

ENGLISH LANGUAGE LEARNING STRATEGIES OF ASEAN  
EXCHANGE STUDENTS IN THAI CONTEXT



A Thesis Submitted to University of Phayao  
in Partial Fulfillment of the Requirements  
for the Master of Arts Degree in English

June 2016

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DUANGRUTHAI KITJA

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Thesis

Title

English Language Learning Strategies of ASEAN Exchange Students in Thai Context

Submitted by Duangruthai Kitja

Approved in partial fulfillment of the requirements for the  
Master of Arts Degree in English  
University of Phayao

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### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อสำรวจกลยุทธ์การเรียนรู้ทางด้านภาษาอังกฤษที่ถูกใช้โดยนักศึกษาในกลุ่มอาเซียนในสภาพแวดล้อมที่ใช้ภาษาไทยเป็นภาษาราชการ ของนักศึกษากลุ่มอาเซียน มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย ระดับปริญญาตรี จำนวน 86 คน ปีการศึกษา 2556 โดยนักศึกษาได้ร่วมตอบคำถามจากแบบสอบถาม SILL oxford (1990) และสัมภาษณ์ จากการวิเคราะห์แบบคำตอบของนักศึกษาชาวอาเซียน 86 คน พบว่านักศึกษาที่ใช้ภาษาอังกฤษเป็นภาษาที่สองที่มีผลการเรียนดี เลือกใช้กลยุทธ์การเรียนรู้ภาษาอังกฤษ เฉลี่ยที่ 3.62 นักศึกษาที่ใช้ภาษาอังกฤษเป็นภาษาที่สองที่มีผลการเรียนพอใช้ เลือกใช้กลยุทธ์การเรียนรู้ภาษาอังกฤษ เฉลี่ยที่ 2.87 นักศึกษาที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศที่มีผลการเรียนดี เลือกใช้กลยุทธ์การเรียนรู้ภาษาอังกฤษ เฉลี่ยที่ 3.52 และนักศึกษาที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศที่มีผลการเรียนพอใช้ เลือกใช้กลยุทธ์การเรียนรู้ภาษาอังกฤษ เฉลี่ยที่ 2.47 อย่างไรก็ตาม นักศึกษาที่ใช้ภาษาอังกฤษเป็นภาษาที่สองเลือกใช้ กลวิธีที่นำไปสู่ความสำเร็จมากที่สุด ในขณะที่นักศึกษที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศเลือกใช้ กลวิธีที่ชดเชยข้อบกพร่องมากที่สุด



**Title:** ENGLISH LANGUAGE LEARNING STRATEGIES OF ASEAN EXCHANGE STUDENTS IN THAI CONTEXTS

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**Keywords:** English language learning strategies, ASEAN students, Thai contexts

### ABSTRACT

This research was conducted investigate English language learning strategies used by undergraduate ASEAN students at M University, Northern of Thailand. The participants consisted of 97 ASEAN students. There are 9 ESL students and 88 EFL students. The research instruments were adapted from the Strategy Inventory for Language Learning (SILL) questionnaires (oxford, 1990) and the interview questions. The data obtained from the returned surveys were analyzed using descriptive statistics and t test. This research concluded that: ESL high proficiency students used English language learning strategies as 3.62. ESL low proficiency students used English language learning strategies as 2.87. EFL high proficiency students used English language learning strategies as 3.52. And then, EFL low proficiency students used English language learning strategies as 2.47. In addition, ESL ASEAN students used Metacognitive strategy the most while EFL ASEAN students used Compensation strategy the most.



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## ABBREVIATIONS



|       |   |   |
|-------|---|---|
| L1    | = | The first Language                            |
| L2    | = | The second Language                           |
| ESL   | = | English as a Second Language                  |
| EFL   | = | English as a Foreign Language                 |
| AEC   | = | ASEAN Economics Community                     |
| MU    | = | M University                                  |
| LS    | = | Learning Strategies                           |
| LLS   | = | Language Learning Strategies                  |
| SILL  | = | The Strategy Inventory for Language Learning  |
| AEC   | = | ASEAN Economics Community                     |
| ASEAN | = | Association of South East Asian Nations       |
| TOEFL | = | Test of English as a Foreign Language         |
| IELTS | = | International English Language Testing System |
| MU    | = | M University                                  |
| ASC   | = | ASEAN Political–Security Community            |
| ASSCC | = | ASEAN Socio–Cultural Community                |
| ELT   | = | English Language Teaching                     |
| CBT   | = | Computer–Based Testing                        |
| IBT   | = | Internet– Based Testing                       |
| SD    | = | Standard Deviation                            |

## CHAPTER I

### INTRODUCTION

#### **Background of the study**

In the globalization era, it is unquestioned that English language has a tremendous influence on every people's lives and more indispensable for technology and communication. It is the dominant global language to people around the globe. There are English as a foreign language (EFL) and English as a second language (ESL) that people use for communication. English, hence, is an important communicative tool. People use English language for varied purposes such as trading, internet, computer programs, entertainments, military, and textbooks. More than hundred billion people around the world use English as a communicative language. Therefore, the governments in most countries attempt to promote their students to study more English language. Among ASEAN countries, English is the working language used to communicate among governments, and to do business among companies. According to Chitnayee and Wattanathorn (2012, p. 177), English will have distinguishing roles in ASEAN in the End of 2015 in terms of communication, education, and competitive occupation within AEC countries.

AEC refers to ASEAN Economics Community which consists of 10 country members; Cambodia, Brunei, Singapore, Laos, Burma, Thailand, Malaysia, Indonesia, Vietnam, and Philippines. Those members need to open their own countries for free trades and exchanging working skills and technology. Being the center of AEC, Thai government should prepare their students to have capability of all fields of study and also promote necessary skills, especially English communicative skills. For this reason, teachers and students must practice speaking English more frequently. Not only education and language, but also cultural and intellectual attitude is important for preparation to AEC. Thai people should prepare themselves for the change on dissimilar ASEAN cultures in both of English language and cultural wisdoms. English skills are necessary for Thai people to live among the others (Kruthai, 2012). However, Thai students still empty-headed ASEAN's knowledge, ability to use English skills, and neighbors' knowledge regarding histories and cultures (Unjanakitti, 2012).

English language is going to be the main language used to communicate among AEC countries unless Thai students quite lack English language skills, whilst English language will be the main language of ASEAN. According to the aptitude test conducted by the Ministry of Education, it shows that the average of English score is the least of all subjects. Moreover, the average score of Thais' TOEFL iBT is seventy-five out of hundred and twenty in 2010. This total score represents that Thai students have scoreless than Singapore, Malaysia, Philippine, and Indonesia in which are competitors in ASEAN. Furthermore, a survey done by education first international language school presents that Thai adults' rank is 42<sup>nd</sup> out of 44 countries, representing that English proficiency is behind Cambodia, Indonesia, Malaysia, and Vietnam. Additionally, Bangkok Post reports that the rank of Thais' English language skill is inferior to other ASEAN member countries. It shows that Thai people should develop English language competence.

When Thailand is going to drive to AEC in 2015, English language will be the most important tool for communication. From Coconuts Bangkok (2012), it shows that Thai education system needs to improve English language education in order to be able to compete with other ASEAN countries. There are many ASEAN exchange students studying in Thailand such as those from Singapore, Malaysia, Philippines, Brunei, Laos, Cambodia, Burma, Vietnam, and Indonesia. Those exchange students use English language to communicate both inside and outside classes; therefore, English language is not their problem in living within the AEC countries. For this reason, the researcher has a doubt why do ASEAN exchange students get a good TOFEL score, whereas Thai students don't. In addition, the office of the Education Council analyzed that "Thai education system has no clear strategy or goal to effectively teach English and educate young people on the importance of the world's business language".

This research is tempted to investigate and present the differences of English language learning strategies between EFL and ESL of ASEAN exchange students in Thai context. Wongrakha (2011) specified that none lessons can solved any kind of English language problems therefore the investigation of English language learning strategies could create suitable strategies for students to solve any kind of English language problems. As Nunan (1998, p. 172) stated, "Learners who are taught the strategies underlying their learning are more highly motivated than those who are not". Student would be able to use

different strategies in English language learning to achieve their goals. Tsan (2008) claimed that the importance of the use of learning strategies is to make learners' language better because successful language learners could aid those are beginning learners and low English proficiency students. In the same vein, teachers could use those strategies to improve their teaching and awareness of learning strategies through appropriate teaching training. In term of teachers' instructional design, it can help to meet the needs of individual student in language learning strategies. Yang (2007) emphasized that if teachers know more about effective strategies which make the learners succeed, they can apply these effective strategies to low English proficiency students to enhance their language skills. Thai children will study adapted lessons. Hence, the problem must be solved as soon as possible. Otherwise, Thai students will lack many opportunities of AEC.

### **Research questions**

According to the aforementioned reason, the investigation of English language learning strategies of ASEAN exchange students in Thai context is necessary for Thai students to achieve English language learning goals. Consequently, this research aims to investigate students, English language learning strategies. Moreover, this research identified the new ways of learning approach for undergraduate students to prepare their English language before AEC in 2015. The specific research questions are proposed as follows:

1. What are the English language learning strategies used (memory, cognitive, compensatory, metacognitive, affective, and social) by EFL and ESL ASEAN exchange students and to what extent ?
2. What are the differences of the English languages learning strategies used by high and low English proficiency students ?
3. What are the factors affecting ASEAN exchange students choice of the strategies used ?

It is a hope that this research may give some benefits for Thai students who are learning English language within university level. The research could provide effective

strategies to enhance their language skills. It is the preparation for Thai students and teachers before attending AEC in 2015.

### **Objectives of the study**

1. To investigate English language learning strategies used by EFL and ESL from ASEAN exchange students.
2. To compare the English language learning strategies used by high and low English proficiency students.
3. To investigate the factors affecting ASEAN exchange students choices of the strategies used.

### **Scope of the study**

This research is the investigation of English language learning strategies of undergraduate ASEAN exchange students at M University (MU) where English is used to communicate in all classes. M university is well-known in Asia. There are many ASEAN exchange students at MU from all over Asian countries. The researcher investigated all fields, year of educations, and genders of ASEAN exchange students. There are Ninety-seven ASEAN exchange undergraduate students in various fields at M University, but there were only eighty-six students who were collected through simple random sampling in this study. The participant consists of three Bhutanese, two Cambodian, nine Chinese, two Indonesian, two Japanese, five Korean, three Malaysian, fifty-nine Burmese, and a Filipino.

### **Structure of the study**

The first chapter provides background and development of the research including objectives of the study, research questions, and the definition of terms, the scope of the study, and the expected benefits and application.

In Chapter 2 will review language learning strategies, classification of language learning strategies, English language learning in EFL, English language learning in ESL, ASEAN Economics Community (AEC), language and culture in intercultural communication, and previous studies.

Chapter 3 will present methodology and data collection.

Chapter 4 will present the analysis of the findings of all questionnaires and interviews.

And, Chapter 5 will be discussion of the findings, limitations of the study, and suggestions for further research.

### **Definition of terms**

In this study, there are three words; English language learning strategies, ASEAN exchange students, and Thai context are defined as follows.

**English Language Learning Strategies** refer to the strategies used by ASEAN exchange students when studying English language at M University, Northern of Thailand.

**ASEAN Exchange Students** are defined as the undergraduate students who come from ASEAN countries. They are both EFL and ESL students studying at M University, academic year 2013.

**Thai Context** means M University's surrounding (Thai people, Thai culture, Thai food, and Thai norm) by focusing on both inside and outside their classes.

### **Expected benefits and applications**

1. The research results would be beneficial for Thai educations while they are studying in AEC countries with other ASEAN exchange students.
2. This research results would be a useful tool for educational planners, methodologists, and improvement in Thai's Education system.



## CHAPTER II

### LITERATURE REVIEWS

In order to clarify the background to the research questions of this study, chapter 1 has already explained background of the study, objectives, scope of the study, research questions, definition of words, expected benefits and structure of the study. Chapter 2 further addresses the definition of language learning strategies through classification of language learning strategies, ASEAN economics community, language and culture, intercultural communication, English language learning in EFL, English language learning in ESL, and previous studies.

In Thailand, there are many ASEAN exchange students and there have been many fields of language learning strategies which emphasize on learners. The research will investigate English language learning strategies which are used in Thai context by ASEAN exchange students. They were classified as EFL and ESL students. Thus, this chapter shows types of strategies the learners manipulate to understand the language, the background of language learning strategies and language learning strategies from a number of researchers.

#### **Definition of language learning strategies**

In 1960s, research into language learning strategies was begun particularly in cognitive psychology (Williams and Buden, 1997, p. 149). Learning Strategies (LS) are the learner's encoding process through behaviors and thought which the learner participate during learning (Weinstein and Mayer, 1986). Gass and Selinker (2001, p. 356) claim internal mental actions and physical actions are included in learning strategy. Wenden and Rubin (1987, p. 19) define learning strategies as any sets of operations, steps, plans and routines used by the learners to obtain and use of information. Richards and John (1992) state that learning strategies are thoughts and behavior of learners while they are learning. It was better to help them comprehend, learn, and remember new language information. According to Faerch and Casper (1983, p. 67), a learning strategy is an effort to improve

linguistic and sociolinguistic competence in the target language. Stern (1992, p. 261) states the learners must use learning or language learning strategies to achieve their goals. Besides, learning strategies are defined as understanding's techniques, remembering, and using data that are purposely used and consciously controlled by the learners (Pressley and McCormick, 1995; Bialystok, 1990; Oxford, 1990).

