learning English in my journal.”) and item 22 (“I give myself a gift or a treat when I do well in English.”)

4.2.2. Learning Strategies Employed By Low-Proficiency Students

This section presented the answers for the second question of this study *(“What learning strategies do students with low proficiency employing?”).* The following tables (table 4.15 to table 4.20) together with descriptions are provided to give more details on the use of each strategy by low proficiency students.

Strategies	Item	Questions	Mean	SD	Rank
Metacognitive strategies	18	I see my English mistakes and try to do better.	3.23	1.24	3
	19	I listen well (carefully) when people speak English.	3.35	1.06	2
	20	I look for ways to be a better student of English.	3.62	0.94	1
	21	I think about how well I am doing in English.	3.12	1.14	4

Table 4.15: Metacognitive strategies used by students at a low level

According to the overall strategies used (table 4.23), the most used strategies by students at lower levels were metacognitive strategies. Items in these strategies were employed at high and medium use (table 4.15). It can be assumed that learners with low proficiency tried hard when it came to studying English, as evidenced in item 20 (“I look for ways to be a better student of English.”) in the survey. The frequency of use for the rest of the items (item 19 “I listen well (carefully) when people speak English.”, item 18 “I see my English mistakes and try to do better.” and item 21 “I think about how well I am doing in English.” was at a medium rate.

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Strategies	Item	Questions	Mean	SD	Rank
Memory strategies	1	I use flashcards to learn new English words.	2.12	1.03	7
	2	I use rhymes to help me learn new English words.	2.23	1.14	6
	3	I act out new English words.	2.35	0.89	5
	4	I use new English words in a sentence to help me learn them.	3.00	0.98	4
	5	I learn new words by thinking about when I can use them.	3.42	0.90	2
	6	When I hear a new English word, I think of a picture to help me learn the word.	3.35	1.02	3
	7	I learn new words by thinking about where I first saw them on the page, on the board, or on a street sign.	3.54	1.21	1

Table 4.16: Memory strategies used by students at a low level

Memory strategies came in second place in terms of the frequency of use. Referring to table 4.16, student pointed out that they learned and remembered new vocabulary when they thought about the place they first saw the words. (item 7) in high frequency use. Three items that had moderate use were item 5 (“I learn new words by thinking about when I can use them.”), item 6 (“When I hear a new English word, I think of a picture to help me learn the word.”), item 4 (“I use new English words in a sentence to help me learn them.”). Learners reported the frequency use of acting out (item 3 “I act out new English words.”), ryhmes (item 2 “I use rhymes to help me learn new English words.”) and flashcards (item 1 “I use flashcards to learn new English words.”) had low frequency of use.

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Strategies	Item	Questions	Mean	SD	Rank
Social strategies	25	If I don't understand, I ask English speakers to slow down or say it again.	3.23	0.99	1
	26	I ask English speakers to correct me when I talk.	2.50	1.10	4
	27	I practice English with other students.	2.92	1.02	2
	28	I ask for help from English speakers.	2.54	0.99	3

Table 4.17: Social strategies used by students at a low level

As the strategies in the third place, social strategies were used by learners at a medium rate (table 4.17). The methods utilized at a moderate level were asking native speakers to speak the same words again or to speak at a slower speed (item 25), learning with their friends in practicing time (item 27), asking native speaker to help them improve their speaking (item 28).

Strategies	Item	Questions	Mean	SD	Rank
Compensation strategies	13	If I can't think of an English word, I show what I mean with my hands.	3.23	1.37	2
	14	I make up a new word if I can't think of an English word.	1.92	0.93	5
	15	When I read in English, I don't look up every new word in a dictionary.	2.19	0.98	4
	16	I try to guess (predict) what people will say next in English.	3.35	0.98	1
	17	If I can't think of an English word, I use a word that means the same thing.	2.88	0.95	3

Table 4.18: Compensation strategies used by students at a low level

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Compensation strategies came in fourth place and were moderately used strategies overall. The frequency of use of these strategies was at a medium rate and low rate (table 4.18). The moderate use items were item 16 (“I try to guess (predict) what people will say next in English.”), item 13 (“If I can’t think of an English word, I show what I mean with my hands.”) and item 17 (“If I can’t think of an English word, I use a word that means the same thing.”). The other two items at a low rate were item 15 (“When I read in English, I don’t look up every new word in a dictionary.”) and item 14 (“I make up a new word if I can’t think of an English word.”).