Gass and Selinker (2001) define that language learning strategies (LLS) is a strategic plan undertaken by learner in learning. Moreover, Cohen (1998, p. 4) defines Language learning strategy as the processes of learning which are chosen by learners. It influences the action of second language learning through the memorandum, memory, recognize, and application of that language's information.

Moreover, Oxford (1990, p. 8) defines that strategies make learning faster, easier, more self-directed, more enjoyable, more effective, and more transferable to new situations. The strategies also help language learners become more independent learners, autonomous, and lifelong learning (Allwright, 1990; Little, 1991). Language learners use either awareness of or unawareness of language learning strategies during the performance of processing in new language information and performing in the classroom. When the learners face the new difficult tasks given by their instructors in classrooms, the problem will be the quickest and easiest way to solve as a problem-solving environment. The language learners will use language learning strategies that are unavoidable through an appropriate way by themselves.

In the outcome, using Language Learning Strategies are important in learning process. The strategies became a part of lives as thought and behavior while the learners were learning at all times. They are the English language learning tools which is useful in learning, apprehension, remember, and thinking process.

### **Classification of language learning strategies**

There are many researchers who defined language learning strategies in numerous ways. Nevertheless, most of these attempts to categorize language learning strategies that reflect more or less the similar categorizations of language learning strategies as follows; Naiman, et al. (1978) stated that there are many languages learning

strategies categories as an active task approach, realization of language as a system, management of affective demands, realization of language as a means of communication and interaction, and monitoring of second language performance.

Bialystok (1979) examined learning strategies in four strategies as functional practicing, formal practicing, monitoring, and inferring. Bialystok's model has positive effects on achievement of language learners.

Rubin (1987) divided language learning strategies into two main categories as direct strategies and indirect strategies. The direct strategies consist of Clarification/verification, Monitoring, Memorization, Guessing/inductive reasoning, Deductive reasoning, and Practice. Indirect strategies consist of creating opportunities for practice, using production tricks such using circumlocutions, synonyms, or formulaic interaction.

O'Malley and Chamot (1990) separated language learning strategies into two main types; Metacognitive strategies and cognitive strategies. Metacognitive strategy is learning process involving thinking, planning, monitoring and evaluating learning. In case of cognitive strategies, it includes manipulating the material and applies technique to the learning task.

Furthermore, Anderson (2002) categorized language learning strategies into seven main types: self-motivating strategies, social strategies, affective strategies, compensatory strategies, cognitive strategies, metacognitive strategies, and mnemonic or memory related strategies.

According to Oxford (1990) who named and offered 60 language learning strategies examples but they can be classified into six groups (Scovel, 2001). The six strategies groups are divided into two main learning strategies' categories as Direct and Indirect strategies. A direct strategy consists of memory strategies, cognitive strategies, and compensation strategies. Another one, indirect strategy consists of affective strategies, metacognitive strategies, and social strategies. Table 1 describes the overview of Language Learning Strategies of Oxford:

**Table 1 Two mains Language Learning Strategies**

| Direct Strategies    |                           | Indirect Strategies         |                            |
|----------------------|---------------------------|-----------------------------|----------------------------|
| 1. Memory strategies | A. Creating mental images | 1. Metacognitive strategies | A. Centering your learning |

Table 1 (CONT.)

|                            | Direct Strategies                                 |                             | Indirect Strategies                     |
|----------------------------|---|-----------------------------|---|
|                            | B. Applying images and sounds                     | 1. Metacognitive strategies | B. Arranging and planning your learning |
|                            | C. Reviewing well                                 |                             | C. Evaluating your learning             |
| 2. Cognitive strategies    | A. Practicing                                     | 2. Affective strategies     | A. Lowering your anxiety                |
|                            | B. Receiving and sending messages                 |                             | B. Encouraging yourself                 |
|                            | C. Analyzing and reasoning                        |                             | C. Taking your emotional temperature    |
|                            | D. Creating structure for input and output        |                             |   |
| 3. Compensation strategies | A. Guessing intelligently                         | 3. Social strategies        | A. Asking questions                     |
|                            | B. Overcoming limitations in speaking and writing |                             | B. Cooperating with others              |
|                            |   |                             | C. Empathizing with others              |

Source: Oxford, 1990

Two major groups of English language learning strategies as follows:

#### Indirect Strategies group

1. Metacognitive strategies are used to handle all of learning processes such as evaluating task, planning, and identifying one's own preferences.
2. Affective strategies are management of learner's emotion and motivation.
3. Social strategies are strategies focusing upon the ways that learner can get along well with others and understand the target culture, for example, asking for questions, asking for help, exploring cultural norm.

#### Direct Strategies group

1. Memory-related strategies help the learner link one L2 item or concept with another but do not necessarily involve deep understanding such as acronyms, images, sound, and key words.
2. Cognitive strategies are the direct ways' management of the language materials by the learner such as note-taking, analysis, and synthesizing.
3. Compensatory strategies are making up the missing knowledge such as gestures, guessing from the contexts in listening and reading, and pause word.

In conclusion, Naiman, et al. (1978); Bialystok (1979) showed language learning strategies as a system of communication, interaction, management of effect demands of second language for achieve of language learners.

In contrast, Rubin (1987); O'Malley and Chamot (1990) divide language learning strategies into 2 categories. Moreover, they were also different in categories' details. Indirect and direct strategies are the concept of Rubin (1987) but O'Malley and Chamot (1990) divide into Metacognitive and Cognitive strategies.

Furthermore, Oxford (1990); Anderson (2002) have rather similarity of main types of language learning strategies. They classified language learning strategies into six group as Memory, Cognitive, Affective, Compensation, Social strategies, and Metacognitive. Additionally, Self-motivation is another strategy added by Anderson (2002).

Language learning strategies perform as the most important variables affecting execution in a second language. There is much investigation to determine the precise roles of strategies. It can be seen that language learning strategies are divided into 2 main parts. There are direct strategies and indirect strategies. It is defined as a specific process which helps student to classify and achieve their goals in learning language. It is the process of thinking, planning, and memorizing that the learners can select which suitable for them when they learn English among foreigners. In 2015, Thailand will be the one of 10 AEC countries, Language learning strategies will be useful for every learner to improve their English language learning.

### **ASEAN Economics Community (AEC)**

ASEAN charter (n.d.) states that, ASEAN (Association of South East Asian Nations) was established by Bangkok Declaration since August 8, 1967. At the first time, there were only five members: Federation of Malaysia, Republic of Indonesia, Republic of Philippines, Republic of Singapore, and also The Kingdom of Thailand. After that, five new countries were participated such as Kingdom of Cambodia, Lao People's Democratic Republic, Republic of the Union of Myanmar, the Socialist Republic of Vietnam, and the latest country was Negara Brunei Darussalam. Hence, AEC or ASEAN Economics Community is the participation group of ASEAN which is established for mutual benefits

among ten countries similar to Euro Zone Group. “One Vision, One identity, One Community” is the motto of ASEAN. National information center reports that the sign of ASEAN is ten yellow ears of rice bunch on red surface that is surrounded by blue and white circle. It means the friendship of ten countries in South East Asia. It will be start in 2015.

ASEAN charter (n.d.) also stipulates the objectives of ASEAN that are to support friendship among ASEAN countries, keep peace and stability, develop society and culture, political stability, stimulate economic growth, well-being of people on the equality, and keeping the mutual benefit of member. From Thai AEC, there are not only mutual benefits among ten countries but also other aspects that are important for Thailand such as free exported goods, free investment, central tourism, and central world food.

Thailand's preparing to ASEAN association provides more information on ASEAN Charter that is used as an instrument in frame's setting of law, organizational structure, and increasing of efficiency through the objectives. ASEAN consists of three pillars which are ASEAN Political-Security Community: ASC, ASEAN Economic Community: AEC, and ASEAN Socio-Cultural Community: ASSCC. The provision of Charter's Structure has thirteen articles with fifty-five sections (ASEAN charter, n.d.). Various languages are an extreme trouble in different language and culture. On November 15, 2008, the thirty-fourth section of ASEAN Charter determined that the working language of ASEAN shall be English language because English is an only one language that all countries' member can communicate among group (Punyathanakoon, 2012).

**Table 2 Language of ASEAN Exchange Student at M University**

| EFL countries | ESL countries  |
|---------------|----------------|
| 1. Indonesia  | 1. Bhutan      |
| 2. China      | 2. Malaysia    |
| 3. Burma      | 3. Philippines |
| 4. Japan      | 4. Cambodia    |
| 5. Korea      |                |

As you see the table above, AEC is the group of ASEAN countries which are established as similar as EURO zone group. AEC will start in 2015 to support friendship, keep peace, social development, political, countries stability, stimulation of economic growth, and well-being of people on the equality. There are both EFL and ESL in AEC countries. Thus English language is chosen to be the language for communication among AEC. As a part of AEC, Thailand is country that has a low level of English language learning skill. Therefore, ASEAN exchange students have investigated English language learning strategies. The results may help Thai students and teachers improve their language learning. It is the preparation for both Thai students and teachers before attending AEC in 2015.

As an above, group of AEC is the combination of ten countries in ASEAN. Thus, there are various cultures and languages in AEC. The variety of cultures and languages came from their ancestors who lived in different countries. When the entire human stayed in the same world together, certainly intercultural communication and international languages communication has begun.

### **Language and Culture in Intercultural Communication**

Agar (1994), who is a linguistic anthropologist, Language and culture cannot be separated because language is learned and used in cultural environment (Falph and Connor-Linton, 2006). The word “languaculture” is referred to the inseparability of language and culture. For example, some scholars make dissimilarity between weak and strong forms. The strong form is called “linguistic determinism” thus it means you never comprehend culture and language if you cannot represent a single word. The word “linguistic relativity” is called instead of the weak form. Agar (1994) explains more linguistic relativity as “Language isn’t a prison; it’s a room you’re comfortable with, that you know how to move around in... But familiarity doesn’t mean you can’t ever exist in another room; it does mean it’ll take a while to figure it out, because it’s not what you’re used to.”

In Agar (1994)’s view, these cultural differences affect the speakers who come from different countries, gender, and cultural background. English language in ASEAN countries

can be divided from differences of countries' backgrounds such as English as a Foreign Language and English as a Second Language. They will be described how they are different below:

### **1. English language learning in EFL**

EFL or English as a Foreign Language refers to the English of people whom the language serves no purposes within their countries. English is taught for people who need to learn it with purpose of their studies or careers, and those do not live in English speaking countries. They learn English language in order to use it with native speakers. It is difficult to access the number of EFL speakers because it depends upon the level of capable speakers.

### **2. English language learning in ESL**

ESL or English as a Second Language refers to the language spoken by numerous territories that were once colonized by the English. Soltero (2004, p. 7) states that ESL is provided in school which students come from multiple language background. English is taught as a subject that focuses on linguistic systems. Ovendo, Combs and Collier (2006, p. 9) represents that the definition of ESL, it is the system of education that capacitates inexpert English students to acquire academic proficiency in written and spoken. English ESL teaching usually happens in an English speaking country such as Singapore and Malaysia. ESL students are the group of students who come to live in English speaking countries and do not speak English well. The number of ESL speakers in the world is approximately 350 million.

To sum up, when English language was used in the world or in ethnics' differences, language learning strategies were important process in language learning to achieve the target goal. Language learning strategies are human's thought and behavior while the learners were learning. They are tools which are useful in learning, apprehension, remember, and thinking process. The learning environment could effect on learning efficiency as well. Sometimes changing in to the new learning environment could be helpful in learning process.

For example, it was the quickest and easiest way to solve English language problem in English class through an appropriate way. Language Learning Strategies are subdivided into Direct and Indirect strategies. They are a specific process which helps



student to classify and achieve their goals in learning language. Learning Strategies are the process of thinking, planning, and memorizing while learners are learning English as a foreign language or a second language. The language learning strategies will be useful for every learner to improve their English Language especially Thai people. In 2015, Thailand will be one of 10 AEC countries. There are both EFL and ESL in AEC countries. AEC is a combination of Language and Culture in Intercultural Communication. Subsequently, English language which is worldwide language is used to communicate among AEC group. Previously, there were many studies which are investigated the combination of language and culture in Asia. For the next part, it will review the previous studies of learning.

### **Previous Studies**

There are many learning categories such as learning style, learning strategies, and the affective domain. For the conduction of individual, learning style and learning strategy in second language are popular for the researchers. There are but few studies investigating students with dissimilar language learning strategies particularly ASEAN exchange students in Thai context. The learners should learn as much as they can to achieve language as communication. Teachers are the important persons who can provide the preferred strategies to their students. Consequently, there is much research has been done on how individual differences play out only the highest levels of proficiency (Ehrman, Leaver and Oxford, 2003). The previous research will show as following:

According to Tsan (2008), SILL was used to conduct for Taiwanese students who study in the majors of non-English education and English education. The result was that Metacognitive strategy was the most affective and effective strategy was the least effective. The recommendations for the further research were other methodologies which can be creatively added to facilitate students' learning strategies for instance; interviews should be more in-depth study.

Likewise, Boyce (2010) claimed that learning strategy is an interesting research for many years; thus, it will create more successful learners. Alan's study assessed the practices' language learners' group and used learning strategies to help in classes. SILL was used as a quantitative inventory for measuring current strategy use and interview

focusing on group. The subject was homogenous one in terms of age, learning goals and experiences in IELTS class at a Chinese international high school.

Furthermore, Nacera (2010), the researcher of language learning strategies and the vocabulary size, used SILL to collect the learners' basic words to assess language learning strategies. The researcher collected forty six second year students from English major at MouloudMammeri University of TiziOuzou. There was only a questionnaire used as an instrument. It was just a surface language learning strategy. Nonetheless, the meta-cognitive strategies are the most frequently used among others.

Moreover, Gerami and Baighlou (2011) examined the application of language learning strategies by successful and unsuccessful Iranian EFL students with SILL inventory. The result shows that successful students use more strategies than unsuccessful students.

Nevertheless, there is a researcher investigated two kinds of learners as Tuncer (2009) investigated the difference between bilingual and monolingual learners by using language learning strategies with two hundred and forty-six English as foreign language students at Mersin University ELT department. The study reports only language acquired, proficiency variable, and gender by using SILL instrument. The result indicated that gender and bilingualism had a significant difference in strategies' use. The study suggests that more proficiency learners use learning strategies more than less proficiency learners, but in fact, there is a linear relationship between strategy use in general and proficiency learners. Moreover, culture may affect the proficient learners' use of learning strategies.

Apart from the study of intercultural awareness and intercultural communication through English, Baker (2009) also focuses on cultural awareness of English's users for the variety of intercultural communication. This study needs to address the subjects in cultural association and make understanding of the multifarious English in global contexts uses. The study spent six months in Thai universities with seven participants and employed mix-methods for correcting data.

In a nutshell, there are plethoras of studies about language learning strategies but most of them do not focus on English language but also focus on their own languages. Then, many English language learning strategies studies are focused only their countries in which English language is taught to their students. Accordingly, this research conducts some ASEAN exchange students who have to study English in Thai context by focusing on

how to achieve English language and what strategies are used in English language learning. Moreover, this research will conduct 86 ASEAN exchange students in any field and country with the questionnaire. Then, the volunteers will be interviewed in-depth information. Investigating English language learning strategies is useful for students' preparation to AEC in 2015 when Thai people will be using English language to communicate with ASEAN exchange students or teachers have to teach in English to all ASEAN exchange students.

This chapter has reviewed language learning strategies, classification of language learning strategies, English language learning in EFL, English language learning in ESL, ASEAN Economics Community (AEC), Language and Culture in Intercultural Communication, and previous studies. More importantly, it has provided two main types of learning strategies which are direct and indirect strategies. A direct strategy consists of memory strategies, cognitive strategies, and compensation strategies. With indirect strategy, it consists of metacognitive strategies, affective strategies, and social strategies.

From the previous studies above, most of researchers used SILL as the question instrument to investigate their learners. Subsequently, it is the most popular question instrument that is reliable for conducting of language learning strategies. Besides, interviews should be used in-depth study because qualitative and quantitative have more trust. In addition, both EFL and ESL should be separated before investigation because EFL and ESL are from different cultures and frequency of English language used. Then, they should be compared in English language learning strategies. The intercultural communication will have an impact on their preferred English language learning strategies. Next chapter will address the methodology and data collection used in the study.

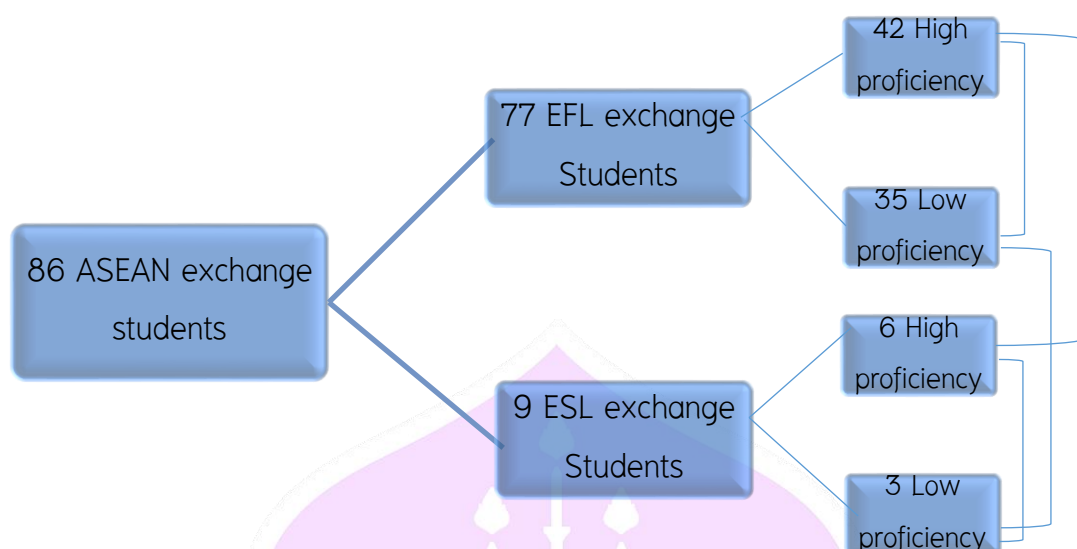
## CHAPTER III

### RESEARCH METHODOLOGY

The purposes of this study were to investigate English language learning strategies used by EFL and ESL ASEAN exchange students, to compare the English languages learning strategies used by high and low proficiency exchange students, and to investigate the factors affecting their choices of the strategies been used. This research investigated the new ways of teaching approach of undergraduate exchange students to prepare their language before AEC in 2015 is coming. Thus, the chapter 3 addresses the methodology and data collection of English language learning strategies of the ASEAN exchange students who were undergraduate exchange students at M University. The overall research design and indebt research in English language learning strategies could be explained and justified in terms of the underlying research questions and give more in-depth information by interviewee. In order to address these questions, the research was conducted by adapting and supplementing some issues from The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) as a research method. Moreover, the interview questions were adapted from Baker (2009). The research questions are:

1. What are the English language learning strategies used (memory, cognitive, compensatory, metacognitive, affective, and social) by EFL and ESL ASEAN exchange students and to what extent ?
2. Are there any differences of the English languages learning strategies used by high and low ability exchange students ?
3. What are the factors affecting their choice of the strategies used ?

The findings from questionnaire and interview will reveal undergraduate ASEAN exchange students' English language learning strategies used in Thai context, their differences of the English languages learning strategies used by high and low proficiency exchange students, and the factors affecting their choice of the strategies used. In this chapter, the major characteristics of questionnaire method are firstly described.



**Figure 1 ASEAN Exchange Students at M University**

### **Framework**

According to Framework above, it shows the amount of ASEAN exchange students who were investigated. They were divided into two groups of EFL and ESL exchange students. Nevertheless, each groups were divided into high and low proficiency exchange students.

### **Research Methods**

According to Yang (2007), the EFL and ESL SILL have been used worldwide for students of foreign and second languages. The internal consistency reliability of the SILL is .94 based on a 505 person sample and .92 based on a 315 person sample (Wantanabe, 1990). The questionnaires and the interview questionnaire were considered by 3 experts in teaching English as a second language. SILL instrument was revised and adapted since it served this study for the reasons that it was not only suitable with ASEAN exchange students in Thai context, but it saved time, money by using of rapid prototyping to find out English language learning strategies while it was still easy to answer the questions. The SILL was comprised of six strategies which are Memory, Cognitive, Compensatory, Meta-cognitive, Affective, and Social strategies.

In order to examine the research questions, a questionnaire from the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) was revised. There

are 6 learning strategies: Memory, Cognitive, Compensatory, Affective, Meta-cognitive, and Social strategies. Moreover, the interview questions were adapted from Baker (2009). The SILL instrument and the interview questions were used in a pilot study. Both instruments were collected from the five undergraduate exchange students from ASEAN communities at M University where English is used in classes. Those exchange students were selected by method of Accidental Sampling. The experiment with tryout group could identify some mistakes and errors found in the instruments. Moreover, the tryout group had same qualifications as the groups of population used in this study. The pilot method shows that the mean score the most frequently used strategy was Compensation which was 3.93 and the mean of the least frequently used strategy was Social which was 3.03. Then, the pilot study was adjusted all mistakes regarding the problems on background. Therefore, the real study has better provided the point of English test such as IELTS, TOFEL, and Placement test. It helps to know the proficiency of exchange students' English Language skill. There were only rating scales; fluent, excellent, good, fair, and poor on English performances which were incredible. Besides, the questionnaire shall be improved in term of the questions and the interview questionnaires.

**Table 3 Comparison of English Tests' Evaluations**

| Level/Test          | TOEFL   |         |         | IELTS |
|---------------------|---------|---------|---------|-------|
|                     | paper   | CBT     | IBT     |       |
| Beginner            | 0-310   | 0-30    | 0-8     | 0-1   |
| Middle Beginner     | 314-343 | 33-60   | 9-18    | 1-1.5 |
| Upper Beginner      | 347-393 | 63-90   | 19-29   | 2-2.5 |
| Low Intermediate    | 397-433 | 93-120  | 30-40   | 3-3.5 |
| Middle Intermediate | 437-473 | 123-150 | 41-52   | 4     |
| Intermediate        | 477-510 | 153-180 | 53-64   | 4.5-5 |
| Low Advanced        | 513-547 | 183-210 | 65-78   | 5.5-6 |
| Middle Advanced     | 550-587 | 213-240 | 79-95   | 6.5-7 |
| Advanced            | 590-637 | 243-270 | 96-110  | 7.5-8 |
| Upper Advanced      | 640-677 | 273-300 | 111-120 | 8.5-9 |

Source: Gardner, 2014

The data were collected From Vancouver English Center. All of tests' evaluations are classified from TOEFL and IELTS. The result could separate all examiners into 3 levels which are beginner, intermediate, and advanced levels. In this research was divided ASEAN student into two groups of low and high proficiency. The ASEAN exchange students who got the test points from beginner to intermediate level are classified as "Low Proficiency". Low advanced to upper advanced level is classified as a "High Proficiency". The interview results in 3 ESL low and 6 ESL high proficiency exchange students. Besides, there are 35 EFL low and 42 EFL high proficiency exchange students.

### Population

The selection of individual participants used the simple random sampling in an effort to get as much diversity as possible; genders, educational backgrounds, ages, experiences in aboard, and English language score. There were 97 ASEAN exchange students at M University but there were only 86 ASEAN exchange students who participated in this study. Their ages were between 19 and 26 years-old. The students came from two main groups; ESL and EFL. There are 9 ESL exchange students and 77 EFL exchange students. The participants came from M University where English was the language of instruction.

**Table 4 Undergraduate ASEAN Exchange Student Participants in 2013 at M**

| University |              |
|------------|--------------|
| Countries  | Participants |
| Bhutan     | 3            |
| Cambodia   | 2            |
| China      | 9            |
| Indonesia  | 2            |
| Japan      | 2            |
| Korea      | 5            |
| Malaysia   | 3            |
| Myanmar    | 59           |

Table 4 (Cont.)

| Countries    | Participants |
|--------------|--------------|
| Philippine   | 1            |
| <b>Total</b> | <b>86</b>    |

Source: Yaowapa, 2013

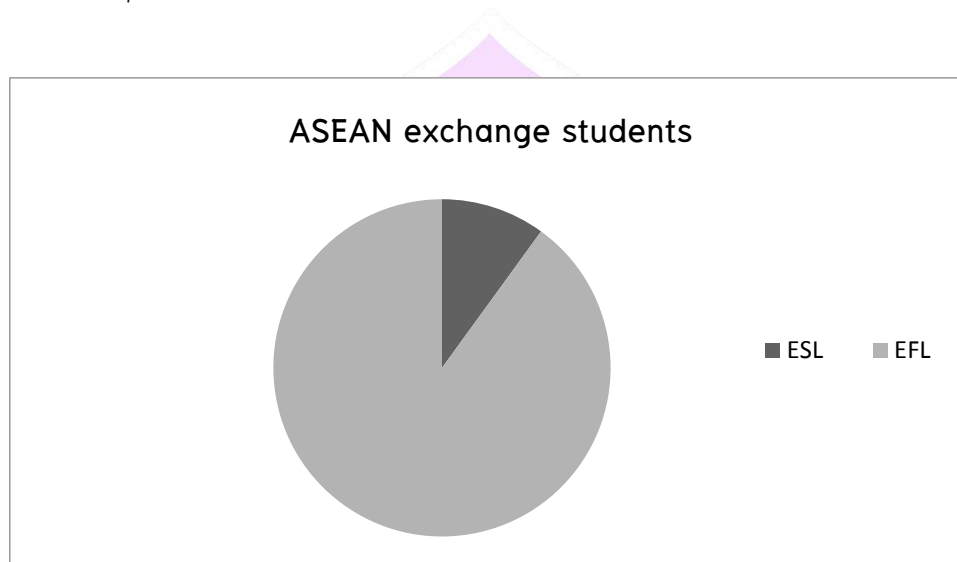


Figure 2 Amount of ESL and EFL undergraduate exchange students at M University

## Research Instruments

### 1. Questionnaire

For the background questions, it contained the questions concerning each participant's background such as English language background information, English language competence level, and aboard experience.