Strategies	Item	Questions	Mean	SD	Rank
Cognitive strategies	8	I read for fun in English.	3.31	1.09	1
	9	I first read a page (a text) quickly and then go back and read it carefully.	2.04	0.82	5
	10	I look for words in English that are like my own language.	2.62	1.13	3
	11	I break long words into small parts to figure out what they mean.	2.92	1.38	2
	12	I make summaries of things I hear or read in English.	2.58	0.86	4

Table 4.19**:** Cognitive strategies used by students at a low level

Cognitive strategies, which are shown in table 4.23, were fifth on the list and were used at a medium level. There were five items about cognitive strategies in the questionnaire (table 4.19). Four out of five items were at a moderate level of use: “I read for fun in English.” (item 8), “I break long words into small parts to figure out what they mean.” (item 11), “I look for words in English that are like my own language.” (item 10) and “I make summaries of things I hear or read in English.” (item 12). The last item with a low use was “I first read a page (a text) quickly and then go back and read it carefully.” (item 9).

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Strategies	Item	Questions	Mean	SD	Rank
Affective strategies	22	I give myself a gift or a treat when I do well in English.	2.19	0.98	2
	23	I write about how I feel when I am learning English in my journal.	1.85	0.83	3
	24	I talk to people about how I feel when I am learning English.	2.58	1.03	1

Table 4.20: Affective strategies used by students at a low level

Affective strategies were the only language learning strategies that had a low frequency of use by low proficiency students (Table 4.20), similar to (Altuney, 2014), who found affective strategies to be the least used overall. This was contrast to the studies by Al-Buainain (2010), Ardiansyah (2015), found stated that unsuccessful students used affective strategies significantly. Three items from the questionnaire showed a frequency of use of the strategies at a medium to low level (table 4.20). Students revealed that the frequency of the time they expressed their feeling or telling others about their emotions (item 24) was moderate. For item 22 (“I give myself a gift or a treat when I do well in English.”) and item 23 (“I write about how I feel when I am learning English in my journal.”), the frequency of was at a low rate.

4.3. Discussion

This section discusses the results from this study in relation to the research questions mentioned in Chapter One. The literature review and the theoretical framework will be discussed and referenced.

4.3.1. What Learning Strategies Do Students With High Proficiency Use?

Metacognitive strategies were selected in the first place with the highest mean score at 3.72 and were rated in highly used strategies. Metacognitive strategies were used more than other strategies by high proficiency students. It can be assumed that this group of participants always use mind techniques in assisting their studying. They conduct self-evaluation and set their objectives when it comes to learning the English

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language. After setting their goal, they make an effort to search for the appropriate method to improve or avoid the same mistakes.

Metacognitive strategies were used more than other strategies by high proficiency students. This group of high-level students always sets their goals in learning English and their expected outcomes. Consequently, students conduct self-evaluation (Ardiansyah 2015). These students, in the end, gained more proficiency and confidence in using the English language. This result is in accordance with several previous studies by numerous researchers, which found that metacognitive strategies were the most popular among upper-intermediate and advanced students (Al-Buainain, 2010; Ardiansyah, 2015; Dreyer & Oxford, 1996; Gharbavi & Mousavi, 2012; Oxford, Judd & Giesen, 1998; Purpura, 1999; Tirabulkul, 2005; Yang, 2013). Compensation strategies, social strategies, memory strategies, and cognitive strategies followed metacognitive strategies as the second, third, fourth and fifth.

The compensation strategies came in second place in terms of frequency of use in learning English language (Al-Buainain, 2010; Ardiansyah, 2015). The study by Gharbavi & Mousavi (2012) also indicated that successful students used metacognitive strategies and compensation strategies the most. This was a little different from Osman & Ab Manan (2010), who reported that students used compensation strategies the most. The group of high-level respondents employed compensation strategies with a moderate frequency; however; these strategies still ranked at the top of the list. This may be because compensation strategies are related with speaking and listening skills. High proficiency students use these strategies when they had to communicate with others. The items in compensation strategies were rated at high use and medium use. None of the items had mean scores in low frequency of use (table 4.21). It can be assumed that when students face obstacles in communication, they try to use simpler ways, like guessing, changing words, or using body language to convey the meaning.

Social strategies were the third strategies used base on the high proficiency students' replies (Al-Buainain, 2010; Ardiansyah, 2015), followed by memory strategies, cognitive strategies and affective strategies.