As the matter of the questions on English language proficiency, exchange students were asked to rate themselves on high proficiency and low proficiency to indicate how their English language is well. This English language learning strategy questionnaire is used by ESL and EFL exchange students. Base on their real situation of English learning, the researcher told the participants that this questionnaire is not a test hence there is no need to get worried about the result affecting their academic performances.



A set of questionnaires was conducted to be used with ASEAN exchange students following theme of the three research questions. The language learning strategy questionnaire was adapted from studies by Oxford (1989). The questionnaire consisted of two main parts which are participants' background and SILL question. The question has six learning strategies: Compensatory strategy, Meta-cognitive strategy, Cognitive strategy, Affective strategy, Memory strategy, and Social strategy. The compensation strategy refers to the method that makes up for the learner missing knowledge. The meta-cognitive strategy refers to the method that is employed for managing the overall learning process. The cognitive strategy refers to the guiding procedure that is used to complete less-structure tasks. The affective strategy refers to the method that identifies mood and anxiety level of exchange students. The memory strategy refers to the method to learn and recover information in an orderly string. And the last, the social strategy refers to the method that helps the learners understand the target culture and work with others as well as the language.

There were subsequent questions embedded in each main part. The questionnaire contained 36 items to which exchange students responded on 5 scales. The point scale (Oxford, 1989) represents from 1=Never or almost never true of, 2=Usually not true of me, 3=Somewhat true of me, 4=Usually true of me, and 5=Always or almost always true of me.

## **2. Research interview**

A set of interview questions was conducted to be used with ASEAN exchange students for more details concerning strategies used. The questions were related to changes in new environment, Thailand's culture, solve English language learning by using strategies, the effect of first language using in class, and how to apply English language learning strategies in Thai context.

The aims of interview were to investigate in-depth information of English language learning strategies used by the exchange students from ASEAN communities. It may gives the new ways of improvement of teaching English language in undergraduate, educational planners, methodologist's level.

## Data collection and Data analysis

For this research, both of qualitative and quantitative methods were used for collecting data. Firstly, the qualitative collection is semi-structure interview by making the record of the interview with the ASEAN volunteers exchange students. Then, the interview results will be analyzed descriptively in chapter 4. Besides, the quantitative method is collected by using SILL questionnaire. It is easily understandable and can be used in real situations of both language learning and research conduction. SILL questionnaire is the closed-ended form. Rating scale will be used in the questionnaire questions.

At the initial stage, 5 ASEAN exchange students were collected in a pilot study by Accidental sampling using at M University with SILL and interview instruments. The pilot study findings bring up imperfect instruments. Then, SILL instrument was adapted by adding, deleting, and making clear questions. For interview questions, 2 irrelevant questions were taken out. Both of instruments were checked by experts. Afterwards, the contact with International Affair Division at M University was made in June 2013 thus as to request for permission from M University. At last, there were only 86 participants who committed to take part in the study. They were classified into 9 ESL exchange students and 77 EFL exchange students. A brief explanation of the study's purpose was given. The exchange students were informed that their responses to the questionnaires would be kept confidential and would have no effect on their classes. The questionnaires took around 3 months' times to collect entire data. There were 12 participants as voluntary interviewees and face to face interview was implemented in this research. The data collected by questionnaires statistically analyzed through mean ( $\bar{X}$ ) and standard derivation (SD). The criteria for interpreting the mean of the effectiveness of the strategies were set in 5 scales as follows: 1=Never or almost never true of me, 2=Usually not true of me, 3=Somewhat true of me, 4=Usually true of me, and 5 = Always or almost always true of me.

This chapter has examined methodology and data collection used while conducting research. The central section of this chapter is adverted to pilot study which is the foundation of this research. Guides for research questionnaires have been adapted followed by the population of the study and instruments. The chapter finished with the data collection and data analysis carried out during September to November 2013. The information obtained from questionnaire and interview. The results of both qualitative and quantitative are analyzed in chapter 4.

## CHAPTER IV

### RESULTS

In this study, there are three main research questionnaires. This research aims to explore English language learning strategies used by undergraduate EFL and ESL ASEAN exchange students in Thai context, to compare the English languages learning strategies used by high and low proficiency students, and to study factors affecting their choice of the strategies used at a university level. This chapter addresses these three research questions through the analysis of data obtained from The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) and the interview. The SILL questionnaire administered with 86 students from 9 countries in Asia with ASEAN exchange students at M University.

Moreover, analysis of data obtained from the volunteers' interviews conducted with 12 ASEAN exchange volunteers' students in M University from the North of Thailand. Each research instrument is analyzed under questionnaire and related to the interview questions. The findings of research question are concluded at the end of the chapter.

#### Data analysis

##### Findings from the questionnaire

The research findings are obtained by the SILL questionnaires instrument and the interview. Firstly, the questionnaires' finding shows the scores of means and the standard deviations that obtained through the SILL questionnaires. The criteria for interpreting the mean of the effectiveness of the strategies were set in 5 scales as follows: 1=Never or almost never true of me, 2=Usually not true of me, 3=Somewhat true of me, 4=Usually true of me, and 5=Always or almost always true of me. The SILL questionnaire instrument used by 77 EFL and 9 ESL exchange students. Both EFL and ESL students are classified into high and low proficiency. The ESL proficiency students have 3 low and 6 high proficiency students. Then, the EFL proficiency students have 35 low and 42 high proficiency students. Secondly, interview findings are from 4 questions related with the SILL questionnaire. The interview questions consist of 4 questions as "What kind of problem

have you faced when you learn English language in Thai' culture ?”, “What strategy do you often use to solve your learning English problems ?” (4 skills; listening, speaking, reading, and writing), “What is the effect of using Thai language in English learning situations ?”, and “How can you apply your strategies in Thai environment ?”. There were 12 participants as voluntary interviewees and face to face interview was implemented in this research.

The results of SILL questionnaire analyzed first. This begins with English language learning strategies used by ESL high proficiency students, EFL high proficiency students, ESL low proficiency students, and EFL low proficiency students as follows:

**Table 5 The scores of means, Standard Derivations and Ranks of the learning strategies that ESL High Proficiency Used**

| Strategies    | Learning strategies |      |      |
|---------------|---------------------|------|------|
|               | $\bar{X}$           | SD   | Rank |
| Memory        | 3.67                | 1.01 | 3    |
| Cognitive     | 3.57                | 0.89 | 4    |
| Compensation  | 3.53                | 0.95 | 5    |
| Metacognitive | 4.07                | 0.84 | 1    |
| Affective     | 2.97                | 1.25 | 6    |
| Social        | 3.73                | 0.84 | 2    |

According to Table 5, it was found out that the strategy which participants used most was Metacognitive, followed by Social strategy, Memory, Cognitive, and Compensation strategies, respectively. Conversely, Affective strategy was the least used by the participants.

**Table 6 The scores of means, Standard Derivations and Ranks of the learning strategies that EFL High Proficiency Used**

| Strategies    | Learning strategies |      |      |
|---------------|---------------------|------|------|
|               | $\bar{X}$           | SD   | Rank |
| Memory        | 3.50                | 1.01 | 5    |
| Cognitive     | 3.52                | 0.85 | 4    |
| Compensation  | 3.61                | 0.80 | 1    |
| Metacognitive | 3.57                | 0.87 | 2    |
| Affective     | 3.43                | 0.92 | 6    |
| Social        | 3.53                | 1.00 | 3    |

From Table 6, it was shown that the strategy that participants used the most was Compensation, followed by Metacognitive strategy, Social, Cognitive, and Memory strategies, respectively. Affective strategy was the least used by the participants

**Table 7 The means of means, Standard Derivations and Ranks of the learning strategies that ESL Low Proficiency Used**

| Strategies    | Learning strategies |      |      |
|---------------|---------------------|------|------|
|               | $\bar{X}$           | SD   | Rank |
| Memory        | 3.00                | 0.76 | 2    |
| Cognitive     | 2.81                | 0.88 | 4    |
| Compensation  | 2.87                | 0.52 | 3    |
| Metacognitive | 3.19                | 1.12 | 1    |
| Affective     | 2.60                | 1.06 | 5    |
| Social        | 2.67                | 1.11 | 6    |

According to the Table 7, it was found that strategy that the participants the most used was Metacognitive, followed by Memory strategy, Compensation, Cognitive, and Social strategies, respectively. Affective strategy was the least used by the participants.

**Table 8 The scores of means, Standard Derivations and Ranks of the learning strategies that EFL Low Proficiency Used**

| Strategies    | Learning strategies |      |      |
|---------------|---------------------|------|------|
|               | $\bar{X}$           | SD   | Rank |
| Memory        | 2.47                | 0.75 | 3    |
| Cognitive     | 2.42                | 0.67 | 4    |
| Compensation  | 2.64                | 0.62 | 1    |
| Metacognitive | 2.52                | 0.59 | 2    |
| Affective     | 2.39                | 0.67 | 5    |
| Social        | 2.37                | 0.74 | 6    |

According to Table 8, it was found that the strategy that the participants the most utilized was Compensation, followed by Metacognitive strategy, Memory, Cognitive, and Affective strategies, respectively. Social strategy was the least used by the participants.

**Table 9 The Total Ranks of Learning Strategies**

| Strategies    | ESL (High) | EFL (High) | ESL (Low) | EFL (Low) |
|---------------|------------|------------|-----------|-----------|
| Memory        | 3          | 5          | 3         | 3         |
| Cognitive     | 4          | 4          | 4         | 4         |
| Compensation  | 5          | 1          | 1         | 1         |
| Metacognitive | 1          | 2          | 2         | 2         |
| Affective     | 6          | 6          | 5         | 5         |
| Social        | 2          | 3          | 6         | 6         |
| $\bar{X}$     | 3.62       | 3.53       | 2.87      | 2.47      |
| SD            | 0.95       | 0.90       | 0.79      | 0.67      |

For Table 9, it was shown that ESL high proficiency students utilized English language learning strategies more frequently than other students and EFL low proficiency students used English language learning strategies the least.

In conclusion, ESL high proficiency chose Metacognitive strategies at the most and Affective strategies was chosen at least as same as ESL low proficiency. Nevertheless, Compensation Strategies which were used most, were chosen by EFL high and low proficiency students. For the least strategies' using chosen by EFL high and low proficiency was different. EFL high proficiency chose Affective strategies but EFL low proficiency chose Social strategies. In case of SD, ESL high proficiency had the measure of dispersion widest rank of data while, EFL low proficiency had the measure of dispersion narrowest rank of data.

#### **Findings from interview**

All of the interviewees were face to face interviewed. A content analysis of interview was carried out, using four main interview topics which were: English language problem, strategy used to solve problem, effect of using Thai in class, and application of English learning strategies in Thai environment.

For the first interview question, English language problem which exchange students encountered were created from research question no.1 as the English language learning strategies used (memory, cognitive, compensatory, metacognitive, affective, and social). Assume that, language problem affect to choose strategies to solve problem. It would be related to Second interview question. Formerly, research question no.2 was answered by second interview question, too. Additionally, Research question no.3 the factors affecting their choice of the strategy used were answered by third and fourth interview questions as effect of using Thai language in class and application of English learning strategies in Thai environment.

They were 12 voluntary interviewees from both EFL and ESL students at M University. The findings were described below.

Regarding the first question, "What kind of problem have you encountered when you learn English in Thai culture ?, it was found that when they learnt English language in Thai culture, two problems will always happened in classes: Thai accent and limited extent

of using English in class. First, Thai accent from Thai teacher. Student no. 12 claimed that, it was hard to understand when Thai students are speaking English, they switched speaking between both English and Thai language. Moreover, in the class Thai teachers and students pronounced English language within Thai accent. This created confusing in words contributing to result in misunderstanding. Second, some Thai students and teachers were rarely used English in class. The exchange students claimed that different cultures and countries affected English language learning because Thai student is rarely speaking English as official language (student no. 11). That meant some of Thai students are not willing to English in classes at all. (Student no. 10, no. 11). Student no.5 stated that he had never obtained anything from English language learning at M university. Nevertheless, there was a student who had not encountered with English language learning problems because he was able to speak Thai and understood Thai culture (Student no. 8).

The second question was that “What strategy do you often use to solve your learning English problems (4 skills; listening, speaking, reading, and writing) ?” Most exchange students tried to solve any problems by practiced English skills with similar learning strategies. For the first question, English language problem that the student found was Thai accent which related to listening skill. They solved this problem by practicing listening and speaking with their Thai teachers and their friends. It was the best way to get used to Thai accent. Moreover, they tried to listen to international songs and speeches of well-known person every day for improving their accent to sound native like. Besides, watching TV and soundtrack movies were chosen for practicing listening. For the second question, the student found limited extent of using English in class which was related to speaking skill. Some exchange student solve problem by joining in literary club and participating in public speaking to improve the oral English conversation skills. Others practice speaking by communicating with Thai students through noticing the ways Thai did and talked with native speakers thus that they could practice English accent and understand more Thai and Thai culture. Some student read lots of books such as novels, articles, newspapers, and papers to help their language improvement, as well as in writing assignments was the way of English writing practicing. Moreover, the student no. 2 tried to think in English and tried to learn English all time.