Affective strategies were the last strategies on the list of overall learning strategies. The reason that these strategies were the least used might be from students' psychology. High proficiency learners of English language felt confident in themselves

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and were able to communicate in English without obstructions. They did not need strategies to control their feelings and emotions.

4.3.2. What Learning Strategies Do Students With Low Proficiency Use?

The students with low proficiency employed metacognitive strategies more often than other strategies, just as the students with high competency did. This is in line with the studies by Al-Buainain (2010), Ardiansyah (2015). Students in the low level group may use these strategies to monitor their progress (Ardiansyah 2015). However, the results contradict the findings of Gharbavi & Mousavi (2012) and Janphaosaeng (2006).

The finding that memory strategies were in second place confirms the previous studies by Al-Buainain (2010), Ardiansyah (2015), but this was slightly different from Abbas (2014) and Wael & Asnur & Ibrahim (2018), who found that memory strategies were the most used strategies. In contrast, Mulvihill 2016 determined that Thai students used memory strategies less than other strategies overall. As shown in table 4.21, items in these strategies were utilized in a variety of frequencies, perhaps because for low level students learning new words is necessary (Ardiansyah 2015).

Social strategies were in third place and were rated at medium use, the same as high proficiency students. This was different from Mutar (2018), who found that social strategies were used by low proficiency students less than high proficiency students. However, in the study by Gharbavi & Mousavi (2012), low proficiency students also used social strategies in the third place.

The findings on compensation strategies use by low proficiency students differ from the study of Teo, Chatupote and Qingquan (2009), who reported that students with low proficiency used compensation strategies more than other strategies.

Affective strategies were the least used strategies by low proficiency students and rated at a low frequency of use in accordance with the previous study by Abbas (2014), which stated that affective strategies were ranked in the fifth place. The results also differed from Mutar (2018), which found that the use of affective strategies had no significant difference, and the study by Janphaosaeng (2006), which revealed that students with low proficiency used affective strategies most.

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4.3.3. Overall Results (What Are The Differences And Similarities In The Language Learning Strategies Used By Students With Both High Proficiency And Low Proficiency?)

Regarding the research questions ***(What are the differences and similarities in the language learning strategies used by students with both high proficiency and low proficiency?)***, the results demonstrated that students from both groups employ metacognitive strategies the most while they tended not to use affective strategies, which were the least used strategies. (Figure 2)

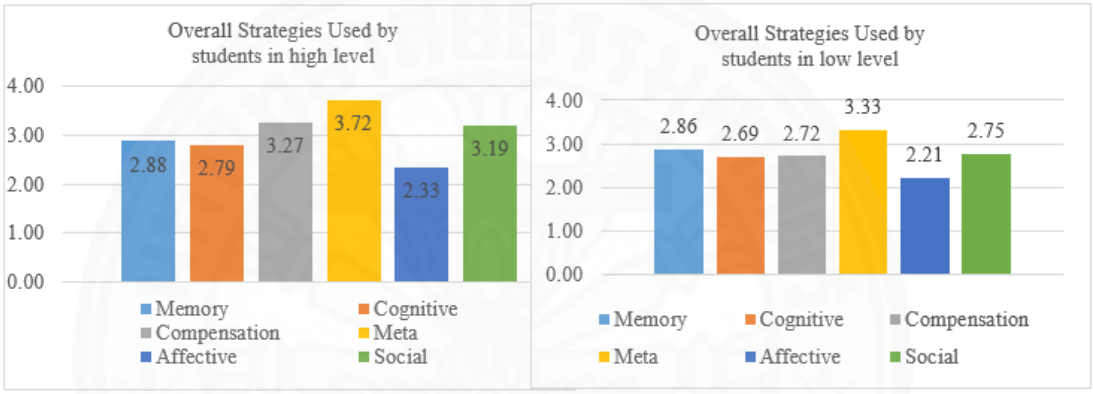


Figure 4.1: Overall strategies used by students at high levels and low levels

Closer inspection of the learning strategies used by students in high level in table 4.9 reveals that the frequency of the use of metacognitive strategies was at a high level whereas the frequency of the use of compensation strategies, social strategies, memory strategies, together with cognitive strategies was at a moderate level. Affective strategies were the only strategies used at a low level.