The next question is that “What is the effect of using Thai language in English learning situation ?” Most of the students reported that the effects of using L1 in English learning were unclear words and sentences in Thai accent, English–Thai grammar, and Thais’ English skills. Most of them were troubles in English learning. The student no. 11 stated that “If we planned to come to Thailand with an objective of improving our English, I thought there would be only obstacles because we had to speak in a broken English to make Thai people understand”. Sometimes it was hard to understand and could not figure out words to explain to make it clearly understood”. That shows Thais student lacked in English knowledge skills, especially speaking skill, structure, and grammar because the simply words were used in conversation. Moreover, the student no. 1 claimed that “I thought the effect was when I went aboard or communicated with the native speakers, of course learned in English but English in Thai style. It would have effect on the way that I might express or produced language that was different from the native speakers’. It was the effect of using multilingual in English learning, especially in Thailand where using Thai language as a main communication but using English for a foreign language. Students learnt English in Thai accent and remembered it for using in daily life.

For the last question, “How do you apply your strategies for learning English in Thai environment ?” Some students applied strategies by themselves but some applied strategies by teaching English for Thais’ friends. Students’ no. 1, 2, 3, 4, 5, 6 and 12 used both of direct and indirect strategies specifically they were tried to learn by themselves. Student no. 1 studied English without stress. He chose affective strategies for lowering his anxiety. He stated that “For me, I applied my strategies by making myself relaxed and making friends from Thailand”. In addition, in the same way I learnt through the Internet with the native style, hence I could notice the real language from native speakers. That was cognitive strategies by practicing himself. Besides, Student no. 2 chose cognitive strategies as well, replying that, “I used English with everything in my daily life. Moreover, Student no. 3 also studied by himself by enjoying learning Thai cultures (Social strategies: Empathizing with others), listening to BBC or watch USA movies (Cognitive strategies: Practice). Student no. 4 stated that “If I have a problem of language, I will always ask for help from my friends. It meant Social strategies by asking questions were chosen to solve some problems. At the same time, making gestures or body language were useful for

overcoming limitations of writing that was the subtitle of Compensation strategies. For analyzing and reasoning of Cognitive strategies, Student no. 5 tried to say or repeat Thai words such as “KuyTaew” instead of noodles. That represents the mixed in the culture and the learning process. Student no. 6 asked for some suggestions from International Affairs Division, adviser, Thai buddies and teachers. A social strategy as asking questions was chosen by Student no. 6. Student no. 12 chose Metacognitive strategies by centering learning as an example as working hard and using technology to help when having problem. For others, they applied strategies by talking and teaching English to their Thai friends. They were Social strategies in cooperating with others. Then, they suggested Thai friends to read more English and English should be used to begin to teach from kindergarten level.

To sum up, the results of both questionnaire and interview triangulated each other. Firstly, regarding to language learning strategies, it was found that the strategy ESL students used the most was Metacognitive and used the least was Affective. On the contrary, the strategy EFL students used the most was Compensation, but EFL high proficiency students used Affective strategy the least while EFL low proficiency students the least used Social strategies. Secondly, the strategies’ effectiveness was ranked at the rather useful level. In term of utilization of the ESL high proficiency students, Metacognitive strategy was most effective than Social, Memory, Cognitive, Compensation and Affective strategies. For utilization of the ESL low proficiency students, Metacognitive strategy was most effective than Memory, Compensation, Cognitive, Social, and Affect strategies. In term of utilization of EFL high proficiency students, Compensation strategy was the most effective than Metacognitive, Social, Cognitive, Memory and Affective strategies. In term of utilization of EFL low proficiency students, Compensation strategy was the most effective than Metacognitive, Memory, Cognitive, Affective, and Social strategies. Thirdly, there were significant differences between English language learning strategies used by ESL and EFL students. The ESL high proficiency students used learning strategies more than the ESL low proficiency students. The EFL high proficiency students used learning strategies more than the EFL low proficiency students. The ESL high proficiency students used learning strategies more than the EFL high proficiency students. The ESL low proficiency students used learning strategies more than the EFL low proficiency students, too. Fourthly, the

finding presents that ASEAN exchange students always face some problems concerning different cultures, Thai accent, and non-English in class. Most of them lead to incorrect grammar learning and misunderstanding among classes' conversation. Therefore, ASEAN exchange students try to improve their English language by themselves through various ways such as giving some advice from Thai adviser and international affair division, watching soundtrack movies, listening to songs, joining clubs, reading books, and practicing writing.

All above, it is shown that both of questionnaire and interview triangulated each other. From the result of the questionnaire, most of ESL ASEAN exchange students chose indirect strategies and most of EFL ASEAN exchange students chose direct strategies as same as the interview's results.

In respond to the three research questions which are "What are the English language learning strategies used (Memory, Cognitive, Compensatory, Metacognitive, Affective, and Social) by EFL and ESL ASEAN exchange students and to what extent?", "Are there any differences of the English languages learning strategies used by high and low proficiency students?", and "What are the factors affecting their choice of the strategy used?", this chapter has already revealed the findings gained from SILL questions, interview analysis, and conclusion. The next chapter will be an overall discussion and conclusion of the research.

## CHAPTER V

### CONCLUSION

The final chapter will conclude overall discussion and conclusion drawn from the study. This will be followed by the evaluation of the study. Lastly, it will end with the recommendations for further research.

#### **Overall discussion and conclusion drawn from the study**

The research was collected according to three purposes. First, is to investigate English language learning strategies used by EFL and ESL ASEAN exchange students. The second is to compare the English languages learning strategies used by high and low proficiency students. And the third is to investigate the factors affecting their choice of the strategy used. The present study was conducted in order to investigate the following three research questions:

1. What are the English language learning strategies used (memory, cognitive, compensatory, metacognitive, affective, and social) by EFL and ESL ASEAN exchange students and to what extent ?
2. Are there any differences of the English languages learning strategies used by high and low proficiency students ?
3. What are the factors affecting their choice of the strategy used ?

The research investigated studying fields, years, and genders of ASEAN exchange students. There were 86 ASEAN exchange undergraduate students in any field at M University. There were 3 Bhutanese, 2 Cambodian, 9 Chinese, 2 Indonesian, 2 Japanese, 5 Korean, 3 Malaysian, 59 Myanmar, and a Philippine students. Most of them were selected using simple random sampling. The research instruments included SILL questions and interviews.

Firstly, for the first objective, the outcome showed that EFL and ESL students were always used language learning strategies. They preferred to use strategies to support their learning. For the ESL high proficiency students' used, Metacognitive strategy was the

most effective way, followed by Social strategies, Memory, Cognitive, Compensation and Affective strategies, respectively. It noticed that ESL students always centered their learning (Gass and Selinker, 2001). For the ESL low proficiency students' used, Metacognitive strategy was the most effective as same as ESL high proficiency. Both high and low ESL proficiency have similar background hence they always arranged and planned their learning (Wenden and Rubin, 1987). Memory strategies, Compensation, Cognitive, Social, and Affect strategies were later learning strategies. For EFL high proficiency students' application, Compensation strategy was the most effective, followed by Metacognitive strategies, Social, Cognitive, Memory and Affective strategies, respectively. Lastly, regarding to EFL low proficiency students' use, Compensation strategy was the most effective way, followed by Metacognitive strategies, Memory, Cognitive, Affective, and Social strategies, respectively. EFL low and high proficiency used Compensation strategy most because they English was not their first language. Thus they guessed intelligently and overcame limitations English language to achieve their goal in English learning. Successful students always use strategies (Gerami and Baighlou, 2011).

Secondly, in term of the second object, the differences of the English language learning strategies used by high and low proficiency students.

For ESL students, both of high and low ESL students used Metacognitive strategies the most affective from the least. Metacognitive strategies are used to handle all of learning process such as centering learning, arranging and planning learning, and evaluating learning. Because ESL students came from English speaking countries where were once colonized by other countries, they knew how to manage English language learning in different surroundings environment. In addition, ESL students were able to control their feeling and reaction while learning English language in classes. Hence, Affective strategies, which consist of lowering one anxiety, encouraging oneself, and taking one emotional temperature, were used the least. This outstanding result was supported by the finding of Oxford (1990) that Metacognitive strategies might be among the most important strategies. Accordingly, colonized by English was caused of similar strategies' using by high and low ESL students.

In case of EFL students, Tsan (2008) was conducted EFL students who study in the majors of non-English education and English education. The result was Metacognitive

strategy was the most effective and Affective strategy was the least. In contrast, for this study the EFL students employed Compensation strategies the most. Compensation strategies consisted of guessing intelligently and overcoming limitations in writing. These were the best way for EFL students to handle their English language learning in Thai context because they came from non-English speaking countries. After that, they had to study in non-English speaking country, too. Thus, Compensation strategies were suitable for choosing. Nonetheless, EFL high proficiency students used Affective strategy the least and EFL low proficiency students used Social strategy the least. There had the differences of the least strategies using. EFL high proficiency chose Affective strategies as same as ESL students for lowering anxiety, encouraging oneself, and taking one emotional temperature. They could adjust themselves depend on surrounding for survival. Although Social strategies were chosen by EFL low proficiency students the least because they tried to get along well with others and understand the target culture (Oxford, 1990). EFL low proficiency students tried to ask questions, cooperate with others, and empathize with others. All above are comparisons of the English languages learning strategies used by both of high and low ESL and EFL proficiency students.

Thirdly, with regard to the third objective, the factors affecting to choice of the strategy used has two main problems that ASEAN exchange students always faced. First problem is ASEAN exchange students' background affecting to way to choosing strategies. Second problem is different accents leading to misunderstand for communication in classes especially in Thai accent during classes. Most of ASEAN exchange students complain about incorrect grammar learning that results in misunderstanding in classes' communications from all Thai lecturers or classmates. Therefore, ASEAN exchange students try themselves to use direct and indirect strategies to improve their English language within varied ways. For examples, require advices from an adviser or attending international affair division and joining English club is the part of indirect strategies. For direct strategies, they tried to improve themselves by watching English soundtrack movies, listening to English musics, reading English books, and practicing English writing.

Therefore, ESL students chose an indirect strategy as Metacognitive strategies first, but EFL students selected a direct strategy as Compensation strategies first. They are reasons why ASEAN exchange students are always got higher scores in English classes. In

the next year, 2015, Thailand will be a part of AEC, hence Thai students should improve their own English language communication skills for survival in AEC and ASEAN.

### **Evaluation of the study**

In respect of validity and reliability of the research, since the participants are both EFL and ESL ASEAN exchange students, this can strengthen the validity and reliability for the obtained data because of using both quantitative and qualitative research methods. Quantitative research method was collected by Strategy inventory for language learning or "SILL" questionnaires. Quantitative research's outcome the English language learning strategies was used by EFL and ESL ASEAN exchange students and the differences of the English languages leaning strategies used by high and low proficiency students. While quantitative research data is in numerical form such as percentages or statistics form. The collected of qualitative research's data helps to confirm that SILL were accurate. In the other hand, Qualitative research was collected by in-depth interview. In depth interview present the opportunity to capture some rich descriptive data about ASEAN exchange student's opinion. Qualitative research's outcome affects the choices of strategy used. Both research method types are valid types of measurement. Using the combination of qualitative and quantitative data could improve on an evaluation outcome to ensure the limitation of one type if data are balanced by the strengths and weakness of another.

Regarding data collection method; questionnaire and interview data collection may increase some advantages from using SILL questionnaires. Face to face interviewing is an evident in the fieldwork that allowed the researcher to get immediate used data of SILL (Oxford, 1990) and adapted interview questions (Baker, 2009). The survey format helped of reducing time consumptions and cost of transportations in order to conduct the participants within a university campus. It would also create relaxing atmosphere for the interviewees since volunteers would able to complete the questionnaires by themselves. On the contrary, some disadvantages are also explicit during the fieldwork. The problem of contact with international affair division of M University spends much time of allowance. Responding rate of participants seems to be low. There are 97 participants but only

86 students had been participated on the questionnaire and only 12 volunteers were face to face interviewed.

On the other hand, comparing to other interview research method, the interviews was never investigated with any ASEAN exchange student in Thai context before. The data was collected by only quantitative research method mainly.

In this research, an additional qualitative research method was collected to inform the ASEAN exchange students' decision of choosing their strategies. Qualitative research was the important methods that define the factors that are affecting ASEAN exchange students' choice of the strategies used in Thai context. Quantitative and qualitative research methods were both used in this study in maximum the validity and reliability of the consequents. As the example of Tsan (2008) recommended for the further research should be more in-depth study as interview.

#### **Future research**

The study presents the following recommendations for further research:

1. The current research was conducted on only a single university in Chiang-Rai, Thailand. Therefore, there should be more fields of participators from other universities involve in this study.

2. The current study investigated only ASEAN exchange students. Thus, to be reliable, there should be teachers participating in this study as well because both teachers and students should be compared in English language learning strategies used for more study.

3. The survey was manipulated on undergraduate students in Thailand. Hence, there should be participations from other education levels such as primary school, secondary school, high school, bilingual school, and international school learners to compare strategy uses at school levels and to find out proficient and more efficient strategy instruction for school level as well.

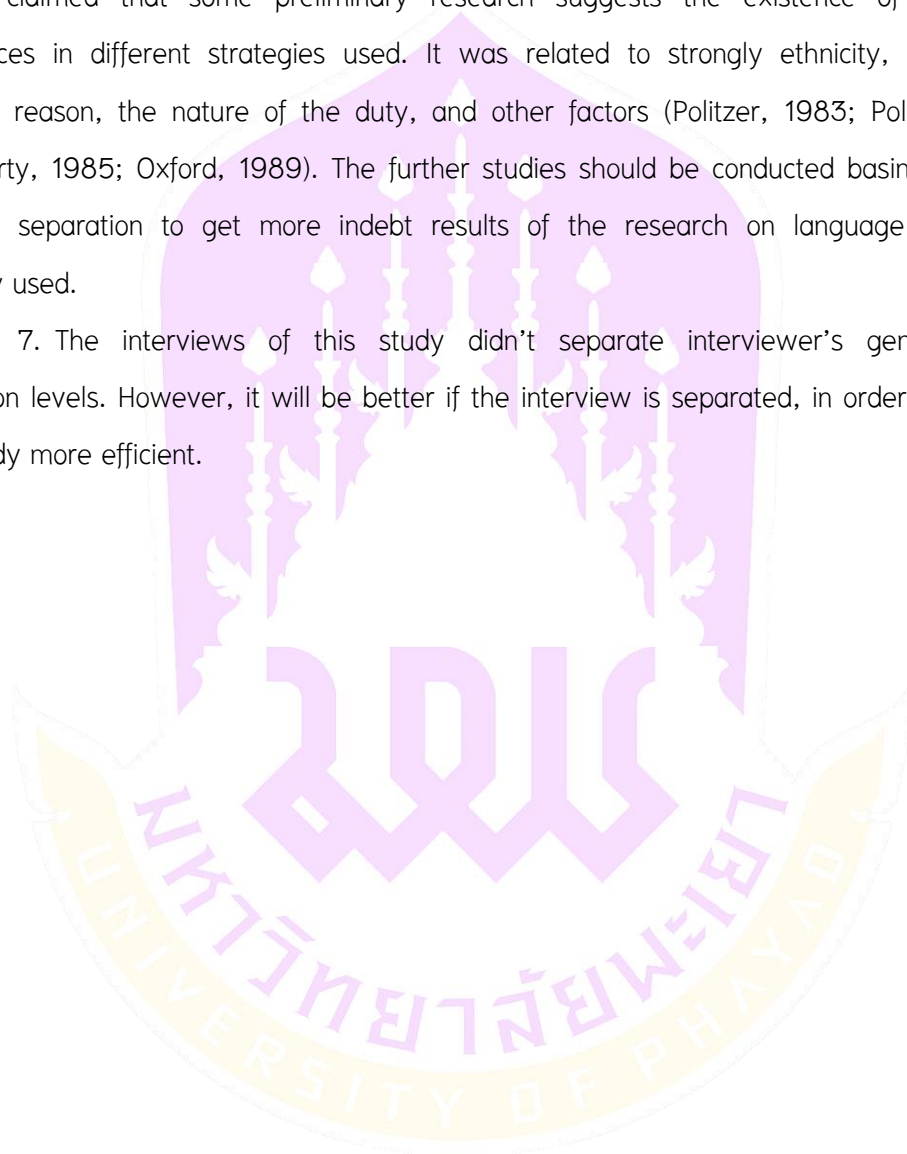
4. The current study investigated only English language learning strategies. However, factors based on individual learning such as learning styles, self-esteem, anxiety, cultural backgrounds, learning motivation, learning beliefs that may influence the use of their English language learning strategies should be studied.



5. This study was based on analyzing data on learners' learning strategies used through SILL instruments (Oxford, 1990) and interview. There should be the implementation of others instruments such as classroom observation as a research instrument in order to get more details and comprehensive results of the research on language learning strategy.

6. This study investigated both males and females. Oxford, Nyikos and Ehrman (1988) claimed that some preliminary research suggests the existence of genders differences in different strategies used. It was related to strongly ethnicity, language learning reason, the nature of the duty, and other factors (Poltzer, 1983; Poltzer and McGroarty, 1985; Oxford, 1989). The further studies should be conducted basing on the genders separation to get more indebt results of the research on language learning strategy used.

7. The interviews of this study didn't separate interviewer's gender and education levels. However, it will be better if the interview is separated, in order to make this study more efficient.





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Appendix



## Appendix A Questionnaire form

### Strategy Inventory for Language Learning (SILL)

#### Direction

This form of the strategy inventory for language learning (SILL) is for students of English as a second or foreign language. Please read each statement and select the response (1, 2, 3, 4, or 5) that tells

#### How true of you the statement is

1. 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

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 is no right or wrong answers** to these statements.

#### **Part A: Memory strategies (remembering)**

1. I use new English words in a sentence so I can remember them.
2. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
3. I listen to songs to remember new English words.
4. I review English lessons often.
5. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign

#### **Part B: Cognitive strategies (mental processes)**

6. I say or write new English words several times.
7. I practice the pronunciation of English.
8. I start conversations in English.
9. I watch TV shows or go to movies spoken in English.
10. I love to read English.

11. I first skim an English passage (read over the passage quickly) then go back and read carefully.
12. I look for words in my own language that are similar to new words in English.
13. I try not to translate word for word.
14. I make summaries of information that I hear or read in English.

**Part C: Compensation strategies (compensating)**

15. To understand unfamiliar ENGLISH words, I make guesses.
16. When I can't think of a word during a conversation in the English, I use gestures.
17. I make up new words if I do not know the right ones in the English.
18. I read English without looking up every new word.
19. If I can't think of an English word, I use a word or phrase that means the same thing.

**Part D: Metacognitive strategies (organizing)**

20. I try to find as many ways as I can to use my English.
21. I notice my English mistakes and use that information to help me do better.
22. I pay attention when someone is speaking English.
23. I try to find out how to be a better learner of English.
24. I look for people I can talk to in English.
25. I look for opportunities to read as much as possible in English.
26. I have clear goals for improving my English skills.

**Part E: Affective strategies (managing feelings)**

27. I try to relax whenever I feel afraid of using English.
28. I encourage myself in English speaking although mistake.
29. I give myself a reward when I do well in English.
30. I write down my feelings in an English language learning dairy.
31. I talk to someone else about how I feel when I am learning English.

**Part F: Social strategies (learning with others)**

32. If I do not understand something in English, I ask the other person to slow down or say it again.

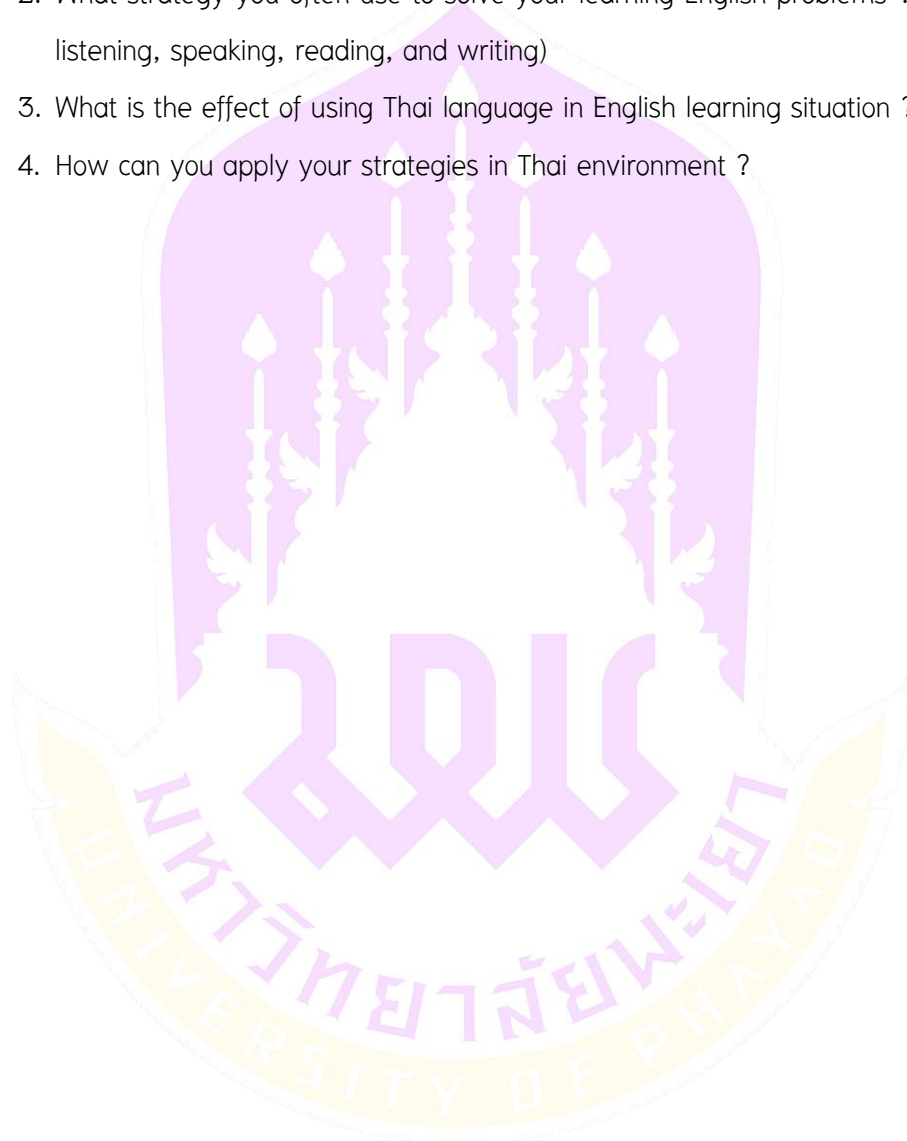
33. I ask for help from English speakers to correct me when I talk.
34. I practice English with other students.
35. I ask questions in English in classroom.
36. I try to learn about the culture of English speakers.



## Appendix B Interview form

### Interview form

1. What kind of problem have you faced when you learn English language in Thais' culture ?
2. What strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)
3. What is the effect of using Thai language in English learning situation ?
4. How can you apply your strategies in Thai environment ?



## Appendix C Questionnaire finding

| EFL high proficiency |   |   |    |    |    |    |      |      |
|----------------------|---|---|----|----|----|----|------|------|
| item/point           | 1 | 2 | 3  | 4  | 5  | n  | mean | sd   |
| 1                    | 6 | 2 | 15 | 15 | 4  | 42 | 3.21 | 1.15 |
| 2                    | 4 | 0 | 13 | 16 | 9  | 42 | 3.62 | 1.11 |
| 3                    | 0 | 4 | 16 | 15 | 7  | 42 | 3.60 | 0.87 |
| 4                    | 0 | 4 | 14 | 15 | 9  | 42 | 3.69 | 0.91 |
| 5                    | 0 | 6 | 15 | 15 | 5  | 42 | 3.38 | 1.02 |
|                      |   |   |    |    |    |    | 3.50 | 1.01 |
| 6                    | 0 | 6 | 17 | 16 | 3  | 42 | 3.38 | 0.82 |
| 7                    | 0 | 6 | 12 | 17 | 7  | 42 | 3.60 | 0.93 |
| 8                    | 0 | 3 | 16 | 17 | 6  | 42 | 3.62 | 0.82 |
| 9                    | 2 | 3 | 8  | 19 | 10 | 42 | 3.76 | 1.04 |
| 10                   | 0 | 8 | 11 | 14 | 9  | 42 | 3.57 | 1.03 |
| 11                   | 0 | 7 | 17 | 18 | 0  | 42 | 3.26 | 0.73 |
| 12                   | 0 | 3 | 22 | 15 | 2  | 42 | 3.38 | 0.69 |
| 13                   | 0 | 5 | 9  | 23 | 5  | 42 | 3.67 | 0.84 |
| 14                   | 0 | 4 | 20 | 14 | 4  | 42 | 3.43 | 0.79 |
|                      |   |   |    |    |    |    | 3.52 | 0.85 |
| 15                   | 0 | 2 | 20 | 17 | 4  | 42 | 3.62 | 0.49 |
| 16                   | 0 | 4 | 10 | 21 | 7  | 42 | 3.74 | 0.85 |
| 17                   | 0 | 2 | 15 | 19 | 6  | 42 | 3.69 | 0.77 |
| 18                   | 0 | 4 | 16 | 14 | 8  | 42 | 3.62 | 0.90 |
| 19                   | 2 | 4 | 17 | 13 | 6  | 42 | 3.40 | 1.00 |
|                      |   |   |    |    |    |    | 3.61 | 0.80 |
| 20                   | 0 | 8 | 13 | 17 | 4  | 42 | 3.40 | 0.90 |
| 21                   | 0 | 3 | 20 | 13 | 6  | 42 | 3.52 | 0.82 |