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Learning strategies	Mean	SD	Rank	Frequency rate
Memory strategies	2.88	0.11	4	Medium
Cognitive strategies	2.79	0.51	5	Medium
Compensation strategies	3.27	0.50	2	Medium
Metacognitive strategies	3.72	0.52	1	High
Affective strategies	2.33	0.58	6	Low
Social strategies	3.19	0.17	3	Medium

Table 4.21: Overall strategies used by students at a high level

Learning strategies	Mean	SD	Rank	Frequency rate
Memory strategies	2.86	0.12	2	Medium
Cognitive strategies	2.69	0.48	5	Medium
Compensation strategies	2.72	0.46	4	Medium
Metacognitive strategies	3.33	0.50	1	Medium
Affective strategies	2.21	0.48	6	Low
Social strategies	2.75	0.05	3	Medium

Table 4.22: Overall strategies used by students at a low level

As shown in table 4.23, students at a low level employed metacognitive strategies, memory strategies, social strategies, compensation strategies and cognitive strategies at a medium level use whereas affective strategies were used at a low level of frequency.

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High level students			Learning strategies	Low level students		
Frequency rate	Rank	Mean		Mean	Rank	Frequency rate
Medium	4	2.88	Memory strategies	2.86	2	Medium
Medium	5	2.79	Cognitive strategies	2.69	5	Medium
Medium	2	3.27	Compensation strategies	2.72	4	Medium
High	1	3.72	Metacognitive strategies	3.33	1	Medium
Low	6	2.33	Affective strategies	2.21	6	Low
Medium	3	3.19	Social strategies	2.75	3	Medium

Table 4.23: Comparison between the overall strategies used by students at high levels and low levels

According to the collected data from both groups (Table 4.23), it can be concluded that that high proficiency students employed a variety of strategies when they studied English language. All of the strategies were rated at high and medium level of use whereas low proficiency students used language learning strategies at medium and low level of use.. Participants in the high level group used language learning strategies more frequently than the low-level participants. The findings confirm the previous studies by Janphaosaeng (2006), Gharbavi & Mousavi (2012), Yang (2013), Gursoy & Eken (2017), Mutar (2018). High level students tended to use a greater variety of learning strategies, similar to the findings of Ardiansyah (2015); O'Malley and Chamot (1990), Yang (2013).

Comparing the language learning strategies employed by participants in both groups, high proficiency and low proficiency, the low-level students used learning strategies less than the former group. The results showed most of the strategies were categorized at medium frequency of use and low frequency of use. Five learning strategies were used at a medium frequency and one learning strategy was at a low

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frequency. It can be seen that students in the low-level group used language learning strategies less frequently (Chen, 1990; O'Malley & Chamot, 1989).

The most used strategies were metacognitive strategies whereas the least used strategies were affective strategies (table 4.21 and table 4.22).

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CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

This chapter reports a summary of the study, a summary of the findings, the conclusion and recommendations for further research.

5.1. Summary of The Findings

5.1.1. What learning strategies do students with high proficiency employ?

Metacognitive strategies: Student with high proficiency used metacognitive strategies with a high frequency. Paying attention to what they were listening to**,** correcting their mistakes and improving themselves were the techniques they employed often followed by self-evaluation.

Compensation strategies: Student with high proficiency used compensation strategies at a moderate frequency. Guessing the meaning and using synonyms were the technique employed sometimes followed by using body language, creating new words, and reading without knowing words.

Social strategies: Students with high proficiency used social strategies at a moderate frequency. They sometimes asked the native speakers to speak slower followed by practicing with friends and asking native speakers for help and for word correction.

Memory strategies: Students with high proficiency used memory strategies at a moderate frequency. Recalling the situation, using pictures, predicting utilization, making sentences, and showing the words through action were used sometimes followed by creating rhymes and using flashcards.

Cognitive strategies: Students with high proficiency used cognitive strategies at a moderate frequency. Enjoying while reading, linking the words with their native language's words, and using affixes to learn new words were sometimes used followed by reading the story again, and making summary.

Affective strategies: Students with high proficiency used affective strategies at moderate frequency. Telling their feelings was sometimes used followed by writing about their feeling and rewarding themselves.

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5.1.2. What learning strategies do students with low proficiency employ?

Metacognitive strategies: Students with low proficiency used metacognitive strategies at a moderate frequency. Improving themselves and paying attention were used often followed by paying attention while listening, fixing mistakes and conducting self-evaluation.