| EFL high proficiency (Cont.) |   |   |    |    |    |    |      |      |
|------------------------------|---|---|----|----|----|----|------|------|
| item/point                   | 1 | 2 | 3  | 4  | 5  | n  | mean | sd   |
| 22                           | 0 | 4 | 12 | 17 | 8  | 42 | 3.62 | 1.05 |
| 23                           | 0 | 4 | 12 | 20 | 6  | 42 | 3.67 | 0.84 |
| 24                           | 0 | 2 | 13 | 16 | 11 | 42 | 3.86 | 0.86 |
| 25                           | 0 | 2 | 20 | 16 | 4  | 42 | 3.52 | 0.73 |
| 26                           | 0 | 8 | 11 | 20 | 3  | 42 | 3.43 | 0.88 |
|                              |   |   |    |    |    |    | 3.57 | 0.87 |
| 27                           | 0 | 3 | 15 | 20 | 4  | 42 | 3.60 | 0.76 |
| 28                           | 0 | 7 | 13 | 15 | 7  | 42 | 3.52 | 0.96 |
| 29                           | 0 | 7 | 20 | 9  | 6  | 42 | 3.33 | 0.92 |
| 30                           | 0 | 6 | 13 | 20 | 3  | 42 | 3.48 | 0.82 |
| 31                           | 3 | 8 | 13 | 12 | 6  | 42 | 3.24 | 1.13 |
|                              |   |   |    |    |    |    | 3.43 | 0.92 |
| 32                           | 5 | 2 | 9  | 19 | 6  | 42 | 3.38 | 1.27 |
| 33                           | 0 | 2 | 11 | 24 | 5  | 42 | 3.76 | 0.72 |
| 34                           | 5 | 3 | 18 | 14 | 2  | 42 | 3.12 | 1.03 |
| 35                           | 0 | 8 | 9  | 16 | 9  | 42 | 3.62 | 1.02 |
| 36                           | 0 | 6 | 6  | 21 | 9  | 42 | 3.79 | 0.94 |
|                              |   |   |    |    |    |    | 3.53 | 1.00 |

| EFL low proficiency |    |    |    |   |   |    |      |      |
|---------------------|----|----|----|---|---|----|------|------|
| item/point          | 1  | 2  | 3  | 4 | 5 | n  | mean | sd   |
| 1                   | 3  | 15 | 17 | 0 | 0 | 35 | 2.40 | 0.64 |
| 2                   | 1  | 14 | 15 | 4 | 1 | 35 | 2.71 | 0.81 |
| 3                   | 2  | 20 | 12 | 1 | 0 | 35 | 2.34 | 0.63 |
| 4                   | 5  | 12 | 17 | 0 | 1 | 35 | 2.43 | 0.84 |
| 5                   | 5  | 12 | 15 | 3 | 0 | 35 | 2.46 | 0.84 |
|                     |    |    |    |   |   |    | 2.47 | 0.75 |
| 6                   | 0  | 12 | 21 | 1 | 1 | 35 | 2.74 | 0.65 |
| 7                   | 0  | 25 | 8  | 0 | 1 | 35 | 2.26 | 0.73 |
| 8                   | 10 | 7  | 18 | 0 | 0 | 35 | 2.23 | 0.86 |
| 9                   | 3  | 15 | 17 | 0 | 0 | 35 | 2.40 | 0.64 |
| 10                  | 2  | 21 | 12 | 0 | 0 | 35 | 2.29 | 0.56 |
| 11                  | 3  | 15 | 17 | 0 | 0 | 35 | 2.40 | 0.64 |
| 12                  | 1  | 17 | 15 | 2 | 0 | 35 | 2.51 | 0.65 |
| 13                  | 2  | 15 | 16 | 2 | 0 | 35 | 2.51 | 0.69 |
| 14                  | 2  | 16 | 17 | 0 | 0 | 35 | 2.43 | 0.60 |
|                     |    |    |    |   |   |    | 2.42 | 0.67 |
| 15                  | 1  | 8  | 25 | 1 | 0 | 35 | 2.74 | 0.55 |
| 16                  | 0  | 9  | 23 | 0 | 2 | 35 | 2.77 | 0.83 |
| 17                  | 3  | 11 | 22 | 0 | 0 | 35 | 2.60 | 0.49 |
| 18                  | 3  | 12 | 20 | 0 | 0 | 35 | 2.49 | 0.65 |
| 19                  | 2  | 10 | 23 | 0 | 0 | 35 | 2.60 | 0.60 |
|                     |    |    |    |   |   |    | 2.64 | 0.62 |
| 20                  | 2  | 10 | 21 | 2 | 0 | 35 | 2.66 | 0.67 |
| 21                  | 3  | 15 | 15 | 2 | 0 | 35 | 2.46 | 0.73 |
| 22                  | 0  | 12 | 23 | 0 | 0 | 35 | 2.66 | 0.47 |
| 23                  | 0  | 10 | 25 | 0 | 0 | 35 | 2.71 | 0.45 |

| EFL low proficiency (Cont.) |   |    |    |   |   |    |      |      |
|-----------------------------|---|----|----|---|---|----|------|------|
| item/point                  | 1 | 2  | 3  | 4 | 5 | n  | mean | sd   |
| 24                          | 2 | 12 | 21 | 0 | 0 | 35 | 2.54 | 0.60 |
| 25                          | 1 | 21 | 13 | 0 | 0 | 35 | 2.34 | 0.53 |
| 26                          | 3 | 15 | 17 | 0 | 0 | 35 | 2.40 | 0.64 |
|                             |   |    |    |   |   |    | 2.54 | 0.59 |
| 27                          | 2 | 7  | 26 | 0 | 0 | 35 | 2.69 | 0.57 |
| 28                          | 2 | 9  | 23 | 0 | 0 | 35 | 2.54 | 0.73 |
| 29                          | 2 | 18 | 15 | 0 | 0 | 35 | 2.37 | 0.59 |
| 30                          | 6 | 13 | 16 | 0 | 0 | 35 | 2.29 | 0.74 |
| 31                          | 7 | 18 | 10 | 0 | 0 | 35 | 2.09 | 0.69 |
|                             |   |    |    |   |   |    | 2.39 | 0.67 |
| 32                          | 5 | 5  | 21 | 4 | 0 | 35 | 2.69 | 0.85 |
| 33                          | 5 | 10 | 20 | 0 | 0 | 35 | 2.43 | 0.73 |
| 34                          | 6 | 18 | 11 | 0 | 0 | 35 | 2.14 | 0.68 |
| 35                          | 4 | 15 | 14 | 2 | 0 | 35 | 2.40 | 0.76 |
| 36                          | 6 | 17 | 12 | 0 | 0 | 35 | 2.17 | 0.70 |
|                             |   |    |    |   |   |    | 2.37 | 0.74 |



| ESL high proficiency |   |   |   |   |   |   |      |      |
|----------------------|---|---|---|---|---|---|------|------|
| item/point           | 1 | 2 | 3 | 4 | 5 | n | mean | sd   |
| 1                    | 0 | 0 | 3 | 2 | 1 | 6 | 3.67 | 0.75 |
| 2                    | 0 | 1 | 1 | 3 | 1 | 6 | 3.67 | 0.94 |
| 3                    | 0 | 0 | 3 | 0 | 3 | 6 | 4.00 | 1.00 |
| 4                    | 0 | 2 | 2 | 0 | 2 | 6 | 3.33 | 1.25 |
| 5                    | 0 | 1 | 2 | 1 | 2 | 6 | 3.67 | 1.11 |
|                      |   |   |   |   |   |   | 3.67 | 1.01 |
| 6                    | 0 | 2 | 2 | 0 | 2 | 6 | 3.33 | 1.25 |
| 7                    | 0 | 1 | 1 | 2 | 2 | 6 | 3.83 | 1.07 |
| 8                    | 0 | 0 | 2 | 1 | 3 | 6 | 4.17 | 0.90 |
| 9                    | 0 | 0 | 2 | 0 | 4 | 6 | 4.33 | 0.94 |
| 10                   | 0 | 0 | 1 | 4 | 1 | 6 | 4.00 | 0.58 |
| 11                   | 0 | 0 | 3 | 2 | 1 | 6 | 3.67 | 0.75 |
| 12                   | 0 | 4 | 1 | 0 | 1 | 6 | 2.67 | 1.11 |
| 13                   | 0 | 2 | 3 | 1 | 0 | 6 | 2.83 | 0.69 |
| 14                   | 0 | 1 | 2 | 3 | 0 | 6 | 3.33 | 0.75 |
|                      |   |   |   |   |   |   | 3.57 | 0.89 |
| 15                   | 0 | 0 | 3 | 1 | 2 | 6 | 3.83 | 0.90 |
| 16                   | 1 | 0 | 2 | 2 | 1 | 6 | 3.33 | 1.25 |
| 17                   | 0 | 0 | 2 | 3 | 1 | 6 | 3.83 | 0.69 |
| 18                   | 1 | 0 | 4 | 0 | 1 | 6 | 3.00 | 1.15 |
| 19                   | 0 | 0 | 3 | 2 | 1 | 6 | 3.67 | 0.75 |
|                      |   |   |   |   |   |   | 3.53 | 0.95 |
| 20                   | 0 | 0 | 3 | 0 | 3 | 6 | 4.00 | 1.00 |
| 21                   | 0 | 0 | 3 | 1 | 2 | 6 | 3.83 | 0.90 |
| 22                   | 0 | 0 | 0 | 3 | 3 | 6 | 4.50 | 0.50 |
| 23                   | 0 | 0 | 1 | 3 | 2 | 6 | 4.17 | 0.69 |

| ESL high proficiency (Cont.) |   |   |   |   |   |   |      |      |
|------------------------------|---|---|---|---|---|---|------|------|
| item/point                   | 1 | 2 | 3 | 4 | 5 | n | mean | sd   |
| 24                           | 0 | 0 | 2 | 2 | 2 | 6 | 4.00 | 0.82 |
| 25                           | 0 | 1 | 1 | 2 | 2 | 6 | 3.83 | 1.07 |
| 26                           | 0 | 0 | 2 | 1 | 3 | 6 | 4.17 | 0.90 |
|                              |   |   |   |   |   |   | 4.07 | 0.84 |
| 27                           | 1 | 1 | 2 | 1 | 1 | 6 | 3.00 | 1.29 |
| 28                           | 0 | 0 | 3 | 2 | 1 | 6 | 3.67 | 0.75 |
| 29                           | 2 | 1 | 1 | 1 | 1 | 6 | 2.67 | 1.49 |
| 30                           | 2 | 1 | 1 | 1 | 1 | 6 | 2.67 | 1.49 |
| 31                           | 0 | 4 | 0 | 1 | 1 | 6 | 2.83 | 1.21 |
|                              |   |   |   |   |   |   | 2.97 | 1.25 |
| 32                           | 0 | 0 | 5 | 0 | 1 | 6 | 3.33 | 0.75 |
| 33                           | 0 | 0 | 1 | 2 | 3 | 6 | 4.33 | 0.75 |
| 34                           | 0 | 1 | 1 | 2 | 2 | 6 | 3.83 | 1.07 |
| 35                           | 0 | 1 | 3 | 1 | 1 | 6 | 3.33 | 0.94 |
| 36                           | 0 | 0 | 2 | 3 | 1 | 6 | 3.83 | 0.69 |
|                              |   |   |   |   |   |   | 3.73 | 0.84 |

| ESL low proficiency |   |   |   |   |   |   |      |      |
|---------------------|---|---|---|---|---|---|------|------|
| item/point          | 1 | 2 | 3 | 4 | 5 | n | mean | sd   |
| 1                   | 0 | 0 | 2 | 1 | 0 | 3 | 3.33 | 0.47 |
| 2                   | 0 | 1 | 0 | 2 | 0 | 3 | 3.33 | 0.94 |
| 3                   | 0 | 1 | 2 | 0 | 0 | 3 | 2.67 | 0.47 |
| 4                   | 0 | 1 | 1 | 1 | 0 | 3 | 3.00 | 0.82 |
| 5                   | 0 | 1 | 2 | 0 | 0 | 3 | 2.67 | 0.47 |
|                     |   |   |   |   |   |   | 3.00 | 0.63 |
| 6                   | 0 | 1 | 2 | 0 | 0 | 3 | 2.67 | 0.47 |
| 7                   | 0 | 2 | 0 | 1 | 0 | 3 | 2.67 | 0.94 |
| 8                   | 0 | 1 | 2 | 0 | 0 | 3 | 2.67 | 0.47 |
| 9                   | 0 | 0 | 2 | 1 | 0 | 3 | 3.33 | 0.47 |
| 10                  | 0 | 2 | 0 | 0 | 1 | 3 | 3.00 | 1.41 |
| 11                  | 0 | 1 | 1 | 1 | 0 | 3 | 3.00 | 0.82 |
| 12                  | 0 | 2 | 0 | 1 | 0 | 3 | 2.67 | 0.94 |
| 13                  | 0 | 1 | 2 | 0 | 0 | 3 | 2.67 | 0.47 |
| 14                  | 0 | 2 | 0 | 1 | 0 | 3 | 2.67 | 0.94 |
|                     |   |   |   |   |   |   | 2.81 | 0.77 |
| 15                  | 0 | 0 | 3 | 0 | 0 | 3 | 3.00 | 0.00 |
| 16                  | 0 | 0 | 3 | 0 | 0 | 3 | 3.00 | 0.00 |
| 17                  | 0 | 1 | 2 | 0 | 0 | 3 | 2.67 | 0.47 |
| 18                  | 0 | 1 | 2 | 0 | 0 | 3 | 2.67 | 0.47 |
| 19                  | 0 | 1 | 1 | 1 | 0 | 3 | 3.00 | 0.82 |
|                     |   |   |   |   |   |   | 2.87 | 0.35 |
| 20                  | 0 | 0 | 2 | 1 | 0 | 3 | 3.33 | 0.47 |
| 21                  | 0 | 1 | 1 | 1 | 0 | 3 | 3.00 | 0.82 |
| 22                  | 0 | 1 | 1 | 0 | 1 | 3 | 3.33 | 1.25 |
| 23                  | 0 | 1 | 1 | 0 | 1 | 3 | 3.33 | 1.25 |

| ESL low proficiency (Cont.) |   |   |   |   |   |   |      |      |
|-----------------------------|---|---|---|---|---|---|------|------|
| item/point                  | 1 | 2 | 3 | 4 | 5 | n | mean | sd   |
| 24                          | 0 | 1 | 1 | 0 | 1 | 3 | 3.33 | 1.25 |
| 25                          | 0 | 1 | 1 | 0 | 1 | 3 | 3.33 | 1.25 |
| 26                          | 0 | 2 | 0 | 1 | 0 | 3 | 2.67 | 0.94 |
|                             |   |   |   |   |   |   | 3.19 | 1.03 |
| 27                          | 0 | 1 | 1 | 1 | 0 | 3 | 3.00 | 0.82 |
| 28                          | 0 | 2 | 0 | 1 | 0 | 3 | 2.67 | 0.94 |
| 29                          | 1 | 1 | 0 | 1 | 0 | 3 | 2.33 | 1.25 |
| 30                          | 1 | 0 | 1 | 1 | 0 | 3 | 2.67 | 1.25 |
| 31                          | 0 | 2 | 1 | 0 | 0 | 3 | 2.33 | 0.47 |
|                             |   |   |   |   |   |   | 2.60 | 0.95 |
| 32                          | 0 | 1 | 1 | 0 | 1 | 3 | 3.33 | 1.25 |
| 33                          | 0 | 1 | 1 | 1 | 0 | 3 | 3.00 | 0.82 |
| 34                          | 1 | 1 | 1 | 0 | 0 | 3 | 2.00 | 0.82 |
| 35                          | 1 | 0 | 2 | 0 | 0 | 3 | 2.33 | 0.94 |
| 36                          | 0 | 2 | 0 | 1 | 0 | 3 | 2.67 | 0.94 |
|                             |   |   |   |   |   |   | 2.67 | 0.95 |