Memory strategies: Students with low proficiency used memory strategies at a moderate frequency. Recalling the first time a word was used often followed by using pictures, imagining the proper situation, making sentences. Learning through acting out, rhymes, and flashcards were rarely used.

Social strategies: Students with low proficiency used social strategies at a moderate frequency. Asking a native speaker to speak slower and practicing with classmates were sometimes used followed by asking native speakers for help and correction.

Compensation strategies: Students with low proficiency used compensation strategies at a moderate frequency. Guessing the sentences, using body language, and using synonyms were sometimes used followed by guessing the meaning and creating new words.

Cognitive strategies: Students with low proficiency used metacognitive strategies at a moderate frequency. Reading and enjoying, using affixes, finding the meaning of similar words in the native language, and writing summaries were sometimes used followed by reading and rereading.

Affective strategies: Students with low proficiency used metacognitive strategies at a moderate frequency. Expressing their feelings was sometimes used followed by rewarding and writing about their emotions.

5.2. Conclusion

The following conclusions can be drawn from the discussion above.

5.2.1. The students' proficiency affected the strategies used to learn English language. Students with higher proficiency tended to utilize more strategies than students with lower proficiency.

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5.2.2. Students at a high level also used each of the strategies more frequently than students at a low level.

5.2.3. The most used strategies by the two groups of students were metacognitive strategies while affective strategies were the least used strategies between these groups.

5.2.4. Students in both groups showed significant differences in choosing language learning strategies especially memory strategies, compensation strategies, along with social strategies. Students at a high level used compensation strategies and social strategies more than students at a low level.

5.3. Recommendations For Further Research

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

1. This research explored the learning strategies employed by students in one school only. Moreover, the study also aimed to compare the strategies used by students with different levels of proficiency who were studying in this school. Further investigation of the use of learning strategies should be conducted with other groups of learners. Future research could categorize learners into more detailed groups of language competency, such as an advanced group, an intermediate group, and a beginner group, to confirm and reveal the relationships between this study and further study.
2. This study investigated only one factor, which is language proficiency. However, other factors than language competency should be explored to examine the relationship between the strategies used and the investigated factors, particularly the factors that may affect the decision of the learners to choose specific learning strategies.

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APPENDICES

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APPENDIX A
THE SCHOOL SPEAKING CRITERIA IN THE PLACEMENT TEST.

	Need improvement (1 point)	**Sufficiently achieved (2 points)**	**Good (3 points)**	**Excellent (4 points)**
Vocabulary	Only basic vocabulary and expressions	Broad vocabulary and expressions	A variety of vocabulary and expressions	Correct and precise vocabulary and expressions with no errors.
Grammar	Basic grammar with errors	Adequate grammar and understanding with errors	A variety of grammar and tenses with a few errors.	Proper tense and grammar with a few errors
Fluency	Very slow and a lot of hesitation	Slow and show hesitation but still be able to continue	Smoothly speak with an effort and show hesitation	Smoothly speak with no effort and hesitation
Communication	Cannot express their opinion clearly and need a lot of help	Able to express their opinions and still need some help	Able to express their opinions appropriately with a little help	Express their opinion effectively and give appropriate responds
Pronunciation	Unclear pronunciation and intonation	Slightly unclear pronunciation and intonation	Clear pronunciation and intonation	Good pronunciation and intonation

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Score 5 – 7	:	Level 1 (Beginner)	Low proficiency level
Score 8 – 10	:	Level 2 (Elementary)	
Score 11 – 13	:	Level 3 (Pre-Intermediate)	
Score 14 – 16	:	Level 4 (Intermediate)	High proficiency Level
Score 17 – 18	:	Level 5 (Upper-Intermediate)	
Score 19 – 20	:	Level 6 (Advanced)	

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APPENDIX B

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) – ELL STUDENT FORM BY YULIYA ARDASHEVA & THOMAS R. TRETTER (2013)

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) – ELL student form is for students of English as a second or foreign language.

On the separate worksheet, write X in the table. The response (l, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

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

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of *how well the statement describes YOU*. Do not answer how you think you *should* be, or what *other* people do. *There are no right or wrong answers to these statements*. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 10 – 15 minutes to complete. If you have any questions, let the teacher know immediately.

Ref. code: 25615721040839EKZ

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

Strategies		**1**	**2**	**3**	**4**	**5**
Memory						
1	I use flashcards to learn new English words.					
2	I use rhymes to help me learn new English words.					
3	I act out new English words.					
4	I use new English words in a sentence to help me learn them.					
5	I learn new words by thinking about when I can use them.					
6	When I hear a new English word, I think of a picture to help me learn the word.					
7	I learn new words by thinking about where I first saw them on the page, on the board, or on a street sign.					
Cognitive						
8	I read for fun in English.					
9	I first read a page (a text) quickly and then go back and read it carefully.					
10	I look for words in English that are like my own language.					

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11	I break long words into small parts to figure out what they mean.					
12	I make summaries of things I hear or read in English.					
Compensation						
13	If I can't think of an English word, I show what I mean with my hands.					
14	I make up a new word if I can't think of an English word.					
15	When I read in English, I don't look up every new word in a dictionary.					
16	I try to guess (predict) what people will say next in English.					
17	If I can't think of an English word, I use a word that means the same thing.					
Metacognitive						
18	I see my English mistakes and try to do better.					
19	I listen well (carefully) when people speak English.					
20	I look for ways to be a better student of English.					
21	I think about how well I am doing in English.					
Affective						
22	I give myself a gift or a treat when I do well in English.					
23	I write about how I feel when I am learning English in my journal.					
24	I talk to people about how I feel when I am learning English.					

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Social						
25	If I don't understand, I ask English speakers to slow down or say it again.					
26	I ask English speakers to correct me when I talk.					
27	I practice English with other students.					
28	I ask for help from English speakers.					

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APPENDIX C

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

VERSION 7.0 (ESL/EFL) © R. OXFORD. 1989

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. On the separate worksheet, write the response (l, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

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

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of *how well the statement describes YOU*. Do not answer how you think you *should* be, or what *other* people do. *There are no right or wrong answers to these statements*. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

Ref. code: 25615721040839EKZ

EXAMPLE

I actively seek out opportunities to talk with native speakers in English.

On this page, put an "X" in the blank underneath the statement that best describes what you actually do in regard to English now. Do not make any marks on the Worksheet yet.

Never or Almost Never True of me	Generally Not True of Me	Somewhat	Generally True of Me	Always or Almost Always True of Me
1	2	3	4	5
_____	_____	_____	_____	_____

If you have answered the question above, you have just completed the example item. Now wait for the teacher to give you the signal to go on to the other items. When you answer the questions, work carefully but quickly. Mark the rest of your answers on the Worksheet, starting with item 1.

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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

(Write answers on Worksheet)

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.

Ref. code: 25615721040839EKZ

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

(Write answers on Worksheet)

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.

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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

(Write answers on Worksheet)

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.
41. 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.

Ref. code: 25615721040839EKZ

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

(Write answers on Worksheet)

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.

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APPENDIX D

RESEARCH QUESTIONNAIRE

1. Age: How old are you?
   a. 10 – 19 years old
   b. 20 – 29 years old
   c. 30 – 39 years old
   d. 40 or older years old
2. Gender: What is your gender?
   a. Male or Man
   b. Female or Woman
   c. Other
   d. Prefer not to respond
3. Number of Years learning English
   a. 0 – 3 years
   b. 5 – 8 years
   c. 8 – 10 years
   d. 10 or more years

4. Educational Qualifications
   a. Diploma/Certificate
   b. Bachelor’s degree
   c. Master’s degree
   d. Doctoral degree.

5. Reasons for Learning English
   a. To meet foreigners and make friends.
   b. To broaden my knowledge in general.
   c. To travel abroad.
   d. To advance my career path
   e. To pass the exam in English language test

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f. To prepare myself to study abroad
g. To be able to read books and documents in the language
h. Other: _____

6. Which level are you currently learning?
   i. Level 1
   ii. Level 2
   iii. Level 3
   iv. Level 4
   v. Level 5
   vi. Level 6

7. How well can you speak the language?
   a. Fluently
   b. Somewhat fluently; I can speak English but I have problems making others understand my meaning
   c. Not very well: I know many words and phrases but I usually have struggles when speaking
   d. Can speak a little; I know the easy words, but I cannot put them in a sentence
   e. Not at all.
8. How often do you learn and practice English?
   a. Every day
   b. Every other day
   c. Every 2 – 3 days
   d. Every week
9. How would you identify your race/ethnicity?
   i. White
   ii. Black
   iii. Latino
   iv. Asian
   v. Other: _____

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Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) – ELL student form is for students of English as a second or foreign language.