## Appendix D Interview

### Student 1

**Interviewer:** What kind of problem have you faced when you learn English language in Thais 'culture ?

**Student:** I think the first problem that I faced is the way that the culture accesses the language it is very different in everywhere in my country or in native speaking country. So, for the languages but it is confusing sometime because there is a common word in Thai or common phrase in Thai. That when they explain in English and then it is confusing for me to understand.

**Interviewer:** What strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** Strategies to learn language to learn English in Thai style ?

**Interviewer:** Yes yes to solve your problem.

**Student:** I try to communicate with my Thai friends for which is the native in the country here right now and just to pay attention and try to notice what is the common way that they use to communicate.

**Interviewer:** Alright, I want to know that what is the effect of using Thai language in English learning situation for you when you study here ?

**Student:** I think the effect is that when I go aboard or when I communicate with the actual native speaker when I have to use the knowledge to learn here which I of course I learned in English but I learn in English in Thai style it would effect in the way that I might express in differently from the native.

**Interviewer:** How can you apply your strategies in Thai environment ?

**Student:** From me, how I apply my strategies it's just to be relax just to be relax and get to know friends from Thailand and not get into stress about it and of course in the same way I learn through of course internet with the native style so I might notice the different and I would know how to use it correctly.

**Interviewer:** Thank you.

## Student 2

**Interviewer:** First, what kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** Umm there very ritual force in the environment I think, Ehhh... everything mostly everything accentually in especially in Thai and there is Rizal important places in there very Rizal impassive important place in the important of the English language and I think that last is the main problem that English learners as a second language facing in Thailand.

**Interviewer:** What strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** I mostly read lots of books, articles, novels, things. I use English every day I even think in English I hardly ever used my native language at all because I already and receive I can use it very well already so I divorce more my energy into learning English most of the time.

**Interviewer:** What is the effect of using Thai language in English learning situation ? What is that you think in the Effect for different language ?

**Student:** If you mean I seen differences between my language and English I say the structure and mostly the structure which was my old problem when I was young and this is now isn't problem anymore. So I think that just the structure and pronunciation in source accent.

**Interviewer:** How can you apply your strategies in Thai environment ?

**Students:** I used English with everything coursework in my daily life English with everything as the same way I use my native language.

## Student 3

**Interviewer:** What kind of problem have you faced when you learn English language in Thais 'culture ?

**Student:** I often found that most teachers in Thailand have Thai accent so when they teach is difficult for me to understand everything that they say.

**Interviewer:** So you think that Thai accent is very difficult for you learn Thai culture right ?

**Student:** Yes.

**Interviewer:** And for What strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** I think making conversation with Thai friends help a lot and also watching TV watching Thai TV sometime. Watch soundtrack movie. Listen English song.

**Interviewer:** So it make you enjoy with learning Thai language right ?

**Student:** Yes because it more familiar with the accent.

**Interviewer:** Ok and what is the effect of using Thai language in English learning situation ? So what is the effect for different language ?

**Student:** Because I am not native Thai so I am..

**Interviewer:** Ok you are not native Thai so it makes the difficulty for learning in different language.

**Student:** Yes.

**Interviewer:** Ok, How can you apply your strategies in Thai environment ? What strategies ?

**Student:** I think try to enjoy learning Thai culture help. Listen BBC or watch USA movies.

**Interviewer:** Ok, Thank you.

#### **Student 4**

**Interviewer:** What kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** Umm. My problem is the accent in Thailand because native speaker English and Thai people English is different accent so sometime it makes me confusing.

**Interviewer:** Ok, what strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** In listening and speaking I just talk to the teacher from foreign language country. Reading and writing, I read the English books.

**Interviewer:** What is the effect of using Thai language in English learning situation ?

**Student:** Ummmmmm it make me more clearly understanding because now I study Thai language in English but I can speak Japanese if I can speak Three languages it make me more clearly understanding.

**Interviewer:** How can you apply your strategies in Thai environment ?

**Student:** For example, if I have a problem in language I will ask my friends or sometime make gesture.

**Interviewer:** Ok thank you for your cooperation.

#### Student 5

**Interviewer:** First, what kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** So I think I need to help Thai people learn English so I feel like I don't get anything from learning English here but I am happy to help Thai people here.

**Interviewer:** I mean the problem that you face in MFU ?

**Student:** My Thai friends don't speak English to me. Sometimes, I can't listen Thai students speak English clearly.

**Interviewer:** What strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** Listen I will listen to English songs and speaking I will talk to friends in English so that I can use English and reading and writing I learn it from novels.

**Interviewer:** Oh novels.

**Student:** and from newspaper.

**Interviewer:** What is the effect of using Thai language in English learning situation ?

**Student:** It like sometime I don't get proper English, proper English faces in various situations in Thai people used like Thai style English which is difficult for me.

**Interviewer:** How can you apply your strategies in Thai environment ?



**Student:** I will, if I cannot order for like the simple things if I cannot order what we call Kuy Taew properly I will try to copy from Thai people and try to speak it properly.

**Interviewer:** Ok. Thank you for your cooperation.

#### Student 6

**Interviewer:** What kind of problem have you faced when you learn English language in Thais 'culture ?

**Student:** Sometimes, I cannot listen what Thai people say in English because Thai people pronunciation is the difficult. English in Thailand is hardly ever used. So, I cannot understand when I study.

**Interviewer:** How about Thai teacher pronunciation.

**Student:** Thai teachers speak English accent in Thai accent.

**Interviewer:** So, what strategy you often use to solve your learning English problems (4 skills; listening, speaking, reading, and writing) especially Thai accent ?

**Student:** Speaking I talking with friends. Listening I watch TV in English or listen English songs. I reading book in English and I writing some letter use English. I often use the dictionary or ask my friend foe Thai accent.

**Interviewer:** What is the effect of using Thai language in English learning situation ?

**Student:** we can learn English in addition. We can learn another language in daily life. So, there is the effect that we can get many knowledge through learn English in like this country where is no English area.

**Interviewer:** How can you apply your strategies in Thai environment ?

**Student:** I apply to adapt myself. Ask my friend and Japanese teacher, ask international affairs division and my adviser and ask my buddy who Thai people friend.

**Interviewer:** Thank you very much.

#### Student 7

**Interviewer:** Let me start the first question, what kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** I could not listen to Thai accent English at first. Thai accent is difficult for listening in class. It hard to understand when we have conversation.

**Interviewer:** Oh, what strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** I listen English songs many times, practice speaking by myself at first and after that talk with people in English. I read very easy books for me and I practice writing many times.

**Interviewer:** What is the effect of using Thai language in English learning situation ?

**Student:** we can learn English in addition. We can learn another language in daily life. So, there is the effect that we can get many knowledge through learn English in like this country where is no English area.

**Interviewer:** Accent ?

**Student:** I think also is the accent of people from anywhere. When they talk to me I cannot answer soon because I need time to think about the word.

**Interviewer:** How can you apply your strategies in Thai environment ?

**Student:** In English class or when I cannot explain something in Thai. I use English.

**Interviewer:** Thank you so much.

### Student 8

**Interviewer:** Start with the first question is what kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** I think not problem with me because I understand about Thai culture and can speak.

**Interviewer:** Wow. You are awesome. Next, what strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** Speaking: I try to speak only English language, listening: I listen to English songs, Reading: I read English books, Writing: I learn writing work with teacher.

**Interviewer:** What is the effect of using Thai language in English learning situation ?

**Student:** In the effect of learning English make me know about anything about English language then I can improve English skill and learned more English language and do understand it.

**Interviewer:** How can you apply your strategies in Thai environment ?

**Student:** I apply my strategies in Thai environment by teach other friends and talking with Thai people use English.

**Interviewer:** Thank you very much.

#### Student 9

**Interviewer:** What kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** Most of my friends, their English speaking is quite poor and they use wrong pronunciation and it is difficult for me to learn English language. Some Thai teacher speaks Thai, I cannot understand.

**Interviewer:** What strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** I use to listen more to solve my English learning problems. I watch more English movies and documentary and listen to their accent so that I can speak better.

**Interviewer:** What is the effect of using Thai language in English learning situation ?

**Student:** English accent become worse with local language.

**Interviewer:** misunderstand ?

**Student:** Umm...It has the mistake because we misunderstand.

**Interviewer:** How can you apply your strategies in Thai environment ?

**Student:** I should suggest Thai friends that they should watch and read more English. And I Talking with Thai people to use English.

**Interviewer:** Thank you.

**Student 10**

**Interviewer:** Let's start the first question what kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** Not good because in the class teacher is not teach in English language. so, international students are not understand and don't teach in class. Thai students hardly conversation in English.

**Interviewer:** Next question, what strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** I am listening to speeches, songs, watching English documentaries. I read papers and I often practice writing. I try to practice every time I have learned here.

**Interviewer:** What is the effect of using Thai language in English learning situation ?

**Student:** The English accent gets diluted with the local languages and you can never regain the good accent.

**Interviewer:** How can you apply your strategies in Thai environment ?

**Student:** There is nothing we can do as many Thais still give more importance to their own language.

**Interviewer:** Thank you for your cooperation.

**Student 11**

**Interviewer:** What kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** The main barrier that obstructs us is that Thai students hardly speak English. We feel isolated and it is hard for us to approach shops or cab drivers because they hardly know English.

**Interviewer:** You mean In Thailand, they don't speak English in official language. Right ?

**Student:** Yes, it makes them hardly know English.

**Interviewer:** OK. What strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** I try to be very attentive when I listen and try to grasp everything I can get. I join in literary club and participate in public speaking to improve my oratory skills. I read a lot of books in English. From all of my knowledge gathered from all sources I finally write them. Everything will be good.

**Interviewer:** OK. Next question, what is the effect of using Thai language in English learning situation ?

**Student:** If we plan to come to Thai with an objective of improving our English. I think it will only get hampered because we have to speak in a broken English to make Thai people understand. Sometime it hard to understand and cannot find the words to explain why easy to understand.

**Interviewer:** for the last question, how can you apply your strategies in Thai environment ?

**Student:** I would urge them all to take English as the medium of instruction from lower classes like kindergarten.

**Interviewer:** That all question, Thank you so much.

## Student 12

**Interviewer:** Ok. Start with the first question is what kind of problem have you faced when you learn English language in Thais' culture ?

**Student:** I'm don't understand about Information of Thailand culture so it's have a problem in the study and understand. When Thai people speak English I could not understand because when they speak English have some Thai language.

**Interviewer:** Then, what strategy you often use to solve your learning English problems ? (4 skills; listening, speaking, reading, and writing)

**Student:** I'm just try learn English is very. Be it listening, speaking, reading, and writing. Development skills include and try using English a lot. I practice my four skills everyday at the university.

**Interviewer:** Um. What is the effect of using Thai language in English learning situation ?

**Student:** Of course effect of different language in English learning situation in structure have a problems in speaking writing and reading.

**Interviewer:** The last question, how can you apply your strategies in Thai environment ?

**Student:** I'm try study and understand by use technology help me example Google translation and I apply my strategies in Thai environment by working hard.

**Interviewer:** That's all your answer ?

**Student:** Yes.

**Interviewer:** Thank you so much.

**Student:** Welcome.





## BIOGRAPHY

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|---|--|
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| Article   |  |
| Kitja, D. (2013). English language learning strategies of ASEAN exchange students in Thai context. In <b>Proceedings of Phayao Research Conference 2<sup>nd</sup> 2013</b> (pp. 696–705). Phayao: University of Phayao. |  |
| Other   | –  |