On the separate worksheet, write X in the table. The response (l, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

แบบฟอร์มนี้จัดทำขึ้นเพื่อนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาที่สอง หรือภาษาต่างประเทศ ภายในฟอร์มที่แนบมา ให้เลือกกากบาท (X) ในช่องคำตอบ (l, 2, 3, 4 หรือ 5) ในตารางซึ่งจะบอกข้อความข้างต้นเป็นจริงอย่างไร

l. Never or almost never true of me ไม่เป็นความจริงเลย หรือเกือบจะไม่จริงสำหรับฉัน

2. Usually not true of me โดยปกติแล้วไม่จริงสำหรับฉัน

3. Somewhat true of me เป็นจริงบางครั้งสำหรับฉัน

4. Usually true of me โดยปกติแล้วเป็นจริงสำหรับฉัน

5. Always or almost always true of me เป็นจริงเสมอ หรือเกือบจะจริงสำหรับฉัน

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you. ไม่เป็นความจริงเลย หรือเกือบจะไม่จริงสำหรับฉัน หมายความว่า ข้อความนี้เป็นจริงได้ยากสำหรับคุณ

USUALLY NOT TRUE OF ME means that the statement is true less than half the time. โดยปกติแล้วไม่จริงสำหรับฉัน หมายความว่า ข้อความนี้เป็นจริงน้อยกว่าครึ่งของทั้งหมด

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

เป็นจริงบางครั้งสำหรับฉัน หมายความว่า ข้อความนี้เป็นจริงครึ่งหนึ่งของทั้งหมด

USUALLY TRUE OF ME means that the statement is true more than half the time.

โดยปกติแล้วเป็นจริงสำหรับฉัน หมายความว่า ข้อความนี้เป็นจริงมากกว่าครึ่งของทั้งหมด

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always เป็นจริงเสมอ หรือเกือบจะจริงสำหรับฉัน หมายความว่า ข้อความนี้เป็นจริงเกือบจะทั้งหมด

Answer in terms of how well the statement describes YOU. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Select your answers. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

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ตอบคำถามว่า ข้อความที่ให้มาอธิบายตัวคุณได้ดีขนาดไหน อย่าตอบในสิ่งที่คุณคิดว่าคุณควรทำ หรือคนอื่นควรทำ ไม่มีคำตอบที่ถูกหรือผิดสำหรับข้อความต่อไปนี้ เลือกคำตอบของคุณ ตอบให้เร็วที่สุดที่คุณทำได้โดยความระมัดระวัง โดยปกติแล้วจะใช้เวลา 20 ถึง 30 นาทีในการทำจนเสร็จ ถ้าคุณมีคำถาม ให้ถามครูของคุณทันที

l. Never or almost never true of me	ไม่เป็นความจริงเลย หรือเกือบจะไม่จริงสำหรับฉัน
2. Usually not true of me	โดยปกติแล้วไม่จริงสำหรับฉัน
3. Somewhat true of me	เป็นจริงบางครั้งสำหรับฉัน
4. Usually true of me	โดยปกติแล้วเป็นจริงสำหรับฉัน
5. Always or almost always true of me	เป็นจริงเสมอ หรือเกือบจะจริงสำหรับฉัน

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Strategies		**1**	**2**	**3**	**4**	**5**
Memory						
1	I use flashcards to learn new English words. ฉันใช้การ์ดคำศัพท์ในการเรียนรู้คำศัพท์ใหม่					
2	I use rhymes to help me learn new English words. ฉันใช้ทำนองในการช่วยเรียนรู้คำศัพท์ใหม่					
3	I act out new English words. ฉันแสดงออกถึงคำศัพท์นั้นผ่านท่าทาง					
4	I use new English words in a sentence to help me learn them. ฉันใช้คำศัพท์ใหม่ในประโยคเพื่อจะเรียนรู้คำศัพท์					
5	I learn new words by thinking about when I can use them. ฉันเรียนรู้คำศัพท์ใหม่โดยการคิดถึงสถานการณ์ที่สามารถใช้คำศัพท์นั้นได้					
6	When I hear a new English word, I think of a picture to help me learn the word. เมื่อฉันได้คำศัพท์ใหม่ๆ ฉันคิดภาพออกมาเพื่อช่วยในการเรียนคำศัพท์					
7	I learn new words by thinking about where I first saw them on the page, on the board, or on a street sign. ฉันเรียนคำศัพท์ด้วยการคิดถึงบริเวณที่เจอคำศัพท์นั้นบนหน้ากระดาษ บนกระดาน บนบอร์ดประกาศ หรือสัญลักษณ์บนถนน					
Cognitive						
8	I read for fun in English. ฉันอ่านเพื่อความสนุกในภาษาอังกฤษ					
9	I first read a page (a text) quickly and then go back and read it carefully. ฉันอ่านหน้าแรกอย่างรวดเร็วและกลับมาที่หน้าหลังสุดและอ่านอย่างรวดเร็ว					
10	I look for words in English that are like my own language. ฉันมองหาคำศัพท์ใหม่ที่เหมือนภาษาของฉันเอง					
11	I break long words into small parts to figure out what they mean.					

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	ฉันค่อยๆย่อยคำศัพท์ออกเป็นส่วนและหาความหมายที่ละส่วน					
12	I make summaries of things I hear or read in English. ฉันทำสรุปสำหรับสิ่งที่ฉันได้ยินหรืออ่านในภาษาอังกฤษ					
Compensation						
13	If I can't think of an English word, I show what I mean with my hands. ถ้าฉันไม่สามารถคิดคำภาษาอังกฤษออกได้ ฉันจะใช้มือในการสื่อความหมาย					
14	I make up a new word if I can't think of an English word. ฉันคิดค้นคำศัพท์ใหม่ขึ้นมาเอง ถ้าฉันไม่สามารถคิดคำภาษาอังกฤษได้					
15	When I read in English, I don't look up every new word in a dictionary. เมื่อฉันอ่านภาษาอังกฤษ ฉันจะไม่เปิดคำศัพท์ใหม่ทุดคำในพจนานุกรม					
16	I try to guess (predict) what people will say next in English. ฉันพยายามที่จะเดา (หรือทำนาย) สิ่งที่ผู้อื่นกำลังจะพูดในภาษาอังกฤษ					
17	If I can't think of an English word, I use a word that means the same thing. ถ้าฉันไม่สามารถคิดคำภาษาอังกฤษ ฉันเลือกใช้คำอื่นที่มีความหมายเหมือนกัน					
Metacognitive						
18	I see my English mistakes and try to do better. ฉันเห็นความผิดพลาดในภาษาอังกฤษของฉัน และพยายามทำให้ดีกว่าเดิม					
19	I listen well (carefully) when people speak English. ฉันฟังอย่างตั้งใจ เมื่อผู้อื่นสนทนาภาษาอังกฤษ					
20	I look for ways to be a better student of English. ฉันมองหาหนทางที่จะเป็นนักเรียนภาษาอังกฤษที่ดีกว่าเดิม					
21	I think about how well I am doing in English. ฉันคิดเกี่ยวกับว่าฉันทำได้ดีขนาดไหนเกี่ยวกับภาษาอังกฤษ					

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Affective						
22	I give myself a gift or a treat when I do well in English. ฉันให้ของขวัญกับตัวเองเมื่อฉันทำได้ดีเกี่ยวหับภาษาอังกฤษ					
23	I write about how I feel when I am learning English in my journal. ฉันเขียนเกี่ยวกับความรู้สึกของเมื่อฉันเรียนภาษาอังกฤษในบันทึก					
24	I talk to people about how I feel when I am learning English. ฉันพูดคุยกับผู้อื่นเกี่ยวกับความรู้สึกของฉันเวลาเรียนภาษาอังกฤษ					
Social						
25	If I don't understand, I ask English speakers to slow down or say it again. ถ้าฉันไม่เข้าใจ ฉันจะขอให้เจ้าของภาษาพูดให้ช้าลงหรือพูดซ้ำอีกครั้ง					
26	I ask English speakers to correct me when I talk. ฉันขอร้องเจ้าของภาษาให้แก้ไขข้อผิดพลาดเวลาฉันพูด					
27	I practice English with other students. ฉันฝึกฝนภาษาอังกฤษกับนักเรียนคนอื่น					
28	I ask for help from English speakers. ฉันขอความช่วยเหลือจากเจ้าของภาษา					

Ref. code: 25615721040839EKZ

BIOGRAPHY

Name	Miss Sarocha Khumhom
Date of Birth	July 17, 1993
Educational Attainment	2013: Bachelor's degree of Arts (English language), Ramkhumheang University
Work Position	English language teacher
Work Experiences	2017 – 2019: English language teacher, Language school 2019: English language teacher, ECC language institute

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